ABSTRACT

Title of dissertation: INDEPENDENT SCHOOL HEADS: TIME USE, TIME-USE PREFERENCE, AND SATISFACTION OR DISSATISFACTION IN LEADERSHIP ROLE

Ann Elizabeth Wolcott, Doctor of Education, 2014

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Time is a quantifiable element measured by the clock. School leaders have time to use according to the demands of their work. There is little, if any, evidence that the time-use preferences of school leaders are given consideration. This doctoral dissertation (1) examines the time that leaders spend on the responsibilities associated with their work, (2) identifies the leaders' time-use preferences, (3) identifies the school characteristics and personal characteristics of the leaders who participated in the survey instrument, (4) examines the data obtained from the survey, and (5) analyzes the statistics to determine the satisfaction or dissatisfaction of the leaders regarding the use of their time. Results suggest that experienced independent school leaders are satisfied with the way they spend their time at work. Other results concerning satisfaction or dissatisfaction are specifically related to the configuration of the schools' grade levels. This dissertation's results will contribute to the field of independent school research and encourage more research on leaders in Episcopal schools in particular and schools in general.

INDEPENDENT SCHOOL HEADS:

TIME USE, TIME-USE PREFERENCE, AND SATISFACTION OR DISSATISFACTION IN LEADERSHIP ROLE

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Dedication

It is with much love that I dedicate this dissertation to my wonderful family. I admire each of them. Our passion for education and learning continues to inspire me. Throughout this endeavor they encouraged and supported me unconditionally. Thank you all for seeing me through this with your patience and understanding. I love you.

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It is with much appreciation that I thank all of the fine teachers that I have known and worked with throughout my lifetime. Beginning with my first-grade teacher, who inspired me to become a teacher like her, each of the teachers who I have admired has, in his or her way, unknowingly contributed to my love of teaching and learning. They have influenced my life and my career more than they could ever know. Thanks to them for motivating me to complete this dissertation in honor of our profession.

Thank you to my dear husband for his devotion and encouragement every step of the way. Thank you to my wonderful children, both teachers themselves, for cheering me on and for their appreciation of this dream come true for me.

Thank you to my beloved sister, also an educator, who always listened and kept me inspired. Thank you to my colleagues and friends for their thoughtful help and support.

My parents and grandparents did not have the benefit of a college education but fostered my love of school and encouraged me to go to college to become a teacher. For that gift, I am eternally grateful. I know that they would be especially proud of this accomplishment.

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Chapter 1:

Introduction

Background

"One third of a person's life is spent working" (Lombardo, 2005).

Job satisfaction "is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p. 2). Satisfaction with one's work is as important in schools as it is in any profession or employment setting. Heads of school may or may not be satisfied in their work. That satisfaction or dissatisfaction could be related to the ways that they spent their time or are required to spend their time on the job.

The common complaint of "never having enough time" could be verbalized by a school leader as well as any other person who has a job. Leaders could see themselves with responsibilities for which they think they should not be responsible. Managing personal time and work time could create conflicts for school leaders, perhaps because of evening meetings and similar obligations that intrude on their family time. They could be overwhelmed by the number of responsibilities that they are required to undertake. This study addresses satisfaction or dissatisfaction of independent school leaders with regard to the ways that they use their time. Factors such as time, time-use preferences, personal characteristics of the independent school head, and the characteristics of the school may contribute to satisfaction or dissatisfaction. One of the purposes of this study is to find the factors that could lead to satisfaction or dissatisfaction with time use in school leadership roles.

School leaders spend time accomplishing a variety of responsibilities in their jobs. A study by the National Center for Education Statistics reported that the average number of hours per week spent by all school principals on school-related activities was 57 hours, of which 20 were spent interacting with students (NCES, 2009). When separated by public and private schools, the number of hours for public schools was 58.4 total hours, including 20.8 hours of interaction with students. On the other hand, principals in private schools reported spending 53.6 hours, including 19.2 hours spent interacting with students. According to these statistics, public school principals spend approximately five hours more than private school principals each week on the job. Both groups spend approximately the same amount of time with students (NCES, 2009)

There are responsibilities on which leaders *must* spend time (these responsibilities vary from school to school) and there are responsibilities on which they would *prefer* to spend time. So, therefore, in addition to examining the time spent by school leaders on their required responsibilities, this study also focused on school leaders' time-use preferences. Time-use preference is an unexplored area in educational settings.

Who the leaders are and what type of school employed them was also of interest in this study. Therefore, the leaders' personal characteristics and schools' characteristics, obtained from the survey data, were included in this study. All in all, this study combined data about hours spent at work, time preferences, personal characteristics of the head, and school characteristics in order to find factors that contribute to satisfaction or dissatisfaction with the way the leader spends time.

This study will further the research of school leaders' time use, time-use preferences, and satisfaction by examining a specific group of school leaders not yet

included in school leaders' time-use research. The specific group involved in this study is comprised of school heads who are affiliated with the National Association of Episcopal Schools (NAES). All of the schools involved in this study were members of the NAES as well as the National Association of Independent Schools (NAIS). Throughout the dissertation, the term "independent schools" is used because the participating schools are members of both organizations.

Since this study focuses on independent schools, it is important to know some basic information about their structure and the way they operate in order to better understand them. Independent schools in the United States own, govern, and finance themselves. They are not dependent on government resources or financing. Independent schools are governed by a board of directors and are funded by tuition, monetary gifts, and endowment. They are self-ruling, self-governing, and self-sufficient. They may or may not have a religious affiliation. They differ from parochial schools that are governed or financially supported by other organizations, such as churches and parishes.

The leader of an independent school is the head. The position of the head of an independent school is, in some ways, similar to a public school superintendent's position. One of the differences between superintendents and independent school heads is that most independent school heads lead a single school while most public school superintendents are responsible for leading several schools. When referencing independent schools in this study, the term "head of independent school" will be used interchangeably with "leader of independent school."

Independent school heads are required to fulfill specific responsibilities in their work as dictated by the school's governing board. These responsibilities draw upon their

management skills, knowledge, and abilities, and consist of tasks that tap into many areas of the school. Independent school heads' tasks can include but are not limited to fiscal management, personnel management, student support, instruction and curriculum, vision/mission, and community relations. For the most part, independent school heads carry out their responsibilities according to their board of trustees and school community.

Thinking about the responsibilities of school leaders raises questions such as: How do school leaders spend their time? On what responsibilities would school leaders prefer to spend more time? On what responsibilities would school leaders prefer to spend less time? What predicts the level of satisfaction and dissatisfaction people have in leadership roles?

Therefore, this study examined the time use of independent school heads, time-use preferences of independent school heads, the personal characteristics of independent school heads, and the characteristics of the independent schools that they lead. Through the use of statistics for this study, combinations of data were used to determine the factors that contribute to independent school heads' satisfaction or dissatisfaction regarding the time they spend in their leadership role.

Research Problem and Purpose

Time is a scarce resource. There is an existing body of school management and leadership practice research that looks at how school leaders spend their time. Those studies of school leaders involved the collection of data through the use of time logs and various survey or observation techniques (e.g., Spillane & Hunt, 2010; Goldring, 2008; Horng, Klasik, & Loeb, 2010). However, research is lacking with regard to how school

leaders would *prefer* to use their time. Also lacking is research that looks at the personal characteristics of school leaders and institutional characteristics of independent schools as they are related to satisfaction or dissatisfaction in leadership roles.

A small body of research has been done in independent schools, none of which explores time-use preferences or satisfaction or dissatisfaction of school leaders. Additional independent school research about time use, time-use preference, personal characteristics, and school characteristics could reveal much about the role satisfaction or dissatisfaction play in an independent school leader's leadership role. This study addresses the need for such independent school research.

Data consisting of the personal characteristics of independent school leaders, characteristics of their schools, their time use, and their time-use preferences form the database used to fulfill the purpose of the study. This study drew from data gathered for NAES, an organization of schools within the world of independent schools, to examine the factors that could contribute to the satisfaction or dissatisfaction of independent school leaders. The study used the data from the NAES school heads' survey to answer the following research questions:

1. How do school leaders spend their time?
2. On what responsibilities would school leaders prefer to spend more time or less time?
3. What predicts the level of satisfaction and dissatisfaction people have with the way they spend time in leadership roles?

Overview of the Study

This study was undertaken to determine how independent school leaders use their time, to determine the time-use preferences of independent school leaders, and to determine the factors that could predict satisfaction or dissatisfaction with time use of heads of independent schools.

In order to accomplish those tasks, four sets of data were considered: (1) the number of hours per week spent on job responsibilities, (2) the time-use preferences of the heads of the independent schools, (3) the personal characteristics of the heads, and (4) the characteristics of the schools. All of this data was obtained from a 2010 survey of independent school leaders undertaken for NAES to which this researcher was given access.

First, this study examined the number of hours that independent school heads spent weekly doing the tasks for their job. This information was obtained from leaders self-reporting through a survey. Second, independent school leaders were asked to decide if they would prefer to spend more or less time (or no change necessary) on each of their job responsibilities. That data was obtained from the survey to determine the time-use preferences of the school leaders. The independent school heads who participated in the survey were asked to define their personal characteristics such as gender, age, the age when they became head of school, and highest degree obtained. That data was used for the personal characteristics part of this study and underwent statistical analysis as such. Individual names or institutional names were not reported. The fourth set of data examined the institutional characteristics of the independent school leaders that completed the survey. The schools were situated in various geographic

locations, were founded at different times, included a variety of grade levels, had differing enrollments, and employed a variety of numbers of faculty, assistants, and administrators. That portion of the survey data was analyzed to determine the characteristics of the schools that independent school heads lead.

The following information offers some description of the leaders and the Episcopal schools they represented in this study. Although the information was not used in the final statistics of the research, it serves as additional background information for the reader.

The schools that the participants represented were relatively young; 77% were founded after 1950. Eight of the schools were founded after 2000. The youngest school was founded in 2008. Only 9% of the schools were founded before 1900 with the oldest school founded in 1709.

The geographic location of the Episcopal schools in this survey was representative of the membership in NAES 2010. Schools in 38 states and 6 island countries were members of NAES in 2010. With the exception of five of those states that had only one or two member schools (Missouri, Ohio, Indiana, Iowa, and Mississippi), 35%–50% of the schools were represented in this study. Two of the six island countries in the NAES membership at that time (Guam and U.S. Virgin Islands) were also represented in the data.

Nine of the schools in this study were single-gender (boys) schools. No all-girls' schools participated in the study. There are fewer and fewer single-gender independent schools because they have merged to survive financially in recent years. Gender differences of the students were not considered a factor in this study.

Eighty-nine percent of the participants in this study were married. This information, along with other marital status information, was also not considered in this study. All but 3 of the 186 participants were Caucasian (one was African American, one was Asian American, and one was Hispanic). Those numbers were typical of the diversity of the leadership of independent schools in 2009. NAIS schools reported that 95% of heads were Caucasian (Booth & Torres, 2010, p. 5). Comparison numbers were a focus of this study. Other data from the survey was used and considered abundant.

In summary, information about independent school heads' time, time-use preferences, personal characteristics, and their schools' characteristics were used in this study to ascertain the factors that could determine the time-use satisfaction or dissatisfaction of the independent school leader.

Significance

Why is this study useful? In general, research involving independent schools is limited. As stated before, independent schools operate differently than public and parochial schools. With that in mind, while a growing number of studies have examined the way public school leaders spend their time, a scant amount of research has been undertaken in the domain of independent school heads' time use. That alone is reason for this study.

The relationship among time use, time-use preferences, personal characteristics of leaders, and school characteristics in independent schools is a field of study deserving of in-depth examination, not only to add to existing research but for independent schools to possess. Analysis of those four topics, when considered together, could provide

independent schools with information about the correlation between how leaders spend their time and how they would spend their time if they could. The extent of this alignment is likely related to the extent to which leaders are satisfied with the opportunities they have to perform the tasks they believe are most essential to their effectiveness. The analysis of the data used in this study could also inform independent schools about the influences of the characteristics of the school on their school leaders.

Independent schools are self-ruling, self-governing, and self-sufficient, thus allowing independent school leaders more flexibility to use their time as they see fit, compared to leaders in other types of schools. Independent school heads can focus their work as they prefer within the guidelines established by the board of trustees of the school. In their study of school principals, Spillane and Hunt (2010) defined focus as "to what principals devote their time and how much time they devote" (p. 294). Knowing the ways that independent school heads spend their time and, even more importantly, their time-use preferences can be a step toward understanding their satisfaction or dissatisfaction with the way they use their time. Studies about the satisfaction or dissatisfaction of independent school heads with reference to the ways they spend their time or prefer to spend their time are nonexistent.

Little, if anything, is known about school leaders' time-use preferences in any type of school. Less still is known about the link between school leaders' and specifically about independent school heads' time use and time-use preferences. This study remedies the absence of such research and adds to the field of leadership research. Asking school leaders, in this case independent school heads, how they would prefer to use their time is unique. The data provided a window into the regular weekly work of the

heads of independent schools and revealed differences in time use as well as satisfaction or dissatisfaction regarding time use.

A study such as this one could provide interesting and useful findings for independent schools in particular. The results obtained from this study may prompt independent schools to examine their own school leaders' time use and time-use preferences. Conclusions resulting from this study and future studies of this type may help expand the ways in which independent schools view the responsibilities of their heads as they accomplish their work. As a result of this research, an assessment tool could be developed and tested in future studies of independent schools and other types of schools.

The examination of the personal characteristics of independent school heads and the characteristics of the institutions they lead may also provide motivation for further research. Independent schools may search for further ways to examine the career paths of their heads and consider the types of institutions where heads can better serve.

Exploring the satisfaction or dissatisfaction of independent school leaders regarding the way they use their time is the major goal of this research. Any knowledge obtained by this study could aid independent schools as they seek to retain or hire a school leader.

Organization of the Dissertation

This dissertation begins with a review of the literature about time, time use, time-use preference, and leadership satisfaction or dissatisfaction. The methodology used for

the study is found in Chapter 3. Chapter 4 identifies the findings of the study. Chapter 5 contains conclusions and implications as well as suggestions for future research.

Definition of Terms

The definitions of terms associated with independent schools are important to this study.

Independent Schools

Independent schools are, first and foremost, independent in financing and governance. They do not receive federal or local monies. Whatever money they use to operate the school is raised by tuition and gifts from supporters of the school. Independent schools are governed by a board of directors elected or appointed by members of the school. Independent schools are 501(c)3 nonprofit corporate entities. These schools may or may not be affiliated with a religious institution; however, they are not dependent upon the religious institution. This distinguishes them from parochial schools, which are dependent on their affiliation with a religious institution. The schools that participated in this study were members of the NAES, a specific subset of independent schools. The head of an independent school, hired by the governing board of the school, is the school's leader. Independent schools define their curriculum and select their students and faculty. They are typically smaller than public schools.

Independent School Head/Leader

Episcopal schools are independent schools. The head of an Episcopal school has the same role as the head of an independent school. That person is the chief administrator and educational leader of the school. Throughout this study, the terms

"head" and "leader" are used interchangeably. The head is authorized to oversee all areas of administration in the school.

Time Use and Time-use Preference

Time use is the amount of time spent on tasks as self-reported by a group of independent school heads. How independent school heads report they would prefer to use their time is their time-use preference.

Personal Characteristics

Personal characteristics of independent school heads included features such as gender, age, the age when they became head of school, and highest degree obtained.

School Characteristics

Characteristics of schools included features such as geographic location of the school, age and location of the school, number of faculty, number of assistants, number of administrators and student enrollment.

The focus of this study was determining the factors that contribute to satisfaction or dissatisfaction in the leadership role of an independent school head as they relate to time use, time-use preference, personal characteristics, and school characteristics.

Chapter 2:

Literature Review

Time and Time Use

Much has been written about time. "There is virtually no avenue of human endeavor that is immune to some dimension of temporality. How long? When? Before or after? How often? At least one of these questions is likely to be relevant to any given endeavor, issue, or policy." (Saint Mary's University, n.d.)

According to researchers at Saint Mary's University in Halifax, Nova Scotia in the 1970s and '80s, the passage of time is marked by personal, work, and leisure time (Saint Mary's University, n.d.). The goal of the Time Use Research Project (TURP) is to make comparisons of the amount of time spent with family and friends or spent doing leisure activities to the amount of time spent at work or the amount of time spent on personal activities such as sleeping. Project researchers have conducted a variety of studies with the purpose of "promot[ing] and facilitat[ing] the worldwide understanding, measurement, analysis and policy application of human time allocation data" (Saint Mary's University, n.d.).

The University of Oxford's Centre for Time Use has been conducting economic and social research about time for more than thirty years. They are interested in finding out how time use has changed internationally. Through diaries about time use, researchers continue to gather data from populations around the world for the purposes of comparative research on the topic of time (Fisher et al., 2013).

This dissertation focuses on the use of time. The ways that time is used and how that relates to satisfaction with time use is an important part of this study. In order to examine that relationship, knowledge of what time means and how time is used or managed is explained next.

Time, Time Use, and Time Management

Time passes and people use the time they have in various ways. Depending on the situation, individuals may or may not have the option of determining how they use their time. Some individuals plan the use of their time and some do not. Some squander their time; some make wise use of their time. Time use can be determined by circumstances and responsibilities imposed on people. The reasons that individuals use their time as they do are as numerous as the ways that they use their time.

Lack of time often becomes a topic of interest during discussions of time. Ordinarily, many people state they do not have enough time. Why is that the case? One may hear someone say, "I don't know where the time went." This reaction to the passage of time could be a response to being deeply involved in a project either at home or at work, with friends or with colleagues, with relaxation, procrastination, or simply being responsible and completing necessary tasks that are part of the person's day. Numerous books and articles are written about managing one's time. A review of time management literature defined time management as "behaviours that aim at achieving an effective use of time while performing certain goal-directed activities" (Claessens, Eerde, Rutte, & Roe, 2007, p. 262). Claessens et al.'s findings describe the behaviors as time-assessment behaviors (focus on awareness of time), planning behaviors (focus on setting goals), and monitoring behaviors (focus on observation of time). Claessens et al. went on to say that

monitoring behaviors cause a person to limit the affect of interruptions by others as they perform their activities (see Fox & Dwyer [1996] and Zijlstra et al., [1999], cited in Claessens et al. [2007]).

Time management can be helpful when thinking about how time is used. Prioritizing activities by importance or relevance is a way of structuring an individual's time. Precedence can be determined by what an individual deems the most important or time-sensitive tasks. Time management literature shows that there are common barriers that must be overcome to improve time management. The greatest time management barriers are telephone calls and e-mail. The suggested remedy to this barrier is to allow calls to go to voicemail and to return calls later in the day when other work is completed. Scanning e-mail for the most critical messages and responding to them in a timely way at specific times of the day can help manage time. Unexpected visitors make up the second time management barrier. In the case of school, this can include parents, students, faculty, and staff. They can be distracting and take time from work. Having someone else schedule appointments can preserve work time. Additionally, making an "appointment with yourself" is another way to avoid those unexpected visits. The third most common time management barrier is the inability to say "no" to some things (Blanchard, 2008). Protecting time is critical to accomplishing work-related tasks. In the workplace, the employee or the employer chooses how the employee will prioritize or complete tasks.

Relationships can affect time management. Time for family and time for work can produce conflict for individuals. Managing time for family and work can create conflict. A study conducted by Adams and Jex (1999) hypothesized that in a study of

522 workers, "time management behavior would have direct and indirect relationships (through perceived control of time) with work interfering with family and family interfering with work. …the strain of the work-family conflict was related to the outcomes of job dissatisfaction and health complaints" (Adams & Jex, 1999, p. 73).

School administrators have to manage their time. The next part of this chapter is devoted to the literature that informs the ways that school administrators use their time. The first section has to do with principals and superintendents of public schools. They are acknowledged in this study because the responsibilities that they fulfill are similar in many ways to the roles of an independent school heads. Although the roles are comparable to some degree, the schools themselves are not easily compared.

School Administrators' Time Use

In 1976, Cuban outlined the variables associated with administrators' time use patterns. He determined that administrators spend time in these three roles: teacher-scholar, administrative chief, and negotiator-statesman. Through examination of these designated roles from 1881–1950, he concluded that "the percentage of time spent in educational leadership has continued to decline, while the percentage of time spent on administrative and political leadership has steadily increased" (p. 145). Administrative style and work setting influenced the time use.

As in any line of work, time is a commodity in the life of a school administrator. Knowing what tasks need to be done and prioritizing those job responsibilities requires time management and is critical to successful leadership (Brown, 2009). Allocating time can certainly be challenging to any school leader, even the most experienced. Comparisons were difficult to make because of the scarcity of research about time with

reference to school leaders. Recent research was limited in many instances to public schools and principals. Willis (1980) concluded that principals "worked long hours…spent most of their time in interpersonal contacts…suffered frequent interruptions, and spent much of their time involved in affairs external to the school…" (p. 2). Willis' findings also suggest since much of the work of the job involved interpersonal contacts that can vary moment-to-moment, principals' schedules should be open enough to accommodate interruptions.

Looking at the ways that school principals "work" may prove useful to this study in that school principals and independent school heads share similar leadership roles. Spillane and Hunt's (2010) descriptive study of men and women at work in the principal's office clusters the principals into groups by patterns of practice: administration-centered, solo, and people-centered practitioners. The patterns of practice were determined by what they spent their time doing. The study also looked at how they worked—alone or in collaboration with others. Spillane and Hunt's defined focus as "to what principals devote their time and how much time they devote" (p. 294). Spillane and Hunt concluded that although the three clusters of principals differed in their patterns of practice, they all had similarities. They spent an average of 33% of their time accomplishing their administrative duties, 20% of their time on instructional and curriculum activities, and 10% on professional growth and/or relationship-fostering activities. The remaining 37% of their time was used in other ways.

Principals have administrative duties similar to heads of schools. Therefore, examining and comparing the ways that they spend their time can lend insight into how school leaders in general spend their time. In 2010–2011, 877 Illinois principals

participated in a survey in which they were asked about their experiences. This response represented about one fifth of the principals in the state. The principals reported that the least appealing aspect of their work was the stress associated with the work, and that on average, they worked 61.9 hours per week. Their time was broken down in this way: 16.6 hours (26.7%) devoted to instruction, 13.3 hours of management, 12.7 hours of administrative duties, 12.5 hours spent with internal relations, 5.3 hours with external relationships, and 1.6 hours on other tasks. About 10% of the principals listed "too many hours" as one of the top three reasons they left their position. The principals in this survey said that they valued their internal relations more than the management and administrative portions of their job. As stated before, they spend the majority of their time on instruction and value it the most (White, 2010, p. 10).

The differences in the focus of a school leader's time give insight into the ways we can compare the roles of the leader. Such comparisons could aid schools when examining leadership focus and strengths. Goldring, Huff, May, and Camburn (2008) sought to answer three questions in their study: "How do principals allocate their attention across major realms of responsibility; to what extent do principals In different contexts emphasize different realms of responsibility; and to what extent do individual attributes affect how principals allocate their attention across realms?" (p. 333). The principals used end-of-day logs to document their time. A cluster analysis of the data identified where the principals focused their time. The results showed principals as "eclectic principals, instructional leaders, and student-centered leaders" (Goldring et al., 2008, p. 350). The research also showed that the context, not individual attributes of the

principals, appeared to focus the leaders on many different activities, instructional leadership, or student affairs.

How leaders spend their time doing their different tasks can be an indicator of their leadership style. Horng, Klasik, and Loeb (2010) examined principals' time use. In their study, they addressed the issues of potential bias in self-reporting data. Their method of gathering information was observation of 65 principals, and they used these four questions to look at the data they collected: "What do principals do? Where do principals spend their time? How do principals' roles vary by school characteristics? How are variations in principals' actions reflected in measureable school outcomes?" (Horng et al., 2010, p. 3). They measured 43 tasks that the principals undertake daily and scored them at five-minute intervals for one day, and aggregated the data into six task categories: "administration, organization management, day-to-day instruction, instructional program, internal relations, and external relations" (Horng et al., 2010). Their findings suggest that principals spend more of their time on administrative and organization management tasks (30%) and less time (10%) on instructional program tasks.

Time is constrained for balancing the tasks and responsibilities of any job. As Cooper, Fusarelli, and Carella (2000) explain, "The rising amount of pressure associated with balancing these tasks and responsibilities successfully, coupled with effectively managing a district, present great challenges for current and aspiring superintendents" (p. 15). In a Canadian study by Friesen and Duignan (1980), observations of superintendents examined the multitude of tasks and activities that they had to perform in their work. The study concluded that superintendents deal with whatever vital tasks come their way.

The size of a school or student enrollment may have some bearing on the way that school leaders use their time. A study by Gilstrap (1982) examined this by differentiating use of time with regard to school size. In his study, schools with fewer than 1,500 students were classified as small. The results showed that the superintendents of small districts reported allotting the most attention to school-community relations followed by personnel services. For larger schools, time spent on these responsibilities was exactly the opposite. There were not any differences between groups for business and finance, curriculum and instruction, school-community relations, and transportation and food service. Both small and large school superintendents wanted to devote more time and attention to school-community relationships and political functions, and less time on student services and labor intensive managerial functions. Similarly, Duea and Bishop (1980) studied superintendents in Iowa. They found that larger school districts spent less time with personnel and students whereas smaller school districts spent more time with personnel and students. They attributed this to the fact that superintendents in small districts have fewer support staff to share the responsibilities and must attend to their personnel and students themselves. Additionally, in a study modeled after Duea and Bishop (1980), Munther (1997) used daily logs and found that superintendents in the smaller districts in Washington allocated most of their time to institutional functions because they did not have other administrators to whom they could delegate their work.

By conducting interviews with superintendents in four urban districts in California, Hentschke, Nayfack, and Wohlstetter (2009) sought to find out if district size influences leadership strategies. They concluded that, "the personal leadership behaviors and associated operating processes…appeared remarkably distinct from what

superintendents do…in very large urban school districts" (Hentschke et al., 2009, p. 317). The researchers concluded that there is a "possibility…that successful superintendent leadership in smaller urban school districts may be reflected in personal behavior, which was more hands-on and less delegated than is characteristic of successful superintendents in very large urban school districts" (p. 334).

Armbruster's (2011) study of Virginia public school superintendents showed that regardless of school characteristics, the superintendents spend most of their time in community relations.

> Superintendents today must be communicators, collaborators, consensus creators, community builders, child advocates, champions of curriculum and masters of teaching and learning. At the same time, they are expected to fall in with the bureaucrats, carry out mandates for the policymakers, and placate the business community by managing school districts as if they were conglomerates. School leaders today need to be versatile enough to respond effectively to these varied pressures while staying focused on the crucial mission of improving student learning" (Armbruster, 2011, p. 114).

However, the study concluded that interacting with school board members and working with the budget are the most significant tasks for superintendents in the state.

The next part of the chapter is devoted to the time use and time management of independent school heads. The literature about this topic is limited. That fact helps emphasize the importance of this study.

Independent School Heads' Time Use and Time Management

Studies indicate that the roles of both principals and top administrators in public schools (superintendents) and independent schools (heads) are similar in that they all face similar dilemmas about time. Public school superintendents and independent school heads are expected to fulfill certain leadership tasks and responsibilities. Superintendents

of schools have responsibilities for groups of schools. Heads of independent schools typically lead one school but have responsibilities that are comparable to those of public school superintendents because of their role in the top administration of the school.

The current study focused on independent schools. It is important to note that there are very few studies in the literature involving independent schools in general and independent school heads specifically. That alone makes this study important to the advancement of independent school research. What follows is a compilation of relevant studies about time relating to independent schools that are currently available.

Griffin (1999) surveyed 60 headmasters in the Pacific Northwest Association of Independent Schools. Of these, 40 responded. Griffin used the results of the study to conduct 10 interviews with heads who had more than five years experience and also conducted a professional peer review. Griffin was particularly looking at changes in the heads' role and responsibilities.

> Heads feel constantly torn between the job and their families, internal and external demands, time with the school versus time with the board, time spent managing versus time spent leading, juggling the demands of various constituencies at school, and finding the time to actually complete the work. It is not surprising that the greatest challenge in the position is managing the multiple constituencies and dealing with the conflicting demands, demands that conflict with the head of school's vision and constituencies whose demands conflict with each other. (Scott, cited in Griffin, 1999, p. 37)

Griffin used the time demands of the headmaster's work to identify areas of change: "All aspects of the job require increased time on the part of the headmaster. The primary areas of time demands come from the board, fund raising, personnel issues, issues raised by parents, and legal issues" (p. 169). Griffin's study concluded that fundraising, work with the board of trustees, parent demands, and personnel issue were consuming more

and more of a head of school's time. He also noted that there was less time for improving curriculum. Griffin's call for further research focused on regional comparisons, fund raising, type of school, board of trustee relationships with head, "new" head difficulties, and personnel issues. He stated: "More information is needed about the many issues that are consuming headmasters' time" (p. 37).

The NAIS used surveys in 1991 and again in 2001 (Bassett, 2001) to rank the responsibilities of the head of school by questioning the heads themselves and their respective boards of trustees. In 1991, the heads ranked teaching as their preference, while boards ranked work with the board as their preference for the head of school. When surveyed again in 2001, the heads of school and the boards of trustees were aligned in their values: (1) promoting values and mission, (2) faculty recruiting, (3) work with the board of trustees, and (4) strategic planning.

The average independent school head's longevity in the job as of 2002 was eight years. This is according to a 2001 NAIS survey in which 502 surveys were mailed and 351 were received (70%). Of the respondents, 70% were male and 30% were female. The ethnic demographics of the respondents were 91% European American, 2% Asian or Pacific Islander, and 1% each African American, Latino or Hispanic, and Bi- or Multi-racial. Prior to becoming heads of school, 64% had been teachers. Of those surveyed, most had held an academic leadership position before they became head. Respondents reported spending most of their time on vision/mission, work with board of trustees, hiring/firing, and fundraising. In 1991, their top responsibility was teaching. By 2001, the responsibility of teaching fell to the bottom of the list. When asked, the heads reported that they spent the least amount of time evaluating teachers, recruiting and

admitting students, helping teachers and staff develop professionally, curriculum, and legal issues. Forty-three percent continue to teach and 38% advise students and/or coach. According to the heads surveyed, the most important skills for a head of school to possess are: classroom teaching (70%), holding administrative positions (63%), having a strong mentor (21%), fundraising experience (15%), and being a parent (14%).

Leadership research by the NAIS in 2002 reported that 30% of independent school heads found the job too time consuming for a head who is also a parent with children at home. Women heads, who have the shortest tenure, find "time" to be the factor that is the most undesirable aspect of the job. Eighty-seven percent of independent school heads report that the biggest demand on their time is managing the vision and moral leadership of the school, and 83% report working with the board of trustees to be the most demanding on their time. The next most demanding tasks were: hiring and firing (70%), fundraising (59%), personnel (57%), and working with families (53%).

In 2004, a group of school heads met as a focus group at a NAIS Leadership Through Partnership workshop. Following that focus group, the NAIS staff did a series of telephone interviews with various constituencies of independent schools—heads, trustees, staff and faculty members, and representatives of search firms across the United States. The respondents said that, "the head's key role is in balancing the needs of students, faculty, staff, and parents; acting as the school's moral compass and visionary; and managing the business" (Orem, 2009, p. 2). In order to fulfill that key role, survey respondents said that heads must:

- Develop the school's vision and mission;
- Perform the ultimate hiring and firing;

- Participate in the top-level, critical fund raising;
- Maintain a successful relationship with the board of trustees;
- Create an intimate, communal relationship among parents, faculty, and students;
- Serve as the school's liaison with the community, making critical public relations decisions and appearances;
- Conduct the most serious meetings with parents about a student's status;
- Finalize critical decisions on curriculum; and
- Ensure a ubiquitous presence as much as possible to be accessible to the increasingly demanding constituencies. (Orem, 2009)

The responsibilities used for the NAES survey included additional responsibilities not listed in the 2004 survey of independent schools: strategic planning, budgeting, and legal issues. The fact that those items were not mentioned in 2004 may reflect the importance of certain responsibilities in the life of independent schools.

The board of trustees of an independent school defines the responsibilities of their head of school. Barbara Gilvar of Gilvar and Associates, whose firm helps schools search for new leaders and conducts board workshops, says that the head of an independent school "… influences by incorporating mission into every statement…listens carefully…fits naturally with the philosophy,…manages so systems support teaching and learning, and …can provide leadership as people and the organization develop to their full potential." (Gilvar, 2009, p. 2)

Jan Scott (2007), reporting to the National Association of Independent School's Leadership Forum, examined time as a challenging factor in an independent school

head's job. She reported in an article titled "On Being a Head of School: Voices and Perspectives of Independent School Heads and Administrators" that,

> The greatest challenges in this position, for both men and women, were ranked as follows: (1) the ability to manage multiple constituencies, (2) time management, (3) fund raising, (4) keeping up with the sheer volume and pace of work… Heads agree that the position involves a great deal of sacrifice and one of the greatest sacrifices is time: time with family, personal time, time with one's spouse, time for rest and reflection, and time for renewal. Lack of time also becomes an issue that relates to one's effectiveness in the job: There is no time to get everything done. (Scott, 2007, p. 2)

The consultants from the international consulting firm of Triangle Associates wrote an article for the Fall 2010 issue of *Independent School Magazine*. The authors, Frankel and Schechtman, listed 14 domains that are important for headship in independent schools. They were: "adaptability, mentoring and coaching, financial acumen, decision-making, diversity, school mission and values, leadership, social awareness, managerial effectiveness, personal effectiveness, teamwork, communication, vision, and emotional intelligence" (p. 27). The authors' experiences with search committees from various schools has contributed to their conclusion that different schools prioritize the domains differently and that a "…religiously affiliated school might rank school mission and values as more important than, say decision-making, but that does not mean decision-making becomes trivial…" (Frankel & Schechtman, 2010, p. 27). A small independent school requires a head who is able to fulfill all of the domains, while a large independent school head can put together an administrative team that can compensate for the head's deficiencies. As Frankel and Schechtman (2010) stated, most search committees are looking for leaders who have "solid experience" in these five

categories: “finance, advancement, handling parents, hiring and evaluating teachers, and working with a board” (p. 27).

Leaders of schools have certain responsibilities associated with their work and their time at work passes accordingly. As described in the literature, leaders spend their time on the job in various ways. Time management can prove beneficial to the leader of any school. As shown in the next section, time-use preferences play an important role in the way that the leader chooses to use time.

Time-Use Preferences

This study uses time-use preferences to determine the factors that relate to job satisfaction. Research studies about time-use preference in school leadership are nonexistent, thus making this research all the more useful. In her *Review of Time Management Literature*, Claessens (2007) reported that job satisfaction is higher when an individual is in control of his time. The studies Claessens reviewed are not specifically about time-use preferences. However, the studies are relevant to the topic of satisfaction in this dissertation. The NAES survey participants were asked to define how they would like to use their time, and that information in turn was used to determine satisfaction or dissatisfaction with the way they use their time.

In Scott’s (2007) study of 100 heads and administrators in independent schools, the heads:

> …mentioned the “impossibility of the job,” which was defined in the following ways: a job that is all-consuming, depleting, one with so many demands and pressures that you can’t do a good job, a job which has no down time, no time for reflection, is exhausting, one where you’re constantly spread too thin, face too many demands at once, where there’s too much responsibility for one person, too

> many emotional and psychological demands, and you constantly battle sheer physical exhaustion. (Scott, 2007, p. 1)

Such comments indicate a need for independent school heads to be heard. This is yet another reason for the usefulness of this study.

There is little evidence about the general preferences for spending time. For example, NAIS organizes an aspiring heads fellows program for people who want to become the head of an independent school. Those in the program who choose not to pursue headships after completing the program cite personal and family commitments, personal-work balance, and long work hours as the reasons. The 2007 NAIS leadership challenges survey found finding time for oneself and one's family, fundraising, and overall schedule, all related to time, to be the most challenging factors in leadership of a school.

Satisfaction or Dissatisfaction

Job satisfaction "is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p. 2). It is important to study job satisfaction because productivity may increase as a result of the information garnered from this study. Absences can be reduced and turnover may not be as frequent. The organization itself may function better because workers might be more satisfied with their way of life. Although not the topic of the current study, an examination of studies of job satisfaction in its early stages is useful to help explain the multiple ways of looking at satisfaction and dissatisfaction as they relate to the workplace. The following literature acknowledges a variety of ways that job satisfaction has been researched.

The attitudes, motivation, and personality of the worker were first examined in conjunction with working conditions in the 1930s. Thus began the study of the human resource part of management to improve worker performance and job satisfaction. Frederick Taylor (Bethlehem Steelworks) and Elton Mayo (Western Electric Company) conducted studies of job satisfaction in the early 1900s (Davis, 1981, pp. 20–24). The Hawthorne studies conducted by Elton Mayo (1946) were the studies that eventually led to the human relations model of management that emphasizes the conditions and concerns of the worker. Ideas that have to do with motivation and job satisfaction are the result of these early studies. The first of Mayo's studies examined the effect of lighting on productivity from 1924–1927. Appropriately named "the illumination studies," one group had constant light while the other experienced a decrease in lighting. Both groups showed an increase in productivity even though the second group worked in near-dark conditions. Mayo concluded that there are factors other than lighting that affected productivity. From 1927–1933, Mayo examined the reasons for increasing productivity by grouping workers and supervisors such that the worker felt that the managers cared about them and created relationships in response to the working environment and conditions, thus increasing productivity. Mayo's third study took place from 1931–1932 and examined the social structures of employees. Incentive pay was introduced and informal groups operated in the work environment to manage behaviors. Productivity increased (Davis, 1981).

Hoppock was one of the first to use survey methods and attitude scales to examine job satisfaction in the 1930s (Gruneberg, 1976). His work with traditional theory to measure job satisfaction was similar to Maslow's hierarchy of needs. Maslow's pyramid

placed the physiological necessities such as water, food, and shelter on the lowest level, physical safety and financial security on the next level, love and acceptance of others on the third level, recognition by others on the fourth level, and self actualization on the top level.

The two-factor theory (Herzberg, Mausner, & Snyderman, 1959) involved motivators and hygiene factors. Motivators or intrinsic factors such as recognition, advancement, responsibility, achievement, and the work itself were considered the job satisfiers. They maximized job satisfaction and were the most important factors for the attitude of the worker. Hygiene or extrinsic factors minimized dissatisfaction and included the environment surrounding the work such as policies, supervision, salary, working conditions, and interpersonal relationships.

The fulfillment theory developed by Vroom (1964) used two models. In the subtractive model, job satisfaction depended on the job fulfilling the needs of the worker. In contrast, the worker's need for importance in the job informed the multiplicative model of fulfillment theory. That theory focused on individual differences in conjunction with the person's job needs.

Lawler and Porter (1967) and Lawler (1973) recommended studying job satisfaction and how it related to absenteeism and job turnover. They believed that rewards motivate people and, as a result, those individuals experience job satisfaction. Kallenberg (1977) suggested that there was a link between job satisfaction and the quality of life outside of work, thus possibly leading to increased productivity and the way the organization functioned.

Locke (1969) defined job satisfaction and dissatisfaction as "…a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing" (p. 316). Mumford (1972) said to "consider job satisfaction in terms of the degree of fit between what an organization requires of its employees and what the employees are seeking from the firm" (p. 5). In their review of job satisfaction definitions, Cranny, Smith, and Stone (1992) found general agreement in the following: "…job satisfaction is an affective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired" (p. 1). A more recent definition is as follows: "Job satisfaction is an internal state that is expressed by affectively and/or cognitively evaluating an experienced job with some degree of favor or disfavor" (Brief, 1998). Walker and Guest (1952) found that there was a low level of satisfaction when there was little variety in the job.

Lunenburg and Ornstein (2000) divided job satisfaction into two categories: content and process. All workers have the same set of basic needs in content theory, and their satisfaction (based on good working conditions) sits at one end of the scale while dissatisfaction (based on bad working conditions) sits on the other end of the scale. Process theory stresses that each individual has different needs that must be met for job satisfaction. The work adjustment theory of job satisfaction was developed in 1964 by Dawis, England, and Lofquist. The theory suggests that tenure is a result of satisfaction in one's work. This theory was organized around the idea of the worker interacting with the work environment and has been the basis of many job satisfaction studies in the education field.

With regard to schools, the study of the satisfaction of school leaders as it relates to their time use and time-use preferences could help maintain a qualified and happier pool of administrators. Educational organizations are interested in the job satisfaction of their employees. The next set of studies about public school leaders refers in particular to research of school leaders' job satisfaction in particular.

Friesen, Holdaway, and Rice (1983) studied seven job facets of principals in Alberta, Canada. They were interested in understanding what factors contributed most to overall job satisfaction and dissatisfaction of principals. The seven facets were: the work itself, the occupation status, interactions with administration, interactions with teachers, interactions with students, salary and benefits, and working conditions. Their findings indicated that principals with more than 20 years of experience chose hygiene facets, as did male principals, town and rural principals, and smaller school principals. Those facets of the job that produced job satisfaction were sense of achievement, interpersonal relationships, recognition and status, importance of work, and relations with central office. Those job facets associated with job dissatisfaction were administration and policies, amount of work, overall constraints, attitudes of society, lack of adequate facilities, stress from destructive criticism, and impact on home life.

In 2005, the U.S. Department of Labor estimated that 40% of the 93,000 principals in the United States were nearing retirement. Two years earlier, according to DiPaolo and Tschannen-Morgan (2003), those same principals said that they spent too many hours on the job and lacked the resources needed for effectiveness. Teachers are less interested in leadership roles, such as being principals, because of the lack of compensation for the responsibilities, stress level, and amount of time spent on the job.

There was not as much interest in administrative jobs in general because of school board issues, state mandates, long hours, insufficient pay, accountability demands, standardized tests, and teacher demands (Blackman & Fendwick, 2000; Daresh, 2002; DiPaola & Tschannen-Mogan, 2003; Jones, 2001). These studies acknowledge the effect of too much time spent on job responsibilities.

A recent MetLife survey of 500 public school principals indicated that the "job satisfaction among principals has decreased notably, from 68 percent indicating they were 'very satisfied' in 2008 to 59 percent saying so in this year's survey" (MetLife, 2013). The principals reported that the main obstacles that they faced in their work were in the areas of student needs and budget and resources.

When trying to assess the satisfaction and dissatisfaction of school leaders, there are a number of variables to consider, including gender, race, age, degree, time spent in current position, salary, size of school, number of assistants, time spent with students. The studies that follow emphasize the importance of personal and institutional characteristics.

Dorming and Brown (1982) studied assistant principals in Minnesota and found that the variables of race, educational experience, size of school, and years of experience had little effect on job satisfaction. Fansher and Buxton (1984) reported that female principal job satisfaction was higher than male job satisfaction. The results of their study showed that the strongest predictor of job satisfaction was the size of school, age of the principal, and feedback from the children. The larger the enrollment, the more satisfied the leader.

Johnson and Holdaway (1994) researched the job satisfaction of elementary and junior high principals in Alberta, Canada. Through the use of questionnaires and interviews, they found that the greatest contributors to job satisfaction were working relationships with teachers and students. The factors that contributed to the least satisfaction were conflict, bureaucratic procedures, powerlessness, funding, and the amount of work.

During the 1998–1999 school year, Eckman (2004) examined the impact of role conflict, role commitment, and job satisfaction on women principals in high schools. One of her findings was that time demands needed to be investigated. Using a job satisfaction survey, Eckman found that there was not a significant difference in job satisfaction between male and female high school principals. Both showed only moderate levels of job satisfaction; however job satisfaction levels increased with years of experience.

In 1999, Waskiewicz researched the variables that determine job satisfaction of assistant principals in Virginia. He concluded that the assistant principals were marginally satisfied with their jobs and that age and compensation did not impact their job satisfaction, nor did career aspirations or opportunity for advancement. However, the relationships with supervisors and ability utilization did have significant effects on job satisfaction. In 2003, Brogan found that the principal who had more assistants was more satisfied than those principals with fewer assistants.

Chen, Blendinger, and McGrath (2000) studied Mississippi high school assistant principals and concluded that there were high job satisfaction levels and there was no significant relationship between school size and years of experience and job satisfaction.

The intrinsic factors were higher than the extrinsic factors of job satisfaction in the schools they studied. Malone, Sharp, and Walter (2001) reported that Indiana principals find their greatest job satisfaction in working with students.

Malanowski (1999) studied the job satisfaction of New Jersey school superintendents. He found that the superintendents were satisfied with their jobs. They were satisfied with helping people, accomplishments, and status. They were less satisfied with policies, chances for advancement, and amount of work that needed to be accomplished. Job satisfaction was not related to age, gender, degree, or years of experience. There was a positive relationship between tenure of superintendent and job satisfaction.

Brown (2009) examined the job satisfaction of high school principals in Virginia. To do this, she looked at certain components of the job to determine the components that lead to satisfaction or dissatisfaction of the work of the principal. She repeated a 2004 study of high school principals done by Dr. James Stemple, which concluded that there were higher levels of job satisfaction when principals had three or more assistants. Brown's study concluded that compensation did not lead to satisfaction; high school principals that were involved in high levels of activity enjoyed their work more than those without such activity; opportunity for advancement and independence provide the lowest levels of satisfaction; female high school principals are more satisfied than males; and gender, longevity, number of assistants, and school size have no impact on level of job satisfaction in high school principals. However, high school "principals that have three assistant principals were significantly more satisfied than those with fewer assistant principals" (Brown, 2009, p. 73). Longevity did not affect job satisfaction; however,

those with 15 or more years of experience were less satisfied with security and compensation.

O'Malley (2004) similarly studied New Jersey superintendents. He examined the salary, structure of the district, size of the district, age and gender of the superintendent and found that there was a low correlation between gender and job satisfaction and no significant relationship between salary and district size and job satisfaction.

In a study conducted in Belgium in 2009, Hulpia and Devos examined multiple factors to determine what influences job satisfaction. School size did not have an effect even though larger schools could have faced more external pressures to be productive and could have larger numbers of administrators to help run the school. The age and tenure of school principals did not have an affect even though administrators with more experience might have provided more know-how for the school. Their findings showed that the type of school (general education or technical/vocational) and the perceived cooperation of the leadership team were the only factors that led to job satisfaction. The study recommended further research because "administrators' job satisfaction has been largely neglected and the job satisfaction of school leaders remains an under-explored and unclear domain" (Hulpia & Devos, 2009, p. 5).

A small amount of research has been done regarding independent schools specifically and satisfaction of leaders. In 2002, the NAIS conducted the survey of their heads and boards of trustees in conjunction with the consulting firm of Belden, Russonello, and Stewart (State of Independent School Leadership, 2009, p. 2). The profile of the heads of an independent school head at that time was 70% male and 30% female, less than 4% were people of color, and 52% were in their 50s. The bulk of these

heads had spent their careers in independent schools—24 years on average. The average tenure was 8 years; the previous tenure was 9.6 years. Results concluded that the top priority of a head was to provide leadership for the "climate and values" of a school. The heads reported that the most demanding aspect of the job was the management of personnel. Eighty-eight percent were satisfied concerning their interactions with parents. Ninety percent of the heads were completely or somewhat satisfied. Their dissatisfactions ranged from 56% with time for themselves or their families, 48% with their schedules and time commitment to the job, 30% with advancement opportunities, and 29% with the financial health of their schools (Orem, 2002).

The previous NAIS survey was updated and administered online in 2009. Of the 1,359 heads surveyed, 40% responded to the survey. According to the study, the profile of the head of an independent school head was primarily White, with fewer than 5% people of color; 69% male and 31% female; ranging in age from less than 1% in their 20s, 4% in their 30s, 22% in their 40s, 38% their 50s, and 35% in their 60s. These heads of school had spent most of their careers in independent education, and their average tenure as head of school was more than 10 years. Many were former teachers, department chairs, admission officers, associate heads, and division heads. All of the heads had bachelor's degrees and half of them had obtained those degrees in education. Forty-one percent had MEds, 51% had MA or MS degrees, 11% had EdDs, and 12% had PhDs. Twenty-four percent of respondents taught while holding a headship. The responsibilities used for ranking in the survey included climate and values, work with trustees, curriculum, strategic planning, finance, policy, public relations, conflict

management, recruiting faculty, salaries and benefits, counseling, discipline, fundraising, and teaching.

The survey results showed that heads and board of trustee members agreed that one of the top priorities of a head should be taking responsibility for the climate and values of the school. More females (89%) than males (83%) found that the greatest demand on them is in accordance with the vision of the school (NAIS, 2009). Of those school heads surveyed, 80% reported that the most demanding aspects of the job are: "providing vision and leadership; managing the school's climate and values; and working with their boards of trustees" (State of Independent School Leadership, 2009, p. 4). "School heads understand that working with their board is an essential part of the job, often consuming up to 25 percent of their time" (Kane, 2007, p. 9).

Half (274) of the 548 respondents to the survey indicated that the greatest challenge for heads of school was finding time for themselves and their family (NAIS, 2009). "Thirty-seven percent of heads are somewhat dissatisfied, and 14% of heads are very dissatisfied with this aspect of their job" (NAIS, 2009, p. 19). More than half of the heads said that the job takes a toll on their personal life all of the time or most of the time. Some of the other aspects of their work that provide dissatisfaction were quality of students attracted to their schools, the interactions with parents, opportunity to advance, financial health of school, diversity issues, and the schedule and time commitments.

Overall, the heads in the 2009 NAIS survey reported that the head of school needed to be more involved in finances, the strategic plan, and fundraising as opposed to personnel management, which was the conclusion from the 2002 NAIS survey.

Summary

Studies of job satisfaction and dissatisfaction without an emphasis on time are numerous. Most of them study job satisfaction or dissatisfaction as the impact of job conditions, expectations, attitudes, and incentives or rewards. Few of them are in the field of education. Even Lombardo (2005) contends that administrative job satisfaction in education was largely ignored. He cites research by Thompson, McNamara, and Hoyle (1977) that examined the first 26 volumes of Educational Administration Quarterly and found 474 articles. Research on satisfaction or dissatisfaction at work as it relates to time use or time-use preference was limited. Only 41 of articles focused on job satisfaction in education, and 3 of them exclusively on administrator job satisfaction.

In general, the ways that school leaders use their time is of interest to schools. Not often given consideration, however, are the ways that school leaders would prefer to use their time. Research on the topic of time use and time-use preference in independent schools does not exist. Given that, this study, which examines those topics, is unique and could prove interesting and useful to independent school trustees, independent school heads, and leaders in other school settings. Using personal characteristics of leaders and the institutional characteristics of the schools they lead as variables in conjunction with the time preferences of school leaders could provide a wealth of information to independent schools. The passion for specific job responsibilities and how that affects a school leader's job satisfaction could prove interesting.

Chapter 3:

Methodology

Purpose

This study's purpose was threefold:

1. To determine how independent school leaders use their time
2. To determine the time-use preferences of independent school leaders
3. To determine the factors that could predict independent school heads' satisfaction or dissatisfaction with the way they spend their time

This study examined and determined the relationship of independent school heads' time use and time-use preferences, taking into account the following job responsibilities: student recruitment, student activities, student discipline, counseling families and students, recruiting and hiring personnel, supervision of personnel, managing personnel conflicts, teaching, curriculum development, vision and school mission, strategic planning, working with trustees, daily budget, fundraising, legal issues, and work with community groups. Also included in the data were the personal and professional characteristics of the leaders and the institutional characteristics of their schools. The personal characteristics of the heads included gender, age, marital status, highest degree, age of the leader when they became head of school, and longevity as head of school. The characteristics of the school included enrollment, number of full-time faculty, number of full-time assistants, number of administrators, and student enrollment. Information about the ethnicity of the leader, the year the school was founded, and the

school's location was available in the survey but not used in the findings of the study itself. However, those factors could provide interesting material for future studies.

Secondary analysis of survey data was chosen as the best method to examine the questions posed in this study. This chapter describes the data source, survey description, data analysis procedures, data analysis, and limitations of the study.

Data Source

The National Association of Independent Schools (NAIS) has a membership of more than 1,100 schools. The National Association of Episcopal Schools (NAES) consists of a set of 427 schools that are members of both associations. Self-reported survey data obtained from a sample and subset of these independent schools—members of the aforementioned NAES—was analyzed using descriptive statistics for this study. The survey instrument can be found in Appendix A. The details of the distribution of the survey are described in the following.

Survey Description

Survey data was available through NAES and was chosen for use in this study. In 2010, a survey (Appendix A) was mailed to 427 independent school heads whose schools were members of NAES. Additional surveys were mailed again to those that did not respond after the first mailing. In total, there were 273 respondents (64%). There were 154 non-respondents (36%). Of the 273 who responded, 46 (17%) sent back blank surveys and indicated that they did not want to be included in the study. Of the returned surveys, 41 (15%) were partially completed. Those who did not respond to the survey or may have completed only part of the survey may have done this for a variety of reasons,

although it is impossible to be certain. Respondents could have decided that they did not have enough time to respond or responded to parts of the survey that they felt were most important. Overall, information about them is unavailable to this researcher. In the end, 186 of the leaders (44% of the original 427 survey recipients) were included in the final set of data for the study. Information specific to the survey participants was separated before analysis was undertaken. Secondary analysis research methods were used to examine the survey data of the 186 independent school heads who agreed to participate in the study.

The survey (see Appendix A) consisted of 69 questions about these topics: time use (17 questions), time-use preferences (17 questions), barriers to time use (13 questions), personal and professional characteristics of heads of independent schools (11 questions), and institutional characteristics and characteristics (11 questions) of the independent schools that employ them. Each of the answers to the questions was coded and put into an Excel spreadsheet and an SPSS data sheet.

An important part of any research involving survey data has to do with whether or not the responses are representative of the total population, whether surveyed or not. In this study, the response to the NAES survey was representative of the NAES member schools, as is indicated below.

In 2010, NAES member schools were located in 38 states and 6 island countries. With the exception of five states with one or two member schools (Missouri, Ohio, Indiana, Iowa, and Mississippi), all other states were represented in the data for this study. In all but three of the remaining states, 35%–50% of the schools in each state are represented. Two schools from island countries were represented in the data.

Of the 186 participants in the study, 183 were Caucasian, 1 was African American, 1 was Asian American, and 1 was Hispanic. Ethnicity was not used as a factor in this study but is consistent with the results of NAIS information from 2009, which indicated that 95% of independent school heads were Caucasian.

In 2010, the NAES member schools whose heads participated in this study led nursery schools, elementary and middle schools, and schools that included high schools. Nursery schools consisted of grades Pre K–1 only. There were 62 (33%) of nursery schools in this study. Elementary and middle schools consisted of combinations of Grades 1–8; 40% (75) of the schools in this study were elementary and middle schools. There were 49 (26%) schools that included high schools in their configuration included in this study.

The oldest NAES member school represented in this study was founded in 1709. The youngest school in this study was founded in 2008. Eighteen (9%) of the schools were founded before 1900, and eight of the schools were founded since 2000. This information was not included in the analysis for this study since the majority (86%) of the schools were founded in the 20th century. Overall, it can be concluded that the respondents who returned surveys were representative of the NAES member schools population.

The methods of data analysis are described next. They are linked to the study's research questions.

Data Analysis Procedures

This section explains the analysis of the survey data in connection with the research questions set forth in the study. The intent of this research was to determine factors that predict satisfaction or dissatisfaction in the time use of independent school leaders. To examine satisfaction or dissatisfaction, this study analyzed time spent on job responsibilities, time-use preferences, and various characteristics of leaders and the institutions that they lead. This was accomplished through the use of SPSS and is explained later in this chapter.

The following is a list of the statistical measures and analytical tools that were used for this study. Portions of the data analysis were done by simple sorting of the data. Analysis of variance (ANOVA), a statistics tool used to test whether differences exist among various means of variables, was used. T-tests, used to compare the means of a group of values to a single fixed value, were used. Descriptive statistics, used to illustrate what the data shows in a manageable format, were employed. Regression analysis was used to assess the relationship between a dependent variable and two or more independent variables. The use of these tools is described in this chapter and also in Chapter 4, which explains the findings of the study.

Data Analysis Methods

Research Question 1: How Do School Leaders Spend Their Time?

The first section of the survey contained questions about the independent school leaders' actual time use. The NAES schools in this study were members of NAIS and NAES in 2010. The job responsibilities listed in the survey were chosen from information gathered from previous surveys used by NAIS. Sixteen job responsibilities

were listed in survey Questions 1a–16a. The 16 responsibilities listed were: student recruitment, student activities, student discipline, counseling families and students, recruiting and hiring personnel, supervision of personnel, managing personnel conflicts, teaching, curriculum development, vision and school mission, strategic planning, working with trustees, daily budget, fundraising, legal issues, and work with community groups. Each independent school leader was asked to self-report the approximate number of hours per week that he spent on each of the 16 job responsibilities.

The self-reported data from this portion of the survey was considered the actual time-use data of the independent school heads surveyed. The self-reported hours from the survey were compiled, coded, and entered into Excel and SPSS, both commonly used statistics programs. Descriptive statistics were used to organize and analyze the self-reported time spent per week by the 186 respondents as a total group when performing the 16 job responsibilities. The averages taken from the descriptive statistics were used to rank the job responsibilities for all of the leaders.

In Questions 31–39 of the survey, independent school leaders were asked to identify themselves by gender, age, ethnicity, marital status, highest degree earned, field of study, and age at time they became head of school. The answers to these questions provided data on gender, age, highest degree earned, age the leader became head, and longevity as head. Longevity as head was calculated by finding the difference between the leaders' age and the age that they became a head of school.

Survey Questions 40–52 asked survey respondents to describe the characteristics of the school they led in 2010. The respondent was asked to identify the number of full-time faculty, assistants and administrators, student enrollment, grade levels in the school,

the year the school was founded, and the school's location. The answers used for this study were: grade levels that made up the school, student enrollment, and number of full-time faculty, assistants, and administrators.

First the data obtained from the survey questions was broken into quartiles by number of respondents. Next, the data was examined by type of school (nursery, elementary, or schools containing a high school). Then, through the use of t-tests, it was determined whether there was a significant difference in the amount of time spent as it related to the leaders' personal or school characteristics.

Research Question 2: On What Responsibilities Would School Leaders Prefer to Spend More Time and Less Time?

Certain demands of a job dictate the way that a leader's time is allocated. School leaders, like other people in leadership positions, may have certain preferences about the ways that they use their time. This holds true when referencing leisure time as well as time in their profession. Considering time at work only, this study determined the time-use preferences of the leaders from the survey data. A section of questions (1b–16b) in the survey asked the independent school leaders if they would prefer to allocate their time differently (want to spend more time and want to spend less time) than the way they reported spending their time. A scale similar to a Likert scale was used in the survey instrument so that the school leaders could record their time preferences for the 16 job responsibilities: student recruitment, student activities, student discipline, counseling families and students, recruiting and hiring personnel, supervision of personnel, managing personnel conflicts, teaching, curriculum development, vision and school

mission, strategic planning, working with trustees, daily budget, fundraising, legal issues, and work with community groups. The respondents circled one of the following responses for each of the sixteen job responsibilities:

-2 Would like to spend much less time on

-1 Would like to spend somewhat less time on

0 No change needed

+1 Would like to spend somewhat more time on

+2 Would like to spend much more time on

The self-reported time-preference data from the 186 independent school leaders, as taken from the Likert-like scale, then was entered into Excel and SPSS. Some participants indicated 0 (no change needed) as a response. Descriptive statistics (means) were used to organize the answers to this set of survey questions (1b–16b) and focused on the respondents who answered +1 or +2 ("would like to spend somewhat more" and "much more" time) and on the respondents who answered -1 or -2 ("would like to spend somewhat less" and "much less" time). A comparison of the means collected from the data determined the job responsibilities on which the school leaders preferred to spend "somewhat more" and "much more" time, and "somewhat less" and "much less" time. Any averages above zero (+1 and +2) indicated the job responsibilities on which the school leaders would like to spend more time. Any averages below zero (-1 and -2) indicated the job responsibilities on which the school leaders would like to spend less time. The averages were ranked from highest to lowest amount of time to show preferences for spending more time or less time on certain job responsibilities.

Time preferences for "more" or "less" time and heads' individual personal characteristics were then examined. This analysis of data was undertaken to see if there were any significant differences in "more" or "less" time preferences as they related to the heads' personal characteristics. Time preferences for "more" or "less" time and school characteristics were also examined. Analysis was then undertaken to see if there were any significant differences in "more" or "less" time preferences as they related to school characteristics. Also included was an analysis by type of school (nursery, elementary, and schools containing high school).

Research Question 3: What Predicts the Level of Satisfaction or Dissatisfaction People Have with the Way They Spend Time in Leadership Roles?

This study used a survey instrument that asked participants to answer questions about the time they spent at their work on various job responsibilities, their time preferences, personal characteristics as leaders, and the characteristics of the schools they serve. Through the examination of those survey answers, this study sought to find predictors of leaders' satisfaction or dissatisfaction with the way they spend their time.

To answer Research Question 3, data from Research Questions 1 and 2 were utilized. Regression analysis was used to determine factors that indicate satisfaction or dissatisfaction. The steps to prepare for the regression are described next. Data describing total and average time spent on job responsibilities as individual leaders and groups of leaders were determined through the methods used to answer Research Question 1. Research Question 2 identified job responsibility time preferences and identified the independent school leaders who were satisfied or wished to spend more time on particular types of activities. The leaders answered "no change needed" or

"would like to spend somewhat or much more time" when asked for their preferences about the time they spend on their job responsibilities. In addition, other respondents were identified as leaders who were dissatisfied or wished to spend less time. They answered "would like to spend somewhat or much less time" when asked for their preferences about the time they spent on their job responsibilities. Descriptive statistics were used to display the data results.

In order to find the answers to Research Question 3, satisfaction and dissatisfaction were used as a dependent variables using sum of squares. The answers of the respondents as shown in the Likert-like scale were squared. The squared numbers were summed. The summed answers ranged from 0 (completely satisfied) to 48 (completely dissatisfied). Then a regression was run using SPSS to determine the factors that might indicate satisfaction or dissatisfaction with time spent. The factors used included number of hours spent, time preferences, personal characteristics of the leader, and the characteristics of the school. The factors were used to analyze the entire group of schools and also clustered by type of school. The types of schools, as noted before, were nursery, elementary, and schools that included high school.

Summary

The first research question asked how independent school leaders used their time. The data was examined as an entire group for overall time spent and then by school type (nursery, elementary, and schools including a high school) for overall time spent on the 16 job responsibilities. The second research question of this study called for the examination of the survey data by the independent school leader preferences for each of

their job responsibilities. Following examination of the data, the job responsibilities were ranked according to preferences in two ways: as an entire group of leaders and also by type of school. The third research question took the results of the previous questions, used the personal characteristics of gender, age, highest degree earned, age became head, and longevity as head, as well as the school characteristics of student enrollment and number of full-time faculty, assistants, and administrators and organized the data to determine satisfaction or dissatisfaction through the use of regression analysis. The results are described in Chapter 4.

Limitations

Some limitations of the study include:

1. The sample of NAES schools is well defined but limited to a specific group of NAIS school leaders and cannot, therefore, be generalized to the entire population of independent schools.
2. This study was based on voluntary participation for a total response rate of 45%. A higher response rate could have improved the results.
3. The respondents may not be representative of all heads of independent schools.
4. The survey included 69 questions. For some who did not complete the survey and others who completed only part of the survey, it is possible that the survey may have looked like it would take too much time to complete.

Chapter 4:

Findings

The purpose of Chapter 4 is to present the relevant and significant findings of the study as determined from the analysis of the survey data. This chapter is organized by the three research questions used for this study:

1. How do school leaders spend their time?
2. On what responsibilities would school leaders prefer to spend more time and less time?
3. What predicts the level of satisfaction and dissatisfaction people have with the way they use their time in leadership roles?

The data for this study was obtained through a survey of National Association of Episcopal Schools (NAES) independent school heads in 2010. The number of surveys mailed was 427, which was the number of schools affiliated with NAES at that time. The study includes 45% (186) of the 427 who were mailed the survey.

The participants answered 69 questions about time use, time-use preference, personal and professional characteristics, and institutional characteristics. Excel and SPSS were used for the statistical analysis. The answers to the survey questions were analyzed using the following statistical measures: descriptive, t-tests, ANOVA, and multiple regression. Personal characteristics and school characteristics were identified as the independent variables for use in this study. They included gender, age, highest degree, age became head of school, longevity as head, school enrollment, type of school

(nursery, elementary, and schools that have high schools), and number of full-time faculty, assistants, and administrators.

The schools in this study fell into three distinct categories: nursery schools, elementary schools, and schools that included high schools and the data was analyzed in that way, too. This is the breakdown by school type:

- nursery schools (pre-k or pre-k and first grade)—62 schools (33%)
- elementary schools (any combination of grade levels through eighth grade)—75 schools (40%)
- schools that included high schools—49 schools (26%)

As will be indicated throughout this chapter, the nursery school data was separated primarily because the 62 nursery schools were very different from the other 124 schools in the study. They are different by typically being half-day programs, so the time that heads of nursery schools spend on the job is automatically less (see Research Question 1 with regard to time spent on responsibilities). From there, we also found that the faculties of nursery schools do not have advanced degrees. Other differences are noted throughout this chapter.

The next section of this chapter provides a summary of the descriptive statistics that apply to time use in the data analysis and details the answers to Research Question 1.

Results

Research Question 1: How Do School Leaders Spend their Time?

Each survey participant was asked to self-report the number of hours per week that they spent on each of the following 16 job responsibilities: student recruitment,

student activities, student discipline, counseling families and students, recruiting and hiring personnel, supervision of personnel, managing personnel conflicts, teaching, curriculum development, vision and school mission, strategic planning, working with trustees, daily budget, fundraising, legal issues, and work with community groups.

The number of hours spent each week on all of the responsibilities varied from respondent to respondent, and the average number of hours ranged from 5 hours to 117 hours per week. As shown in Table 1 below, the average (mean) number of hours devoted to the 16 job responsibilities for all 186 respondents was 45.26 hours per week.

Table 1
Average Number of Hours Per Week Spent by Heads on All Job Responsibilities

	N 186	Minimum	Maximum	Mean	Std. Deviation
Hours spent	186	5	117	**45.26**	**16.223**

When the data was organized by type of school, the average number of hours per week spent by leaders in each type of school was:

- nursery school—37.03 hours
- elementary school—46.74 hours
- schools that included high schools—53.4 hours

Nursery school heads spent significantly less time on job responsibilities than elementary schools heads and heads of schools that include high schools. Elementary school heads spent less time on job responsibilities than heads of schools with high schools.

The average number (mean) of hours spent per week on each responsibility as self-reported by all of the respondents is shown in Table 2 below.

Table 2
Average Number of Hours Per Week Spent by Heads on Each Job Responsibility

Responsibility	N	Min.	Max.	Mean	Std. Deviation
Student recruitment	186	0	15	3.10	2.676
Student activities	186	0	26	4.97	3.965
Student discipline	186	0	10	1.75	1.670
Counseling families and students	186	0	15	3.26	2.692
Recruiting and hiring personnel	186	0	10	1.75	1.762
Supervision of personnel	186	0	20	5.82	4.139
Managing personnel conflicts	186	0	10	2.07	2.395
Teaching	186	0	35	2.15	4.304
Daily budget	186	0	11	2.58	2.300
Strategic planning	186	0	20	2.83	2.727
Working with trustees	186	0	15	3.21	2.862
Fundraising	186	0	20	3.77	3.877
Legal issues	186	0	8	1.06	1.504
Work with community groups	186	0	13	1.50	1.659
Curriculum development	186	0	15	2.30	2.248
Vision and school mission	186	0	20	3.13	3.111
Number of respondents	186				

Table 3
Time Spent on Head of School Responsibilities

Responsibility	**Average hours**	**Average percent**
Supervision of personnel	5.82	13%
Student activities	4.97	11%
Fundraising	3.77	8%
Counseling families and students	3.26	7%
Vision and mission	3.13	7%
Work with trustees	3.21	7%
Student recruitment	3.10	6%
Strategic planning	2.83	7%
Daily budget	2.58	6%
Curriculum development	2.30	5%
Teaching	2.15	5%
Managing personnel conflicts	2.07	5%
Recruiting and hiring personnel	1.75	4%
Student discipline	1.75	4%
Work with community groups	1.5	3%
Legal issues	1.06	2%

The average (mean) number of hours and the proportion (percent) of time spent per week by the 186 respondents is shown in Table 3. The first column lists the responsibility, the next column shows the average number of hours spent on the job per week by all heads, and the final column shows the proportion of time on the job spent per week by all heads who were surveyed. Overall, as shown in Table 3, heads of independent schools spent most of their time on supervision of personnel (5.82 hours or 13%) and student activities (4.97 hours or 11%). They spent the least amount of hours on legal issues (1.06 hours or 2%) and work with community groups (1.5 hours or 3%).

Table 4, displayed below, shows the average number of hours spent on each of the 16 responsibilities when broken down by type of school (nursery, elementary, and schools that included a high school).

When grouped by school type, it became clear that heads of independent schools in this study use their time in various ways. Nursery school heads spent most of their time each week on student activities (5.25 hours) and supervising personnel (5.08 hours). They spent the fewest number of hours weekly on legal issues (0.38 hours) and recruiting personnel (0.93 hours). Elementary school heads spent most of their time each week supervising personnel (6.23 hours) and student activities (4.52 hours). They spent the fewest number of hours each week on legal issues (1.3 hours) and teaching (1.57 hours). Heads of schools that included high schools spent most of their time each week supervising personnel (6.13 hours) and fundraising (5.99 hours). They spent the fewest number of hours weekly on legal issues (1.56 hours) and curriculum development (1.59 hours).

Table 4
Hours Spent on Each Responsibility by School Type—Comparison of Means

Responsibility	**Nursery School**	**Elementary School**	**Schools with High School**
Legal issues	0.38	1.3	1.56
Recruit/hire personnel	0.93	1.83	2.68
Work with Community groups	1.19	1.62	1.7
Managing personnel conflicts	1.38	2.36	2.52
Student discipline	1.46	1.75	2.11
Fundraising	1.6	4.11	5.99
Work with trustees	1.62	3.49	4.78
Strategic planning	2.15	2.71	3.88
Daily budget	2.37	2.65	2.77
Vision and mission	2.47	3.05	4.08
Curriculum development	2.55	2.56	1.59
Teaching	2.78	1.57	2.26
Counseling families and students	2.88	3.86	2.81
Student recruitment	2.94	3.15	3.24
Supervision of personnel	5.08	6.23	6.13
Student activities	5.25	4.52	5.3
Total hours spent	37.03	46.76	53.4

Put another way, heads of nursery, elementary, and schools that included high schools in this study spend more than one hour per day supervising personnel and one hour per day on student activities. Heads of elementary and high schools spend about one hour per day on fundraising, while nursery school heads spend less than two hours per week on that responsibility. They all spend less than three hours a week on their budget. Fortunately, legal issues and student discipline do not consume much of their time each week, with nursery schools spending the least amount of time on those

responsibilities. All of the heads in this study spend less than two hours on work with community groups. Their time hiring and managing personnel is comparable, with nursery schools spending less time on both. Heads of elementary schools and schools that included a high school spend more time each week on strategic planning and vision/mission than nursery school heads, and the number of hours shows a gradual increase from nursery (4 hours) to elementary (6 hours) to schools that included high schools (8 hours). Nursery school heads spend more time teaching than the other heads. Elementary heads spend more time counseling parents and students. Nursery school heads spend much less time working with trustees.

This study looked at and used the personal characteristics of the school leaders and the characteristics of the schools that they led. Each of the personal characteristics and school characteristics was compared to the hours that the heads spent to determine if any of the variables were significant. The personal characteristics used were gender, age, age became head, longevity of head, and highest degree. The school characteristics used were school enrollment, number of full-time faculty, number of full-time assistants, and number of full-time administrators. The results of the t-tests and ANOVA tests used to analyze that data are described next.

Gender. When examined by the type of school, gender of the head of school was broken down as follows:

- nursery schools—61 females (98%) and 1 male (2%)
- elementary schools—10 females (13%) and 65 males (87%)
- schools that included high schools—37 females (75%) and 12 males (25%)

Of the 186 participants in the survey, there were 108 (58%) female participants in the survey. They spent a mean of 41.84 hours per week at their work. There were 78 (42%) male participants in the survey. Their mean time spent was 49.98 hours per week. A t-test was performed to show the difference between the means. The amount of time males and females spent on their work was significantly different, as shown below. Overall, females in all participating schools spent significantly less time at work in this study. It is important to note that nursery school heads are predominantly women, which has a definite influence on this statistic.

Age. The average age of the heads in the study was 53.53 years. Of the 186 participants, 14 (8%) were in their 30s, 38 (20%) were in their 40s, 80 (43%) were in their 50s, 50 (27%) were in their 60s, and 4 (2%) were in their 70s. The youngest head was 30, and the oldest were two heads aged 73.

When divided into groups by school type, the average age of the heads in this study was:

- nursery school heads—47 years
- elementary school heads—54 years
- schools with high schools—53 years

When the heads were grouped by age (< 45, 45–59,60–74) or by quartiles **(**30–46, 47–55, 56–60, > 61), there was no significant difference in amount of time they spent. There also was no significant difference between how much time older heads and younger heads (top quartile and bottom quartile) spent on their work as shown below.

Age became head of school. The average age of becoming a school head was 42.7 years of age. Of the 186 participants, 140 (75%) of them became head of school in

their 30s and 40s. Only 8 became head of school in their 20s and 7 became head of school in their 60s. The average age for becoming a school head by school type was approximately the same: nursery (41 year old), elementary (43 years old), and schools with high school (44 years old). There was no significant difference between hours spent by heads and age the person became head when the ages were divided by 25–55 and 55–85. There was also no significant difference between hours spent and the age the leader became head when the ages were grouped in quartiles (25–37, 38–41, 42–48, > 49).

Longevity as head. The average longevity as a head of school in this study was 10.5 years. The longest and shortest number of years in the position ranged from new to the position to very experienced (0 to 42 years). Longevity of the head of school, by school type, was: nursery (5 years), elementary (10 years), and schools that included high schools (10 years). When heads were grouped by number of years as head (0–14, 15–29, 30–44), there was no significant difference in the amount of time they spent. Therefore, there was no significant difference between how much time more experienced heads spent than less experienced heads. When the years of longevity as head were divided by quartiles (0–4, 5–9, 10–15, > 16) there was no significant difference in the number of hours spent either.

Highest degree. Table 5 below shows the highest degree earned by the independent school leaders in this study. Of the 186 participants, 63% of them (115) had a master's degree and 12% (22) had a doctorate. Twenty-five percent of them (48) did not have a master's degree or doctorate. Of the heads that led nursery schools, 37% (23) had a master's degrees and one had a doctorate. Of the heads that led elementary schools, 73% (55) had master's degrees and 16% (12) had doctorates. Seventy-six

percent (37) of independent school heads that lead schools containing high school students had master's degrees. Eighteen percent (9) had doctorates. Two heads of schools containing high schools had only a bachelor's degree.

Table 5
Number of Heads with Specified Degrees by School Type

Highest degree earned	**Nursery**	**Elementary**	**Schools with high school**	**Total**
Doctorate	1	12	9	22
ABD	0	0	1	1
Masters	23	55	37	115
Bachelors	35	7	2	44
Associates or no degree	3	1	0	4
Total number of heads	62	75	49	186

This study found a significant difference between time spent by heads with doctorates and bachelor's degrees. Those with doctorates spent more time on their job responsibilities. More than half of those with doctorates led schools with enrollments of more than 300 students, therefore needing to spend more time on their jobs. Half of those with doctorates led elementary schools. As noted before, leaders of elementary schools spent more time on their jobs than the other school leaders. The average enrollment of the elementary schools was larger, so there were more students and personnel to supervise, thus taking more time. There was also a significant difference between time spent by heads that have master's degrees and those with bachelor's degrees. Those with

master's degrees spent more time on their responsibilities. Heads with advanced degrees (master's degrees or doctorates) spent more time on their jobs than those without advanced degrees. Again many of those with advanced degrees are employed by the schools with greater enrollments.

Student enrollment. The range of student enrollment in this study was from 20 students to 1,600 students, and the average student enrollment of the 186 schools was 288 students. Of the schools included in the study, 158 (85%) had fewer than 500 enrolled students and 28 (15%) of the schools had more than 500 enrolled students. The average student enrollment by school type was:

- nursery (81 students)
- elementary (436 students)
- schools that included high schools (233 students)

This study found a significant difference in time spent by heads with regard to student enrollment. When the groups were divided by enrollment numbers—0–149, 150–299, 300–449, 450–599, > 600—there was a significant difference between Group 1 (small school with enrollment of less than 150 students) and all the other groups. Heads of smaller schools spent less time on their work than those who headed larger schools. They have fewer students and staff to supervise. The schools may also be nursery schools with shorter school days, perhaps even half-day programs.

With enrollment divided into quartiles (0–99, 100–199, 200–375, > 376), there was a significant difference between Groups 1 and 4, and 2 and 4 (smaller and larger schools).

Again, heads of independent schools with fewer students spent less time on their job responsibilities.

Number of full-time faculty. The number of full-time faculty ranged from 0 (15 small schools had part-time faculty only) to 205. The average number of full-time faculty was 32. Seventy-five schools had fewer that 20 full-time faculty positions. Nine schools had more than 100 full-time faculty positions. The average number of faculty, when broken into groups by type of school in this study, were:

- nursery (7)
- elementary (57)
- schools with high schools (23).

Nursery schools have far fewer faculty. This study found a significant difference between number of full-time faculty and number of hours spent per week. When divided into groups by number of full-time faculty (0–14, 15–29, 30–44, 45–59, > 60), there was a significant difference between Group 1 and all other groups. Those heads who had fewer faculty on their staff spent less time on their work. There was also a significant difference in the time spent when grouped by quartiles (0–7, 8–20, 21–45, > 46). The significant difference was between Groups 1 and 3, Groups 1 and 4, Groups 2 and 3, and Groups 2 and 4. Schools with fewer faculty spent significantly less time at work.

Number of full-time assistants. The average number of full time assistants was 11, ranging from 0 to 80. Twenty-five schools (13%) had no full-time assistants. All but one of those schools did not include a high school. The one small school that did include a high school had an enrollment of 65 students. Nine schools (5%) had 40 or more full-time assistants. When the data was divided by school type, the number of full-time

assistants was nursery (3), elementary (24), and schools with high schools (8). This large range of numbers could be attributed to the lack of a precise definition of the term "assistant." The term could have been interpreted in different ways. Some assistants could be part-time or full-time employees who help in classrooms. Some could have been office assistants. The groups were divided by average number of assistants: 0–19, 20–39, 40–59, 60–79, 80–99, > 100 (inclusive). There was a significant difference in how much time heads spent with regard to the number of assistants. Group 1 (0–19) spent significantly less time than Group 6 (> 100). Group 2 (20–39) spent significantly less time than Groups 3, 4, 5, and 6. There was a significant difference between Groups 1 and 6, Groups 2 and 6, and Groups 5 and 6. Those with fewer assistants spent less time on their work. When divided into quartiles (0–2, 3–6, 7–15, > 16), there was a significant difference between Groups 1 and 4. Again, the fewer assistants, the less time spent by heads. When divided by type of school, it is significant that elementary school heads who have more assistants spent less time on their responsibilities.

Number of full-time administrators. The average number of administrators was 5.41 with a standard deviation of 5.262 and ranged from 0–25. Forty three (23%) of the schools in this study had 10 or more full-time administrators. When the data was divided by school type, the number of full-time administrators was nursery (1), elementary (10) and schools with high schools (4). When divided into quartiles (0–1, 2–3, 4–8, > 9) by number of full-time administrators, there was a significant difference between Groups 1 and 4 and Groups 2 and 4, meaning that the fewer administrators in the school, the less time spent by the head of school. This could be explained by the fact that the head has to spend less time on the responsibilities since there are fewer administrators to supervise.

Summary. The independent school heads who responded to this survey spent most of their time doing similar tasks, such as supervising personnel. However, nursery and elementary heads also spent a large amount of time on student activities, while the heads of schools that included high schools spent a lot of their time fundraising. This group of independent school heads spent the least amount of their time dealing with legal issues. When considered as a total group, their work with community groups was minimal. When considered by school type, they spent fewer hours in differing ways: nursery—recruiting personnel; elementary—teaching; and schools with high schools—curriculum development. Nursery schools in this study were smaller than the other types of schools that had more positions to fill. Elementary schools in this study also had more faculty, which may account for the heads of elementary school spending fewer hours teaching than nursery and high schools. Heads of schools with high schools spent fewer hours on curriculum development, which may be taken care of by departments instead.

Listed below is a summary of the statistically significant differences in the data from the 2010 NAES survey as determined by t-tests when looking at the relationship of time and personal characteristics or school characteristics.

Females spent significantly less time than males at their work. Heads with doctorates or master's degrees spent more time on their job responsibilities than those with bachelor's degrees. Heads of smaller schools spent less time on their job responsibilities than those who head larger schools. Those heads who had fewer full-time faculty spent less time on their work. The heads who had fewer full-time assistants spent less time on their job responsibilities. Those heads who had more full-time

administrators spent more time on their job responsibilities. Elementary school heads who had more full-time assistants spent less time on their job responsibilities.

The next section of this chapter looks at Research Question 2 and summarizes the descriptive statistics of the data that apply to the time-use preferences of the independent school heads in this study.

Research Question 2: On What Responsibilities Would School Leaders Prefer to Spend More or Less Time?

Descriptive statistics find the average (mean) and standard deviation or confidence interval and summarize in percentage (proportion). Descriptive statistics were used to determine the answer to Research Question 2.

Job responsibility preferences of all 186 survey respondents. Shown below are the group average preferences for spending more or less time based on Likert-like scales from the survey. Plus (+) averages indicate that the participants overall want to spend more time. Minus (-) averages indicate that participants want to spend less time on the responsibility.

The responsibilities on which the school leaders would prefer to spend more time are shown below along with the average Likert score. The scores shown on the chart were found by adding the numbers that the respondents circled on the survey. Those numbers were -2, -1, 0, +1, and +2. When added together for all participants and divided by 5, the average became the average Likert score shown in Table 6 below. The higher the number, the more the participants preferred to spend time; the lower the number, the less the participants preferred to spend time. The scores are in rank order, beginning with the responsibilities on which school heads would prefer to spend the most time.

Table 6
Most-Preferred Job Responsibilities

Job responsibility	**Average Likert scale for 186 respondents**
Curriculum development	0.68
Vision and mission	0.68
Strategic planning	0.68
Student activities	0.64
Teaching	0.52
Work with community groups	0.41
Student recruiting	0.34
Fundraising	0.28
Work with trustees	0.23
Supervision of personnel	0.14
Counseling families and students	0.11
Recruiting and hiring personnel	0.08

As shown above, the study found that independent school heads want to spend more time on curriculum development, strategic planning, vision/mission, and student activities.

Using the average Likert score, as explained previously, in Table 7, the job responsibilities on which the heads would prefer to spent less time are listed in rank

order, starting with the one (the lowest Likert score) on which they would prefer to spend the least amount of time.

Table 7
Least-Preferred Job Responsibilities

Job responsibility	**Average Likert scale for 186 respondents**
Managing personnel conflicts	-0.65
Legal issues	-0.38
Student discipline	-0.35
Daily budget	-0.18

By combining the previous charts into one, Table 8 below shows the preferences of the 186 respondents for more or less time. Note that some of the cells on the table are blank. Those blank cells indicate that the participants either preferred to *not* spend more time or less time on that responsibility. Responsibilities will have only one of the preference columns filled in with a ranking number.

Table 8
Most- and Least-Preferred Job Responsibilities Compared with Actual Time Spent on Responsibility

Responsibility	**Average hours spent**	**Average percent of time**	**Prefer to spend *more* time**	**Prefer to spend *less* time**
Supervision of personnel	5.86	13%	#8	
Student activities	5.05	11%	#2	
Fundraising	3.82	8%	#6	
Counseling families and students	3.33	7%	#9	
Vision and mission	3.26	7%	#1	
Work with trustees	3.24	7%	#7	
Student recruitment	3.07	6%	#5	
Strategic planning	2.96	7%	#1	
Daily budget	2.66	6%		#4
Curriculum development	2.41	5%	#1	
Teaching	2.22	5%	#3	
Managing personnel conflicts	2.08	4%		#1
Recruiting and hiring personnel	1.73	3%	#10	
Student discipline	1.71	4%		#3
Work with community groups	1.51	3%	#4	
Legal issues	0.96	2%		#2

Again, the leaders of independent schools would like to spend more time on curriculum development, strategic planning, vision/mission, student activities, and teaching and less time on managing personnel conflicts, legal issues, student discipline, and daily budget.

The responsibilities that leaders in independent schools would prefer to spend less time doing are managing personnel conflicts, legal issues, student discipline, and daily budget.

Table 9

Average preferences for spending more (positive numbers) or less time (negative numbers) on job responsibilities by school type

Responsibility	**Nursery School**	**Elementary School**	**Schools with High School**
Legal issues	-0.06	-0.51	-0.59
Recruit/hire personnel	-0.06	0.22	0.06
Work with Community groups	0.42	0.53	0.20
Managing personnel conflicts	-0.42	-0.80	-0.69
Student discipline	-0.37	-0.28	-0.61
Fundraising	0.05	0.35	0.49
Work with trustees	0.10	0.24	0.37
Strategic planning	0.52	0.91	0.55
Daily budget	-0.24	-0.13	-0.18
Vision and mission	0.52	0.85	0.61
Curriculum development	0.81	0.75	0.43
Teaching	0.27	0.72	0.53
Counseling families and students	0.02	0.11	0.22
Student recruitment	0.24	0.40	0.37
Supervision of personnel	0.11	0.27	-0.02
Student activities	0.50	0.72	0.69

Job responsibility preferences by school type. Throughout the findings, the results have been shown by all participants as well as by school type. Therefore, when the average Likert-like scores from the survey were divided by school type (nursery, elementary, and schools that include high school), the average preferences for spending more or less time are shown above in Table 9.

As shown in Table 9, nursery school heads would prefer to spend more time on curriculum development, vision/mission, and strategic planning. They would prefer to spend less time managing personnel and on student discipline. Elementary school heads in this study would prefer to spend more time on strategic planning, vision/mission, and teaching. They would prefer to spend less time managing personnel and legal issues. Heads of schools that included high schools would prefer to spend more time on student activities, teaching, and the school's vision/mission. They would prefer to spend less time managing personnel, legal issues, and student discipline.

In summary, independent school heads as a whole in this study preferred to spend more time on these five job responsibilities: curriculum development, strategic planning, vision/mission, student activities and teaching. Similarly, when heads were grouped by school type, their preferences for spending more time were: curriculum development, strategic planning, vision/mission, and student activities. More time to teach was identified as preferences by heads of elementary and schools with high school included.

The next section of this chapter looks at Research Question 3 and includes a summary of the statistics that apply to predicting the satisfaction and dissatisfaction of independent school heads with the ways that they use their time.

Research Question 3: What Predicts the Level of Satisfaction and Dissatisfaction People Have in Leadership Roles?

To answer this question, several groups of data were examined. Groups of data were examined in Research Questions 1 (time spent on job responsibilities) and 2 (job responsibility time-use preferences) through the use of descriptive statistics.

The data from Research Question 1 identified the amount of time (hours per week) that independent school heads in this study spent on their responsibilities. Averages were found for the group as a whole (186 respondents) and also by school-type group (nursery, elementary, and schools that included high schools).

The data from Research Question 2 identified time-use preferences as the responsibilities that the participants preferred to spend more or less time doing. They had answered "no change needed," "would like to spend more time," or "would like to spend less time" when asked about the time they spent on their job responsibilities. This data was compiled for the group as a whole (186 respondents) and by school-type group (nursery, elementary, and schools that included high schools).

As noted earlier in this dissertation, Survey Questions 31–39 asked survey respondents to identify themselves by personal characteristics. The following personal characteristics used for this study were gender, age, highest degree earned, age at time of becoming head of school, and longevity as head.

Survey Questions 40–52 asked survey respondents to identify some characteristics of the school they lead. The following characteristics were used in this study: number of full-time faculty, full-time staff, full-time administrators, and student enrollment.

Regression analysis was then used to find which personal characteristics or school characteristics would most likely predict the level of satisfaction and dissatisfaction people have with the use of their time in independent school leadership roles. Sum of squares, as described next, was used as the dependent variable. The answers to Questions 1b–16b (time preferences) of the survey were -2, -1, 0, +1, and +2 (-2 indicated would like to spend much less time, -1 indicated would like to spend somewhat less time, 0 indicated no change needed, +1 indicated would like to spend somewhat more time, and +2 indicated would like to spend much more time). Those "number" answers to Questions 1b–16b were squared and resulted in fours, ones, and zeros. The squared numbers were then added together for sum of squares, thus producing a total number for each of the 186 participants. The totals ranged from the lowest sum of 0 (completely satisfied) to 48 (completely dissatisfied). Any score that was 24 or higher indicated satisfaction. Scores less than 24 indicated dissatisfaction.

Ten (5%) of the heads surveyed were completely satisfied (sum of squares was 0) with the way that they spent their time. One of the heads surveyed (0.5%) preferred to spend time in a completely different way (sum of squares was 48), showing complete dissatisfaction with the use of time. When using 24 as the middle "possible" sum of squares (48 divided by 2), 165 of the 186 heads (88.7%) were completely or somewhat

satisfied with the way that they spent their time. Only 11.3% (21 of the 186 respondents) were completely or somewhat dissatisfied with they way they spent their time.

The next step in using multiple regression models and analysis was to determine what variables make the sum of squares bigger, thus leading to dissatisfaction. In the regression analysis, satisfaction or dissatisfaction (sum of squares data) became the dependent variable. The larger the sum of squares, the more dissatisfied the leader. Likewise, the smaller the sum of squares, the more satisfied the leader. The subsets of heads' personal and school characteristics were used as the independent variables for the analysis. Determining which variable(s) made the sum of squares larger showed what could be making that the leader more dissatisfied. Likewise, determining which variable made the sum of squares smaller showed what could be making the leader more satisfied. All of the independent variables (gender, age, highest degree, age became head, longevity as head, school enrollment, and number of full-time faculty, assistants, and administrators) were examined by multiple regression using sum of squares.

The prediction models that resulted from the regression analysis are explained next. Results are shown by type of school as well as by school enrollment.

Nursery Schools

It should be noted that there was only 1 male head among the 62 nursery school heads. This fact was the basis of the decision to separate the nursery schools from the data obtained from this survey. The nursery school data, when separated, could prove valuable to the set of NAES nursery schools, but not to the remaining set of independent schools that participated in this study.

The heads of nursery schools were more satisfied with the way they spent their time when they had more full-time teachers on their staff. Given the fact that the nursery schools in this study had smaller student enrollment numbers and the students are younger and need more supervision, the more faculty present, the better the supervision of the students could explain the statistical significance.

Elementary Schools

All variables were explored using sums of squares and regression analysis with the data from elementary schools. There were no statistically significant results to report for elementary schools. Therefore, using all variables as noted before, there were no discernable differences with regard to satisfaction or dissatisfaction of elementary school heads.

Schools that Included High Schools

In schools that included high schools, the gender of the head of school was statistically significant. Female heads were more satisfied with the way they spent their time and male heads were less satisfied with the way they spent their time in schools that included high schools.

The proportion of full-time faculty was significant in schools that included high schools. Heads of the independent schools in this study that included high schools were more satisfied with the way they spent their time when their schools had fewer full-time teachers.

School Enrollment

Another way of analyzing the data from the regression analysis was to divide the schools into two groups by enrollment: those with less than 300 students and those with more than 300 students. Through regression analysis of the data in those two groups, more-experienced heads of schools with fewer than 300 students enrolled were more satisfied with the way they spent their time than those in schools with more than 300 students enrolled.

A summary of the statistically significant results obtained for Research Question 3 includes the following:

- Gender is significant in heads of schools that included high schools. Females are more satisfied with the way they spent time. Males are more dissatisfied with the way they spent time.
- The fewer full-time faculty on staff in a school that included a high school, the more satisfied the head of school was with the way they spent time.

The following results pertain to nursery schools:

- Heads of smaller schools (enrollment of less than 300 students) were more satisfied with the way they spent time.
- The more full-time faculty on staff in a nursery school, the more satisfied the head was with the way they spent time.

Summary of Findings

The purpose of Chapter 4 is to present the findings of the statistical analysis of data from a 2010 survey of independent school heads. The data for the study was

obtained through a survey of NAES independent school heads in 2010. The number of surveys mailed was 427 and the number of surveys used for this study was 186 (45%). There is little validity in stating that the findings are generalizable due to the less-than-average percentage of respondents. Nonetheless, that does not negate the usefulness of the data and the statistical results of this study noted next.

Three research questions guided this study:

1. How do school leaders spend their time?
2. On what responsibilities would school leaders prefer to spend more time or less time?
3. What predicts the level of satisfaction and dissatisfaction people have with the way they use their time in leadership roles?

The survey data included the participants' time use, time-use preferences, and personal and professional characteristics. Participants also described the characteristics of the schools.

Heads of Episcopal schools who participated in the survey spent an average of 45 hours per week on designated job responsibilities. Nursery school heads spent the least amount of time (37 hours per week). Elementary school heads spent 45 hours per week, and heads of schools that included high schools spent the largest amount of hours per week on their responsibilities (53 hours per week). Nursery schools may have half-day programs, which could contribute to the head spending less time per week.

As a group, they spent the greatest number of hours on supervision of personnel (5.86 hours or 13%) and student activities (5.05 or 11%). They spent the least number of hours on legal issues (0.96 hours) and work with community groups (1.51 hours). The

number of hours the participants spent on their responsibilities differed when the data was organized by type of school. Beyond supervising personnel and student activities, heads of elementary schools and schools that included high schools spent much of their time working with their boards and on vision/mission and fundraising. Nursery school heads spent more time teaching.

The leaders in this study spent the least amount of time dealing with legal issues, working with community groups, managing personnel conflicts, hiring personnel, and student discipline. When considered as a total group, the time spent working with community groups was also minimal. When identified by school type, they spent fewer hours in other ways: nursery—recruiting personnel, vision/mission, and work with trustees; elementary and schools with high schools—curriculum development and teaching. Elementary schools in this study had more full-time faculty, perhaps accounting for the leader spending fewer hours teaching than those leaders in nursery and high schools. Personal characteristics of the heads and characteristics of the schools they led were identified from the survey data. The statistically significant differences in the data as determined by the relationship of time and personal characteristics or school characteristics were:

- Females spent significantly less time than males at their work.
- Heads with doctorates or master's degrees spent more time on their job responsibilities than those with bachelor's degrees.
- Heads of smaller schools spent less time on their job responsibilities than those who head larger schools.
- Those heads who had fewer full-time faculty spent less time on their work.

- The heads who had fewer full-time assistants spent less time on their job responsibilities.
- The heads who had more full-time administrators spent more time on their job responsibilities.

Research Question 2 examined the survey data for the school leaders' time preferences. As a total group, the leaders wanted to spend more time on curriculum development, strategic planning, vision and mission, and student activities. When broken down by type of school, their preferences for more time were similar to the group as a whole. Nursery and elementary school leaders wanted to spend more time developing curriculum. Leaders of elementary schools and schools that include high schools wanted to teach.

As an entire group of 186 participants, and when broken down into groups by type of school, the leaders' preferences for responsibilities on which they would like to spend less time included managing personnel conflicts, legal issues, student discipline, and daily budget.

The final research question of this dissertation was meant to determine the factors that could predict the level of satisfaction or dissatisfaction people have with the way they spend their time in leadership roles, specifically in independent Episcopal schools. Of the 186 heads of school who participated in the survey, 10 were completely satisfied with the way they spent their time; 1 was completely dissatisfied with the way he spent their time; 88% of the heads were satisfied with the way they spent their time and 12% were dissatisfied. By using a regression analysis, and examining the factors by type of

school, the following results were significant factors for predicting satisfaction or dissatisfaction in the way heads of independent Episcopal schools use their time:

- More experienced heads were more satisfied with the way they spent their time.
- Gender was significant in heads of schools that included high schools. Females were more satisfied with the way they spent time. Males were more dissatisfied with the way they spent time.
- The more full-time faculty in a nursery school, the more satisfied the head of school was with the way they spent their time.
- The fewer full-time faculty on staff in a school that included a high school, the more satisfied the head of school was with the way they spent time.
- Heads of smaller schools (enrollment of less than 300 students) were more satisfied with the way they spent time.
- The more full-time faculty on staff in a nursery school, the more satisfied the head was with the way they spent time.

These findings are discussed in Chapter 5.

Chapter 5:

Conclusions and Recommendations

This chapter draws conclusions about the research findings and makes recommendations for further study and implementation of ideas. Independent schools as a whole have their own set of characteristics within the world of schools. In addition, Episcopal schools, as part of the independent school realm, have their own distinguishing features. My 30 years of experience in Episcopal schools provides a knowledge base that brings meaning and insight into the findings detailed in Chapter 4.

Little research has been done in the independent school world. The study of the National Association of Episcopal Schools (NAES) member schools opens the way for more research of this type. Geographic representation was convincing in this study. Many types and sizes of independent schools were represented. The three different types of schools involved in this study (nursery, elementary, and schools that included high schools) were representative of the schools that are affiliated with NAES. Future studies of NAES schools would contribute to the field of independent school research in valuable ways.

The purpose of this study was to determine factors that predict satisfaction or dissatisfaction with regard to how heads of independent schools spent their time on their job responsibilities. Reported time use and time-use preferences played major roles in the data used for this study, as did the personal characteristics of the independent school heads and the characteristics of the schools they serve.

This quantitative study was guided by three research questions.

1. How do school leaders spend their time?
2. On what responsibilities would school leaders prefer to spend more time or less time?
3. What predicts the level of satisfaction and dissatisfaction people have with the way they spend their time in leadership roles?

In 2010, a survey was mailed to 427 independent school heads affiliated with the NAES at that time. These schools were also members of the National Association of Independent Schools (NAIS). The mailing included a self-addressed stamped envelope. Sixty-four percent of the heads responded. Eleven percent of those who responded did not complete the survey; some indicated that they did not want to participate in the survey. It is interesting that they took the time to put it back in the mail. To some of the school heads, returning the blank survey in the envelope was simply the courteous thing to do. They may have hoped that by sending it back, they would not be contacted again, especially when they made notes to the effect that they did not want to participate. They may have thought it wasteful to throw the survey and the accompanying stamped envelope into the trash. Moreover, those heads may not have had the time to complete the 69-question survey, which is ironic because the main topic of the survey was time use. If those who mailed it back unanswered had been included, the overall response rate would have been 64%, which would have been quite high.

According to one of the results of this research study, 88% of the respondents were somewhat or completely satisfied with the way they spent their time. Perhaps the non-respondents, along with the ones who returned the survey unanswered, could have

been satisfied with the way they used their time. Aside from those surveys that were returned either completed or blank, an additional 41 of the returned surveys were unable to be used in the study because they were partially completed. The incomplete sections varied. This could indicate that those respondents answered what they "had time for" or were just not interested in "taking the time" to complete. Again, the factor of time and time-use could certainly have had a role in the response rate.

Findings of interest and the implications of those findings are organized by the three research questions used for this study. Of note is the fact that nursery school conclusions are in a separate section near the end of this chapter. The reasons for this are explained in the following section.

Research Question 1: How Do School Leaders Spend their Time?

At the time of this research study, there were not any other studies that focused on the time use of leaders whose roles and responsibilities could be considered comparable to those in this study. Therefore, no comparisons could be made to explore similarities or differences. However, the results of this study are interesting in their own way.

Each participant was asked to self-report the number of hours per week that they spent on each of 16 job responsibilities. The 186 heads of the schools in the study spent an average of 45 hours per week doing their jobs. That number of hours was less than expected when one knows about the life of an independent school head. Nursery school heads spent the least amount of time (37 hours per week) on their responsibilities. Elementary school heads spent 45 hours per week, and heads of schools that included high schools spent 53 hours per week on their responsibilities. Such a discrepancy in the

amount of hours per week prompted the need to look at alternative ways to examine the data. The hours spent on responsibilities were more in line with the actual amount of time spent by heads when organized by the different types of schools represented. For example, the shorter amount of time spent by nursery school heads was attributed to the short length of the typical nursery school day. Although exact information was not available from the survey data, it was assumed that many of the nursery school programs were half-day programs, a strong contributor to the head of a nursery school spending fewer hours on the job. That assumption, along with the predominantly female headship population, provided an understandable answer and confirmed the need to separate the nursery school data from the other two types of schools in every statistical test performed during the remainder of this study.

To clarify, it was important to use the data in its entirety, but it was also critical to the results of this study to divide the data by school type so that the influence of the differences in the nursery schools did not skew the data. It should be important to NAES to know the results of the nursery school data when separated from the other types of schools. Nursery schools are abundant in number but different in characteristics from the other schools in this study. A section near the end of this chapter is devoted to the nursery school data and findings.

When the answers of the 186 respondents are viewed as an entire group (including nursery schools) of Episcopal school leaders, the results showed that they spent amazingly similar amounts of time on the listed responsibilities. They all spent most of their time on student activities and supervision of personnel. All of them also spent the least number of hours on legal issues and working with community groups. The

heads of the independent schools in this study spent the largest number of hours supervising personnel. The heads who had fewer faculty on their staff, fewer assistants, and fewer administrators spent less time on their job responsibilities. With fewer personnel (administrators, faculty, and assistants) to supervise, the number of hours was reduced. This is also explained by the fact that assistants probably take care of some of the work that would otherwise fall to the head of school. Significantly less time was spent by the head of school when there were fewer full-time administrators.

Additionally, heads of elementary schools and schools with high schools spent a lot of time on strategic planning, the vision/mission of the school, and working with the board of trustees. As noted in Chapter 2, Cuban (1988) found that the amount of time spent on administrative and political leadership was increasing. That could be a trend in independent schools, too. A future study of Episcopal school heads could help confirm or refute that supposition.

As noted, heads of independent schools spend much of their time on strategic planning, including the vision and mission of the school. The head and the board of trustees focus on projecting and promoting those components of the school to the community in order to both further the school and attract new students and families to the school.

Part of the time spent on strategic planning also includes setting tuition rates. Because the cost of an independent school education can be expensive, great care and time is taken to set tuition costs that fit with the geographical and economic area where the school is situated. Admissions is a critical component of independent schools; they could not survive without enrolling students. Although the most important purpose of a

school is student learning, being a good independent school is not enough to attract students. Independent schools are not simply neighborhood schools where families automatically send their children. Applying to an independent school is a conscious choice, and there are tuition and fees associated with attending independent schools. Independent schools compete for students with other independent schools or public schools in the area. Independent school heads devote considerable time to strategic planning.

Fundraising is another time-consuming responsibility of independent school heads, especially elementary schools and schools that include high schools. Without access to government funding, fundraising is critical because independent schools have to raise the money for all of their programs. Tuition dollars do not cover all of the expenses of an independent school.

What are the factors that contribute to independent school heads spending more or less time on certain job responsibilities? The degree level of heads of school is one factor that affects the amount of time spent on job responsibilities. Of the survey respondents in this study, 89% of the heads of elementary schools and 95% of the heads of schools that have high schools have advanced degrees. The study demonstrated that heads with advanced degrees spent significantly more time on their job responsibilities than those with bachelor's degrees.

Is this extra time spent due to heads with advanced degrees being more committed to their work and having longer tenure? This information would be of interest to independent schools. A starting point to find such answers would be to utilize the data from this study by looking at the years as head that correlate with the advanced degree

status. Once that is determined, it would be interesting to break the information into master's degrees and doctorate for even more detail about commitment for level of degree. All of those answers could be found by using the data set for this study.

Although speaking of public school principals and not independent school heads, Spillane and Hunt (2010) indicated that as leaders, school heads spent more than half of their time attending to administrative duties and on instruction and curriculum. This allocation of time is similar to the way that heads of Episcopal schools spend their time, since much of the time is spent on students and personnel. The head of an independent school can take on many of the responsibilities associated with the other roles of leadership in schools, especially in smaller schools as cited in the literature (Hentschke, Nayfack, & Wohlstetter, 2009). Spillane and Hunt (2010) indicated that the size of the school district influences leadership strategies, and superintendents in smaller environments use more personal, hands-on behaviors. That is certainly the case with independent schools, many of which are small schools. Not surprisingly, there were significant differences between time spent when enrollment and other school characteristics were correlated with the head's time use. Heads of smaller schools spent less time on their job responsibilities than those who lead larger schools. When there are fewer students to monitor, less time is spent on job responsibilities.

Due to the fact that the head of an independent school can be, and in most cases probably is, very involved in the day-to-day life of the school that they head, they are more directly involved in overseeing the personnel and students in the school. They know their teachers, staff, and students because their office is on the campus of the school not in an administration building unassociated with the place where the students

and teachers work. Therefore, direct supervision of personnel and attending student activities is easily accessible. Because those interactions take precedence, less time is spent on community relations. Fortunately, legal issues usually do not dominate the lives of independent schools. That may be in part because of the contractual relationship between families and the school. Parents sign contracts, often with a support clause, with the school when the child enrolls.

The head of an independent school has the freedom to spend their time differently than the top administrator of other types of schools. The day of an independent school head can be filled with the unexpected, especially since the office of the head is located on campus, often in the heart of the campus or near the front entrance, making them completely accessible to the everyday workings of the school and the school community. As cited in Chapter 2, "behaviours that aim at achieving an effective use of time while performing certain goal-directed activities" are defined as time management (Claessens, 2007). Those behaviors of control focus on awareness of time, planning, and monitoring. Like all leaders, the heads of the schools in this study are forced to use their time according to the most pressing needs at hand. Managing time and yet changing that planned time on a moment's notice as needs arise is part of the life of an independent school head. Even the best-planned day can change instantly in an independent school leader's world. Such is the nature of the work.

Research Question 2: On What Responsibilities Would School Leaders Prefer to Spend More Time and Less Time?

Although there is an existing body of research that looks at how school leaders spend their time regarding school management and leadership practice, when this study

was conducted, research that looks at how school leaders would *prefer* to use time was non-existent.

Information provided by NAIS in both 2002 and 2009 acknowledged that independent school heads would like to spend more time on strategic planning, budget, and fundraising (The State of Independent School Leadership, 2009). Similarly, the current study found that independent school heads want to spend more time on strategic planning, vision/mission, student activities, and curriculum development. The desire to spend more time on strategic planning was common to all three sets of data (NAIS, 2002, 2009; NAES, 2010). This information shows that the preferences of independent school heads and Episcopal school heads coincide over the last decade.

It is of interest that the group of Episcopal school heads in this study preferred to spend more time on strategic planning, vision/mission, curriculum development, and student activities because they already spent most of their time on those responsibilities. This information was similar when examined by the three school types individually. In listening to the conversations of heads of schools, the desire to spend more time developing curriculum and more time on the vision/mission can be attributed to the recent demands of their board of trustees to "grow" the independent schools they serve. At the time this survey was distributed in 2010, the economy was struggling and independent schools were working to survive financially. As always, their initiatives had to include fundraising that afforded them the economic boost needed to support the programs of the school.

Involvement in student activities creates a bond between administrators and students. Students see that their activities are important to the head of school. The

responsibilities of heads of school can force them to be removed from the time with students. Their career paths may have taken them through the ranks, and therefore they miss teaching and working with students on a daily basis. The responsibilities that they spend time on, such as strategic planning, curriculum development, and student activities, are pleasant work that advances the vision/mission of the school and improves the system for the students. No wonder heads want to spend more time in those areas of their work. Some heads teach in order to have more contact with students.

NAIS studies from 2002 and 2009 concluded that independent school heads would like to spend less time managing personnel conflicts. According to the current study, leaders in independent schools would prefer to spend less time managing personnel conflicts, legal issues, student discipline, and daily budget. All of the responsibilities on which the heads preferred to spend less time are those that they already spend less time doing. Without question, the desire to spend less time managing personnel conflicts is confirmed in all three sets of data and has not changed from 2002 to 2010. Heads of schools, like all people, do not like conflict. Managing personnel conflicts is not an easy task but one that is absolutely required of any leader in any employment setting. The head of school could learn strategies for working with personnel. Professional development funds spent by the schools to enhance the capabilities of their heads in this area would benefit the school.

One of the responsibilities of a school's leader is working with the budget. In this study, heads spent approximately the same amount of time on the budget. Overall, heads would rather spend less time on that aspect of their work. One head of school in this study had a business degree. Others in the study may be unfamiliar with budgets and

have a financial officer to advise them on budget matters so that they could spend less time as indicated in their time-use preferences.

What keeps leaders from acting on their preferences by spending time they way they want to spend time? Heads have a lot of responsibilities and are pulled in a variety of directions. However, the results of this study show that apparently they are allocating their time as they prefer, as evidenced by the number of hours they give to the responsibilities. They spend more time on the responsibilities on which they want to spend more time and they spend less time on the ones on which they already spend the least amount of time. These results would seem to indicate that they are doing what they would prefer to do. If the head of a school kept a daily log of the ways that they spend their time each day, they might be better able to allocate their time. They could find that some of their responsibilities could be delegated to other administrators and their staff. As a result of this research, a "head-of-school daily log" could help a leader organize her time better. This exercise could be one that a board of trustees could recommend to a new or experienced head prior to contract time. Additionally, any leader could benefit from such a practical practice.

Research Question 3: What Predicts the Level of Satisfaction and Dissatisfaction People Have with the Way They Spend Their Time in Leadership Roles?

Experience is important. According to NAIS in 2002, the head of an independent school's average tenure was 8 years, and in 2009, it was 10 years. The average longevity of an Episcopal school head in this study was 10 years, corresponding to the most recent NAIS figure.

One finding from this research was that more experienced heads were more satisfied with the way they spent their time. Malanowski (1999) and Eckman (2004) conducted studies on job satisfaction and found that school leaders with more experience were more satisfied. Likewise, according to the results of this study, experience or tenure is a significant contributor to the satisfaction of independent school heads regarding the ways that they spend their time. The longer an independent school head remains in their job, the more satisfied they are. "Time in the saddle" could be a contributing factor to job satisfaction. As is the case with anyone with experience in their work, there may be a comfort level that develops as an independent school head makes decisions and sees his vision and ideas become reality.

Even if heads of school do not stay in the same school for an entire career, they take their experiences with them to another independent school, and more often than not, what they know is transferable. Leadership role expectations are fairly consistent across independent schools. Because of the comfort level associated with those role expectations and the workings of independent schools, retired independent school heads take jobs as interim heads in schools while the school searches for a new leader.

The knowledge that experience leads to satisfaction is important for independent and public schools to recognize. One could conclude that school trustees should foster a positive, supportive relationship with the leader of the school in order to promote the longevity of the leader. "Breaking in a new leader" takes time; keeping a good, satisfied leader provides more stability for the school. Schools with satisfied leaders should investigate what is making the leader satisfied and foster those conditions for the head in order to reduce turnover.

This study found that more-experienced heads of Episcopal schools were more satisfied with the way they spent their time than those with less experience. The more experienced a leader is, the more he knows how to respond in certain situations that arise in schools. The leader becomes more and more comfortable with his role as he gains more experience. He becomes more and more satisfied with the way he uses his time.

What do experienced heads spend time doing? According to this study, experience can be a factor that contributes to satisfaction with regard to time use. An analysis of the data about the experienced heads in this study would show how they spend their time. Such information could help schools know what responsibilities satisfy the head of school. Other important information about the personal and school characteristics of that group of heads would result in a profile of experience. Such an extension of this study could be valuable to Episcopal schools in planning.

More research about satisfaction should be undertaken in independent schools. Any information gleaned from future studies could inform not only the independent school community but could serve as models for other types of schools. It is logical to think that schools with satisfied leaders stand a good chance of being successful. Investigating the qualities of leadership through the face of satisfaction could prove interesting and useful to schools.

Future studies may wish to consider why some of the participants in this study were completely satisfied or completely dissatisfied with the way they spent their time. The data for such a study is available from NAES. As an example, of the heads surveyed for this study, 5% surveyed were completely satisfied with the way that they spent their time. On the other hand, one of the heads surveyed preferred to spend his time

differently with regard to every job responsibility on the survey. Who were these heads of school? What were their backgrounds? What type of schools do they lead? These questions could be answered by analyzing those heads using the data from the survey used for this study. A study of this kind could include a qualitative component of interviewing those participants. Such results that would describe the profile of those leaders could prove interesting to NAES.

A conclusion drawn from the satisfaction portion of this study corresponds with statistics from the NAIS survey in 2002. According to the 2002 NAIS information, 90% of independent school heads were completely or somewhat satisfied with their jobs. This study of independent school heads concluded that 88% of independent school heads were completely or somewhat satisfied with the way that they spent their time at work. Those percentages are quite similar. This could be interpreted to mean that satisfaction remains high in independent schools. What are the contributing factors to such a high rate of satisfaction? Who were these heads? What did this 88% of respondents who were completely or somewhat satisfied have in common? A study using the same data but examining those respondents would tell us more. Any future studies could provide further confirmation of satisfaction or dissatisfaction with leadership roles of independent school heads.

Are there other factors that could lead to dissatisfaction in heads of schools? Could dissatisfaction be coupled with lack of time management skills and frustration with the job? With that idea in mind, a study of dissatisfaction could prove useful to independent schools. Although this researcher believes that satisfaction with the way heads spends their is important to the success of their work, the study of dissatisfaction

with the way heads spends their time could possibly be tied to a lack of motivation of heads to improve time management. What could be interesting about the 11% of heads who were not satisfied with the way they use their time? How long had they been heads of schools? What were their circumstances? Such information could make an interesting article or presentation as a way of sharing the results of this dissertation with NAES and independent school colleagues.

A satisfaction assessment tool could prove helpful to schools in a variety of ways. Such a tool could help head-of-school search committees identify satisfaction and how it could be tied to intention in prospective heads regarding how much time they predict they would spend per week for each of the responsibilities. That information could be very valuable to boards of trustees to see whether they think the prospective head would be suited to the position they have available and how that relates to their opinion of the capabilities of that person as the head of their particular school.

The survey instrument used in this study contained incomplete information about career path, and as a result was not as usable as it could have been. A well-planned career-path study could add an unexplored dimension to the field of time use, time-use preference, and satisfaction or dissatisfaction in independent school heads. Asking the participant to submit a detailed resume would provide the necessary data. The survey would also need to include questions about satisfaction related to the different phases of the head's career, especially as it relates to the length of time the head spent in each facet of their career.

A study of satisfaction regarding time use could provide a way of comparing independent schools and other types of schools. Such a comparison would prove useful

to both types of schools. A series of qualitative interviews with randomly chosen superintendents of public schools, leaders of parochial schools, and heads of independent schools that replicated the research for this dissertation could prove interesting and helpful to the field of education.

Are heads of single-gender schools more satisfied than heads of coed schools? Although single-gender school heads were not the focus of the study, the data to answer that question is available in the survey data used for this study. A set of interviews with the heads of existing single-gender schools regarding satisfaction with their work would reveal information about changes in independent schools and the satisfaction or dissatisfaction associated with those changes. Such a topic would also easily lend itself to interviews with board of trustee members so that they could share their perspectives of satisfaction or dissatisfaction, too. All of this could be used as a monitor of the changes in satisfaction taking place as school structure changes.

Some education gender studies report that females are more satisfied with their work than males; some report that males are more satisfied than females. Gender issues were discarded in this study because of the ratios of males and females. A study of gender and satisfaction would be an interesting component to the study undertaken for this dissertation.

Other studies of school leaders, as noted in Chapter 2, report that marital status leads to dissatisfaction because of the lack of time a leader has with family due to his job responsibilities. Such a study would be another interesting component to add to this dissertation's findings.

The characteristics of the schools can have an effect on the head of the school. In this study, staffing and enrollment were contributing factors to the heads' satisfaction with the way they spent their time. The fewer full-time faculty on staff in a school that included a high school, the more satisfied the head of school was with the way they spent time. This was attributable to the fact that there were fewer personnel to supervise, one of the tasks that the head of school wanted to spend less time on.

Heads of smaller schools (enrollment of less than 300 students) were more satisfied with the way they spent time than those who headed schools with larger enrollments. As noted in Question 1, heads of small schools spend less time on their responsibilities. Sheer numbers again make a difference when trying to do all of the work of a head. Because these heads spend less time on their job responsibilities, could that be a contributing factor to their satisfaction? Are enrollment numbers and time spent both linked to satisfaction? This is a question for further research.

This study contributes to the field of satisfaction and dissatisfaction research, but there is much more that could be added to this field. Other than this dissertation, none of the research involving independent schools explores time-use preferences or leadership satisfaction or dissatisfaction. Therefore, additional research about time use, time-use preferences, and satisfaction or dissatisfaction of school leaders could inform independent schools. This study was a step toward meeting that need. All in all, an unlimited number of sequels to this study of time and leadership satisfaction are possible in the future and would prove useful to independent schools.

Nursery Schools

As noted before, although nursery school data was included in this study, reporting the findings and drawing conclusions improved after dividing the schools into three groups—nursery, elementary, and schools that included high schools. The schools that were solely nursery schools varied from the other two types of schools in ways that clearly set them apart—gender of head of school and difference in time spent by the head because of the half-day programs. It will be essential for the NAES to know the results of the study, including the nursery school findings and also divided by school type. In the same way, it may prove beneficial for the NAIS to know the results of the study by excluding the nursery school findings and concentrating on elementary schools and schools that included high schools.

In this study, nursery school heads spent more time teaching, than heads of elementary school and schools that included high schools. This difference can be attributed to the overall smaller enrollment of the nursery schools more than any other factor. It is more difficult to hire part-time teachers for a half-day position, thus making it necessary for the head of the nursery school to teach, too.

Fifty-six percent of the heads of nursery schools did not have advanced degrees in 2010. The fewer number of hours they spent on their job responsibilities can be explained by their degree status as well as the presumed part-day nursery programs as indicated before. Heads of nursery schools averaged five years of experience, making for lots of turnover, and according to this study, lower rates of satisfaction.

Nursery schools have smaller enrollments, thus fewer discipline problems, fewer personnel to recruit, and fewer personnel to manage than the other types of schools

simply. That would hold true for most nursery schools. Especially in the Episcopal School world, nursery schools fill a need in many parishes as they support their church members and assist with the early education of their children. The average enrollment of the nursery schools in this study was 81 students. While elementary and schools that included high schools may or may not included nursery schools, the enrollment numbers were much larger than the numbers of students in nursery schools.

Nursery school heads spend much less time on the vision and mission of the school, working with community groups, working with trustees, and fundraising. Nursery school heads preferred to spend less time on managing personnel conflicts and student discipline. Nursery school heads spend less time recruiting and hiring personnel, recruiting students and disciplining students. As indicated by the time nursery school heads spend teaching, most often the head of school serves as one of the full-time teachers in the school. These findings mirror facts known about independent schools.

Final Considerations

Time preferences and the satisfaction that accompany those preferences can have a direct influence on the leader of a school. When a leader has a passion for his work, there never seems to be enough time to do everything he wants to do in that profession.

I had several reasons for pursuing this degree and writing this dissertation. The world of education has always been a central part of my life. I was in awe of my first-grade teacher and decided to become a dedicated teacher like her. My passion for education always consumed me and my time.

My work in independent schools over that last thirty years inspired this dissertation. Being a school leader myself naturally led me to ask questions about the connection between leadership and time. My association with other school leaders over the years peaked my interest to find out how they spent their time. Most of all, I hoped to learn how school leaders preferred to spend their time and ultimately what about their work could bring them the most satisfaction.

I was fortunate to have access to a rich source of data through the National Association of Episcopal Schools for my research. The conclusions were not surprising but rather served as confirmation of what leaders probably already know. Leaders with more experience are more satisfied with the way they use their time. Those with advanced degrees spend more time at their work. Heads with smaller schools and fewer staff members are more satisfied with the way they spend their time.

To me, one of the most satisfying results of this study is that 88% of the heads of the schools that participated are satisfied with the way they spend their time, a number that corresponds to the statistics from the NAIS over the last decade.

The findings from this study will contribute to the field of independent school research. I will report the findings to the NAES, write a journal article for one of their publications, and offer to speak at an upcoming conference. Hopefully this study will encourage more research about leaders in Episcopal schools specifically, other independent schools, and schools in general. Knowing the time-use preferences of school leaders is important in discussions of leadership and human resources.

Appendix A:

Survey of Independent School Heads

1. Gender ( ) male ( ) female

2. Age _____

3. To which ethnic group do you belong?
   ( ) African American
   ( ) Asian
   ( ) Hispanic
   ( ) White
   ( ) Other _____

4. What is your marital status?
   ( ) Single
   ( ) Married

5. What is the highest level of degree you hold?
   ( ) Bachelors
   ( ) Masters
   ( ) Doctorate
   ( ) Other _____

6. Do you have additional graduate coursework beyond the degree marked in question 5?
   ( ) No
   ( ) Yes - briefly describe_____

7. In what field did you earn the degree marked in question 5?
   ( ) Education
   ( ) Other _____

8. How old were you when you first became a head of school? _____

9. How did you obtain your current position?
   ( ) promoted from within
   ( ) recruited by member(s) of board of trustees
   ( ) employment agency/consultant
   ( ) referred by a friend/colleague
   ( ) other _____

10. How many full-time teaching faculty are in your current school? _____

11. How many full-time staff/assistants are in your current school? _____

12. How many administrators are in your current school? _____

Career chart – On the following chart, please supply information about the major positions you have held, including your current position.

Title of position held	Current position HEAD	Prior position	Position two jobs ago	Position three jobs ago
Name of school				
Type of school (list all that apply): I = Independent N =Non-religious R =Religious P = Proprietary/for-profit PUB = Public (not a charter school) PC= Public charter H = Higher education (junior college, college, university)				
Gender makeup of school: C = Coed B = All boys G = All girls				
Percentage of boarding students: 0-10 = 0% to 10% 10-50 = 10% to 50% 50-90 = 50% to 90% 90 = 90% or more				
Grade levels in school				
Approximate student enrollment during your employment and Growth enrollment during your tenure				
Year school was founded				
State or country in which school is located				

HOW DO YOU SPEND YOUR TIME ON THE JOB?

Please approximate the number of <u>hours per week</u> that you devote to each responsibility on the list. Then circle the number that indicates how you would allocate your time differently if you could.

<u>Key</u>:
-2 Would like to spend much less time on
-1 Would like to spend somewhat less time on
0 No change needed
+1 Would like to spend somewhat more time on
+2 Would like to spend much more time on

Responsibility	Approximate <u>hours</u> per week	much less time	somewhat less time	no change	somewhat more time	much more time
student recruitment	_____	-2	-1	0	+1	+2
student activities	_____	-2	-1	0	+1	+2
student discipline	_____	-2	-1	0	+1	+2
counseling families and students	_____	-2	-1	0	+1	+2
recruiting and hiring personnel	_____	-2	-1	0	+1	+2
supervision of personnel	_____	-2	-1	0	+1	+2
managing personnel conflicts	_____	-2	-1	0	+1	+2
teaching	_____	-2	-1	0	+1	+2
curriculum development	_____	-2	-1	0	+1	+2
vision and school mission	_____	-2	-1	0	+1	+2
strategic planning	_____	-2	-1	0	+1	+2
work with trustees	_____	-2	-1	0	+1	+2
daily budget	_____	-2	-1	0	+1	+2
fundraising	_____	-2	-1	0	+1	+2
legal issues	_____	-2	-1	0	+1	+2
work with community groups	_____	-2	-1	0	+1	+2
other _____	_____	-2	-1	0	+1	+2

Many leaders find that they do not have enough time to do the things they think are most important. Certain experiences in your job may prevent you from using your time as you would like. Please rate the amount of impact that the following items have in preventing you from allocating your time as you would like.

	significant negative impact on use of time	**moderate negative impact on use of time**	**no impact on use of time**
attending meetings	-2	-1	0
returning phone calls	-2	-1	0
unexpected appointments	-2	-1	0
email	-2	-1	0
board of trustees' requests	-2	-1	0
faculty requests	-2	-1	0
staff requests	-2	-1	0
student requests	-2	-1	0
parent requests	-2	-1	0
routine management issues	-2	-1	0
local government demands	-2	-1	0
work with community groups	-2	-1	0
other_____	-2	-1	0

Thank you for taking the time to complete this survey.

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