

## SELF –PERCEIVED TIME MANAGEMNT EFFICIENCY EXTENT BY ADMINISTRATORS AT SALMAN BIN ABDULAZIZ UNIVERSITY

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**Abstract:** *The purpose of the present study is to identify self-perceived efficiency degree of time management skills as practiced by administrators at Salman bin Abdulaziz University. To achieve the study goal, the researcher designed “Time Management Efficiency Degree Scale among Administrators at Salman bin Abdulaziz University”. Participants (N=246) were recruited from the whole population of administrators (N=465) at Salman bin Abdulaziz University using the random stratum sampling. The following results were reached by the study:*

- *Administers at Slaman bin Abdulaziz University are enjoying highly efficient time management skills.*
- *There were no statistically significant differences among mean estimates of administrators on all time management domains attributed to variable “gender”, except for domains “job nature & tasks”, where differences were in favor of males; and “using mobile set”, with differences favoring the females.*
- *There were no statistically significant differences among mean estimates of administrators on all domain attributed to variable “academic qualification”, except for domain “meeting management skills”, where differences were in favor of those holding the Bachelor’s and graduate degrees.*
- *There were statistically significant differences among mean estimates of administrators on all study domains attributed to variable “job title”, except for domains “scheduling and organization”, “decision making”, “using mobile set”, where differences were in favor of participants holding job title “administrator”.*
- *There were statistically significant differences among mean estimates of administrators on all study domains attributed to variable “managerial experience”, except for domains “delegation”, “decision making”, “using mobile set”, where differences were in favor of participants within managerial experience group “10 years or more”.*

*In light of study results, a number of suggestions were recommended, most importantly:*

- *Technology facilities should be used most often in the communication process and meeting management to lessen potential time waste.*
- *To organize workshops and training courses on time management, decision-making, and effective communication skills and their importance.*
- *Recruit qualified and well-trained personnel and assign them proportionately with workload.*

**Keywords:** Time Management, Administrators, Salman bin Abdulaziz University

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### 1.0 Background

A companion of Prophet Mohammad (P.B.U.H.), Ibn Masoud says: “I never felt sorrow for a thing more than when a day’s Sun has set down, my life decreased a day, while my deeds never increased”.

Time is a grace favored by Allah to his people, and substantially implies the life itself. However, many people live astray in the.. they do not know where are they going..or what to do. In addition, there are many others whose moments are leaked out of their hands without any sense of responsibility towards that unrecompensed precious treasure that Allah gifted equally upon all the humans. In summary, time is the wealth that one will never realize its importance until the end days of life when discover the consequence of ineffective use of the moments in lifetime.

Many people typically emphasize on the importance of time and being punctuate as an indication of a civilized personality. However, more developed countries stress on respect of time and dates and takes this matter as a priority. For instance, they set future time plans, develop time schedules for job tasks to predict any contingencies and best investing time resources. Developing countries, on the other hand are less conscious to the significance of time investment for present and future.

The importance of time is obvious for almost everyone whether on the individual, institutional or community levels. The problem, however, resides in how to manage time resource and exploit it most effectively so as to achieve the desired outcomes. Obviously, as one of the available resources, time not only underexploited it is also misused by many individuals. Further, they lack the awareness to time management skills, and how to set their goals, and achieve them effectively to accomplish their interest and personal welfare.

The importance of time and time management is further increased with the recent developments taking place worldwide and environmental changes, and openness to global, regional and international organizations, mainly in the higher education field, and enhance the higher education outcomes both on the academic and administrative levels, and to improve its productivity, mastery and excellence. Considering the significance of time for the administrative work at the Saudi higher education institutions (SHEI's), the present study addresses the efficiency of time management among the administrative staff members at Salman bin Abdulaziz University from their viewpoints.

### 1.2 Statement of the Problem and Questions

For the modern management science, time management has become paramount issue because time is man's real capital that if wasted or ineffectively managed, a tremendous loss will result, whether on the personal or career level. Despite the self-evident importance of time to life in general, time still the most wasted resource and the least invested both on the individual or institutional levels. This phenomenon is motivated with low awareness to potential substantial losses might arise from suboptimal investment in time management field.

Considering the great importance of higher education institutions (H|EIs) in the |Kingdom of |Saudi |Arabia and their role in community development, and because efficacy of such organizations rely on the human component, then it is necessary to recruit employees who are disciplined and have the skills to manage their times effectively to achieve the best public and private interests that will have positive reflections on the educational institutions of different levels as there are many hindrances that might impede effective performance of the employees and prevent best investment of time.

The problem addressed by current study can be articulated by the following two questions:

1. To what degree are time management skills of administrators at Salman bin Abdulaziz University efficient from their viewpoints?
2. Are there statistically significant differences at ( $\alpha=0.05$ ) regarding efficiency degree of time management skills of administrators at Salman bin Abdulaziz University vary by variables of gender, academic qualification, job title and managerial experience?

### 1.3 Research Objective

The purpose of the present study is to explore the efficiency degree of time management skills of administrators at Salaman bin Abdulaziz University from their viewpoints.

Two questions emanated from the main study question:

- How efficient are time management skills among administrators at Slaman bin Abdulaziz University from their viewpoints?

- Are there statistically significant differences at ( $\alpha=0.05$ ) regarding time management efficiency degree among administrators at Salman bin Abdulaziz University from their viewpoints vary by such variables as gender, educational qualification, job title, and managerial experience?

#### 1.4 Significance of the Research

A proverbial statement by a Muslim Scholar says: "No one day comes out with dawn until a voice calling: Oh son of Adam, I am a new creation, witnessing your deed, so take me up as much as you can because once gone, I'll never come back till the Resurrection Day". No doubt, time is the most precious capital one ever has, and misuse of time or ineffective time management will be catastrophic. Drucker (cited in Abu Sheikha, 2009) argues that "time management means self management as one who cannot manage himself, surely will not success in managing time of others because time management demands various management skills such as planning, organizing, implementing and control (Abu Sheikha, 2009). Time management strategies create a climate that is appropriate for positive interaction among individuals and harness efforts toward accomplishing the organizational goals, thereby benefiting all employees at different organizational levels and enhancing positive values among the individuals.

The Significance of the present study stems from the following

- Dearth of studies that addressed time management issues at the universities in the Kingdom of Saudi Arabia. Hopefully, the current study will be valuable for researchers in the educational management field, and further results from this study will be of advantage for the different concerned agencies.
- Highlight the significance of time management as a meaningful management strategy to increase productivity, and help achieving goals of the organization and that of the employees (administrators).

#### 1.5 Operational Definitions

The following section highlights what is meant by the main terms used in this study:

**Time Management:** as described by Elayan (2005), time management is the science and art of rational employment of time and also the science of investing time most effectively, as it is a process that is based on planning, organizing, coordinating, motivating, directing, monitoring and communication. Operationally, time management is referred to as the administrator's skill in self-control and managing their tasks and duties that need to be done within the deadlines set by the university measured by their responses to the instrument items specifically designed to that purpose.

**Salman bin Abdulaziz University:** It is one of the public universities in the Kingdom of Saudi Arabia that was established on 03/09/1430 AH that includes various campus colleges located in five governorates of Riyadh District: Al Kharj, Hotat Bani Tamim, AlAflaj, Al Saleel, and Dawaser Valley.

#### 1.6 Limitations

The scope of the present study is limited with the following:

- **Human limitation:** The study is conducted with the involvement of administrative staff members at Salman bin Abdulaziz University.
- **Spatial Limitation:** This study involved administrators at the following faculties: College of Education for Girls, Faculty of Studies & Humanistic Sciences, Dilim College, Faculty of Business Administration, School of Medical Sciences, and University Deputyship for Administrative Affairs.
- **Time Limitation:** This study surveyed views of administrative staff members employed at Salman bin Abdulaziz University during the academic year 1432-1433AH/2011-2012
- **Methodological Limitation:** This study is limited with responses to the questionnaire items by respondents at the most degree of seriousness and objectivity.

## 2.0 Theoretical Framework

### 2.1 Time Management

The idea of time dates back many decades in history that attracted much of the concern of many philosophers and scientists. Aristotle, for instance, referred to time as count of movements and during the Medieval Sir Issac Newton conceived time as something that is absolute and flows constantly, consistently and consecutively irrespective of any external factors. However, in the modern times, Kant described time as a thing that has no objective existence in itself but instead mind's reasoning product of (Elayan, 2005). The modern science of management is ascribed to two prominent theorists in management, and everyone interested in the science of management knows them well they are Fredrick Taylor founder of the Scientific Management school and Henry Fayol who pioneered the public and industrial management. Historically, the science of management was viewed from a parochial perspective that disregards important contributions by other cultures. The Islamic culture, for instance, is replete with valuable concepts that might advance the science of management ahead, particularly, in time management field that can be found in verses from the Holy Quran, Hadith of Prophet Mohammad (P.B.U.H.) and proverbial statements from classic scholars in the Islamic history that can serve as valid management principles and rules (Aljoraisi, alukah.net). In celebrating significance of time, Allah (S.W.T.) swore with different times. For example, a complete Sura in the Quran known as "Asr: 103)

[103:1-2] WaalAAasri\* Inna alinsana lafee khusrin

[103:1-2] By (the Token of) Time (through the ages),\* Verily Man is in loss,  
And says in other Sura known as "Allail:92":

[92:1] Waallayli itha yaghsha\* Waalnnahari itha tajalla

[92:1] By the Night as it conceals (the light);\* By the Day as it appears in glory;

And in other Sura (Al Fajr: 89)

[89:1] Waalfajri\* Walayalin AAashrin

[89:1] By the break of Day\* By the Nights twice five;

The Quran demonstrates two moments of sorrow felt by everyone: the first is at death as articulated in this verse of Sura (Mu'minun: 23):

[23:99] Hatta itha jaa ahadahumu almawtu qala rabbi irjiAAooni\* LaAAallee aAAamalu salihan feema taraktu kalla innaha kalimatun huwa qailuha wamin waraihim barzakhun ila yawmi yubAAaathoona

[23:99] (In Falsehood will they be) Until, when death comes to one of them, he says: "O my Lord! send me back (to life),-\* "In order that I may work righteousness in the things I neglected." -"By no means! It is but a word he says."- Before them is a Partition till the Day they are raised up.

The other stand of sorrow is the Last Day as shown by Sura (Alnazeat: 46):

79:46 Kaannahum yawma yarawnaha lam yalbathoo illa AAashiyyatan aw duhaha

79:46 The Day they see it, (It will be) as if they had tarried but a single evening, or (at most till) the following morn! Many Hadith said by Prophet Mohammad (P.B.U.H.) emphasize on the significance of time in a Muslim's life. For instance, Prophet Mohammad says: "Two graces many people are duped in: they are health and leisure time". In addition, another Hadith says: "No one would move a step in the Resurrection Day until being asked about four things: lifetime in what he expensed, youth-years where it was waned, money from where acquired and expensed, and his knowledge in what he invested" Related by Al-Tirmidi. Motivated with meaningful insights from the Holy Quran and Hadith of Prophet Mohammad (P.B.U.H.), Muslim scholars also emphasized on the significance of time; Ibn Al Jawzia, for instance, in his work "Al Jawab Al Kafi" "Sufficient Answers" argued that "An enlightened Muslim shall exploits his time; as when wasted, all life interests will be lost, simply because all life interests are valued with time that if lost could never be saved. In fact, one's time is his lifetime, and the material of his lasting life whether an established happiness or painful misfortune; and time passes as fast as cloud; and any moment that

for sake of Allah is one that symbolizes his real life, otherwise, it will not counted of his life even if continued in life, it will be a sort of animalism. So, when one interrupts his time with negligence, omission and being idle, and the best done is only sleep and idleness, the death is better than life" (Ghnaim, 2010) Linguistically, the word "time" is defined in Ibn Manzour's Lexicon as a noun said to little or abundant moments; and Al Bukhari (1987) referred to place and time as the basic dimensions to identify objects. Time is variable whereas place is fixed in which situated an object.

Time management is both a philosophy, in that it teaches us that time is the genuine thing we have; and a vision in that time is the life itself. Though no one knows in exact how long his lifetime will be, everybody, on the other hand, realizes that he/she own 24 hours a day, so that should exploit the hours and minutes in an effective way, and that is why it is important to learn how to manage our times, because it simply means to manage our own life (Al Khuzami, 1999).

Ferner (1995) defined a set of basic steps for time management viewing it as an approach to successful time management practices:

- Utilization of time in goals analysis
- Set the time needed for problem identification in terms of causes and suggested solutions.
- Self-assessment of the available time.
- Goal setting and prioritization
- Develop the program goals as action plan
- Preparation of daily schedules and planners
- Improve and best use of time management plans
- Re-analysis, frequent monitoring and correct any deviations.

Heinz (2008) suggested five meaningful ideas for effective time organization:

- Setting and prioritizing weekly goals in a list
- Listing and prioritizing daily tasks to be implemented
- Focus attention to number one of the priorities list
- Take every paper once no more
- Always ask this question: what is the optimum use of time presently? i.e. what is the most suitable thing to do now?
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Al Sheikhli (2008) argues for a set of time characteristics that were concluded from proverbs developed by many people and various wise men over history. Most importantly the following:

First: All people in general have similar amount of time, i.e. time is given equally to everyone. There are 24 hours a day, and an hour includes 60 minutes available for both active and inactive people, for those who plan their times or leave them for chaos without knowing how to make best use of it.

Second: Time passes away very fast, and soon everything becomes in the past, so be wise to exploit your time advantageously. Third: Time is life, and it is your lifetime that you spend in work and play. It is recommended not to be so serious to avoid stressors, or be so playful in order not to waste your time.

Fourth: Time is gold, i.e. a production element that requires planning and organizing.

Fifth: Past never come back again, it is inflexible and unrenewed.

Sixth: Time cannot be gathered or stored.

Seventh: Sense of time. Anyone who spends time, for instance, in performing prayers, setting day schedules and plans for futures, is expected to have a sense of time more than an idle who finds time dull and passes very slow.

## 2.2 Prior Studies

### Studies in Arabic

Abdulmajeed (2003) aimed at exploring how secondary school principals invest their times at work and related impediments within Aden Governorate. Participants were (18) headmasters and headmistresses selected from the original population (N=23) representing (78%). The questionnaire designed by the researcher revolved around two themes, the first part measures the extent to which secondary school principals practice their various managerial roles; whereas the second measures impediments faced by secondary school principals in their investment of times at work inside school. The study found that secondary school principals had too little experience in time management compared with their long administrative tenure; and that dominant social relations and norms played a significant role in the ineffective time management practices in that they find it too difficult to schedule their times with visitors. The research recommended providing school principals with more in-service training on developing time management strategies for best investment of their times inside and outside the school.

Al Shreideh (2005) sought to explore factors intervening time management effectiveness among the administrative staff members at Jordanian private universities. Participants were (300) administrators recruited from the universities of Petra, Irbid National and Philadelphia using the stratum random sampling. The researcher developed questionnaire measuring factors influencing effectiveness of time management. Results demonstrated a number of factors negatively influence effectiveness of time management among the employees such as multiplicity of tasks and jobs disturbs time management schedules; and lack of adequate awareness about time management skills. The study advised organizing training courses and workshops on time management skills for employees at the Jordanian private universities, and the necessity to arrange for job agendas the commensurate with the time apportioned for meeting so that to avoid a potential delay of some meeting agenda items.

Aal Suliman (2011) was conducted for purpose of identifying the commitment degree of Yarmouk University's faculties with time management skills as perceived by students. Population (N=22987) included whole body of undergraduate students enrolled at the Yarmouk University during the academic year 2010-2011. The randomly selected sample consisted of (385) participants. To achieve the study goal, the researcher developed two-part questionnaire; part one measures the demographic characteristics of participants, whereas the other part measures commitment degree of faculty members at the Yarmouk University with time management skills from viewpoints of students. From student viewpoints, results revealed moderate commitment degree with time management skills by the Yarmouk University faculties. The researcher stressed on the need for organizing training workshops and courses by campus centers on the importance of time management skills and how to be improved among the faculty members.

### 2.3 International Studies

Britton and Tesser (2012) conducted a study entitled "Effects of Time Management Training of College Students on their Achievement in the United States". The authors tested the hypothesis: college students' GPAs can be predicted by providing them training on time management. The sample consisted of (90) male and female students who completed the study instrument "Time Management Questionnaire" in 2009 during their secondary years. They also completed School Aptitudes Test (SAT Test). Student cumulative GPAs were collected from the college records. Students, in 2011, received training on time management skills, and optimum use by organizing study time, leisure time and personal time. Results from the analysis of the major components of time management scale revealed two predictable factors of time management practices that influence cumulative averages of college students, they are: training on managing time available for study, and that available for personal jobs. Peter (2012) conducted a study entitled "Time Management to The Heads of Academic Divisions in the American Universities" for purpose of identifying how heads of academic divisions manage time times in the American universities. The researcher designed a 32-item questionnaire sent by email to academic division heads in twenty randomly selected universities in the USA. Out of (955) questionnaires emailed, only (629) were received back. The study found that heads of academic divisions at the American universities do their best to invest their time most effectively by organizing appointment times, discussion time, and free time for meetings to discuss divisional problems. Results also indicated differences among time management practices among heads of the academic divisions at the American universities

attributed to major, in favor of scientific majors. Similarly, there were differences attributed to experience, in favor of "little experience" group.

Smith (2011) undertaken a study on "Time management problems as seen by administrators at the University of Michigan in the United States" for purpose of identifying major problems related to time management faced by administrators at Michigan University during official work hours. Participants were (327) male and female administrators and were administered a 42-item questionnaire covering five areas. Results showed serious problems in managing official work times, basically during emergencies. Results also demonstrated missing time due to interruptions taking place within work times. Further, results showed differences in time management attributed to gender, in favor of females.

In summary, the earlier studies reviewed (Abdulmajeed, 2003; Peter, 2012, Smith, 2011, Al Shreideh, 2005; Aal Suliman, 2011; reveal that exploring the factors influencing time management and hindrances that obstruct effective commitment with time management strategies and how administrators and faculties assign their times was the major concern.

On the other hand, Britton and Tesser (2012) sought to identify effect of time management training on the academic achievement. This study depended on providing training programs on time management skills and optimum use of the available study and leisure times.

However, the present study sought to identify the efficiency degree of time management among administrators at Salman bin Abdulaziz University. The researcher relied on the literature reviewed to develop the instrument used for the current study.

### 3.0 Methods

Following is a description of the study population, sampling, instruments used, and validity and reliability tests, statistical treatments employed to reach the results.

#### Population

Population (N=465) consisted of the whole administrative staff at Salman bin Abdulaziz University depending on the University's Personnel Statistics published in the academic year 1432/1433 AH.

#### Participants

Participants (N=264) were randomly selected administrators representing (56.77%) of the population. Table (1) shows participants distribution by demographics.

**Table (1) Participants distribution by demographics**

Variables	Levels	Number	Percentage
<b>Gender</b>	M	146	55.30%
	F	118	44.70%
<b>Academic Qualification</b>	Diploma or less	35	13.26%
	Bachelor's	187	70.83
	Graduate Studies	42	15.91
<b>Job Title</b>	Administrator	202	76.52%
	Departmental Chair	24	9.09%

	Unit Head	38	14.39 %
<b>Managerial Experience</b>	1-5 yrs	101	38.26%
	5-10 yrs	79	29.92%
	10 yrs or more	84	31.82%
<b>Total</b>		<b>264</b>	<b>100.00%</b>

### Instrumentation

The researcher designed 43-item questionnaire to measure time management efficiency among administrators at Salman bin Abdulaziz University from their viewpoints. The instrument included eight domains: job tasks, delegation, scheduling, information management, decision making, appointment planning, phone utilization, meeting management.

### Validity

To validate the instrument, the researcher sent the questionnaire to a panel of nine judges to elicit their opinions. They were experts and experienced faculties at the Education Colleges in Saudi Arabia and Jordan. The suggestions and opinions by the judges were considered in rewording of some items, where needed, on the condition of agreement of ratings by five judges on any modification.

### Reliability

Reliability was tested by administering the instrument on a pilot sample of (31) male and female administrative staff members selected from without of the original sample. The instrument was administered twice with couple week interval. Pearson correlation coefficients ranging between (0.89-0.83) were computed for results from the two tests, and Pearson correlation coefficient for the overall instrument ( $r=0.93$ ) that is acceptable for such a study.

### Study Variables

This study includes the following variables:

First: Intervening Variables:

Gender includes two groups (M, F)

Academic Qualification: includes three levels (Diploma or less, Bachelor's, Graduate Studies)

Job Title: includes three levels administrator, departmental chair, Unit Head

Experience includes three groups (1-5 yrs), (5-10yrs), and (10 years or more)

Second: Dependent Variable:

Time management efficiency among administrators at Salman bin Abdulaziz University from their viewpoints measured by their mean estimates in response to instrument items specifically designed for that purpose.

Statistical Treatments

For statistical treatment, the researcher employed means, standard deviations, multi way analysis of variance (MANOVA), four-way analysis of variance, and Scheffe post hoc comparisons test.

General Discussion of Results



Following is a general discussion of the analysis results conducted to data collected by the researcher using “Self-Perceived Time Management Efficiency Scale of Administrators at Salman bin Abdulaziz University”. The discussion of analysis results was based on individual questions.

First: Results related to question one: “What is the efficiency degree of time management skills of administrators at Salman bin Abdulaziz University from their viewpoints?”

To answer this question, means and standard deviations were computed for estimates of time management skills by administrators at Salman bin Abdulaziz University from their viewpoints. Results are highlighted in table (2)

Table (2) Means and standard deviations of estimates by administrators at Salman bin Abdulaziz University regarding self-perceived time management skills on the study domains in descending order

No.	Domain	M*	SD	Rank	Time Management Efficiency
8	Meeting Management.	4.14	.45	First	High
6	Appointment Planning	4.12	.45	Second	High
2	Delegation	4.11	.50	Third	High
1	Job Tasks	4.10	.45	Fourth	High
3	Scheduling				
4	Information Management	3.95	.40	Sixth	High
7	Phone Utilization	3.94	.49	Seventh	High
5	Decision-making	2.82	.47	Eighth	Moderate
Overall Instrument		3.92	.35	-	High

- Maximum grade (5)

Table (2) shows that domain “meeting management” was ranked top (M=4.14, SD=.45), followed by “appointment planning” (M=4.12, SD=.45), and domain “decision-making” was placed last (M=2.82, SD=.47). The overall mean estimates of time management efficiency from viewpoints of the respondents was ranked high (M=3.92, SD=.35).

Means and standard deviations were computed for administrator’s estimates on the study domain items as outlined below:

a. First Domain: Job Tasks

Means and standard deviations of estimates by administrative staff members were computed on items within this domain as demonstrated by table (3)

Table (3) means and standard deviations of administrator’s estimates on domain job tasks in descending order

No.	Item	M*	SD	Time Management Efficiency Degree
2	Job description unclearly defines my job duties and responsibilities	4.41	.60	High

1	The job lacks definite and specific goals	4.33	.62	High
6	Ask superiors to explain some of action plan items	4.17	.76	High
4	Blurred lines of authority and responsibility	4.02	.61	High
3	My tasks are unclear and intricate.	3.88	.71	High
5	Duplicity and conflict in job goals and policies	3.80	.82	High
Overall Domain Score		4.10	.45	High

- Maximum score (5)

Table (3) shows that item (2) stated "Job description unclearly defines my job duties and responsibilities" was ranked top ( $M=4.41$ ,  $SD=0.60$ ), followed by item (1) "The job lacks definite and specific goals" ( $M=4.33$ ,  $SD=0.62$ ), whereas item (5) stated "Duplicity and conflict in job goals and policies" was placed in the last rank ( $M=3.80$ ,  $SD=0.82$ ). The overall mean score of participant estimates on this domain as a whole was ranked at high degree ( $M=4.10$ ,  $SD=0.45$ ) of time management efficiency.

a. Second domain: Delegation

Means and standard deviations of estimates by administrative staff members were computed on items within this domain as demonstrated by table (4)

Table (4) means and standard deviations of administrator's estimates on the domain "delegation" in descending order

No.	Item	M*	SD	Time Management Efficiency Degree
9	I define duties and responsibilities required from the employees and give them powers to accomplish their duties	4.25	.83	High
10	Employees perform their jobs without having to ask me about problems they face in work	4.22	.79	High
8	I perform the job personally without asking help from the subordinates because trust them poorly	4.06	.66	High
7	I prefer do job without delegation to others	3.93	.78	High
Overall Domain Score		4.11	.50	High

- Maximum score (5)

Table (4) shows that item (9) stated "I define duties and responsibilities required from the employees and give them powers to accomplish their duties" was placed first ( $M=4.25$ ,  $SD=0.83$ ), and in the second place was item (10)

"Employees perform their jobs without having to ask me about problems they face in work" ( $M=4.22$ ,  $SD=0.79$ ), whereas item (7) stated "I prefer do job without delegation to others" was placed in the last rank ( $M=3.93$ ,  $SD=0.78$ ). The overall mean score of the participant estimates on this domain as a whole was high ( $M=4.11$ ,  $SD=0.50$ ).

#### c) Third Domain: Scheduling

Means and standard deviations of estimates by administrative staff members were computed on items within this domain as demonstrated by table (5).

Table (5) means and standard deviations of administrator's estimates on the domain "Scheduling" in descendant order

No.	Item	M*	SD	Time Management Efficiency Degree
17	Meetings are held periodically to report work progress	4.14	.64	High
18	Instructions are clear to avoid duplicity and waste time and effort	4.11	.63	High
23	Utilization of computer and information technology provides the information necessary and save much time and effort	4.04	.65	High
20	Information needed for making a decision are inadequate	4.02	.69	High
16	Information available for employees regarding job are insufficient	3.98	.75	High
22	Information needed to make a job-related decision are outdated	3.89	.83	High
21	Information needed to make job-related decision are inappropriate and inaccurate	3.86	.62	High
19	Feedback is always sought out to keep along with work progress	3.48	.94	Moderate
Overall Domain Score		3.95	.40	High

• M  
aximum score  
(5)

Table (5) shows that item (9) stated "Scheduling helps speed job performance" was placed first ( $M=4.15$ ,  $SD=0.70$ ), and in

the second place was item (13) "I arrange, archive and file papers and get rid of undesirable papers" ( $M=4.04$ ,  $SD=0.96$ ), whereas item (11) stated "Efficacy of an administrator depends on volume papers and files on his desk" was placed in the last rank ( $M=3.93$ ,  $SD=0.73$ ). The overall mean score of the participant estimates on this domain as a whole was high ( $M=4.03$ ,  $SD=0.47$ ).

#### d) Fourth Domain "Information Management"

Means and standard deviations of estimates by administrative staff members were computed on items within this domain as demonstrated by table (6)

No.	Item	M*	SD	Time Management Efficiency Degree
12	Scheduling helps speed up job performance	4.15	.70	High
13	I arrange, archive and file papers and get rid of undesirable papers	4.04	.96	High
15	Communication systems at the university are ineffective	4.03	.56	High
14	I keep a dairy and agenda for dates and jobs.	3.99	.62	High
11	Efficacy of an administrator depends on volume papers and files on his desk	3.93	.73	High
Overall Domain Score		4.03	.47	High

- Maximum score (5)

Table (6) means and standard deviations of administrator's estimates on the domain "information management" in descending order

(6) shows that item (17) stated "Meetings are held periodically to report work progress" was placed first ( $M=4.14$ ,  $SD=0.64$ ), and in the second place was item (18) "Instructions are clear to avoid duplicity and waste time and effort" ( $M=4.11$ ,  $SD=0.63$ ), whereas item (19) stated "Feedback is always sought out to keep along with work progress" was placed in the last rank ( $M=3.48$ ,  $SD=0.94$ ). The overall mean score of the participant estimates on this domain as a whole was high ( $M=3.95$ ,  $SD=0.40$ ).

e) Fifth |Domain: "Decision-Making"

Means and standard deviations of estimates by administrative staff members were computed on items within this domain as demonstrated by table (7)

Table (7) Means and standard deviations of administrator's estimates on domain "decision making" in descending order

No.	Item	M*	SD	Time Management Efficiency Degree
27	I may disregard solving a problem or doing a job expecting someone else do it	3.00	.57	Moderate
26	I delay make a decision when lack sufficient information	2.96	.61	Moderate
28	I make a decision after careful consideration and examination fearing of errors	2.90	.83	Moderate
25	I don't make risk decisions	2.67	.65	Moderate

24	I hesitate too much before making a decision	2.57	.76	Moderate
Overall Domain Score		2.82	.47	Moderate

- Maximum score (5)

(7) shows that item (27) stated "I may disregard solving a problem or doing a job expecting someone else do it" was placed first ( $M=3.00$ ,  $SD=0.57$ ), and in the second place was item (26) "I delay make a decision when lack sufficient information" ( $M=2.96$ ,  $SD=0.61$ ), whereas item (24) stated "I hesitate too much before making a decision" was placed in the last rank ( $M=2.57$ ,  $SD=0.76$ ). The overall mean score of the participant estimates on this domain as a whole was moderate ( $M=2.82$ ,  $SD=0.47$ ).

#### f) Sixth Domain: Appointment Planning

Means and standard deviations were computed for administrator's estimates on this domain items as shown in table (8).

Table (8) Means and standard deviations of administrator's estimates on domain "Appointment Planning" in descending order

No.	Item	M*	SD	Time Management Efficiency Degree
31	Sometimes I would be visited in office by visitors from inside/outside the university for matters that have nothing to do with job	4.39	.61	High
29	Superiors and colleagues visit me without take a date in advance	4.19	.57	High
32	I follow the open door strategy for employees to tell out their problems, demands and suggestions any time	4.17	.66	High
33	Manager/manager would make abrupt office visits to check work progress	4.12	.66	High
30	I find it difficult say "NO" regarding personal and abrupt visits	3.72	.72	High
Overall Domain Score		4.12	.45	High

- Maximum score (5)

Table (8) shows that item (31) stated "Sometimes I would be visited in office by visitors from inside/outside the university for matters that have nothing to do with job" was placed first ( $M=4.39$ ,  $SD=0.61$ ), and in the second place was item (29) "Superiors and colleagues visit me without take a date in advance" ( $M=4.19$ ,  $SD=0.57$ ), whereas item (30) stated "I find it difficult say "NO" regarding personal and abrupt visits" was placed in the last rank

( $M=3.72$ ,  $SD=0.72$ ). The overall mean score of the participant estimates on this domain as a whole was high ( $M=4.12$ ,  $SD=0.45$ ).

#### h) Seventh Domain: Phone Utilization

Means and standard deviations were computed for administrator's estimates on items under this domain as demonstrated in table (9).

Table (9) Means and standard deviations of participant's estimates on domain "Phone Utilization" in descending order"

No.	Item	M*	SD	Time Management Efficiency Degree
35	Undesirable calls can be opted out without embarrassing the other party	4.05	.70	High
36	Received phone calls distract attention on job	4.04	.61	High
37	I complete some tasks on phone to save time and effort	3.69	.61	High
38	I prefer respond personally to incoming phone calls	3.83	.87	High
34	I usually receive personal calls at work	3.81	.60	High
Overall Domain Score		3.94	.49	High

- Maximum score (5)

Table (9) shows that item (35) stated "Undesirable calls can be opted out without embarrassing the other party" was placed first ( $M=4.05$ ,  $SD=0.70$ ), and in the second place was item (36) "Received phone calls distract attention on job" ( $M=4.04$ ,  $SD=0.61$ ), whereas item (34) stated "I usually receive personal calls at work" was placed in the last rank ( $M=3.81$ ,  $SD=0.60$ ). The overall mean score of the participant estimates on this domain as a whole was high ( $M=3.94$ ,  $SD=0.49$ ).

#### i) Eighth Domain: Meeting Management

Means and standard deviations were computed for administrator's estimates on this domain items as shown in table (10).

No.	Item	M*	SD	Time Management Efficiency Degree
43	Success of meeting is a joint responsibility of all attendants	4.65	.55	High
39	I attend meeting on time	4.47	.56	High

42	I allow opportunity for attendants to suggest issues for they consider deserving discussion	4.17	.70	High
41	I listen carefully to workmate without interruption or side talks	3.88	.75	High
40	Only concerned parties are invited on meeting	3.54	.83	High
Overall Domain Score		4.14	.45	High

- Maximum score (5)

Table (10) demonstrates means and standard deviations of administrator's estimates on domain "Meeting Management" in descending order

Table (10) shows that item (43) stated "Success of meeting is a joint responsibility of all attendants" was placed first (M=4.65, SD=0.55), and item (39) "I attend meeting on time" (M=4.47, SD=0.56) was placed secondly, whereas item (40) stated "Only concerned parties are invited on meeting" was placed in the last rank (M=3.54, SD=0.83). The overall mean score of the participant estimates on this domain as a whole was high (M=4.14, SD=0.45).

Results related to question two: "Are there statistically significant differences at ( $\alpha=0.05$ ) regarding time management efficiency degree among administrative staff members at Salman bin Abdulaziz University vary by gender, academic qualification, job title, and managerial experience?"

To answer this question, means and standard deviations were computed for administrator's time management efficiency at Salman bin Abdulaziz University from their viewpoints by study demographics as follows:

#### Demographic Characteristics

##### a. Gender

Table (11) Means and standard deviations of time management degree of administrators at Salman bin Abdulaziz University from their viewpoints by gender

Domain	M (N=146)		F(N=118)	
	M	SD	M	SD
Job Tasks	4.17	.48	4.02	.39
Delegation	4.10	.47	4.13	.54
Scheduling	4.01	.49	4.06	.44
Information Management	3.92	.42	3.96	.38
Decision-making	2.81	.51	2.84	.43
Appointment Planning	4.07	.51	4.19	.36

Phone Utilization	3.80	.41	4.10	.53
Meeting Management	4.09	.50	4.21	.37
<b>Overall Instrument</b>	3.89	.38	3.95	.32

### b. Academic Qualification

Table (12) Means and standard deviations of administrator's estimates of time management degree at Salman bin Abdulaziz University from their viewpoints by the academic qualification

Domain	Diploma or Less (N=35)		Undergraduates (N=187)		Graduates (N=42)	
	M	SD	M	SD	M	SD
Job Tasks	4.08	.51	4.11	.43	4.08	.49
Delegation	4.02	.46	4.00	.48	4.07	.43
Scheduling	4.02	.46	4.00	.48	4.07	.43
Information Management	3.83	.38	3.96	.41	3.93	.35
Decision-Making	2.65	.49	2.85	.48	2.84	.38
Appointment Planning	4.06	.50	4.14	.44	4.09	.43
Phone Utilization	3.91	.49	3.96	.51	3.87	.39
Meeting Management	3.75	.46	4.18	.44	4.24	.44
Overall Instrument	3.85	.38	3.93	.35	3.91	.33

### C. Job Title

Table (13) Means and standard deviations of time management degree of administrators at Salman bin Abdulaziz University from their viewpoints by Job Title

Domain	Administrator (N=202)		Chairperson (N=24)		Unit Head (N=38)	
	M	SD	M	SD	M	SD



Job Tasks	4.25	.44	3.75	.52	3.88	.35
Delegation	4.12	.50	3.88	.59	3.85	.45
Scheduling	4.05	.47	3.85	.51	4.03	.40
Information Management	3.98	.39	3.66	.47	3.75	.34
Decision-Making	2.83	.47	2.73	.58	3.02	.42
Appointment Planning	4.15	.41	3.85	.63	3.84	.44
Phone Utilization	3.95	.50	3.73	.59	4.12	.35
Meeting Management	4.21	.42	3.78	.54	3.90	.43
Overall Instrument	4.12	.34	3.77	.47	3.88	.29

### c. Managerial Experience

Table (14) Means and standard deviations of time management degree of administrators at Salman bin Abdulaziz University from their viewpoints by the managerial experience.

Domain	Less than 5 Years (N=101)		(5-10) years (N=79)		More than 10 Years (N=84)	
	M	SD	M	SD	M	SD
Job Tasks	4.04	.42	4.03	.55	4.28	.37
Delegation	4.11	.57	4.08	.44	4.15	.49
Scheduling	3.98	.47	3.87	.41	4.23	.45
Information Management	3.90	.39	3.81	.34	4.11	.44
Decision-Making	2.78	.44	2.80	.39	2.89	.57
Appointment	3.91	.35	3.94	.41	4.21	.54

Planning						
Phone Utilization	3.98	.51	3.79	.42	4.02	.50
Meeting Management	4.00	.41	3.94	.47	4.26	.43
Overall Instrument	3.91	.33	3.86	.36	4.11	.35

Tables (11, 12, 13 and 14) demonstrates superficial differences among mean estimates of the administrative staff members on the study domains by variables, and to identify significance level of the differences, multiple way analysis of variance test was employed and tables (15) shows the related results.

Table (15) results from the multiple analysis of variance test of differences among mean estimates of the administrators on the study domains by variables

Variables	Domains	Total Squares	Freedom Degree	Mean Squares	F-Value	Significance $\alpha$
Gender Hotling=0.018 r= 0.006	Job Tasks	2.035	1	2.035	11.274	.001*
	Delegation	.027	1	.027	.111	.739
	Scheduling	.001	1	.001	.023	.879
	Information Management	.001	1	.001	.002	.960
	Decision Making	.083	1	.083	.378	.539
	Appointment Planning	.235	1	.235	1.288	.257
	Phone Utilization	4.061	1	4.061	18.806	.00*
	Meeting Management	.146	1	.146	.855	.356
Educational Qualification Hotling=0.018 R=0.006	Job Tasks	.006	2	.003	.014	.986
	Delegation	1.345	2	.673	2.723	.068
	Scheduling	.398	2	.199	1.002	.369
	Information Management	.785	2	.392	2.678	.071

	Decision Making	1.205	2	.603	2.741	.066
	Appointment Planning	.490	2	.245	1.346	.262
	Phone Utilization	.294	2	.147	.680	.507
	Meeting Management	1.135	2	.567	3.334	.037*
Job Title Welix Lambda=.916 r=0.000	Job Tasks	3.815	2	1.907	10.568	.000*
	Delegation	2.010	2	1.005	4.069	.018*
	Scheduling	.901	2	.450	2.269	.105
	Information Management	2.180	2	1.090	7.441	.001*
	Decision Making	.202	2	.101	.459	.633
	Appointment Planning	1.841	2	.920	5.053	.007*
	Phone Utilization	.883	2	.442	2.045	.132
	Meeting Management	3.306	2	1.653	9.717	.000*
Managerial Experience Hotling=0.018 r=0.006	Job Tasks	1.321	2	.661	3.660	.027*
	Delegation	.331	2	.165	.669	.513*
	Scheduling	5.552	2	2.776	13.983	.000*
	Information Management	1.664	2	.832	5.680	.004*
	Decision Making	.550	2	.275	1.250	.288
	Appointment Planning	3.119	2	1.559	8.561	.000*
	Phone Utilization	1.079	2	.540	2.499	.084

	Meeting Management	3.545	2	1.773	10.419	.000*
<b>Error</b>	Job Tasks	46.204	256	.180		
	Delegation	63.233	256	.247		
	Scheduling	50.820	256	.199		
	Information Management	37.502	256	.146		
	Decision Making	56.278	256	.220		
	Appointment Planning	46.627	256			
	Phone Utilization	55.275	256	.216		
	Meeting Management	43.555	256	.170		

- Statistically significant at ( $\alpha=0.05$ )

Table (15) demonstrates:

1. No statistically significant differences among administrator's estimates on all domains of time management efficiency attributed to gender, except for domains "Job tasks" and "Phone Utilization" where differences were in favor of males and females respectively.
2. No statistically significant differences among administrator's estimates on all domains of time management efficiency attributed to educational qualifications, except for domains "Meeting Management" and to identify origin of differences, Scheffe test was used and results are shown in table (16).

Table (16) Scheffe test results regarding differences between administrator's estimates on domain "Meeting Management" by educational qualification

<b>Educational Level</b>				
	M	3.75	4.18	4.24
<b>Diploma or less</b>	3.75		0.43*	0.49*
<b>Undergraduate</b>	4.18			0.06
<b>Graduate</b>	4.24			

- Statistically significant at ( $\alpha=0.05$ )

Table (16) shows statistically significant differences among mean estimates of those respondents who hold Diploma Certificate or below as academic qualification, from a hand, and mean estimates of those holding higher education degrees from the other, with differences being in favor of respondents holding Bachelor's and graduate degrees as academic qualification.

There were statistically significant differences among administrator's mean estimates on all domains attributed to "Job Title", except for domains "Scheduling, Decision-Making, and Phone Utilization", and to identify origin of such differences, Scheffee was used and related results are shown by table (17).

Table (17) Scheffee test results regarding differences among administrator's means estimates on domains "Job Tasks, Delegation, Information management, Scheduling, and Meeting Management" by variable "Job Title"

Domain	Job Title		Administrator	Chairperson	Unit Head
Job Tasks		M	4.25	3.75	3.88
	Administrator	4.25		0.50*	0.37*
	Chairperson	3.75			0.13
	Unit Head	3.88			
Domain	Job Title		Administrator	Chairperson	Unit Head
		M	4.12	3.88	3.85
Delegation	Administrator	4.12		0.24*	0.27*
	Chairperson	3.88			0.03
	Unit Head	3.85			
Domain	Job Title		Administrator	Chairperson	Unit Head
		M	3.98	3.66	3.75
Information Management	Administrator	3.98		0.32*	0.23*
	Chairperson	3.66			0.09
	Unit Head	3.75			
Domain	Job Title		Administrator	Chairperson	Unit Head
		M	4.15	3.85	3.84
Appointment	Administrator	4.15		0.30*	0.31*

Planning	Chairperson	3.85			0.01
	Unit Head	3.84			
Domain	Job Title		Administrator	Chairperson	Unit Head
Meeting Management		M	4.21	3.78	3.90
	Administrator	4.21		0.43*	0.31*
	Chairperson	3.78			0.12
	Unit Head	3.90			

- Statistically significant at ( $\alpha=0.05$ )

Table (17) shows statistically significant differences among mean estimates of respondents holding job title (administrator), from a hand, and mean estimates of those holding job title (departmental chair and Unit Head) from the other attributed to variable "job title", where differences were in favor of estimates by those holding job title "administrator" on all comparison domains.

3. There are statistically significant differences among mean estimates of administrators on all domains attributed to variable "managerial experience", save for domains "delegation of authorities" and "decision making", and "mobile set use". To find out source of differences, Scheffe test was employed as shown by table (18).

Table (18) Scheffee test results regarding differences among administrator's mean estimates on domains "Job Tasks, Scheduling, Information management, Appointment Planning and Meeting Management" by variable "Managerial Experience"

Domain	Managerial Experience		Less than 5 years	(5-10) years	More than 10 years
Job Tasks		M	4.04	4.03	4.28
	Less than 5 years	4.04		0.01	0.24*
	(5-10) years	4.03			0.25*
	More than 10 years	4.28			
Domain	Managerial Experience		Less than 5 years	(5-10) years	More than 10 years
		M	3.98	3.87	4.23
Scheduling	Less than 5	3.98		0.11	0.25*

	years				
	(5-10) years	3.87			0.36*
	More than 10 years	4.23			
Domain	Managerial Experience		Less than 5 years	(5-10) years	More than 10 years
		M	3.90	3.81	4.11
Information Management	Less than 3 years	3.90		0.09	0.21*
	(5-10) years	3.81			0.30*
	More than 10 years	4.11			
Domain	Managerial Experience		Less than 5 years	(5-10) years	More than 10 years
		M	3.91	3.94	4.21
Appointment Planning	Less than 5 years	3.91		0.03	0.30*
	(5-10) years	3.94			0.27*
	More than 10 years	4.21			
Domain	Managerial Experience		Less than 5 years	(5-10) years	More than 10 years
Meeting Management		M	4.00	3.94	4.26
	Less than 5 years	4.00		0.06	0.26*
	(5-10) years	3.94			0.32*
	More than 10 years	4.26			

- Statistically significant at  $\alpha=0.05$ )

Table (18) demonstrates statistically significant differences among mean estimates of respondents who have managerial experience lies within group (5-10 years), and mean estimates of those within managerial experience group of (10 year or more) attributed to managerial experience, with differences being in favor of respondents with managerial experience within (10 years or more) group on all comparison domains.

Three-way analysis of variance was used to test for differences among administrator's mean estimates on the overall instrument by the study variables. Results are shown in table (19).

Table (19) 3-way analysis of variance test results of differences among administrator's estimates on the overall questionnaire by the study variables

Variables	Total Squares	Freedom Degree	Mean Squares	F-Value	Significance $\alpha$
Sex	.033	1	.033	.287	.593
Educational Level	.338	2	.169	1.489	.228
Job Title	1.628	2	.814	7.161	.001*
Managerial Experience	1.488	2	.744	6.548	.002*
Error	29.093	256	.114		
Overall	4298.538	263			

- Statistically significant at ( $\alpha=0.05$ )

Table (19) shows no statistically significant differences at significance level ( $\alpha=0.05$ ) among administrator's estimates by gender and educational qualifications. However, there were differences attributed to such variables as job title and managerial experience, and to identify source of differences, Scheffe test was used as shown by table (20).

Table (19) shows no statistically significant differences at the statistical significance level ( $\alpha=0.05$ )

Table (20) Scheffe test results regarding differences among administrator's estimates on the overall instrument by variables Job Title and Managerial Experience

Job Title		Administrator	Chairperson	Unit Head
	M	4.12	3.77	3.88
Administrator	4.12		.35*	.24*
Chairperson	3.77			.11
Unit Head	3.88			
Managerial Experience		Less than 5 years	(5-10) years	More than 10 years



	M	3.91	3.86	4.11
Less than 5 years	3.91		0.05	.20
(5-10) years	3.86			.25*
More than 10 years	4.11			

- Statistically significant at ( $\alpha=.05$ )

Table (20) shows statistically significant differences among mean estimates by respondents holding job title “administrator” and those holding job title “chairperson, unit head) attributed to variable “job title” in favor of estimates by those in the position “administrator”.

Table (20) also reveals statistically significant differences among means estimates by respondents within the managerial experience groups (less than 5 years, and 5-10 years), from a hand, and those having managerial experience (10 years or more).

#### 4.0 Discussion of Results & Implications

The major purpose of the present study was to identify efficiency extent of time management practices among administrators at Salman bin Abdulaziz University. Analysis results were discussed by answering the study questions:

Discussion of results related to questions one: “To what degree are time management skills of administrators at Salman bin Abdulaziz University efficient from their viewpoints?”

Results from the analysis related to this question indicated that administrators at Salman bin Abdulaiz University estimated time management efficient at high degree on all study domains. The mean estimate score of time management efficiency from administrator’s viewpoints was rated at (M=3.92). However, domain “Meeting Management” preoccupied the top rank; whereas domain “decision-Making” was placed in the lowest rank.

Further, domain “Job Tasks” was rated in the fourth rank with high estimated degree of time management efficiency, where item stated “Job description unclearly defines my job duties and responsibilities” was placed first with high estimated degree of time management efficiency. From the author’s standpoint, this result would be attributed to lack of effective and clear regulations and guidelines that articulate for employees what are their duties and responsibilities. In addition, top manager would be unaware to the importance of clearly defined job descriptions for efficient time management practices. However, item stated “Duplicity and conflict in job goals and policies” was placed in the lowest rank with high estimated efficiency degree. The author would explain this result with the ineffective coordination across the organizational levels that results in goal conflict and duplicity.

However, domain “delegation” was ranked thirdly with high estimated degree of time management efficiency, where item “I define duties and responsibilities required from the employees and give them powers to accomplish their duties” was ranked top whereas item “I prefer do job without delegation to others” was ranked down. From the author’s view, this result would be attributed to questionable confidence in others, because trusted individuals help achieve tasks on time and reduce time waste.

Similarly, domain “Scheduling” was ranked in the fifth rank with high estimated degree of time management efficiency, where item stated “Scheduling helps speed up job performance” was placed first compared with item “Efficacy of an administrator depends on volume papers and files on his desk” was placed down. The author finds that administrators should be aware that having a pile of papers and files on their desks is not necessarily a good indicator of their job performance.

The domain “Information Management” was in the sixth placement with highly estimated degree of time management efficiency, where item stated “Meetings are held periodically to report work progress” was placed top

compared with item stated "Feedback is always sought out to keep along with work progress" was ranked down. The author would attribute this result to lack of supervision on the employees that helps rationalize their practices since effective supervision saves time needed to review already completed works and ensures doing the right thing from the first time.

However, domain "Decision-Making" was placed in the fifth placement with moderately estimated degree of time management efficiency, with item "I may disregard solving a problem or doing a job expecting someone else do it" being ranked first compared with item "I hesitate too much before making a decision" that was placed down. From the author's view, this result can be accounted for lack of clearly set goals, and ineffective training on decision-making skills that resides behind the hesitation when making a decision. Obviously, making a decision timely helps reduce time loss.

The domain "Appointment Management" was placed in the sixth rank at high estimated degree of time management efficiency, where item "Sometimes I would be visited in office by visitors from inside/outside the University for matters that have nothing to do with job" being ranked top. The author argues that this result would be caused by the little awareness by individuals to the importance of time, and to the difference between visits at home or at office, which is a cultural issue, so that an employee's time would be wasted in personal visits. However, an administrator should be trained on how to plan carefully to predict in advance abrupt visits and manage his time schedules most effectively. Comparatively, the item stated "I find it difficult say "NO" regarding personal and abrupt visits" received the lowest rank.

Furthermore, domain "Phone Utilization" was rated in the seventh rank with high estimated degree of time management efficiency, with item stated "Undesirable calls can be opted out without embarrassing the other party" was ranked first. From the author's view, this result can be attributed to the fact that everyone can manage incoming calls through his phone, for instance by asking someone else to respond, decline a call when he/she is busy, or any other way else without causing inconvenience for the caller. As a result time loss will be reduced. On the other hand, item stated "I usually receive personal calls at work" was ranked down. The author would explain this result by the social norms that urge on keeping in touch especially by family members or friends at least by a phone call.

The domain "Meeting Management" was placed first with high estimation degree, where item stated "Success of meeting is a joint responsibility of all attendants" was placed top, and this result, from author's view" would be attributed to the awareness perceived among individuals to the significance of taking responsibility on the decision made by getting involved in the decision making process on the most appropriate time. However, item stated "Only concerned parties are invited on meeting" was ranked down.

Discussion of related to question two: "Are there statistically significant differences at ( $\alpha=0.05$ ) regarding efficiency degree of time management skills of administrators at Salman bin Abdulaziz University vary by variables of gender, academic qualification, job title and managerial experience?"

### **Gender**

Results revealed statistically significant differences among means estimates on administrators on all domains of time management efficiency attributed to gender, except for the domains: "Job Tasks" and "Phone Utilization", where differences were in favor of males and females respectively. The author attributes this result to the gender differences between men and women from functional aspects, which affects performing a job tasks. As both man and woman have unique capabilities in special areas that best suit gender characteristics, one can perceive that man surpassed woman in some fields whereas woman was superior in some others, for instance studies indicate that women are better communicators than men.

### **Academic Qualification**

Results indicated no statistically significant differences among mean estimates of administrators on all domains attributed to academic qualification, save for "Meeting Management". The author would explain this result the fact that top administrative positions are typically filled with candidates who hold graduate degrees, and thus they head the meetings.

### **Job Title**

Results showed statistically significant differences among means estimates of administrators on all domains attributed to "Job Title", save for the domains "Scheduling", "Decision-Making" and "Phone Utilization". The author would attribute this result by arguing that the higher the job level, the more important will be time management due to demanding workload.

### Experience

Results indicated statistically significant differences among means estimates of administrators on all domains attributed to the administrative experience, except for domains of "Delegation", "Decision-Making" and "Phone Utilization".

This result can be accounted for by the argument that experience years would have a significant role in acquiring personal experiences, and frequent performance of a job makes it easily and quickly performed. However, delegation have nothing to do with experience because it is a hierarchical relationship dictated by the organization. On the other hand, ineffective phone utilization would result in time loss.

### Recommendations

- Activate the use of communication technology in meeting management to decrease any possibility of time loss.
- Training courses and workshop that are focused on effective time management, decision making, and communication.
- Recruit administrators who are well-trained on the tasks required from them and assigning them depending on workload at the workplace.

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However how eloquent I appear

In prose, poetry and rhyme

No one can be your pear

nor like you, “sublime”!

Yours sincerely:

Dr: Amera Al hammou