CHAPTER FOUR
ANALYSIS AND RESEARCH RESULTS

4.0 Introduction

This chapter analyzes the data collected by showing the work patterns through a tabulation of the breakdown of time spent on various managerial functions in a week. Each managerial function is then analyzed and discussed based on the percentage of week spent on it. Bar charts are then plotted to show the weekly activities and daily activities of the managerial functions in order for the pattern of work to be seen clearly.

4.1 The Principal’s managerial activities began upon her arrival in school at approximately 7 a.m. and continued until 5 p.m., that is the time of her departure. The seven categories selected for study were duly observed and the time spent by the Principal of the Assunta Secondary School on the selected managerial categories were duly noted. The activities the Principal was observed carrying out are:

i) Planning/Coordinating;

ii) Decision Making/Problem Solving;
iii) Handling Paperwork;
iv) Exchanging Routine Information;
v) Monitoring;
vi) Interacting with Outsiders; and
vii) Socializing.

4.2. Results

4.2.1 Work Patterns

Table 3: Breakdown of time spent on various managerial functions in a week.

* Units are in minutes

<table>
<thead>
<tr>
<th>Functions</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning/Coordinating</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Assigning tasks &amp; providing routine instructions</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Coordinating activities to keep work running smoothly</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Making/Problem Solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

52
<table>
<thead>
<tr>
<th>Activity</th>
<th>30</th>
<th>30</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling day-to-day crises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing new procedures to increase efficiency</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling Paperwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processing Mail</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Doing general desk work</td>
<td>60</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Exchanging routine info</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receiving and disseminating requested information</td>
<td>20</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>Holding staff meetings of informational nature</td>
<td></td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Monitoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspecting work</td>
<td>20</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Walking around</td>
<td>35</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Interacting with outsiders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External meetings</td>
<td>15</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Socializing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging in non-work related chitchat/activities</td>
<td>35</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Joking around</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

From the results it can be ascertained that the Principal exhibits separate types of behaviour in relation to carrying out her managerial
duties. In relation to the assignment of tasks and giving routine instructions for instance, the Principal has allotted 10 minutes each in the first and last 3 hours of her day. Similarly, mail processing is allotted time at the end of the day, the length of time spent presumably dependent on the amount of mail. Although the time of day she does her inspection varies, it would appear that the Principal carries out inspection on an almost daily basis. This is the same with walking around. The Principal ensures that she walks around the school between 30-45 minutes at the beginning and end of every day. Staff meetings are carried out for two sessions of 15 minutes duration each at the beginning and end of Wednesdays and Fridays. These appear to be the more regular managerial tasks.

In relation to her other functions, although time is allotted, no regular daily time is designated for the carrying out of these duties. For instance, the principal only allocates 40 minutes in one day per week to developing new procedures for increasing efficiency. Similarly coordinating activities is a two-hour task carried out in one day of the week.
In some other cases it is impossible to allocate regular time as the matters are attended to on a need basis. This covers the handling of crises as they arise, receiving and disseminating information, external meetings and non-work-related activities. Finally, deskwork makes up almost half of her day as an almost continual task that takes up the balance of her working hours.

It has been stated that a manager’s behaviour has two dimensions; the first being responsive and the second directive. Here, it is clear that the Principal’s tasks do fall within the two dimensions. Her responsive behaviour is in relation to such functions as external meetings and directive, the assigning of tasks, holding staff meetings and the like. Again, the Principal exhibits managerial tendencies by setting up routines that would ensure the smooth operation of the school as an organization. This is reflected in the specific time slots allocated to certain functions.
4.2.2 Managerial Functions

Table 3: Percentage of Week Spent on Various Managerial Functions

<table>
<thead>
<tr>
<th>Function</th>
<th>Mins per week (2400 mins)</th>
<th>%</th>
<th>Total Mins per week</th>
<th>Total % per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning/Coordinating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigning tasks &amp; providing routine instructions</td>
<td>100</td>
<td>4.16</td>
<td>220</td>
<td>9.16</td>
</tr>
<tr>
<td>Coordinating activities to keep work running smoothly</td>
<td>120</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Making/ Problem Solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling day-to-day crises</td>
<td>105</td>
<td>4.38</td>
<td>145</td>
<td>6.05</td>
</tr>
<tr>
<td>Developing new procedures to increase efficiency</td>
<td>40</td>
<td>1.67</td>
<td>1020</td>
<td>42.5</td>
</tr>
<tr>
<td>Handling Paperwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processing Mail</td>
<td>40</td>
<td>1.67</td>
<td>1020</td>
<td>42.5</td>
</tr>
<tr>
<td>Doing general desk work</td>
<td>980</td>
<td>40.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exchanging routine info</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receiving and disseminating requested information</td>
<td>115</td>
<td>4.79</td>
<td>185</td>
<td>7.71</td>
</tr>
<tr>
<td>Holding staff meetings of informational nature</td>
<td>70</td>
<td>2.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspecting work</td>
<td>100</td>
<td>4.16</td>
<td>435</td>
<td>18.12</td>
</tr>
<tr>
<td>Walking around</td>
<td>335</td>
<td>13.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacting with outsiders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public relations</td>
<td>125</td>
<td>5.21</td>
<td>305</td>
<td>12.71</td>
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<tr>
<td>External meetings</td>
<td>180</td>
<td>7.5</td>
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<td></td>
</tr>
<tr>
<td>Socializing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Engaging in non-work related chitchat/activities</td>
<td>115</td>
<td>4.79</td>
<td>115</td>
<td>4.79</td>
</tr>
<tr>
<td>Joking around</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2.3 Planning/Coordinating

In this research study, the Principal spends only an average of 20 minutes a day or 4.16% of the week on assigning tasks and providing routine instructions. Although planning is meant to specify an individual's task in relation to his position and to get the optimum return from employees, it would appear that in the school hierarchy, once the initial task setting is completed, then there is little or no deviation from the same and therefore, this accounts for the small amount of time spent by the Principal on this portion of her managerial functions. The time spent would be even less if the two school sessions were considered separately, that is, only 10 minutes per session. Coordination, on the other hand, is defined as the harmonizing process of pulling the various parts of the corporation together through the use of such tools as conferences and liaison officers. However, in this case, similar to planning, the task of coordinating activities is kept to a minimum, that is, 5%, marginally more than the provision of instructions. The principal allocates her 'overlap' period, that is, from 11 a.m. to 1 p.m. on one day of the week to this managerial activity. Compare this to research studies that show
that 15% of time is spent on coordinating activities like advising other department heads about deadlines, and determining whether or not other departments will be able to meet deadlines, bringing different groups together at appropriate times and informing superiors what needs to be done. It is possible that unlike business executives who would have to advise department heads about deadlines in relation to interdependent activities, there is less interdependence in a school system in relation to the completion of tasks and organizational goals. This is not to say that no coordination is required at all but very likely this is covered under a different managerial function, namely the exchanging of routine information.

4.2.4 Decision making/Problem solving

The Principal in this research study spent only 4.38% of her week on the task of handling day-to-day operational crises and even less, that is 1.67% per week on developing new procedures to increase efficiency. In relation to problem solving, a manager would have to be able to recognize the problem, identify its cause, consider alternative solutions and selecting the chosen course of action. In this case, it would appear that the school management system had been set up in
such a way that either decreased the likelihood of crises or ensured that the problem was caught and resolved at an earlier level of responsibility. Only those problems that can't be handled by her subordinates are referred to the Principal for her attention and further action.

4.2.5 Handling Paperwork

Interestingly enough, this Principal spends the most time on paperwork, that is, 1.67% of her week on processing mail and 40.83% on doing general desk work, making a total of 42.5% of the week spent on this managerial function. Most of the mail is handled at the end of the working day, ranking low priority. This is probably due to the fact that unlike in a business environment that depends on letters for purchase orders and contracts and immediate decisions, school correspondence does not have the same urgency. Deskwork on the other hand, is an activity that is carried out fairly consistently throughout the day. The only lapse in her deskwork occurred twice, that is when time was spent on an alternate specific activity, like coordinating activities and on external meetings.
Although Morris et al (1978) suggested that business executives, unlike principals, are more involved in mail-related activities and use written communication more, in this case this principal tends towards the same managerial pattern as business executives. However, Morris also reported that school principals tend to spend less than half of their working day at their desk. Whilst this study shows the Principal concerned as spending most time on paper work, the 42.5% recorded is still consistent with Morris's findings. It might be worth considering that the subject observed in this study is nearing retirement and therefore may be more interested in maintaining status quo in the last months of her service as well as getting her paperwork in order for the next principal to take over. This could possible explain the high percentage of time spent on this managerial activity.

Reviewing the amount of time spent on other managerial functions, it could possible be inferred that having spent all this time on setting out duties and responsibilities and other forms of planning and procedure, this probably explains why so little time need to spent on the other managerial functions. The actual time appears to be loaded into this category.
4.2.6 Exchanging Routine Information

The Principal spends between 20 minutes to almost an hour on alternative days receiving and disseminating requested information. As mentioned before, it would appear that once tasks are set, it is then left to the individual teachers and other subordinates how best to meet their goals and from time to time information is gathered to ensure that desired objectives are met. Also the Principal may receive information from outsiders that require dissemination either by way of policy or as a matter of interest. For those matters that require further discussion or direct coordination, this Principal has allocated 70 minutes per week or 2.92% of her time per week on staff meetings. The flow of information is kept to a minimum level to enable maximum use of time in actual task implementation. This is unlike the managerial pattern reported by Mintzberg where university presidents, department heads and managers from other fields spend over 40% of their time in meetings consisting of more than two people.
4.2.7 Monitoring

By virtue of her position at the top of the school hierarchical system, the Principal devotes the next highest amount of time on inspecting work and walking around. Morris et al (1978) had already noted that school principals spend most of their time on their feet unlike business executives who do not tour their premises. The nature of the Principal’s job necessitates that she monitor the task implementation of her subordinates. Since work performance in most part can mainly be measured by actual observance of the teachers, the Principal tours the school observing the same. It is also necessary for her to do so in order to observe the general state of repair of the school premises and any other work being carried out at that point in time.

In this research study, the Principal spends 4.16% of her total week time inspecting work and 13.96 walking around. It is also noted that aside from actual observance, the school principal is expected to have a high visibility rate in her capacity as the head disciplinarian as well. This is as much for the students and teachers benefit, as much as for hers. Touring the premises gives the principal the opportunity to
conduct her own information gathering on a first hand basis, giving a greater understanding of the school and it's environs as a whole.

4.2.8 Interacting with outsiders

The Principal spends a total of 12.71% of her time on interaction with outsiders, that is 5.21% on Public Relations and 7.5% on external meetings. This is consistent with most studies that show managers spending as much time with people from outside their organization as with those from within. Although the University of Minnesota studies say that representing the organization through speeches, consultation and contact with others outside the organization is a minor managerial function in terms of time, it is an activity important to many organizations. In this research, the Principal recognizes that she will require community and official support and allocates sufficient time to meet with others. The changing role of the Principal within the community requires her to be aware of community needs and values and to have the ability to shape the thinking of parents, education officials and other outside parties. Some studies suggest that as parent
interaction increases, "client satisfaction" is becoming more and more of an important consideration in the management of a school.

4.2.9 Socializing

Although the Principal is seen as not only the hierarchical head of the school system but also as the final authority to dispense discipline, it is also necessary for her to balance that image with a more approachable front. Chapple et al (1961) also suggests that individuals have needs for social interaction. A give and take image would make the Principal appear approachable to her subordinates and assists in the flow of information both ways. Consistent with Homans (1950) studies that suggest that trust is dependent on frequency of contact, this is reflected by the Principal's actions. In this research, the Principal obviously believes in the necessity of this managerial function and the rationale behind it and therefore spends 4.79% of her time per week on social interaction. It should be noted here though, that while the subject concerned does appear to be willing to engage in some form of 'chitchat' and non-work-related activities, she draws the line at "joking around". Possibly the principal feels that this would
encourage familiarity and extinguish the necessary lines of authority required to ensure that discipline is met and work is carried out without demur and that her authority remains unquestioned.
4.3 Activities

4.3.1 Main activities

Table 4 – Bar chart of work activities.
If the main managerial activities carried out by the principal are defined as those on which she spends the most time, then it can be seen from the bar graph that the principal’s main activity is handling paperwork, or more accurately, the sub-category of doing general desk work. Even if the two school sessions are used to divide the time spent by the principal on this activity, it still ranks well over 20% of the principal’s day, and therefore her main activity still.

The next activity carried out by the principal is monitoring (18.12%) followed by;

- interacting with outsiders (12.71%)
- planning and coordinating (9.16%)
- exchanging routine information (7.71%)
- decision making/problem solving (6.05%)
- socializing (4.79%)

Although the time spent on each activity is recorded in terms of total time spent, this does not necessarily reflect the importance or the urgency of the activity. For instance, although handling day-to-day operation crises only warrants 4.38% of the principal’s time, the crises
merits immediate attention from her as soon as it occurs. Similarly, public relations at 5.21% and external meetings (7.5%) are given priority as and when they occur.

If however, importance were signified by the routine time allocated by the principal to a particular activity, then managerial activities such as assigning tasks, deskwork, staff meetings and walking around would rank highly in the scheme of things. A combination of the two criteria would probably reveal that the principal’s main activities in relation to importance and urgency are as follows;

i) Handling paperwork (Deskwork)

ii) Monitoring (Walking around)

iii) Interacting with outsiders (External meetings)
4.3.2 Pattern of work activities

Table 5 — daily graphs of managerial activities.

Monday
Tuesday

- assigning tasks
- coordinating
- handling crises
- new procedures
- processing mail
- general deskwork
- receiving and disseminating info
- staff meetings
- inspecting
- walking around
- public relations
- external meetings

7-11 a.m.  11-1 p.m.  2-5 p.m.
Wednesday

- assigning tasks
- coordinating
- handling crises
- new procedures
- processing mail
- general deskwork
- receiving and disseminating info
- staff meetings
- inspecting
- walking around
- public relations
- external meetings
Thursday

- Assigning tasks
- Coordinating
- Handling crises
- New procedures
- Processing mail
- General deskwork
- Receiving and disseminating info
- Staff meetings
- Inspecting
- Walking around
- Public relations
- External meetings

7-11 a.m.  11-1 p.m.  2-5 p.m.
Friday

[Graph showing daily activities from 7-11 a.m. to 2-5 p.m.]

- Assigning tasks
- Coordinating
- Handling crises
- New procedures
- Processing mail
- General deskwork
- Receiving and disseminating info
- Staff meetings
- Inspecting
- Walking around
- Public relations
- External meetings
These findings are consistent with McCall et al's (1978) assertion that a manager's typical workday consists of a large number of fragmented and varied activities, with significant and trivial matters interspersed together. However, this is not to say that there is no work pattern existent whatsoever. What is apparent from the results depicted on this graph is that the principal exhibits different patterns of behaviour in carrying out different managerial activities. The tasks can be broken down into regular, immediate, non-regular and non-essential activities. These are loose definitions that relate to time spent and allocated rather than the actual importance of the activity and are only used to indicate a work pattern. Regular managerial tasks such as assigning tasks, processing mail and walking around are allocated specific times in the day. Slightly less regular but with specific times allocated are the staff meetings used to exchange routine information.

The immediate tasks are those that arise from time to time such as handling day-to-day operational crises and interaction with outsiders. These must be dealt with immediately and have priority over any other task once they occur. Non-regular activities may be important but are not allocated regular times. Instead, they may be allocated one
lump sum or two smaller slots. The activities of coordinating activities and developing new procedures fall within this work pattern. Non-essential activities cover tasks such as socializing. They are not urgent and may be exercised by the principal at any time at her discretion.

A study of the graphs will show that the principal’s busiest time is in the first three hours of the morning where she carries out as many as 5-6 managerial functions. In terms of sequencing, she starts the day by assigning tasks and receiving and disseminating information coupled with inspection and walking around to check on the school premises. This is followed by a period of general deskwork. On specific days, she slots in time to have meetings, either with staff or externally and occasionally she indulges in some chitchat and P.R.

With the exception of Mondays, the next two hours are usually spent in one or two managerial functions. These are spent at her desk doing general deskwork, and receiving and disseminating information. At the beginning of the week, that is, on Mondays, she allocates time to develop new procedures to increase efficiency. On Fridays, this period
is exclusively set aside for external meetings. Some time is also set aside for P.R., presumably when there are visitors.

In the last part of the day, the Principal carries out as many managerial sub-activities as in the first part of the day but limited to four main types of managerial functions only. The largest amount of time is taken to handle paperwork, namely mail and general deskwork. The rest of her activities are related to information flow such as holding staff meetings, receiving and disseminating information, assigning tasks. It should be noted that Friday is also the only day where the principal does not exercise her P.R. or chitchat function but presumably this is replaced or incorporated into the external meetings.

In terms of time spent and the intensity of a particular activity each day, again the principal exhibits a varied pattern. For strictly routine functions, she allocates a fixed amount of time, for instance, in assigning tasks and providing routine instructions. A period of 10 minutes between 7-10 a.m. and 10 minutes between the hours of 2-5 p.m. are set aside each day for this purpose. With staff meetings, two periods of 15 minutes each are set aside in the middle of the week,
which then increases to two 20-minute periods on Friday, presumably incorporating more matters for discussion or dissemination. For coordinating activities, a whole period of three hours is allotted on one day only. Similarly, developing new procedures takes up 40 minutes of the principal’s time on one day whilst external meetings are allotted one hour in the 7-10 a.m. slot, plus another 3 hours exclusively on Friday.

As regards the other managerial functions, there are two separate patterns. One is planned time but duration is not fixed but rather depending on need and the other is unplanned time solely dependent on what the situation requires. Falling into the first category would be functions like processing mail. The principal sets aside time in the last period of each day to handle mail but the duration moves from 10 minutes to 5 minutes on Tuesday and Wednesday and then increasing again to 10 minutes each on Thursday and Friday. Walking around is allocated time at the beginning and end slots of each day with time spent ranging from 30 to 45 minutes each time. General desk work is scheduled almost continuously everyday with the exception of time allocated for coordinating activities on Tuesday and external meetings
on Friday. The duration of time spent daily ranges from 2 and a-half hours to 4 hours and twenty minutes, with the least amount of time spent on this function in the 7-10 a.m. slot (50-70 minutes) and the most, in the 2-5 p.m. slot (90-120 minutes). For routine administrative tasks conducted on an ad-hoc basis, time spent is not fixed but then again, does not exceed a certain ceiling either. For instance, the task of receiving and disseminating information takes up anywhere between 20 to 40 minutes each time, and inspection 20 to 35 minutes. Unplanned functions like P.R. and chitchat warrant between 15-40 and 10-35 minutes respectively whilst handling crises takes up 30 minutes each time it occurred during the study period.

4.3.3 Consistency of patterns.

Given that managers occupy a wide variety of positions, each with it’s own particular demands and responsibilities, the results obtained from this study although not entirely in line with the findings of other researchers are consistent in the breakdown of tasks carried out by managers. Even Fayol’s observations ranged widely taking into account the structure and composition of the corporation. Similarly, in the other studies conducted, the managers exhibited several
managerial activities but the priority of activities was seen to be largely dependent on the industry. For example, the University of Minnesota revealed that planning and supervision were extremely important functions compared to Haas et al’s study of bank managers which showed that negotiating ranked highly. Thus, it can be seen that in this case, deskwork is important to a principal who is focused on running her organization in the smoothest fashion, which in her eyes, necessitates her paperwork being in order. The other activities are divided and vary as with the managers in the other studies. This principal does however exhibit the responsive and directive behaviour that typifies a manager’s activities.