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**Examining Teacher Leader Self-Efficacy and the Impact of Time Management Skills**

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in fulfillment of final requirements for the MAED degree

Laura Cefalu

Saint Catherine University

St. Paul, Minnesota

Advisor \_\_\_\_\_

Date \_\_\_\_\_

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### **Abstract**

This study sought to examine how time management skills would impact the self-efficacy of Teacher Leaders working in a teacher-led school model. The participants of the four-week study were three Teacher Leaders from two teacher-led primary Montessori schools in an urban area. The Teacher Leaders incorporated time management skills including time analysis, establishing goals, prioritization, and planning/scheduling. Data was collected on Teacher Leader productivity, distribution of time among teaching and administrative roles, self-efficacy, and time management behavior through pre- and post- questionnaires, daily to-do lists, and daily activity logs. The study concluded that although the results were not statistically significant, two out of three Teacher Leader's productivity, time management behavior, and self-efficacy did improve over the course of the study. Further research is needed to determine how these time management skills impact Teacher Leader's experienced stress, perceived productivity, and to further investigate how Teacher Leaders' distribution of time among teaching and administrative roles impacts stress and self-efficacy.

*Key words: Teacher Leader, self-efficacy, time management, productivity, teacher-led model*

Human efficacy can be described as human's ability to produce a desired or intended result. It is a system comprised of motivation, self-regulation, and executive functioning skills. Such interdependent parts working together is essential for an individual to efficiently produce a desired outcome. One's efficacy system alone, however, cannot be generated without its mysterious power source; a psychological facet known as self-efficacy. Self-efficacy is one's perceived ability to exercise control over their lives to produce a desired outcome, composed of a set of beliefs one has about their capacity to achieve success (Bandura, 1994). While skill and resources are required for the system of human efficacy to produce an intended outcome, these elements alone will not produce outcomes if the human operating the system does not believe in their ability to produce such; for it is such belief that powers the whole system.

Although self-efficacy is a powerful source that enables individuals to control aspects of their lives to achieve an intended effect, individuals cannot control all aspects of their life. Time is one such aspect. No amount of self-efficacy enables one to control the finite and highly demanded resource of time, whose characteristics often create a sense of scarcity among individuals. While individuals cannot control time, they can control their relationship with it by managing their attitude and behavior. This management allows one to gain and exercise more control over their lives by making the most effective use of their limited time. Teachers are all too familiar with the scarcity of time, often finding themselves working against it due to the workload and nature of their work demands (Kelly & Berthelsen, 2015). Thus, it is not uncommon for teachers to find themselves working outside of work hours, as the time allotted in their workday is just not enough to accomplish their workload. Although the nature of their work is different, school

administrators too often find themselves in a similar state (Grissom et al., 2015), making both teachers and administrators well versed in the need to manage their relationship with time. The participants of this study found themselves in twice the predicament, as they own both teaching and administrative roles within their schools.

If asked about my personal relationship with time, anyone who knows me well would tell you I have always grappled with managing it effectively. My ADHD aside, I could never seem to be efficient with the allotted time. I frequently procrastinated and struggled to break down projects into manageable tasks, compounded by difficulty estimating the time required to complete the tasks to plan out my time accordingly. These challenges negatively impacted my academic self-efficacy growing up and also presented many opportunities to learn about time management, many lessons of which I unfortunately found myself learning the hard way. Fortunately, however, after years of experience, I finally built what I thought was decently well managed relationship with time and felt fairly self-efficacious. This was until I acquired a teaching position that required time management skills I was not equipped for.

In the fall of 2019, I accepted a teacher-leader position at a micro-Montessori school belonging to network of schools supported by a non-profit foundation. Two defining principles and characteristics of schools belonging to this network are an authentic Montessori environment and a teacher-led school. For this reason, this network of schools coined the term “Teacher Leaders,” as their teachers take on roles and responsibilities of both a Montessori guide and an administrator. The theory that the majority of the cost of a child’s education goes towards administrative costs inspired the teacher-led model. These micro-teacher-led Montessori schools aim to remove this cost and give more autonomy to

Montessori teachers by providing opportunities for them to start up and operate their schools with the purpose of making Montessori more accessible financially and geographically.

Although Teacher Leaders strongly believe in the mission of the model they work under, it is no secret that they struggle to find a balance between their teaching and administrative roles. Part of the trouble to find such balance is finding the time to accomplish the work of two highly demanding roles with workloads vastly different, which has become frequent topic of discussion among teacher-leaders. The scarcity of time leaves teachers struggling with prioritizing their time among both roles and feeling like they are in a constant state of survival, never fully able to live up to their expectations as educators. My personal experience as a teacher-leader inspired this research to examine how time management can alleviate the time pressures teacher-leaders experience to increase productivity and hopefully, in turn, positively impact their self-efficacy.

### **Theoretical Framework**

The theoretical framework used for this research is Bandura's theory of Self-Efficacy. Efficacy is described as the capacity for producing a desired result or effect (efficacy, n.d.). Human efficacy, Bandura (1994) stated, "is a generative capability in which cognitive, social, emotional, and behavioral subskills must be organized and effectively orchestrated to serve innumerable purposes" (p. 37). Though the parts of this system are interconnected, they will not activate without self-efficacy. Self-efficacy is what orchestrates these elements to successfully work together to enable one to act in pursuit of achieving a result or effect through one's perceived capacity to exercise control over their lives (Bandura, 1987). Thus, human efficacy and personal agency are dependent upon self-

efficacy, generated by mastery experiences, social models, social persuasion, and reducing stress (Bandura, 1994).

Self-efficacy directly influences each process of human efficacy it orchestrates. Cognitive processes, Bandura (1994) stated, “require effective cognitive processing of information that contains many ambiguities and uncertainties” (p. 4). An individual’s ability to anticipate events to plan accordingly affects their ability to do so. Thus, self-efficacy influences cognition. It influences the sense of control necessary to follow through on their plan and motivation (Bandura, 1994). Motivation processes are also influenced by self-efficacy and are impacted by cognitive processes (Bandura, 1994). Individuals who perceive themselves as efficacious create goals and design a plan which increases their motivation to direct their actions to actualize the goals set for themselves (Bandura, 1994). Motivation and cognition, however, are influenced by affective processes. One’s ability to regulate emotions affects the amount of stress and depression they experience, directly affecting their motivation and ability to function cognitively effectively. Self-efficacy thus also influences the affective processes through the perceived ability to cope (Bandura, 1994). As Bandura (1994) stated, “both perceived coping self-efficacy and thought control efficacy operate jointly to reduce anxiety and avoidant behavior” (p. 6). Therefore, self-efficacy lastly influences selection processes. One’s efficacy beliefs will directly influence the environments, experiences, and situations an individual decides to expose themselves to or avoid, influencing the direction of their lives (Bandura, 1997). The complexity of the interconnected processes self-efficacy influences is why self-efficacy theory “treats the efficacy belief system not as an omnibus trait but as a differentiated set of self-beliefs linked to distinct realms of functioning” (Bandura, 1997, p. 36).

Self-efficacy predicts human functioning, which has profound implications for teachers and the quality of education and learning environment they provide their students. It dramatically impacts how a teacher perceives their work and their ability to perform such work effectively. The Teacher Leaders in the environment studied struggled with a low sense of self-efficacy due to their highly demanding dual role as teacher and administrator and lack of time to accomplish the workload such roles demand. Such pressure negatively impacts Teacher Leaders' perceived ability to exercise control over the quality of work they are producing. For this reason, self-efficacy theory is used as a lens for and gives context to the research on the relationship between Teacher Leader time management and self-efficacy.

### **Literature Review**

This action research project aims to examine the relationship between time management techniques and Teacher Leader self-efficacy within a teacher-led model school. The literature surrounding both teacher and administrator self-efficacy and time management is reviewed in this section. It will be structured using the following headings: educator self-efficacy, stress and perceived control of time, and time management.

#### **Educator Self-Efficacy**

In his work on self-efficacy theory, Bandura (1994) described self-efficacy as "people's beliefs in their capabilities to exercise control over their own functioning and events that affect their lives" (Bandura, 1994, p. 14). Thus, as addressed in the theoretical framework section, self-efficacy influences fundamental affective processes that predict human functioning and efficacy. For educators, self-efficacy predicts students' learning environments and influences the development of students' self-efficacy. Through their

research studying the relationship between teacher self-efficacy and observable teacher behaviors, Gibson and Dembo (1984) found that teachers with low self-efficacy easily write off students who are not progressing at the desired pace. Additionally, they are critical of student shortcomings and believe their ability to influence intellectual development is extremely limited by the baggage of oppositional forces working against the student. By contrast, Gibson and Dembo found that teachers with high self-efficacy do not give up on students but rather seek to provide struggling students with the support they need, commend students for their achievements, and believe that they can get through to students who come to school with oppositional forces working against them through effort and innovative techniques (Gibson & Dembo, 1984). Thus, teacher self-efficacy has a tremendous impact on students' development and their conception of intellectual capabilities as children are impressionable during their developing years (Bandura, 1997).

Zee and Moomen's (2015) research examining forty years-worth of research on teacher self-efficacy supports the important influence teacher self-efficacy has on learning environments. They found a significant amount of research that indicated teacher-self efficacy affects classroom processes (ability to problem solve, relationship with students, etc.), students' academic adjustment (academic achievement, motivation, etc.), and teachers' psychological well-being (stress, burnout, job satisfaction, etc.) (Zee & Koomen, 2015). The relationship between low teacher self-efficacy and teacher burnout was investigated by Brouwers and Tomic (2000). They examined teacher self-efficacy in classroom management concerning three dimensions of teacher burnout: emotional exhaustion, depersonalization, and personal accomplishment. They found over time that emotional exhaustion leads to decreased teacher self-efficacy and, in turn, that decreased

teacher self-efficacy leads to increased depersonalization and decreased personal accomplishment (Brouwers & Tomic, 2000). Literature thus provides evidence of adverse outcomes of low educator self-efficacy and the potentials of increasing it.

### **Stress and Perceived Control of Time**

Bandura (1994) listed decreasing stress as one of four ways to positively influence self-efficacy. Thus, one way in which to improve educator self-efficacy is to reduce educator stress. In their research on preschool teachers' stress experiences, Kelly and Berthelsen (1995) identified a variety of stressors among preschool teachers. By analyzing journals kept by the teachers, in which they recorded various aspects of their stress, Kelly and Berthelsen were able to identify 8 themes of teacher stressors. The teachers then ranked the themes from most to least stressful. Out of eight stressors identified, teachers named time pressures as their number one stressor, and non-teaching tasks as the third largest stressor, as early childhood teachers wear many hats compared to grade schoolteachers (Kelly & Berthelsen, 1995).

Regarding the stressor of time pressures, it was found that "the teachers' sense of control was closely related to time demands" (Kelly & Berthelsen, p. 8). Such a sense of control directly influences self-efficacy as it affects one's perceived ability to exercise control over their life. In the case of teachers, because of their inability to exercise control over time, their perceived control of time is the most significant stressor. Grissom et al. (2015) found that, similarly to teachers, there is a significant relationship between perceived control of time and school administrator stress. In studying this relationship, time management skills and job stress were measured among principals working in a large school district. Among the four factors of time management studied, it was found that

principals who scored lower on the factor of time consciousness, which includes perceived control of time, reported higher stress. Koch et al. (1982) further supports the significance perceived control of time has on educator stress through their work examining the factorial dimensions of job-related stress among school administrators. The second leading stress factor, behind role-based stress, was task-based stress "comprised of coordination and communication activities that may place extreme time demands on the administrator" (Koch et al. 1982, p. 495).

Macan and Phillips' (1990) work studying the impact of time management behavior on college students' academic performance and stress further supports the impact perceived control of time has on stress. The higher the college students scored on the time management factor of perceived control of time, the less stress they reported on various effective stress measures. While the work of college students differs significantly from that of educators, it is similar in that the nature of the demands, just as with educators, leaves college students feeling "overwhelmed that there is not enough time to complete all their work adequately" (Macan & Phillips, 1990, p. 760). The literature thus suggests that perceived control of time is linked to stress and self-efficacy. While general across demographics, research suggests this is particularly true for educators.

### **Time Management**

Throughout history, literature points to time management as a solution to improving job performance and productivity by taking control of one's time (Cockerell, 2019; Bindra, 2015; Buck, 2008; Gregg, 2018; Mancini, 2003; Pariser & DeRoche, 2020). Gregg's (2018) work studying time management literature found that the first emergence of time management skills was among homemakers before industrialization. Much like

educators now, housewives then were faced with "a range of time-management problems, including how to cope with constant interruption and distraction, the neediness of others – whether husbands, children, or staff – and the challenge of juggling competing tasks" (p. 23). Eventually, time management skills referenced in guidebooks for nineteenth-century homemakers began emerging in the workplace to increase industrial output. The intent of time management skills is to gain greater control over one's time to increase productivity and improve efficacy. While there is an enormous amount of time management resources published throughout history, the essential components of time management remain the same across literature: analyze time, incorporate daily planning, set goals, prioritize, schedule uninterrupted work time, and record accomplishments (Cockerell, 2019; Bindra, 2015; Buck, 2008; Gregg, 2018; Mancini, 2003; Pariser & DeRoche, 2020).

In order for an individual to change the way they manage time, they must first investigate how they are spending it (Buck, 2008; Mancini, 2003; Pariser & DeRoche, 2020). One investigation method is keeping an "activity/time log" in which one records their daily activity, including the time and duration of activities throughout the day. Such a record enables one to examine how they distribute their time, to highlight inefficient uses of time, and to make the appropriate scheduling changes to support one's goal (Bindra, 2015; Gregg, 2018). Establishing goals is essential to time management; they provide direction and focus for one's time (Bindra, 2015; Mancini, 2003). Writing a "to-do list" of tasks is a method of goal setting commonly referenced in the time management literature (Cockerell, 2019; Buck, 2008; Gregg, 2018; Mancini, 2003; Pariser & DeRoche, 2020). Once goals have been established, time-management literature stresses the importance of prioritizing them using a categorization system that arranges the goals in order of

importance (Cockerell, 2019; Bindra, 2015; Gregg, 2018; Mancini, 2003). It is this categorization that provides a blueprint to efficiently achieving one's goals. Lastly, scheduling one's time provides the daily agenda for achieving established goals. It is suggested that there are two events essential to schedule into one's day: planning time and uninterrupted work time (Gregg, 2018). Incorporating daily planning time allows implementing a consistent and effective time management system that includes goal setting and prioritization (Cockerell, 2019). Uninterrupted work time that is truly held sacred is a recommended time management skill to help develop momentum in attending tasks by limiting interruptions (Bindra, 2015; Buck, 2008; Gregg, 2018; Mancini, 2003; Pariser & DeRoche, 2020).

Research on time management skills highlights their potential to improve performance and productivity, improve perceived control over time, and reduce stress (Britton & Tesser, 1991; Classens et al., 2004; Macan & Phillips, 1990; Jex & Elacqua, 1999). In an endeavor to study planning behavior and its effects over time, Classens et al. (2004) examined two planning behavior models that predict how perceived control of time mediates the relationship between planning behavior and three outcomes: work strain, job satisfaction, and job performance. The first model took only planning behavior into account whereas the second model also took workload and job autonomy into account. To test the two models, planning behavior, job characteristics (job autonomy and workload), work strain, job performance, and job satisfaction were measured among engineers working for the same international company to compare the two models. It was found that whereas workload hurts perceived control of time, planning behavior had a positive effect. In turn, an increase in perceived control of time was found to increase job satisfaction and job

performance and decrease work strain (Classens et al., 2004). Such findings support the notion that planning behavior and time management skills positively affect perceived control of time and decrease stress. As decreasing stress increases self-efficacy, time management thus positively impacts self-efficacy and, in part, because an increase in perceived control of time leads to greater perceived control over events in one's life. Jex & Elacqua's (1999) investigation into the relationship between time management and employee strain further supports time management as a solution to reducing stress. Collecting data among employees from various organizations who worked full time and pursued higher education part-time, four stressors (role conflict, work-family conflict, role overload, & family-work conflict) were measured across employee strain and time management behavior and feelings of control over time. Time management behavior was found to decrease stress due to its positive impact on feelings of control over time.

While studying college students time management behavior, stress, and academic performance, Macaan and Phillips (1990) discovered similar findings to that of Jex and Elacqua (1999). They measured four factors of time management behavior (setting goals and priorities, mechanics and planning, perceived control of time, and preference for disorganization), academic performance, and seven scales of stress (role ambiguity, role overload, job tension, somatic tension, job satisfaction, and type A-B behavior pattern) among 123 college students. Students who scored higher on the time management behavior scale were found to report both higher GPA's and perceived performance, in addition to lower stress. Of the four factors of time management behaviors measured, perceived control of time was the factor found to have the most significant influence on academic performance and stress. Britton and Tesser (1991), who also studied the effect of

time management on academic performance, similarly found that time management positively affects academic achievement. Through measuring three elements of time management (short-range planning, time attitudes, and long-range planning) and corresponding GPA's of freshman and sophomore college students, it was found that those who scored higher on the time management scale were reported to have higher GPA's. This discovery confirmed the relationship between time management and performance.

In addition to college students, the literature suggests time management positively affects educator stress, performance, and productivity. Muhammad et al. (2016) sought to explore the relationship between time management and teacher performance by measuring secondary teachers' time management skills and their students' performance. Their data confirmed a significant relationship for the greater the time management behavior techniques the teachers reported, the higher the predicted score on their students' annual exam. Out of the time management factors measured, perceived control over time was the time management technique that had the most significant effect on teacher performance. Grissom et al. (2015) found similar results in their work studying time management skills and school administrator job stress and perceived effectiveness among school administrators. Four factors of time management were measured across four predictors of job stress. It was found that principals who scored higher on the developed time management scale, reported lower stress, and in turn, scored higher on perceived effectiveness. In reducing stress, literature shows time management as a way to improve self-efficacy and increase mastery experiences, another source of self-efficacy, as such experiences are impacted by productivity and performance.

While there is literature exploring the relationship between time management and teacher self-efficacy, and time management and administrator self-efficacy as separate roles, there is little to none regarding Teacher Leader self-efficacy and time management. This research aims to fill such a gap by examining time management skills and educators who employ both teaching and administrative roles.

### **Methodology**

This study examined Teacher Leader productivity and self-efficacy within a teacher-led model and the impact of time management skills. For such investigation, Teacher Leaders engaged in time management skills that included planning time to plan, goal setting, prioritization, uninterrupted work time, recording accomplishments, and time analysis. Data collection tools were designed to engage Teacher Leaders in these time management skills and measure their impact on productivity, distribution of time among roles, time management behavior, and self-efficacy.

### **Participants**

The participants of this study were three Teacher Leaders working within a teacher-led model. The three Teacher Leaders worked for two micro-Montessori schools belonging to the same charter affiliated with a network of schools supported by a non-profit organization. The two schools were located in an urban area, serving children three to six, and shared a mission of providing an equitable Montessori education for underserved communities. Teacher Leaders working at these teacher-led schools are accountable for teaching and administrative roles, commonly split between two Teacher Leaders. Together these two partners co-direct and co-teach their micro-school comprised of one Montessori children's house. Two of the Teacher Leaders participating in the study worked together at

the same school, co-leading the school as described, the other Teacher Leader worked at the second school. Before the study, all three Teacher Leaders signed consent forms (Appendix A) after presenting an overview of the research and given three days to decide to participate. These Teacher Leaders struggled to balance the teaching and administrative roles they held and complete the workload their dual roles demand in the time constraints of their 9-hour workday. Part of this struggle stems from Teacher Leaders needing to spend the entirety of the 7-hour school day with children, leaving Teacher Leaders around 2 hours (often less) to fulfill all the rest of their administrative and teaching responsibilities outside of instructional and non-instructional time with children. Teacher Leaders felt they could not effectively fulfill their dual teaching and administrative roles under their experienced time pressures. Even though they were constantly working 9-hours a day without a break, Teacher Leaders suffered from a cycle of feeling a lack of efficacy and productivity.

### **Data Collection Tools**

The Teacher Leader Self-Efficacy Questionnaire (Appendix B) was designed to measure Teacher Leader self-efficacy. Based on Schwarzer and Jerusalem's General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), Grissom et al.'s Principal Job Stress Survey (Grissom et al. 2015), Bandura's Teacher Self-Efficacy Scale (Bandura, 1997), and McCollum et al.'s the School Administrator Efficacy Scale (SAES) (McCollum et al., 2006), the questionnaire was developed to measure four factors of teacher-leader self-efficacy: general self-efficacy, administrator stress, teacher self-efficacy, and administrator self-efficacy. The questionnaire consisted of statements to be evaluated on an accuracy scale. The general self-efficacy and administrator stress portion of the questionnaire each

consisted of nine statements using a 4-point scale ranging from "strongly disagree" (1) to "strongly agree" (4), creating a total possible score of 36 points for each factor. The teacher self-efficacy portion consisted of 7 statements using a 7-point scale ranging from "not at all true" (1) to "completely true" (7), creating a total possible score of 49. The administrator self-efficacy portion consisted of 6 statements using the same scale as the teacher self-efficacy portion, creating a total possible score of 42 points. Data collected from this questionnaire, pre-and post-intervention, provided a means to measure a change in self-efficacy throughout the study, assessing the impact the incorporated time management skills had on self-efficacy.

The Teacher Leader Time Management Behavior Questionnaire (Appendix C) measured Teacher Leader time management behavior. Based on Britton & Tesser's Time Management Behavior Questionnaire (Britton & Tesser, 1991), the questionnaire measured three factors of time management: short-range planning, time attitudes, and long-range planning. Each factor consisted of six questions to answer using a 5-point accuracy scale of "never" (1), "infrequently" (2), "sometimes" (3), "frequently" (4), or "always" (5), for a possible 30 points per factor and total time management behavior score of 90. Short-range planning consisted of questions regarding planning for the day and week, such as "do you make a list of things you have to do each day?" Time attitudes consisted of questions regarding attitudes toward time management, such as "Do you feel you are in charge of your own time, by and large?" Lastly, long-range planning consisted of questions regarding planning for long-term goals, such as "Do you regularly review what work is coming, even when a deadline is not imminent?" The data collected from the time management questionnaire provided a way to compare pre- and post-intervention results

to measure the effect the time management skills implemented in the study had on time management behavior.

The Teacher Leader Daily Activity Log (Appendix D) required Teacher Leaders to engage in time analysis. The logs provided an organized way for Teacher Leaders to record their activity throughout the school day to investigate how Teacher Leaders were spending their time. In particular, to examine how Teacher Leaders were distributing their time between their teaching and administrative roles and how the time management interventions incorporated in the study impacted such distribution of time. The log incorporated a table with rows for each 30-minute increment of the school day and three columns to indicate whether the activity for the 30 minutes belonged to a teaching or administrative role and for taking notes. To further specify the activity, categories of responsibilities for teaching and administrative roles were created and listed within the columns using abbreviations for teachers to circle. Categories of teaching roles included instructing (P), preparation of the environment (PE), lesson planning/record keeping (LP/RK), and non-instructional time with children (CNP). Categories of administrator roles included community engagement (CE), vendors (V), community partnerships (CP), operations (Op), and finance/funding/marketing (F/F/M).

The Teacher Leader Weekly & Daily Planner (Appendix E) provided a structured space for Teacher Leaders to set and prioritize goals and record accomplished ones. Inside the planner were weekly and daily planners to create a to-do list for each week and day of the study using a column consisting of blank rows to fill with tasks. To the right of the to-do list column was a column to prioritize the tasks on the to-do list as “urgent” (\*), “vital” (A), “important” (B), or “of limited value” (C). To the right of the prioritization column was

another column to record whether the tasks were “completed”, “started but not completed”, or “moved to a forward date”. While the weekly and daily planners provided a place for Teacher Leaders to engage in goal setting and prioritization, by providing a space to record accomplished goals, the planners doubled as a tool to collect quantitative data on how many goals/tasks were completed each day. This data provided a means to measure Teacher Leader productivity throughout the study to examine the impact the time management skills implemented in this study had on productivity. Additionally, at the bottom of each daily planner were two questions prompting Teacher Leaders to indicate whether or not 10 minutes of planning time and a 1-hour block of uninterrupted work time were successfully incorporated that day. Such responses provided data on which days Teacher Leaders implemented the time management skills to compare productivity and distribution of time on the days they were unable.

### **Data Collection**

On the first day of the study, Teacher Leaders completed a pre-intervention Teacher Leader Self-Efficacy Questionnaire (Appendix B) and Teacher Leader Time Management Behavior Questionnaire (Appendix C). After completing the two pre-intervention questionnaires, Teacher Leaders began their first week engaging in goal setting using their Teacher Leader Weekly & Daily Planners (Appendix E). Each weekday Teacher Leaders set goals for themselves in their planners by creating daily to-do lists of tasks to be completed and one for the week. The Teacher Leaders were provided guidance for creating the to-do lists from Cockerell's Time management magic: how to get more done every day: move from surviving to thriving (Cockerell, 2019, p. 47). At the end of each day, Teacher Leaders tracked their accomplishments by recording which tasks they completed using the key

provided in the planners. Teacher Leaders also began their first week engaging in daily time analysis using the Teacher Leader Daily Activity Logs (Appendix D). Each weekday Teacher Leaders logged their activity in increments of 30 minutes throughout the school day by circling the abbreviation representing to which category of activities the teaching or administrative activity fell. At the end of each daily activity log, Teacher Leaders indicated if they did any work outside of the workday and, if so, an estimate of how long they worked.

The second through the fourth week of the study, Teacher Leaders continued to set goals for themselves and record their accomplishments in the planners and analyze their time in their activity logs as in the first week, with some added elements. The second week, Teacher Leaders began incorporating three new time management behaviors: creating time to plan, prioritization, and uninterrupted work time. Teacher Leaders began incorporating 10 minutes of planning time each weekday to create their to-do lists in their planners. Such scheduled planning time allowed Teacher Leaders to be more intentional in creating their to-do lists, giving them more time and thought. Teacher Leaders also began prioritizing their to-do lists by assigning each task as “urgent”, “vital”, “important”, or “of limited value” using the key provided in their planner.

Additionally, Teacher Leaders began incorporating daily 1-hour blocks of uninterrupted work time during the second through the fourth week of the study. Teacher Leaders analyzed their daily activity logs to determine when to schedule a daily 1-hour block of uninterrupted work during the workday. They recorded their ability to incorporate their scheduled 1-hour block of uninterrupted work time each day at the bottom of their daily planners. On the final day of the study, Teacher Leaders completed a post-intervention Teacher Leader Time Management Behavior Questionnaire (Appendix C)

and Teacher Leader Self-Efficacy Questionnaire (Appendix B). The post-intervention results provided data to compare and measure change from baseline data collected on the first day of the study.

### **Data Analysis**

This study sought to examine Teacher Leader self-efficacy, and the impact of time management skills within a teacher-led school model. Teacher Leaders implemented time management skills to investigate the effect they had on their productivity, sense of control over their own time, and in turn, their self-efficacy. By engaging in daily planning, goal setting, prioritization, and time analysis, Teacher Leaders collected data on their productivity, distribution of time among teacher and administrative roles, and overall ability to implement the time management skills each day. Teacher Leaders completed a pre-and post-intervention self-assessment on teacher-leader self-efficacy and time management behavior to measure the impact such skills had on Teacher Leader self-efficacy and time management behavior.

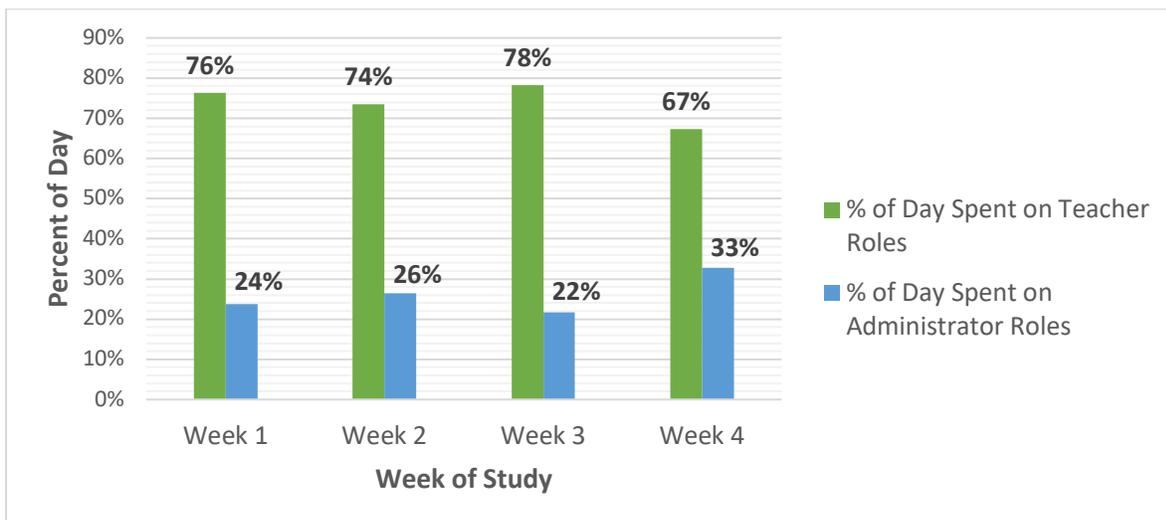
### **Teacher Leader Distribution of Time Among Roles**

Before the study, Teacher Leaders struggled with a lack of time they felt they had to complete their workload. In particular, they felt that the amount of time spent with children during school hours prevented them from devoting work time to administrative roles as supervising and instructing children requires one's undivided attention. To investigate how Teacher Leaders distributed their time among teaching and administrative roles, Teacher Leaders engaged in time analysis using the Teacher Leader Daily Activity Log (Appendix A). Teacher Leaders recorded their activity every 30 minutes, assigning it to either a teacher or administrative role using the log's key (Appendix A). In analyzing the

data, every 30 minutes was divided among the activity circled for that particular 30 minutes, assuming equal distribution of time among the activities circled. These daily activity logs provided data on how Teacher Leaders distributed their time among teaching and administrative roles throughout the study. Teacher Leader's average distribution of time among teaching and administrative roles each week of the study is compared in Figure 1.

**Figure 1**

*Teacher Leader's Distribution of Time Among Teaching and Administrative Roles*

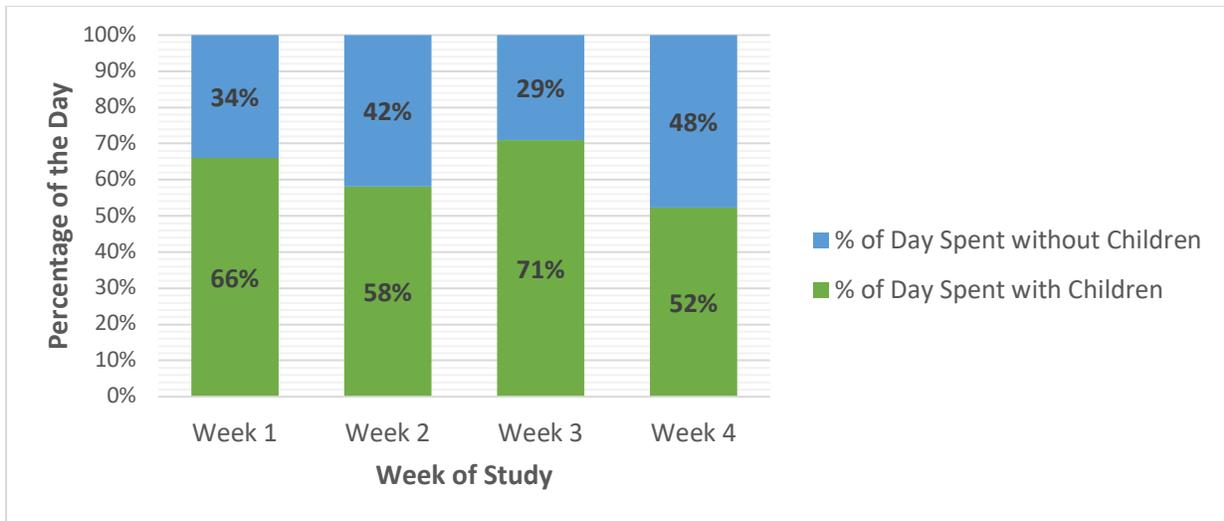


Throughout this study, there was a noticeable impact on Teacher Leader's time distribution among teaching and administrative roles. Although inconsistent from week to week, there was an overall decrease in Teacher Leader's time spent on teaching roles and an increase in administrative roles. In particular there was an impact on how much time Teacher Leaders spent with children, either instructing or non-instructing. The average percentage of the day Teacher Leaders spent with children vs. without each week of the study can be compared in Figure 2. Although inconsistent from week to week, overall, Teacher Leaders' average percentage of the day spent with children decreased throughout

the study. This data suggests that the time management skills implemented enabled Teacher Leaders to decrease the amount of time devoted to teacher roles, particularly the amount of time spent with children, to increase the time devoted to administrative roles.

**Figure 2**

*Teacher Leader's Distribution of Time Spent with Children vs. Without*

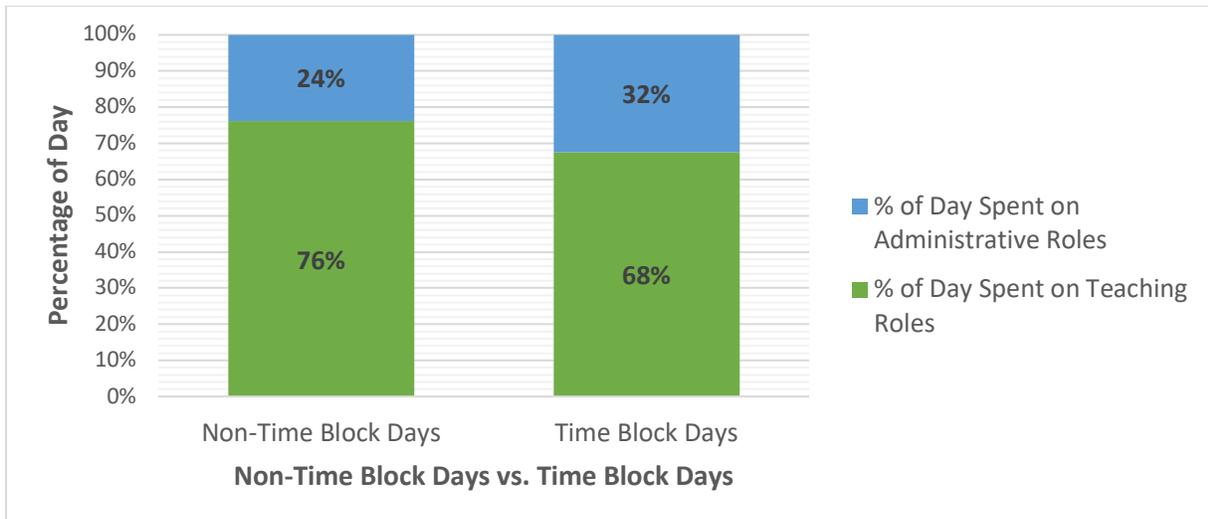


Furthermore, implementing daily 1-hour blocks of uninterrupted work time had an observable effect on the Teacher Leader's time distribution among teaching and administrative roles. Teacher Leader's average distribution of time among roles on days they were able to incorporate their daily scheduled 1-hour block of uninterrupted work time (time block days) can be compared to their average distribution of time among roles on days they were unable to incorporate such blocks (non-time block days) in Figure 3. The average percentage of time spent on administrative roles increased by 8% on days Teacher Leaders could utilize their 1-hour block of uninterrupted work time. Such findings align with an overall increase in the average percentage of the day Teacher Leaders spent without children throughout the study, suggesting the 1-hour blocks of uninterrupted work time provided time away from children to devote time to administrative roles.

**Figure 3**

*Teacher Leader Distribution of Time Among Teaching and Administrative Roles*

*(Non-Time Block vs. Time Block Days)*



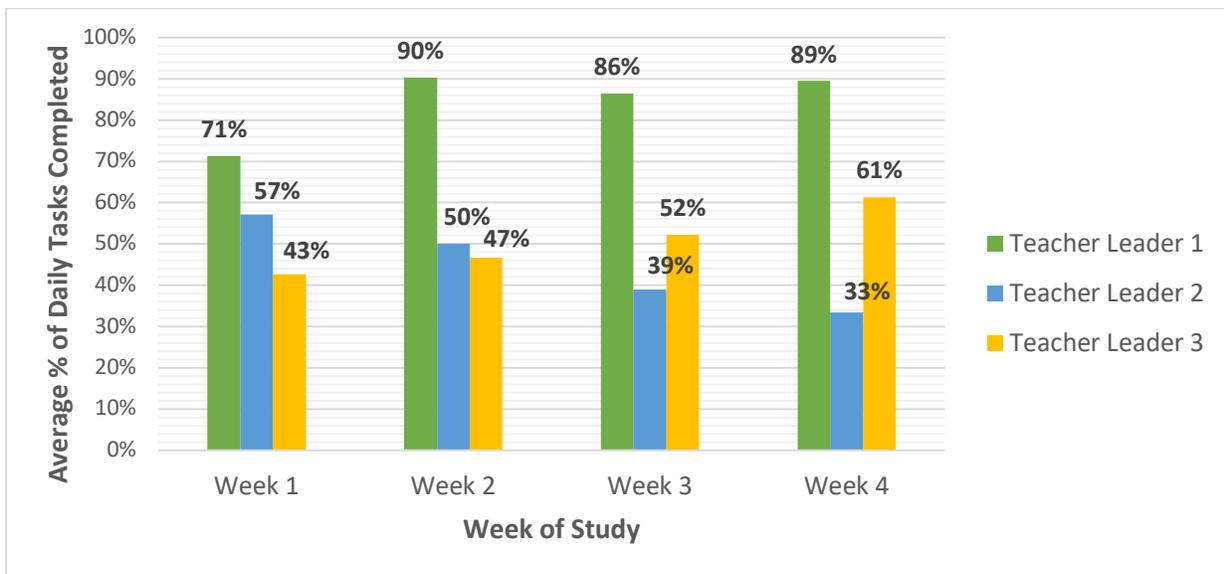
### **Teacher Leader Productivity**

The weekly and daily to-do lists Teacher Leaders created in their Weekly & Daily Planner (Appendix B) provided a record of the weekly and daily goals (tasks) Teacher Leaders set for themselves and how many they were able to accomplish. Such documentation provided quantitative data on Teacher Leader productivity by calculating the percentage of tasks Teacher Leaders completed each day. Quantitative data on weekly productivity was left out of the analysis, as Teacher Leaders often forgot to record accomplished tasks at the end of each week. Additionally, the Weekly & Daily Planners collected data on which days Teacher Leaders could incorporate 10 minutes of planning and utilize their scheduled 1-hour block of uninterrupted work time each day. Such data allowed a comparison of productivity on days when management skills were successfully implemented versus those they were not.

During the first week of the study, baseline data was collected on Teacher Leader productivity by calculating an average percentage of daily tasks completed by each Teacher Leader before the time management skills implemented in week two (prioritization, intentional daily planning, and 1-hour blocks of uninterrupted work time). This baseline data can be compared to the average percentage of daily tasks completed by Teacher Leaders during weeks 2 – 4 (when the remaining time management skills were incorporated) in Figure 4.

**Figure 4**

*Teacher Leader Productivity by Week*



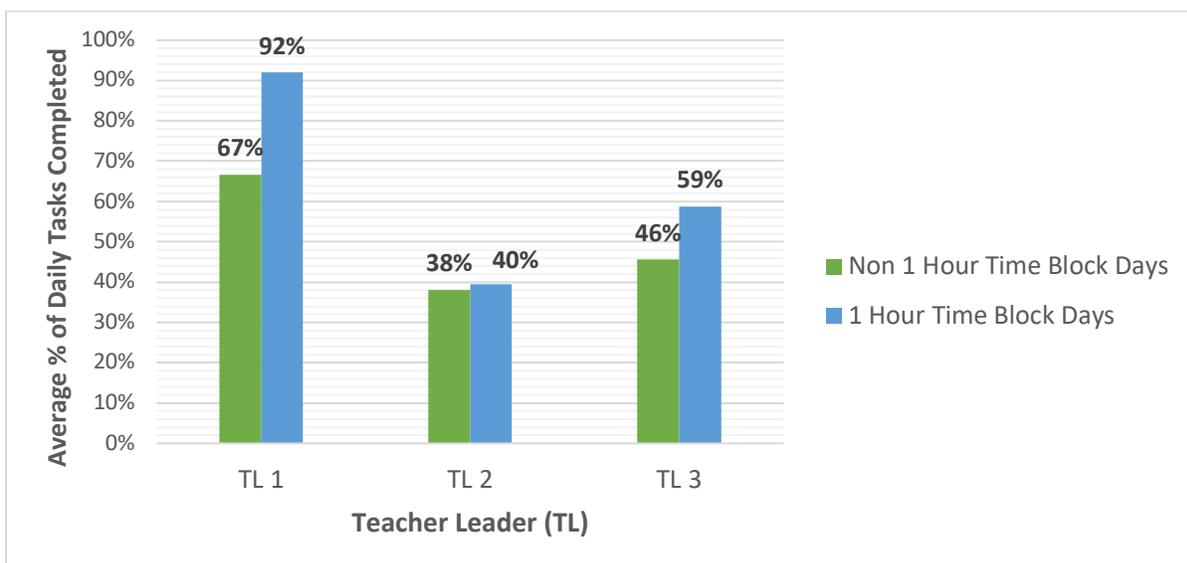
The average percentage of daily tasks completed increased by 18% from week one to week four for Teacher Leaders 1 and 3. While inconsistent from week to week, the data suggests that for Teacher Leader 1 and 3, there was an overall increase in productivity. Teacher Leader 2's average percentage of daily tasks completed decreased consistently over the weeks, showing a 24% decrease from week one to week four. The decrease in Teacher Leader 2's productivity could be because this Teacher Leader had to take on all the

teaching and administrative roles by herself during the study, which normally would be split between two Teacher Leaders. Such circumstances impacted the Teacher Leader's ability to effectively implement the time management skills consistently, particularly the daily 1-hour blocks of uninterrupted work time.

The implementation of 1-hour blocks of uninterrupted work time proved to be the time management skill having the most significant impact on Teacher Leader productivity. The average percentage of daily tasks completed by Teacher Leaders on days they were able to utilize their 1-hour block (time block days) is compared to the average percentage of daily tasks completed by Teacher Leaders on the days they were not (non-time block days) in Figure 5. Although the increase in the average percentage of daily tasks completed was inconsistent among Teacher Leaders, the overall average percent of daily tasks completed among Teacher Leaders increased 12%. Thus, the data supports incorporating a 1-hour block of uninterrupted work time per day to increase Teacher Leader productivity.

**Figure 5**

*Teacher Leader Productivity (Non-Time Block Days vs. Time Block Days)*



### Time Management Behavior

The time Management Behavior Questionnaire (Appendix C) that Teacher Leaders completed pre-and post-study measured change in time management behavior throughout the study. The questionnaire measured three time management behavior components: short-range planning, time attitudes, and long-range planning. Each component consisted of six questions in which Teacher Leaders scored themselves using a 5-point scale of never (1), infrequently (2), sometimes (3), frequently (4), or always (5). With a possible 30 points per component, Teacher Leader's total points were scored out of 90 for an overall time management behavior score. Teacher Leader's pre vs. post-intervention scores are shown in Table 1.

**Table 1**

*Teacher Leader Time Management Behavior Questionnaire Scores*

Teacher Leader	Pre-Intervention Score	Post-Intervention Score
Teacher Leader 1	58	63
Teacher Leader 2	59.5	57
Teacher Leader 3	41	59

Teacher Leaders 1 and 3's total time management behavior scores increased while Teacher Leader 2's score decreased. This pattern is similar when comparing the pre-and post-intervention questionnaire scores for short-range and long-range planning components. In the short-range component planning, Teacher Leader 1's score increased 4 points from 17 to 21, and Teacher Leader 3's score increased 10 points from 12 to 22. However, Teacher Leader 2's score decreased 2 points from 20 to 18 from pre- to post-

intervention questionnaire. In long-range planning, Teacher Leader 1's score remained the same at 21, Teacher Leader 2's score decreased 2.5 points from 20.5 to 18, and Teacher Leader 3's score increased 3 points from 13 to 17 from pre- to post-intervention questionnaire. Comparatively, in time attitudes, all three Teacher Leader's scores increased. Teacher Leader 1's score increased from 20 to 21, Teacher Leader 2's score increased from 19 to 21, and Teacher Leader 3's score increased from 16 to 20. The overall increase in time attitudes scores among Teacher Leaders suggests that the time management skills implemented in the study had the most significant impact on the time attitudes component of time management behavior. Such components include aspects such as perceived control over time, which can contribute to improving self-efficacy.

### **Teacher Leader Self-Efficacy**

The Teacher Leader Self-Efficacy Questionnaire (Appendix D) that Teacher Leader's completed pre-and post-study, measured change in Teacher Leader self-efficacy over the course of the study. Specifically, the questionnaire measured change in four factors of Teacher Leader self-efficacy: general self-efficacy, administrator stress, teacher self-efficacy, and administrator self-efficacy. The questionnaire's general self-efficacy portion consisted of 9 statements using a 4-point scale, creating a total possible score of 36 points.

Teacher Leader's pre-and post-intervention general self-efficacy scores are compared in Table 2. As consistent with other data, Teacher Leader 1 & 3's score increased whereas Teacher Leader 2's score decreased. While Teacher Leader 2's score decreased, overall, the average Teacher Leader general self-efficacy score increased by 1.33 points from an average pre-intervention score of 29 points to a post-intervention score of 36 points.

**Table 2**

*Teacher Leader Self-Efficacy Questionnaire: General Self-Efficacy Scores*

Teacher Leader	Pre-Intervention Score	Post-Intervention Score
Teacher Leader 1	26	30
Teacher Leader 2	33	32
Teacher Leader 3	28	29

The portion of the questionnaire measuring Teacher Leader's administrator stress consisted of 9 statements using a 4-point scale, creating a possible score of 36 points with 0 being the desirable score. Teacher Leader's pre-intervention questionnaire scores are compared to their post-intervention scores in Table 3. Teacher Leader 1 and 3's administrator stress scores decreased from pre- to post-intervention questionnaire, while Teacher Leader 2's score saw no change. Although Teacher Leader 2's score remained unchanged, overall, the average Teacher Leader administrator stress score decreased by 3.67 points from an average pre-intervention score of 24 points to a 20.33 post-intervention score. Such scores suggest that Teacher Leader's time management skills incorporated for the study may decrease the amount of stress Teacher Leaders experience.

**Table 3***Teacher Leader Self-Efficacy Questionnaire: Administrator Stress Scores*

Teacher Leader	Pre-Intervention Score	Post-Intervention Score
Teacher Leader 1	24	19
Teacher Leader 2	19	19
Teacher Leader 3	29	23

The teacher self-efficacy portion of the Teacher Leader self-efficacy questionnaire consisted of 7 statements scored on a 7-point scale, creating a total possible score of 49 points. Teacher Leader's pre-intervention teacher self-efficacy scores are compared to their post-intervention score in Table 4. Teacher Leader 1 and 3's teacher self-efficacy scores increased from pre- to post-intervention questionnaire, while Teacher Leader 2's score saw no change. Although Teacher Leader 2's score remained unchanged, overall, the average Teacher Leader teacher self-efficacy score increased by 4.67 points from an average pre-intervention score of 34.76 points to a 39.33 post-intervention score. This data suggests that time management skills incorporated in this study may have the potential to positively affect teacher self-efficacy.

**Table 4***Teacher Leader Self-Efficacy Questionnaire: Teacher Self-Efficacy Scores*

Teacher Leader	Pre-Intervention Score	Post-Intervention Score
Teacher Leader 1	35	43
Teacher Leader 2	34	34
Teacher Leader 3	35	41

The final portion of the Teacher Leader self-efficacy questionnaire, administrator self-efficacy, consisted of 6 statements scored on a 7-point scale, creating a total possible score of 42 points. Teacher Leader's pre-intervention administrator self-efficacy scores can be compared to their post scores in Table 5. Teacher Leader 1 and 3's administrator self-efficacy scores increased while Teacher Leader 2's score decreased. Although Teacher Leader 2's score decreased, the average Teacher Leader administrator self-efficacy score increased by 4.67 points from an average pre-intervention score of 23.33 points to a 28-point post-intervention score.

**Table 5***Teacher Leader Self-Efficacy Questionnaire: Administrator Self-Efficacy Scores*

Teacher Leader	Pre-Intervention Score	Post-Intervention Score
Teacher Leader 1	26	31
Teacher Leader 2	29	24
Teacher Leader 3	15	29

The data collection for this study was designed to investigate the relationship between Teacher Leader productivity and self-efficacy and the impact of time management skills. Throughout the study, average Teacher Leader productivity did increase over the weeks, pointing to the time management skills implemented as a potential contributing factor. In particular, average Teacher Leader productivity increased on days Teacher Leaders utilized their scheduled 1-hour block of interrupted work time, suggesting that such blocks increase Teacher Leader productivity. Along the same lines, the 1-hour blocks of uninterrupted work time also impacted Teacher Leader distribution of time among roles. On days Teacher Leaders utilized their 1-hour time block of uninterrupted work time, the average percentage of the day spent on administrative roles increased. Data on Teacher Leader productivity and distribution of time among roles crossed examined with overall increased Teacher Leader time management behavior, and self-efficacy questionnaire scores may suggest that increased time management behavior/skills have the potential to increase both the amount of day spent on administrative roles and Teacher Leader productivity, which, in turn, can increase Teacher Leader self-efficacy and decrease the amount of stress they experience.

Although in most data collection tools, Teacher Leader 2's data was inconsistent with Teacher Leader 1 and 3, this can be attributed to circumstances at Teacher Leader 2's school site that led to them having to take on all the teaching and administrative roles alone during the study, which would normally be shared among two Teacher Leaders. Such circumstances impacted the Teacher Leader's ability to effectively implement the time management skills consistently, particularly the daily 1-hour blocks of uninterrupted work time. Teacher Leader 2's inconsistent time management skills throughout the study may

explain why Teacher Leader 2's data was inconsistent with Teacher Leader 1 and 3. It might also further support the time management skills incorporated in the study as a potential means to increase productivity and self-efficacy. Since Teacher Leader's 2 data did not improve as Teacher Leader 1 and 3's, who were more able to incorporate the time management skills of the study consistently, the data suggest benefits of implementing these skills.

### **Action Plan**

The purpose of this research was to examine the effect of time management skills on Teacher Leader self-efficacy. The study investigated how time management skills could impact productivity, distribution of time among teaching and administrative roles, perceived control of time, and their impact on Teacher Leader self-efficacy. Analysis of the data suggests that time management skills positively impacted Teacher Leaders' perceived control of time, productivity, and the amount of time spent on administrative roles for two of the three participants in the study.

### **New Data Collection**

Analysis of the data revealed that more effective data collection methods and tools would benefit further action research in this area. For example, in collecting data on the distribution of time among teaching and administrative roles, instead of assuming equal distribution of time among the activities circled, more accurate data could be collected by observing Teacher Leader activity throughout the day. Such observations could also provide more accurate real-time data versus Teacher Leaders often filling out daily activity logs at the end of the workday and could account for multitasking. Data on productivity, stress, and self-efficacy could also be more accurately collected. Although data on

productivity was collected daily, perceived productivity was not. Such data is essential because perceived productivity will impact self-efficacy more than actual productivity. A daily scale on perceived productivity would collect such data. Likewise, a daily scale to measure stress and self-efficacy would provide more data than just a pre-and post-intervention evaluation to establish a link between the time management skills implemented and Teacher Leader stress and self-efficacy.

### **Affect on Personal Practice**

This research revealed the benefits and potential of incorporating time management skills into my practice as a Teacher Leader while also highlighting areas of concern to consider. I plan to continue to incorporate daily planning and establishing goals via to-do lists. These time management skills proved to help organize and focus time and efforts to increase productivity and caused me to feel more self-efficacious and less stressed. Also continuing to incorporate a daily 1-hour block of uninterrupted work time, will enable me to accomplish more administrative tasks. However, the inconsistency of Teacher Leaders' ability to incorporate daily 1-hour blocks of uninterrupted work time, due to the amount of time spent with children on teaching roles, either instructing or non-instructing, poses a concern. If Teacher Leaders do not consistently have an hour of uninterrupted work time per day, how can they accomplish their dual roles as teacher and administrator?

Furthermore, the data collected from Teacher Leaders' Daily Activity Log highlighted areas of teaching roles that Teacher Leaders spent little to no time on. These areas included observations, lesson planning, and record-keeping, all aspects that impact the quality of Montessori education children are receiving. These findings caused me to begin to advocate for more Teacher Leader support, in part so that Teacher Leaders could incorporate these

beneficial time management skills. For example, advocating for increased staffing was an issue that I raised.

### **Further Research**

The discoveries from this research provide opportunities for further research. The research highlighted areas of teaching roles that Teacher Leaders have little time to devote to and the overall imbalance between time spent teaching versus administrative roles. Further investigation to find more effective ways of navigating the time pressures and workload Teacher Leaders experience. Additionally, the data on Teacher Leader self-efficacy highlighted the administrator stress and administrator self-efficacy as the components of self-efficacy with the most significant room for improvement. Since Teacher Leaders consistently scored high in general self-efficacy, the problem at hand may focus more on Teacher Leader stress impacting occupational self-efficacy than the general self-efficacy of Teacher Leaders. Thus, investigating Teacher Leader stress and productivity may provide more insightful data.

Although the data results were statistically insignificant, they did exhibit the potential that time management skills have to help Teacher Leaders better navigate their dual roles and the time pressures they experience. Nevertheless, the Teacher Leader's inability to consistently incorporate time management skills implemented in this study due to lack of time and mental capacity, and the overall imbalance between time spent on teaching versus administrative roles, reveals that time management skills alone may not be sufficient enough to impact the dilemma at hand.

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## Appendix A

**The Impact of Time Management Skills on Teacher Leader Self-Efficacy within a Teacher-Led School Model  
Active Consent Form**

Dear \_\_\_\_\_,

As you may know, I am a St. Catherine University student pursuing a Masters of Education degree. An important part of my program is the Action Research project.

As a teacher-leader at Cosmos Montessori School, I have chosen to learn about the way in which time management skills impact Teacher Leader self-efficacy. I chose this topic because I have noticed Teacher Leaders struggle to manage their roles as both teacher and administrator, specifically in accomplishing the workload for both roles within the amount of time allotted, and that such struggle is impacting Teacher Leader self-efficacy. I am working with a faculty member at St. Catherine University and an advisor to complete this particular project.

I will be writing about the results that I get from this research, however none of the writing that I do will include the name of this school, the names of any Teacher Leaders, or any references that would make it possible to identify outcomes connected to a particular Teacher Leader. Only I will have access to the identifiable data for this study; I will keep it confidential.

When I am done, my work will be electronically available online at the St. Kate's library in a system called SOPHIA, which holds published reports written by faculty and graduate students at St. Catherine University. The goal of sharing my final research study report is to help other teachers who are also trying to improve the effectiveness of their teaching.

The only foreseeable risks of participating in this research is that the additional work of the intervention on Teacher Leader's workload could potentially cause more stress. To mediate these risks, Teacher Leaders are allowed to opt out at any point and be informed of right.

**Procedures:**

If you decide to participate, you will be asked to:

- Set aside 10 minutes per day to create a weekly and daily to-do list (either the evening before or morning of) that includes tasks from both teacher and administrator roles using the weekly and daily planners. The creation of to-do lists is a time management skill being implemented in the research that would fall under goal setting. **(weeks 1-4)**
- Record accomplishments (completed tasks) on the to-do lists in the weekly and daily planners (either as you go or at the end of the week or day) using the symbols provided in the planners. This will provide data about change in productivity due to the time management skills implemented **(weeks 1-4)**
- Prioritize to-do lists using the 4-point scale of urgency provided in the planners **(weeks 2-4)**. Prioritization is one of the time management skills being implemented for this research.
- Create time-blocks in order to establish blocks of uninterrupted work time, including a block of time (10-15 min) for planning/creation of to-do list every day **(weeks 2-4)**. Creating time-blocks is scheduling/organizing, a time management being implemented for this research.
- Keep a daily activity log to record activity every 30 min, indicating whether activity pertained to teacher or administrator role. This data will provide information about how teacher-leaders are

splitting their time among roles before and after the implementation of time management skills.  
(weeks 1-4)

- Complete a teacher-leader time management survey (week 1 & 4)
- Complete a teacher-leader self-efficacy survey (week 1 & 4)

This study will take approximately 4 weeks. Time commitments for the research include 2.5 hours for sessions 1 & 4, and 1.5 hours for sessions 2 & 3, for a total commitment of 8 hours for all 4 sessions. This includes time for filling out time management and self-efficacy surveys, keeping daily activity log, 10 minutes of planning time per day (creating to-do lists), creating time-blocks, prioritizing to-do lists, and recording accomplishments on to-do lists.

**This study is voluntary. If you decide you do want to be a participant and/or have your data regarding time management, self-efficacy, daily activity by role, prioritization, and productivity included in my study, you need to check the appropriate box(es), sign this form, and return it by December 18th.** If at any time you decide you do not want to continue participation and/or allow your data to be included in the study, you can notify me and I will remove included data to the best of my ability.

If you decide you do not want to participate and/or have your data included in my study, you do not need to do anything. There is no penalty for not participating or having your data involved in the study.

If you have any questions, please feel free to contact me by email at [laura@cosmosmontessorischool.org](mailto:laura@cosmosmontessorischool.org) or by phone at (651) 227-4923. You may ask questions now, or if you have any additional questions later, you can ask me or my advisor Olivia Christensen ([otchristensen@stkate.edu](mailto:otchristensen@stkate.edu)) who will be happy to answer them. If you have other questions or concerns regarding the study and would like to talk to someone other than the researcher(s), you may also contact Dr. John Schmitt, Chair of the St. Catherine University Institutional Review Board, at [\(651\) 690-7739](tel:6516907739) or [jsschmitt@stkate.edu](mailto:jsschmitt@stkate.edu).

You may keep a copy of this form for your records.

### Opt In

Please check all that apply. I DO want to:

- participate in this study.
- have my data included in this study.

\_\_\_\_\_  
Signature of Participant in Research

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Date

**Please respond by:** \_\_\_\_\_

## Appendix B

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Teacher Leader Self-Efficacy Questionnaire**

Please fill out this questionnaire by reading each statement and circling the accuracy of the statement using the scale provided. Remember that your answers will remain anonymous, and that the accuracy of the survey is dependent upon your honesty.

	<b>Scale</b>			
1. I can always manage to solve difficult problems if I try hard enough.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
2. I often struggle with uncertainty about my role and duties.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
3. It's easy for me to stick to my aims and accomplish my goals.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
4. I feel overwhelmed by unrealistic improvement targets or initiatives.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
5. I am confident that I could deal efficiently with unexpected events.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
6. I lack control over important decisions that affect the quality of my work.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
7. Thanks to my resourcefulness, I know how to handle unforeseen situations.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
8. I usually feel secure that my job conditions will not worsen.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
9. I can solve most problems if I invest the necessary effort.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
10. Changes in my job are accompanied by appropriate support and training.	1 strongly disagree	2 disagree	3 agree	4 strongly agree

11. When I am confronted with a problem, I can usually find several solutions.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
12. I feel confident that the quality of my work has the reputation it deserves.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
13. If I am in trouble, I can usually think of a solution.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
14. I am often aware of how others are judging the quality of my work.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
15. I can usually handle whatever comes my way.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
16. I sometimes feel anxious about the stability of my job.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
17. I can remain calm when facing difficulties because I can rely on my coping abilities.	1 strongly disagree	2 disagree	3 agree	4 strongly agree
18. I have difficulty coping with the pace of organizational change.	1 strongly disagree	2 disagree	3 agree	4 strongly agree

19. I can influence the decisions that are made in the school.	1 Not at all true	2	3	4	5	6	7 Completely true
20. I have a clear sense of my own personal development needs and the resources I can access to address those needs.	1 Not at all true	2	3	4	5	6	7 Completely true
21. I can express my views freely on important school matters.	1 Not at all true	2	3	4	5	6	7 Completely true
22. I am confident that I possess the skills needed to implement the effective use of resources so that priority is given to supporting student learning.	1 Not at all true	2	3	4	5	6	7 Completely true

23. I can get through to even the most difficult students.	1 Not at all true	2	3	4	5	6	7 Completely true
24. I am confident in my ability to use marketing strategies and processes to create partnerships with business, community, and institutions of higher education.	1 Not at all true	2	3	4	5	6	7 Completely true
25. I can motivate students who show low interest in schoolwork.	1 Not at all true	2	3	4	5	6	7 Completely true
26. I am confident I can resolve issues related to budgeting.	1 Not at all true	2	3	4	5	6	7 Completely true
27. I can overcome the influences of adverse community conditions on students' learning.	1 Not at all true	2	3	4	5	6	7 Completely true
28. I can explain to staff and parents the decision-making process of my school district.	1 Not at all true	2	3	4	5	6	7 Completely true
29. I can enhance collaboration between teachers and the administration to make the school run effectively.	1 Not at all true	2	3	4	5	6	7 Completely true
30. I can explain to staff and parents how the governance process of my school is related to state and national institutions and politics.	1 Not at all true	2	3	4	5	6	7 Completely true
31. I can control disruptive behavior in the classroom.	1 Not at all true	2	3	4	5	6	7 Completely true

Thank you!

## Appendix C

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Teacher Leader Time Management Behavior Questionnaire**

Please fill out this questionnaire by reading each question and circling your answer using the scale provided. Remember that your answers will remain anonymous, and that the accuracy of the survey is dependent upon your honesty.

1. Do you make a list of the things you have to do each day?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
2. Do you often find yourself doing things which interfere with your work simply because you hate to say "No" to people?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
3. Do you usually keep your desk clear of everything other than what you are currently working on?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
4. Do you plan your day before you start it?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
5. Do you feel you are in charge of your own time, by and large?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
6. Do you have a set of goals for the entire quarter?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
7. Do you make a schedule of the activities you have to do on workdays?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
8. On an average workday do you spend more time with personal grooming than doing work?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
9. The night before a major task is due, are you usually still working on it?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
10. Do you write a set of goals for yourself for each day?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
11. Do you believe that there is room for improvement in the way you manage your time?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
12. When you have several things to do, do you think it is best to do a little bit of work on each one?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
13. Do you spend time each day planning?	1 never	2 infrequently	3 sometimes	4 frequently	5 always

14. Do you make constructive use of your time?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
15. Do you regularly review what work is coming, even when a deadline is not imminent?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
16. Do you have a clear idea of what you want to accomplish during the next week?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
17. Do you continue unprofitable routines or activities?	1 never	2 infrequently	3 sometimes	4 frequently	5 always
18. Do you set and honor priorities?	1 never	2 infrequently	3 sometimes	4 frequently	5 always

Thank you!

Appendix D

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Teacher-Leader Daily Activity Log**

This activity log is to track how teacher-leaders are spending their time between teaching and administrative roles. Every 15 minutes, please indicate whether you spent those 15 minutes doing a teaching activity or an administrative activity by marking one of the options under either “teacher activity” or “administrator activity.” To select one of the abbreviated activities, please refer to the activity key. If you would like to note anything you feel is important to your activity within that 15 minutes, please note it in the “notes” column. Lastly, at the end of the log please answer the questions at the end of this log. Thank you!

<b>Time</b>	<b>Teacher Activity</b>	<b>Administrator Activity</b>	<b>Notes:</b>
8:00am – 8:30am	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
8:30am – 9:00am	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
9:00am – 9:30am	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
9:30am – 10:00am	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	

10:00am – 10:30am	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
10:30am – 11:00am	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
11:00am – 11:30am	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
11:30am – 12:00pm	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
12:00pm – 12:30pm	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
12:30pm – 1:00pm	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	

1:00pm – 1:30pm	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
1:30pm – 2:00pm	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
2:00pm – 2:30pm	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
2:30pm – 3:00pm	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
3:00pm – 3:30pm	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	
3:30pm – 4:00pm	[P] [PE] [LP/RK] [CNP]	[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]	

4:00pm - 4:30pm	<p>[P] [PE] [LP/RK] [CNP]</p>	<p>[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]</p>	
4:30pm - 5:00pm	<p>[P] [PE] [LP/RK] [CNP]</p>	<p>[CE] [Op] [V] [P/D] [CP] [F/F/M] [F/M]</p>	

Did you do any work after work at home? Yes \_\_\_\_ No \_\_\_\_

If you had to estimate, how much time did you spend working outside of work hours? (including email, finishing up any tasks, meetings, etc.)

\_\_\_\_\_



