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## Time management behaviors of single parent women educators at a two-year college

Kenneth Harold Steidel  
*University of Nevada, Las Vegas*

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**Steidel, Kenneth Harold, Ed.D.**

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**TIME MANAGEMENT BEHAVIORS  
OF  
SINGLE PARENT WOMEN EDUCATORS  
AT  
A TWO-YEAR COLLEGE  
By  
Kenneth H. Steidel**

**A dissertation submitted in partial  
fulfillment of the requirements  
for the degree of**

**Doctor of Education**

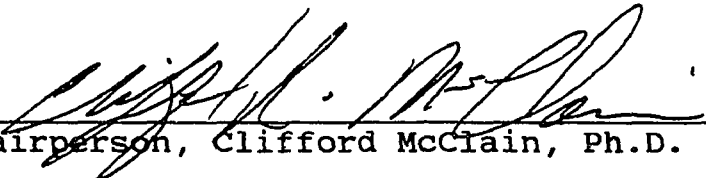
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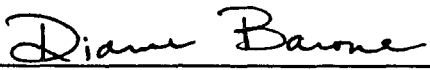
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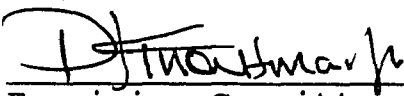
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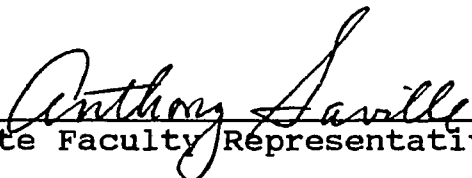
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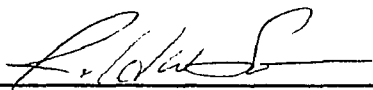
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University of Nevada, Las Vegas,  
August, 1993

## Dedication

...to the noblest of souls...

a man who spent his time...for the betterment of all men,

Arthur Ashe



## ABSTRACT

Case study methodology was utilized to examine and describe time management behavior of single parent women educators at a two-year college. A non-probability, stratified sample of convenience (Snowball Sampling) where participants were referred by colleagues, friends, and other participants processed and determined final selection of three subjects for the case studies. The three participants selected for the study were single parent women, between the ages of 35 and 45, teaching full-time at a two-year college, with no more than two children living at home. The children were all teenagers attending either junior or senior high schools. Each participant had been married, was divorced, and was now a single parent for at least the past five years. The primary focus of the study examined and described how single parent women educators teaching full-time at a two-year college manage time, including variables that affect their time management, as well as, differences and/or similarities in time management behavior. As the study progressed a secondary question surfaced regarding the relationship of I.Q. level and time management behavior of single parent women educators at a two-year college.

The study was conducted over two consecutive semesters, approximately nine months. Data were

collected from questionnaire responses, interviews, time logs, and observations at professional and non-professional sites in a large urban area in the southwestern United States. A portion of the data collected were analyzed by two state licensed clinical psychologists and interpreted for the researcher.

The results of the cases investigated indicated the following: (1) There was no consummate method of time management behavior for single parent women educators at a two-year college. (2) Realization and appreciation toward time management behavior began as a teenager. (3) Time management behavior as a single parent was developed after repeated periods of trial and error. (4) Seeking an equitable time balance between parenting and professional responsibilities was the primary focus of time management behavior in the cases studied. (5) The degree of time management difficulty during the transition from married parent to single parent was predicated on the proportional disparity between responsibilities assumed as a married parent with those of a single parent. (6) Planning and persistence were two prevailing attributes displayed in each case studied. (7) There were no definitive disclosures to correlate certain levels of I.Q. with specific time management behavior in the cases investigated.

This study provided time management guidelines and suggestions for single parent women educators within the two-year college setting. Also provided are implications and directions toward future research on the topic.

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Rarely is a worthwhile endeavor accomplished without the help of a special friend....thank you Sandra.

My Doctoral Committee:

Clifford McClain, Ph.D., Diane Barone, Ed.D.,  
Porter Troutman, Ed.D., and Anthony Saville, Ed.D.

For never permitting your own personal agendas to interfere with the progress and completion of my endeavor...for your patience, understanding, and wisdom, but most of all, for your friendship...I thank you.

**"FEW PEOPLE HAVE ENOUGH...**

**EVERYONE HAS ALL THERE IS."**

(Mackenzie, 1981)

## CHAPTER I

### INTRODUCTION TO THE STUDY

Time Management is no longer illusion, but reality. As mankind approaches the 21st century the burden of effective time use becomes an ever-increasing concern for many Americans. Professional women in multidimensional roles are among those significantly impacted by this time crunch (Bullough & Knowles, 1990).

Women's roles have been transformed in the 1970's and 80's, due in part to socio-economic factors such as the high rate of divorce, and the explosion of women into the work place (Schwartz, 1990). Factors such as these have contributed greatly toward changing the traditional roles of women with children. The single parent household has slowly become the norm, instead of the exception (Silcox & Moore, 1988).

Over the past two decades women in America have assumed the gauntlet of responsibility as single parents and sole providers for their families. These multidimensional roles that many women encounter place increasing demands on both their professional and personal lives (Bullough & Knowles, 1990; Dorney, 1988;

Mackenzie & Waldo, 1981). The ability of professional single parent women to negotiate the maze of demands placed on their time use has peaked the interest of many time management researchers (Shaw, 1991).

Researchers such as Lakein, Dorney, Smith, and Hobbs have focused many of their recent studies on single parent professional women. For example, Hobbs (1990) and Smith (1990) support Dorney's (1988) and Lakein's (1976) conclusions that single parent professional women may offer valuable guidelines and patterns of behavior in the productive use of time. These researchers concluded that the necessity to develop and maintain methods for spending time wisely is the foundation which supports a comfortable balance between being a single parent mother and professional working woman.

In order to examine time management behavior of single parent professional women, this research endeavor investigated the manner in which three single parent women teachers in higher education manage their time. Specifically, single parent women educators at a two-year college provided the focus of this investigation. In general, the participants selected for this study shared certain commonalities in life style with other single parent professional women. This study explored the time management behaviors of three

single parent women educators employed full-time at a two-year college.

### SIGNIFICANCE OF THE STUDY

Given the ever-increasing complexities of daily life in the 1990's, coupled with the fact that 79 percent of single parent families in the United States are headed by women, time management has become a societal necessity (Shaw, 1991). The divorce rate in America over the past two decades is approximately 50 percent (McBride, 1990). This divorce rate has placed an increasing number of women in multidimensional roles. Finding enough time to balance motherhood and a professional career, while being a single parent and head of the household is the challenge facing a large segment of the adult female population today.

In the last two decades an abundance of studies have been geared toward the problems of time management for women in general (Shaw, 1991; Smith, 1990). Shaw (1991) predicts that time management skills will be more of a necessity for women than for men as we approach the turn of the century. This necessity is attributed, in most cases, to children of divorced parents living with the mother rather than the father (McBride, 1990; Shaw, 1991; Smith, 1990). Shaw (1991)

further discusses the impact of unshared responsibilities and absentee fathers on single parent working women. According to Shaw (1991) and Smith (1990), many single parent working women who are confronted with unshared responsibilities find it necessary to be effective time managers in order to be both an attentive parent and reliable provider.

The argument may be made that the need for effective time management is a universal problem in any contemporary industrialized society in the 1990's. However, in light of current trends and changing demographics, few time management researchers would debate the impact that women have in contributing ideas and solutions to make everyday life a little easier. The focus of this study examined how single parent women teaching at a two year college manage time.

#### **STATEMENT OF THE PROBLEM**

The purpose of this study was to explore and describe time management behaviors of single parent women educators at a two-year college.

The following questions guided the data collection for the study and provided a basis for inquiry:

1. How do women educators at a two-year college who are single parents manage

time?

2. What variables affect time management for single parent women educators at a two-year college?
3. What are the differences and/or similarities in time management behavior of single parent women educators at a two-year college?

As the study progressed, a secondary question surfaced regarding time management behavior of single parent women educators employed full-time at a two-year college. This additional inquiry was not considered part of the primary focus of the study. However, the data collected did tease-up the investigation and offered supplementary food-for-thought on time management behavior of single parent women educators at a two-year college. The following question reflects this curiosity and was briefly examined during the investigation.

4. What is the relationship between I.Q. level and time management behavior of single parent women educators at a two-year college?

#### **DELIMITATIONS OF THE STUDY**

Delimitations accompanying case study research,

such as small sample size and inability to generalize to the general population, are evident throughout this study (Yin, 1985). This study investigated three single parent professional women educators employed full-time at a two-year college. The data collected and analyzed involve the efforts of one researcher in a metropolitan area of the southwestern United States. The study was conducted over two consecutive semesters, Fall of 1992, and Spring of 1993.

An additional delimitation of the study was the researcher's influence on the environment of each participant. The researcher's presence in certain settings may have influenced or altered what otherwise might be considered normal participant behavior.

An incumbent delimitation of the study was the response effect. Response effect refers to the tendency for participants to give inaccurate or incorrect responses (Borg & Gall, 1983). According to Borg and Gall (1983) response effect occurs when a participant simply makes a mistake when responding to a question. At times, a participant responds in such a way as to avoid possible embarrassment or to appear foolish in the eyes of the researcher. Response effect is often an inherent delimitation of interview data which can be minimized by repeated member checking. Member checking is a process where questions are repeated throughout a



study to assure and/or maintain continuity in the participants' responses (Spradley, 1979).

### NEED FOR THE STUDY

Time management and the use of time by professional women is well documented (Bliss, 1978; Byrne, 1987; Drawbaugh, 1984). However, an exhaustive review of the literature offered no study which directly examined the use of time by female teachers who were single parents, and were employed full-time at a two-year college.

This study was designed to provide additional information on time management and to offer time saving direction for single parent women educators employed full-time at a two-year college. This investigation was charted to serve as a "pilot study" for future research in the area of time management for single parent women educators employed full-time at a two-year college.

On a larger scale, information from this study on time management provides, to a segment of the populace, general guidelines for optimizing one's own time use. As the twenty-first century approaches time management is an ever-increasing concern for many Americans. The results of this study offer suggestions which, when implemented into a daily routine, could very well

enhance the quality of life for individuals with similar roles and responsibilities as the participants in the study.

### ASSUMPTIONS OF THE STUDY

According to Erickson (1986), to analyze data from qualitative studies is to "generate empirical assertions, largely through induction" and to establish an evidentiary warrant" for these assertions by systematically searching for disconfirming as well as confirming data (p. 146). Erickson explains, the collection, sorting, and analysis of data in qualitative research may or may not establish guidelines or patterns in determining definitive conclusions.

The researcher made every effort to adhere to ethical research practices as described by Strauss and Corbin (1990). Participant anonymity was maintained throughout the study and unnecessary intrusion into the personal lives of the participants was avoided whenever possible. Montgomery's (1990) strategies to provide a non-threatening atmosphere for participants during interviews and observations was maintained throughout the study by the researcher.

### CONCEPTUAL FRAMEWORK OF THE STUDY

A preponderance of the literature discusses the role conflict and role strain associated with working women toward the latter part of the twentieth century (Burden, 1986; Burris, 1991; Waldron & Harold, 1986). One explanation of this phenomenon is the additional burden faced by these women as a result of escalating responsibilities eroding the limited 24 hours per day at their disposal (Linder, 1970). Linder's theory is referred to in the literature as an "over mortgaging of one's time assets" (p.92). Linder explains that many Americans over-extend themselves in their abilities and perceptions to optimize the allotted time available.

Silcox and Moore (1983) lend support to Linder's theory asserting that stress and fatigue are felt by professional working women in complex societies. This stress and fatigue is a direct result of "time schedules and role expectations reflective of professional working women who are single parents" (p. 21).

### RESEARCH DESIGN OF THE STUDY

Consistent qualitative research methods, as outlined by Yin (1984), and Strauss and Corbin (1990),

were utilized throughout this study. Time management behaviors were observed and described by focusing on the discourse and actions of single parent women educators employed full-time at a two-year college. In order to answer the questions posed, a multiple case study research design was implemented. This methodology allowed for a high degree of exploration and a descriptive process to identify, describe, and report the information gleaned from the data.

Expanding on this definition, Yin (1984) adds that case study research is an empirical inquiry that investigates a phenomenon within its real-life context. Fuchs (1980) offers a generic definition of case study methodology by stating, "The major objective of a case study is to study a unit in depth in order to understand how that unit functions in its setting" (p. 8).

Application of multiple case study design examines both objective and subjective features of time management among the participants. A non-probability, stratified sample of convenience, where the participants were referred by colleagues, friends, and other participants was utilized. This method of selection is referred to as "Snowball Sampling" by Bogdan and Taylor (1984). Three participants were selected from an eligibility interview administered to

ten women educators, who were all single parents and employed full-time at a community college.

Persistent observations and field notes, scheduled formal and informal interviews which were taped and transcribed, reflective journals, and periodic peer debriefings as described by Yin (1989), and Strauss and Corbin (1990) were used in data collection and analysis. Themes and/or categories were established throughout the study for the purpose of sorting, analyzing, and reporting data.

#### DEFINITION OF TERMS

The following list of terms and definitions provides a reference for words and phrases used in the study. These definitions provide understanding of concepts used in the study, as well as interpretation of the data.

Attitudes: Dispositions to act (Becker et al., 1961); manner, disposition, feeling, and position, with regard to a person or thing; tendency or orientation, especially of the mind (Webster's Encyclopedic Unabridged Dictionary of the English Language, 1989, p. 96).

Coping Strategies: Those behaviors which are consciously used by an individual to handle or control

the effects of anticipating or experiencing a stressful situation (Stone & Neale, 1984, p. 893).

Culture: The acquired knowledge people use to interpret experience and generate behavior (Spradley, 1980, p. 6).

Distress: Specific and emotional reactions of discomfort, usually the result of excessively frequent or intense stressors (Selye, 1978, p. 16).

Efficient Time Management: In general terms, the ability to prioritize and accomplish the optimum amount of tasks in the time allotted indicates efficient time management. For the purposes of this study, efficient time management is relative to each of the participants and the various conditions that may prevail in their respective lives.

Faculty Responsibilities: Faculty responsibilities include teaching load, office hours, staff and/or professional meetings, time served on professional committees, and related community service.

Holistic Research: Descriptions of total phenomena within the various contexts. Generated from these descriptions are the complex interrelationships of causes and consequences that affect human behavior toward, and belief about, the phenomena (Goetz & LeCompte, 1984, p.3).

Intangibles: For the purpose of this study, that

which is unanticipated, an unknown, which otherwise would derail a planned course of action.

Participant Observation: Researchers take part in the daily activities of people, reconstructing their interactions and activities in field notes taken directly on-site. Included in the field notes are interpretive comments based on researcher perceptions.

Preoccupation: To heed particular aspects of the environment and be indifferent to others (Lortie, 1975, p. 162).

Preference: The selecting of or right to select someone or something over another or others (Peterson, 1989, p. 11).

Pressed For Time: A designation generally indicating no time to spare (Keyes, 1991).

Procrastination: To put off intentionally and habitually or to defer to a future time (Webster's Ninth New Collegiate Dictionary, 1987, p. 938).

Professional Working Woman: For the purpose of this study a female who has competence in a particular field or occupation. For example, a teacher at a two-year college.

Single Parent Family: A family where one parent has unshared responsibility for the care and direction of children (Haverlick, 1982).

Socialization: The process by which people

selectively acquire the attitudes, values, beliefs, skills, and knowledge (in short, the culture) current in groups to which they are or seek to become a member (Peterson, 1989, p. 4).

Stress: The experience of stress may be defined as nonspecific, generalized responses of an individual to a causative factor, termed a stressor (Selye, 1978, p. 14).

Timelock: For the purpose of this study timelock refers to a continuous unrelenting daily schedule leaving little or no time for unplanned or unscheduled circumstances.

Time Management: Time management refers to managing oneself in such a way as to optimize the time available in a twenty-four hour day.

Time Management Coping Strategies: Behavior leading to effective control of personal and professional time (Stone & Neale, 1984, p. 893).

Two-year College: For the purpose of this study, the term "two-year college," is interchangeable with the terms, "community, junior, or technical college," (CJTC). Cohen and Brawer (1989) define the community college as, "any institution accredited to award the Associate in Arts or the Associate in Science as its highest degree" (p.4). This definition includes the comprehensive two-year colleges as well as many of the



vocational and technical institutions, both public and private (Cohen & Brawer, 1989).

### ORGANIZATION OF THE STUDY

Chapter 2 includes an introduction to the review of related literature and a description of the four major categories investigated. A synthesis of the research reviewed, along with its relevance to the topic under investigation, is presented in this chapter. Chapter 3 describes the methodology and sequence of procedures utilized in the research. Chapter 4 reports the findings, along with suggested guidelines for time management by women educators who are single parents, employed full-time at a two-year college. The format used for each case study, along with themes and categories outlined in Chapter 3, are maintained throughout Chapter 4. The research questions for the study are answered at the end of Chapter 4. Chapter 5 discusses and relates the findings to the conceptual framework. Chapter 5 also reports conclusions drawn from the study and implications for future research. References and appendices conclude the document.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### INTRODUCTION

This literature review on time management and single parent professional working women is divided into four major categories. This organization is necessary to accommodate the plethora of information on these topics.

Beginning the review is a general overview of the concepts of time and time management from a philosophical and historical perspective. Following the overview, is a cross-section of research directly related to single parent professional working women and pertinent comparisons to their married counterparts. Specifically, the demands on their time are examined. The third section of the literature review looks at relevant information regarding the history and mission of the two-year college. Characteristics of teachers and students at a two-year college are addressed. The last section of the literature review examines related time management studies involving single parent working women. Concluding the literature review is a synthesis of the research presented, along with its relevance to the topic being investigated.

### TIME MANAGEMENT: A PHILOSOPHICAL PERSPECTIVE

What is time? According to Oliver (1990), "Time is the only thing that is free and at our disposal. It does not inflate or deflate; neither is it subject to recession, depression, or boom. It is the great equalizer" (p. 21). Oliver further describes time as "The inexplicable raw material of all our actions; it is nature's gift to humankind" (p. 21). "Time management is a birthright. With it, all is possible; without it, nothing can happen" (Oliver, 1990, p. 22).

Two basic axioms of time management have transcended the centuries from the ancient Romans to the present. First, there are exactly 168 hours in a week, no more, no less. Second, the same amount of time is shared by all, rich or poor, powerful or weak (Ferner, 1980). Time management researchers are in agreement regarding the irrevocable fact that there are twenty-four hours in a day. However, there is disagreement among the experts on whether or not time can really be controlled. Silcox and Moore (1980) state, "There is a universal feeling that time controls individuals and individuals are not in control of time" (p.9). This pervasive feeling is supported by this quote from noted time management researcher Merrill Douglass (1984):

"Time is an illusive sunbeam, an evaporating raindrop, a wilted dandelion on a windy day. We cannot physically catch it; nor can we harness it and make it our own. Time management is an illusion, because no one can really manage time. Time simply is a constant. Time is a measurement of intervals. It moves at the same rate regardless of who we are or what we are trying to accomplish. Time respects no one. No one can convert, change, or otherwise mitigate time. Despite this, we continue to use the phrase 'time management' to identify our efforts to use our allotted moments meaningfully" (p.17).

Silcox and Moore (1980) take issue with the philosophy that time cannot be managed. They state, "Time management is no illusive goal. When you apply its specifics to every slice of your life, professional and personal, you'll find time you thought you never had" (p.9).

Lakein (1976), considered the father of time management, supports Silcox and Moore in the belief that effective time use is very much a reality. Lakein (1976) notes that time is our ultimate asset. When we waste our time we are wasting our life. He states,

"Time can be managed and ultimately must be managed" (p.46). According to Lakein, time management allows flexibility and choices, including the precious freedom to do spontaneous things.

The prevailing wisdom of Bliss (1978), Byrne (1987), Dorney (1988), Drawbaugh (1984), Hobbs, (1990), MacKenzie and Waldo (1981), and Shaw (1990) support and illuminate the concept and need of time management from their extensive research on the subject. The collaborative efforts of these researchers strongly support and add unquestionable rigor to the conviction that time management is very much a reality.

Perhaps the following quote from noted French philosopher and writer, Voltaire, cited in Frame (1911) illustrates the reality of time:

"Nothing is longer, since it is the measure of eternity. Nothing is shorter, since it is insufficient for the accomplishment of our projects. Nothing is more slow to him that expects; nothing more rapid to him that enjoys. In greatness, it extends to infinity; in smallness, it is infinitely divisible. All men neglect it; all regret the loss of it; nothing can be done without it. It consigns to oblivion whatever is unworthy of being transmitted to posterity, and it immortalizes

such actions as are truly great" ( p. 21).

### TIME MANAGEMENT: AN HISTORICAL OVERVIEW

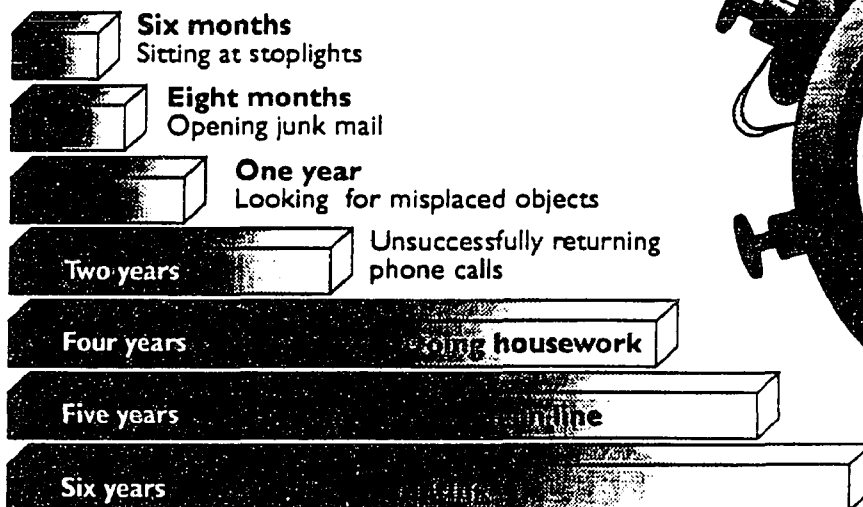
The concept of time management periodically surfaced throughout world history. Charlemagne used striped candles to help him apportion his time among his various duties as Holy Roman Emperor. Napoleon habitually refused to answer his correspondence for six months on the assumption that it posed problems that would go away if ignored. Thus, he saved himself untold hours resolving difficulties for subordinates (Dorney, 1988).

Military history offered its share of insight into time management. For example, General George Patton was considered a "master" of good timing. Many of Patton's victories over Field Marshall Rommel in World War II were attributed to his uncanny knack for the timely deployment of troops and tactics in military battles. Most military strategists were in agreement that one of the main reasons for the devastating losses at Pearl Harbor on December 7th, 1941, was the time of the attack by the Japanese. A Sunday, just before 8:00 AM, proved to be a time of extreme vulnerability for American naval forces (Ferner, 1980).

Narrowing the focus of historical time management to contemporary America offers several interesting perspectives to examine. For example, how do Americans spend their time? In 1988 U.S. News & World Report conducted a survey of six thousand Americans to answer just that question. The following graphic illustrates the survey results:

## WHERE THE TIME GOES

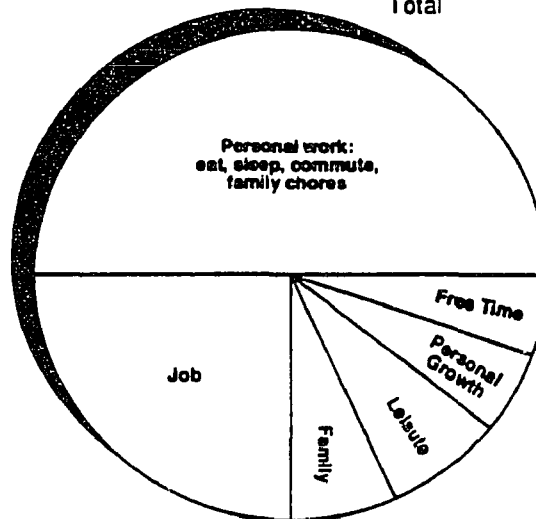
In a lifetime, the average American will spend —



Note: Survey is 6,000 people polled in 1988. USN&WR — Basic data: Priority Management, Inc.

Ferner (1980), offers a specific breakdown on how American's use their 168 hours per week, as illustrated below.

	hours/week
<b>Personal work:</b>	
sleep (7 hours a night)	49
eat (2 hours a day)	14
dress (1 hour per day)	7
commute to work (1 hour)	5
other chores required to maintain ourselves, our families, homes, etc. (2 hours per day)	14
<b>Total</b>	<b>89 hours</b>
<b>Working on the job</b>	<b>40-50 hours</b>
<b>Family</b>	
<b>Leisure</b>	
<b>Personal growth – education, reading, hobbies</b>	
<b>Free time</b>	
<b>Total</b>	<b>168 hours/week</b>



How many Americans use their 168 hours per week



### How Corporations View Time

The corporate world has historically utilized time management techniques. Hewlett-Packard, AT&T, Marriott, Xerox, and a host of other Fortune 500 companies give employees instruction on time management, particularly those moving into supervisory positions (Oncken & Wass, 1974). According to research presented in the January, 1988 issue of the Harvard Business Review, the reason for time management instruction is simple. First, the more responsibility people have, the more valuable their time. Second, corporate history has shown that effective time management lessens the "time-juggling" act, which increases productivity and profits.

Time management historian Stuart Smith (1988) states, "Time management is a little like statistics." He explains, "Statistics are necessary and good, but only when linked to relevant functions" (p.6). Data compiled by Smith since 1972 indicates that students learning statistics cross the "boredom barrier" when the teacher crosses the "relevance threshold." Smith notes, when the relevance of time management is introduced in the business world, productivity and profit increase. In order to keep a curriculum of management skills interesting to employees, Smith states, "Time management is infused to connect the

achievement of goals and the ordering of priorities" (p.8). Smith further explains, that every-day management decisions soon become mundane, and are often not prioritized effectively. According to Smith (1988), the consideration and need for time management as part of the decision-making process enhances productivity.

Dorney (1988) and Smith (1988) both agree that time management is more about management than about time. Smith notes, for example, "Writing everything down in a planner or diary may inspire a feeling of ineffable virtue and even well-being. But if you are tracking activities you shouldn't be involved in at all, you aren't managing your time" (p.38). Dorney and Smith further concur that the most difficult aspect of managing one's time is trying to balance daily activities. Juggling time, in order to strike a balance between family, profession, and personal growth is a continuous pre-occupation among millions of Americans.

### Pareto Principle

The 80/20 rule, or Pareto Principle, named after Vilfredo Pareto, a nineteenth century Italian economist, is used throughout this study as a barometer to help determine efficient time use. This rule states that eighty percent of the value of a group of items is

generally concentrated in only twenty percent of the items. Life tends to validate this concept by numerous examples. Eighty percent of the dollar value of an inventory is often found in twenty percent of the items. Eighty percent of all telephone calls come from twenty percent of the callers. Eighty percent of the meals ordered in a restaurant come from twenty percent of the items on the menu. Eighty percent of all television viewing is spent watching twenty percent of the programs (Leboeuf, 1979).

To further illustrate the application and transcending nature of the Pareto Principle in contemporary times, is a recent report issued by the National Office of the Environmental Protection Agency in Washington, D.C. The report, published in May of 1992, traced causes of air pollution in major U.S. cities in January, 1991 to December, 1991. The data collected revealed that approximately eighty percent of polluted air in major U.S. cities is caused by just twenty percent of the automobiles in those cities.

Experts have used the Pareto Principle to demonstrate that effective time managers concentrate on the few critical actions that will bring the greatest results (Mackenzie & Waldo, 1981). When applying the Pareto Principle to time management, with a daily to-do list of ten items, one can generally expect to be

eighty percent effective by successfully completing only the two most important items on the list! Douglass and Douglass (1980), mirrors the Pareto Principle concept by pointing out the necessity to recognize a few critical tasks and focusing attention on doing those things first.

Dorney (1988) grounds a portion of his research and his generalizations on time management from the nineteenth century historical wisdom of Vilfredo Pareto's 80-20 Principle. Dorney strongly supports the Pareto Principle and the concept of the "important few and trivial many" (p. 40). Dorney states, "Learn to recognize the few critical tasks to be accomplished, allocate a block of time to work on each of them, and concentrate on getting them done" (p. 40).

The literature bears numerous antidotes and methods for effective time use. Among the most frequently mentioned are daily planners, time logs, and writing down a list of goals to be accomplished within a certain time frame (Lakein, 1976; MacKenzie, 1990; MacKenzie & Waldo, 1981; Silcox & Moore, 1980). Research confirms that these methods have been widely used over the past two decades and have proven effective in productive time management (MacKenzie, 1990).

### Time Management for the 90's

Based on the results of a ten-year study on time management by the Boston Consulting Group, headed by George Salk and Thomas Haut, "Time is the most critical competitive yard stick for measuring performance in the 1990's" (Salk & Haut, 1990, p. 48). Salk and Haut agree that the need to do things faster will be the primary reason for a heightened emphasis on effective time management in the final decade of the twentieth century.

According to Austin (1990), "Smart time managers in the 90's will understand that rules were made to be bent, others broken, and still others ignored" (p. 48). Austin explains that many times rules can complicate and delay vital management decisions. Such time delay can negatively affect productivity and frustrate both employer and employee. Austin feels this philosophy must be considered in order to keep pace in the real world. She notes, "Popular time management methodologies of the past are out of sync with present and future societal demands" (p. 49). One of the main reasons, cited by Austin (1990), is the advancement in electronic technology, orchestrated by the computer. These technological advances have brought with them the "information age" (Hefazallah, 1990). The deluge of

information provided by today's technology has fostered a re-evaluation of how Americans manage their time.

The "information age" as described by Hefazallah (1990) is one of the major contributors dictating the need for effective time management in the 1990's. The abundance of information generated and processed by state-of-the-art computer technologies has not always had a positive effect on time management. Austin (1990) points out, all too often the decision making process is bogged down by an avalanche of information and valuable time is misspent on prolonged deliberation.

In general, time management researchers are reluctant to offer an engineered planning system for managing time. Reasons for their reluctance range from unanticipated daily events, to rapidly changing societal demographics. A new and improved understanding of the strategic importance of time will help pinpoint time wasters, which in turn will help clarify the goal of productive time management (Austin, 1990). Bonoma (1989) states in the Sloan Management Review that, "To the manager pondering a major decision, only so many studies and discussions are useful. Eventually, he or she must decide to do the thing or not" (p. 50).

Time management in the fast-forward 90's requires that when it is time to decide, professionals don't waste time searching for the last five percent of

critical information that may not exist. Being able to trust one's judgment is indispensable today and in the future for getting things done quickly. Courage, faith, gut instincts, and personal confidence will be dominating factors for successful time management in the 90's (Austin, 1990).

### TIME MANAGEMENT: THE WOMAN'S ROLE

From the general overview of time management, the focus will now move to a closer look at professional women in the work place. According to Schwartz (1990), contributing heavily to the explosive impact of women in the work place is the rapid growth of single parent households in America. During the past decade research has shown that more and more women are waiting until their late 20's and 30's to have children. This postponement affords women the opportunity to establish a career and work experience prior to having children (Friedan, 1990). The marketability of professional women in the 1990's will be at an all time high according to both Schwartz and Friedan. Schwartz (1990) and Friedan (1990) predict that the future of professional women in the 1990's and beyond is brighter and far more negotiable than ever before. Extended education, independence from men, professional success,

and gender perseverance are among the reasons for the continued acceptance of professional women in the work place (Schwartz, 1990).

Lakein (1976) pinpoints professional working women, now and in the future, as a paradigm for illustrating methods of effective time management. Lakein notes, the need for effective time use will increase due to the growth and impact of professional women in the work place, coupled with, in many cases, the traditional roles of being wife and mother. Hobbs (1989) lends support to Lakein's assertion regarding the role women will play in orchestrating productive use of time, by noting the multidimensional roles that women of the 1990's and beyond will encounter, specifically the role of single parent, and working professional.

#### Working Women and Household Responsibilities

Numerous time management studies have consistently shown that employed homemakers have dealt with their "time crunch" problems by reducing the time spent in household work and leisure (Hefferan, 1982; Robinson, 1977; Walker & Wood, 1976; Vanek, 1974). A number of studies have found that the most important factors in determining the amount of time spent on household work



by employed single parent professional women involve the following: number of children, the age of the children, and the type of employment of the woman outside the home (Berk & Berk, 1978; Ferber & Brinbaum, 1971; Model, 1981; Nickels, 1976; Walter & Woods, 1976). Drawbaugh (1984) points out that women employed in certain types of professions, such as teaching, may have work to take home, i.e. tests to correct, lessons plans to be developed. In professions like teaching, the amount of time spent on household chores and leisure may be lessened because these work-related activities are performed at home.

Holmes (1983) offers a more in-depth look at factors which determine the use of time by professional working women. Leisure time is spent on child care, preparing meals, housekeeping chores, shopping, taking care of personal needs, and, according to Young and Willmott (1973), on other "diffuse obligations which are part of motherhood" (p.28).

Narrowing the focus from all professional working women to single-parent working women, the literature on single parent households headed by professional women indicate that they experience work overload and in many cases social isolation in their personal lives (Sanik & Mauldin, 1986). Sanik and Mauldin (1986) explain that the multidimensional roles of the single-parent mother,

working professional, and head-of-household, leave little time or desire for a personal or social life. Data collected by Sanik and Mauldin reveal that poor time use has a negative consequence on family life and contributes in large measure to work overload and social isolation. According to Lakein (1976), one of the most common examples of poor time use is putting things off to the last minute. This practice will normally leave little or no time for the unexpected. Perhaps an example to illustrate this point would be putting off grading papers to the last minute, and then having to deal instead, with the unexpected illness of your child.

#### Attitude Changes of Working Women

As the literature has shown, the lives of American women over the past two decades, have undergone unparalleled change. Townsend and O'Neil (1990) published the results of an extensive longitudinal study on attitudes of working women. The study traces the changing attitudes of working women regarding their roles as wives, mothers, single parents, and working professionals. One of the most striking findings of the study is the degree of consensus, rather than conflict, about the changing roles of women in the 1970's and

1980's.

Among the areas of agreement of women surveyed are the following: (1) Men and the lack of money are major causes of the resentment and stress for American women. Token help with minor household chores by men no longer inspires women's gratitude; instead, as women contribute more to the family income, they expect in return a more equal division of the household responsibilities; (2) Sex discrimination has increased in the work place for women over the past ten years, and the "glass ceiling" (the apparent inability of many women to secure upper level management positions) is most evident; (3) Children are the major category of casualties in the changing demographics over the past twenty years. In many cases children spend large amounts of time without direct parental supervision. Day care has become a way of life for many children in America. In many cases, children have to divide their time between parents.

The study also looked at what women want for the 1990's. The following is an overview of the data reported: (1) A relationship of shared responsibilities: this partnership is not confined to sharing just economic responsibilities. Women want men to share equally in household and child rearing responsibilities; (2) A smaller gap between

expectations and reality in the work place: tearing down the "glass ceiling"; and (3) An equitable balance between motherhood and career: In many cases economic pressure forces a stronger time commitment on career and lessens the amount of time for motherhood. Townsend and O'Neil (1990) sum up what women want for the future by stating, "The good ol' boy network must go co-ed" (p.24). There was no mention or indication in any of the responses from the women that the "good ol' boy network" should be eliminated completely.

#### Statistics on the Working Mother

Today, approximately 52 million working women comprise 45 percent of America's labor force (U.S. Department of Labor, 1990). By 1995, 81 percent of all women aged 25-34 years are estimated to be in the labor force, compared with 70 percent in 1986 (Sitterly & Duke, 1988). In addition, by 1995 approximately 48 percent of the 81 percent of all women aged 25-34 years are estimated to be parents (Academy of Management, Washington, DC, 1989).

According to recent reports from the U.S. Department of Commerce (1989), maternal employment has become the modal pattern rather than the exception to the rule. Approximately 41 percent of mothers of

preschool children are employed outside the home. In addition, 46 percent of children aged 6 to 13, and 53 percent of children aged 14 to 17 have working mothers. Approximately 50 percent of these working women are single parents (U.S. Senate hearings on working women, 1989.)

According to Burris (1991), maternal employment for both married and single women is on the rise due to economic necessity. In most cases the degree of economic necessity is far greater for the single parent working woman than the working married woman with children. Smith (1990), supports Burris' assertion that the high rate of maternal employment is caused by the economic necessity to make ends meet.

#### Research on the Single Parent Working Mother

During the past decade, researchers have focused on the career development of women (Burris, 1991; McBride, 1990; Smith, 1990). One common strand of this research has concentrated on the single parent household headed by a woman (Etaugh, 1980; Hoffman, 1989; Stolz, 1980).

The number of single parents in the United States is growing each year. According to Haverlick (1982), "A single parent family is a family where one parent has

unshared responsibility for the care and direction of children" (p.16). Between 1970 and 1988, the number of one parent families more than doubled, from 3.2 million to 6.7 million (Norton & Glick, 1988). Currently, 90 percent of all single households in the United States are headed by women (Berkman, 1990). Berkman indicated that, "If current trends continue, over 50 percent of all children born during the next decade will spend at least one of their childhood years in a household headed by a single parent" (p.431).

The demands of being a single working parent "severely limit the time, energy, and money the divorced woman has to devote to her own life" (Weitzman, 1985, p.27). Weitzman (1985) makes no reference to the time limitations of the single working parent who was never married, however, it would appear to be of little consequence in terms of a significant difference in time use. In addition to the difficulties of finding adequate paid employment, single parent working women suffer from time and social pressures. These hardships encountered by single parent working women are at least in part, due to time out for child birth and child rearing (Quinn & Allen, 1987). Quinn and Allen (1987) further note that single parent working women as a rule "do not have enough energy or time to cover all the required daily activities, but

worse, they are punished for trying to manage it all. They are punished at home for not nurturing their children enough because their energy was used at work, and they are punished at work because they are unreliable if they have to leave to pick up a sick child" (p.44). Single parent working mothers feel responsible for the continuing success and happiness of their children, and unlike single-parent working fathers, are often blamed by segments of society, when anything goes wrong in their children's lives (Kaplan & Hall-McCorquodale, 1985). Many times punishment is self-induced by feelings of guilt.

A preponderance of both the feminist literature and the mainstream social science literature focus on the difficulties women have in juggling multiple roles. (Eichler & Parron, 1987). The most uniform finding has been that women experience appreciably more change than men in the transition to single parenthood. (Belsky, Lang & Houston, 1986). Economic concerns, social stigma, and behavior management of children, are among the more difficult adjustments to be made by single parent professional working women (Hefferan, 1982).

Those single parent women employed outside the home must also deal with the stresses associated with their occupational roles (Sund & Oswald, 1985), often without any neglect of household responsibilities such

as shopping, cleaning, cooking, and ironing (Gilbert, Holahan & Manning, 1981). Although single parent fathers are not mentioned in the literature, their responsibilities would appear to be similar.

According to Brody and Schoonover (1986), combining work and family does not only mean juggling parenting with work outside the home for single parent women, but increasingly it means providing care for elderly parents as well. The amount of time spent on such responsibilities may cripple a woman's climb up the career ladder, increase financial hardship, strain personal relationships, and negatively affect their physical and mental health (Brody, 1985).

The ability to cope effectively with multiple responsibilities encountered by single parent working women often involves high income, job satisfaction, and being able to arrange time for family activities (Voydanoff & Kelly, 1984). According to Voydanoff and Kelly (1984) the more money single parent working women make, the easier it is for them to deal with multiple responsibilities.

While this review has mainly focused on the difficulties of being a single parent, participation in multiple roles by single parent women offers certain benefits. Some women in multi-dimensional roles have reported superior health as compared to women in non-



multi-dimensional roles (Waldron & Harold, 1986). According to Waldron and Harold (1986) this healthy state is attributed to some single parent working women realizing the necessity to eat proper foods, get enough sleep, and maintain a positive outlook to accomplish a variety of daily tasks. Some employed single parent women have a more autonomous sense of self as a result of working, and a number of dual career women rate their life-styles positively (Meisenhelder, 1986; Skinner, 1980). Verbrugge and Madans (1985) found that the healthiest and many times happiest women have multiple roles including a job, children, and a strong personal relationship.

#### HISTORICAL BACKGROUND ON THE TWO-YEAR COLLEGE

Gardner (1989) describes the community college as "The greatest educational invention of the Twentieth Century." The prevailing reason for this feeling is the open door policy which is synonymous with the two-year college. The open door policy provides the opportunity for millions of Americans to receive an education that many would not have otherwise received.

The two-year college is uniquely an American institution and provides a gateway to higher education for millions of students. It developed in order to

prepare students for upper-division programs at the four-year college and university levels (Cohen & Brawer, 1989).

William Rainey Harper, is considered by many to be the "father" of the two-year college in America (Vaughan, 1983, p. 12). As president of the University of Chicago in 1892, Harper established a two-year college within the organizational structure of the university. Harper was successful in advocating that some weak four-year colleges (colleges without strong academic programs) drop the last two years and become junior colleges. Most significant for the development of the first continuous public two-year college was Harper's influence on having two years added to the high school program in Joliet, Illinois. Harper convinced the Joliet Board of Education that an optional thirteenth and fourteenth year of study for students could be added to the high school program. Students completing the additional two years would be considered for transfer to the University of Chicago to complete their baccalaureate degrees. In 1901, Joliet Junior College became the first continuous public two-year college. The major emphasis for students was centered around being able to transfer to a four-year institution of higher learning.

While the modern-day community college is quite

different from the junior college as envisioned by Harper, he is nevertheless still viewed by many as the "spiritual father" of the movement (Vaughan, 1983, p. 13). Between 1907 and the early 1920's, the two-year technical institutions were born, seeded and fueled by the Industrial Revolution in the United States (Cohen & Brawer, 1989). According to Cohen and Brawer (1989) and Vaughan (1983) the curriculum began to expand in the 1920's with a variety of courses being offered in technical and vocational education, as well as an increase in community programs.

Growing pains and academic acceptance were also experienced by two-year colleges. Just a little over two decades ago two-year institutions, including many community colleges and some public junior colleges, were shunned as little more than post-graduate vocational schools. Students attending these schools were viewed as among those who were unable to make the grade at "real colleges" (Gardner, 1989).

The 1960's, to some extent, added fuel to the fire of pessimism and negativity directed toward the two-year college. Student attitudes and demonstrations regarding education and those making policies which would affect the lives of these young people, took its toll in temporarily arresting public enthusiasm for the future of two-year colleges. However, hundreds of new

two-year colleges were constructed nation-wide in the 1960's (Community College Fact Book, 1988). Despite the discord and tragedies surrounding the 1960's, academicians believe that the necessity for higher education was brought into focus by the Civil Rights Movement. One of the benefactors of this focus has been the two-year college (Vaughan, 1989).

Access was the driving force behind the great surge in growth of community colleges in the 1960's. At the beginning of the decade, community colleges responded to the societal demand for increased participation in higher education. Throughout this period, improved access for minorities, and for other non-traditional students supported expansion of community colleges nation-wide. "The goal of the community colleges in the 1960's was to expand so that community college sites would be located within a thirty-mile radius of ninety-nine percent of the populace" (O'Banion, 1989, p. 7).

A lack of funding in the 1970's and early 1980's is blamed for a leveling off, and eventual decline, in the building and expansion of new community colleges. For example, in June of 1978, California voters passed Proposition 13, a law designed to reduce property taxes in that state. The result of the passage of Proposition 13 was a drastic cut in the amount of property tax

revenues going to support the California community colleges (Vaughan, 1983). During President Ronald Reagan's administration federal student aid programs were cut back. This type of fiscal restraint imposed on many of the nation's students resulted in lower enrollments at two-year colleges nationwide (Cohen & Brawer, 1989).

For the most part, community colleges during this period maintained the status quo established in the 1960's and slowly assimilated the social and cultural changes brought about during this decade (Cohen & Brawer, 1987; O'Banion, 1989). A higher enrollment of minority students began to impact curriculum decisions at community colleges. For example, the developmental curriculum began to expand, especially in the area of English as a second language (ESL).

An inherent burden of education in general, which, on occasion, has temporarily arrested the growth of community colleges in some states, is fiscal constraints. Community colleges are not immune to inadequate funding by federal, state, and local agencies (O'Banion, 1989).

New growth of community colleges in the 1980's fostered a transition from the status quo of the 1960's and 1970's. According to O'Banion (1989), the future of community colleges is a positive one. New alliances

with business and industry which began in the late 1980's will flourish and provide community colleges with much needed funding and instructional resources. An increase in joint-degree programs, with four-year colleges and universities, will help insure continuous high enrollment at most community colleges. One of the most powerful and visible impacts on the continuous growth and popularity of the community college, is computer technology and the information age. The application of this technology will provide improved learning, teaching, and institutional management opportunities for individuals involved at America's community colleges in the future (Cohen & Brawer, 1987; O'Banion, 1989).

By the late 1980's, there were 960 public two-year colleges and approximately 360 private two-year institutions in the United States. These colleges accommodate nearly five million students and have representation in all fifty states (Community College Fact Book, 1988).

"Perhaps the growth of the two-year college should be placed in the context of all higher education in the twentieth century" (Cohen & Brawer, 1989, p.5). As secondary school enrollments began to expand in the early 1900's the demand for access for post-secondary education grew apace.

In its gradual transition from a "junior college" to a "community college," today's community colleges offer programs in general education, vocational-technical education, developmental education, and community education. The community college has become an entity committed to innovation and adaptation to an ever-changing society (O'Banion, 1991).

### Mission of the Community College

"The mission of the community college, like community needs, is in an almost constant state of evolution" (Vaughan, 1983, p. 38). In 1981 the American Association of Community and Junior Colleges (AACJC) Board of Directors formulated and adopted the following statement: "The mission of the American Association of Community and Junior Colleges is to exert leadership, act as advocate, and provide services in support of community, junior, and technical colleges, as these institutions deliver accessible educational opportunities designed to address the needs of individuals, organizations, and communities forming their constituencies" (Vaughan, 1983, p. 38). Cohen and Brawer (1989) interpret the mission statement of the AACJC as a "catch-all" for saying that community and junior colleges will provide accessibility and should

respond to the needs of each individual community.

Although the missions of individual two-year colleges may differ in wording, one can assume that the AACJC mission statement captures the general spirit of individual institutions. While the emphasis of community colleges has shifted over the years, the major tenets of the mission have remained intact as community colleges continue to emphasize the teaching function, accessibility, low cost, and comprehensive curriculum offerings (Cohen & Brawer, 1987; Vaughan, 1983).

#### Characteristics of Two-Year College Faculty

One of the more noted characteristics of the faculty at the community, junior, and technical college, is their part-time status. Generally, 50 percent or more of the faculty is employed part-time. Most faculty members hold academic master's degrees or equivalent experience in the field or occupation that they teach. The primary responsibility of the faculty is to teach. Faculty rarely conduct research or scholarly inquiry (Cohen & Brawer, 1989). Full-time faculty teach four or five classes per term, twelve to fifteen semester hours per week. The following schedule exemplifies a normal 15 semester-hour teaching load at



the community college:

### TEACHING SCHEDULE AND OFFICE HOURS

NAME <u>MARY SMITH</u> OFFICE <u>1707-B</u> EXT <u>221</u> TERM <u>FALL 1992</u>						
Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8-9:30	95 D 001	95 D 003	95 D 001	95 D 003		
	Rm 1069	Rm 1069	Rm 1069	Rm 1069		
9-10:30	↓	↓	↓	↓		
	OFFICE HR.	93 D 003	OFFICE HR.	93 D 003		
10-11:30	↓	Rm 1069	↓	Rm 1069		
	↓	↓	↓	↓		
11-12:30	95 D 006	OFFICE HR.	OFFICE HR.	OFFICE HR.		
	Rm 1069	↓	Rm 1069	↓		
12-1:30	↓	↓	↓	↓		
		91 D 004		91 D 004		
1-2:00		Rm 1069		Rm 1069		

Throughout the history of the two-year college the vast majority of instructors have had previous teaching experience in secondary schools. However, from the mid-1970's, the proportion of instructors with prior secondary experience has declined. More and more instructors are coming from graduate programs, from the trades, and other two-year colleges (O'Banion, 1991). This trend should benefit students in the community college by offering a greater cross-section of teachers from varied backgrounds and disciplines.

### Characteristics of Two Year College Students

Data compiled in 1988 by the Cooperative Institutional Research Program (CIRP) revealed that students entering community colleges were of lower academic ability than their counterparts entering four-year colleges. In general, researchers tend to agree that students who enter community colleges instead of universities have lower academic abilities and aspirations and are from a lower socioeconomic class. A survey of secondary school grades and tests were the basis for the CIRP findings. The majority of students attending two-year colleges are older than students attending four-year institutions. The mean age of students at two-year colleges is 27, compared to the mean age of 21 of students attending four-year colleges (O'Banion, 1991).

The percentage of women attending community colleges, especially those enrolled as part-time students, accounts for approximately fifty-three percent of all students (Palmer, 1988). Palmer (1988) also points out that women students are more likely to live at home with parents and have financial help with their schooling. Men students are more likely to have full-time jobs and are self-supporting. Eaton (1989) describes the men and women attending these colleges

as, "students who are commuters, heavily employed, and burdened with life responsibilities which consistently interfere with their academic progress" (p. 16).

Minority students enrolled at community colleges have increased by thirty-seven percent since 1987 (O'Banion, 1991). Many of these students are more likely to be from low-income families and attend school part-time. Therefore, the community college, which offers low tuition, an open-door policy, and accommodating geographic locations afford an opportunity for minorities to continue their education (O'Banion, 1991).

According to Cohen (1988) it is difficult to disaggregate the effects of community colleges from the characteristics of students who attend them. Cohen explains that today's community colleges are designed to accommodate the people in a given community. The community college curriculum reflects the academic and vocational interests of the students and validates the concept that these institutions are "the peoples' college" (p. 17).

#### RELATED TIME MANAGEMENT STUDIES

An exhaustive review of the literature offers this researcher no time management study of single parent

women educators at two-year colleges. However, the majority of time management studies have investigated the behaviors of dual career women in the corporate and business sector. A notable segment of these studies address single parent professional women and their time management problems as compared to married professional women with children.

Reynolds and Trammel (1979) found that stress levels were significantly higher for single parent professional women as compared to married professional women with children, with the same or similar job responsibilities. This stress level is caused, in many cases, by a preoccupation of single parent professional women in finding time to accomplish daily and weekly tasks. Such time consuming tasks include transporting children, attending school activities, business trips, dental appointments, and other assorted domestic and/or household responsibilities. Finally, the study found that economic pressure is one of the more pervasive concerns of single parent women, compared to their married counterparts.

McLaughlin, Cormier and Cormier (1988) examined time management coping strategies that multiple-role women use and their relation to self-reported levels of stress and distress. The results of McLaughlin, Cormier and Cormier's (1988) study indicated that multiple-role

women who are using time management coping strategies with greater frequency, regardless of what the strategies may be, are less stressed and distressed. Women using a greater frequency of time management coping strategies were more satisfied in their marriages compared to those women who used time management coping strategies with less frequency.

Another time management area frequently researched looks at professional women and their time constraints linking household responsibilities, parenting, and career (Shelton & Firestone, 1988). Shelton and Firestone (1988) examined the hypothesis that professional women are expected to work fewer hours in paid labor as a result of their greater parental and household responsibilities. Thus, their participation in household responsibilities and related domestic concerns accounts for their job segregation and low earnings. Findings from the study strongly support the notion that professional women are often expected to sacrifice time from professional employment in lieu of parental and household responsibilities.

In other related research, the effect of time spent in household labor on the earnings of professional women was found to be negative, while it was found to have no significant effect on men's earnings (Coverman, 1983). In a similar study, Berk and

Berk (1985) concluded that domestic responsibilities are more likely to intrude on the professional working mother's time use than the professional working father's time use. In an earlier study conducted by Pleck (1977) it was found that domestic responsibilities take precedence over employment, inhibiting paid work by women. According to Pleck, in most cases this was not true of working men in similar circumstances.

In a follow-up to their January 1988 study, Shelton and Firestone (1988) investigated the effects of professional women's work on available leisure time. Using the 1981 Time Use Study (Juster, Hill, Stafford, & Parsons, 1983), Shelton and Firestone estimated a path model of the amount of leisure time available to married professional working women showing the effects of time spent in paid labor, age, number of children, and time spent on household labor on available leisure time. The study concluded that professional women's responsibilities for paid work and unpaid household labor come at the expense of their leisure time. The researchers speculated that because paid work and household tasks are requisite for most women today, they must schedule leisure time around both activities.

A study which closely parallels the study investigated was conducted at the William Rainey Harper

two-year college. In 1990, William Rainey Harper College (WRHC) participated in the annual faculty survey conducted by the Higher Education Research Institute in California. According to the survey data, the major concern among female faculty was pressure and stress caused by lack of time to accomplish daily tasks. Women educators at WRHC agreed that there is little time for their personal lives. The data further suggested that household responsibilities are most negatively affected by the "time crunch" felt by female faculty from this two-year college (Lucas, 1990).

According to survey data compiled by Priority Management Systems (1990), single parent women were instrumental in many of the Fortune 500 companies establishing on-site day care programs. Single parent women employed at many of these companies, convinced their employer's that on-site day care would enhance work productivity and reduce stress levels by saving time driving children to an alternate day care site. Hewlett Packard is at the forefront of establishing programs to optimize employees' time use. John Young, CEO, Hewlett-Packard recognizes the ever-increasing single parent household in the United States. Based on extensive time management studies of single parent women conducted by personnel development at Hewlett Packard, Young suggests a strong need to accommodate

the single parent in today's corporate work place (Astin, 1990).

Regarding the secondary question developed during the research, the literature yielded no study on the relationship between I.Q. level and time management behavior of single parent women educators at a two-year college. Social science literature in education, sociology, and psychology offered no study of time management behavior of single parent women and its relationship to I.Q. level.

However, offering a general perspective on I.Q level and its relationship to job success or other life outcomes, Thorndike and Hagen's (1959) study is considered benchmark research for such correlations (Barrett, 1991). In general, Thorndike and Hagen's research indicated that aptitude tests and resulting I.Q. levels cannot predict job success or other life outcomes.

#### SUMMARY OF REVIEW OF LITERATURE

The literature reviewed for this study on time management behavior of single parent women educators employed full-time at a two-year college was divided into four major categories. The first category offered a general overview of the concepts of time and time



management, from a philosophical and historical perspective. Philosophically, time is the only thing that is free and at our disposal. It was shown that time is the great equalizer. We all have the same amount of time, 168 hours per week, 24 hours per day. Equal time is shared by all, rich or poor, powerful or weak. Time is a constant companion and research has shown, when used effectively, our ultimate asset.

Historically, the concept of time management has surfaced throughout world history. From Charlemagne, to Napoleon, to Pareto, along with a host of Fortune 500 companies, exemplified the use and value of time management throughout recorded history. Historical research shows when time management is infused into corporate training programs, achievement of goals and increased productivity are imminent. Time management principles teach managers and employees to concentrate on the few critical actions that will bring the greatest results.

Concluding the general overview on time and time management, was a look at time management for the 1990's. The need to do things faster appears to be the primary reason for a heightened emphasis on effective time management as we move toward the twenty-first century. The need for speed is manifested by continuous advancement in electronic technology, orchestrated by

computer science. Research indicates that the fast-forward 1990's will necessitate time management as a staple in our daily lives.

The second major category reviewed focused on time management for women. Specifically, single parent professional working women and the many demands placed on their time were examined. Research indicated that the number of women in the work place has greatly increased over the past two decades. This, coupled with a 50 percent divorce rate nationwide, has placed many women in multidimensional roles. With approximately 90 percent of all single parent households in the United States headed by women, time management has become an ever-escalating concern. Many time management researchers have pinpointed women in multidimensional roles, now and in the future, as models for illustrating methods of effective time management. A large portion of these women are single parents. The literature reveals the traditional roles of wife and mother that many women encountered in the 1950's and 60's have given way to non-traditional roles in the 1980's and 90's. However, what was once the exception, the single parent mother, working professional, and head of the household, according to the research, is now rapidly becoming the norm in our country.

The literature has vividly shown that lives of

American women, over the past two decades, have undergone unparalleled change. Helping to foster this metamorphosis among women are changes in attitudes regarding their roles as wives, mothers, single parents, head of households, and working professionals. Statistics indicate that more and more women are establishing careers, prior to marriage, and starting a family. Studies show a consensus among many women, in their expectation of men equally sharing child rearing and household responsibilities.

This section of the literature review concludes with an examination of the difficulties single parent professional women have in juggling multiple roles. A prevailing theme in the research surveyed indicates women experience appreciably more change than men in the transition to single parenthood. Among the more difficult adjustments faced by single parent professional working women are economic concerns, social stigma, and behavior management of children.

The third major category of the literature review explored the history and mission of the two year college. Included in this section were characteristics of faculty and students at the two-year college.

The fourth and final category of the literature review offers a cross-section of time management studies related to the topic under investigation. An

exhaustive literature search provided no study which examined time management behavior of single parent professional women employed full-time at a two-year college. A preponderance of the research reviewed did analyze and evaluate dual career roles of women as parents and working professionals. Two of the studies reviewed centered around time management behavior of dual career women, both single and married, and the relationship of stress and distress in their lives. A third study examined time management difficulties of female faculty at a two-year college. Still another study showed the concern for effective time use by multiple-role women in initiating day-care centers in the work place at many Fortune 500 companies.

Regarding the secondary question developed during the research, the literature offered no study of the relationship between I.Q. level and time management behavior of single parent women educators at a two-year college. However, to offer a general perspective on I.Q. level and job success or other life outcomes Thorndike and Hagen's (1959) study was cited.

The literature reviewed revealed a strong correlation in support of the conceptual framework (Linder's theory) chosen for this study and time management of single parent women. Linder's theory, the over-mortgaging of one's time assets, is apparent

throughout a large segment of time management literature. Expectations of what many Americans, including single parent women, think they can accomplish in the time allotted, remains little more than expectations.

## CHAPTER III

### METHODOLOGY and PROCEDURES

#### RESTATEMENT OF THE PROBLEM

The purpose of this study was to examine and describe time management behaviors of single parent women educators employed full-time at a two-year college. The following questions guided the data collection and provided a basis of inquiry for the study:

1. How do women educators at a two-year college who are single parents manage time?
2. What variables affect time management for single parent women educators at a two-year college?
3. What are the differences and/or similarities in time management behavior of single parent women educators at a two-year college?

As the study progressed a secondary question surfaced regarding time management behavior of single parent women educators employed full-time at a two-year college. This additional inquiry was not considered part of the primary focus of the study. However, the data collected did tease-up the investigation and

offered supplementary food-for-thought on time management behavior of single parent women educators at a two-year college. The following question reflects this curiosity and was briefly examined during the investigation.

4. What is the relationship between I.Q. level and time management behavior of single parent women educators at a two-year college?

### RESEARCH DESIGN

Consistent qualitative research methods as outlined by Yin (1984), and Strauss & Corbin (1990) were utilized throughout this study. By focusing on the discourse and actions of single parent women educators employed full-time at a two-year college, time management behaviors were observed and described.

Application of the multiple-case study design, as defined in Chapter 1, examined both objective and subjective features of time management among three participants. The participant selection began with an initial eligibility interview conducted by telephone and administered to ten women educators at a community college. A formal, in-person interview, to further identify the eligibility of the participants followed the initial interview. Among the criteria considered

for selection of the final three participants were data from biographical sketches, similarities in the number and ages of their children, time spent on professional duties, and time spent on household responsibilities.

### PARTICIPANT SELECTION

A non-probability, stratified sample of convenience, where the participants were referred by colleagues, friends, and other participants was utilized. This method of selection is referred to as "Snowball Sampling" by Taylor and Bogdan (1984). In order to maintain participant confidentiality during this process the researcher interviewed single parent women teachers from as many different departments as possible at the two-year college, as well as, from its three different campuses.

At no time was the identity of the final three participants selected for the study revealed to any of the initial candidates. The final three participants selected were not informed that the study eventually revolved around them.

Ten women educators who are single parents, employed full-time at a two-year college were intentionally selected to take part in the eligibility interview phase of the study. An eligibility interview



was conducted on the telephone. This interview afforded the researcher an opportunity to determine whether or not the subject met the criteria for the study.

Biographical and geographical (proximity to work) similarities, faculty responsibilities, number of children, age of children, and time spent on household responsibilities were among the similitude required in selecting the final three multiple-case study candidates. At the same time, the initial interview helped establish a rapport between the researcher and the potential final three participants (Appendix I).

Individual interviews consisting of a series of pre-determined open-ended questions were conducted with the top candidates. These candidates were selected from the data analysis of the initial eligibility interview. Length of divorce (at least five years), length of time as a single parent (at least five years), number and age of children living at home (two teenagers), and age differences of the subjects (no more than ten years apart), were among the similarities and characteristics gleaned from the data. It was from this nucleus and similarity in testimony that the top candidates were chosen. This data helped lend additional rigor in determining parallel personal and professional lifestyles (Appendix II).

The three participants for the multiple-case study

were selected after utilization of constant comparative methods of data analysis from both the initial eligibility interview (Appendix I) and the follow-up eligibility interview (Appendix II) as suggested by (Strauss, 1987). The interviews were used to guide, maintain, and secure an equitable process of elimination in determining the final three participants. A fourth participant was selected to serve as an alternate for the study.

The final participants selected were single parent women, between the ages of 35 and 45, teaching full-time at a two-year college, with no more than two children living at home. The children of the participants were all teenagers attending either junior or senior high schools. Each participant resided within a 15 to 20 minute driving time from their respective campuses. Each participant had been married, was divorced during the time of the study, and had been a single parent for at least the last five years. Three participants with these characteristics were chosen due to the high degree of similarity with each other, compared to the other candidates screened. This three participant sample provided opportunity for a general cross case analysis. In addition, the sample afforded reflection and comparison of time management behavior by the participants during developing stages

of parenting, up to and including adolescence.

### THEORETICAL SENSITIVITY

Previous to this study and during the Fall of 1991, this researcher conducted a four-month single case study on the time management behavior of a woman educator at a two-year college. The participant was a single parent. From this study the rationale for a multiple case study sample was generated.

Sensitivity, trust, and a professional working relationship with administration and faculty at the two-year college site had been established during the pilot study. This multiple case study further illuminates time management behavior by single parent women educators employed full-time at a two-year college.

### DATA COLLECTION AND ANALYSIS

Erickson (1986) states that the purpose of analyzing data from qualitative studies is "to generate empirical assertions, largely through induction" (p. 146). In this study, external validity can be assessed by replicating findings among the three participants. If replication develops and is vastly apparent,

empirical assertions are possible. However, rather than to generalize assertions, the researcher's primary purpose was to explore and describe time management behaviors of single parent women teachers employed full-time at a two-year college, in order to discover efficient methods for managing time.

Prolonged exposure, persistent observation, scheduled interviews, time logs, reflective journals, and periodic peer debriefings as described by Guba (1982) added substantive rigor and credibility to the study. The data collected was then triangulated (Mathison, 1988). This triangulation afforded a further degree of precision and in-depth analysis of participants' time management.

As a result of triangulating the data, the researcher can measure the same phenomenon in different ways (Mathison, 1988). Multiple sources of data enhanced the reliability and validity of this study by overcoming the inherent limitations regarding the amount of time available to the researcher (Kagan, 1990). "Constant comparative method of analysis" (also referred to in the literature as "grounded theory") as described by Glaser and Strauss (1967), were rigidly maintained throughout the study.

As the study progressed, a greater portion of the data were collected from daily time logs maintained by

the participants during normal work weeks. The time log is considered one of the most valuable tools for examining and evaluating time management behavior (Bliss, 1978). This view is shared by numerous time management researchers and authors. For example, Drucker (1969) states, "One has to record time before one can know where it goes and before, in turn, one can attempt to manage it" (p. 35).

Keeping a daily time log can help one discover how time is used. People gain valuable insights into their hour expenditures, and they always uncover surprises. For example, people are often surprised with how much time is spent on the telephone each week in idle conversation. A time log is the best single technique for gaining information necessary to make intelligent changes (Douglass & Douglass, 1980).

Mackenzie and Waldo (1981) offer the following insight regarding the time log. "To determine an individual's areas in greatest need of self-management, the most powerful tool is the time log. After all, how can you manage your time if you don't know where it's going?" (p. 16). Many carefully conducted time management studies from around the world confirm the tremendous disparity between where people think their time is going, and where their time logs show it actually goes (Mackenzie & Waldo, 1981). Time logs were

used repeatedly throughout this study to monitor how each participant spent her time (Appendix III).

The Keyes Time Pressure Assessment Questionnaire was administered to each participant to determine perception and attitude regarding time management (Appendix IV). Results from this questionnaire placed participants into one of four categories of time use. The categories were entitled "timelocked" (a score of 41-55), "pressed for time" (a score of 56-71), "time in balance" (a score of 72-86), and "time on hands" (a score of 87 or above).

Additional data were collected from the Shipley Institute of Living Scale (SILS) I.Q. Test (Appendix V). This test was administered to each of the three participants and the alternate participant in accordance with testing directions. The data were evaluated and analyzed professionally by two state licensed clinical psychologists. The researcher was counseled by the clinical psychologists at a psychometric testing center regarding the interpretation of the data. Possible relationships between I.Q. level and time management behavior of the participants tested were analyzed. Results from the Shipley were not released or discussed with the participants to avoid the possibility of embarrassment caused by a low score.

Shipley Institute of Living Scale I.Q. scores were obtained by applying a regression equation using Vocabulary and Abstraction raw scores to estimate the sum of all eleven scaled scores of the Wechsler Adult Intelligence Scale-Revised (WAIS-R). This estimate was then transformed to an age-adjusted I.Q. score which corrects for differences in intellectual ability at different age ranges.

Regarding the participants performance on the Shipley, both clinical psychologists prior to their interpretations of the results cautioned that this test is but a single instrument which only provides an estimate of one's intelligence level at a given time. According to both psychologists, additional intelligence evaluating instruments are often used in concert with the Shipley for a more detailed analysis. However, since the question posed relating to I.Q. level and time management behavior was of secondary interest to the study, the researcher decided the Shipley was sufficient for providing a basis and general guideline for estimating intelligence level.

A computer program entitled The Ethnograph (Seidel, Kjolseth, & Seymour, 1988) assisted the researcher during the data analysis phase of this study. This computer program allowed the researcher to enter field notes into the computer and sort the notes

with the relative ease and dispatch of technology. This method of data analysis in qualitative research has been widely used and accepted (Strauss & Corbin, 1990).

### Case Study Format

A biographical sketch of each participant prefaces their individual case study. Each sketch includes background information regarding family roots, education, professional experience, number and ages of children, and marital history. The remaining data were sorted into the following themes and/or categories:

"Themes of Change" provided three categories for data collection and analysis. Data were sorted into categories entitled Genesis of Time Management, Transition, and Balancing Act.

"Themes of Discovery" also examined three categories for data collection and analysis. Data were sorted into categories entitled Trial and Error, Catch-up Time, and Intangibles.

"Themes of Success" explored two categories for data collection and analysis. They are entitled, The 4 P's - Priorities, Planning, Persistence, and Patience, and, It Works for Me. The 4 P's category acts as an umbrella covering each of the participants. At least one or more of the 4 P's is evident in each case study.



All themes and categories for the study were generated from the data collected.

A brief examination of I.Q. level of each participant follows the themes and categories section in each case study. The relationship between time management behavior and I.Q. level of each participant was reviewed in general terms.

Concluding each case study is a summary of the time management behavior of the participant. In addition, a list of time management considerations and suggested guidelines for single parent women educators employed full-time at a two-year college was outlined.

#### INTERVIEW PROCEDURES:

In accordance with case study methodology, interviews comprised a major part of the data collection. Both open-ended and focused interviews (Yin, 1988) were utilized. During the open-ended interviews (Appendix VI), participants were asked for facts or opinions about a situation or event. These open-ended interviews focused directly on time management behavior of each participant. The focused, or closed-ended interviews (Appendix VII) required that a specific set of questions be asked which lead to a specific answer. Interviews were conducted separately

with each of the three participants.

Data collected through the interview process included demographic characteristics such as: (a) personal background; (b) educational background; (c) teaching experience; and (d) family and household responsibilities. Additional data secured from regularly scheduled interviews provided insight into: (a) participants' perception of time management; (b) anticipated and unanticipated variables which may affect participants' time use; and (c) definitive suggestions for establishing time management priorities of daily activities.

#### OBSERVATIONS:

Field observations were conducted in order to obtain first-hand knowledge of time management behaviors among the participants. These direct observations, in various settings, were made by the researcher on a regularly scheduled basis over a prolonged period of time. The researcher observed each participant no less than twice per week for a duration of no less than three hours each visit (on occasion, the observation routine was interrupted by holidays, illness, or various unforeseen schedule conflicts). This practice allowed the researcher the opportunity to

report behaviors and variables affecting time use. This data proved insightful and informative in answering the questions posed in the study.

**Outline and sequence of data collection for each case studied:**

- a) Completion of eligibility and follow-up interviews
- b) Observation of professional site
- c) Observation of non-professional sites
- d) Focused and open-ended interviews, taped and transcribed
- e) Daily time logs maintained by participants
- f) Observation of time-on-task, daily and weekly
- g) Researcher's reflective journals
- h) Personal interviews

**Methods of data analysis for each case studied:**

- a) Open coding of field notes from observations to maintain major themes and/or categories
- b) Evidence of relationships within the key concepts derived from interview transcripts were examined
- c) A data display matrix was constructed to trace daily and weekly time-on-task of participants
- d) Triangulation of data sources were consistently compared and analyzed throughout this

investigation

- e) Member checking to minimize response-effect and data accuracy were ongoing throughout the study.

#### PARTICIPANT ANONYMITY

Pseudonyms were used throughout this investigation to protect the right of privacy of all participants including their institution of employment. Metaphors were utilized, whenever possible, for labeling major themes and/or categories in describing and analyzing data in each case study. Participant consent form (Appendix VIII) detailed the guidelines agreed upon by the participants and researcher for maintaining anonymity during and after the study.

## CHAPTER IV

### Presentation of the Findings

This study was undertaken to examine and describe time management behavior of single parent women educators employed full-time at a two-year college. To this end, various forms of data were recorded as outlined in Chapter 3. The questions posed to initiate the study were answered at the end of this chapter after all relating data had been presented from all three case studies. Responses to questionnaire items regarding time management, along with data analysis from focused and open-ended interviews, were reviewed in each case study. Observation data were used to substantiate or refute information from the interviews.

#### Case Study One: Lynn

##### Biographical Sketch:

Lynn is a single parent employed full-time as a teacher at a two-year college. She is the mother of two teenagers, a boy and a girl. Both children are from her only marriage, and attend a local high school. Lynn was separated from her husband for two years and has been divorced for five years. Lynn has sole custody of the

children, and they live together in a quiet, middle class neighborhood, approximately 15 minutes from the community college campus where she is beginning her ninth consecutive year of teaching.

A native of the mid-west, Lynn admitted to being "a devout Catholic and staunch conservative." Lynn holds a masters degree, and is a product of parochial and private school education. She maintains strong family ties with her parents, and her two younger sisters, all of whom still reside in the mid-west. Lynn attributed her relocation to the "travel bug," which she acquired from being married to a military pilot.

Though diminutive in stature, Lynn's presence radiated an aura of respect from her children, colleagues, and contemporaries. When asked if she would consent to participate in this study, she replied, "Sure, it sounds interesting."

### **Themes of Change**

#### **Genesis of Time Management**

Lynn's formative years paralleled the late 1950's and early 1960's. Her parents, as described by Lynn, were and still are, very religious and extremely conservative people. Family life for Lynn and her sisters was structured and regimented. Family meals

were at the same time each day. There was play-time and study-time, bath-time and bed-time. Lynn noted for most of her teenage years one of the more difficult time constraints was a strictly enforced 10:00 p.m. curfew.

Being the oldest of three children, Lynn began to recognize her developing position as a role model for her two younger sisters. Barely in her teens, Lynn was often called upon to assist in the care and upbringing of her younger siblings. "I remember trying to baby sit my sisters and do my homework at the same time." Lynn's parents found poor grades totally unacceptable, especially in Lynn's case, being the oldest. She found herself spending more time on her studies and less time on leisure and social activities.

Lynn explained that even though most of her life at home revolved around schedule, regiment, and discipline, it was not until she got her driver's license that the use of time began to matter. What, for many teenagers is a joyous occasion, became a double-edged sword for Lynn. When asked to describe how receiving her driver's license affected her time use, she said, "I was the family taxi, even for my aunts and uncles, a real gopher." According to Lynn, the novelty of driving was short-lived and gave way to concerns of being on time to pick-up and/or deliver someone. Reflecting on her years as a teenager, Lynn mentioned

how very busy those times seemed to be, but, nothing compared to how hectic her life is today. She was referring to the transition from marriage to single parent and the many demands placed on her as mother and working professional.

### Transition

"The transition was the worst." Lynn explained that, going from the emotional and economic security of wife and mother, to single parent, put her life in a state of instability for at least a year. Meeting the challenge to balance her time between being a single parent and full-time working professional, initially became a case of trial and error. She said, "I was never quite sure what to do first." Lynn had relied strongly on the marriage partnership, especially in the division of time consuming chores, such as car maintenance, banking, mowing the lawn, picking up dry cleaning, and transporting the children. These duties, among others, which for the most part were her husband's, now became part of Lynn's weekly agenda.

Compounding this difficult segue into the new life of single working mother was Lynn's lifelong perception of her role as a woman. According to Lynn, her strict conservative midwest upbringing cultivated an attitude supporting the traditional roles of wife and mother for



women. During this transition a great deal of time and effort was directed toward establishing a new mind-set to accommodate her emerging roles as single parent and working professional.

Lynn admits to being both "mentally and physically exhausted" during the transition to single parenthood. During this time (the year following her separation) necessity dictated a heightened concern for better time use by Lynn. She noted, "Things had to get done, and I had to do them."

#### Balancing Act

"There never seems to be enough time, but I have gotten better at using the time I have." Lynn explained that not ever expecting to become a single parent, she gave very little consideration to managing her time. Time spent on a teaching career and being a single mother, according to Lynn is, "rarely in balance." Lynn admits that her professional life consumes the greater part of her time. She reconciles this with the need to financially make ends meet, and a sincere love for teaching. She stated, "My children are older now and a lot more self-reliant than they were in junior high."

Still another dimension to Lynn's balancing act, aside from being a single parent and working professional, is finding time for a personal and social

life. This need appeared to be the least of Lynn's concerns, though she recognized that there is more time available for socializing in the last few years than there was in preceding years. This accessible time, again, she attributes to her children being teenagers and less demanding of her time.

With regard to maintaining a successful personal relationship, Lynn does not see the lack of time as being the problem, but the lack of available men. "Even if I had all the time in the world to pursue a relationship, it probably would be a waste of time." This lack of available men was due to Lynn's belief that many men shy away from a woman with children, and more than likely, would not be inclined to make a long-term commitment. With a big smile, she added, "I guess I'll have to go see 'A Few Good Men'!" (A reference to a movie currently showing in the area).

Lynn attributes the ability to develop and maintain a positive perspective on her life as a single parent to having a sense of humor. She points to having the facility to laugh and not take herself too seriously as a necessary mind-set for accomplishing daily and weekly tasks. Her attempts to balance time between being a single parent, working professional, and head of the household, according to Lynn, are somehow made easier when approaching each day with a

positive attitude.

### **Themes of Discovery**

#### **Trial and Error**

Though the year following Lynn's separation from her husband was a difficult period, it also provided invaluable time for developing a heightened degree of self-reliance. According to Lynn, one of the initial adjustments to life without a spouse involved a process of trial and error. Time management behavior was a major part of this process. Daily routines were slowly modified and streamlined to accommodate single parenthood.

Lynn offered household responsibilities as an example to illustrate this period of trial and error. She explained, that prior to her separation, Saturday afternoons were set aside for house cleaning, doing laundry, and grocery shopping. This time frame was convenient, as her husband would take the children to a movie or other arranged activity for the afternoon. Soon after their separation, Lynn's husband moved to the east coast. Lynn now had the children seven days a week with little, if any, outside help. Lynn's children were still in elementary school and she felt obligated to spend as much time as possible with them, especially

on weekends. Consequently, house cleaning, doing laundry, and grocery shopping were no longer feasible on Saturday.

Lynn remembers trying to clean house and do laundry on week nights after the kids went to bed. She said, "This was a disaster, I was exhausted by the end of the week." After experimenting with a variety of time frames during the week, both day and night, Lynn discovered a workable block of time, that, for the most part, has been available to date, during her tenure at the community college. In virtually every semester of her nine years at the community college, there has been at least one day in a normal work week that her schedule allowed a late morning start or an early afternoon finish to her day. In either case, these times coincided with the children being in school, or involved in after-school activities. During this time period Lynn does her grocery shopping, picks-up dry cleaning, and perhaps, does a few loads of laundry.

Regarding house cleaning, Lynn has discovered that it is easier for her if this is an ongoing, almost daily activity. Lynn feels she developed this attitude and time management behavior while failing at her attempt to consistently set aside a block of two or three hours a week specifically for house cleaning. Lynn noted, "Something unexpected always seemed to

come-up." As might be expected, Lynn admitted to house cleaning as being, "a highly undesirable activity."

#### Catch-up Time

Over the years as a single parent and teacher at the community college, Lynn has learned to take full advantage of federal, state, and local school holidays, along with semester and spring breaks, to catch-up on activities or tasks otherwise not normally possible during a regular work week. For example, during the Thanksgiving holidays Lynn finished reading a novel she started during summer vacation. Helping her daughter shop for winter clothes was another goal accomplished over this long holiday weekend. However, Lynn's priority for the weekend, as she so eloquently stated was, "to get the damn garage door opener fixed." Fortunately for all concerned, this task was achieved.

Due to the nature of Lynn's work schedule there was little or no catch-up time available during normal school hours. However, on rare occasions students have canceled appointments during Lynn's scheduled office hours, which frees-up unexpected time. Lynn used this time to relax, have a cup of coffee, pay bills and balance her checkbook. Occasionally, scheduled faculty and/or department meetings were canceled, in most cases, when this occurs Lynn was able to go home.

Lynn showed a unique way to use catch-up time during spring break to lesson her burden of time management in the future. Three years ago Lynn decided to use the week during spring break to transform her front lawn to low maintenance desert landscaping. This transformation eliminated the bothersome time consuming chore of having to mow the lawn. Lynn also noted, "this not only saved time but water as well."

Catch-up time afforded Lynn the luxury of planning ahead. In most cases, this time away from work coincided with her children being off from school. Consequently, activities as a family or individually could be scheduled and normally accomplished. Lynn considered catch-up time as an important consideration for teachers in general to help manage their time.

### Intangibles

Lynn admitted to being like most people, not usually prepared for the unexpected. "Just when I think I have all my ducks in a row, something happens." One of Lynn's biggest "pet peeves" is car trouble. A very low level of tolerance by Lynn was apparent when discussing this problem. "Being late for work because the car won't start, or breaking-down on the highway, is just not acceptable."

Over the years, preventive maintenance has become

a staple for Lynn regarding her car. As a result of having to contend with this intangible of car trouble on numerous occasions, Lynn decided to purchase a new car every three years to lessen the chance of trouble, and at the same time receive a new warranty. According to Lynn, this has not only proven effective in virtually eliminating misspent valuable time, but perhaps more importantly, added to her peace of mind by avoiding a potentially stressful situation.

Lynn found few, if any, unexpected occurrences at the work place. Routine was pretty much the daily and weekly agenda at her community college campus. Loud noise, caused by construction on campus was about the only intangible faced by Lynn at work over the past couple of years. For the most part this problem had no noticeable or significant effect on her teaching or time management behavior.

Lynn admitted that patience was not one of her prevailing virtues, therefore, she does expect things to run smoothly, especially in a professional academic setting, like a community college. She recognized that unforeseen problems are a part of life, and realized how time consuming and disconcerting they could be. Lynn offered no planning strategies for coping with the unforeseen.

## Themes of Success

### The 4 P'S

In the process to better manage her time, Lynn has consistently implemented three of the four P's. Priorities, planning, and persistence were very much part of Lynn's arsenal in daily and weekly time management behavior. Time log analysis indicated that Lynn accomplished the majority of daily tasks. The logs show little time difference between the performance of the same daily activity over a normal work week. For example, Lynn spent approximately 20 to 25 minutes each morning having coffee and reading the newspaper before leaving for work. She spent an additional 10 to 15 minutes driving to work. The time spent on both of these daily activities varied by only 5 to 10 minutes each day during the week (See \* Appendix IX). She attributed this success in managing time, to establishing reasonable goals and developing good planning skills. According to Lynn, these time management behaviors were acquired, at least in-part, from a process of trial and error.

Persistence was recognized by Lynn as a characteristic needed to successfully negotiate through those trying periods of trial and error. Accepting that there may not be a better or faster way to do something



is not part of Lynn's constitution. She noted that being a single parent, and especially a woman, persistence is a must toward accomplishing most goals. I asked Lynn why? Her reply, "It's still a man's world, you have heard of the glass ceiling."

When asked how she goes about establishing priorities, Lynn noted, "Many times my priorities are set according to what happens around me." She explained that she rarely sets long range goals and has a tendency to plan for the accomplishment of immediate goals, and usually sets only daily and weekly priorities. Lynn felt she got far more accomplished, in less time, when time management was approached on a day-by-day basis. She rarely felt preoccupied with what might or might not happen next month, because Lynn was decidedly busy doing what had to be done each day.

#### It Works For Me

One of Lynn's favorite weekly activities was going to exercise class. She said, "It clears my mind, I feel better, I think better, and sometimes I even look better." Lynn explained, that this has become a staple in her life. For almost two years now, three times a week, Lynn found the time to attend the one hour class. She admitted to having very little interest or time for any other physical activity during the school semester.

When asked if exercise class helped Lynn manage her time better, she replied, "Going to exercise class seems to help me do everything better. I have more energy." This endeavor was also an activity she shared with her daughter frequently, which according to Lynn, makes this time even more enjoyable, and certainly more worthwhile. Lynn felt strongly about spending as much time as possible with her daughter. She believes both her children have busy schedules, and their own daily and weekly agendas. Lynn suggested, this hectic pace is the norm for most teenagers, not only her children but many students at the community college as well.

Observation and reflective journal data supports this view.

Lynn believes, time invested in planning, in most cases, results in effective time management toward accomplishing goals and objectives. For example, writing out a weekly list of things to do and when you hope to do them helps chart a positive course of action toward future time use. Lynn continuously writes notes to herself which are either affixed to her refrigerator at home, or added to her desk calendar at work. Writing herself a note especially helps in planning time for such things as dental and hair appointments, paying bills on time, and meeting time commitments made with her children.

Living in a highly populated urban area, Lynn was sensitive to how difficult it was, at times, to get from point A to point B. Driving in the city, according to Lynn, is time consuming and aggravating, and consequently, an activity she tries to avoid whenever possible. Lynn is a strong supporter of one-stop shopping, not only to save time, but in her case, to reduce stress as well. Going to one location and being able to not only grocery shop, but have access to a bank, pharmacy, dry cleaners, video store, copy machine, film developing, florist, and post office under one roof is, according to Lynn, "just a common sense way to save time." When asked what one activity during the week was the most time productive, Lynn replied, "My one stop-shopping."

Doubling-up or combining activities in the same time frame was another time management behavior developed by Lynn. For example, on numerous occasions she was able to have her hair cut, receive a manicure, and have her car washed and serviced. All three of these activities were accomplished at the same time and usually in less than an hour.

### **Questionnaire Results**

#### **The Keyes Time Pressure Assessment Questionnaire**

(Appendix IV) was administered to Lynn to determine her current perception of available time. A score of 55 placed Lynn in the "pressed for time" category. This "pressed for time" classification indicated Lynn's tendency not to accomplish scheduled tasks within the allotted time. The results of this test were revealed and discussed with Lynn. She was in total agreement with the category placement, and not surprised at all at the outcome.

The Shipley Institute of Living Scale (Appendix V) was administered to Lynn to estimate intelligence level. Table 1 summarizes Lynn's performance on the Shipley, including T-scores for both Vocabulary and Abstraction.

Table 1.

\*\*\*\*\* SUMMARY OF TEST RESULTS \*\*\*\*\*

**Estimated WAIS-R Full Scale IQ: 119+**

**Conceptual Quotient: 111**

**Abstraction Quotient: 104**

				T SCORES									
SCALES	SCORES		SEM	0	10	20	30	40	50	60	70	80	90
	RAW	T		I-----I-----I-----I-----I-----I-----I-----I-----I	I	I	I	I	I	I	I	I	I
Vocabulary	(40)	66	6.32	I									I
				I					:				I
				I					:	---X---			I
Abstraction	(38)	67	5.83	I					:				I
				I					:	---X---			I
Total	(78)	68	4.69	I					:	---X---			I
				I					:				I
SCALES	RAW	T	SEM	I-----I-----I-----I-----I-----I-----I-----I-----I	I	I	I	I	I	I	I	I	I
	SCORES			0	10	20	30	40	50	60	70	80	90

This test was analyzed and evaluated independently by two state licensed clinical psychologists at a psychometric testing center. The results of this test were not revealed or discussed with Lynn. Her estimated I.Q. score was 119+. Based on the Shipley, the maximum possible I.Q. for a 44-year old is 125. Due to the inherent limitations of the Shipley, Lynn's reported I.Q. may underestimate her actual intellectual abilities (SILS Handbook, 1992).

Lynn's T-score of 66 on the Shipley Vocabulary subtest was above average compared with a United States sample of normal adults. Two-thirds of the individuals with a "true" T-score of 66 would be expected to score in the very much above average to slightly above average range. Based on this performance, Lynn would be expected to do very well on intellectual tasks involving general verbal ability and comprehension.

On the Abstraction subtest, Lynn performed in the much above average range. Her T-score was 67. Given the normal variability in scores, one would expect an individual with her observed Abstraction T-score of 67 to have a "true" score ranging from very much above average to above average two-thirds of the time. These scores suggest that Lynn would do very well on intellectual tasks which require logical reasoning and ability to think abstractly. According to the clinical

psychologists' evaluations and interpretations, time management would fall into a category of tasks which Lynn should perform very well. Furthermore, both psychologists agreed that the ability to reason logically and think abstractly should augment development toward effective time management behavior.

#### **Summary: Case Study One: Lynn**

Lynn's time management behavior case study indicated that a structured, disciplined, and regimented upbringing, coupled with assuming a position of role model and mentor for her younger sisters, helped to develop and maintain a positive attitude toward time management as a single parent. Even though Lynn was accustomed to relying heavily on the marriage partnership, she successfully made the difficult transition to single parent. While raising two children, Lynn continuously searched for time saving techniques to balance her multidimensional roles as single parent, working professional, and head of the household. Through repeated periods of trial and error, Lynn generated, cultivated, and acquired time management techniques. Predicated on Lynn's time management behavior, the following comprises a capsulized cross-section of time management

considerations and guidelines for single parent women employed full-time at a two-year college:

1. Two-year college teaching schedules often provide a block of time at least one day during the week for accomplishing various tasks, such as grocery shopping, picking-up dry cleaning, or banking.
2. Two-year college holidays including local, state, and federal, as well as, spring and semester breaks afford valuable catch-up time for completing the unfinished, or attending to those things which otherwise cannot be attended to, during a normal work week.
3. Time invested in establishing low maintenance around the home, and a consistent schedule of preventive maintenance to avoid car trouble, may yield time saving dividends for single parent women.
4. One-stop shopping, doubling-up and/or combining activities in the same time frame are among suggested time management techniques for single parent women drawn from Lynn's case study data.
5. The value of having a sense of humor, a persistent positive attitude, taking things one step at a time, and a weekly exercise

program are but a few considerations toward successful time management behavior for single parent women.

### **Case Study Two: Jill**

#### **Biographical Sketch:**

Jill is a single parent employed for the past six years as a full-time teacher at a two-year college. She has sole custody of her two teenage sons, both of whom are from her only marriage. One of Jill's children attends junior high, the other high school. Jill and her two sons live in a three bedroom apartment approximately 15 minutes, by car, from her community college campus. Jill is a product of public school education and holds a masters degree from a large California university.

A California native, Jill was born and raised in a beach community South of Los Angeles. She is an only child and her parents divorced when Jill was a sophomore in high school. She remains close to her mother, a former elementary school teacher, but rarely spends time with her father. Jill has been divorced for almost six years. Her husband lived with her and the children until the divorce was final.

Jill describes herself as a "beach bum," and plans



to relocate back to Southern California when her sons graduate high school. This single mother of two is an accomplished musician and former California state high school swimming champion. Jill describes her life today as "a challenge."

### **Themes of Change**

#### **Genesis of Time Management**

Jill pinpoints her sophomore year in high school, the period surrounding her parent's divorce, as a "time for growing-up." Jill explained that prior to her parent's divorce her life was in concert with "traditional family norms" of the 1950's and 60's. By the end of her sophomore year of high school, Jill's parents were divorced, her father lost his high paying job in the aerospace industry, and her mother's teaching salary was the only family income.

Jill began to work part-time after school and on weekends as a babysitter. The money from these jobs was used by Jill to continue her music lessons, which she began at eight years of age. With a schedule consisting of school, competitive swimming, music lessons, and working in various settings as a babysitter, Jill began to realize the value of time and time management. The only significant change in Jill's schedule through high

school and college was working at different jobs. She noted, "The time I enjoyed the most was working summers as a life-guard during college."

Jill focuses on this span of six or seven years, from high school through college, for initiating the necessity of time management in her life. The ability to manage a combination of diverse activities, such as, competitive swimming in contrast to music recitals, during her teen and young adult years, has instilled in Jill a confident demeanor. Jill stated, "I am not one to waste time, like the commercial says, just do it."

### Transition

"Sure I was upset and hurt, but it wasn't that bad," was the way Jill described the time surrounding her divorce. She said, "Sometimes it was easier than being married, now I had only two children instead of three to worry about." Jill's ex-husband has since remarried and lives out of state.

Remembering once again the time surrounding her parents' divorce, Jill felt better equipped to handle being a single parent, despite having two young children at the time. This inclination was based on Jill's belief that she had a good secure job at a community college, was healthy and capable, and that other women have managed in similar situations. "I

would try not to let myself get down, besides, there was no time for feeling sorry for myself."

Jill explained that during her five year marriage, her husband, a computer consultant at the time, traveled a great deal. She grew accustomed to managing most household responsibilities on her own, working full-time, and being the principle parent in her childrens' lives. According to Jill, "the family unit was rarely intact" during her marriage. Therefore, being without a spouse, in terms of time use responsibilities and daily activities, had presented only marginal disparity to Jill as a single parent.

#### Balancing Act

"I do the best I can," was how Jill described her distribution of time between being a single parent, working professional, and head of the household. Jill explained that for the most part, it was not all that difficult to manage her time. She pointed out that her working hours at the community college are set, same time each day for a semester. She also noted that for the last couple of years she has had direct input in arranging her teaching and office hours schedule. Jill makes every effort to schedule her classes back to back, or as close together as possible. When there was a break between classes, an hour or more, Jill

scheduled office hours. She stated, "My time at work is very routine, I obviously have to do things according to schedule."

Regarding Jill's time use and household responsibilities, she normally cleans the apartment and does the wash on Saturday mornings. This routine varied slightly around her younger son's soccer schedule. Jill and her older son try to attend as many of these soccer games as possible during the season. Both of Jill's sons are athletic and involved in numerous school activities. Jill revealed that she enjoys taking an active part in her sons' athletic programs and activities, and makes every effort to find the time to regularly attend these functions. Jill has developed a flexible system to accommodate her sons' time schedules with her agenda, so that she may attend as many of their activities as possible. The following outlines, according to priority, this system of time management behavior for meeting these time demands: (1) Her contractual agreement with the community college takes time priority over attending her sons' activities. In fact, according to Jill, only in times of emergency, illness or injury to her children, was her work schedule at the community college altered. (2) Should her sons have activities scheduled at the same time on the same day at different locations, (this frequently

happens) Jill alternates her time by attending the activity of one of her sons, and the next time attending the other son's activity. This equal time approach for each son and their activities does not waver, despite that one activity may have a higher degree of importance than another, such as a championship game. (3) Eating out together after her sons' activities, according to Jill, "is the way to go." Not having to go home and take the time to cook after a long day was preferred. Eating out has become the norm for her family during the times her sons were participating in various after school activities.

Jill described her personal life as "solid." She and her boyfriend of two years have taken the time to get to know each other and realize the complexities in sustaining a positive personal relationship. According to Jill, she enjoys having a man in her life, and it has been a constructive influence on her sons. Jill explained that for the most part she makes the time for a personal life, sometimes by trading off time spent on house cleaning, or some other non-imperative household responsibility.

"There is usually a way to get most things done," was how Jill approached her multidimensional status as single parent, working professional, and head of the household. In Jill's case, her balancing act focused

more on managing time as a single parent and head of the household than as a community college teacher. Observation data from professional and non-professional sites totally supported this belief.

### Themes of Discovery

#### Trial and Error

"My quiet time helps me get through a busy week." Jill explained that she needs to rest but does not need more than six or seven hours of sleep each night (time log data supports sleep time). Jill's quiet time was normally two hours before she fell asleep, generally 10:00 pm to midnight during week nights. One of Jill's more successful time management discoveries, since becoming a single parent, was to establish an in-room by ten rule. This rule dictated that both Jill and her sons be in their respective rooms by ten o'clock at night. Jill explained that the boys were usually exhausted after a long day and have to be up no later than 6:30 am during a school week, so they fall asleep quickly.

"I get a lot done during my quiet time." She used this time for both relaxing by lying in bed and at the same time accomplished a variety of activities. Jill noted that during her quiet time, she might pay bills

and balance her checkbook, correct papers and/or exams, watch the late news, thumb through a magazine, do her nails, speak with her boyfriend on the phone, or listen to music, and eventually fall asleep. According to Jill, this nightly block of time (quiet time) was discovered after she tried unsuccessfully to perform these activities at other times during the week.

House cleaning, grocery shopping, and laundry were normally weekend tasks according to Jill. For a while she tried to do all three of these chores on Saturday. These multiple tasks became too much and she decided to grocery shop on Sunday afternoons instead. Jill admitted that a little dust here and there doesn't bother her, so if she was pressed for time, or not in the mood for cleaning the apartment, she would let it go to the following Saturday. Jill explained this attitude was not a feasible or practical option with the laundry because the boys generate large amounts of wash to be done each week. She added that carting laundry back and forth to the washer and dryer, located outside the apartment, was time consuming, "so I try to keep up with it."

#### Catch-up Time

Jill's teaching and office hours schedule at the community college does not normally afford any free

time while at work (This is validated by observation data). Jill attributed this lack of free time to teaching in one of the larger departments in the largest division at the college, which she felt was under-staffed. This problem, along with heavy student enrollment was reflective of a growing community. "I am with students all day, either in the classroom or during office hours," she explained.

Jill admitted to truly looking forward to school holidays. She used this time for a variety of activities. For example, Jill and the boys normally spent the long Thanksgiving weekend visiting her mother in Southern California. She also used this time to visit old friends and catch-up on the gossip. According to Jill, the best time spent during Thanksgiving was on the beach, walking and talking with her sons, or tossing a frisbee to Shadow, her mom's dog. She explained, "This is the kind of time I need to recharge."

Jill finds religion very personal and was reluctant to discuss time spent during the Jewish Holidays. However, she and the boys do not attend synagogue regularly, but do observe other Jewish traditions and holidays.

Semester breaks and/or time off for Christmas and New Years for the last couple of years was, according



to Jill, "a time to hit the slopes." Jills, her sons, and usually her boyfriend (also a teacher) spent as much time as possible skiing during the winter recess and holidays.

When asking Jill what she accomplished time wise, and what activities she catches-up on during school holidays and semester breaks, she replied, "I spend quality time with those closest to me and catch-up on having some fun."

### Intangibles

"The unforeseen scares me." Jill explained that she has little difficulty handling most things, but at times was concerned how she might deal with the unexpected. Reflecting on her time as a single parent Jill pinpointed only one brief period of time involving a drastic change in her normal daily routine. Two years ago Jill underwent immediate surgery to correct a potentially serious "female problem." This emergency occurred in the midst of a school semester and Jill was bed-ridden for three weeks. "I felt so helpless," was how she described the time surrounding this unanticipated and startling event. Her mother came from California to stay with Jill and help with the children.

According to Jill, her major concern while

recuperating at home, was her classes and students at the community college. The ripple affect of her absence was felt throughout her department at the college. Jill admitted to spending hours worried and preoccupied with not being able to go to work. However, she explained that her department head and fellow teachers at the community college continuously tried to put her mind at ease, by assuring Jill that her classes were covered and running smoothly.

Jill concluded her thoughts regarding this time in her life by suggesting she does not like to rely on other people for doing things she should be doing. Jill also noted that the value of family, friends, and colleagues during her period of unexpected difficulty were priceless. Time invested by Jill, especially at the work place in establishing, cultivating, and maintaining a positive professional relationship with administrators and faculty, according to Jill, "is time well spent."

### **Themes of Success**

#### **The 4 P's**

Planning, persistence, and patience are three of the 4 P's which Jill exhibited most frequently during the study. Time log analysis indicated that Jill's

daily and weekly agendas were not bogged-down with a list of goals to be accomplished, or priorities to be met. Jill described her priorities as, "raising my children and doing a good job teaching." According to Jill, "there was always a certain amount of planning needed to get through the week." For example, planning and coordinating times she could attend her sons' many activities, or perhaps an occasional lunch during the week with her boyfriend, were by design and not chance. Specific lectures, to coincide with assigned readings and related course material to be covered in a given week, were routinely considered by Jill as part of a planned agenda.

According to Jill, persistence has become a way of life in order to succeed. Jill focused on participation in athletics, especially her former experience with competitive swimming, in developing and reinforcing her determined attitude to improve. As a single parent of two teenagers, Jill felt compelled to instill a positive and determined outlook in her sons, so that they might be better equipped to meet the challenges and demands of a competitive society. Jill pointed out that preparation for competitive swimming, in many ways, mirrored preparation for life. She explained, in swimming, as in life, most of us compete to try and go the distance and accomplish as much as possible in the

least amount of time.

Jill stated, "I have a lot of patience." She deemed this necessary to be a good parent. According to Jill, over the years patience has become more than just a virtue. She explained that her patience, more than once, has tempered rash or otherwise foolish decisions. Jill noted that having patience gave her time to think through a problem, this added time for deliberation usually affords alternative solutions and enlightened decision making. She commented, "Taking the time to be patient is time well spent."

#### It Works For Me

Jill felt that a busy schedule helped her manage time. "I like keeping busy. I get more accomplished when there is a lot to be done. I'm most productive when there is some pressure on me." Jill explained being active and having a competitive side has gotten her through some "killer weeks." She admitted to getting physically tired but rarely depressed.

Jill is proud of her two sons. She explained that spending as much time as possible with them has proven beneficial in reducing her time spent worrying about their well-being when she is not present. According to Jill, her own peace of mind, in knowing that her sons can take care of themselves in most situations,

translates to a higher and more concentrated degree of focus on other daily activities, especially teaching. This peace of mind, as described by Jill, enabled her to get most daily and weekly activities, which made-up her busy schedule, accomplished in the time allotted.

### Questionnaire Results

The Keyes Time Pressure Assessment Questionnaire (Appendix IV) was administered to Jill to determine her current perception of available time. A score of 62 placed Jill in the "time on balance" category. This "time on balance" classification indicated Jill's ability to accomplish tasks on schedule or within the time allotted. The results of the questionnaire were revealed and discussed with Jill. Her initial comment was, "I do the best I can." She went on to say that she rarely feels pressed for time and that she only considers the need to balance time between two major entities, work and family. She concluded, "It's not easy, but it can be done."

The Shipley Institute of Living Scale (Appendix V) was administered to Jill to estimate intelligence level. Table 2 summarizes Jill's performance on the Shipley, including T-scores for both Vocabulary and Abstraction. See Table 2 on next page.

Table 2.

## \*\*\*\*\* SUMMARY OF TEST RESULTS \*\*\*\*\*

Estimated WAIS-R Full Scale IQ: 108

Conceptual Quotient: 102

Abstraction Quotient: 107

SCALES	SCORES		SEM	T SCORES											
	RAW	T		0	10	20	30	40	50	60	70	80	90		
Vocabulary	(33)	54	6.32	I++++I++++I++++I++++I++++I++++I++++I++++I++++I									I		
				I									I		
				I									I		
Abstraction	(34)	62	5.83	I									I		
				I									I		
				I									I		
Total	(67)	59	4.69	I									I		
				I									I		
				I									I		
SCALES	RAW	T	SEM	I++++I++++I++++I++++I++++I++++I++++I++++I++++I									I		
	SCORES			0	10	20	30	40	50	60	70	80	90		

This test was analyzed and evaluated independently by two licensed clinical psychologists at a psychometric testing center. The results of this test were not revealed or discussed with Jill as explained in Chapter 3. Jill's estimated I.Q. score was 108.

Jill's T-score of 54 on the Shipley Vocabulary subtest was average compared with a United States sample of normal adults. Two-thirds of the individuals with a "true" T-score of 54 would be expected to score in the slightly above average to average range. Based on this performance, she would be expected to be about average on intellectual tasks involving general verbal ability and comprehension.

Jill's T-score of 62 on the Abstraction subtest, placed her in the above average range. Given normal variability in scores, one would expect an individual with Jill's observed Abstraction T-score of 62 to have a "true" score ranging from much above average to slightly above average two-thirds of the time. According to both clinical psychologists these scores suggest that Jill would do well on intellectual tasks which require logical reasoning and ability to think abstractly. With this ability to reason logically and think abstractly, time management would be a category of tasks that Jill should perform well.

#### **Summary: Case Study Two: Jill**

Jill's time management behavior case study indicated that her teenage years initiated concern and necessity for time management, predicated on the need to function successfully with a busy schedule. Having observed her mother's behavior after her parents divorced, coupled with the frequent travel and resulting absence of her husband, Jill's transition to single parent life seemed to be easier than one might expect.

Jill continued to focus her time management around attempting to maintain an equitable balance between

being a single parent and an effective community college teacher. Through a process of trial and error, Jill successfully devised an operational system for spending time with her children and attending their many activities. She has been able to establish and sustain a solid personal relationship over the last two years, while still finding a block of "quiet time" for herself. Jill was confident in her ability to handle most situations. In spending maximum time with her sons, she felt this confidence has been slowly instilled in them. This effort added greatly to her peace of mind which she deemed essential for personal productivity.

Confidence and persistence, tempered with patience derived from athletic competition and musical training, were the one-two punch Jill relied on to manage her life as a single parent, working professional, and head of the household. Keeping busy was the fuel that propelled this single parent woman through a full and apparently rewarding life.

Jill's time management behavior highlights the following considerations and suggested guidelines for single parent women employed at a two-year college to better manage their time:

1. When establishing a teaching schedule at the two-year college, minimal time expenditure



between classes and office hours is an expedient method for condensing the work day.

2. An equitable system of time management to accommodate the schedules of children in order to participate in their activities (as demonstrated in this case study) is time well spent. This system of time management may help provide a marginal degree of concern and needless time consumption worries in the future when children are on their own.
3. A period of time set aside (quiet time), preferably two hours each week night, just prior to sleep, for both relaxing and accomplishing minor tasks, is recommended.
4. A change of activity and location, a trip to the beach, visiting friends, or a skiing holiday help provide a fresh and revitalized approach to managing a busy schedule.

### **Case Study Three: Pam**

#### **Biographical Sketch**

Pam is a single parent and has been teaching at a two-year college for the past five years. She has two teenage children from her only marriage, a son who attends junior high, and a daughter in high school. Pam

was married for nine years and has been divorced for six years. Pam has sole custody of the children, and they live together in a three bedroom house located less than 15 minutes driving time from the campus where she works.

Pam was born and raised in the Northeast and has two older brothers, both married with children. Her parents are deceased. She was a product of public school education and earned a masters degree from a large Florida university. Pam met her husband while in graduate school and they relocated to the Southwest to accommodate his employment opportunities at the time. Since their divorce, Pam and her ex-husband have remained friends. He also has not remarried, and lives in a different region of the state.

Pam, a chain smoker, described herself as a one-time "tomboy" and now a "typical parent." Her teenage children are the focus of Pam's life. She said, "I enjoy being a Mom."

### **Themes of Change**

#### **Genesis of Time Management**

"When I was sixteen, I began working in the family restaurant. These were great times." Pam explained that she comes from a large extended family including aunts,

uncles, and cousins, all of whom, at one time or another, were involved working at their family-owned restaurant. The restaurant was owned and operated by Pam's father and his two brothers. "This is where I spent most of my time growing-up."

According to Pam it was tradition for all family members to help-out at the restaurant. Pam admitted that responsibility, time management, and commitment were not among her conscious concerns as a teenager. However, upon further reflection she concluded that being responsible for maintaining a work schedule while attending high school, and providing good food with good service (the restaurant motto), was in fact, a way of life. She added, referring to her schedule as a teenager, "we all did it, my brothers, cousins, all the kids."

When asked if she missed a lot as a teenager by working in the restaurant, Pam replied, "no, on the contrary, not at all." She explained that her parents set priorities regarding the importance of school. Pam's parents made it clear, where she was concerned, school was first, and most everything else second, including working in the restaurant. According to Pam, school for her involved participating in various activities and clubs, such as drill team and debating. She admitted to being an average student and remembers

spending very little time studying in both high school and college.

Regarding self-discipline, Pam again points to time spent working in the restaurant. Time observing and participating in a family united toward a common goal was the foundation on which Pam assembled her adult life. According to Pam, this life experience of family unity has provided her inner strength during difficult times, especially during her divorce and parents' deaths, all of which occurred within a span of fourteen months. She stated, "My life changed so much in those months."

### Transition

"We grew apart." Pam explained that her husband was consumed with his work in the hospitality industry. Ten and twelve hour days, six days a week, took its toll after almost a decade of married life for Pam.

"I had very few close friends while I was married," Pam explained. She continued, "My husband was my best friend." According to Pam, whenever there was a problem she could rely on her husband even with his busy schedule. Sometimes a phone call to her parents often provided guidance through difficult times. Pam explained that not only did she have to adjust to the realities of divorce, but within the same time frame

(fourteen months) had to cope with the death of her father and seven months later her mother. In retrospect, Pam admitted, despite being divorced for a few months, it was her ex-husband who comforted her the most during the passing of her parents. She attributes this understanding and compassion shown by her ex-husband during these difficult times for maintaining their friendship and bond which is ongoing today.

### Balancing Act

"I guess in a lot of ways I have always been a single parent." According to Pam, raising the children and maintaining the household were always her responsibilities. From the time the children were born to the present, Pam has considered herself very much the principle parent. In general, outside of economic support by her husband during their marriage, she has primarily orchestrated the growth and development of her children. Pam admitted that the focus of her balancing act, after becoming a single parent, was one of regaining emotional stability and perspective lost during the brief interval of time between her divorce and parents' death.

"Taking care of the kids was always my responsibility." Pam explained that when first married she did not work. Her life revolved around being a wife

and mother. Maintaining the household, grocery shopping, and various other domestic chores were all part of Pam's weekly agenda.

"I taught for a few years at a private school before moving to my position here at the community college." According to Pam, the timing for her starting to work was in sync with conditions surrounding her life at the time. In general, her teaching schedule coincided with her childrens' in school hours, along with vacations and school holidays. Pam mentioned that professional employment added another dimension to her life, but one that she absorbed with relative ease. Pam felt the balance sought between being a single parent and working mother was often difficult, but not impossible.

### Themes of Discovery

#### Trial and Error

"I am a creature of habit, I like routine." According to Pam, routine may not be very exciting but was essential for her to accomplish most daily and weekly tasks. Pam admitted that having a definitive daily and weekly schedule was a carry-over from her involvement in the restaurant business. "I like to be consistent." According to Pam, when she sways from her

self-appointed schedule, time was often misspent and rarely productive. Pam noted that being consistent in her behavior, while raising her children, along with developing the ability to stay on task over the years as a teacher, has contributed to making her life routine, and at the same time rewarding.

"Making mistakes is part of it." Pam explained that she often tried unsuccessfully to be both mother and father to her children. She said, "I think this is the biggest mistake a single parent can make." According to Pam, she began to realize that time spent focused on simply being a good parent, and not attempting to divide her time in assuming an alternate gender role, was a valuable lesson learned. Pam noted that through these repeated periods of trial and error, she began her emergence as a confident and capable parent.

#### Catch-up Time

Pam's case study offered little data in this category. This lack of data was due to her ability in rigorously maintaining daily routine and weekly schedules, thereby allowing Pam to accomplish most predetermined goals set within the frame work of her daily and/or weekly agenda. In short, it was routine for Pam to stay caught-up. When asked what she did with her

time over school holidays, Pam replied, "I rest."

### Intangibles

"There is always something." Pam explained, no matter how well she planned her schedule, that which was unforeseen and unexpected was bound to interfere. She further admitted to being, in her words, "anal retentive" which made any obstacle to a normal day less tolerable. According to Pam she was generally not a patient individual. However, when her children became ill or injured she was understanding and accepting of the situation, and more than willing to negotiate required schedule changes.

This willingness to adjust to the situation at hand was not shared by Pam when it came to things breaking-down or malfunctioning around the house. She said, "lifetime guarantees do not cover inconvenience." Without prompting, Pam offered this example. While at school last semester, the hot water hose on her two year old washer ruptured, flooding the kitchen and damaging the carpet in both the dining and living rooms. "I was furious." Pam explained that for almost six weeks she was preoccupied with having to rectify the situation. Though not having to miss work, she admitted this unexpected and time consuming event greatly disrupted her normal routine, and to some



extent, negatively affected her job performance. Regarding the unforeseen and unexpected, Pam concluded, "I never learned to take things in stride very well."

### Themes of Success

#### The 4 P's

"Planning is part of my job." According to Pam, planning is inherent with teaching. She commented, "In order to be organized you have to plan. If you are unorganized, how can you teach?" Pam explained that her teaching schedule dictated most of her time use while at work. Being a creature of habit and one who enjoyed routine and systematic schedule, Pam does not concern herself with where she was spending her time while at work, but how productive her time was spent when teaching.

Pam admitted to being annoyingly persistent at times, especially when dealing with her own job performance and expectations from her students. Pam firmly believed that time invested in being persistent toward a positive goal on any level, was time well spent.

However, Pam's persistence at work does not generally carry-over to her domestic life. She explained that at home being persistent with two

teenagers, in many cases, can backfire in subtle defiance. When asked for an example, she said with a smile, "downtown Beirut." Pam explained that for a long time she could not get her daughter to clean her room, which resembled downtown Beirut (a reference to a city in shambles). Pam persistently reminded her daughter to clean the room, but to no avail. Pam soon realized that in this case persistence was apparently a waste of time and energy. She decided to take a different tack, saying nothing to her daughter about the condition of her room. This strategy was successful in a relatively short period of time.

According to Pam, house cleaning, grocery shopping, and doing the laundry were planned activities. Such chores were scheduled around her fluctuating teaching schedule each semester at the community college. On occasion Pam has had classes scheduled beginning at 4:00 pm on a given day, thereby freeing-up a large block time before going to work. Pam explained that she preferred getting household responsibilities accomplished during the week whenever feasible. Pam noted, "I try to spend as much time as possible with the kids on the weekends." She added, "especially with my daughter," who, she explained, was planning to attend college out of state upon graduating next year.

It Works For Me

"My computer and QVC," was Pam's reply when inquiring as to what were among the things which helped the most in managing your time? Computer software programs such as Window's Note-pad, Window's Calendar, and Window's Card File were listed by Pam as instruments of technology she used constantly to keep track of everything from birthdays and dental appointments, to students' grades and attendance. "I even use the computer to balance my check book."

QVC means quality, value, convenience. It (QVC) refers to a national television home shopping network. According to Pam, this method of shopping was a "great time saver." Pam explained that she has been using QVC for three years and does virtually all her gift shopping from the comfort of her living room. No crowded malls and long lines, and no need to drive endlessly in search of a parking space, especially during Christmas shopping. These strategies were but two considerations mentioned by Pam for not only saving time, but also minimizing stress level, which often accompanied holiday preparations.

Pam avoided Post Office crowds during the holiday season by using QVC. Items purchased through QVC can be Federal Expressed directly to the person receiving the gift anywhere in the country. Since most of Pam's

family lives on the East Coast, this service has proven to be a most convenient and effective method of time use. Time was also saved in gift wrapping, as QVC provided this service as well. Pam smiled and remarked, "All you need is a television, a telephone, and a credit card."

### Questionnaire and Test Results

The Keyes Time Pressure Assessment Questionnaire (Appendix IV) was administered to Pam to determine her current perception of available time. A score of 59 placed Pam in the "time on balance" category. This "time on balance" classification indicated Pam's tendency to accomplish tasks on schedule or within the time allotted. The results of the questionnaire were revealed and discussed with Pam. She agreed with the category placement, but was quick to mention, "Not always."

The Shipley Institute of Living Scale (Appendix V) was administered to Pam to estimate intelligence level. Table 3 summarizes Pam's performance on the Shipley, including T-scores for both Vocabulary and Abstraction. See Table 3 on next page.

Table 3.

## \*\*\*\*\* SUMMARY OF TEST RESULTS \*\*\*\*\*

Estimated WAIS-R Full Scale IQ: 111

Conceptual Quotient: 102

Abstraction Quotient: 103

SCALES	SCORES		SEM	T SCORES									
	RAW	T		0	10	20	30	40	50	60	70	80	90
Vocabulary	(36)	59	6.32	I	I	I	I	I	I	I	I	I	I
Abstraction	(34)	62	5.83	I	I	I	I	I	I	I	I	I	I
Total	(70)	61	4.69	I	I	I	I	I	I	I	I	I	I
SCALES	RAW	T	SEM	I	I	I	I	I	I	I	I	I	I
	SCORES			0	10	20	30	40	50	60	70	80	90

This test was analyzed and evaluated independently by two licensed clinical psychologists at a psychometric testing center. The results of this test were not revealed or discussed with Pam. Her estimated I.Q. score was 111.

Pam's T-score of 59 on the Shipley Vocabulary subtest was slightly above average compared with a United States sample of normal adults. Two-thirds of the individuals with a "true" T-score of 59 would be expected to score in the above average range to average range. Based on this performance, Pam would be expected to do well on intellectual tasks involving general verbal ability and comprehension.

On the Abstraction subtest, Pam's T-score of 62 placed her in the above average range. Given normal variability in scores, one would expect an individual with her observed Abstraction T-score of 62 to have a "true" score ranging from much above average to slightly above average two-thirds of the time. According to both clinical psychologists these scores suggest that Pam would do well on intellectual tasks which require logical reasoning and ability to think abstractly. With this ability to reason logically and think abstractly, time management would be a category of tasks that Pam should perform well.

#### **Summary: Case Study Three: Pam**

Pam's time management behavior case study offered evidence to support the notion that time spent while working as a teenager in the family restaurant initiated many of her time use routines as an adult. The tradition of participating in the operation of the restaurant strengthened Pam's family ties. At the same time, this work schedule was not permitted to disrupt her schooling or disallow joining school related activities.

The emotional trauma imposed by the deaths of Pam's parents, coinciding with the time surrounding her

divorce, was lessened by the support of family and the friendship of her former spouse. After regaining emotional stability from a painful fourteen months of tragic occurrences, the segue to single parenthood was not perplexing for Pam. She had always assumed responsibility for the children and considered herself as the principle parent.

Though professional employment as a single parent added another dimension to Pam's existence, it was in harmony with her life at the time. For the most part, a secure balance was promptly struck between being a single parent and working professional by Pam.

Pam, a creature of habit, comfortable with routine, and consistent in her parenting, has maintained an orderly and effective system of personal and professional time management in the aftermath of divorce. The following offers reflection and potential direction toward establishing constructive time management behavior, as exhibited by Pam, for single parent women educators employed full-time at a two-year college:

1. An established routine, with little variation, may provide a system for productive time management.
2. Household responsibilities such as grocery shopping, doing laundry, and house cleaning

can often be accomplished during a week day, thereby affording more time to be spent with family on weekends.

3. The use of a computer and related time saving software for preserving and recapitulating information in seconds, merges the advantages of technology with the pragmatic world of time management.
4. The benefits of QVC, a home shopping television network, should not be underestimated in optimizing one's time use.

### Research Questions and Findings

This study focused on time management behavior of single parent women educators employed full-time at a two-year college. The investigation was guided by three primary research questions posed at the outset of the study. As the research progressed, a fourth question emerged. This question proposed only an ancillary interest to the topic investigated. Cross case analysis data has been integrated into the findings to help delineate differences and similarities in time management behavior of the participants. Here in summary, are the research questions and the findings:



**Research Question One**

How do women educators at a two-year college who are single parents manage time?

**Findings**

Three single parent women educators investigated in this study exhibited both differences and similarities in their time management behavior. Repeated periods of trial and error fostered time management systems and techniques, which when applied to daily life, have proven successful in the cases studied. From one-stop shopping to having a sense of humor, from establishing periods of quiet time to taking things one step at a time, and from computer technology to the time saving benefits of utilizing a home shopping television network, were among the ways the women studied managed their time.

**Research Question Two**

What variables affect time management behavior for single parent women educators at a two-year college?

**Findings**

The unexpected and unforeseen, those intangibles which periodically interrupt normal routine and disrupt otherwise planned activities affect time management for

single parent women educators at a two-year college. Examples cited in the case studies ranged from car trouble to immediate surgery to a hot water hose rupturing and flooding three rooms.

### Research Question Three

What are the differences and/or similarities in time management behavior of single parent women educators at a two-year college?

### Findings

In the cases studied, both differences and similarities in time management behavior of single parent women educators at a two year college were evident. Among the similarities dominating time management behavior of the three participants were:

- (1) An interest and awareness of time management originated as a teenager.
- (2) Time management techniques and behavior were developed through repeated periods of trial and error.
- (3) Seeking an equitable time balance between children and professional responsibilities was the primary time management consideration.
- (4) Planning and persistence were prevailing attributes surrounding time management behavior of

all three participants.

Among the more noted differences in time management behavior of the cases studied were:

- (1) The use of catch-up time as described in the study varied greatly among the participants. This use of time ranged from catching-up on reading and house maintenance to visiting relatives and friends, from snow skiing trips to simply resting.
- (2) Though daily and weekly schedules were established in each case studied, the degree of flexibility toward maintaining these schedules were divergent. Contrast in maintaining agendas extended from a strict and regimented routine to schedules affable to change and adaptability.
- (3) Time spent in transition from married parent to single parent fluctuated greatly in the cases studied. Extremes during transition ranged from a mentally and physically exhausting change in routine and role expectation (Lynn) to little or no change in routine and role expectation (Jill).
- (4) Time spent on pursuing and sustaining a personal relationship provided contrast among the cases studied. This contrast varied from feelings of indifference in having a personal relationship to it being a positive and worthwhile endeavor.

**Research Question Four (Secondary Focus)**

What is the relationship between I.Q. level and time management behavior of single parent women educators at a two-year college?

**Findings**

According to the clinical psychologists interpretation of the Shipley test results there were no definitive disclosures from the data collected correlating certain levels of I.Q. with specific time management behavior in the cases studied.

## CHAPTER V

### DISCUSSION, CONCLUSIONS, IMPLICATIONS

#### Overview

This study has investigated time management behavior of single parent women educators at a two-year college. A multiple case study research design was utilized to explore and describe time management behavior of three participants with similar professional and domestic responsibilities. Data were collected from questionnaire responses, interviews, time logs, and observations.

Discussion in this chapter begins with a re-examination of the sample studied and continues with dialogue and interpretation of the findings from each research question. The discussion and interpretations are followed by conclusions from the investigation and closes with implications for future research on the topic.

#### Discussion of Findings

This study was predicated on an interest to examine and describe time management behavior of single parent women educators. Elements of the study involved

three single parent women teachers between the ages of 35 and 45, employed full-time at a two-year college. Each of these women were divorced for at least the past five years, and had no more than two teenage children living at home.

#### Research Questions & Interpretations (Q.& I.)

**Q. How do women educators at a two-year college who are single parents manage time?**

**I.** Time management behavior of the single parent women educators investigated, revealed a cross-section of time use techniques as detailed in Chapter 4. Though time management behavior varied in each case studied, time management attitudes, perceptions, methods, and routines in the cases examined were predominately established after repeated periods of trial and error. Emerging from these periods of experiment, each participant charted and adapted a course of time management behavior compatible with their professional and domestic responsibilities as a single parent.

Interpretation of the findings from this question left little room for obfuscation regarding a consummate method of time management for single parent women educators. There were none. The findings provided provocative food-for-thought in revealing proven definitive guidelines and suggestions for time

management behavior obtained from three single parent women teachers at the two-year college.

**Q. What variables affect time management behavior for single parent women educators at a two-year college?**

**I.** Each case study cited specific examples of variables which affect time management behavior of single parent women educators at a two-year college. However, one may interpret the results in a broader perspective and suggest that any unexpected occurrence in normal daily routine would likely disrupt typical time management behavior. Cross case analysis revealed that not only physical absence from work affected normal daily routine, but preoccupation with the problem causing the disruption in schedule was time consuming.

**Q. What are the differences and/or similarities in time management behavior of single parent women educators at a two-year college?**

**I.** Keeping in mind the small sample number chosen for the study, findings presented in Chapter 4 indicated both differences and similarities in time management behavior among the three participants. By way of interpretation, one may speculate and perhaps surmise,

that data from a larger sample would suggest a greater variety of differences and/or similarities in time management behavior for single parent women educators at a two-year college. Nevertheless, data collected from this question supported the interpretation of the findings from question 1. The data revealed no consummate method of time management behavior from the cases investigated.

Further interpretation and cross case analysis provided a general sense of productive similarity in time management behavior of the cases studied. The data indicated that each participant had secured a feasible and relatively successful method of time management behavior.

**Q. What is the relationship between I.Q. level and time management behavior of single parent women educators at a two-year college?**

**I.** Interpretation of the findings for this question were primarily obtained from counsel with two licensed clinical psychologists. The collaborative efforts of the psychologists concluded there were no definitive disclosures from the data to correlate certain levels of I.Q. with specific time management behavior among the participants studied. Perhaps the similarity in I.Q. scores among the participants limited any further



speculation. However, it was suggested that in many cases, estimated I.Q. level of a given individual, generally offers skeptical congruence with regard to that same person's level of competency as described by Barrett (1991).

### Conclusions

Based upon the findings presented in Chapter 4 and interpretation of these findings discussed in the preceding section of this chapter, the following conclusions have been made with respect to the cases investigated:

- (1) Realization, appreciation, and requisite of time management behavior originated and developed as a teenager. Responsibility toward time management emerged out of a need to accommodate the dual schedules of attending school and working part-time.
- (2) As a consequence of divorce, time management behaviors were realigned after periods of trial and error to accommodate the roles of single parent and working professional.
- (3) As the transition from married life to single life progressed, the degree of difficulty with regards to time management during the

segue was predicated on the proportional disparity between the responsibilities assumed as a married parent with those of a single parent.

- (4) Unexpected occurrences which disrupted planned time management behavior were addressed by each participant with marginal tolerance. Unforeseen schedule change was not only limited to physical displacement but periods of mental distraction as well.
- (5) Differences and/or similarities in time management behavior was apparent. However, primary rationale for time management behavior were similar in each case studied. Parenting and professional responsibilities were common threads of concern in attempting to establish an equitable time balance. The time management behaviors established to seek and maintain this equitable time balance were different in each case studied.
- (6) Cross case analysis provided no evidence to indicate a generally preferred method of time management for single parent women employed at a two-year college. Time management behavior was successfully adapted and

maintained according to varying individual needs and circumstances. Therefore, this study has provided several avenues for exploration of time management behavior, and suggested no exclusive route. (7) Regarding the secondary interest which surfaced during the research, namely the relationship between I.Q. level and time management behavior, the following was concluded. There were no definitive disclosures from the data collected correlating certain levels of I.Q. with specific time management behavior in the cases studied. Further speculation was strongly discouraged by both clinical psychologists whose counsel and expertise were received throughout that phase of the study.

### General Conclusion

The phrase, "It Works For Me" which emerged from data collection and developed into a category for the research, best summarized the general conclusion of the study. Time management behavior of the single parent women educators researched, were continuously constructed on a foundation secured with individual perseverance. This foundation supported periods of

trial and error which eventually gave-way to each participant finding time management behaviors that worked for them.

### **Implications for Future Research**

While time management studies have been conducted in various disciplines, including the social sciences, the literature offered no study that researched time management behavior of single parent women educators employed at a two-year college. With this apparent void in the research literature, and based on the results of this study, it is recommended that further time management studies be conducted. This study was limited to three single parent women who taught at a two-year college, each of whom had two teenagers living at home. Considering the small sample size, this study has added to the general body of knowledge on time management and single parent women.

Future research endeavors need to both expand and vary from the sample used in this study. The initial and most obvious recommendation for additional research suggests maintaining all the same elements of this study, but replace single parent women with single parent men. A follow-up to that study may recommend similar research be conducted comparing time management

behavior of single parent women educators at a two-year college with time management behavior of single parent men educators at a two-year college.

Additional recommendations for similar time management studies might include differing variables from this study, such as, number of children living at home, gender of children, and ages of children. A study comparing time management behavior of single parent women who have never been married, with time management behavior of single parent women who have been married, is recommended.

A time management study of single parent women from similar domestic situations, but with different professional careers, is encouraged. For example, a time management behavior comparison of a teacher, a corporate executive, and a nurse is suggested to augment the sample used for this study. Future research might look at time management behavior of single parent women in non-professional occupations.

Finally, given the ever-increasing multicultural population in the United States, combined with the steady growth of single parent households, the following research should be conducted. A study comparing time management behavior of Asian American, Hispanic American, and African American single parent women educators might be initiated. More than likely

this study would provide a broad base of comparison on time management behavior and would peak the interest of a cross-cultural audience. Studies such as this would no doubt inform a large segment of the population on time management behavior, but more importantly, may help to lessen the illiteracy of differences among culturally diverse people.

### **Final Thoughts**

Time management is no longer illusion, but reality, was the opening statement of this study. The realities of time management for single parent women as we approach the Twenty-first Century were illustrated throughout this investigation. Linder's theory, the over mortgaging of one's time assets was challenged and successfully managed by the single parent women investigated. The significance, value, and application of this time management study for other single parent professional women is yet to be determined. Perhaps, only "time" will tell!

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**PLEASE NOTE:**

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**U·M·I**

**APPENDICES**

**APPENDIX I****(Initial Eligibility Interview Questions)**

1. Are you a single parent?
2. How long have you been a single parent?
3. How many children do you have?
4. What are your children's ages?
5. Do your children live with you?
6. Do you hold a full-time faculty  
teaching position at a two-year college?
7. How many miles do you live from your job?
8. Approximately how many hours a week do you  
spend on household responsibilities?

**APPENDIX II**  
**(Follow-up Eligibility Interview**  
**and**  
**Biographical Questionnaire)**

1. When were you born?
2. Where were you born and raised?
3. How many brothers and/or sisters do you have?
4. Are your parents still living?
5. Were you married?
6. How many times have you been married?
7. How long were you married?
8. Are you currently divorced, widowed, or separated?
9. What is your highest and/or most recent academic degree?
10. Where did you receive your degree?
11. Did you attend public or private schools?
12. Do you drive to work?
13. How long does it take you to get to work?
14. How long have you been a teacher?
15. How long have you been teaching in your present position?
16. Approximately how many hours each week do you spend teaching and in job-related activities?

17. Will your teaching schedule for the Spring semester of 1993 be similar to the Fall semester of 1992?
18. Do you live in a house, condominium, or apartment?

APPENDIX III  
(Time Log Sample)

## DAILY TIME LOG

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

Daily Goals:	Deadline	Deadline
--------------	----------	----------

(1) \_\_\_\_\_ (4) \_\_\_\_\_

(2) \_\_\_\_\_ (5) \_\_\_\_\_

(3) \_\_\_\_\_ (6) \_\_\_\_\_

**Priority: 1—Most Import.; 2—Less Import.; 3—Routine Detail; 4—Least Import.**

[illegible]





**APPENDIX IV****(Keyes Time Pressure Assessment Questionnaire)**

1. In a typical week, how often do you wear a watch?  
(1) regularly (2) part of the time  
(3) occasionally (4) almost never
2. How many hours do you sleep on an average week night?  
(1) 5 or less (2) 6  
(3) 7 (4) 8 or more
3. When driving, how often do you speed?  
(1) regularly (2) often  
(3) seldom (4) almost never
4. While driving, as you approach a traffic signal if green turns to yellow, you are most likely to:  
(1) speed up to get through before it turns red  
(2) slow down and wait for it to turn green

**Which Statement Best Describes Your Attitude?**

5. (1) When I have a train or plane to catch, I like to arrive as close as possible to the departure time so I won't have to waste time sitting around.  
(4) I always try to leave extra time to get to an airport or train station so I won't have to worry about missing a flight or train.
6. (1) At a restaurant, I like my food served as soon as possible after I ordered.  
(4) I don't mind waiting a few minutes for the food I've ordered.
7. (1) I like microwave ovens because they cut way down on meal preparation time.  
(4) I'd rather spend extra time preparing meals that use a microwave oven regularly.
8. (1) I've often used a remote-controlled device to scan a lot of television channels to see what's on.  
  
(4) To me, a remote control is a convenient tool for turning the T.V. on or off from a distance, adjusting the volume, or occasionally changing channels.

9. (1) With so many other demands on my time I find it hard to keep up friendships.  
(4) I try to make time to see my friends regularly.
10. Compared to your life 10 years ago, would you say you have more or less leisure time?  
(1) less (2) about the same  
(3) somewhat less (4) a lot less
11. How would you compare the amount of time you spend running errands today with the amount you spent 10 years ago?  
(1) more (2) about the same  
(3) somewhat less (4) a lot less
12. During the past year, how many books have you read for pleasure from beginning to end?  
(1) 0-2 (2) 3-5  
(3) 6-10 (4) 11 or more
13. How good are you at glancing at your watch or a clock without anyone noticing?  
(1) very good (2) good  
(3) fair (4) not good at all
14. How would you take your ability to conduct a conversation and appear to be paying attention while thinking about something else at the same time?  
(1) excellent (2) good  
(3) fair (4) poor
15. How often do you find yourself interrupting the person with whom you're talking?  
(1) regularly (2) often  
(3) occasionally (4) rarely
16. When talking on the telephone, do you:  
(1) do paperwork, wash dishes or do some other chore  
(2) straighten up the surrounding area  
(3) do small personal tasks (e.g. file nails, reset watch)  
(4) do nothing else
17. In an average week, how many evening or weekend hours do you spend working overtime or on work you've brought home?  
(1) 16 or more (2) 11-15  
(3) 6-10 (4) 0-5

18. On a typical weekend, do you engage primarily in:  
(1) work for income  
(2) errands, household chores and child care  
(3) leisure activities  
(4) catching up on sleep and relaxation
19. In a typical year, how many weeks of paid vacation do you take?  
(1) 1 or less                      (2) 2  
(3) 3                                  (4) 4 or more
20. On the whole, do you find vacations:  
(1) frustrating                  (2) tedious  
(3) relaxing                      (4) rejuvenating
21. How often do you find yourself wishing you had more time to spend with family or friends?  
(1) constantly                  (2) often  
(3) occasionally              (4) almost never
22. During a typical day, how often do you feel rushed?  
(1) constantly                  (2) often  
(3) occasionally              (4) almost never
23. Which statement best describes your usual daily schedule?  
(1) There aren't enough hours in the day to do everything I have to do.  
(2) On the whole I have enough time to do what I have to do.  
(3) I can usually do the things I have to do with time left over.  
(4) The day seems to have more hours than I am able to fill.
24. During the past year, would you say that your life has grown:  
(1) busier                              (2) about the same  
(3) less busy                          (4) a lot less busy

**Scoring:** Add up the total of all numbers circled. A score of 25-40 indicates you are timelocked, 41-55, pressed for time, 56-71, in balance, 72-86, time on hands.

Keyes, R. (1991). Timelock (2nd edition) New York, NY: Harper Collins Publishers.

## APPENDIX V

## (Shipley Institute of Living Scale)

## Part I

Instructions: In the test below, the first word in each line is printed in capital letters. Opposite it are four other words. Circle the one word which means the same thing, or most nearly the same

thing, as the first word. If you don't know, guess. Be sure to circle the one word in each line that means the same thing as the first word.

## EXAMPLE:

LARGE

red

big

silent

wet

(1) TALK	draw	eat	speak	sleep
(2) PERMIT	allow	sew	cut	drive
(3) PARDON	forgive	pound	divide	tell
(4) COUCH	pin	eraser	sofa	glass
(5) REMEMBER	swim	recall	number	defy
(6) TUMBLE	drink	dress	fall	think
(7) HIDEOUS	silvery	tilted	young	dreadful
(8) CORDIAL	swift	muddy	leafy	hearty
(9) EVIDENT	green	obvious	skeptical	afraid
(10) IMPOSTOR	conductor	officer	book	pretender
(11) MERIT	deserve	distrust	fight	separate
(12) FASCINATE	welcome	fix	stir	enchant
(13) INDICATE	defy	excite	signify	bicker
(14) IGNORANT	red	sharp	uninformed	precise
(15) FORTIFY	submerge	strengthen	vent	deaden
(16) RENOWN	length	head	fame	loyalty
(17) NARRATE	yield	buy	associate	tell
(18) MASSIVE	bright	large	speedy	low
(19) HILARITY	laughter	speed	grace	malice
(20) SMIRCHED	stolen	pointed	remade	soiled
(21) SQUANDER	tease	belittle	cut	waste
(22) CAPTION	drum	ballast	heading	ape
(23) FACILITATE	help	turn	strip	bewilder
(24) JOCOSE	humorous	paltry	fervid	plain
(25) APPRISE	reduce	strew	inform	delight
(26) RUE	eat	lament	dominate	cure
(27) DENIZEN	senator	inhabitant	fish	atom
(28) DIVEST	dispossess	intrude	rally	pledge
(29) AMULET	charm	orphan	dingo	pond
(30) INEXORABLE	untidy	involatile	rigid	sparse
(31) SERRATED	dried	notched	armed	blunt
(32) LISSOM	moldy	loose	supple	convex
(33) MOLLIFY	mitigate	direct	pertain	abuse
(34) PLAGIARIZE	appropriate	intend	revoke	maintain
(35) ORIFICE	brush	hole	building	lute
(36) QUERULOUS	maniacal	curious	devout	complaining
(37) PARIAH	outcast	priest	lentil	locker
(38) ABET	waken	ensue	incite	placate
(39) TEMERITY	rashness	timidity	desire	kindness
(40) PRISTINE	vain	sound	first	level

Turn over this sheet and continue with Part II when instructed to do so.

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Vocabulary raw score

## PART II

Instructions: Complete the following by filling in either a number or a letter for each dash ( \_\_\_\_ ). Do the items in order, but don't spend too much time on any one item.

EXAMPLE: A B C D E

- (1) 1 2 3 4 5 \_\_\_\_
- (2) white black short long down \_\_\_\_
- (3) AB BC CD D \_\_\_\_
- (4) Z Y X W V U \_\_\_\_
- (5) 12321 23432 34543 456 \_\_\_\_
- (6) NE SW SE NW E W N \_\_\_\_
- (7) escape scape cape \_\_\_\_
- (8) oh ho rat tar mood \_\_\_\_
- (9) A Z B Y C X D \_\_\_\_
- (10) tot tot bard drab 537 \_\_\_\_
- (11) mist is wasp as pint in tone \_\_\_\_
- (12) 57326 73265 32657 26573 \_\_\_\_
- (13) knit in spud up both to stay \_\_\_\_
- (14) Scotland landscape scapegoat \_\_\_\_
- (15) surgeon 1234567 snore 17635 rogue \_\_\_\_
- (16) tam tan rib rid rat raw hip \_\_\_\_
- (17) tar pitch throw saloon bar rod fee tip end plank \_\_\_\_ meals
- (18) 3124 82 73 154 46 13 \_\_\_\_
- (19) lag leg pen pin big bog rob \_\_\_\_
- (20) two w four r one o three \_\_\_\_

## Summary Scores

V: Raw \_\_\_\_ T \_\_\_\_ A: Raw \_\_\_\_ T \_\_\_\_ Total: Raw \_\_\_\_ T \_\_\_\_  
CQ: \_\_\_\_ AQ: \_\_\_\_ Est. IQ: \_\_\_\_

Abstraction raw score \_\_\_\_

## APPENDIX VI

## (Open-ended Interview Questions)

1. What are some of the differences in your time management behavior as a single parent compared to being a married parent?
2. What are among the most difficult weekly tasks to accomplish as a single parent and working professional?
3. Do you have time in your life for a personal relationship?
4. Do you consider your daily life pretty much routine?
5. How do you determine weekly goals and /or priorities?
6. Do you set aside a specific time during the week for certain household responsibilities? If so, would you give an example?
7. What kind of circumstances or events would alter your normal daily routine?
8. How has your education and upbringing influenced your ability to manage time as a single parent?
9. What time management techniques have you discovered that are most successful? Why?
10. In general, do you have more difficulty managing time at work or at home?
11. In general, are you better organized at this time in your life compared to five years ago? Why?
12. What is your greatest strength and weakness in time management?
13. Do you enjoy being a single parent and working professional? Why?
14. If given a choice, would you prefer to be married again? Why?
15. What is the major interest and/or concern in your life, and do you have enough time to address it?

## APPENDIX VII

## (Close-ended Interview Questions)

Questions adapted from: Problems in Time" Survey (PITS)

Eison, J. (1989). Time management difficulties. Journal of the Freshman Year Experience, 1, 99-110.

1. Do you have difficulty establishing long range goals?
2. Do you find yourself having too much to do and not enough time to do it in?
3. Do you have difficulty getting started on assignments and tasks?
4. Do you dislike sticking to a "planning schedule" or making a "things to do today" list?
5. Do you prefer working more slowly than most people you know?
6. Do you let frequent interruptions disrupt your work schedule?
7. Do you have good time management skills?
8. Do you overextend yourself by making too many commitments?
9. Do you put off starting new projects until you are inspired?
10. Do you find it difficult to decide which of several things need to be done first?
11. Would you rather spend as much time as needed to do something correctly than to do anything less than your best job?
12. Do you have to finish whatever you start because quitting in the middle is a sign of failure?



## APPENDIX VIII

PARTICIPANT CONSENT FORM

1. The purpose of this study is to explore and describe time management behaviors of single parent women educators at a two-year college.
2. Your participation in this research is completely voluntary, and non-participation will not result in any penalty or loss of benefits to which you are otherwise entitled.
3. If you agree to participate, you will be asked to engage in a series of interviews to be scheduled at your convenience. The interviews are completely voluntary. You have the right not to respond to any questions, or to terminate the interviews at any point. All interviews will be tape recorded. Upon completion of the study, the tapes will be erased.
4. If you agree to participate, you will be requested to periodically keep a daily and/or weekly time log of your activities. With your permission, you will be observed at the two-year college and, on occasion, at non-professional sites.
5. All information obtained from this study will remain strictly confidential. Pseudonyms will be used and participant anonymity maintained throughout, and after the study. No personal identifying information, such as subject taught, institution of employment, or place of residency, will be revealed at any time during or after the study.
6. Results of the study will be made available to you upon request. You may, at anytime during this study, choose not to participate any further without reason.
7. Under the conditions listed above, you (participant) agree that any findings obtained from this research may be used by Kenneth H. Steidel (researcher), for publication and/or future career goals.

I, \_\_\_\_\_ agree to participate in this research study according to the terms listed above.

I, \_\_\_\_\_ agree to conduct  
this research study according to the terms listed  
above.

Date: \_\_\_\_\_ Kenneth H. Steidel  
Researcher

## APPENDIX IX

## Time Log - Lynn

## DAILY TIME LOG

Name: CSI - L Date: 12-17-92

Daily Goals:                      Deadline                      Deadline

(1) ATM                      (4)                     (2) GAS                      (5)                     


(3)                      (6)

Priority: 1—Most Import.; 2—Less Import.; 3—Routine Detail; 4—Least Import.

Time	Activity	Time Used	1514 Prior	Comment/Disposition
6:15 AM	GET UP	1 HR	1 HR	MAKE BED MAKE-UP - DRESS - WAKE KIDS
* 7:15	BREAKFAST	25 M	25 M	COFFEE - TOAST READ NEWS PAPER
	PUT OUT MAIL			
7:40	TAKE IN TRASH CAN	5 M	—	
* 7:45	DRIVE TO WORK	10 M	15 M	LIGHT TRAFFIC
7:55	FIND A PLACE TO PARK	10 M	5 M	SHOULD TAKE A TAXI
	CHECK MAILBOX			
8:05	VISIT WITH COLLEAGUES	25 M	20 M	
8:30	OFFICE HOURS	1 HR	1 HR	SIX STUDENTS
9:30	CLASS	1.5 HR	1.5 HR	GOOD CLASS - VISIT WITH STUDENTS AFTER CLASS
11:00	MEETING	1 HR 10 M	—	
12:10	LUNCH	1 HR 20 M	1 HR	GOT TO GET TO BANK
1:30	STOP BY ATM	30 M	—	STOPPED TO GET GAS

Time	Activity	Used	Prior	Comment/Disposition
2:00	CLASS	1.5HR	1.5HR	VISITED WITH STUDENTS AFTER CLASS
3:30	OFFICE HOURS	1 HR	1 HR	SEE STUDENTS
4:30	CHECK MAIL BOX RUN COPIES	15M	—	
4:45	LEAVE SCHOOL	20M	20M	DRIVE HOME SLOW MOVING TRAFFIC RELAX - CHANGE CLOTHES
5:05	ARRIVE HOME START DINNER	50M	—	CHECK MAIL - PAY A FEW BILLS
5:55	WATCH NEWS ON T.V.	1 HR	1 HR	KIDS ARRIVE HOME
6:55	DINNER	45M	—	BAKED CHICKEN
7:40	CLEAR TABLE - WASH DISHES	20M	20M	CLEAN KITCHEN - TIDY UP
8:00	WATCH T.V.	2 HR	—	ENJOYED "CHEERS"
10:00	GET READY FOR BED	15M	15M	REMOVE MAKEUP - WASH SAY GOODNIGHT TO KIDS
10:15	LIGHTS OUT	—	—	NITE - NITE

**APPENDIX X**  
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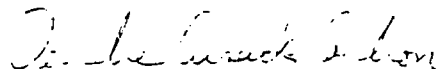
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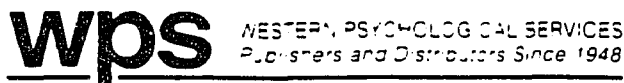
Thank you.

Sincerely,



Permissions & Copyright

**APPENDIX XI**  
**Publisher's Copyright Permission**  
**for use of**  
**Shipley Institute of Living Scale**



March 18, 1993

Kenneth H. Steidel  
205 East Harmon, #113  
Las Vegas, NV 89109

Dear Mr. Steidel:

Thank you for your letter dated March 15, in which you request permission to use the *Shipley Institute of Living Scale* in your doctoral dissertation research.

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Kenneth H. Steidel  
March 18, 1993  
Page Two of Two

Your interest in the *Shipley* is appreciated. Please contact me again if you have other questions.

Sincerely yours,

A handwritten signature in cursive script that reads "C. Jayne E. Melnick". The signature is written in dark ink and is positioned above the printed name.

C. Jayne E. Melnick  
Assistant to the President  
Rights and Permissions

CJEM:se  
Enclosures