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EXAMINATION OF THE RELATIONSHIP BETWEEN THE DECISION-MAKING STYLES AND TIME MANAGEMENT SKILLS OF SCHOOL MANAGERS

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ABSTRACT

The aim of the study is to determine the relationship between school administrators' decision-making styles and time management skills. Correlational survey model, one of the quantitative research methods, was used in the research. The population of the research consists of school administrators working at various levels in public schools in the province of Bingöl in the 2021-2022 academic year. The sample of the study was determined by the disproportionate sampling method, which is one of the random sampling methods. 265 school administrators voluntarily participated in the study. The sample was determined by the disproportionate sampling method, which is one of the random sampling methods. SPSS 22.0 and AMOS programs were used in the analysis of the data obtained within the scope of the research. As a result of the research, it was determined that the decision-making styles and time management skills of school administrators were correlated. Considering the sub-dimensions of decision-making styles, school administrators use rational decision making, dependent decision making, intuitive decision making and spontaneous decision-making styles, respectively. School administrators exhibit low levels of avoidance behavior. According to this research, there is a low-level positive and meaningful relationship between school administrators' decision-making styles and time management skills. As a result of the research, it was emphasized that school administrators use rational decision-making style in their decisions and pass the decisions and alternatives through a logical filter. In addition, different decision-making styles of school administrators significantly predict their time management skills. Decision-making styles explain 13.9% of the variance in time management skills.

Keywords: Decision making styles, time management skills, school administrator, rational decision making.

INTRODUCTION

Time is the only resource that puts pressure on individuals of any profession. Jobs and services require the use of time. Because time is the only universal condition, all work is done on time and with time. Due to this universality of time, all individuals are faced with the problem of determining and maximizing the effect of time on themselves (Dinçer & Fidan, 1999). Starting and finishing work on time, commuting to work on time, making promises, the development of people and other beings are always evaluated over time. Those who complain about timelessness are mostly do not know how to use time. A person who cannot organize time well is inevitably under stress because he cannot control time and life (Sabuncuoğlu & Tüz, 2008). The increase in responsibilities with the awareness of responsibility in adults requires planning when these responsibilities will be realized (Bayramlı, 2006). The importance of time management skills emerges when planning time.

Although time management concerns every profession, it mostly concerns managers (Tengelimoğlu et al., 2007). Because if a business is successful, its manager is also successful. Management is the main command center of all main activities, and the manager is the brain of the organization (Young, 1997). If the manager wants to be effective, he must know ways to use time better. Time is valuable because it is impossible to recover (Smith, 1998). Time management is related to the manager's time (Kocabaş & Erdem, 2003). Effective managers are managers who have an enjoyable time (Karadağ, 2011). Time management is a skill that can be learned and improved (Macan et al., 1990). Managing time effectively time effectively is a requirement for personal and organizational success and productivity. Some studies have shown that time management problems can be experienced among nurses, teachers, students, and administrators (Demirtaş & Özer, 2007).

Individuals who can learn and apply effective time management are expected to have self-confidence, keep their promises, know what to do during the day, keep their work and private lives balanced, and seize opportunities (Özer & Kış, 2015). According to Durmaz et al. (2016) time management; They defined it as "conscious control and good planning of time to achieve goals and meet needs". This situation reveals the need for time management of managers. Because not being able to realize that time is running out causes internal and external traps such as indecision, lack of planning, lack of self-discipline, procrastination, inability to set priorities, trusting too much and not being able to trust. (Dallı & Pekel, 2017; Durmaz et al., 2016; Kibar, 2014). The purpose of time management is to ensure that people, especially managers, use time effectively and efficiently. Being able to manage time effectively means "planning and using every minute and every hour for a specific purpose and target" (Uğur, 2000). In short, a better quality of life, a planned lifestyle and time management are possible when applied in every area of life and instantly (Küçükaltan et al., 2013).

On the other hand, schools have purposes of existence and survival, and time is essential for these purposes. According to Başaran (2000), the aims of the school are:

1-The school was established to provide education at a certain level in a certain period, by taking the person at a certain stage of the education system.

2- In order for the school to survive, it must produce educational services and limit it to a certain period.

As Başaran (2000) states, the aims of the school depend on time. The most effective power of school administrators in realizing the goals of the educational organization is time. No management activity is possible without time. All tasks required for quality education management require effort and time. The time management skill of the manager encourages the system around him to achieve the best educational performance (Mumtahani, 2018). It can be said that time management is a necessity for managers.

School principals need time to fulfill all their duties. In other words, school principals need to manage their work and time well to fulfill their duties. The better time management skills school principals have, the harder they work towards achieving the goal and the closer they are to achieving their educational goals. Researching the time management skills of the school principal can give an idea about which policies should be developed to increase the quality of school principals (Mumtahani, 2018).

There are some factors that determine the effective management of time. The basic elements that determine the effective management of time are decision making, setting priorities and planning, delegation of authority and managing the time of subordinates, effective communication, eliminating interruptions, managing the top manager, and collaborating with the secretary (Küçük, 2008). Decision making is the sum of the emotional, mental, and physical processes involved in choosing and choosing between different goals, means, ways and possibilities to achieve them (Eren, 2011). One of the biggest thieves of organizational time is indecision. When it comes to decision-making, most managers avoid deciding by hesitating, procrastinating, or using other excuses. Indecision not only wastes time but also brings anxiety (Yılmaz & Aslan, 2002). Decision making is related to the success and continuity of the organization (Küçük, 2008). It must be recognized that when a decision is made in haste, there is no time to correct it, and a late decision will not be possible to correct (Öktem, 1993). Indecision is a waste of time. In addition, anxiety can arise due to indecision (Mackenzie, 1985). Indecision wastes time but can increase anxiety and negatively affect employee morale. The indecisiveness of the senior manager can affect all employees (Akgemci et al., 2003). For this reason, Even the worst decision is better than indecision (Koçel, 2011). When decisions are delayed for a long time, delays do not improve the quality of your decision, but can lead to wasted time and stress (Roesch, 2007). Decision can be defined as choosing the most appropriate one to solve a problem. The nature of the management process is determined by decision making (Kılbaş, 2013).

The choice made by a manager or any other person on any issue is a decision. Instability refers to the inability to make choices and decisions. If choices cannot be made, it is not known how and in what way resources will be used. Decision-making can also be thought of as a process, a succession of different businesses, activities, and ideas that has a specific starting point and from there, and ultimately results in a choice. Productive people should know that sometimes mistakes are better than indecision (Smith, 1998). The most important result of indecision in management is waste of time (Yılmaz & Aslan, 2002). Achieving goals or solving problems due to choices not made and decisions not made will require more resources and the situation may become more complex as problems accumulate (Sabuncuoğlu & Tüz, 2008). The decision is to make some choices about the future from

today (Koçel, 2010). Decision making is exercising discretion, identifying actions, predicting possible volatile states of the world, and choosing one of several realities in the organization. In this context, the decision represents the present, which provides integrity and continuity between the past and the future. Whether this decision is to organize action or initiate change, its quality is the same (Öktem, 1993). Simon saw decision making as the heart of management and said that decision making is as important as making (Kılbaş, 2013). The characteristics of the decision-making process are expressed as follows (Eren, 2011):

● Since it is not easy to search for alternatives, find them and increase their number, the decision-making process creates psychological stress in people.
● Decision making is a technical issue as it requires collecting information and processing it usefully.
● While making decisions, reaching the targets with minimum expenditure and sacrifice is at the forefront.
● The most appropriate time interval for the conditions should be determined at the point of decision making and implementation.
● Decision making is the task of removing obstacles and problems that arise to achieve goals.

The factors limiting the decision process might be biological, sociological, and psychological. These factors limiting the decision are well-defined goals, weight of working rules, faulty rationality measure, authority confusion and conflict of authority, scarcity of information and limited time (Bursalıoğlu, 2010). Factors limiting the rationality of decisions also stem from the knowledge, skills, and values of managers (Bursalıoğlu, 2010). According to Petersan (1981), quick decision making plays a key role in successful managerial development (Kılbaş, 2013). Making wrong decisions or making a late decision will hinder the work in the first place or lead it in the wrong direction. Incorrect operations and starting over will cause loss of effort, cost, and time. Taking the right decisions on time and on time is important for the future of the organization.

Regarding decision-making styles, Scott and Bruce (1995) define it as a learned, habitual approach that an individual exhibits when faced with a decision-making situation. According to Hulderman (2003); It is a characteristic behavior of the individual affected by the decision-making process. Individuals may approach decision making in separate ways. While some trust their intuition, some can get detailed information and analyzes about the subject to be decided. Some may prefer independence, while others seek guidance from others when making decisions. While some may avoid the decision-making process, some decision-makers may begin to make decisions immediately. Such individual differences are thought to be independent of individuals' intelligence levels and perceptual abilities. However, it is also stated that this is related to personal differences and motivation (Galotti et al., 2006). Scott and Bruce (1995) were concerned with personal differences that affect decision making and noted that there are five types of "decision making styles". It can be explained as:

Rational Style: It is the style in which there is a logical and structured approach to decision making. In this decision-making style, individuals choose the most appropriate option among the obtained options after examining the issues to be decided in depth (Scott & Bruce, 1995).

Intuitive Style: It is the style in which intuition, emotions and other abstract factors are active. In this way, decisions are often made with intuition and emotion. At the same time, the decision phase is based on "person's experiences and feelings rather than facts and data." Individuals with this style directly interpret their feelings and intuitions as the main source of information and may make wrong decisions because they cannot interpret them logically (Tekin & Ehtiyar, 2010).

Dependent Style: It is the style in which the direction and support of other people is active. Individuals using this style tend to "avoid taking responsibility, display a passive appearance under the influence of others' expectations, and try to make decisions in harmony with others" (Bozkurt & Ercan, 2019).

Avoidance Style (Avoidance): It is the style in which avoidance of decision-making behavior and delaying decision-making are dominant. According to Knaus (1998), procrastination is defined as "reasonably delaying a priority responsibility or leaving it to the last moment to be fulfilled on time". Individuals who use this style tend to "avoid making decisions and delay decision making until the last moment" (Üngüren, 2011). This situation can cause an increase in stress in individuals, and they must make decisions under the pressure of time (Çolakkadıoğlu, 2013). As a result, the probability of making the right decisions is low.

Spontaneous Style: It is the style in which the behavior of making sudden decisions without thinking too much is dominant. These people prefer "spontaneous and natural decision making" (Scott & Bruce, 1995). Individuals who are hasty or indecisive in their decisions prefer the option they like now, instead of thinking about the conditions and situations in detail. People who make decisions in this way may prefer to "change their decision immediately when they see the negative consequences of their decisions".

Scott and Bruce (1995) shaped these decision-making styles on behavioral foundations. Rational decision-making style: "makes a rational evaluation of alternatives," intuitive decision-making style "uses emotions and intuitions in decision-making," dependent decision-making style "focuses on advice and direction from others. Decision-making process," avoidance decision-making style Making style is defined as "the tendency to avoid decision-making behavior," and spontaneous-spontaneous decision-making style is defined as "the person's tendency to avoid decision-making behavior." the immediate decision-making process" (Hulderman, 2003). The decision-making style that feeds the strategic goals of the institutions can vary depending on many factors such as the institution, the qualifications of the employees, and the management style.

On the other hand, negativenesses such as not deciding, not being able to do the previously planned work, not being able to finish it can be risky in terms of individual and group safety. However, another risky situation is the instant decision-making styles that people apply quickly without taking them into account when deciding. In this case, it is obvious that a person who makes decisions without technical equipment and knowledge will not make realistic choices in terms of time management (Işık & Cengiz, 2018). It is thought that examining the reasons that cause managers to make wrong decisions and waste time will provide an understanding of the efficient and effective use of time techniques and contribute to the literature.

When studies on decision-making styles and time management of educational administrators are examined; Decision-making styles, leadership styles (Kao, 2005; Çuhadaroğlu, 2009), creativity skills (Karakoç, 2009), instructional leadership behaviors (Kaya, 2008), problem solving (Philips et al., 1984), professional maturity (Blustein), 1987), identity status (Cella et al., 1987), procrastination tendency (Frost & Shows, 1993; Balkıs, 2007). On the other hand, there are studies such as time management levels (Kocabaş & Erdem, 2003; Altun, 2011), time management and locus of control, job satisfaction and personal qualities (Yavuz & Sünbül, 2004). In addition, although there are many separate studies on "decision-making styles" and "time management skills", fewer studies have been conducted to determine the "relationships between decision-making styles and time management skills".

Within the scope of the research, answers to the following questions are sought.

1) What are the decision-making styles, and time management skills of school administrators?

2) What is the relationship between school administrators' decision-making styles and time management skills?

3) Do school administrators' decision-making styles significantly predict their time management skills?

METHOD

This research, which aims to determine the relationship between school administrators' decision-making styles and time management skills, was designed in correlational survey model. The correlational survey model is a research model conducted to determine the existence and level of the relationship between quantitative variables to make decisions (Karasar, 2016; Büyüköztürk et al., 2013). In the study, a questionnaire was conducted to determine the level of decision-making styles tyles and time management skills on school administrators' decision-making styles and time management skills. The data obtained from the survey research were used to determine the relationships between the variables.

Information on Participants

The population of the research consists of school administrators working at various levels in public schools in the province of Bingöl. The sample of the study was determined by the disproportionate sampling method, which is one of the random sampling methods. Detailed information about the school administrators who volunteered to participate in the research is given in Table 1.

Table 1. Information on Participants

Variables		N	%
	0-1 years	37	14
	1-2 years	49	19
Seniority (Years of Duty)	2-3 years	46	17
	3-4 years	38	14
	5 year and above	95	36
Duty	Manager	163	61.5
	Assistant Director	102	38.5
Gender	Female	45	16.7
	Male	220	83.3
Total		**265**	**100**

Of the 265 people participating in the research, 61.5% are school principals and 38.5% are assistant director. 83% of the participants are male and 17% are female managers. When the participants are evaluated in terms of their tenure, 14% of the managers have a seniority of 0-1 year, 19% have a seniority of 1-2 years, 17% have a seniority of 2-3 years, 14% have a seniority of 3-4 years and 36% of the participants have a seniority of 5 years or above.

Data Collection Tools

Time Management Skills Scale: The original scale, which aims to measure the time management skills of school principals, was developed by Grissom, Loeb, and Mitani (2015). The Turkish adaptation of the scale was made by Mumtahani (2018)". "Within the scope of this research, the validity and reliability analyze of the scale were performed again." "Confirmatory factor analysis was performed to determine the construct validity of the scale. At the end of the analysis, a total of 4 items that reduced the goodness of fit values of the scale were deleted sequentially and the analysis was repeated. Good or acceptable level of fit (χ^2/Sd = 1.888, RMSEA = .058, RMR = .070, GFI = .912, CFI = .936) of the scale after re-analysis (Özdamar, 2017: 183). As a result of the reliability analyzes for the whole scale, the Cronbach alpha reliability coefficient was determined as .779. coefficient for inner consistency of .70 and above is considered sufficient for the reliability of test scores (Büyüköztürk, 2013). The last version of the scale consists of 17 items: short-term planning (7 items), inefficient use of time (4 items), delegation of authority (3 items) and focusing (3 items). The response style of 5-point Likert type scale items is "(1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always. An increase in the scores means an increase in the time management skills of the managers.

Decision-Making Styles Scale: The scale, originally developed by Scott and Bruce (1995) to determine individual differences in decision-making styles of individuals, was adapted into Turkish by Taşdelen (2002)." "The validity and reliability analyses of the scale were repeated by Acar (2020). in the sample of education administrators. Acar (2020) conducted a confirmatory factor analysis consisting of five dimensions: Rational Decision-Making Style, Intuitive Decision-Making Style, Dependent Decision-Making Style, Avoidance Decision-Making Style, and Self-Immediate Decision-Making Style for the construct validity of the scale. Decision Making Styles. In confirmatory factor analysis, the Chi-square value of the scale ($\chi2$= 503,60.25; p= 0.00, sd=240, $\chi2$/sd = 2.09) and fit indices IFI= .91, RFI = .89, GFI= .89, AGFI =. 86, CFI = .95, NFI = .91, NNFI = .94 and RMSEA = .058. When the fit indices were examined, it was seen that the five-factor structure of the scale was at a good or acceptable level. As a result of the reliability analyzes for the whole scale, the Cronbach's alpha coefficient was found to be .83. In this respect, it can be said that the scale is a valid and reliable measurement tool. The response style of the items in the 5-point Likert-type scale is "(1) Never, (2) Rarely, (3) Sometimes, (4) Usually, (5) Always".

Data Analysis

SPSS 22.0 program was used in the analysis of the data collected online within the scope of the research. In determining the tests to be used in the analysis of the data, it was first analyzed whether the data showed a normal distribution. As a result of normality tests, the skewness coefficient of the Decision-Making Styles Scale

was -.273, the kurtosis coefficient was 1.657; The skewness coefficient of the time management skills scale was -.104 and the kurtosis coefficient was .617. According to George and Mallery (2010), if the skewness and kurtosis values are between +2.0 and -2.0, the normality assumption is met. In the study, Pearson correlation coefficient was used to determine the relationships between variables from descriptive statistics. Multiple linear regression analysis was performed to determine the effect of independent (predictive) variables on dependent (predicted) variables. In the regression analysis, VIF values were examined to determine whether there was a multicollinearity problem with the data. In the findings obtained, it was observed that the VIF values were below 10. According to Field (2009), a VIF value below 10 indicates that there is no multicollinearity problem.

FINDINGS

This section presents the findings obtained as a result of the analysis of the research data. The results of multiple linear regression analysis related to the descriptive statistics of the data in Table 2, the correlation coefficients between the variables in Table 3 and the decision-making styles of school administrators in predicting their time management skills are given in Table 4.

Table 2. Descriptive Statistics

Variables	N	Min.	Max.	Mean	Ss
"Time Management Skill"	265	1.95	4.43	3.23	.37
"Decision Making Styles"	265	1.42	4.04	3.07	.34
"Rational Decision Making"	265	2.00	5.00	4.27	.52
"Intuitive Decision Making"	265	1.00	5.00	3.24	.74
"Dependent Decision Making"	265	1.50	5.00	3.40	.74
"Avoiding Decision Making"	265	1.00	4.40	1.92	.71
"Self-Instant Decision Making"	265	1.00	5.00	2.60	.63

When Table 2 is examined, it is seen that the school administrators' time management skills ($\bar{x}$= 3.23) are at a moderate level. The mean for the general decision-making styles scale was determined as ($\bar{x}$= 3.07). When the sub-dimensions of decision-making styles are examined, school administrators use rational decision-making ($\bar{x}$= 4.27), dependent decision-making ($\bar{x}$= 3.40), intuitive decision-making ($\bar{x}$= 3.24), and spontaneous-instant decision-making ($\bar{x}$= 2.26) styles, respectively. School administrators show low level of decision-avoidance behavior ($\bar{x}$= 1.92).

Table 3. Correlation Coefficients for the Variables of the Study

Variables	2	3	4	5	6	7
1. "Time Management Skill"	.253**	.328**	.216**	.200**	-.065	.020
2. "Decision Making Styles"		.255**	.673**	.497**	.531**	.537**
3. "Rational Decision Making"			.122*	.169**	-.311**	-.108
4. "Intuitive Decision Making"				.142*	.146*	.176**
5. "Dependent Decision Making"					.063	-.027
6. "Avoiding Decision Making"						.275**
7. "Self-Spontaneous Decision Making"						
p<0.01 ***p<0.05						

"When Table 3 is examined, there is a low-level positive and meaningful relationship between school administrators' decision-making styles and time management skills (r=.253)". "There is a moderately positive and meaningful relationship between rational decision-making style and time management skill, which is one of the sub-dimensions of decision-making styles (r=.328)". "There is a low level of positive and significant correlation between Intuitive Decision-Making style and time management skills (r=,216)". "There is a low level of positive and significant correlation between Dependent Decision-Making style and time management skills (r=,200)". "No meaningful relationship was found between the sub-dimensions of Avoidance of Decisions and Self-Decision Making and time management skills."

Table 4. Multiple Linear Regression Analysis Results on the Prediction of Decision-Making Styles on Time Management Skill

	B	β	t	p	Dual r	Partial r
Still	1.855		7.896	.000		
Rational Decision Making	.203	.284	4.577	.000	.328	.274
Intuitive Decision Making	.079	.160	2.679	.008	.216	.164
Dependent Decision Making	.065	.132	2.238	.026	.200	.138
Avoidance Decision Making	-.008	-.016	-.258	.796	-.065	-.016
Self-Instant Decision Making	.018	.031	.508	.612	.020	.032
R=,395; R^2=,139; F $_{(5-259)}$ =9,555; p=.000						

According to Table 4, different decision-making styles of school administrators significantly affect their time management skills. Decision-making styles explain 13.9% of the variance related to time management skills. According to the standardized regression coefficient (β), the relative importance of the predictor variables on time management skills; rational decision making (β=.284), intuitive decision making (β=.160), dependent decision making (β=.132), spontaneous decision making (β=.031) and decision avoidance (β=-, 016) and. Considering the t-test results regarding the significance of the regression coefficients ($p<.01$), it is seen that rational, intuitive and dependent decision-making styles significantly predict time management skills. Spontaneous decision-making style and decision-avoidance behaviors do not have a significant predict on time management skills.

CONCLUSION and DISCUSSION

As a result of the research, it was determined that the decision-making styles and time management skills of school administrators were at a moderate level. Considering the sub-dimensions of decision-making styles, school administrators use rational decision making, dependent decision making, intuitive decision making and spontaneous decision-making styles, respectively. School administrators exhibit low levels of avoidance behavior.

This situation shows that the managers participating in the research use time effectively and efficiently at a moderate level. Uyuran (2014) determined the time management scores of the managers participating in his research at a moderate level and reached parallel results. In addition, the subjects that primary school administrators are best at in time management; not to act hastily, not to love the job more than necessary, not

to engage in other jobs when they have difficulties. Kocabaş and Erdem (2003) stated in their research that pre-service teachers manage their time well. However, they found that they could not control the time in key time management points such as "to be able to say no to unnecessary talk" and "set specific hours for visitors". Küçük (2014) determined that managers' views on time management are at a proficient level. While Altun (2011) stated in his research that school principals are successful in time management, he found that some of the successful school principals do not manage time well, and those who think that they manage time well are not amazingly effective in time management., and they take work home on weekends or evenings.

However, because of the research, it was emphasized that school administrators use rational decision-making style in their decisions, and that they pass the decisions and alternatives through a logical filter. While approaching the alternatives logically is a factor that affects the outcome of the decisions in a positive way, sometimes the decisions that are viewed from the frame of mind cause conflicting results with the conditions that developmental psychology should be, since the institution in question is the school. Administrators working in schools, which is an area where the psychological state of the person is also important, can sometimes throwback logic and make intuitive decisions to improve the psychological state of the person (Kurban, 2015). In this context, it is expected that the intuitive decision-making style will be used after the rational decision-making style. Kurban (2015) and Yıldız (2012) reached comparable results in their study.

On the other hand, according to this study, there is a low level positive and significant relationship between school administrators' decision-making styles and time management skills. Among the sub-dimensions of decision-making styles of school administrators, there is a significant positive relationship at medium level between rational decision-making style and time management skills; there is a significant positive relationship at low level between intuitive decision-making style and dependent decision-making style and time management skills. There was no meaningful relationship between decision-avoidance and spontaneous-instantaneous decision-making style and time management skills. In addition, school administrators' decision-making styles significantly predict their time management skills. Decision-making styles of school administrators explain 13.9% of the variance related to time management skills. Relative order of importance of predictive variables on time management skill; It was determined as "rational decision making, intuitive decision making, dependent decision making, spontaneous decision making and decision avoidance". When the regression coefficients are examined, rational, intuitive, and dependent decision-making styles significantly affect time management skills. Spontaneous decision-making style and decision-avoidance behaviors do not have a significant effect on time management skills.

In the study of Işık and Cengiz (2018) with are members of outdoor sports clubs, no significant relationship was observed between time management and decision-making styles. Uğurlu (2013) states that there is a positive relationship between decision-making styles and procrastination in general, low, and negative, rational, and impulsive decision-making styles, and negative, dependent, avoidant, and intuitive decision-making styles. Balkıs (2007) stated that there is a significant negative relationship between procrastination and rational decision-

making style; states that there is a significant positive relationship between avoidant, spontaneous and dependent styles.

As a result, it can be said that an effective manager is a qualified decision and time planner and implementer. This study suggests that an experienced and qualified manager should improve himself at the point of time management, reveal his individual abilities and act with the logic of non-stop work, but do the right job in a brief time and be effective in his decisions. It is thought that this research will contribute to the managers' understanding, use and development of time management and correct decision-making styles. In this respect, it may be suggested that these managers should receive training on how they use time and where they spend their time to use time effectively. In addition, to avoid procrastination, managers can divide their work into parts, avoid distractions and set deadlines. In addition, data collection tools that allow for the analysis of the daily, weekly, and yearly processes of the administrators can be developed. In addition to administrators, decision-making styles and time management skills of teachers can also be investigated.

ETHICAL TEXT

"This article complies with the journal's writing rules, publication principles, research and publication ethics rules, and journal ethics rules. The responsibility for any violations that may arise regarding the article belongs to the authors. The ethics committee permission of the article was obtained by Bingöl University/Publication Ethics Board with the decision numbered 92342550/108.01/ dated 30.12.2020-E.23857."

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