

Time Pressure in School Leadership: Principals Experiences in Managing Organizational Demands

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ABSTRACT

Time poverty experienced by school principals represents a complex subjective condition where available time is perceived as insufficient to meet the multitude of responsibilities inherent in educational leadership. This qualitative literature review explores how school principals experience and navigate time poverty within the context of educational organization management, synthesizing theoretical perspectives from educational administration, organizational behavior, and leadership studies. The investigation reveals that sources of time poverty include excessive administrative burden, demands from multiple stakeholders, ceremonial activities consuming significant time, and tasks that could be delegated but remain with principals due to resource constraints. Organizational structure, education system policies, and principals managerial capacity significantly influence the degree of time poverty experienced. Consequences of time poverty encompass diminished decision-making quality, reduced attention to long-term development, deteriorating relationships with teachers, and compromised principal well-being. Adaptive strategies including delegation, prioritization, and efficient system development help manage time poverty, though their effectiveness depends substantially on systemic support. The gap between high expectations placed on principals and the reality of limited time creates significant psychological pressure. Long-term consequences of unaddressed time poverty include organizational stagnation, declining education quality, and principal burnout. The study contributes foundational understanding for designing policies and support systems that respect principals time as a valuable and limited resource essential for effective educational leadership.

INTRODUCTION

As the highest-ranking leaders in educational units, school principals bear vast and complex responsibilities. In fulfilling their roles, principals are not only expected to manage academic aspects but also handle administrative duties, foster community relations, develop human resources, and ensure the achievement of targets set by the education system (Setiawan et al., 2022). Such an arduous workload often creates conditions where the available time is perceived as insufficient to complete all the tasks inherent in their responsibilities. In organizational management studies, this condition is known as time poverty, a subjective feeling that the amount of time one possesses is inadequate to meet the multitude of demands faced (Giurge et al., 2020). For school principals, this experience is not merely a matter of

routine time management, but an issue that impacts psychological well-being, the quality of decision-making, and overall leadership effectiveness. When principals continuously experience heavy time pressure, the consequences are felt not only by the individuals themselves but also propagate throughout the entire school organization they lead (Hochbein & Meyers, 2021). These massive work demands risk limiting managerial efficiency, whereas effective leadership and strengthened work discipline are highly needed to optimize teacher performance (Saputra & Darmawan, 2023).

The characteristics of a school principal's job possess unique features that make them particularly susceptible to time poverty (Hochbein & Meyers, 2021). Unlike other professional roles that have clearly defined task boundaries, principals face

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demands coming from various directions simultaneously. Teachers expect guidance and support, administrative staff require approval for various documents, parents demand responsive communication, the education office mandates various reports to be completed on time, and students require attention in diverse school activities. These demands often arrive concurrently, each claiming high priority. Principals are required to switch rapidly from one task to another, maintain focus amidst frequent interruptions, and remain capable of making sound decisions even under conditions of high time pressure. Such a work pattern creates an experience that is physically and mentally exhausting, where principals feel they are constantly moving from one matter to another without ever truly completing any single task thoroughly (Türkoğlu & Cansoy, 2020). This experience is exacerbated by the expectation that principals must be constantly available and responsive to every need that arises.

Research on educational organizational management indicates that the effectiveness of school leadership is profoundly influenced by various interconnected factors (Miller, 2018). Effective work communication and a principal's leadership style have been proven to influence teacher motivation and performance. When principals are able to manage time and priorities effectively, the communication established with teachers becomes higher in quality, positively impacting work motivation (Suntani et al., 2021). The leadership strategies applied by successful principals to improve educational quality highlight the importance of a systematic approach to managing school organizations (Ismaya et al., 2023). This systematic approach requires adequate time allocation for planning, implementation, and evaluation. Principal leadership and the working environment serve as catalysts for teacher motivation. However, when principals experience time poverty, their ability to provide adequate attention to developing a conducive working environment becomes limited. Principal supervision and work motivation also influence teacher performance. Effective supervision requires sufficient time for observation, feedback, and mentoring tasks that are difficult to perform when principals feel pursued by various other demands. Servant leadership styles also exert an influence on teacher performance, yet this leadership style necessitates sufficient time to build deep relationships with teachers. The principal's leadership style, teacher professionalism, and the

working environment collectively influence teacher performance, demonstrating that principals must manage various aspects simultaneously, which requires significant time allocation.

Structural factors within the education system also contribute to the time poverty perceived by school principals (Oplatka, 2017). Layered bureaucratic systems and lengthy administrative procedures require principals to spend substantial time on administrative matters that do not necessarily have a direct impact on improving the quality of learning. Various reports that must be submitted to multiple stakeholders, ranging from monthly, quarterly, to annual reports, often involve different formats and deadlines, thus requiring meticulous management. Furthermore, various ceremonial activities, such as school assemblies, commemorations of public holidays, and visits from different agencies, consume time that could otherwise be utilized for more substantive activities. Rigid budgeting systems and complex accountability procedures also demand significant attention from principals, especially since administrative errors can lead to serious consequences. The accumulation of these various structural demands creates a condition where principals feel their time is largely consumed by procedural matters, leaving little time for more strategic leadership functions such as curriculum development, teacher mentoring, and the enhancement of learning quality. The limitations imposed by these procedural matters potentially obscure the strategic role of educational institutions in building collective awareness and driving sustainable behavioral change in society (Gautama & Mardikaningsih, 2022).

Differences in characteristics between schools also influence the level of time poverty experienced by school principals. Principals in large schools with high numbers of teachers and students face greater complexity due to the larger scale of coordination and a higher number of stakeholders (Sebastian et al., 2018). They must divide their attention among more teachers, manage more students, and communicate with more parents. On the other hand, principals in small schools may face different challenges, namely the scarcity of resources that requires them to hold multiple roles that should ideally be delegated to other staff. Schools located in remote areas may encounter challenges such as difficult access to various support services, forcing principals to spend more time on matters that

could have been resolved more quickly if access were available. These geographical variations and facility constraints accentuate the disparities in access to quality education that remain a challenge in developing countries (Rojak & Khayru, 2022). Private and public schools also have different dynamics, where private school principals may need to be more involved in fundraising and foundation management, while public school principals may be more involved in coordination with the education office. These varying conditions demonstrate that time poverty is not a homogeneous experience but is highly influenced by the specific context in which the principal works. Beyond institutional frameworks, the presence of social stereotypes within the surrounding community further complicates interaction dynamics and the distribution of opportunities within the education sector (Sajjapong et al., 2022).

The primary issue in the context of principals' time poverty is that this condition is often not recognized as a serious problem requiring systemic attention. Time poverty tends to be viewed as a natural consequence of the principal's position, which inherently carries great responsibility; thus, principals are expected to manage their own time pressure. This view ignores the reality that time poverty has structural roots that cannot be overcome merely through individual time management improvements. Systems that burden principals with excessive administrative tasks, organizational structures that do not support effective delegation, and unrealistic expectations regarding what a principal can achieve all contribute to the time poverty experienced. The lack of recognition of time poverty as a systemic issue results in the absence of structured efforts to address it. There are no policies specifically designed to reduce the administrative burden on principals, no mechanisms that allow principals to delegate certain tasks effectively, and no evaluation of the impact of time poverty on the quality of principals' leadership. Consequently, principals are left to struggle alone against time pressures that continue to increase alongside the rising demands placed upon them. Neglecting this aspect risks weakening the legal guarantees of basic public rights, particularly in obtaining optimal educational quality and health services (Hariani et al., 2021).

Another issue that is equally important is the impact of time poverty on the quality of school leadership, which is difficult to measure yet felt very tangibly. When principals are constantly in a state of being pressured by time, they tend to make decisions

more rapidly without conducting in-depth analysis, focus on short-term problem solving rather than long-term development, and provide inadequate attention to teacher mentoring and organizational development. Visionary and transformational leadership, which is crucial for driving improvements in educational quality, becomes difficult to implement because all energy is consumed by daily operational affairs. Principals become more reactive than proactive, responding more to incoming demands than designing necessary initiatives. As a result, schools lose momentum for making significant changes because principals lack the time and energy to design and implement necessary development programs. This condition has a broad impact on the essential role of social education in shaping the global awareness of students in the modern era (Hariani & Mardikaningsih, 2022). Teachers and staff may feel that their principal is not present enough to provide the guidance and support they need. In the long run, time poverty can lead to organizational stagnation and a decline in the quality of education provided, even though, individually, principals may be working extremely hard. To anticipate this stagnation, reconstructing governance through alternative, non-formal approaches that are more participatory and inclusive is required for collective progress (Warin, 2022), alongside a tangible commitment to increasing civic and legal awareness among all community members (Rojak, 2021). Ultimately, liberating school leaders from administrative overload is a non-negotiable prerequisite for cultivating an environment where both innovative teaching and sustainable institutional growth can truly flourish.

RESEARCH METHOD

This study is designed as qualitative research using a literature review approach, which aims to comprehensively understand how time poverty is experienced by school principals within the context of educational organizational management. This approach was chosen because it allows the researcher to explore various theoretical perspectives that have developed in the fields of educational management and organizational leadership. Time poverty is a complex issue deeply influenced by organizational structure, bureaucratic systems, and leadership dynamics. A literature review approach enables the synthesis of diverse findings from different scientific disciplines, thereby allowing for a holistic understanding of the factors affecting a principal's time poverty. As explained by Sevilla (1992),

qualitative research based on literature provides a solid foundation for understanding managerial phenomena through an examination of relevant written sources. In this process, the researcher acts as the primary instrument for interpreting a wide range of literature, from journal articles and textbooks to policy documents discussing time management, school leadership, and principals' workloads.

The implementation procedure for this study follows systematic steps commonly used in qualitative literature research. Adhering to the guidelines proposed by Dudley (2005), once the problem statement is clearly and precisely defined, the next step involves identifying relevant literature sources through searches in academic databases and institutional repositories. Source selection is conducted by considering criteria such as author credibility, publication quality, and the substantive relevance to the topic under study. As suggested by Beins (2017) regarding the importance of a mature understanding of research methodology, the researcher systematically identifies information by noting key arguments, major findings, and existing gaps in the literature. The subsequent stage involves the integration of various pieces of information to build a coherent understanding of a principal's time poverty. The final stage of this process is the writing of the research report, which not only presents findings descriptively but also offers meaningful interpretations of how this phenomenon is understood within the context of educational management (Privitera & Ahlgrim-Dezell, 2018). Through this systematic and reflective approach, this study is directed toward generating a rich and nuanced understanding of the dynamics of time poverty in school leadership.

RESULT AND DISCUSSION

Time poverty experienced by school principals refers to a condition of chronic time limitation resulting from the high administrative, managerial, and academic demands that must be met simultaneously, thereby reducing the ability to perform leadership functions optimally, particularly in aspects of learning quality development and teacher mentoring (Hochbein & Meyers, 2021). This condition reflects an imbalance between workload and available time, which can ultimately impact the effectiveness of decision-making and the quality of institutional performance. Its measurement can be observed through indicators such as working hours exceeding normal limits, the dominance of administrative tasks over strategic ones, limited time for academic supervision and interaction with teachers, and the

frequency of task delays or backlogs. Furthermore, other relevant indicators include levels of work burnout, time pressure in completing tasks, reduced time for planning and reflection, and limited opportunities for self-development and innovation in school leadership.

Time poverty felt by school principals is a complex subjective experience, where the available time is consistently perceived as insufficient to complete all the demands inherent in their responsibilities (Wang et al., 2022). This experience is not merely quantitative concerning how many hours are spent working but rather relates to the quality of the time experience itself. Principals describe their experience as a condition where they are constantly moving from one task to another without ever truly completing anything thoroughly. Every time they begin to focus on a task, interruptions arise that require immediate attention. As a result, they feel that they work extremely hard and spend very long hours each day, yet at the end of the day, they cannot identify any meaningful achievements. This feeling that time is never enough creates continuous psychological pressure. They are always chased by deadlines, always feel that something is left behind, and always worry that an important task has been missed. In the long run, this experience leads to physical and mental exhaustion that can impair their ability to perform leadership functions effectively (Hauseman, 2020).

The sources of time poverty felt by school principals can be grouped into several interrelated main categories. The first category is excessive administrative burden (Hauseman, 2020). Principals are required to handle a vast array of documents and reports, many of which involve complex formats. Every program, activity, and budget expenditure must be documented in great detail. While some of this documentation is essential for accountability, much of it is repetitive and does not provide significant added value to the improvement of educational quality. The second category is demands from various stakeholders. Teachers, students, parents, education offices, school committees, and the surrounding community all have expectations and needs that must be addressed by the principal. These expectations often arrive simultaneously, each claiming high priority. The third category is ceremonial and protocol-based activities. As a leader in the community, a principal is expected to be present at various events, whether organized by the school or by external parties. This presence is

important for building relationships and maintaining an image, but it consumes significant time. The fourth category is tasks that could actually be delegated; however, due to limited resources or a lack of trust, the principal feels compelled to handle them personally.

The school's organizational structure has a significant influence on the level of time poverty experienced by the school principal. Schools with a clear organizational structure, where the tasks and authority of each position are well-defined, enable the principal to delegate various responsibilities to vice principals or department coordinators (Oplatka, 2017). Effective delegation not only reduces the principal's direct workload but also develops the leadership capacity of other staff members. Conversely, schools with an unclear structure, where authority and responsibilities overlap or are undefined, force the principal to be involved in nearly all affairs. They must personally ensure that every task is performed well because there is no clarity regarding who is responsible. Schools with a flat structure, where the principal deals directly with many staff members without any middle management levels, also create a heavy burden because the principal must interact with too many people directly. Beyond the formal structure, the informal structure consisting of networks of relationships and unwritten authority also influences how principals allocate their time. Principals who possess the ability to build solid teams and empower their staff tend to be more capable of managing their time compared to those who feel they must supervise every aspect of work directly. This capacity-building is particularly critical when helping less experienced personnel navigate institutional environments, which heavily relies on developing their structural readiness and long-term professional resilience (Liwak et al., 2023).

Policies and systems implemented by the education office or the ministry have a profound impact on the workload of school principals (Altrichter, 2023). Reporting systems that require entering the same data into multiple different formats, frequently unrealistic deadlines, and layered approval procedures all contribute to time poverty. When principals must spend hours just filling out forms that could actually be automated or simplified, the time that should be used for more strategic leadership functions is consumed. Rigid budgeting systems also become a source of pressure. Principals must ensure that every rupiah budgeted is used according to the plan, with

complete evidence of accountability. Changes in plans that occur on the ground, which are often unavoidable, require a complex and time-consuming revision process. Coordinating with various parties to obtain approval also consumes a significant amount of time. Under these conditions, principals feel they are more of an administrator than a leader (Mutiaraningrum, 2022). They spend most of their time meeting system demands, leaving little time to think about educational quality improvement, teacher mentoring, or learning innovation, which should be their primary focus. This administrative imbalance can disrupt systemic institutional standards, shifting focus away from strategic efforts designed to elevate educational quality and structural performance (Ismaya et al., 2023).

The impact of time poverty on the quality of school leadership is highly significant and multidimensional. The first impact is a decline in the quality of decision-making (Hochbein & Meyers, 2021). When time pressure is extremely high, principals tend to make decisions quickly without conducting in-depth analysis, gathering adequate information, or considering various possible alternatives. The decisions made may not be optimal and could potentially cause problems in the future. The second impact is a reduced focus on long-term development. Principals who are constantly chased by daily operational matters lose the capacity for strategic thinking. They do not have time to formulate a vision, plan development programs, or evaluate the effectiveness of various initiatives that have been implemented. As a result, schools lose direction and stagnate. Such stagnation can ultimately narrow the broader socio-economic role of schools, reducing their capacity to act as vehicles for vertical social mobility and equitable advancement for disadvantaged students (Hartono & Sulisty, 2022). The third impact is a decline in the quality of relationships with teachers and staff. When principals are too busy with administrative affairs and other demands, they have little time to interact meaningfully with teachers. Supervision that should be conducted regularly is neglected, feedback that should be provided is delayed, and the support that teachers should feel is diminished. Teachers may feel that the principal does not care or is not present for them. The fourth impact is a decline in the psychological well-being of the school principals themselves. Prolonged stress can lead to burnout, anxiety, and even depression, which ultimately affects all aspects of their lives. This widespread psychological strain mirrors the

patterns observed in academic settings where high environmental stress and peer group expectations significantly alter individual achievement motivation (Issalillah & Khayru, 2021).

The strategies used by school principals to manage time poverty show a wide variation, ranging from adaptive to less adaptive approaches (Sebastian et al., 2018). The most common adaptive strategy is delegation. Principals who successfully manage their time well tend to have the ability to entrust various tasks to competent staff. They build solid teams, grant clear authority, and create adequate accountability mechanisms. Through effective delegation, principals can focus on the tasks that are truly their primary responsibilities as leaders. Another adaptive strategy is prioritization. Principals who are able to distinguish between what is important and what is urgent, and possess the discipline to focus time on matters that are important even if they are not always urgent, tend to be more capable of managing time pressure (Walker, 2009). They learn to say no to unimportant demands, or at least postpone handling them until a more appropriate time. An equally important adaptive strategy is the creation of efficient systems and routines. Principals who develop standard procedures for routine tasks, utilize technology to automate administrative work, and create structured schedules can reduce time wasted on unproductive matters. By standardizing operational routines, leaders can also more effectively introduce structured initiatives aimed at elevating overall teacher performance through sustained motivation and work discipline (Saputra & Darmawan, 2023; Sulipah & Mardikaningsih, 2023). Conversely, less adaptive strategies such as working longer hours without limits, bringing work home, or neglecting personal needs only exacerbate the condition in the long run.

Differences in managerial capacity between school principals affect the extent to which they are able to manage time poverty. Principals with strong managerial skills possess the ability to plan thoroughly, organize resources, lead teams, and control the execution of work (Ongaga & Stallings, 2021). They are able to identify what is a priority, what can be delegated, and what can be postponed. They are also able to build efficient systems so that work can be completed faster and with higher quality. Conversely, principals with limited managerial skills tend to work in an unstructured manner, handling every task that arrives without clear priorities, and struggling to delegate. As a result, they spend more time completing the same

work and often feel more pressured (Türkoğlu & Cansoy, 2020). This variance demonstrates that individual internal drivers, such as a strong professional self-concept, self-discipline, and self-efficacy, play a fundamental role in how effectively educators manage their roles and execute their workplace responsibilities (Djazilan et al., 2022). This difference indicates that developing the managerial capacity of school principals is one of the important ways to overcome time poverty. However, it is important to remember that even a principal with the best managerial skills will be overwhelmed if the system and organizational structure do not provide support. Time poverty is not merely an issue of individual competence, but also a systemic issue.

Support from various parties is highly decisive for a school principal's ability to manage time poverty. Support from supervisors or the education office in the form of policies that reduce administrative burdens, procedural flexibility, and an understanding of the challenges faced by principals in the field is very helpful (Goldring et al., 2019). When superiors understand that not all demands can be met perfectly within limited time, principals do not need to worry excessively about the consequences of delays or shortcomings in reporting. This institutional backing operates as a form of perceived organizational support that is heavily linked to maintaining a healthy work-life balance and sustaining the psychological well-being of individuals working within stressful modern work environments (Darmawan, 2022). Support from teachers and staff in the form of willingness to take on additional responsibilities, initiative to complete tasks without always waiting for instructions, and an understanding of the pressure faced by the principal, is also very meaningful. Schools with a positive work culture, where everyone feels a shared responsibility for the organization's success, will be more capable of reducing the principal's burden compared to schools with a passive culture where every matter must be decided and controlled by the principal. Support from family is also important, especially because high work pressure often interferes with family time. Principals who have understanding and supportive families will be more able to endure work pressure compared to those who must face conflict between work demands and family demands.

The dimension of time perceived by school principals is not only related to the quantity of working hours but also to the quality of time possessed. Many principals report that although they spend a very long time at school, often from morning until afternoon or even evening, they feel that the

time is unproductive because it is fragmented by various interruptions (Wang et al., 2022). They might spend two hours at school, but only ten minutes are truly used for work requiring high concentration; the rest is cut into pieces by matters that come one after another. This condition creates frustration because they feel they are working hard but not producing anything meaningful. To navigate this daily disruption and prevent emotional exhaustion, developing targeted emotion management strategies becomes essential for preserving an individual's overall psychological well-being during taxing routines (Irfan & Darmawan, 2021). The quality of time possessed by a school principal is highly influenced by the extent to which they can manage their work environment. Principals who are able to create specific time to work without interruptions – for example, by setting hours during which they cannot be disturbed for non-urgent matters, or by using an assistant to screen various requests – tend to have a more positive experience of time. However, creating such conditions is not easy because the school culture often expects the principal to be available at all times.

The gap between expectations and reality is a primary source of time poverty experienced by school principals. Expectations placed upon principals are extremely high. They are expected to be visionary leaders, reliable managers, competent supervisors, meticulous administrators, and figures capable of building relationships with various parties (Kurniatun et al., 2019). They are expected to always be present at every activity, always responsive to every need, and always capable of providing solutions for every problem. These expectations come from various stakeholders and are often unrealistic, given the limited time available. Meanwhile, the reality faced is that principals are ordinary human beings with finite capacities. They cannot be in all places at once, cannot fulfill every request, and cannot solve every problem perfectly. This gap between expectations and reality creates immense psychological pressure. Principals feel that they are constantly failing to meet expectations, even though they have worked extremely hard (Leo et al., 2020). This continuous burden of meeting multi-faceted expectations while managing structural constraints can build a form of institutional identity stress, reminiscent of how identity, stigma, and coping strategies shape psychological well-being and social engagement within highly complex or diverse environments (Pakpahan et al., 2022). This feeling of failure can erode their self-confidence and work motivation.

Managing this gap requires effective communication with various stakeholders regarding what can and cannot be done, as well as the creation of more realistic expectations regarding the principal's role.

Different school characteristics create different time poverty experiences among school principals. Principals in newly established schools face the challenge of building systems from scratch, recruiting staff, and creating an organizational culture (Oplatka, 2017). They must be involved in every aspect because no established system exists yet. Principals in established schools face different challenges: managing existing complexity, maintaining traditions while promoting innovation, and handling internal dynamics that may have become deeply rooted. In these varied settings, the foundational quality of the school's human resources fundamentally dictates overall job performance and long-term organizational loyalty, making capacity building a primary operational goal (Darmawan et al., 2020). Principals in schools with abundant resources have the advantage of having sufficient staff to whom they can delegate various tasks, as well as access to technology that can improve work efficiency (Oplatka, 2017). Conversely, principals in schools with limited resources must assume multiple roles that should ideally be performed by specialized staff. They may have to type their own reports, arrange their own schedules, or even clean their own workspaces. To counteract these resource limits, fostering teacher self-efficacy and active engagement in professional development becomes a vital strategy for distributing the school's operational and academic weight (Pramudya & Mardikaningsih, 2021). These differences indicate that approaches to overcoming time poverty cannot be uniform but must consider the specific characteristics of each individual school.

The long-term consequences of unaddressed time poverty are highly serious for both the school organization and the school principal themselves. For the organization, time poverty can result in stagnation because the principal lacks the time to contemplate long-term development. The school may simply tread water, performing the same tasks year after year without meaningful improvement (Hauseman, 2020). Leadership quality declines because decisions are made in a rush, supervision is neglected, and relationships with teachers deteriorate. Consequently, the quality of education provided also declines. For the principal, prolonged time poverty can lead to burnout—a condition of severe physical and mental exhaustion. Burnout is

characterized by persistent fatigue, cynicism toward one's work, and a decline in work efficiency. In a state of burnout, a principal loses the motivation and energy necessary to carry out their duties. They may become irritable, struggle to concentrate, and make poor decisions. This compounding workplace stress directly undercuts employee satisfaction and damages overall performance outcomes across educational operations (Mardikaningsih & Sinambela, 2022). In extreme cases, burnout may lead a principal to resign from their position, resulting in the loss of an experienced leader for the school. The impact on personal life is also significant, as time that should be spent with family, resting, and engaging in self-development is consumed by work. Ultimately, resolving these systemic pressures is necessary to restore the structural space needed to implement broader school strategies that enhance teacher performance through sustained motivation and work discipline (Sulipah & Mardikaningsih, 2023).

Time poverty among school principals is an issue that requires serious attention from policymakers. Systems that are overly bureaucratic, with various convoluted procedures, create unnecessary administrative burdens (Alonso et al., 2022). Requested reports are often redundant, requiring the same data in different formats. Layered approval procedures slow down decision-making and consume valuable time. A paradigm shift is needed: moving away from an approach oriented toward control and procedural compliance, toward one oriented toward results and empowerment. Principals need to be granted greater trust to manage their schools according to their specific individual needs, with accountability mechanisms that are simpler yet still robust. Furthermore, investment in the development of principals' managerial capacity needs to be increased. Training in time management, delegation, prioritization, and the use of technology can help principals manage their workloads more effectively. Support in the form of administrative assistants or support staff can also reduce the principal's burden, allowing them to focus more on strategic leadership functions. Ultimately, addressing school principals' time poverty is not just about improving the well-being of individual principals, but about ensuring that schools have leaders capable of fulfilling their roles effectively to improve the quality of education.

CONCLUSION

Time poverty felt by school principals is a complex subjective experience, where the available time is perceived as insufficient to meet all the demands

inherent in their responsibilities. Sources of time poverty include excessive administrative burdens, demands from various stakeholders, time-consuming ceremonial activities, and tasks that should ideally be delegated but cannot be carried out due to resource limitations. The school's organizational structure, education system policies, and the principal's managerial capacity influence the level of time poverty experienced. The impact of time poverty on leadership quality is highly significant, including a decline in decision-making quality, reduced attention to long-term development, a decrease in the quality of relationships with teachers, and disruptions to the principal's psychological well-being. Adaptive strategies such as delegation, prioritization, and the creation of efficient systems can help manage time poverty, but their effectiveness depends heavily on systemic and organizational structure support. The gap between the high expectations placed on the principal's role and the reality of limited time creates significant psychological pressure. The long-term consequences of unaddressed time poverty include organizational stagnation, a decline in educational quality, and burnout among principals.

The implication of these findings is the necessity for a shift in approach within the education management system that values a principal's time as a limited and precious resource. For policymakers, efforts are needed to simplify administrative procedures, reduce redundancy in reporting, and provide greater trust to principals in managing their schools. Evaluation systems that are more results-oriented, rather than focused on compliance with rigid procedures, will provide the flexibility needed by principals to manage their time more effectively. For education offices and supervisors, a more supportive supervisory approach is required one that helps principals identify priorities and develop effective time management strategies, rather than merely increasing the burden with various new demands. For principals themselves, there is a need for awareness to build effective delegation systems, develop staff capacity, and have the courage to say no to non-priority demands. A suggestion for future research is the need for empirical studies that measure the level of principals' time poverty more systematically and its relationship with various organizational outcomes, as well as intervention research that tests the effectiveness of various programs aimed at reducing the workload of school principals.

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