

# 1 Chronometric Attitudes and Administrative Tasks' Performance 2 of Principals in Lagos State Secondary Schools, Nigeria

3 Ayodeji Olasukanmi<sup>1</sup>

4 <sup>1</sup> Lagos State University, Ojo, Lagos State.

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## 7 **Abstract**

8 The purpose of this study was to establish if there is any significant relationship between  
9 Principals' time management as an independent variable and administrative tasks?  
10 performance as the dependent variables in Lagos State Junior and Senior Secondary schools.  
11 The study divides administrative tasks into five broad headings, namely: school personnel  
12 task, school instructional supervisory task, school business task, school plant maintenance task  
13 and school public relations task. Two instruments were used for this study titled, Time  
14 Management and School Administrative Tasks? Performance Questionnaire I (TMSATPQ I  
15 for Principals), the second instrument, Time Management School Administrative Tasks  
16 Performance Questionnaire II (TMSATPQ II, for teachers). 446 Principals and two thousand,  
17 two hundred and thirty Teachers (2230) at five teachers (5) per school. The Sampling cut  
18 across the six education districts of Lagos State. The instruments were validated and found  
19 reliable at  $r = 0.83$  and  $r=0.78$  respectively. It was however discovered that there is no  
20 significant relationship among principals' time management, school personnel task, experience  
21 and qualification. While, principals' time management has not significantly affected the  
22 instructional supervisory task, school business task, experience and qualification put together.  
23 Also, there is no significant differences between principals' who are cyclic in task performance  
24 and principals' who linear in time performance. Recommendations were made based on these  
25 findings, some of which are that conscious effort should be made to identify where, how, when,  
26 and why time is wasted and eliminate them. Principals are also encourage to set deadlines and  
27 use a day runner complete with a check list to evaluate at the end of each day the level of task  
28 completion and strategize for days ahead in meeting the set deadlines and that principals  
29 should use the principles and practices of delegation of responsibility and t

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31 **Index terms**— Chronometric attitudes, Administrative skills, Plant maintenance task, Mechanistic activities,  
32 Pickle Jar Theory, Eponymous scale, Insomnia.

## 33 **1 Introduction**

34 secondary school level is the bridge between the primary and tertiary levels. Thus, quality management of  
35 secondary schools is already a global phenomenon. The management of Junior Secondary Schools (JSS) and  
36 Senior Secondary Schools (SSS) in the hands of qualified and experienced teachers called Principal has generated  
37 heated debates over the years. The update of the history of post-primary education in Lagos State revealed that  
38 in 1968, there were 42 secondary schools and five teacher grade II colleges. This figure rose to 47 secondary  
39 schools in 1972 and 53 secondary schools in 1974. In the wake of the Second Republic in 1979, Secondary schools  
40 increased in number to 326 as a result of free education programme at all levels launched by the banned Unity  
41 Party of Nigeria by the five " LOBOO" states -Lagos, Ogun, Bendel, Ondo and Oyo, states.

## 2 A) PRINCIPAL AND ADMINISTRATIVE SKILLS

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42 Thus, the various military regimes in Lagos state from 1984 continued the free education programme of the  
43 erstwhile civilian government and also embarked on the establishment of schools with an increase in the number  
44 of secondary schools from 327 in 1985 to 365 secondary schools in 1998.

45 In 1999, a new civilian government, headed by Senator Bola Ahmed Tinubu, embarked on new reforms and  
46 face lift of the free education programme in Lagos state. In September 2001, the Lagos state government handed  
47 the mission and private schools taken over in 1976 to their former owners and split the schools into junior and  
48 senior secondary schools, with different headship (Principals), and teachers redeployed to either Junior Secondary  
49 Schools or Senior Secondary Schools. Over the years, education has become the largest social service. It has  
50 consistently taken the lion's share of the Lagos State annual budget since secondary education, is tuition-free  
51 in the state. The Lagos State education year book of 1997 reveals that government put in place cost sharing  
52 measures such as the charging of Education Development Levy (EDL); and provision of guidelines for participation  
53 of parents, communities, bodies and many others, in the funding of education. In There was a significant increase  
54 in the number of secondary schools from 79 in 1978 to 326 in 1979 and 347 secondary schools in 1984. This  
55 indicates that an additional 268 secondary schools were established by the civilian government led by Alhaji  
56 Lateef Kayode Jakande to absorb pupils from primary schools who were on 100% transition to secondary schools  
57 due to the free education programme. There was a marginal decrease in the number of Secondary schools from  
58 347 in 1984 to 345 in 1992 and then a marginal increase to 365 in 1998. spite of this, the constant massive influx  
59 of people from other Nigerian states into Lagos State has continued to put a large financial burden on the state  
60 in respect to funding secondary education.

61 The general opinion is that 21st century school managers must become agile and flexible to help their schools  
62 develop and sustain an advantage in an increasingly competitive globalized world. A number of forces are  
63 reshaping the nature of managing within organizations. Organization such as secondary school that has recognized  
64 these forces are working to channel their managerial talents to accomplish goals by using their knowledge about  
65 each of six major forces at work: (i) Power (ii) Globalism (iii) Cultural diverse (iv) Rapidity of change (v)  
66 Psychological contract and (vi) Technology

67 As a corollary to the above, Ivancevich, Konopaske, and Matteson (2011) note that highly effective and  
68 productive organizations in different industries seems to posses and cultivate some similar characteristics. Hence,  
69 Principals as secondary school managers can lead the way to higher levels of effectiveness by: 1. Providing  
70 opportunities for training and continuous learning 2. Sharing information with employees 3. Encouraging cross-  
71 development partnership 4. Linking compensation to performance 5. Avoiding layoffs 6. Being a supportive role  
72 model 7. Respecting the differences across employees 8. Being a good listener.

### 73 2 a) Principal and Administrative Skills

74 A principal in his leadership position as the school head may be gifted in good leadership attributes. In leading  
75 his team, he may be naturally endowed with the charisma to command respect and authority, in which case,  
76 compliance to his directives by the followership is without hesitation.

77 Ngwu (2006) avers that a secondary school, being a formal and social organization is special in that it is charged  
78 with specific objectives, general aims and the broad goals itemized above, that must be measured periodically.

79 However, a principal's possession of administrative skills may not translate positively if the enabling  
80 environment for its deployment and application is lacking. This brings one to the issue of contradictions in  
81 the Nigerian school system. These contradictions include that: (a (Akinade, 1993).

82 In order to alleviate these contradictions so that all forms of alienation are re-directed at gaining the cooperation  
83 of students, the principal, in conjunction with all stakeholders, and through them should: (i). establish positive  
84 relationship with students; (ii). foster learner motivation to learn; (iii). share responsibility with learner; (iv). use  
85 reward to encourage and reinforce appropriate behaviour; (v). use punishment to deter and correct misbehaviour.

86 (Ajayi, 1998) To this end, there are rules, regulations and code of conduct for staff and students. There is a  
87 scheduled time-table of activities, an administrative hierarchy and a chain of command in a bureaucratic setting.  
88 The expectations itemized above are areas of interest in this study, especially the issue of time; a very scarce  
89 commodity which, once lost, may not be easy to regain. Any attempt to regain lost time is to occupy and use  
90 the time allotted to other school activities. For instance, there is a time-table for teaching, a time to conduct the  
91 school assembly and a break time for recess.

92 Thus, Abari (2005) opines that the day to day running of a secondary school is a matter of routine. These are  
93 essentially mechanistic activities. The principal or his assignee is right there on the spot to implement government  
94 policies, applying management theories to real life situations. He has to utilize available resources to achieve  
95 optimal results. To that extent, he is the chief executive and accounting officer, a law officer, a bio-mechanic and  
96 health officer, an aesthetician, a judicial officer, an agricultural officer and environmentalist, a dietician, et-cetera  
97 in his/her school.

98 He has to carry out curriculum and instructional supervision and undertake routine evaluation of the quality  
99 of teaching and the amount of learning that is taking place. Staff welfare and general personnel services are  
100 essential to encourage teachers in the commitment that will enhance job performance. Furthermore, the principal  
101 has public relations functions of liaising between the school and the immediate community in which the school  
102 is located and which the school serves.

103 On the issue of accountability to student services, the principal is to ensure that all students, in spite of

104 their accident of birth, religion, social background and ethnicity, participate fully and take full advantage of  
105 the educational opportunities available. There is a need for the principal to give evidence to other stakeholders  
106 that certain obligations have been fulfilled. The principal must guarantee that all students, without respect to  
107 disparity in parental income or social class, acquire secondary school skills needed upon a successful completion  
108 of secondary education, or, the principal will give an explanation for its not being so and why not. The principal  
109 takes charge of all financial transactions from school budgeting, through disbursement, self auditing and other  
110 financial transactions.

111 Finally, maintenance and repair of school plant to ensure longevity and optimal performance is an essential  
112 administrative function of a principal. Re-order levels of consumable plant, routine maintenance and servicing  
113 of non consumable plant and refurbishing of physical plant to ensure a higher state of functionality and the  
114 aesthetics of school environment are still the functions of the principal. In the face of all these, and, given the  
115 time available to function, how well the principal manage and administer the school to achieve its goals and  
116 objectives within limited time and space is cardinal to this study.

117 Al-khalifa and Thompson (2005) opine that it is being disputed that principals spend considerable time  
118 attending more to matters of urgent, non-routine trivialities and incidentals, to the detriment of routine matters  
119 that are necessary, important and procreative in schools. These views are in agreement that routine administrative  
120 task on personnel matters, instructional supervision and school businesses are best handled by the transactional  
121 principal. However, the principal may transfer to a standing committee or an interim committee specially set  
122 up to perform such a task. This is in congruence with the submission of Kolo (2006) cited in Ngwu (2007)  
123 that school plant maintenance task require a measure of expertise and professionalism. Thus, their performance  
124 or execution should be a matter of routine maintenance and refurbishment for physical and motorized plant.  
125 Re-order levels are desirable for consumable plant to avoid the 'out of stock' syndrome. Periodic servicing and  
126 repairs are recommended for electrical and electronic appliances for premium performance and longevity. These  
127 must be carried out periodically and is all about proper timing.

### 128 **3 b) Theoretical Framework**

129 The theoretical framework of this study is anchored on Maslow's (1954) time management theory known as the  
130 'Pickle Jar Theory' of time management. This time management theory is really about prioritization. One should  
131 focus on the big stuff and the smaller entities are sorted out in the process of dealing with the big ones.

132 The above time management theory is corroborated by Likert (1960), using his eponymous scale to identify four  
133 time management systems which he calls the 'Linking Pin Theory'. The theory states that when the individual  
134 time of all role actors in an organization are pooled together, such that every member knows what every other  
135 member is doing at any given time, a group time is formed. That, a participative time management system such  
136 as this enhances less supervision and higher productivity. Time is saved when information and communication  
137 is freeflowing between the leader and the subordinates. When the leader's time is synchronized into the group  
138 time and vis-à-vis, a higher sense of loyalties, motivation, trust, belongingness, collegiality, and achievement  
139 drive is greatly enhanced. Likert concludes that employee centred time management is more productive than  
140 management centred time because time supervision is minimal when it is employee centred and leads to higher  
141 commitment on the part of the followership to impress and not to disappoint the leadership.

142 Finally, task prioritization and categorization is used as a time-saving administrative strategy, which ??ovey  
143 (1990), Allen (2001), Fiore (2006) and Secunda (1999) who rank -ordered in different studies and which can be  
144 summarized as follows: A. Tasks that are perceived as being urgent and important B. Tasks that are perceived as  
145 being important but not urgent. C. Tasks that are perceived as being urgent but not important. D. Tasks that are  
146 perceived as neither urgent nor important. Therefore, the importance of a school administrative task may take  
147 precedence over the urgency of another task with both requiring the wisdom of the principal in his categorization  
148 of a task as either being import or urgent or both. Abari (2005) developed a paradigm on the symbiosis of  
149 official time management and personnel administrative task performance of principals. He avers that efficient  
150 time management translates into ample opportunity in deploying school personnel into various areas of school  
151 need. Such school personnel resources according to Abari include learners, teachers, parents, non-teaching staff  
152 and other stakeholders that will contribute to the smooth running of an educational enterprise. He recommends  
153 ad-hoc or standing committees as time saving devices drawn from the various school personnel itemized above  
154 to take decisions and perform personnel task on behalf of the principal. This is expected to fasttrack action  
155 which hitherto would have been trapped while pending the principal's attention. Thus, personnel commitment  
156 and loyalty is encouraged when school As it would be expected, a lackadaisical attitude to time management  
157 by an unassuming principal in dealing with the five basic core routine administrative tasks discussed above will  
158 translate to incompetence and inefficiency. Whereas, every task must be performed within its own time, no  
159 excuse is acceptable for non-performance of a task within its own time and space.

160 Private time on the other hand which is expended on child/ward parenting, community /neighbourhood  
161 relations, extended family issues, social engagements, domestic chores, private studies/self development and  
162 leisure/recreational activities amongst others must not be allowed to be an anathema to the lofty ideals of  
163 administrative task performance. Time as an entity is the same for all and sundry in equal measure. The rich  
164 does not have more of it than the poor. Time is the same for the urban and rural dweller. The strongest and  
165 the weakest among men have equal time at their disposal. The best principal and the not too good principal are

## 8 METHODOLOGY

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166 not different in their allocation of time. However, in all of the comparisons made above, it is how each role actor  
167 deploys his time that makes a difference. All principals are confronted with the same routine administrative task  
168 each day, but, how they execute each task is a function of how best they can manage the time available. Official  
169 and private task must be prioritized to avoid a clash of interest. It may be argued that there is no dichotomy  
170 between official and private time, but because time, whether official or private is at the mercy of the principal  
171 who must attend to the private programmes itemized above, we must of necessity dichotomize official and private  
172 task in favour of official activities that may not wait and must be promptly attended to. But, because the school  
173 is a formal system which operates like a chain in which all activities are interdependent and may be affected by  
174 its weakest and apparently least significant point of activity, prompt timing is of paramount importance.

175 In Existentialism, time is considered fundamental to the question of being. In particular, the philosophers,  
176 Martin and Heidegger cited in Barnett (1998) and cited in Bergreen (2003), believed that time was neither a  
177 real homogeneous medium nor a mental construct, but possess what they referred to as duration. Duration, in  
178 Bergeson's view, was creativity and memory as an essential component of reality.

### 179 4 c) Statement of the Problem

180 According to Mohammed (2005), it is observed that, in the lamentations of secondary school principals, who  
181 make such comments as: ?this principalship position is highly demanding. Official work has to be taken home,  
182 sometime working through the night and having to receive and make phone calls at night. Insomnia is taking its  
183 toll.

184 No weekends, no vacation. There is no time for rest, no time to recreate, no time for good diet, just any meal  
185 will do. The responsibilities of a principal are not time-friendly. This leadership position is stressful (p.31).

186 These and other lamentations ?ad infinitum constitute a statement of the problem which this study intends to  
187 investigate empirically. Statements such as those above signify a probable suffering from a lack of both private  
188 and official time management. Time is almost always too short. What is lacking is self management on the part  
189 of principals. Procrastination is the habit of leaving until later what can be done immediately. Too many papers  
190 lie about everywhere in the office. Many of the papers are obsolete. But, unknown to the principal, when an  
191 office appears too to be busy, it means that too many things are left unattended to. Whereas, time should be a  
192 servant to be created and deployed, most principals see time as a master that controls their routine administrative  
193 functions.

194 The problem then arises as to whether time really is a master when in fact it should be a servant, a creation of  
195 the principal and to be deployed at his whims and caprices for undertaking the tasks that are necessary for the  
196 achievement of secondary school objectives as spelt out in the National Policy on Education. (Federal Republic  
197 of Nigeria, 2004). Time management is affected by school location, school size, transportation, staff strength,  
198 mode of recruitment, funding, work specialization/departmentalization and other variables that will be discussed  
199 shortly.

200 The purpose of this study also includes finding out how capricious principals' are between events stipulated  
201 on the school time table and events not planned for but must be attended to for the avoidance of chromomeric  
202 anarchy. This study will also like to examine whether Lagos State principals begin and complete a task before  
203 embarking on another task or whether they take on two or more tasks at a time going back and forth from one  
204 task to another until completion is reached on all fronts.

### 205 5 d) Research Questions

206 The following questions are used as a guide to the study: i. Is there any significant relationship among principals  
207 time management, personnel task, qualification and experience? ii. Is there any significant effect of principals'  
208 time management on a combination of instructional supervisory task, school business task, experience and  
209 qualification? iii. Are Lagos State Secondary School Principals more cyclic than linear in administrative task  
210 performance?

### 211 6 e) Research Hypotheses

212 The following research hypotheses were derived from the research questions as a guide to the study: i. There is  
213 no significant relationship among principals time management, personnel task, qualification and experience. ii.  
214 There is no significant effect of principals' time management on a combination of instructional supervisory task,  
215 school business task, qualification and experience. iii. There is no significant difference between cyclic and linear  
216 principals in their approach to administrative tasks' performance. This study is delimited to junior and senior  
217 secondary schools belonging to and financed by the Lagos State Government.

## 218 7 II.

### 219 8 Methodology

220 The research design was ex post-facto in that the study investigated principals' official time management,  
221 separately, and its effect on administrative tasks' performance, both had taken place and cannot be manipulated  
222 as variables for the study.

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223 The study population is all Principals and teachers of both Junior and Senior Secondary schools belonging to  
224 the Lagos State Government.

## 225 **9 a) Sample and Sampling Techniques**

226 The sampling cut across the six Education Districts of Lagos State. Four Hundred and Forty Six Principals (446)  
227 out of a population of Six Hundred and Twenty (620) principals in Lagos State junior and senior secondary and  
228 Two Thousand Three Hundred and thirty teachers (2330) who returned a duly completed questionnaire out of  
229 stratified sample.

## 230 **10 b) Instrumentation**

231 For data gathering, there are two questionnaires for the study. The first was for principals': Time Management  
232 and School Administrative Tasks' Performance Questionnaire I (TMSATPQ I), this is divided into two sections  
233 A and B. Section A of the instrument elicited personal bio-data of respondents, sub-titled A1 -A7. The  
234 second section was labelled B1 -B31 as it consists of 31 items and elicited information on principals' school  
235 administrative task performance in the area of school personnel, instructional supervision, school business, school  
236 plant maintenance and public relations.

237 The second instrument, Time Management School Administrative Tasks Performance Questionnaire II  
238 (TMSATPQ II), for teachers also has sections A and B. Section A contains personal bio-data items labelled A1  
239 -A6. Section B contains twenty-seven statements/items labelled B1-B27 which elicited information on teachers'  
240 perception of his/her principal's attitude in routine administrative task performance in the area of school  
241 personnel, instructional supervision, school business, school plant maintenance and human/public relations.  
242 Before administration, the questionnaire were validated and found reliable at  $r = 0.81$ . The statistical tool  
243 applied were inferential statistics, Chi-Square and ANOVA were employed to test the hypotheses, the level of  
244 significance used on the study was the 0.05 alpha.

## 245 **11 III.**

## 246 **12 Results**

247 H 1 There is no significant relationship among principals' time management, school personnel task performance,  
248 experience and qualification. 1 shows that the 2cal value of 8.49 is less than the 2tab value of 9.49. The hypothesis  
249 that states that there is no significant relationship among principals' time management, school personnel task,  
250 experience and qualification. Therefore, the hypothesis is accepted.

251 H 2 There is no significant effect of principals' time management on a combination of instructional supervisory  
252 task, school business task, experience and qualification. Table 2 shows that the f-ratio value of 0.873 was  
253 significant. It implies that principals' time management has not significantly affected the instructional supervisory  
254 task, school business task, experience and qualification put together.  $Df = (12, ??86)$ ;  $F-cal = 0.873 > F-val$   
255 0.575;  $P > .05$  The hypothesis is rejected.

256 H 3 There is no significant difference between cyclic and linear principals in their approach to administrative  
257 tasks' performance. Table 3 shows that the 2cal value of 8.54 is less than the 2tab value of 9.49 ( $df=4; =0.05$ ).  
258 Therefore, the hypothesis which states that there is no significant differences between principals' who are cyclic  
259 in task performance and principals' who linear in time performance is thus accepted.

260 IV.

## 261 **13 Discussion And Conclusion**

262 The findings of H 0 1 support Abari (2005) wherein he opines that decision-making processes should spread  
263 out among all school personnel with specific areas of attention. This is because the principal cannot take  
264 on all personnel task, all by himself, and at once. He must delegate responsibilities to standing and ad-hoc  
265 committees. This gives the principal the time to attend to incidentals and emergencies not originally planned for  
266 but anticipated and must be attended to in the tradition of the school.

267 The committee system being the formation of two or more people within the institution to assist the principal  
268 in a sector of the school, either by proffering solution to a problem or suggesting ways of performing a task or  
269 performing the duty of the principal on a specific task in the school. Member of the committee are usually from  
270 within the establishment but may also come from outside provided they have enough knowledge of and interest  
271 in the assignment to be carried out. Remember that not much thinking is taking place when everybody on a  
272 committee thinks alike. Committees may be interim, ad-hoc or standing. The committee is taking decision on  
273 behalf of the institution which is binding on both staff and students and so, committee decisions are far reaching  
274 and possibly time saving.

275 This position of H 0 2 disagree Kolo (2006) Arubayi (2006) and Ugwuzor (2007) in their submission that there is  
276 no significant effect of principals' time management on a combination of school personnel task and human/public  
277 relations task.

278 H 0 3 upholds the view that principals in Lagos State take on tasks and irrespective of the challenges faced  
279 or time constraints; forge ahead until he overcomes the task. So, he takes on a task, completes it, goes on to the

280 next task. Often the most frequent source of interruption is the principal himself. If a task becomes difficult,  
281 then, one is tempted to turn to something else. Many find it difficult to concentrate for protracted periods of  
282 time. It is prudent to remember that more is likely to be achieved in one hour of continuous application than in  
283 several hours of interrupted work because a recovery period is necessary task jumping is self-inflicted because the  
284 study carried out by Levine found that telephone calls frequency interrupted the flow of activity of principals' (a  
285 machine which the principal has a choice to either receive or ignore).

286 This research finding concludes that, everyday, each principal has twenty-four hours for his use. This comes  
287 to each principal in equal measure irrespective of sex, religion, qualification or experience. This priceless gift  
288 for school administration, if it is understood, is the carrier of all opportunities for personal and school growth,  
289 health, effective and efficient school administration. It comes in disguise. But if the principal does not use it  
290 well, it is burnt silently away with its contents never to return.

291 V.

## 292 14 Recommendations

293 1. Principals should make conscious effort to identify where and why time is wasted and eliminate them. This  
294 could be done through a periodic time audit by allotting time to each routine administrative task and check at  
295 the end of the activity if it was satisfactorily concluded within its schedule. 2. Principals should maximize the  
296 use of the principles and practices of delegation of responsibility and the committee system as an administrative  
297 tactics and strategy. This does not only save the principal's time but also makes time available for emergencies,  
298 trivialities and incidentals that demand clinical attention. There should be dead lines for reports, actions and  
299 feed back from the delegate or committee to the principal on all decisions taken and their implementation.  
300 3. Principals should keep a day runner structured in a way that would remind the principal, item by item,  
301 programmes, events and activities for each day. A check list would be required at the end of each day in order to  
302 know the level of execution and the success or otherwise. 4. Principals should have a quiet time to remain alone  
303 in order to reflect on his actions, reactions or inactions each day to know if there are grew areas or over sight for  
304 a possible re-visit or review. This is a form of self evaluation and self appraisal. 5. Principals should set special  
305 days or time to receive visitors except in an emergency. Otherwise, senior members of staff could be deployed  
306 to attend to complaints or inquiries from members of the public and within the school. 6. Principals should  
307 be time conscious at all meetings, whether formal or informal. Formal meetings should have an agenda to be  
308 strictly followed. The use of guillotine is thus recommended to enhance the quality of discussion as a time-saving  
309 device. 7. Principals should be transactional in their approach to school administration. This requires being a  
310 situational leader that operates like a pendulum between the monochronic and polychronic patterns.

311 The situation in which you find yourself and the nature of the transaction to be carried out should assist as  
312 to whether to go linear by completing a task before going to the next or whether to be cyclic by taking on two  
313 or more tasks at the same time, going back and forth.

## 314 15 Oriaifo

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<sup>1</sup>© 2012 Global Journals Inc. (US) personnel see themselves as work with the principal and not working for the principal. Chronometric Attitudes and Administrative Tasks' Performance of Principals in Lagos State Secondary Schools, Nigeria

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Figure 1:

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Figure 2: Table 1 :

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	Sum of squares	Mean square	Df	F	Sig
Time management					
Between groups	3.489	0.291	12	0.873	0.575
Within group	161.881	0.333	486		
Total	165.317	0.626	498		

Figure 3: Table 2 :

## 3

	Personnel task/ instructional supervisory	task/school	Total	2	2	Tab	df
				Cal			
business task/physical plant maintenance task/human/public relations task							
Cyclic in task performance	54 (62.1)	46 (38.2)	19 (16.4)		119		
Linear in task performance	86 (82.1)	74 (66.5)	22 (19.4)	182	8.54	9.49	4
No clear approach	142 (121.1)	38 (34.5)	44 (40.2)		224		
Total	282	158	85		525		

Figure 4: Table 3 :

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