

ABSTRACT

The study was designed to investigate how the school day is filled by school administrators, noting especially the amount of time spent on things which were not directly related to teaching. It also sought to examine the extent to which principals were able to manage their time effectively to do all they considered desirable within the school day.

The subjects comprised four principals and sixty-four teachers from two urban and two rural schools. The research was carried out mainly through questionnaires, supported by observational visits to schools. Two types of questionnaires were administered: one to the principals and the other to the teachers. Analysis of the data was subsequently applied.

The results revealed that the principals were involved in a large number of activities which were not directly related to teaching. These activities occupied about sixty-two and one half percent of the school week. Principals were unable to achieve all they considered important within any school day and certain vital areas of school work could not receive the attention they deserved.