TIME MANAGEMENT SKILLS OF PRINCIPALS

AT SECONDARY SCHOOLS IN THE MOPANI DISTRICT,

LIMPOPO PROVINCE

by

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DECLARATION

I, Tiba Boyana Eric hereby declare that this dissertation on the topic, time management skills of principals at secondary schools in the Mopani District, Limpopo Province, has been researched by me and I have no doubt to attest that it is my own work. Sources that are used in this study have been acknowledged using the required reference techniques. According to my knowledge, there is no other work on the same topic that was submitted before this one for a degree consideration. I therefore solemnly declare that this is my own work that should be considered.

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ABSTRACT

Time management by principals of secondary schools is a concern for South African schools. Principals are failing to utilise time management skills more effectively. Failure by principals of secondary schools as instructional leaders to promote growth in teaching and learning and to make instructional quality a top priority of the schools to realise the intended visions, in particular for this study, to effectively manage their time is probably the most crucial factor contributing to the current crisis in public schools. It is in the light of the points mentioned above that this study is concerned with the lack of time management skills by principals of secondary schools in influencing teaching and learning in their respective schools. The purpose of the study was to investigate time management skills of principals at secondary schools in Mopani District, Limpopo Province. A qualitative study was conducted employing the phenomenological approach which is a constructive approach. Individual interviews and focus group discussions were used to collect data from the participants. Data were analysed using an explorative approach that enabled the researcher to understand how principals of secondary schools use skills to manage time. This research study is in line with the views of existing literature on time management skills.

Three main themes were identified and were used to describe how principals of secondary schools use skills to manage time. The findings of the research indicate that, principals of secondary schools are well conversant with time management skills but are not utilising them effectively. The study also indicates that time interrupters hinder secondary school principals to manage time more effectively and it outlines ways of dealing with time wasters to ensure that time is managed more effectively. The study further outlined the participants' suggestions on time management skills that can enable principals of secondary schools to utilise time optimally.

Key words: Effectiveness; time management; resource dependency theory; neo-institutional theory; education systems; classroom management; discipline

ACRONYMS

AIDS	:	ACQUIRED IMMUNE DEFICIENCY SYNDROME
COSAS	:	CONGRESS OF SOUTH AFRICAN STUDENTS
HIV	:	HUMAN IMMUNE VIRUS
HOD	:	HEAD OF DEPARTMENT
KISS	:	KEEP IT SHORT AND SIMPLE
RCL	:	REPRESENTATIVE COUNCIL OF LEARNERS
SA SAMS	:	SOUTH AFRICAN SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEM
SGB	:	SCHOOL GOVERNING BODY
SMT	:	SCHOOL MANAGEMENT TEAM
TVET	:	TECHNICAL VOCATIONAL EDUCATION AND TRAINING

CONTENTS

CHAPTER 1 INTRODUCTION

1.1 INTRODUCTORY ORIENTATION

For many years, the management of schools, especially time management skills by school principals, have been a concern throughout South Africa. Authors such as Botha (2013:54) and Grisson (2015:773) advocate for the need for effective time management skills by principals to achieve the best for learners and teachers. These authors further maintain that effective teaching and learning occur in schools where principals continuously endeavour to improve their time management skills. Botha (2013:364) argues that the key to excellent teaching and learning is the utilisation of teaching time optimally. For instance, where teachers and learners are in class when they are expected to be, and that teaching and learning takes place. It is not an exaggeration to indicate that the entire school is affected by how the principal uses skills to manage time.

In addition to this, most of the principals seem not to know time management skills which, according to Lussier (2011:161), and Lussier and Hendon (2019: 243), consist of weekly planning, weekly scheduling and daily scheduling. It seems that some principals have knowledge of time management systems, but they do not put those time management skills they have learnt into practice. The researcher observed that some principals seem not to be aware that time is lost when teachers and learners wander around during lessons. Learners roam around and become tempted to be involved in acts of violence or going to places of fun such as taverns, towns and discotheques. This, in turn, leads to an increasing lack of interest in their learning. Some learners drift from home, and others leave the school before the official knocking off time (Mboweni, 2014:11)

Therefore, teachers would sit in the staff room, chatting and making jokes. In most schools, attendance is generally poor due to the non-application of time management skills (Mampane, 2013:2).

A recent disturbing factor that contributed to crisis management was the failure by most principals to realise that time for effective teaching and learning is jeopardised when they engage themselves in strike actions that leave the learners unattended. Nkosi and Farhangpour (2017:606) indicate that there are inner and outer school contextual factors that can affect school performance.

For an example, when principals engage themselves in industrial strike the learning and teaching programme is left unmonitored and teachers will also participate on strike hence the learners instead of teachers and principals are affected because of loss of teaching and learning time. Some learners drop out because of a lack of interest in education and others repeat one grade for many years. The crime rate increases because of the high number of unskilled people, and this adversely affects the South African economy. Van Deventer and Kruger (2014: 79), and Van Deventer (2018:429) advise principals and those who are interested in the smooth running of the school that without having learnt the skills of planning, principals are likely to be involved in nothing but crisis management, lurching reactively from one event to the next. Taking into consideration the above-mentioned statement, there are a number of factors that hinder principals from carrying out their managerial duties, especially time management. The unavailability of the general timetable when the schools reopen for the academic year is another factor that contributes to poor teaching and learning.

Relevant authorities at all levels confirm that most schools are without central timetables at the beginning of the academic year. Teachers loiter around, do not know what to do since the principal, together with his or her management team, fails to plan. A reasonable number of learners do not bother themselves to attend classes (Mboweni, 2014:11).

Late registration has become a tradition in most South African public schools. When schools reopen in January for the new academic year, principals are still registering new learners. This has a negative impact on time management. This is exacerbated by the fact that it has become a norm that learners and their parents wait until schools reopen before registering. According to the admission policy, registration for the following academic year should start in August and end on the 31st of October in the previous year (South African Schools Act (1996) SASA; policy for admission at ordinary schools 1998:9). Late registration affects the optimal utilisation of time by principals. According to departmental regulations and policies, principals are expected to manage teaching and learning from the first day of reopening. However, teaching and learning is hampered by late registration.

Furthermore, most schools were also characterised by doing things at the wrong time, lack of proper systems for management, late coming and absenteeism because principals do not manage time effectively. According to Robbins, DeCenzo and Coulter (2015:33) some principals are very organised and able to manage time effectively, whereas most principals are left wanting on the organisational side of their job, particularly time management. Valuable time for teaching and learning is spent on routines such as extramural activities particularly athletics since the tournaments

take place during school hours, endless staff meetings and registration of learners at the beginning of the year.

Absenteeism and late coming by learners and teachers are thorny issues in the South African education system since principals do not utilise their time skills effectively. Learners arrive late at school and leave early before the scheduled knocking off time. Most of them bunk classes. Teachers also report to work after the scheduled time and leave early to attend to their personal affairs. As if this is not enough, most teachers absent themselves from work regularly since principals in most schools do not apply time management systems such as time registers, leave registers, and permission books to regulate attendance and movement. These issues prompted Minister Angie Motshekga from the Department of Basic Education to propose the introduction of the time clock machine to monitor the arrival and knock off time of teachers. In addition, it endeavoured to control absenteeism. The, proposal for the introduction of the biometric system was one of the strategies the minister of education intended to employ to curb the issue of absenteeism and to control the arrival and knocking off time of teachers to assist schools on time management was rejected by teacher unions. However, she was so silent on the guidelines of learners' absenteeism, late coming and artful dodging of classes that are the most distractors of time management at school. The matter is left to the principals who are not regularly serviced in terms of time management therefore they fail to manage learners, the teaching and non-teaching staff.

This statement is supported by Nkosi and Farhangpour (2012:78) in the Motau Report entitled "An investigation into the causes of the unsatisfactorily standard ten results"; revealing that the lack of skills for proper planning and time-wasters were among the leading causes of unsatisfactorily Grade 12 results. In addition to what has been said, The Teacher (2013:7) states that as long as simple things such as teacher professionalism and time management are not taken seriously by school principals, effective teaching and learning will not take place and schools will perform poorly academically and holistically. Even those learners who obtain bachelors in Grade 12, struggle to cope with their studies at tertiary level, especially the first-year students. Although internationally, Grade 12 school results are reasonable predictors of first-year academic success at university, there is still no benchmarking of the National Senior Certificate (NSC) examinations that were written in

South Africa for the first time in 2008 (Nel & Kistner, 2009:954; Mouton, Louw & Strydom, 2013:35).

Some interruptions hinder principals from managing time effectively. The authorities in the Department of Education contribute immensely to the failure of the principals in managing their time skills effectively. The school calendar gives extra days when a public holiday is on a Saturday, Sunday or Thursday therefore this system affects the schools' plans, and time management is compromised. The unscheduled closing dates of schools due to strikes by teachers when they demand better working conditions and a class boycott by learners when fighting for better learning conditions, jeopardise time management rescheduling of closing dates due to the pressure of completing the work schedule when the pacesetters are not adequately followed. Do not do good to the schools' management plan. The dates for the tests and examinations are always rescheduled because of unnecessary time-wasters such as strikes especially unprotected strikes, boycotts, untimely holidays and examination question paper leakages (National Education Policy Act, 1996 (ACT NO OF 1996;11)

It is, therefore, challenging for the schools, particularly the principals, to employ time management skills due to the factors that are highlighted above. According to Van Deventer (2018:429), time is one of the most valuable and scarce resources that is found in schools. Therefore, it needs effective management, together with all other resources. Time utilisation is an essential aspect of teaching and learning. This statement indicates that unless time frames are effectively managed and deadlines are set, the task remains uncompleted. Extra lessons are offered during weekends and holidays, and winter schools are conducted because time is not adequately managed especially by secondary school principals. This is due to the lack of management skills such as conceptual and interpersonal skills, especially time management skills. The pacesetters are not followed to the tee, and the curriculum coverage is not taken seriously (Van Deventer 2018:430).

Taking into account what has been indicated above, there are signs of a lack of skills by school principals in managing time effectively, performing administrative, organisational, technical and miscellaneous duties. This is because principals are accounting officers in the school, and this means they should be responsible or/and accountable for anything that takes place in the school.

The commitment by a good number of secondary school principals in the efficient management of time is questioned (Ramalaa, 2009:35). They generally fail to effectively employ skills of time management to attain the targets that have been agreed upon with learners, teachers and office bearing officials in the Department of Education (DoE). Contributing to these woes is the apparent lack of serious political will on the part of the state to encourage principals of secondary schools to realise the importance of the effectiveness of time management skills. The researcher, as one of the principals of a secondary school in Mopani District, testifies that the state, for example, does not regularly organise enough workshops where principals of secondary schools are updated on time management skills. All those who have basic knowledge of the importance of time management skills by principals of secondary schools, appreciate the value of the theme addressed in this study.

1.2. MOTIVATION OF THE STUDY

Research indicates that principals of secondary schools in South Africa, particularly in the Mopani District, lack time management skills (Dikgale, 2012:55). As a result, school learners do not receive quality education as intended. In the past, the researcher served as a deputy principal and is currently serving as a principal in the Mopani District. He has, thus, made some observations on time management skills in schools. The researcher has realised that principals still lack time management skills because they conduct their school activities without proper time management systems such as school composite timetable and daily and weekly time schedules haphazardly Ramala (2009:28). Circuit managers' reports indicate that the curriculum coverage of the school is compromised since schools do not follow the work schedules and pacesetters to the latter to complete the work schedules and pacesetters.

Since the dawn of democracy in the Republic of South Africa, the Department of Education, especially the Limpopo Department of Education, is reluctant to fill the vacant principalship posts with permanent posts. Acting principals are deployed to those posts for more than 12 months before a permanent principal is appointed. These acting principals do not receive any induction and orientation on management, particularly time management skills. Even the permanent principals still lack managerial skills since they are not regularly serviced, and some are reluctant to develop themselves through studies (Smith, 2016:11). Mukeshima (2016:5) and Heather & Brennan Smith (2016:12) encourage principals to develop themselves in order to manage their schools.

It was necessary to conduct this study since principals of schools do not apply time management skills. As a result, teaching and learning is severely affected. This leads to poor performance by secondary schools, especially schools with Grade 12. Most secondary schools with Grade 12 learners perform below the national benchmark, which is a cause for concern throughout South Africa, particularly in the Limpopo Province. It raises many questions concerning the managerial skills of principals and the strategies that are used by the department to develop its employees. This also triggered the researcher to carry out an intensive investigation since there is a growing complaint by tertiary institutions, especially universities that the educational readiness of first-year students is below standard. According to Kanjee (2013:34) and Ramphele (2009:19), the NSC results showed that there is considerable improvement in the South African education system regarding learners who have written final matriculation examinations. However, they are failing to compete in international studies. Ramphele (2009:20) referred to these learners as another generation betrayed. Jansen in Ramphele (2009:19) attest that "the results are a swindle...nothing has changed except the complexity of the upper classes…patterns of achievement after apartheid mirror perfectly patterns of success under apartheid". This shows clearly that effective teaching and learning at secondary schools is hampered by certain factors such as poor management by principals. From the statements above, it can be deduced that principals of schools lack time management skills that may lead to the attainment of the schools' goals. Therefore, measures have to be taken to address this issue.

Consequently, this study may enable the South African education system to establish and develop systems and programmes that can enhance education management, particularly time management in secondary schools. Since time management is fundamental in management and leadership, it will help other managers to realise that the objectives of time management skills are managed effectively. The investigation may also assist in equipping school principals with appropriate time management skills that will enable them to utilise time optimally in their respective schools. It may also assist in curbing the notion that Black people cannot manage time appropriately because they employ circular time perspectives when administering time. Boon (2009:6) maintains that in the African time view, people do not stick to the scheduled time and deadlines; they always extend the time to fit the situation or a task. School principals should be equipped with time management skills that will enable them to use linear time perspectives where the scheduled time and deadlines are followed to the tee. The researcher has observed that most principals have problems in utilising time optimally; therefore, it was imperative to investigate appropriate ways and means of managing time for the better performance of our schools. Naido and Mestry (2019:65) indicate that principals

become effective instructional leaders when they can analyse the current curricula and equip educators with relevant teaching strategies. According to Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008:184), effective learning is the gathering of knowledge, understanding and skills within a short time through as little as possible. It is also necessary to emphasise that there is a dire need to investigate various skills of managing time more effectively, which are particularly in line with the present trends in the current education system of South Africa. Principals may then be able to apply relevant time management skills for effective teaching and learning to take place and performance of learners to improve.

Therefore, effective teaching and learning can assumedly happen if time is administered correctly, and principals must be equipped with time management skills for optimal use of time to enhance teaching and learning that may enable the schools to attain their goals and objectives.

1.3. STATEMENT OF THE RESEARCH PROBLEM

Failure by principals of secondary schools to practice time management skills due to some factors is probably the most crucial factor contributing to the current crisis in public schools. It is in light of the points mentioned above that this study is concerned with the lack of time management skills by principals of secondary schools in influencing teaching and learning. To understand the current situation, the focus is on the problems experienced by principals of secondary schools in the use of time management skills to achieve their educational objectives. To conduct a meaningful investigation, the problem was formulated as indicated hereunder:

The main question of the study was:

How can principals of secondary schools within Mopani District of Limpopo Province effectively manage time?

The above statement triggered other relevant sub-questions:

- How should principals of secondary schools manage time?
- What role can principals of secondary schools play to enhance the effectiveness of time management skills?
- What is the nature and scope of time and management at secondary schools in SA?
- What are the different perspectives of principals on time management skills that are used in secondary schools?

- How can relevant time management skills be employed by principals to improve teaching and learning in secondary schools?

If the formulated questions could be answered objectively, critically and adequately, it may be possible to provide guidelines regarding the correct utilisation of time by school managers.

1.4. AIM AND OBJECTIVES OF THE STUDY

Richie, Lewis, Nicholls and Ormoston (2013: 37) maintain that the general aim of the research is to search for answers to unresolved questions. According to Potochnik (2015:71), aims are necessary for any scientific investigation because science aims for the truth.

The objectives of this study are indicated hereunder:

- To investigate the effectiveness of time management skills in secondary schools by principals.
- To find out the role of secondary school principals in ensuring that time is optimally utilised.
- To determine the nature and the scope of time, and time management skills as well as different perspectives of time that are practised in secondary schools to improve teaching and learning within Mopani District in the Limpopo Province.
- To investigate different perspectives of secondary school principals on time management skills that are employed in secondary schools.
- To illustrate relevant time management skills that can be employed by principals to improve teaching and learning in secondary schools.

1.5. LITERATURE REVIEW

The purpose for undertaking a literature review is to check the work that is related to the study that the researcher is conducting and to identify the relation of other studies. It also provides an overview of current knowledge, giving you an option to identify relevant theories, methods and gaps in the in the existing research (McCombes, 2020:2). Fullan (2011:27) maintains that the school manager is a critical figure in the optimal utilisation of available time in the school's academic year plan. The whole school is affected by how a principal utilises his or her available time. The main aim of time management by the principals is to maximise the time devoted to educational activities which ultimately create a suitable environment for teaching and learning, that

is characterised by an increase in productivity, improvement of personal relations, discipline and the application of new strategies in the classroom and the school.

Bossidy, Charan and Burck (2011: 56) state that some managers such as principals seem to be born with a natural ability to manage time more effectively. Unfortunately for the rest, it is a skill that can be learnt and developed. Hoover (2007:8) maintains that managers who possess unique management skills do not only increase their productivity, but:

"They have a clear vision of big picture, goals of work, and in life long term, yearly, monthly, weekly and daily goals."

Planning is a skill on its own and cannot guarantee that the outcomes of the school will be achieved unless implemented. Williams and Brown (2014:465) indicate that problem-solving and decision–making are a central aspect of planning as a skill. Principals are likely to face problems when dealing with learners and teachers. Therefore, they should invest time in problem-solving to overcome an obstacle that prevents the achievement of an outcome.

Kruger and van Schalkwyk (1997:158) outline some guidelines that principals can use to utilise their time optimally. These are making use of the available time and thoroughly planned activities. If school principals use the actual time that is allocated to the activities, there is no way that schools can fail to achieve their objectives.

Hoover (2007: 68), an expert on the optimal use of time, maintains that the best way to deal with distractions is to remain in control of your time and not to allow people to impose themselves on your schedule. Secondary school principals should remain focused and adhere to their schedules without allowing anyone, even the highest authority, to distort them. Time traps such as phones, interruptions, poorly run meetings and friendly co-workers can derail the optimal use of time.

Proper time management is not easy; it requires more than a dab of self-discipline. Disciplined people do what they know they should not do what they feel like doing. They live a life based on their decisions, not feelings (Douglass & Douglass, 1993:180). Effective time management goes hand in glove with discipline. Therefore, principals should be disciplined in applying time management skills. It is possible to plan for the future, but you cannot live in the future (Booth, 1997:8). This statement indicates to the principals that they must always act in every moment since each moment is allocated a specific task. If they think of executing the task that is meant to be done today the following day, then they will fail. Hellriegel, Slocum,Jackson, Louw, Staude, Amos, Klopper, Louw, Oosthuizen, Perks and Zindiye (201743) maintain that time management should

be seen as synonymous with self- management as it demands discipline, but discipline that is reinforced by habit. Good habits will make it possible for a well-organised approach that is brought consistently to be by the way one plans and does their work.

The challenges mentioned above prompted the researcher to conduct this study. The investigation may benefit the principals and the education system of the Republic of South Africa in various ways. It could assist in identifying and outlining time management skills that can be employed by principals, especially secondary school principals. Furthermore, the principals could expand their knowledge on time management.

1.6. DEFINITIONS OF KEY CONCEPTS

To make sure that the investigation falls within the perimeters of the intended field of study, key concepts are defined below.

1.6.1 Effectiveness

Effectiveness refers to producing a desired or intended result. Effectiveness is referred to in this research as the correct way of managing time skills to reach the overall goal of the school.

1.6.2 Time

Time is defined as a point of time measured in hours and minutes, past midnight and noon. Time is also defined as an appropriate moment to do something. Adair and Allen (1999:7) define time as our lives, measured out in years, months, days, hours, minutes and seconds.

The researcher refers to time as the utilisation of time optimally intending to achieve aims and objectives of teaching and learning in schools.

1.6.3 Management

Management is the process of planning, organising, leading and controlling of the resources of the organisation to predetermine the stated goals and objectives as productively as possible (Schermerhorn, 2012; Smit, Cronje, Brevis & Vrba, 2007:9). According to Piek (1991:1), management is to control, to guide and to lead. Management is not merely the sum of exact steps or decision-making; it is a far intricate process (Badenhorst, Calitz, Van Schalkwyk, Van Wyk & Kruger, 1993:9).

Management is viewed by the researcher as the process of using time skills by secondary school principals to distribute the school activities and to utilise time optimally to achieve the set objectives.

1.6.4 Skills

Schermerhorn (2013: 13) and Schermerhorn (1996:7) define the concept skill as the ability to translate knowledge into action that results in desired performance. Skill is referred to as expert knowledge or aptitudes and competencies appropriate for a particular job. Skills, in this study, is the ability to manage time in schools so that all events or activities are catered for according to the stipulated time.

1.6.5 Classroom management

According to Schermerhorn (2013:47) and McQueen (1992:6), classroom management can be referred to as directing, arranging and organising all elements of a classroom so that lessons can run smoothly, even if there is disruptive-behaviour by learners. These authors also define classroom management as those managerial activities of education that make teaching and learning in the classroom possible and also take place concurrently with learning. Kruger (1997:3) contends that classroom management encompasses all activities that are required to support and fulfil the main aim of the teaching and learning environment. Classroom management is the maintenance of discipline in the classroom in the process of teacher-pupil interaction so that pupils can approach learning purposefully, to achieve certain goals (Mwamwenda, 1995:314).

This investigation refers to the concept of classroom management as a process of managing time in secondary schools by principals to ensure that classroom lessons run smoothly despite the unruly behaviour of learners. This includes the educator's effort to prevent undesirable behaviour.

1.7. SCOPE OF THE STUDY

The problem of time management skills affects schools throughout the country. However, this research is confined to the Mopani District of the Limpopo Province. The focus is on problems in time management skills by school principals in secondary schools. The district comprises of 253 secondary schools. Eight secondary schools were selected for this research. The selection of the eight secondary schools was based on their results, and the purposeful sampling strategies were utilised. Four secondary schools with good Grade 12 results and four schools with poor Grade 12 results for five consecutive years were selected. Research by Chandi (2013: 17) indicates that there is a strong relationship between time management and academic performance. Hence, the researcher used the performance of learners and the way secondary school principals conduct the school activities to determine effective time management in schools.

1.8. THEORETICAL FRAMEWORK

Various theories have been developed and put into practice over the years to examine and understand organisational aspects. The researcher deemed it necessary to use the resource dependency theory and neo-institutional theory.

1.8.1 Resource dependency theory

The theory indicates that institutions depend on others to attain their goals and objectives. The theory outlines how organisations survive through their ability to secure resources. Zehir, Findikli and Celtekligil (2019:69) maintain that to understand an organisation, it is essential to have clarity on how it relates with other actors in its environment. In order to survive, an organisation needs resources. An organisation must ensure that it liaises with other organisations for the flow of resources (Fowles, 2014:272). This theory is relevant to this research study since schools depend on the Department of Education to secure both physical and human resources. Subsequently, the department is faced with huge responsibilities of supplying resources to schools. Nongovernmental organisations can assist the Department of Education with physical resources such as infrastructure, teaching and learning equipment in the form of computers, projectors and more.

Resources, for instance, stationery and textbooks should be delivered on time to enable the principals to manage teaching and learning in schools (Fowles, 2014: 273). However, placing of orders should be made on time. Schools also depend on the department to appoint teachers; therefore, it is essential for the department not to take time to approve the applications. If resources are supplied on time, principals will be able to plan and utilise resources effectively and efficiently. Schools will be able to detect the deficiency on time, in terms of resources and request assistance from nongovernmental schools since education is a societal issue.

1.8.2 Neo-institutional theory

This theory pays attention to the role of myths, beliefs and norms in the organisational structure.

Public opinions, stakeholders and laws influence the organisation's policies, programmes and procedures. Legitimacy is viewed as the dominant factor for ensuring stability and sustainability. Internal and external parties should indicate confidence and good faith to attain legitimacy (Badewi & Shehab, 2016:412). External evaluation can undermine legitimacy by exposing inconsistencies; therefore, it is imperative to minimise external forces.

This theory is also in line with this research because the school programmes and policies such as year programmes and time management policies may help principals of schools to manage time more effectively when these policies are known and adopted by all stakeholders. However, external opinions may compromise the authenticity and implementation of the programmes. Therefore,

secondary school principals should stick to the policies in order to utilise time effectively. They should try by all means to stick to the year programmes or plans to prevent both internal and external interruptions such as frequent emergency staff meetings, unscheduled trips, visits by retailers' representatives and unscheduled circuit meetings (Alvesson and Spicer, 2019:199).

Both the new institutional and resource dependency theories emphasize how organisations are externally and internally controlled but are not necessarily useless entities that succumb to these forces. Therefore, schools under the leadership of the principal should be proactive, innovative and secure their resources. Organisations should perceive their environments and strive to indicate good faith to gain legitimacy (Fowles, 2014; Badewi & Shehab, 2016).

1.9. RESEARCH METHODS

1.9.1. Introduction

According to Venter and van Heerden (1990:108) and McCombes (2020: 13), the term method can be traced back to the Greek word "*methodos*" dated 1400s, which means the road by which. When applied to scientific research, it means the route by which the researcher carries out his or her scientific research and finally discovers the solution to his or her problem. The choice of the specific methods is, to a large extent, determined by the nature of the phenomenon that is being researched. It is imperative to use the correct methods. Methods employed in natural sciences, for example, cannot be employed in educational management.

1.9.2 Qualitative approach

Maykut and Morehouse (1994:43) and Flick (2018:1) state that the qualitative approach is more relevant when the researcher intends to have an understanding of a human phenomenon as well as to discover the meaning given to events that the subjects are experiencing. The qualitative approach involves a naturalistic enquiry that aims at understanding phenomena as they exist naturally (Miles, Huberman & Saldana, 2010:7). In this investigation, the researcher decided to employ a qualitative approach since the researcher intended to understand how secondary school principals use skills to manage time so that they can achieve their schools' objectives. The researcher also collected data face to face by interacting with the selected participants in their natural settings as supported by (McMillan and Schumacher 2006:315; Flick, 2018:1). The researcher, therefore, selected secondary schools face to face to collect data, and he interacted with the principals of those schools. The collected data were recorded as proof that the researcher interacted with the principals.

This research concentrated more on time management skills within a few secondary schools in Mopani District, Limpopo Province. According to Hoberg (1999:51), qualitative approach outlines a holistic view as one of its assumptions. In this study, the researcher holistically identified and unpacked skills that are relevant to time management in secondary schools. Qualitative research is inductive in approach since the evidence is brought forward to be reviewed, and patterns and processes are identified that lead to the specification of the theory. The researcher researched the selected secondary schools' principals within Mopani District in the Limpopo Province. The researcher interacted with the participants by interviewing them at their respective schools on how they apply time manageent skills to achieve their organisational goals and objectives.

1.9.3 Research Design

1.9.3.1 Document analysis and literature review
The investigator consulted secondary sources such as thesis, dissertations, books, journals and other sources to acquire knowledge about time management skills by secondary school principals. The researcher also used primary sources such as official documents, articles and newspapers. The purpose of studying these documents was to establish what other researchers have already researched concerning the topic.

1.9.3.2 Data collection methods
By data collection methods we refer to the methods for collecting facts, numbers, attitudes, actions and appearances that we use in any combination and from which we extract information that helps us to answer the research question. The researcher used the following data collection methods (Patton, 2015:29).

1.9.3.2.1 Individual interviews
According to Newby (2010:15), individual interviews are often employed in the early stages of the investigation. The investigator conducted individual interviews at the first stages to get the respondents' knowledge, understanding or viewpoint related to the researcher's focus of inquiry. The researcher, as suggested by Welman, Kruger and Mitchel (2007:30), and McMillan and Schumacher (2006:230), used in-depth interviews that are open questions to obtain data of participants to find out how they conceive the world and how they make sense of the events in their lives. Interviews were conducted with individual persons in a particular school to understand their life experiences on time management skills and how they lead and manage their schools. All

responses were transcribed and tape recorded. The recording is retained as proof of the researcher's efforts.

1.9.3.2.2 Focus group discussions

According to Mason (2002:62), Krathwohl (2009:295) and Newby (2010:254), a focus group interview is a means of collecting data from a group of people to find out what they know, think or feel about the researcher's focus of inquiry. As recommended by writers such as Greef (2003:305), participants who are selected should have specific common characteristics that relate to the topic of a focus group, for example principal of secondary schools.

The researcher created a suitable social environment in which participants felt free to interact with each other rather than with the interviewer. In this manner, the participants were stimulated by another's perceptions regarding the topic. As observed by Coh12en, Marion and Morrison (2008:376) in such situations, views of participants emerge, and this leads to data and outcomes for the researcher to record. A collective view on time management skills by secondary school principals was collected through a group interview. Eight principals were engaged in focus group discussions.

1.9.3.3 Population

Mopani District, in the Limpopo Department of Education, consists of 253 secondary schools and the researcher sampled only eight principals. Four principals were selected from secondary schools that were underperforming for the past five years and principals that have performed well for the past five years.

1.9.3.4 Sampling

According to Mertens (2010:320) in purposeful sampling, the researchers select their samples intending to identify information-rich cases that will allow them to study the case in-depth. Purposeful sampling was employed in this study where principals of secondary schools within Mopani District in Limpopo Province were sampled. The research focused on the effectiveness of time management skills by secondary school principals. Secondary school principals were selected on the basis that they would provide relevant Grade 12 results. Four with good Grade 12 results and four with poor Grade 12 results for the previous four years were selected to solicit information for this research. Eight secondary schools were selected for this study, according to the performance of Grade 12 learners in their final examinations (District results analysis, 2015).

1.9.3.5 Data analysis methods

For this investigation, an explorative approach was employed to analyse data. According to Packer (2018:55), an explorative approach to the research assists to lead to the insight and comprehension of the phenomenon. Miles, Huberman and Saldana (2014:62) maintain that a qualitative exploratory

approach helps the researcher to share in the understanding and perceptions of others and to explore how people respond to their daily lives. This study is exploratory since it strove to understand how secondary school principals use time skills to manage time.

1.10 ETHICAL CONSIDERATIONS

According to Terre Blanche et al. (2006:61), the essential purpose of research ethics is to protect the welfare of the research participants. The researcher ensured that the well-being and rights of the individual participants were taken into consideration to encourage them to participate.

The rights of the participants were not violated by forcing them to take part in events that are contrary to their cultural norms, values and beliefs.

1.10.1 Consent or permission

Terre Blanche et al. (2006:72) maintain that the standard components of consent are a provision of appropriate information, participants' competence and understanding voluntariness in participating and freedom to decide to withdraw after the study and formalisation of consent, usually in writing. The investigator ensured that relevant information was obtained from the participants and participants were knowledgeable and willing to participate.

A letter of request to conduct the research was directed to the relevant structures such as the Department of Education in Mopani District, circuit offices and the targeted schools. To confirm that an agreement had been reached for conducting this research, the participants were requested to fill in the consent forms.

1.10.2 Confidentiality and anonymity

This principle requires that participants be treated with respect during a study and that their individual information remains confidential (Miles, Huberman & Saldana, 2020: 56). According to Miles, Huberman and Saldana (ibid) confidentiality refers to the control of access to information while anonymity, according to Mouton (2006:157), simply means the informants have the right to remain anonymous. In this research, the information provided remains confidential. The participants' identity was protected.

1.10.3 Privacy

According to Miles, Huberman and Saldana (2020:56), privacy refers to being watchful in respecting participants' right to privacy. It is, for example, the right for the subject to refuse to be interviewed at night or to answer any question. In this investigation, the participants were assured of their privacy. The participants were not compelled to avail themselves when they intended doing their private

business or if they intended isolating themselves. They were advised not to take part if time did not permit.

1.11 TRUSTWORTHINESS OF THE STUDY

1.11.1 Reflexivity

Denzin and Lincoln (2013:254) agree that reflexivity is a process of reflecting critically on the self as a researcher, and the human as an instrument. The researcher will apply self-introspection in order to give correct views concerning time management of principals.

1.11.2. Credibility

According to Rasmussen, Ostergaard and Beckmann (2006:117), transparency and openness are critical elements in qualitative research. The researcher will make it a point that the research study is credible and is then true reflection of the principal's views on time management.

1.11.3 Authenticity

Dennis, Carspecken and Carspecken (2013) denote that authenticity is giving a good, honest, and balanced account of social life from the viewpoint of someone who lives it daily. The researcher will ensure that the views of the principals on time management is obtained from the respective schools.

1.12. CHAPTER DIVISIONS

CHAPTER 1

Chapter one gives an orientation to the research problem. It consists of the background, motivation of the study, problem statement, aim and objectives, literature review, the significance of the study, the definition of the concepts, scope of the study, chapter divisions and methods of the study.

CHAPTER 2

The chapter gives a literature review on time management skills by secondary school principals. It gives the fundamental principles on which time management skills are based. This chapter also gives the effectiveness of time management skills by secondary principals and the impact of ineffective time management skills. Theoretical framework is also outlined to examine and understand time management skills of secondary school principals.

CHAPTER 3

The chapter focuses on the description of research designs and methods. The details of the research design and methodology are dealt with, such as participant selection, collection of data and data

collection procedures. It also investigates the present existence of problems in education as a result of how time management skills are handled.

CHAPTER 4

This chapter gives results and findings of the empirical research and is used to analyse and interpret data. It examines factors that prevent practical time management skills by secondary schools principals.

CHAPTER 5

Chapter five provides the summary, conclusion, recommendations and suggestions of the study.

1.13. SUMMARY

This chapter discussed that there is a significant concern in the manner in which school principals deal with their time management skills. This, in turn, has caused a crisis in education. Consequently, the research problem was formulated and discussed. The general aim of the research was indicated, namely, to investigate the problems currently preventing principals from dealing with time management skills effectively. The research also outlined the methods of research that were used to collect and interpret data. The following chapter outlines the literature review on time management skills by principals in secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of literature review is to identify the relationship of works in context of its contribution to the topic and other works and a need for additional research. It is also to gain an understanding of the existing research and debates that are relevant to the area of the study (Winchester and Salji, 2016:2). In chapter one, the problem under investigation was introduced and highlighted. The methods employed in the compilation of the various chapters were briefly outlined in the previous chapter. By employing the methods that are stipulated in chapter one, this chapter outlines the skills needed by secondary school principals to manage time more effectively to achieve the set goals of their institutions and to create a positive environment for teaching and learning.

Time management by principals as education managers in most public secondary schools in general and Mopani District, in particular, continues to be a burning issue for all those who are interested in teaching and learning. Principals in most of the public schools seem to be unaware that time management is the most valuable and scarce resource in the effective management of schools. The effective utilisation of time, according to Van Deventer and Kruger (2014:229), is a significant aspect of school management. Schools, where principals lack skills for managing time, are characterised by a culture of poor teaching and learning. According to Van Deventer and Kruger (2014:4), a weak culture of teaching and learning refers to a school environment where proper teaching and learning has collapsed. The most noticeable standard features of a poor culture of teaching and learning, due to the lack of skills in public secondary schools by principals in managing time more efficiently, include:

- The inability to adhere to deadlines;
- Poor attendance by learners and teachers;
- Poor school results;
- Late reopening and early closure of the academic year;
- Rescheduling of examination dates; and
- Late completion or inability to complete the work schedules and more.

Factors such as the unscheduled closing of schools due to strikes, for example, the 2011 national strike for public servants that lasted three weeks, poor planning by the highest authorities at the

circuit, district and province, for example, urgent meetings, unscheduled holidays contribute to the ineffective time management by secondary school principals. The above factors have an adverse impact on time management; hence they affect the smooth running of the institutions, particularly teaching and learning. Authors such as Van Deventer and Kruger (2014:229) stress the need for the principals to implement skills that will enable them to manage time more effectively.

Having outlined the introductory part of this chapter, the educational perspective on the management skills needed by principals to manage time more effectively is discussed. This is preceded by the description and elucidation of the key concepts employed in this chapter.

2.2 DESCRIPTION AND THE ELUCIDATION OF THE MAIN CONCEPTS

2.2.1 Management

Over an extended period, every manager follows a particular management theory, whether he or she has been curious about it or not. These beliefs differ from manager to manager. Management can be traced back to early civilisations, namely the Egyptians, Babylonians, Hebrews, Romans Catholic and military organisational structures. Since the beginning of the twentieth century to date, the management of people has been studied in different theories. Therefore, principals of secondary schools are also influenced by these theories when managing the staff to utilise time more effectively. According to Robbins and Coulter (2012: 67), there are various management theories such as classical approach, scientific management approach, administrative management approach, behavioural approach, quantitative approach and the various approaches in the contemporary approach.

 Robbins and Coulter (2012:67) maintain that the 'father' of scientific management, Frederick W Taylor, studied manual work employing scientific principles that are guidelines for improving production efficiency to find the one best way to execute the job. He initiated a scientific approach to determining the elements of each task using scientific methods by documenting it and establishing the best methods. The scientific selection of employees, according to physical ability, motivation and techniques, were considered. He indicated the importance of friendly cooperation between management and labour. A clear distinction between the responsibility of management and labour should be drawn, though they have to work as a team. Like Taylor, principals of secondary schools should allocate tasks to teachers while considering their expertise so that they can execute them within the allocated time. They should also encourage teamwork to meet deadlines. However, their positions should be respected. Taylor's successor Gantt concentrated

more specifically on personnel matters and the scheduling of production. He initiated the task bonus system to reward workers with a bonus for an excellent performance. The payment of a bonus to supervisors for training workers was introduced. It will be advisable for the principals to organise award-giving ceremonies to appreciate the excellent work of teachers and to motivate them to go the extra mile. This can evoke intrinsic motivation from the members of staff, and they may work hard in such a way that tasks are completed within a short period. The Gantt- Chart is a schematic representation of the relationship between activities and tasks over time. The Gilbreths team focused on the field of motion studies and work simplification. They were also interested in how to minimise fatigue by developing the best method of performing a task. They introduced a micro-motion study, according to which times for the performance of general tasks, in the units called Therbligs, were determined. The psychological aspects of fatigue and the personality and needs of workers were given more attention. If enough resources for addressing tasks are provided, and the character of a person is taken into consideration, schools will easily attain their intended objectives as envisaged.

The administrative approach is the European approach in which management, as a process, and the identification of fundamental principles and functions were taken into consideration. The people who contributed significantly to this approach are people such as Henri Fayol who concentrated on the principle of management. He emphasised that the principles should be flexible and adaptable to circumstances and events. He defined management as forecasting and planning, commanding, coordination, and controlling (Robbins & Coulter, 2012: 67). Max Weber stressed the hierarchical structure of the business, and he became known for his bureaucratic model. Follet developed her philosophy of management by emphasising the psychological and sociological aspects of management. Management and subordinates should work together to avoid conflict and subordinates should be treated fairly (ibid). By following the administrative approach, principals of secondary schools should emphasise planning, commanding, coordination and control of school activities and there should be a reciprocal relationship between them (principals) and the staff so that set objectives can be attained as scheduled.

In a behavioural approach, the early Organisational Behaviour (OB) advocates such as Owen, Munsterbreg, Follet and Barnard believed that people were the most critical assets of the organisation and should be adequately managed. The Hawthorne Studies dramatically affected beliefs about the role of individuals in the organisation that led to the emphasis on the human behaviour factor in managing. If the conduct of people is not monitored, it may have a detrimental

effect on the time management of the school since more time is wasted by unruly behaviour such as chatting and poor execution of tasks.

Hellriegel et al. (2012:7) and Hellriegel, Slocum, Jackson, Louw, Staude, Amos, Klopper, Louw, Oosthuizen, Perks and Zindiye (2017: 9) define management as the process of getting things done, effectively and efficiently while involving other people. The term process alludes to the main activities that the manager must perform, which are planning, organising, leading and motivating. Planning includes defining organisational objectives and initiating ways to accomplish them. Managers plan for three underlying reasons. These are to establish an organisation's overall direction, to identify and commit the organisation's resources to achieve set goals and to decide which tasks should be performed to reach the set goals. Managers should translate plans into reality after planning. In the organising function, tasks that are identified during planning are assigned to individuals and groups within the organisation. Leading includes communicating with and motivating others to perform those tasks that are necessary to achieve the organisational goals. Controlling is the process by which a person, group or organisation monitor performance to correct the action. According to Pettinger (2012:3), management is the body of knowledge, skills and expertise that should be applied in ways dictated by the particular organisation in which the individual manager is working, and in ways demanded by the particular environment in which activities are conducted. The knowledge, skills and expertise that are required are: achieving things through people, achieving things for people and making a profit and delivering performance, using scarce resources, improving and developing products and coping with change and uncertainty.

Secondary schools principals, for instance, may manage time by ensuring that teachers are allocated subjects that they are specialised in and ones that they understand the most. They should be given responsibilities that they can execute without failure. The staff should be trained on how to manage the limited or scarce resources and how to avoid time-wasting by waiting for more resources. Secondary school principals should apply skills for time management in their respective schools by assessing their school environment to utilise the allocated time optimally. Principals should cope with change such as the ever-changing curriculum that is now the Curriculum Assessment Policy Statement (CAPS), and employ relevant strategies to manage time to achieve the objectives of their schools.

Robbins and Coulter (2012:36) share the same sentiments with Hellriegel et al. (2012:7) by stating that management entails coordinating and overseeing the work activities of others so that their

activities are completed efficiently and effectively. Efficiency refers to getting the most output from the least amount of inputs. For example, principals as managers of the schools are concerned with the optimal utilisation of resources since they are dealing with scarce resources. Time management will not be compromised when resources are utilised appropriately. Effectiveness refers to doing the right things. For instance, secondary school principals should ensure that they utilise time optimally to achieve the set goals of their institutions. Robbins and Coulter (2012:72) also maintain that the success or failure of the institution or organisation lies in the hands of the managers. This perspective is called the omnipotent view of management. It is the responsibility of the principals to ensure that time is optimally utilised to make sure that their schools obtain the envisaged objectives. According to Nel (2012: 19), management is a systematic and rational process that directs all the efforts within the organisation that support the process of converting inputs into outputs and influences the organisation so that it can yield valuable outcomes. Traditionally, the management functions to perform this process are planning, organising, leading and controlling. The classical functions of planning, controlling and organising are replaced by mentoring, coaching and empowering in temporary high-performance team-based organisations. Therefore, principals should induct, coach and empower their subordinates regarding time management skills so that time can be managed effectively.

According to Van Deventer and Kruger (2014:66), management in education means the application of general management theory, principles and skills in an education environment. It is a specific kind of work, embracing the management of learning and teaching. Further, it also consists of management tasks such as planning, decision-making, policymaking, organising, coordination, delegating, leading and controlling of the school or education events. The principal performs these management tasks of managing learners, staff, physical resources, finances and the community. Van Westhuizen (1997:51) denotes that in education, functional and management work can only be performed efficiently if a skilled and efficient education manager manages. Effective education can be realised if management, especially time management, is carried out and corresponds with leadership. The principal as a leader and a manager is a crucial figure at the school. However, every educator at the institution is in one way or another expected to carry the leadership and managerial duties during the day according to the stipulated time.

Hellriegel et al. (2012:242) and Robbins and Coulter (2012:37) and Robbins, Coulter and DeCenzo (2017: 33) maintain that the management process consists of the following four core functions:

2.2.1.1 Planning

Hitt, Black and Porter (2014: 99) and Lussier (2006:148) maintain that success in both profit and non-profit sectors is based on effective planning. In education, successful principals as managers have a clear vision of what they want their schools to be, and they develop plans to make the vision a reality. To be successful, a principal as a manager of the school should set both personal and educational goals and develop plans to achieve them. To realise the vision, a principal should conduct the strategic planning process and the levels of strategic planning. Strategic planning is the process of developing a mission and long-range objectives and determining in advance how they will be accomplished.

Operational planning entails the process of setting short-range objectives and determining, in advance, how they will be accomplished. According to Kroon (1996:9-10), planning is divided into two phases. The first phase of planning has to do with conscious deliberation and visualisation of what the school should achieve within a particular time to be successful despite some future challenges. The second phase of planning involves the drafting of a realistic and feasible plan that indicates the activities and resources required to realise the stated objectives and goals. Hellrigel et al. (2012:242) and Griffin (2013:176) describe planning as the primary managerial task since all other managerial tasks such as organising, leading and controlling should be done after planning has been addressed. Planning helps the organisation to adapt to change by identifying opportunities, anticipating problems and developing appropriate strategies and tactics. The strategic plan, as the master plan, includes both functional and operational plans. To achieve the desired results, the planned activities should be organised and scheduled appropriately.

2.2.1.2 Organising

Certo and Certo (2014:248) define organising as the process of delegating and coordinating tasks and resources to achieve objectives. In education, the resources that the principal, as a manager, should organise are human, physical, financial and information to achieve the set objectives within a specified period. Ineffective organising is costly regarding time management. Therefore, the activities and resources must be well organised to yield good results. Hitt, Black and Porter (2012: 24) describe organising as grouping and allocating resources to main functional divisions and subdivisions, also to create posts and determine their duties, responsibilities and authority. An organisational structure is established, which provides a structural framework for the business (Hitt, Black & Porter, 2014:122). Hellriegel et al. (2012:330) and Hellriegel et al. (2017:240) maintain that effective organisational structure and design are essential for effective and efficient management of any business. The organisational structure includes the following essential

elements that are specialisation, standardisation, coordination, authority, centralisation and decentralisation. Therefore, activities and resources must be well organised to achieve the desired objectives in education. The school is an organisational structure that is established to provide a structural framework for education. Organising involves the grouping and allocation of resources to maintain functional divisions and sub-divisions and to create posts that determine duties, authority and responsibilities within scheduled time frames.

For the optimal utilisation of time by principals of secondary schools, they should employ an organisational structure that is described below.

The specialisation is the process of identifying particular tasks and assigning them to trained individuals or teams. For example, when a principal assigns duty to the staff members that should be submitted at a scheduled time. Standardisation refers to uniform and consistent procedures that employees have to follow when executing their work. For instance, time scheduling policies that the staff has to follow when discharging duties. Coordination refers to the formal and informal procedures that integrate the activities that separate individuals, teams and departments in an organisation. For example, reconciling tasks so that they can be carried out at the intended time. Authority refers to the right to decide and act, for instance, to decide on time frames. Centralisation is the concentration of the decision-making at the top of the organisation or department with a small delegation to middle and lower levels, for example, principals handling tasks that they seldom delegate to staff members. Decentralisation refers to the approach where managers decide what and when to delegate, to select and train personnel carefully and to formulate control. For example, when the school principal decides to delegate tasks and decides on the completion time of the task.

This research study views organising as the process of arranging tasks, plans, and resources so that they can be carried out according to the scheduled time for the schools to achieve their set objectives.

2.2.1.3 Activating or leadership
Leadership is an organisational culture that enables employees to generate a sense of meaning in their duties and desire to challenge themselves to experience success (Western, 2013:33). Fotuth and Piepenbring (2020) define leadership as the process of influencing employees to work towards the achievement of the organisation. In school management, leadership means the process of influencing teachers and other school community members to work towards the achievement of the school. According to Nel (2012: 25) and Robbins, Coulter and DeCenzo (2017:385),

leadership is the ability to inspire people, a group, team or organisation to work together towards attaining worthwhile goals.

There are three basic styles of leadership; these are autocratic, democratic and laissez-faire. Autocratic refers to the leadership style where the leader makes decisions, tells the employer what to do and closely supervises employees. The democratic style of leadership relates to the style where the leader encourages the employees to participate in decisions, work with employees to determine what is to be done and does not closely supervise them. Laissez-faire refers to the leadership style where the leader takes the 'leave the employee-alone' approach, allowing them to make decisions, and not making follow-ups. Principals of secondary schools should apply this leadership by assessing the situations at their respective institutions so that time can be effectively managed. For example, for urgent matters, a principal should dictate decisions. Piepenbring and Rotuth (2020) describe activating as the process of influencing people in such a way that they enthusiastically work towards the activities to achieve the business' goals as efficiently as possible.

Activating encompasses effective leadership, motivation and communication. Hellriegel et al. (2012: 39) maintain that leadership involves influencing others to act towards the attainment of a goal. Leaders depend on five types of power to exert influence, namely legitimate power, reward power, coercive power, referent power and expert power.

In this study, leadership is defined as the ability of inspiring teachers, learners and non-teaching staff by secondary school principals, to execute tasks while utilising time more effectively to achieve set goals in their respective schools.

2.2.1.4 Controlling
Griffin (2012:476) Griffin (2013:570) and Robbins and Coulter (2012:37) Robbins, Coulter and DeCenzo (2017:445) refer to controlling as the process of establishing and implementing mechanisms to achieve set objectives. The critical aspect of determining performance is to measure and control it, depending on the situation. There are various organisational systems of control that are used to measure performance. Preliminary control is established and designed to foresee and prevent possible problems. Successful managers have the ability to anticipate and prevent problems, whereas unsuccessful managers wait for the problems to occur so they can solve them. Principals should assess the situation at the school level to ensure that all activities are carried out according to the allocated time to minimise time-wasting. Concurrent control is the action to ensure that standards are met as inputs are transformed into outputs. The key to

success is quality control, and it is more economical to reject faulty input parts than to wait and find out that the finished output does not work correctly. This is where time is wasted. Employees spend time checking quality. Rework is the control to fix an output. Rework is essential when preliminary and concurrent controls have failed.

The past cannot be changed. However, past performance can be used to improve preliminary control for the next period. Damage control is an action taken to minimise negative impacts on customers or stakeholders due to faulty outputs. When a crude output gets to the client, damage control is needed. An essential aspect of the systems process is the feedback loop. According to Kroon (1996:11), there are six additional management functions. Controlling involves decision making. Decision-making deals with the present, future and probabilities and uncertainties, therefore, a manager must make the right decision depending on the situation. The failure and the success of the organisation rely on the decision made by the manager. Communication plays a pivotal role in management functions since it disseminates information necessary for the work performed. The manner in which communication takes place determines the relationship and attitude among employees, their morale, motivation and performance.

When a principal, as a manager, leads the organisation, he or she should motivate his or her subordinates to carry the tasks willingly. Motivation includes all attempts that the principal as a manager makes to persuade employees to carry the tasks willingly and to respect time. The manager should know his or her colleagues well to employ the proper motivation for individuals.

The principal, as a manager, should create harmony and coordination in the workplace where different people with different characters and departments are involved in achieving the set goals. Delegation involves the allocation of duties, authority and responsibilities to subordinates to ease the manager's task and to enhance performance so that time is well managed. During the execution of the essential management functions, the manager may deem it necessary to delegate specific tasks to his or her subordinates. Discipline involves the shaping of a subordinate's behaviour to guide their activities to ensure that stated objectives are realised at a specified time. Positive discipline includes the expression of thanks, praise and recognition by the manager, whereas negative discipline involves warnings and punishments meant to reprimand staff for transgressions and as a deterrent to others.

From this research investigation, controlling is described as comparing the school performance with the predetermined plans to apply corrective measures and to reschedule tasks if the predetermined standards are derailed.

2.2.2 Skills

The Oxford students' dictionary defines a skill as the "ability to do something well". Its synonyms are expertise, competence and talent. Schermerhorn (2013:7) defines the concept skill as the "ability to translate knowledge into action that results in desired performance". In this study, skill is defined as the ability the education manager possesses that enables him or her to translate knowledge into action and to manage time more effectively to create the culture of teaching and learning. According to Smith, Brevis and Vra (2007: 17) and Robbins and Coulter (2014:38) skills that are required by the top management to perform the function of general management more productively, are not the same as those of lower management. Three primary skills identified as the prerequisite for sound management are conceptual, interpersonal and technical. Conceptual skills refer to the ability to view the operation of the organisation and its divisions holistically. Interpersonal skills refer to the capacity to work with human resource and capacity to understand and motivate them. Technical expertise involves the ability to employ techniques or knowledge of a particular discipline to attain set goals. The above skills are indispensable for effective management, although their relative importance depends on the position of the manager in that particular company or institution. The different levels of management require the above - mentioned skills.

Diagram 2.1 Management Skills
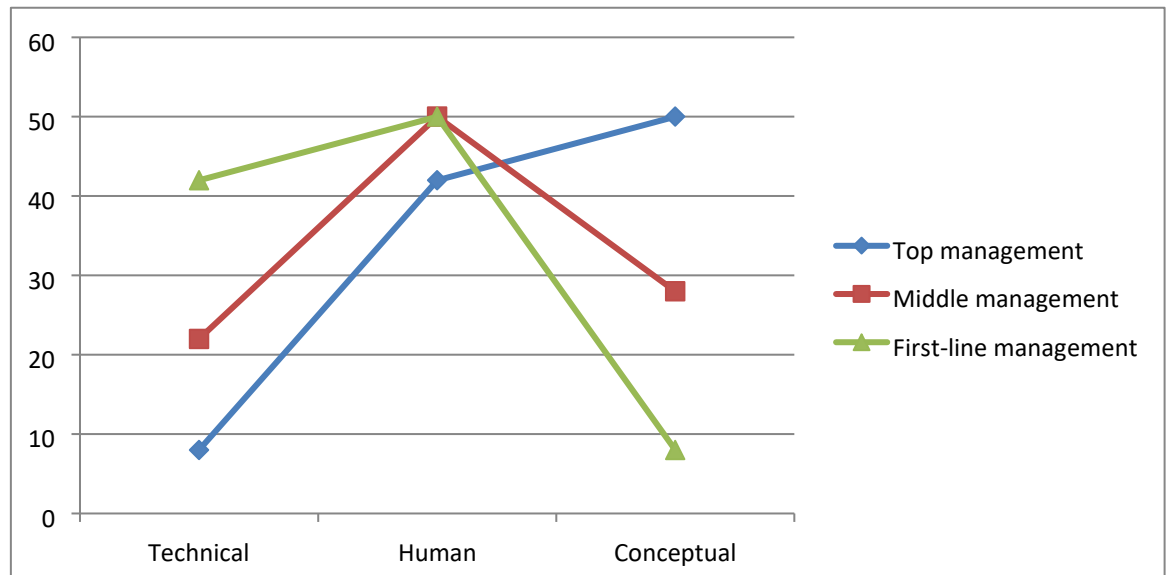
Source: Adapted from Kroon (1996:22)

Top management places its emphasis on conceptual skills since the focus is on strategic planning. Human skills are more valuable since they work with personnel. Middle management requires more human skills since its focus is on the development of the personnel; therefore, should be motivated to execute tasks. First-line management also relies more on intra and intergroup skills since it involves people, but it also pays attention to the methods of achieving its goals and objectives.

According to Schemerhorn (2013:23) and Robbins and Coulter (2014:37), Katz classifies the essential skills for managers into three categories that are technical, human and conceptual. Technical skills are acquired through formal education and further development by training and job experience. The ability to work well in the workplace with other people is a human skill. A principal with real human skills will have a high degree of self-awareness and the ability to understand others. Emotional intelligence is the skill that has to do with the capacity to manage ourselves as principals and our relationships effectively to utilise time. Another category of competencies is the conceptual skill that is the ability to think analytically and be able to solve complex problems to the benefit of all involved.

2.2.3 Time
Time can be defined as a noun meaning all the years present, past and future regarded as a whole:

- The passing of time in future;
- A particular point or portion of time associated with specific events or conditions;
- An experience or period of activities;
- A point or portion of time taken or allowed for something;
- The point of time when something must occur or end; and
- Its synonyms are occasions, instance, opportunity, a point of time stated in hours.

Boon (2009:5) divides time into two views, namely the Western and the African view of time. These different points of view indicate different approaches and attitudes towards life, humanity and work.

These views affect the way people interact with one another and have difficulty in understanding each other. The Western view of time is based on the linear concept of time that indicates time is infinite; it extends from an infinite past, progressing through the present into an infinite future. The futuristic view of time is characterised by the use of idiomatic expressions such as "let bygones be bygones", meaning that the past is gone and the focus must be on the future. It will be more

advantageous for secondary school principals to forget about their failure and map the way forward to manage time. The traditional view of time is circular, meaning that the view circles into the past, the future and back through the present to the past. Secondary school principals should avoid this view of time because it is time-wasting since tasks are not carried out according to the scheduled time. People who employ this time perspective always delay in completing the tasks. According to this view, there is external locus control; that is, ancestors are playing complementary roles in their lives. Adair (2009:11-12) maintains that time is as mysterious as space and is a dimension where changes take place and are balanced by relative continuities. Measuring instruments such as clocks and watches are used to measure time accurately. Mechanical clocks influence people's lives profoundly; they make people more time conscious than our ancestors were.

From the statements mentioned above, the researcher would like to define time as a dimension in which it indicates the past, present and future. It is also measured by using instruments such as clocks, school calendars, and pacesetters so that the principals of secondary schools can utilise it optimally to achieve the objectives of their institutions.

Van Deventer and Kruger (2014:229) outline the four basic stages in time management into which the different strategies of time management can be subdivided. Recognising the need to get more out of your time, collecting information on how your time is utilised, analysing the use of your time and developing an action plan to structure and utilise your time. From the above stages, it is evident that by employing the above strategies, principals will able to run the school effectively wherein time can be managed and used optimally to achieve the goals and objectives of their schools and to make sure that teaching and learning take place.

Pettinger (2012:350) posits that time at the workstations may be divided into productive, non-productive stoppage or downtime, maintenance time and wasted time. From this, priority, crisis, overload and under load can be detected. The secondary school principal should divide the time, as suggested above, to accomplish the aims of the institutions. The complexity and difficulty of the task should be taken into consideration and be allocated more time. The urgency and frequency of the task should also be considered, and such tasks should be given the first preference. According to Pettinger (2012:351), specific steps can be taken to maximise or optimise the usage of time. Priorities should be set for the department or tasks. To establish a pattern of a delegation of duties and activities, for instance, to schedule time for delegation and to identify tasks to be delegated, suitable and sufficient work schedules where time is optimally utilised should be developed; to continuously assess the work in hand against time constraints. Schermerhorn (2012:116) maintains

that time management is a form of planning, and planning can suffer the same fate as to-do lists, put together with the best of intentions, but with little or nothing to show regarding results at the end of the day. Secondary school principals should always check if the school activities and time allocation are appropriately scheduled. Proper action should be taken to ensure that tasks are carried out according to the stipulated time. Otherwise, nothing will be achieved at the end of the day. All plans should be put in place and be controlled to ensure that time is maximised and the intended objectives are attained.

The optimal utilisation of time by principals may improve the administration and the culture of teaching and learning in schools (Van Deventer & Kruger, 2014:229). It leads to the realisation of the aims, objectives and goals of the school and increases the productivity of the institution because of proper scheduling of time. It also leads to more effective use of resources, both human and physical. Interpersonal relationships are improved since tasks are carried out according to the stipulated time. New and various methods and strategies are employed in teaching and learning and administration since the staff has ample time to do that.

There are principles in time management that may lead to the more effective utilisation of time. Van Deventer and Kruger (2014) outline the following principles which are establishing priorities, planning and preparation, determining outcomes, apply self –management, delegating where possible and communicating effectively.

2.2.4 Teaching and learning
Hoy and Miskel (2013:42) and Christy (2013:171) maintain that learning takes place when experience produces a change in somebody's behaviour or knowledge. Learning is a complex cognitive process and theories give similar explanations. Behavioural theories of learning focus on the observable changes in behaviour, habits and skills. Cognitive theories of learning underline internal mental activities as thinking, remembering, creating and problem-solving. Constructivist theories of learning focus on the meaning of events by an individual.

Teaching is the imparting of knowledge to someone or to instruct someone on how to do something, especially in schools or in an organised programme. Badenhorst et al. (1993:4) maintain that teaching and learning take place when an educator, a learner and teaching matter are brought together to achieve educational objectives in a teaching and learning environment.

In this study, teaching and learning refer to the imparting of knowledge to the learners intending to attain stated objectives while managing the allocated time.

2.3 SKILLS REQUIRED BY SECONDARY SCHOOL PRINCIPALS TO UTILISE TIME MORE EFFECTIVELY

Schools that underperform are managed by principals who do not possess proper managerial skills because these managers fail to execute their management tasks. Principals need core competencies to manage their schools more effectively. Bach and Edwards (2013:178) and Kroon (1996:21) maintain that managers at different levels require skills to accomplish their management tasks. Combe (2014:21) attests that there is some competence that managers need to possess so that they are able to perform in a modern global environment.

The most prominent among the necessary attributes are conceptual and analytical skills, human skills, technical expertise and cultural awareness. If these skills are well applied by managers, optimal utilisation of time will be realised. Robbins, Coulter and DeCenzo, (2017:155) and Schermerhorn (2013:193) maintain that when it comes to planning, one of the first things that may come to mind is time. Time management is an essential career skill.

2.3.1 Visualising and planning

According to Van Deventer and Kruger (2014:15), planning is a deliberate and an intellectual activity that should be given a considerable amount of time because it requires thinking as well as visualising the future of the school. Through planning, principals would be able to visualise the future of their respective institutions. Proper planning accelerates the growth of the schools, particularly in time management. Combe (2014:8) denotes that all organisations undertake some form of planning and forecasting on how the future will look like. Shermerhorn (2013:18) maintains that planning is the process of setting performance objectives and determining what actions should be taken to accomplish them. Hitt, Black and Porter (2014:19) posit that planning involves the estimation of future conditions and circumstances and to make a decision about the work of the manager and employees that he or she is managing.

Proper planning requires good information. Therefore, the better the information, the clearer the picture the managers have of the present and the past and the more prepared they are to plan for the future (ibid). Van der Westhuizen in Van de Venter and Kruger (2014:80) maintains that without planning one's day, week, term or year, one resembles a passenger who embarks on a business trip without knowing what to achieve. Schermerhorn (2012:114) describes planning as one of the four functions of management that helps us to avoid the complacency trap of being lulled

into action, the inaction of successes or failures of the moment. Instead of being caught in the present, planning keeps us looking forward to the future. Most successful executives know what is essential and they work first on the things that count most. They do not waste time by working on many things at once (Schermerhorn, 2012:114). From the above statements, it is evident that planning is an essential skill that can enable principals of secondary schools to structure the school activities and to plan the optimal utilisation of time for the smooth running of the schools. Planning is a process that entails responding to questions such as what are the needs, how will the needs be met, and so on. By responding to these questions, time is effectively managed by secondary school principals because tasks are executed at a specified period in a particular situation and tasks are delegated or assigned to the responsible and relevant people.

School principals should assess the present conditions of the school to identify the strengths, weaknesses and the school requirements so that they can pay more attention to the weaknesses and allocate more time on those issues. Urgent tasks should be given priority. However, other duties should not be neglected until the final day; they should be allocated the right moment. School affairs should be addressed, and time should be allocated appropriately. Van Deventer and Kruger (2014:85) maintain that by assessing the six management areas, which are learner, staff, administration, finance, physical facilities and community of the school, principals can identify the school weaknesses and this can be used to build the future. Through the identification of the management area, principals will able to allocate time to these areas appropriately and to accomplish an overall aim of the school. A principal should set a date for a meeting where he or she can meet with other School Management Team (SMT) members to discuss the future of the school. In that meeting, they should discuss the mission statement, objectives and school outcomes.

Lussier (2006:151) denotes that mission indicates what business the company is in and will be in shortly. The mission of the organisation is its intended purpose or the reason for existing (ibid). According to Daft and Marcic (2011:168), a mission statement is a broad definition of the organisation's scope of business, and its operations make the organisation to be unique from similar businesses. The school mission should be formulated by the School Governing Body and will help the school to plan and to have a long- term framework. The school mission should include the values and beliefs of the school and the community it serves. This will help in time management since the mission is an extended-term plan that needs to be formulated appropriately. The school principal should reconcile the time utilisation of the school mission and organisational plan.

To foresee the future of the school, the principal together with the SMT, should develop a mission that will help to plan for a better future. The school's mission should indicate the dynamics and the energy of the school (Van Deventer & Kruger, 2014:84). Effective principals formulate challenging aims that contribute to effective planning and work ethics. Aims ought to be written down and must be clear to be put into practice for managing time. An aim is a long term ideal for the principal's work. Therefore, it should be formulated correctly and be given enough time. Good principals should be able to address various aims at the same time but make sure that there is no clash of interests by allocating time more appropriately. Aims at lower level must fit the broader aims of the school. The importance of setting aims is to direct the staff, learners and parents during the planning process. Successful principals strive for the realisation of outcomes.

Schools that lack action plans operate haphazardly because they have no definite time frames for the activities, and no specific people are assigned to do the work. Effective schools develop action plans that indicate activities to be done, the person responsible, budget, time frame, target group, the desired outcomes and indicators. Effective principals who develop and employ action plans can utilise their time optimally because activities are well structured and scheduled appropriately. Van Deventer and Kruger (2014:85) maintain that determining a plan of action is the third step in the process that involves developing various alternative courses of action for reaching the desired aims and outcomes. Schermerhorn (2013:193) states that emergencies and unscheduled meetings and irrelevant issues interrupt the execution of the plan. However, if the planning processes are employed as a management tool to enhance momentum, even if emergencies emerge, the principal will address them amicably because of his or her time management skills. From the statements mentioned above, it can be deduced that secondary school principals should avoid interruptions at all costs by monitoring and controlling the school's activities to make sure that all activities are executed and time is well managed. Nevertheless, principals should have alternative plans to deal with unforeseen circumstances to manage time.

Griffin (2013:15) and Schermerhorn (2012: 115) also indicate that planning improves time management. When Daniel Vasella was Chief Executive Officer of Novartis AG and its 98 000 employees spread across 140 countries, he was calendar bound. He would be locked in meetings, travel and other responsibilities. To be focused and to stay on track, he would list priorities of things to do. Kathleen Murphy, the Chief Executive Officer of ING US Wealth Management, was also calendar bound with conferences, and her travel was pre-booked a year ahead. She would schedule her time appropriately where she scheduled meetings for half an hour interval, worked for 12 hours per day and spent 60% of her time on travelling. She made use of her time on planes

where she says 'no one can reach me by phone and I can get reading and thinking done'. The above scenarios prove that time management skills are essential if one wants to utilise their time optimally. To optimise time, secondary school principals should plan, prioritise and schedule school activities appropriately.

2.3.2 Time scheduling skills or timetabling
Scheduling the annual curriculum activities of the school according to the requirements set by the Department of Education is the essence of managing school time (Van Deventer & Kruger, 2014:231). Timetables address scheduling of school's time. According to the curriculum and assessment policy statement, subjects and learning areas are allocated time according to notional time which is in line with CAPS (211:16). The notional time ensures that all learning areas under the General Education and Training (GET) band and subjects fall under the Further Education and Training (FET) band, and are allocated time according to the stipulations of the policy. It seems principals of secondary schools that adhere to notional time can utilise time effectively in their respective institutions; hence they attain their set goals within the scheduled time. Daft and Marcic (2013:126) denote that how a principal chooses to structure his or her working day and working week depends on a variety of things. Some are outside of his or her boundary because of the nature of the school. The best place to start is ones school's working week, the start and end times for each day, lesson times and break times (ibid). A principal should draw his or her personal working week timetable where he or she can include his or her weekly meetings, assemblies, teachings and any other thing that forms part of his or her daily and weekly routine.

2.3.2.1 Central or master school timetable
Schools that lack proper school timetables are often characterised by interruptions and time is not well utilised. Teaching and learning are constantly interrupted. Principals of these schools also fail to utilise time more effectively. On the other hand, functional schools are schools where all activities are scheduled appropriately in the school timetable. Principals of these schools can utilise and manage time more effectively because all school activities are outlined in the master timetable.

Van Deventer and Kruger (2014:231) maintain that the principal should be involved in the scheduling of the school's time and programmes to ensure the execution of the departmental requirements as well as to get ways of improving the implementation of the school's plans.

There are general guidelines to be taken into consideration when drawing up the school's timetable (Van Deventer & Kruger, 2014: 234). Determining the expected number of learners for the upcoming year and making a tentative division of classes should be done when drawing the

timetable. Determining the learning programmes or subjects and the time allocated to each are the requirements for drawing up a timetable. Principals should make a list of all teachers and draft a duty list according to qualifications and experience. They should complete the timetable grid for all classes and all teachers.

2.3.2.2 Complementary timetables

To manage time more effectively, principals should also draw and implement complementary timetables to make sure that all schools' tasks are carried out and to ensure that there are no clashes. The class timetable should be drawn up from the master timetable, and it should also indicate extra mural activities.

The school assessment plans should incorporate all assessment plans, such as the learning area or subject plans and should be included in the year plan or annual programme.

Times, venues and invigilators should be clearly outlined in the plans. There should be a timetable for control during breaks and in the morning before school starts. Principals, together with SMT, should also draw a schedule for extra-curricular activities and study. The additional curricula timetables include enrichment classes during school recess and extra lessons on the weekends. Class visit timetables should be available to monitor teachers' work such as informal and formal tasks and to give support on curriculum issues.

2.3.2.3 The annual school programme

The principal, together with the management team, should draw the annual programme for the upcoming year. The programme should include opening and closing dates, functions, meetings, sport and cultural activities, management plans and examinations. The programme will ensure that a particular activity is handled at a given moment, and time is utilised effectively. The programme indicates the opening and closing dates for each term of the academic year.

Gatherings such as farewell functions primarily for the exit points (Grades 3, 6, 9 and 12), learner or educator awards, casual day, cultural day and so on should be indicated in the programme. The Integrated Quality Management System (IQMS) and curricula management plan should be incorporated into the annual programme to avoid clashes and wasted time. The School Governing Body (SGB) meetings, parents' meetings, staff meetings, Representative of Learners Council (RLC) should be outlined to ensure optimal utilisation of time. Principals should make sure that assessment plans for each subject or learning area are drawn, and those plans should constitute the school assessment plans.

2.3.2.4 Work schedules or pacesetters

The learning content for a particular subject or learning area is structured according to weeks and terms of the annual academic year (Departmental policy, 2010). This structuring enables teachers to follow the stipulated time of that subject or learning area. Principals are expected to monitor the work and check if relevant sections are taught at a scheduled time.

2.3.2.5. Recordkeeping and time analysis as time management skills

Secondary school principals need record-keeping and time analysis skills to manage time more effectively. Van Deventer and Kruger (2014:231) indicate that optimal use of time starts with record keeping and time analysis with the aim of identifying time wasters and managing time. Principals may use less time for tasks that require more time; in this case, time would have been managed. Another aim of record-keeping and time analysis is to establish correct priorities for the use of time. Clarke (2007: 107) maintains that an effective system of recording and retrieving data is a powerful and valuable tool for an organisation. Computerised systems, if they are well designed to hold and manage information for the school needs, are ideal. This system may enable secondary school principals to store and retrieve information easily and quickly; hence time will be saved. These systems may be used for school schedules; leader report cards, assessment tasks, learner and educator profile in case of SA- SAMS, and more. Principals should use the following techniques to utilise time more effectively, namely, keeping a time log, time analysis, identifying and dealing with time wasters.

Principals should use the time log to check how time is spent. The time log will indicate how much time is employed in different activities. If time is not utilised effectively, then the principal will ensure that in the near future, some mistakes are rectified. They may use different techniques to analyse time utilisation. Examples could be the identification of time wasters and assessment of the progress of the day, measuring the value gained from the task, evaluating how much time is spent on things as a result of poor planning and shoddy quality work. Lastly, assess how much time is spent on administrative, teaching and learning, communications, managerial and executive responsibilities. Clarke (2007: 22) maintains that a principal should shut his or her door when he or she intends to complete an important task or meet deadlines. By so doing, he or she will be avoiding time-wasters such as unlimited telephone calls, drop-in visitors, self- interruptions, and more.

A principal should have a school secretary who should intercept all his or her calls and give him or her guidelines on how to deal with those calls. Kruger and Van Schalkwyk (1997:159) identify

and deal with time-wasters such as socialisation, escapism, and overdoing things. Principals may be affected by socialisation when they have interests in visits and chattering because they may waste time instead of attending to the school activities. Escapism, as one of the time-wasters, may have a harmful effect on time management, and it can occur when the principal attends a less critical task instead of attending a task that is needed urgently. Principals may overdo things when they neglect their authority and allow teachers, even learners, to help them.

Frase and Hetzel in Van Deventer and Kruger (2014:230) and Drawbaugh (1984) consider the following activities to be time wasters that can prevent effective utilisation of time.

Telephone interruptions such as frequent calls that distract one's attention should be avoided at all costs because they jeopardise optimal utilisation of time.

Drop-in visitors, such as parents who visit the school for help without prior arrangements may delay the manager (principal) from completing his or her tasks. Outcomes that are not clearly defined may cause the staff, both teaching and non-teaching staff, to carry on the duties because of the ambiguity of the tasks. Lack of priorities and time schedules by the principal may have detrimental effects on time management since things may be done haphazardly without deadlines and urgency. Untidy desks and personal organisation of the principal have a clear indication that they are unorganised and lack time management skills. An untidy desk delays them, getting items that they are working with. For instance, failing to get keys for the strong room where question papers are kept. Small delegation due to the lack of trust from the subordinates may result in work overload that can affect the optimal utilisation of time. Inadequate planning hampers the attainment of set objectives and can compromise effective utilisation of time. Indecisiveness consumes time by one taking too long to decide. As the saying goes, procrastination is the thief of time; if a principal dithers in executing tasks, he or she will not manage time effectively. The principal will fail to honour due dates.

Schermerhorn (2013: 194) makes a distinction between time wasters and breaks. Time wasters are instant messages, voice and text messages, drop-in-visitors.

It is not a waste of time to occasionally relax, take a breather from work or daily affairs and find humour and pleasure in social interactions. Breaks help us gather and replenish our much-needed energy.

For secondary school principals, it will be imperative to guard against time wasters because they may derail them from attaining their set objectives. Proper measures and sound policies should be

put in place to address time-wasting and distractions. The principal, together with his or her staff, should draw a time management policy that will indicate how time will be followed. Other school documents such as time registers of teachers and period registers play a crucial role in time management.

2.3.4 Interpersonal skills

2.3.4.1 Motivation

According to Daft and Marcic (2013:495), motivation refers to forces within or external to a person that arouse enthusiasm and persistence to pursue a particular course of action. Certo and Certo (2014:395) define motivation as the inner state of a person that causes him or her to behave towards the accomplishment of some goals. If an employee is motivated, they will willingly and freely execute their tasks and will also work towards the accomplishment of the organisational goals. A motivated employee will also be motivated to execute even managerial duties that were supposed to be handled by the principal hence the principal will get enough time to handle other managerial duties. Tasks will be completed within a specified period if employees are motivated. Motivation does not exist automatically; it has to be induced by forces, within or external. Daft and Marcic (ibid) identify two types of rewards, namely intrinsic and extrinsic. Intrinsic rewards are the satisfaction a person receives when executing a particular task. When a complex task is completed, the pleasant feeling of accomplishment may be bestowed or solving problems that benefit others may satisfy the personal mission. Therefore, when teachers can solve problems that help other people, they, in turn, will assist in the optimal utilisation of time and the actualisation of a personal mission. The personal mission will enable the teachers to restructure their work in such a way that it is done within the specified time frames or earlier than that. Extrinsic rewards come from other people such as a manager, and they include promotions, salary increase and bonuses.

In this case, principals should give incentives such as certificates of recognition, certificate of excellence to the teachers to arouse enthusiasm for an excellent performance. If tasks are well executed, they help in managing time in an organisation since both the employee and the manager will have an ample opportunity to address their duties. Hellriegel et al. (2017:375 and Daft and Marcic (2013:496) maintain that studies have indicated that high employee motivation goes hand in glove with high organisational performance and profits. From the above statement, it can be deduced that if a principal is able to motivate his or her employees, the school as an organisation will give excellent performance and will be able to achieve its stated goals. If there is high-performance, it means that all activities are well planned and time is well allocated to those activities.

Different theories deal with motivation; namely, the hierarchy of needs theory, ERG theory, two factor approach to motivation, acquired needs and other related theories. The above-mentioned theories help managers to understand what type of theory can be used to motivate stakeholders to schedule their work. Secondary school principals may design work to meet teachers' needs and hence elicit appropriate and fruitful behaviour so that time can be managed more effectively. Maslow's theory on the hierarchy of requirements is used to indicate the fulfilment on the job.

Diagram 2.2 Maslow's Hierarchy of needs: Needs Hierarchy Fulfilment on the job

Self-Actualisation Needs	Opportunities for training, growth and creativity
Esteem Needs	Recognition, high status, increased responsibilities
Belongingness Needs	Work groups, clients, co-workers, supervisors
Safety Needs	Safe work, fringe benefits, job security,
Physiological Needs	Heat, air, Basic salary

Sources: Adapted from Daft & Marcic (2013:49)

When the physiological needs, such as salary are satisfied, the employee (educator) survives and can cope with the economy of the country and the world at large. He or she is motivated to do his or her job satisfactorily. When the teacher knows that he or she has a safe job and some fringe benefits, he or she will likely work harder so that he or she can finish his or her tasks on the scheduled time. Someone who feels that they belong to a group and are accepted will intensify the relationship. Having good rapport, especially with the manager (principal), the employee will be willing to be delegated, and the principal will concentrate on other duties. If an employee realises that his or her work is valued, he or she may put more effort and become more responsible. The employee may spend many hours doing work without feeling tired. If teachers are developed through workshops, in-service training and even self-development with other institutions, they will

be knowledgeable and understand their tasks efficiently. The principal will not waste time by trying to assist them.

2.3.4.2 Communication

According to Griffin (2012:400) communication is a process of sending a message from one person to the other person. According to Hellriegel et al. (2017:415) and DuBrin (2012:431) communication is the process of exchanging information by the use of words, letters, symbols, or non-verbal behaviour. Sending messages to people and having the correct interpretation, generally proves to be complex and challenging. The problem is that communication depends on perceptions and individuals may perceive symbols, letters, colours, actions differently depending on the situation. De Beer and Rossouw (2012:68) devote that the only way in which one can initiate and keep relationships with other people is through communication. The most effective plan cannot be executed if communication is poor. Communication aims to bring about specific actions. In light of the above statement, it is evident that proper communication is needed to implement all the organisational plans. Principals should use proper communication channels to ensure that every educator understands what is expected of him or her. If the information is not ambiguous, then time will be saved because teachers will understand their roles and will immediately tackle their tasks. Precious time will be wasted if tasks are not well communicated to teachers. Effective communication takes place when the message from the sender is received and is well understood by the receiver. The ability to listen attentively is one of the requirements for excellent communication skills (De Beer & Rossouw, 2012:70). From the above statements, it can be stated that principals should make sure that the message that is conveyed to the teachers, learners and non-teaching staff is well received and interpreted. This minimises delays in the execution of tasks. Therefore, time is utilised effectively because people become well equipped with relevant information.

There are different types of communications, namely verbal communication, non-verbal communication, formal and informal communication (DuBrin, 2012: 433). Verbal communication involves speaking, writing and sign language. De Beer and Rossouw (2012:72) devote that oral communication is easy, fast and provides feedback. However, information can be distorted if it passes through many people because everyone may give his or her interpretation. Execution of tasks may delay because of wrong interpretations. If the information is well articulated, it can be tackled urgently and time may be saved.

Non-verbal communication forms the basis of all interpersonal relationships. It is important to understand someone's verbal communication and also to understand one's non-verbal communication. Verbal communication must always be congruent with non-verbal communication. For example, if the principal says their office is open to everyone, they should not waste time by being indecisive.

Robbins and Coulter (2012:44) denote that organisational communication can flow as downward, upward, laterally or diagonally. Downward communication is the communication that flows from a manager to an employee. It is employed to direct, inform, coordinate and evaluate employees. This communication can be used to give directive on time management of the school by the principal. Upward communication is communication that flows from the employees to managers. Examples of upward communication include performance reports by employees and suggestion boxes. The performance reports may help the principals to reschedule the time allocation and schedule it according to the intensity of the task. Another type of communication is lateral communication that takes place among the employees on the same organisational level. In today's dynamic environment, horizontal communication is needed to save time. Secondary school principals should use this type of communication to manage time. The last one is diagonal communication that crosses both work areas and organisational levels. The diagonal communication is beneficial because of its speed and efficiency. Increased email use facilitates diagonal communication. Secondary school principals may use this type of communication to manage time since the staff may use the present technology to communicate effectively.

Schermerhorn, Hunt and Osborn (2005:340) outline six communication barriers that are physical distractions, semantic problems, mixed messages, cultural differences and absence of feedback. Physical barriers can be in the form of telephone calls and drop-in visitors. Secondary school principals should ensure that they guard against these distractions if they intend to have excellent communication and to manage time more effectively. They should avoid less important calls and arrange meetings for drop-in visitors instead of allowing them to interfere with their daily programme. Semantic barriers may happen if there is a poor choice of words or the use of words and mixed messages.

Principals should use the KISS principle when communicating, which is "keep it short and simple". Mixed messages may occur when a person's words communicate one thing while their actions or body language communicate something different. This may affect the optimal utilisation

of time since the staff may not execute the task immediately because there is incongruence between the statement and the actions.

2.3.5 Self-management

According to Schermerhorn (2012:25), self-management involves acting with a strong sense of self-awareness, something that helps people to build strength, overcome weaknesses, and avoid viewing ourselves more favourably than is justified. This capacity is essential for career skills and time management. A manager who manages him or herself will carry on the following activities.

2.3.5.1 Managing his or her desk and office

Knight (2002:97) maintains that the manager should treat his or her desktop as a sacred place. Everything on the desktop should be essential items that are meant to support his or her work and should be well-positioned. If the desktop is clutter-free, having one document, project or one of whatever he or she is working on, he or she will get more energy, more focus and more direction. In light of the above statements, it can be deduced that unless the principal can arrange his or her office desk properly, unnecessary items are likely to compete with his or her time since he or she will spend more time looking for a particular item. However, if the desk is well arranged, the minimum time will be required to find the specific items.

2.3.5.2 Keeping interruptions to a minimum to utilise time

In this era, managers including principals' execution of their duties and performance are hampered by external stimuli such as phones, sound, pollution from cars and music, unexpected visits by learners, parents and other stakeholders. According to the research conducted by Knight (2002:128), interruptions at work consist of six to nine minutes, whereas recovery from interruptions is at an average of 30 minutes. In light of the above statement, it is clear that managers fail to utilise their time more effectively to accomplish their tasks, and this impacts negatively on the whole institution. Therefore, the managers (principals) must acquire time management skills to deal with interruptions. Knight (ibid) also suggests strategies that can minimise interruptions.

Principals should use the elements of managing concentration and focus if they are serious about time, such as shutting out all noise, assessing resources that are needed in advance and handling one task at a go. In some situations, playing music can be a motivational factor that enhances performance. However, it will be wise for the principals to stop all noise so that they can concentrate. Any competitive noise can disrupt concentration and this can affect optimal utilisation of time.

Unnecessary movement and time-wasting will be avoided if resources are in one place. Moving up and down may result in completing the required tasks late. Most of the tasks require attention and concentration; then, the principal needs to handle one task at hand. Handling many tasks at a go may hamper concentration. For example, this could be attending to a parent who is looking for help at school while answering the telephone from a circuit manager reminding the principal of a late submission.

2.3.5.3 Get started; be ready to work

Creed (2011:71) maintains that a school principal should identify his or her organisational problems to act accordingly and save time. He also outlined the easy organisational basics. The school principals should be prepared to tackle their tasks when getting to school. Principals should be ready to execute even the unplanned events that can emerge. Planning is essential since the principals can determine the causes of delay in executing tasks. They should list the time of the day by which the tasks must be completed and start doing tasks that are needed urgently. The school principal should ensure that he or she is always punctual. He or she should arrive at work early, and he or she should be the last to leave to make sure that everything is in order and plan for the following day. Late arrival and early departure compromise the effective utilisation of time; hence some tasks may not be completed as envisaged. The overall plan of the school is affected, and aims, and set objectives cannot be achieved if time skills are not well managed.

2.3.6 Delegation skills

Various activities that have to take place at school should be distributed among the members of the staff since the principal cannot afford to complete all the tasks due to time constraints. Principals have many tasks such as administrative duties, managerial and leading roles and instructional duties to perform. Therefore, principals should delegate since it is the fundamental principle of management that for organisational effectiveness, there should be delegation. Mullins (1996:573) maintains that delegation leaves the manager to make gainful time so that he or she can concentrate on important issues and to manage the institution. When delegating, a principal will get an ample opportunity to address other issues such as solving the school challenges with the circuit manager and monitoring the work of HODs or deputy principals. A principal whom delegates tasks will enable the school to follow the scheduled time to a tee and most of the tasks will be completed at a record time. Schools that are managed by such principals usually reach their overall objectives.

Lussier (2006:217) shares nearly the same sentiments by stating that:

When managers delegate, they have ample opportunity to execute high priority tasks.

Managing time through delegation is not innate but a skill that every manager should acquire through learning and training. For the school to run effectively, a principal should acquire delegation skills since delegation is an important management skill. Lussier (2006:17) defines delegation as a process of assigning responsibility and authority to the subordinates or lower management to accomplish set goals. Nel (2012: 22) sees delegation as the assignment of tasks and authority to execute those tasks to a subordinate who assumes accountability for performing them. In this study, delegation is defined as the process of assigning tasks to the staff members and the effective utilisation of time by the secondary school principals in order to attain set objectives of their schools. There are four steps for delegation that principals can employ to increase their chances of delegating successfully.

The explanation for the need for delegation and reason for choosing that delegated staff member is the first step of delegation. It is imperative to indicate to the delegate the reason for completing a particular task and to indicate the reason for his or her selection. The delegated person should be convinced that he or she can execute the task and will benefit from it. Nel (2012: 22) indicates that to perform the delegated tasks, the subordinates need to understand the duties involved. Delegation involves motivation, influence and leadership. Therefore, the manager should apply these techniques to enable the subordinates to execute the delegated tasks willingly.

In this study, the main reason for the delegation is the utilisation of time more effectively since delegation gives the principal ample time to attend to other tasks that will be completed at the scheduled time. At the same time, the delegated person (staff member) will get a chance to execute the delegated tasks. Therefore, the school shall meet the deadlines. The delegated staff member will also gain experience and will be more competent in that field.

The principal should set objectives that define responsibilities, level of authority and the deadline. The employee should be furnished with the results of the objectives that he or she is supposed to accomplish within a specific period (Robbins, De Cenzo and Coulter, 2015:170) & (Lussier, 2006: 17). The level of his or her authority should be clearly stated. From the above statement, it can be said that when the staff member knows his or her limitations and is aware of the outcomes and deadlines, he or she will schedule and execute the tasks more appropriately without deviations, such as overstepping by instructing the senior staff or acting as a principal.

 The delegated staff member will ensure that he or she respects due dates and executes the tasks as expected if responsibilities are clearly defined. Ambiguous instructions and rules may have a detrimental effect on the delegated teachers and non-teaching staff; hence the completion of tasks

will be prolonged. Therefore, the principals of secondary schools ought to ensure that they outline the objectives and responsibilities clearly to the delegated person so that time can be correctly utilised.

Principals of secondary schools should develop a plan to ensure that delegation is carried out successfully. Once the objectives are in place, a plan of action is needed to attain them to avoid unnecessary delays in the execution of delegated tasks. The employee's capability in developing the plan should be taken into consideration. Principals of secondary schools should make sure that a delegated member is not given a task that is more challenging because he or she may fail to develop a plan that can address the expected task. An action plan will outline how tasks should be tackled and when they should be finalised. When time frames are well scheduled, tasks are completed at the specified time, unlike when tasks are carried out haphazardly.

Establishment of control checkpoints and holding employees accountable is necessary when delegating. Tasks should be monitored using checkpoints, especially when tasks have many divisions or chapters to check progress.

The principal and the employee should agree on how the work should be assessed before going to the next category; this can be done daily or weekly by phone, visits and memos. Such arrangements will enhance optimal utilisation of time and ensure that the tasks are handled correctly. The delegated member should be held accountable for the task he or she is executing. They should account to the principal on how the task was handled. In this study, the accountability part focuses more on time management.

Principals should know the benefits of delegation. When principals delegate, they get more time to address high priority tasks. It will also give principals more opportunities to deal with administrative work such as analysis of results, class visits, an audit of return work, and so on. Through delegation, tasks shall be completed at a specified time, and due dates shall be met; hence the school objectives will be easily attained.

2.3.2.7 Principals need to maintain a fixed routine

According to Schermerhorn (2013:195), most of the principals experience some difficulties in balancing available time with many commitments and opportunities they would like to fulfil. It is effortless to lose focus on time and be vulnerable to time wasters. Schermerhorn (ibid) further maintains that too many managers allow their time to be dominated by other people and nonessential activities. To avoid this kind of behaviour, principals as managers should insist on or maintain a fixed routine. School principals need to inculcate in learners and teachers that there is

time for everything such as going to school, time for lessons, punctuality in handing assignments or work schedules and time for leisure. Robbins, De Cenzo and Coulter (2015:345) and Woodbridge and Manamela (1992:19) maintain that principals who awaken awareness in the learner or educator of the various divisions of time, motivate and inspire them to use each time division fruitfully. These authors further recommend that principals as managers should keep parents regularly informed about the amount of time for learners to complete assignments at home. Family schedules for both teachers and learners can be organised to meet their daily, weekly and monthly allocated time.

2.3.2.8 Leadership skills

Daft and Maicic (2013:455) attest that leadership is reciprocal, occurring among people. According to Piepenbring (2020:55) and Certo and Certo (2014:39), leadership is associated with motivation, interpersonal behaviour and the process of communication. It also involves the process of delegation, and it is a two-way process that involves both the individual and organisational performance.

From the above explanation, it is evident that leadership, as one of the core functionalities of management, requires time management skills so that it can be carried out effectively. Good leadership will be compromised if time is not effectively utilised. The delegation process will be hampered by poor time scheduling. If the task is not clearly defined and well communicated to the staff member (educator or non-teaching staff) by the manager (principal), more time will be needed to complete the task. Staff members will not be motivated to work towards the realisation of organisational goals hence waste time. Therefore, the principal must initiate sound reciprocal interaction between him or her and the staff members to influence them to execute the tasks. Further, he or she must show that he or she values them. By so doing, staff members will do the work diligently and within the stipulated period since they will be motivated.

Principals can employ different methods while taking the environmental situation into account when leading in their respective schools. Humility and will are essential qualities of leadership in this era. Daft and Marcic (2013:455) identify four approaches to leadership that are used in today's turbulent times. These are level 5 leadership, servant leadership, authentic leadership and interactive leadership. Level 5 leadership lacks ego and is associated with a fierce resolve to do what is best for the organisation. Servant leadership caters for the interests of the employees and the mission of the organisation.

Authentic leadership includes high order values, empowerment and authenticity by individuals. Interactive leadership is characterised by values such as inclusion, relationship building and caring. In light of the above description, the principal of the school needs to employ a leadership style that suits a particular situation since these leadership styles are associated with women's style of leadership. These leadership styles may impact negatively on time management if they are applied without considering the environmental situation. Other leadership styles have been discussed (cf section 2.2.1.3). Having discussed the skills needed by the secondary school principals to manage time more effectively, the researcher now presents a summary of this chapter.

2.4 SUMMARY

In this chapter, a frame was established upon which the remaining chapters are based. The chapter started with the description and elucidation of the main concepts that were taken into consideration in this thesis. The basic concepts related to the topic in this study are concepts such as time, management, skills, and teaching and learning. It emerged from the description and elucidation of these concepts that they are inseparable entities, and they complement each other. The description and elucidation of the main concepts were followed by the discussion of the skills needed by the secondary school principals to manage time more effectively. Time should be utilised optimally to create the culture of teaching and learning and to enable the school to achieve its set goals.

In the following chapter, the focus is on the research methodology of time management skills of principals at secondary schools in the Mopani District, Limpopo Province.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter outlined the literature review and the theoretical framework for this study. The study was based on the topic indicated hereunder: Time management skills of principals at secondary schools in the Mopani District, Limpopo Province.

In this chapter, the researcher describes and discusses the aim and objectives of the research and the research design and methods that were suitable for this study. The researcher also outlined the selection of participants, collection of data and data analysis procedures. Attention was also paid to the problems that are occurring in education due to how time management skills are applied. The chapter concluded by highlighting the measures to ensure trustworthiness and ethical considerations of the study.

3.2 MODE OF ENQUIRY

Patton (2015:244) maintains that a research design is a plan that a researcher draws when he or she undertakes a research project. The plan outlines the steps of the project. A research design is an outlined and detailed plan of how an investigation can be carried out, and it also provides guidelines on how data should be collected when investigating the research problem (De Vos, 1998b:123). Bless, Higson-Smith and Sithole (2013:130) posit that research design refers to the answers in response to the research question. Since research is an investigation that requires more time, it is unwise to start researching without a proper plan. Kumar (2011:94) sees a research design as an inquiry that is structured and projected, and that is intended to provide answers to the research question. There are two types of research designs, namely, quantitative and qualitative.

The quantitative research is a 'specification of the most appropriate operations which need to be performed to test a specific hypothesis under any given condition' according to Bless et al. (2013:130). On the other hand, a qualitative design is 'more flexible, sometimes cyclical and much less detailed than it would be in the case of a quantitative approach'. Bordens and Abbott (2011:99) attest that choosing an appropriate research design is vital to the success of the project.

Qualitative research design is a plan that was suitable for this study since the researcher wanted to gain insights by interviewing and observing the participants (principals) in their actual setting

(secondary schools) on time management skills. Cresswell (2013: 43) maintains that qualitative research changes the world into a series of representations that involves field notes, interviews, conversations, photos, recording and memos. Denzin and Lincoln in Creswell (2013:44) attest that qualitative researchers study things in their natural settings, trying to interpret the phenomena about the meaning people attach to them.

3.2.1. Qualitative research

Cresswell (2013:43) denotes that qualitative research is a procedure of inquiry that seeks to explore and understand the meaning individuals or groups attach to a social or human problem. Qualitative research involves interpretive and material practices that make the universe visible and transform it (Creswell, 2013:43). Struwig and Stead (2013:11) emphasise by indicating that qualitative researchers are interested in understanding the issues that are being investigated from the research participants' perspectives. In this study, the researcher used the qualitative approach since the researcher intended to understand how principals at secondary schools apply time management skills so that they can attain the set objectives. The researcher attached meaning to the collected data so that anyone would know how principals apply time management skills at secondary schools. Recommendations were made on how to manage time skills so that teaching and learning can take place effectively.

Struwig and Stead (2013:11) assert that in the qualitative approach, it is necessary to give a comprehensive description and analysis of the environment or social context of the research participants. Babbie and Mouton (2001: 270) agree that qualitative research is especially appropriate to the studies where attitudes and behaviours are best understood from the natural setting as opposed to the artificial settings of experiments and surveys. From this research project, the researcher investigated the selected eight secondary schools within Mopani District in the Limpopo Province. The researcher interviewed principals at their respective schools to find out how they apply time management skills to ensure that their set objectives are attained. Babbie and Mouton (2001:271) also maintain that qualitative researchers wish to observe events and actions as they happen without interference and intervention, unlike experimental or survey researchers who set up laboratory conditions, draw samples, and assign subjects to groups. The researcher interviewed principals as they managed their time at their respective secondary schools.

Willig (2008:17) attests that qualitative research tends to work with small numbers of participants. This is due to the time-consuming and labour- intensive nature of data collection and analysis. In this study, the researcher collaborated with a small number (eight) of participants (principals) from the selected secondary schools within Mopani District in the Limpopo Province.

According to Marshall and Rossman (2006:97), qualitative researchers depend on four methods for gathering data that are: participating in the setting, observing directly, interviewing in-depth and analysing documents and material culture. From this study, the researcher used individual interviews and focus group interviews to collect data from the principals of secondary schools within the Mopani District in the Limpopo Province. The researcher sought to find out how secondary school principals manage their time skills.

3.3 DATA COLLECTION METHODS

According to Nkatini (2005:29), research methodology is a system that enables the researcher to collect, analyse and interpret data to attain aims and objectives of the research project. This system can be viewed as the exposition of procedures that can be utilised by other researchers in their studies. Since the system assumes different forms and names in various disciplines, common concepts that are used to define these forms and names are approaches, tactics and techniques. An approach is a manner in which the researcher deals with a natural or social phenomenon. There could be living or non-living phenomenon. A method is a form of procedure that the researcher uses to achieve the aims and objectives of the study. A tactic is a specific device that is adopted while doing something to attain the set goals, such as aims and objectives. A technique refers to the skill that is employed to achieve the stated goals. The researcher may employ different techniques such as observation, interviews, questionnaires, experimental techniques and record unobtrusive measures if they need data that can yield credible results (ibid).

Mason (1997:35) shares the same sentiments by defining research methodology as the method of collecting data for a research project.

The researcher employed individual interviews and focus group interviews on gathering data in this study. To find out what other researchers have already researched about the problem under study, the researcher conducted a literature review. The researcher will start the interview processes by conducting individual interviews.

3.3.1 Individual interviews

Thomas and Brubaker (2008:169) point out that interviews and questionnaires enable people to report information about themselves, such as the condition of their lives, beliefs, attitudes. During individual interviews, questions that elicit people's perspectives are asked orally (ibid). Bryman (2012:501) asserts that individual interview is an interview that involves the interviewer and the interviewee. In the opinion of Neuman (2007:299), the interview meaning is shaped by its gestalt or whole interaction of a researcher and a member of a specific context. According to Mason and Dale (2011:36), one-on-one interaction between the interviewer and interviewee assists in bringing life to some of the politics, negotiations, humour as well as the strength that the researcher is interested in. Dyer (2006:32) emphasises that the interviewer has to maintain a level of monitoring during face-to-face interviews. However, he or she should allow the participants to initiate new topics within the research topics.

The researcher interviewed secondary school principals in their respective schools to find out how they apply time management skills. The interviews were an interaction between the researcher and the principals from the eight selected secondary schools within Mopani District in the Limpopo Province, as suggested by Neuman (2007:229) and Bryman (2012:501). The interviewees (principal) felt comfortable and fully expressed themselves about the topic. The researcher controlled the interview. However, he allowed the participants (principals) to come with new topics. The researcher prepared an interview guide, as suggested by Bailey (2007:102).

3.3.2 Focus group discussions

Struwig and Stead (2013:102) state that focus group discussions use group interactions to generate data and are sometimes employed to generate hypotheses about how participants perceive a specific topic. Kruger and Casey in Struwig and Stead (2013:102) define a focus group study as a planned discussion that elicits perspectives on a topic in a non- judgemental, safe and accepting environment. Additionally, the discussions permit participants to discuss issues that they deem essential. The focus group usually consists of four to 12 research participants who take part voluntarily and are willing to share similarities such as professional status, age, background, gender, and so on. A focus group discussion should be conducted in an environment that is free from noise and should be a comfortable place (Roulson, 2019:71).

Bryman (2012: 501) and Roulston (2019: 202) attest that focus group discussions are a method of interviewing that involves more than one, usually at least four interviewees; essentially it is a group interview. Two focus group interviews consisting of eight principals were conducted in the selected secondary schools as the central venues. The person who conducts focus group interviews

is usually called the moderator or facilitator, and he or she is expected to guide each session but not to be too intrusive (Bryman, 2012: 501; Roulston, 2019: 202). The researcher was the moderator since he guided the sessions. In focus groups, participants can bring to the fore issues about a topic that they consider to be important (Bryman, 2012: 503). Marshall and Rossman (2006:114) denote that the advantages of the focus group discussions are that this method is socially oriented, studying participants in an atmosphere that is more natural than artificial experimental circumstances and more relaxed than in a one -on- one interview. Neuman (2007:300) maintains that focus group interview is a unique qualitative research technique in which participants are informally interviewed in a group discussion- setting. Most focus group interviews last for about 90 minutes. Two focus group sessions were conducted for about one and a half hours, as suggested by Neuman (ibid). The moderator is trained to be nondirective and to facilitate free, open discussions by all group members (ibid). Bouma, Ling and Wilkinson (2012:232) assert that the advantage of a focus group is that by listening, all participants can develop their conversation, asking questions and permitting the researcher to collect information on issues she or he might not have anticipated earlier in the study.

The researcher ensured that he identified two central venues that were free from contaminations such as noise pollution, bullying, and so on from the eight sampled secondary schools within Mopani District in Limpopo Province. The researcher facilitated the interviews, and he made sure that he did not derail the process by making pre-judgements. The participants' responses were recorded using a tablet recorder.

3.3.3 Population

May (2001:93) defines population as the universe to be sampled. The target population of this study was the secondary school principals within Mopani District in Limpopo Province. Newby (2010:231) confirms this by indicating that the target population involves all instances that satisfy the requirements of the research and should be considered by the researcher. The target population, which is, secondary school principals, met the requirements since the topic of the study is "Time management skills of principals at secondary schools in the Mopani District, Limpopo Province". Secondary school principals were a relevant population since they were more informative about the topic under investigation. The population for this research study was 253 secondary school principals in the Mopani District. Since the population is too big, only eight principals were sampled for this research study.

3.3.4 Sampling design

Patton (2015:314) points out that the solution to determine a purposeful sample size is judgement and negotiation. Patton (2015:314) also recommends that qualitative designs specify minimum samples based on expected reasonable coverage of the phenomenon given the purpose of the study and stakeholder interests. Neuman (2007:141) points out that qualitative researchers' concern is to find cases that will enhance what the researchers learn about the processes of social life in a particular context. The purpose of sampling is to collect cases, events, or actions that give clarity and deepen understanding. Bouma et al. (2012:222) state that sampling issues in qualitative research involve the selection of subjects, locations, groups and situations that are to be observed or interviewed. Wiley (2016:244) defines sampling design as procedures and mechanisms that collectively constitute the method of sample selection. The sample for this study consisted of eight secondary school principals within a larger population of 253 schools in Mopani District, Limpopo Province.

3.3.4.1 Sampling method

The researcher employed non- probability sampling called purposive sampling since this qualitative research was exploratory, and the selection of the participants was done according to known characteristics (Patton, 2015:30). In the context of this study, learners' performance and principals' experience in a leadership position for five years and above were considered.

Bryman (2012:418) supports that purposive sampling's goal is to sample cases or participants in a strategic way that those who are sampled are relevant to the research questions that are posed. Babbie (2007:184) emphasises by indicating that purposive sampling is a type of non- probability sampling in which the units to be observed are selected by the researcher's judgement about which ones will be the most helpful representatives. Eight principals from secondary schools within Mopani District in the Limpopo Province were sampled based on the fact they were relevant participants to provide appropriate information about the study since they had common characteristics. The selection was done according to the performance of Grade 12 learners in their final examinations. Four principals from secondary schools with good Grade 12 results and four principals from secondary schools with poor Grade 12 results for the previous years (at least four years) were sampled. Their performance was indicated for the period of five years (District results from an analysis of different schools in Mopani District).

Individual interviews were conducted with secondary school principals. In addition, focus group discussions were conducted with the selected principals. Packer (2018:55) attests that the qualitative interview is an interaction between an interviewer and a respondent in which the

interviewer has a general plan of inquiry, including the topics covered. The researcher conducted eight individual interviews with selected secondary school principals. Focus group discussions (two focus group discussions) involving eight selected secondary principals were carried out at least for 90 minutes.

In addition, the researcher acted as a moderator who guided the sessions but was not too intrusive (Bryman, 2012:501).

3.3.4.2 Sample size and criteria

Patton (2015:311) maintains that sample size depends on many factors, including the purpose of the investigation, the size of the population and the research techniques. Onwueghuzie and Collins in Bryman (2012:425) denote that the sample size in qualitative research should not be so small as to make it difficult to achieve data saturation, theoretical saturation or informed redundancy and should not be so large that it becomes challenging to undertake an in-depth, case-oriented analysis. The sample size of this research study represented only one district in Limpopo Province and did not generalise all schools in the province and beyond. Eight participants (principals) from secondary schools within Mopani District in Limpopo Province were selected. The participants were engaged in individual interviews and focus group discussions.

3.3.5 Qualitative interview guide

According to Roulston (2019:59), a qualitative research interview is ubiquitously framed as producing information about research participants' beliefs, perspectives, opinions and experiences.Bailey (2007:102) indicates that questions are central features of any good interview. Good interview questions should be short and easily understood and not consist of multiple parts. Bailey (2007:103) emphasises by indicating that short questions lead to long answers. The formulated interview questions matched the research questions of this study (ibid). The researcher outlined the following questions to elicit information from the participants.

- How do you manage time at your school?
- What disrupts time management at your school?
- How do you deal with time wasters?
- What can be done to improve time management?
- How do you utilise time in extra-curricular activities?
- How can you effectively manage time to enhance teaching and learning?
- What time management skills can you employ to achieve set goals?
- How do other stakeholders at the school manage time?
- What role do you play to enhance your time management skills?

- How does the Department of Education assist you in managing time?

Probing questions can be asked to encourage the interviewee to elaborate on an answer in response to the original question (Bailey, 2007:103). For example, "Can you tell me more about that?"

Probing questions should be pre-planned and be included in the interview guide, whereas follow-up questions are not pre-planned. The emerging design for qualitative research permits for critical follow-up questions to be posed to all subsequent interviews (Bailey, 2007:103). Some issues in the interview guide are dropped on the basis of ongoing analysis and information obtained from earlier interviewees.

3.3.6 Data analysis

According to Cresswell (2013: 180), data analysis in qualitative research comprises of preparing and organising data for analysis, then reducing the data into themes through the process of coding and condensing coding and finally representing the data into figures, tables or discussions. Miles, Huberman and Saldana (2020:62) maintain that data analysis in qualitative research is an ongoing, emerging and iterative or non-linear process. The qualitative analysis took place throughout data collection. The researcher constantly reflected on impression, relationships, and connections while collecting data. Before a researcher begins with analysis, data are transcribed, which means that texts from interviews, observational notes or memos are typed into word-processing documents. Data ought to be rigorous, systematic, disciplined and cautiously methodologically documented (Henning et al., 2004:127). Marshall in Marshall and Rossman (2006:152) support the statement by indicating that data should be transcribed. Miles and Huberman in Henning et al. (2004:128) define data analysis as coding while Dey in Henning et al. (2004:128) refers to data analysis as categorising or as a process of resolving data into its constituent components to indicate its characteristic elements and structures. According to Henning et al. (2004:128), data analysis is the breaking down of data into bits and pieces. The researcher divided the data into small segments to make it easier to attain meaning and to make them more meaningful. The researcher further transcribed the data into a manageable document.

Once the audio interview recordings were transcribed into text, the reduction and analysis process began. Transcriptions were read while listening to and were edited where necessary by the researcher and transferred into a laptop or computer (Henning et al., 2004:129).

Dey, as cited in Henning et al. (2004:129) points out that once the data were classified, regularities, variations, and peculiarities were examined and patterns were identified. This is a process of

identifying substantive connections by associating categories or data. Correlations and relations between various categories were examined, and a clear picture of the data was built. Marshall and Rossman (2011:210) affirm that coding of data is the formal representation of analytic thinking and the tough intellectual work of analysis is in making categories and themes. Codes may be in different forms such as abbreviations of keywords, coloured dots or numbers. In this study, the researcher studied and identified the interconnectedness of categories to build a clear picture of data. Coding of data was done to help the researcher to organise and make data retrievable and manipulative. Marshall and Rossman (2006:161) maintain that once categories and themes are developed, and coding is underway, the researcher begins the process of interrogative interpretations. Interpretation gives meaning and coherence to the themes, patterns, categories, developed linkages and a storyline that makes sense to the reader. Patton in Marshall and Rossman (2006:162) posits that interpretation means attaching significance to what was found, making sense of the findings, giving explanations and drawing conclusions, making inferences, extrapolating lessons and considering meaning. The researcher interpreted the data to determine how secondary school principals manage time skills to make teaching and learning effective. The researcher has employed the following steps in analysing data to make it easier for the reader to find out how the data were collected:

Step 1: Organising of data

The information which was recorded when individual interviews, focus group discussions, and non-participatory observations were conducted was prepared and organised. It was categorised according to relationships, connections, characteristics and impressions as suggested by Henning (2004:23). Themes were identified from the categories after condensing and coding the data. The responses from the participants were compared, and the data were written down. The data were used to interview principals in this study.

Step 2: Establishing categories, themes and patterns

The data were interpreted to give coherence to categories, themes and patterns. The researcher was consistent when translating data into categories. Meaning that the information was categorised for comparable purposes which are to identify similarities and differences. Themes were finalised, and patterns were developed. Sub-headings were also identified.

Step 3: Data coding

The researcher used letters to identify participants, for example, P1, P2, P3, P4, P5, P6, P7, P8 represents the eight school principals and F1, F2, F3, F4, F5, F6, F7, F8 represents each principal in the focus group discussions. This was done to ensure that participants remained anonymous.

Step 4: Attaching meaning to the data

In this study, the researcher strove to attach meaning to the participants' responses. The researcher wanted to found out if the participant understood the question and whether the response was addressing the question. In most instances, questions were clearly asked, but some of the participants gave inappropriate answers.

Step 5: Searching for an alternative explanation

In one instance, the recording was not audible enough because of the noise outside the interview room. Then the researcher was compelled to listen to the recordings several times to understand the actual meaning of the response. There was a situation where the researcher had to use his common sense to attach meaning to the answers.

Step 6: Report writing

The report is the last step that should be compiled using the findings from this research study. The researcher used the participants' responses to analyse the data and give correct interpretations. The report represents the participants' views.

3.4 MEASURES TO ENSURE TRUSTWORTHINESS

3.4.1 Reflexivity

Bailey (2007:6) contends that reflexivity is critically thinking about how one's status, characteristics, values, and history, as well as the numerous choices one has made during the research, affect the results. Glesne (2006:9) is of the idea that reflexivity is an essential aspect of qualitative research since it needs the researcher to reflect regularly to protect the research process from contamination. From this research study, the researcher applied introspection intending to understand the phenomenon under investigation, which is time management by principals at secondary schools within Mopani District, Limpopo Province. Denzin and Lincoln (2013:254) agree that reflexivity is a process of reflecting critically on the self as a researcher, and the human as an instrument.

3.4.2 Credibility

According to Rasmussen, Ostergaard and Beckmann (2006:117), transparency and openness are critical elements in qualitative research. In this study, the researcher ensured that the research findings were subjected to scrutiny by the reader to determine the credibility of the research project. The notes for data collection were accessible to justify the credibility of the research project. Focus group discussions were employed to guarantee the credibility of the research since the participants were exchanging ideas.

3.4.3 Authenticity

Dennis, Carspecken and Carspecken (2013) denote that authenticity is giving a good, honest, and balanced account of social life from the viewpoint of someone who lives it daily. The researcher's account of the phenomena matched the participants' reality. The research reflected honesty about the way secondary school principals manage their time skills in their schools. Byrne- Armstrong, Higgs and Horsfall (2001:62) maintain that authenticity requires methods that engage all that is involved.

The researcher went through the chosen methods of this research to understand and to use them to yield good results. The methods that were utilised in this investigation are individual interviews, focus group discussions and non- participatory observations.

3.5 ETHICAL CONSIDERATIONS

According to Miles, Huberman and Saldana (2020:49), researchers should be guided by human conduct. Research ethics refer to rules of morally right conduct for researchers and are also viewed as the communal discipline that is upheld by the communities of researchers and others who monitor researchers (Miles, Huberman & Saldana, 2020:50). Research ethics are grounded in moral and political beliefs that are external to the research itself. Kvale, as cited by Henning et al. (2004:73), denotes that when the interview plan has been finalised, the process of ethical consideration and clarification can take place.

3.5.1 Permission to conduct the research

Bouma et al. (2012:159) maintain that part of being a considerate researcher is being careful about the way you request permission from those participants you wish to study. A consent form signed by the researcher or promoter or head of the department is required for conducting the research, especially with humans. In this study, permission was requested in the form of letters by the researcher from the relevant institutions; the Department of Education in Mopani District, four

secondary schools with a high pass rate in Grade 12 and four secondary schools with a low pass rate in Grade 12 to conduct the research.

Individual interviews, focus group interviews and observations were carried out with the principals and members of the SMTs. When the gatekeepers are fully informed about the details of the research to be conducted, it prevents factors that can spoil the research (Bryne-Armstrong et al., 2001:2001). The gatekeepers of the eight secondary schools were informed in time about the research to take place. The researcher familiarised himself with the selected schools before the research commenced. The nitty-gritties of the research such as dates, time and venues were discussed with the principals, SMTs and SGBs of the selected schools.

The researcher was competent enough to undertake the research. He has been in the managerial position as a principal since 01 September 2000 and is attached to Mapheto Secondary School in Mopani District Limpopo Province. The researcher is currently serving as a member of Xihoko Circuit Committee that deals with quality education, improvement of learner performance, learner and educator development.

3.5.2 Informed consent
Denzin and Lincoln (2013:134) conceive that the research subjects have a right to be informed about the nature and the consequences of the research in which they are involved. Subjects must agree voluntarily to take part in the research without physical and psychological coercion. Their agreement ought to be based on full and open information.

Babbie and Mouton (2001:521) affirm that no subject should be coerced to take part in the research. Miles, Huberman and Saldana (2020:50) emphasise that firstly, the participants need to give informed consent to participate in the research, and they must be fully informed about the research. In the consent letter written by the researcher, participants gave the consent to participate and acknowledged any relevant ethical issues. The consent letter should also be accompanied by a letter in which the institution or organisation consents to use their sites and name (Henning et al., 2004:73). In this study, the researcher fully informed all the participants, who are secondary school principals, about the type and implications of the research in which they took part.

The researcher drafted the consent letter and the ethical procedures were outlined for the participants to make informed decisions. The consent form was reciprocal. Therefore, the secondary schools that were selected acknowledged the request by indicating that they agreed to use their schools and the relevant facilities for the research.

3.5.3 Confidentiality

Miles, Huberman and Saldana (2020:56) define confidentiality as agreements with a person or organisation about what will be done, and may not be done with the data that may include legal constraints. This includes to keep information confidential from other participants or people and to code the participants' names in field notes. In the opinion of Miles, Huberman and Saldana (2020:56), the rights of self-determination, privacy and confidentiality do not mean much unless the researcher explains the degree of harm that follows from their breach.

From this research, the researcher tried, by all means, to keep the participants' information from others by coding their names. Information is kept in a safe place such as a locked cupboard since the researcher is the only one who is in possession of the keys. The secondary schools where this research was conducted were all coded to disguise the identity of the institutions. It is the researcher's task to outline the reasons for keeping information confidential such as avoiding physical and psychological harm because it would be a futile exercise to leave the participants uninformed.

3.5.4 Privacy

Bryman (2012:142) maintains that the right to privacy is a tenet that many of us hold dearly and the transgression of that right, in the name of the research, is unacceptable. Bouma et al. (2012:166) attest that depending on the relevant privacy principles, there can be additional restrictions on the gathering, use and disclosure of sensitive personal information.

In this study, the researcher adhered to the principles of privacy. Information was not disclosed unless the participants grant permission. Sensitive information was kept private to avoid the participants' psychological harm.

3.5.5 Anonymity

Miles, Huberman and Saldana (2020:56) are of the opinion that anonymity is accorded to the participants, and they have the right to remain anonymous to the public. Denzin and Lincoln (2013: 136) attest that all participants' data ought to be secured and made public only behind the shield of anonymity. The researcher ensured that the informants remain unknown.

3.6 SUMMARY

In this chapter, the researcher described the qualitative design, data collection methods and data processing. The aim and objectives of this study were outlined to conscientize the researcher about the purpose of the research before data collection commenced. To ensure the credibility of the

research, the measures of trustworthiness of the research were explained. Research ethics, which is morally correct conduct for the research, was discussed.

Chapter four discusses the findings of the research project. It will also outline themes and interpret the research results.

CHAPTER FOUR FINDINGS OF THE RESEARCH

4.1 INTRODUCTION

The research design and methodology, strategies for collecting data, the trustworthiness of the research and ethical considerations were discussed in the previous chapter. In this chapter, data analysis will be carried out. This chapter focuses on the perceptions that participants have on time management skills of principals at secondary schools in the Mopani District, Limpopo Province. The data obtained from the research interviews were analysed and are made available and interpreted. The participants' responses will be presented in a verbatim form so as not to tamper with the actual wording.

Demographic information and characteristics of participants

GENDER	QUALIFICATIONS	EXPERIENCE
P1 Male	BA& HONOURS	23
P2 Female	BA	7
P3Male	B.A	6
P4Male	BA & HONOURS	23
P5 Male	BA	7
P6 Male	BA	23
P7 Male	BA	10
P8 Female	BA & BED	15 YEARS

The demographics and attributes table assemble pertinent descriptive participant information (Miles, Huberman and Saldana, 2020:156).

The researcher interviewed six males and two males (secondary schools) in this research study since other female participants were committed with their personal activities. All of them have more than years of experience in leadership (as principals). The lowest experience is six years, and the highest is 23. Five of them (principals) have a BA Degree and a BA Honours. There is one principal who is busy with his MA Degree.

The participants of this research project were principals of secondary schools in Mopani District, Limpopo Province. Some principals were attached to schools that are found in townships, for

example, Nkowankowa Township that is next to Tzaneen whereas other principals were managing institutions that are situated in villages, for instance, Xihoko, Nwamitwa, Mafarana, Mhangweni and Rita Village. All principals of sampled schools were well conversant in English. Therefore, all interviews were conducted in English.

The following themes were identified after collecting and analysing the data.

4.2 THEMES

The findings of this research work are outlined using the following themes:

- Skills that are utilised by principals of secondary schools to manage time;
- Interruptions experienced by secondary school principals on time management;
- How principals of secondary schools deal with time-wasters to ensure that time is managed more effectively; and
- Participants' suggestions on time management skills that can enable secondary school principals to utilise time optimally.

The themes mentioned above were further divided into topics and categories to give more interpretations to the data. The researcher gave examples from the interview transcripts to support the statements. Reference to the literature review was made when discussing the themes, topics and categories. The researcher also applied the principle of confidentiality and anonymity as this principle requires that participants be treated with respect during a study, so that their individual information remains confidential according to Esther, Davis and Henderson in Terre Blanche, Durrheim and Painter (2006:73).

Codes were used to ensure that participants remain anonymous. Codes such as P1-P8 and F1-F8 were used to represent the names of the participants. Participants P1-P8 were utilised for individual interviews and F1-F8 is for focus group discussions.

4.3 THEME 1: SKILLS THAT ARE UTILISED BY PRINCIPALS OF SECONDARY SCHOOLS TO MANAGE TIME

4.3.1 Planning

This empirical investigation revealed that planning for the new academic year is done before schools reopen. A year plan is drawn towards the end of the current year, and the plan indicates all the activities that should be executed. Teachers are allocated subjects while considering their major

subjects. A central timetable for the school is drawn enable teachers to utilise time accordingly (P1, P2, P3, P4, P5)

The following statements and quotations support the above information: Participant P1 indicated that planning is carried out at his institution and he outlined it as follows: *"We draw the programme and stick to it. We also structure the institution so that it has personal heads that run a particular phase."*

Participant P2 explained how they plan for the upcoming academic year. She indicated that "*We draw the year plan and allocation is done using qualifications of teachers. We draw the timetable. The timetable must be there, the year plan must be there, and all distribution of subjects must be there."*

So this research study further indicated that all sampled principals of secondary schools usually plan for the new academic year in their respective institutions. The above statement is supported by the extracts from individual and focus group interviews. Participant P1 outlined his planning as follows: "*We draw a year programme and we know who is supposed to run what at what time and also ensure that there is the visiting scheduled time for visitors stipulated in the policy, it can be weekly and fortnightly".*

Participant P2 also believed that planning is an essential core function of management that can be done to ensure that the school activities are handled at a specified time. She explained this in the extract indicated below*, "All the activities that must be treated for the following year starts with a year plan, where we start by making a plan for the next year. We make allocations according to the major subjects".*

Participant P4 remarked that, *"Ja [acknowledgement] we have our year end meeting where we sit and draft allocation for the coming year and distribute the work accordingly to all teachers, so that when we reopen, already teachers know which areas they are going to deal with. When we reopen we just start straight away and go to class. We try and finish our admission in the previous year towards closing so that when we reopen learners already know the classes that they are allocated and distribution of books are done two days before we reopen".*

In the focus group interviews, participants remarked that planning is a fundamental component of management. Participant F1 described that *"Ja [acknowledgement], well you cannot manage an institution if you do not have a plan"*

You will recall that as managers, we normally plan things during the year, to make sure that at the end of the year we have a year plan. You have to know that this particular subject, lesson, the topic should be given a particular time. When half-yearly comes, you know what is included

Participant F2 was of the idea that *"Of course [full of confidence], for the other paramount issue is that all stakeholders should be taken on board and they must buy the plan. You have to engage teachers so that they own the plan"*.

According to Participant P6, schools should monitor year programme that indicates all the activities of the whole year. *It means we should have to monitor the programme how it is run and how ee [thinking] is the school able to run the activities, and then we assist us in ensuring that time management is used effectively and efficiently."*

Participant F7 shared the same sentiments with Participant F2 about consulting all stakeholders when planning. He posited that *"I can say one of the strategies is to consult all stakeholders at the school, which means teachers must be involved and all SGB members must be involved so that all activities that have been planned should be carried out as planned and all activities should be monitored"*.

According to participants F8 and P5, secondary school principals should not only plan, but they must also monitor the plan. Participant F8 indicated that *"Monitor from planning until the end of the programme"*. Participant P5 described that *"Ee [thinking] we, towards the end of the previous year we, I, we, we do a year plan with my teachers because they called us, SGB, ee [thinking]"*, to structure the following year so that we are able to know what, when these will happen when these will happen, so with that year programme the only thing left when current year comes is monitoring, monitoring that those things we have been planned for happens in case where they are not happening we need to indicate in the year plan that this did not happen as planned"*.

Participant P8 highlighted the distribution of work and using pacesetters when planning, and he remarked that *"So thank you, in the first place we know that as managers we manage, we must distribute the work among ourselves but we cannot just distribute the work among ourselves, like to the HOD's and ordinary teachers first, during the last quarter of the year we plan for the following year and you cannot just plan without having the necessary tools, we plan for example*

by twenty subjects allocation we plan also by indicating to say this particular teacher will be teaching this particular subject in this particular grade".

Time management is a crucial element of planning. Planning as a process involves, giving answers continuously to the questions, what, when, where, who and how (Van Deventer 2018: 133). It is one of our most precious resources and time management is an essential career skill (Schermerhorn, 2013: 193). According to Hellrigel et al. (2012:242), planning is a primary managerial task since all other managerial tasks such as organising, leading and controlling should be done after planning has been finalised. Planning helps the organisation to adapt to change by identifying opportunities, anticipating problems and developing appropriate strategies and tactics. Planning is essential for organising the tasks of each day and the activities of each work.

4.3.2 Prioritising skill

It has been revealed in this investigation that principals of secondary schools prioritise the school tasks or activities to manage time optimally. The participants indicated that they prioritise their tasks because of the high workload and urgent issues such as emergency meetings, urgent submission of work, and so on.

This was evident when the participants indicated the following: Participant P1 indicated that *"Remember that as a principal I am also teaching therefore I make sure that I schedule time accordingly. I will first attend urgent things like meetings and thereafter see to it that I also teach my class so that the learners do not suffer."*

Participants also indicated that the highest authorities, for example, the provincial and the district offices do not have a management plan for annual activities. Therefore, they haphazardly request information from schools. To cope with such arrangements, principals are expected to reschedule the priorities. Without prioritisation, principals cannot meet the due dates. Participant F7 remarked, that "*And to add on that, principals of schools have subject to teach at schools and sometimes when you are busy in class a visitor may come so you can eradicate this by agreeing with your learners that maybe you can have extra class in the morning or in the afternoon so that you can have time to deal with other managerial duties at school".*

Schermerhorn (2013: 198) posits that basically, the whole day is a series of choices. These choices have to be made in ways that allocate your time to the most important priorities. Van Deventer and Kruger (2003:230) indicate that record keeping and time analysis aim to establish correct priorities. Principals may start by handling tasks that needed urgent attention and those which are due for

submission. Prioritising skills is the ability to realise what tasks are more important at each moment and give those tasks more attention, energy and time. l Covey, an inspirational and practical guide to leadership mentor, states that the key is not prioritising what is on your schedule, but to schedule your priorities (Covey, 1992:135).

4.3.3 Setting of goals and objectives

This research unveiled that all principals set goals. However, these goals can only be achieved if there are thorough planning and monitoring. Monitoring tools should be used to monitor the utilisation of time by secondary school principals and to detect time wasters. Monitoring tools should be used by the principal to check if pacesetters, work schedules, time tables are followed to the latter in order to achieve the set goals. Time wasters such as urgent meetings, industrial strikes, and community protests should be dealt with in such a way that they do not compromise our goals. A plan should be flexible in order to accommodate unforeseen circumstances. Participant P2 indicated the following about setting of goals and objectives: "*At the beginning of the year we sit together and plan. We know who must do what at what time and also what we want to achieve.*" According to Schermerhorn (2012:144), most of the principals experience some difficulties in balancing available time with many commitments and opportunities they would like to fulfil.

Principals should set clear and achievable objectives and goals to manage time more effectively.

4.3.4 Communication

This empirical investigation indicates that communication is one of the skills for time management that has a positive and adverse effect on the day to day running of the institutions. Some participants stated that they successfully convey a message to all stakeholders. However, others pointed out that they realise the information is ambiguous when tasks are not properly executed. According to the participants mentioned above, effective communication that is free from ambiguity is essential, and it enables the affected stakeholders to execute their tasks effectively. Then tasks are correctly executed, and time is well managed. Tasks are prolonged if the message is distorted and it affects the scheduled time. This statement is supported by the following extracts: P1 "*The challenge here is ambiguity, whether you pick it, ambiguity, and if you do not pick it is a problem. You call the section that is affected and you discuss these issues and you come to the central place and you take a stand. The interpretation of the message seems to be complex and may have an adverse impact on time management if ambiguity is not detected. It is advisable for the principal to give more clarity to the people affected by simplifying the message. The teaching*

staff and non- teaching staff may be encouraged to ask clarity seeking questions to avoid wrong interpretations".

Participant P3 further remarked that "*Ja, I think the issue of ambiguity usually happens, is when usually happens in written messages where you have people to interpret the message". The way I understand it but ee [thinking] one other issue we usually have is to avoid interruptions of lessons. We just have briefings during break for in case there are issues to be communicated to staff as a circular that has been sent out and it seems if there is a misunderstanding of the content. We usually have briefings, we request our staff to meet ten minutes or twenty minutes during the long break whereby we clarify and elaborate on issues which are expected of them, so although sometimes is very challenging because teachers want rest and all those things we have to develop a norm to our school to have briefings during break so that lot of time has to do with the lessons"*

According to DuBrin (2012:431), communication is the process of exchanging information by the use of words, letters, symbols or non- verbal behaviour. Sending messages to people and having the correct interpretation, generally proves to be complicated and challenging and can affect time management. The most effective plan cannot be executed if communication is poor (De Beer & Rossouw, 2012:68). Effective communication takes place when the message from the sender is received and is well understood by the receiver.

4.3.5 Delegation

The results from interviews indicated that some participants delegate certain tasks to their subordinates so that they can get ample time to address other issues. However, they indicated that they have to monitor to see to it that the task is well handled because some subordinates are not reliable. In their view, it is hazardous to delegate work without making a follow-up. The following extracts from participants confirm the above statement by indicating:

Participant P1 remarked that "*Generally I train my SMT whenever I am not available, I approach them and tell them what to do. I delegate them and I must tell you there are SMT members who are very good. When you delegate them you know they do precisely what you want but there are some who when you delegate do not live up for scratch and with those I will delegate but when I get time I will sit down with them as to check if they did what was expected".*

Participant F1 reaffirmed that principals delegate duties so that they can able to handle and submit tasks at a specified time. He said that "*I can start with this one, is true principal have high work*

load but you need to be smart as a principal and you cannot handle all things that you have to handle alone. Know your HOD's and people who can assist and get some work done by SMT".

Just monitor as a principal, unlike you decide to handle the aspects alone.

Participant F1 also indicated that "*I may make some additions, that is, true you cannot manage things alone otherwise time won't permit. You need to distribute work to the SMT members"*.

Participant P8 said that "*You as a principal, the principal, is the key leader and manager of teaching and learning, and I as a principal I have to delegate some responsibilities to the deputy principal as well as the HOD,s because HOD,s to me they appear to be the engine to make the school functional. As a result I will do the delegation and distribution of work towards these, other managers assist us as the school to work together as a team and in this way it reduces much of the time that can be wasted without being engaged in the effective teaching and learning in our institution."*

Nel (2012:22) perceives delegation as the assignment of tasks and authority to delegate those tasks to a subordinate who assumes accountability for performing them. Lussier (2006:217) indicates that when managers delegate, they have an ample opportunity to execute high priority tasks. Most of the principals shared the same sentiments by asserting that they delegate duties to their subordinates so that they get ample time to handle other issues that are solely the responsibilities of school managers. However, they further indicated that they monitor the work because some subordinates are not trustworthy.

4.3.6 Leadership
The participants indicated that leadership might influence the utilisation of time at secondary schools. The direct quotes furnished below are in line with the above statements:

Participant P3 explained that "*Yes it did, it does, it does ee [thinking] as a leader you have to be everywhere sometimes you have to lead from the front sometimes you have to lead from the back so [he laughs] is not rigid, you not to lead from front only sometimes from the back you push them and sometimes you have to be in front to act to be a role model to teachers so but what I prefer most is leading from the front whereby I do things start doing and I expect them to follow so gradually they follow on the programme"*.

Participant P8 shared the same conception as participant P3 indicated that: *"You see, a manager is a leader, a manager is an exemplary. I as a person as a manager like now the whole week I was*

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at school trying to plan for next week, when the school reopens so it means that I budgeted myself time to say on a particular day, tomorrow, Sunday what will I'm doing on Sunday. Is just to prepare speech that I will be welcoming my people learners, teachers and everybody, so I budgeted time, say if did not budget time it means I will not welcome those teachers and learners on time".

According to Robbins, Bergman, Stagg and Coulter (2006: 568), leadership is the process of influencing a group towards the achievement of goals. Pettinger (2012:180) maintains that those in leadership positions must know in detail what should happen over the short term and to have a detailed grasp of everything that is required. They should also have a long-term plan for the organisation. Participants suggested that principals should have a programme that they follow and should encourage their teachers to adhere to it. They should have a short- and long-term programme

4.3.7 Motivation

This empirical research reveals that some principals motivate teachers to carry their work optimally, whereas some principals indicated that they seldom arouse interest to teachers so that they can execute their tasks according to the stipulated time. Participant P 3 remarked like this *"Ja, it is not common, it is not common but in terms of the programme we are having this year we planned motivational sessions where we invited motivational speakers like this year we had a visit by Dr Zalala (***not real name***) who was based at the district office to motivate our staff so we are planning to have such sessions although we know time is not on our site. They need to be motivated also."*

Participants also indicated that most teachers are not motivated either intrinsically or extrinsically. This pronouncement is in line with the view of Participant P3 who further indicated that: *If people are motivated you not to push them to do their stuff, they know the responsibilities they are always hands on the work that is expected on them. I cannot motivate a person that much but we need people to be motivated in order to function. The issue of reminding them, communication is the key aspect is a pillar in the institution because we communicate on expected educator. Reminding them of due dates, policies having constant briefings".*

Schermerhorn (2012:53) maintains that motivation involves the level, direction and persistence of effort expended at work. A motivated person is expected to work hard and manage time effectively.

It emerged from this study that some principals are able to motivate their staff in order to carry their work successfully and on time. They also indicate that they request the services of motivational speakers to address the issue of motivation so that tasks can be carried according to the programme.

4.3.8 Self- management

The findings of this study showed that some participants both in individual interviews and focus group interviews indicated that they manage themselves well, especially regarding time management. They remarked that as managers, they have to lead by example; reporting to work early and leaving late. However, other principals pointed out that sometimes they fail to manage themselves in terms of time because of unforeseen circumstances, such as urgent meetings by the circuit, district office. Participant P1 stated that *" I usually come to school early in the morning generally I am here 30 minutes before school starts to check, you know you also have morning studies especially for Grade twelve so I monitor morning studies and once I monitor morning studies it means I will not be late for the official starting time. But sometimes it happens that when you want come to school you are phoned in the evening you are told you must first via the offices and you are late to the institution and it causes a problem because I have got to set an example, you imagine a situation where you have agreed on a starting time and you only come late because you report somewhere".*

Participant P2 was of the idea that "*As a principal I set example, I come earlier than other teachers. Instead of coming at 6h30 I come at 6h00*".

Participant F3 stated that "*As a school manager, I arrive early every day and leave late ee [thinking], so that I act as an example to learners and teachers ee [thinking], the issue of punctuality when I'm allocated classes I don't wait for the siren I look at my watch. The siren gets me on the way to the next lesson. This is the way of telling my educators to be vigilant, ee [thinking] when it comes to time*".

Participant F1 concurred with him (Participant F3) when he said "*Yes to add on that as my colleague has indicated to be an exemplary, you must arrive early and leave late and also encourage your teachers to come early. Indicate to them the importance of coming early so that they make their preparation so that when the first bell rings for the first period everybody is ready for the lesson and no minute should be wasted.*"

Daft and Marcic (2013: 435) remarked that people who are skilled at self-management remain optimistic and hopeful despite setbacks and obstacles.

4.4 THEME 2: INTERRUPTIONS EXPERIENCED BY SECONDARY SCHOOL PRINCIPALS ON TIME MANAGEMENT

4.4.1 Urgent matters

This research project has revealed that secondary school principals are faced with time consumers when managing time at their respective institutions. Time is consumed by time-wasters such as urgent or unplanned meetings, lack of proper year plans, urgent submission of information, frequent phone calls, drop-in visits, and more. Principals indicated that there are a lot of urgent meetings organised by the circuit office, district office and head office. The circuit office indicated that it receives information through the email or telephone that requests the principals to respond to urgent matters. This is the reason for these recurring unplanned meetings and urgent submission of information. To support the above version, some participants indicated the following:

Participant P1 explained this as follows: *"Generally is ee [thinking] sometimes we got ee [thinking] emergency meetings by authorities that, by the authorities I refer to the circuit manager, even the DSM sometimes provincial meetings that are unplanned and you find you have to run a programme and you interrupted you are summoned to go and meet somewhere for two days or three days sometimes and that interrupts. Another problem that interrupts the programme is ee sometimes you find you have a problem you have agreed with different stakeholders but some of them those people who are responsible fear their subordinates and do no enact the programme and only discover when you meet with them that they are falling behind. So basically, those are the problems".*

4.4.2 Poor planning

This empirical study indicated that poor planning by the highest authority impacts negatively on time management because principals have to compromise other activities and to reschedule them.

Participant P2 outlined it like this: "*Some teachers are coming from very far and some are using common transport". Participant P4 indicated that, "The biggest challenge is that when we reopen, usually the department does not have a year plan that impacts a lot on our planning because if we have our year plan which is not informed by the district plan or circuit plan, we usually have*

confusion. You find that we cannot execute certain times according to our wish because now and then the programme for the district or circuit interferes with our programme."

4.4.3 Phone calls

Phone calls are time wasters that distract the attention and plans of principals at their institutions. There are lots of phone calls that principals receive from circuit offices requesting information that is urgently needed by the district and provincial offices. The information is needed by different sections from the Department of Education and other departments. Some of the participants discussed it as follows: Participant P1 posited that "*But sometimes it happens that when you want to come to school you are phoned in the evening you are told you must first via the offices and you are late to the institution, and it causes a problem because I got to set an example".*

4.4.4 Drop-in-visitors

Drop-in visitors, especially in public secondary schools, is a thorny issue. These visits are such as visits by parents who seek assistance from the school, for example, the completion of SASA forms for their children and reporting death cases. Officials from different departments and private sectors simply pop in, looking for services without prior arrangements with the principals of schools. Officials from the curricular division, for instance, pay a surprise visit to schools and qualify the visit as monitoring of schools and support visit. Those who are affected at school are compelled to reschedule their time, especially the principal. He or she requests much information from teachers' portfolio and learners' portfolios, including an audit of written work. The following participants support the above evidence: Participant F7 remarked that *"And to add on that some principals of schools have subject to teach at schools and sometimes when busy in class a visitor may come."*

4.4.5 Marketing in schools by companies

Participants indicated that the marketing of products by companies and campaigns by nongovernmental organisations and different departments had infiltrated our schools, especially secondary schools. The above-motioned sectors compromise time management. For instance, companies such as insurance companies and retailers request permission from schools to market and sell their products. The following extract supports this statement during participatory observation; Participant P7 remarked that *"It is very disturbing to attend reps from different Companies, who are flocking to our schools now and then, I am failing to do my job properly because of this interference". I think I will no longer permit them to promote their stuff, they are*

taking an advantage, I do not think they can do this at private schools. This extract shows that the marketing of products at schools impacts negatively on teaching and learning. Participant P2 indicated that *"Because these people are not our partners, I only allow them to sell their products during breaks, but the problem is that by that time teachers are busy eating."*

4.4.6 Campaigns

This empirical research revealed that since we are living in the era of HIV and AIDS, governmental and non-governmental organisations have some programmes of combating this escalating pandemic. Their targets are none other than schools, particularly secondary schools. These campaigns compromise teaching and learning time although the aims and objectives of these campaigns are of benefit to the entire society. Most people are now equipped with information, and they apply preventative measures to deal with challenges such as crime and epidemics that are facing our society. However, they impact negatively on the scheduled time for the academic activities of the learners. The response from participants supports the above information during participatory observation: *You see campaigns are playing pivotal role in reducing the spread of the virus however it was supposed to be done during weekends not during schooldays. Campaigns are time consumers at our schools that need to be addressed. At our area we have Grace Mgogeni Centre that offers lessons on HIV and drug abuse and they conduct these campaigns during school hours* (Participants P 5 and P6).

4.4.7 Late coming

Late coming by teachers and learners has a negative impact in the optimal utilisation of time. The study revealed that late coming to school by teachers and learners interrupts the scheduled time of school activities. Respondent P1 explained that, "*Late coming is a problem especially in our institution because the learners come from different places, far away from the institutions because of the curriculum that we have and some walk to school plus minus three kilometres, some come to school by taxi and some by bus. Generally, we meet with the parents, we also make sure we control the gate, we have a programme, eer [thinking] for teachers to mend the gate and note the learners who are regular, eer [thinking] regularly come late to school and we inform the parents. Teachers, we have a time book to sign. They sign a time book in the office. We use to put the time book in the staff room, but it did not work, the time book is in the deputy principal's office, so they all sign in the principal's office*".

Only participant P3 indicated that he has no problem of late coming at his institution. He remarked that "*Ja [thinking], I think that has been a challenge, for in our case it has been a challenge maybe sometimes ago, now we no longer such challenge of having teachers who are coming late to school and learners who are coming late to school. I think to deal with that issue, you're indicating sir, and we introduced compulsory morning study for learners where they are expected to be at school very early in the morning so that there is no interruption of lessons. As soon the lessons start all the learners are in classes, and they are settled, and there is very little disturbance. In cases where learners are experiencing some transport challenge and arrive late to school usual parents, phone and explain reasons for their learners or children late coming and for teachers we have developed a policy as a school for arriving at the school ten minutes before the starting time*".

4.4.8 Industrial and community strikes/ boycotts

Industrial strikes or boycotts are interrupters that affect teaching and learning at schools, and precious time is lost. Since the dawn of democracy in South Africa, people vent their anger and frustrations by embarking in industrial strikes. We have witnessed incidents such as the Fees Must Fall Campaign by university students, Technikons and Technical Vocational and Education and Training (TVET) colleges in 2015 and 2016. Our country has also witnessed boycotts that were characterised by violence at schools where learners we retaliating by beating teachers and principals who were still applying corporal punishment. The retaliation campaign was perpetrated by the Congress of South African Students (COSAS). In most instances, teaching and learning are affected when teachers embark in industrial strikes demanding better salaries.

This empirical investigation revealed that industrial strikes by teachers have a detrimental effect on time management since they hamper the smooth running of the year programmes hence valuable time for school activities is lost. *Principals are always expected to reschedule the school activities due to these strikes, and it impacts negatively on optimal utilisation of time* [Participant P3].

Participant F9 indicated that "*Sometimes we are faced with challenges such as strikes and protests such that we are bound to reschedule our planning during such disruptions such strike by learners where communities can prevent teachers from reaching the institution where there are blockages in the road.*"

4.4.9 Inadequate year plans

Inadequate year plans from the highest offices compromise the school year plan. According to the participants, time is not well managed at secondary schools because the head office, district, and circuit do not provide a comprehensive year programme. They indicated that schools fail to follow their year plans because of some issues that regularly emerge that need urgent attention. Sometimes principals are expected to give detailed financial reports, Learner Teacher Support Material Reports (LTSM) within a short notice. The highest offices expect principals to respond to work that can take two days to be addressed in three hours. Respondent P4 remarked that "*The biggest challenge is that when we reopen usually the department does not have year plan that impacts a lot on our planning because if we have our year plan that is not informed by district plan or circuit plan we usually have confusion you find that we cannot execute certain times according to our wish because now and then the programme for district or circuit interferes on our programme that has been a very serious problem challenge for a long time.*"

Wondering around by learners and teachers during lessons and when schools reopen has a negative impact on time management. Teaching and learning are compromised, and it leads to a curriculum gap. The following extracts are in line with the above statements: Participant P3 remarked that

"Ja, I think that challenge is ee is a multi, multi-phased challenge it does not only involve us as a school it goes beyond the school situation to even involves parents. Number one, parents should adhere to the departmental stipulation like for example registering learners early so that schools are able to plan knowing the exact numbers which they have of the learners are supposed to be in class the following year. So by having all these figures it enables you as a principal it enables you as an SMT to draw up a composite plan of all activities that are going to take part at the beginning of the year".

4.5 THEME 3: HOW SECONDARY SCHOOL PRINCIPALS DEAL WITH TIME WASTERS TO ENSURE THAT TIME IS MANAGED EFFECTIVELY

According to participants, principals of secondary schools should deal with time-wasters to make sure that time is employed as scheduled in their programmes or plans. They indicated various ways of dealing with time interrupters.

4.5.1 Handling of meetings after teaching time

Most participants indicated that they held meetings outside the teaching time. For example, in the afternoon to avoid interruption of lessons. However, they remarked that sometimes they are

compelled by circumstances to disrupt a day's programme to deal with issues that are needed urgently by the highest authority. The above statements are supported by direct quotations from participants. Participant P4 posited that *"We try by all means to minimise our activities during normal teaching time and preserve time in the afternoon when learners are not there like having our, our meetings, have our meetings outside the normal teaching time so that when we come to school we know our business is just to teach the learners but sometimes it becomes impossible to do certain activities outside the teaching time where information is required about learners more specially where you have to submit information to the circuit they bring information late and demand that you have to submit as soon as possible. In such instances, we have no alternative but to disrupt learning and attend to whatever submission is required by circuit or district".*

4.5.2 Revisit the programmes
According to the participants, secondary school principals should review the programmes to make sure that the stipulated time for activities is not compromised. Participant P 1 stated that "*We, generally call for meetings where we discuss our hindrances and then we revisit our programme because if you have failed to enact something that was planned for then it means that you must just revisit the programme and you have to come up with an interim programme to address those issues so that you will be on par with you plans and is what we do".*

Participant F4 posited that *"We must stick to the time that all programmes and activities that are planned can also make sure, so that are done accordingly, so that we can finish the activities on time according to the plan."*

Participant P6 explained that *"Ee [thinking] without a programme, is one of the things that lead us not to manage time."*

4.5.3 Emergency meetings to address backlogs or challenges

Participants pointed out that emergency meetings should be organised to sort out some challenges pertaining to the curriculum coverage". Participant P1 indicated that "*And we also encourage the different HOD's running the different departments to hold emergency meetings where we are falling back and the reports."*

4.5.4 Systems are put in place to address late coming
To deal with late coming, some systems are developed to address the issue of late coming by all learners, teachers and non-teaching staff.

4.5.4.1 Request parents to assist with late coming

This study revealed that education is a societal issue. Therefore, all stakeholders must ensure that they work together for the betterment of our education system. Parents should make sure that their children arrive earlier at school so that that time can be managed effectively. Participant P 1 said, *"Generally, we meet with the parents we also make sure we control the gate and note learners who regularly come late and inform the parents."*

A number of parents should adhere to the departmental stipulations such as registering learners early so that schools can plan [participant P3].

Participant P7 remarked that *"With regard to learners we talk to them if they do not respond well we call parents so that they may assist with regard to teachers we sign out the attendance register the time book to make sure that the teacher adheres to the time we have agreed on the time book and make sure we talk to them to respect time."*

4.5.4.2 Time register for teachers

All participants indicated that they use time registers for teachers to monitor the arrival and knocking off of teachers. The Minister of Basic Education Angie Motshekga wanted to employ biometric systems to monitor and control late coming and attendance of teachers (cf. section 1).

Participant P4 remarked that *"Ja, mmh [acknowledgement], all stakeholders we sometimes have a meeting, ee, that we tell ourselves that make time and those who are non-teaching staff members that they sign when they arrive and sign out, just we do the same we have the time register. We manage the time, arrival to manage to knock off."*

4.5.4.3 Movement registers for both teachers and learners

During the interviews, participants indicated that the movement of teachers should be recorded for accountability purposes. Movement registers are employed to control the first knocking off of teachers. Participant 6 posited that *"Ja [acknowledgement], that we have a late coming book at school when teachers come late we record them and if a teacher wants to leave early we record it, and what I have realised teachers do not want to be recorded they avoid such things of coming late and absenting themselves. When coming to learners, ee [thinking], it is not very much difficult because this thing is our rules and codes of conducts".*

Participant F 8 said that *"For the teachers again we do have period registers and class registers."*

4.5.4.4 Period and class registers for learners

Period and class registers are monitoring tools that are used to control attendance and time management of learners. Participants indicated that they use registers to manage time and attendance. Participant P 6 stated that *"For the learners when we come to learners there are registers. Registers are monitored time and again, ee [thinking], before the break we check learners who are in class and then before the school out we check and even during the study we check, whether they are still present and those who are absent. This is the way we managing time."*

4.5.5 Addressing urgent and other matters with stakeholders

Participants indicated that secondary school principals should delegate specific duties to stakeholders (SMT, SGB, teachers and so on) such as urgent matters and curriculum-related matters in order to get ample opportunities to address other issues. Participant P1 stated that *"the SMT together with the teachers as well as RCL (representative council of learners) they assist us because we engage them as to control late coming, afternoon studies and even during breaks when learners are going to the shops".*

4.5.6 Employing the services of admin clerks

Participants who took part in this research investigation indicated that due to the high workload, it is recommended that principals should use the services of admin clerks to do other duties so that they can honour due dates and manage time optimally (cf. section 4.7.6).

4.5.7 Introduction of morning study to enforce punctuality

Schools that have morning studies can enhance the punctuality of learners and teachers. The participants indicated that when lessons start, all learners are in class and teachers are ready to teach. Time is well managed, unlike schools that do not study in the morning. Participant P5 remarked that *"The reason, why we introduced morning studies is because we wanted our learners to be there when lessons start."*

Participant P3 indicated that *"We introduced compulsory morning studies for learners, where learners are expected to be at school studying, there is no interruption of lessons as soon the lessons start all learners are in class settled there is very little disturbances."*

4.6 THEME 4: PARTICIPANTS' SUGGESTIONS ON TIME MANAGEMENT SKILLS THAT CAN ENABLE SECONDARY SCHOOL PRINCIPALS TO UTILISE TIME OPTIMALLY

When the participants were interviewed, they came up with skills that can assist secondary school principals to manage time more effectively.

Participants were engaged in individual and focus group interviews. The researcher also observed how secondary school principals utilise skills to manage time more effectively during interviews.

4.6.1 Planning and monitoring

This study indicated that principals should plan for the new academic year if they want to manage time more effectively. By planning, they will be able to utilise time for all activities, and this will lead to optimal utilisation of time. When planning for the new academic year, they must consider the following aspects: the enrolment of learners, subject streams, curricula and extra-curricular.

The quotes indicated hereunder support the above statement: Participant P3 posited that "*Thank you for the question sir, the most important aspect in terms of ensuring compliance to ensure the activities run as supposed to be, is on planning. In fact at my school what we usually do at the beginning of each year we ensure all plans are put in place and then these plans are assigned to individuals who are going to manage these particular activities so my responsibility as the manager of the school is to monitor the implementation of the plans as to ensure the adherence is maximised".*

Participant F8 indicated that monitoring is very important. She remarked that "*Monitor from planning until the end of the programme."*

4.6.2 Allocation of duties or responsibilities

This study reveals that the allocation of duties or responsibilities of teachers is done towards the end of the current academic year in preparation for the new academic year. Curricular duties are allocated to teachers considering their significant subjects and administrative responsibilities, and other extracurricular duties are also allocated, taking into consideration the expertise of teachers. The following extracts support the above statements from the interviews.

"*We do allocation according to the qualifications of teachers", (Respondent P2)."*

4.6.3 Year programme

All participants indicated that it is essential for the school to draw a year plan. The principal, with the assistance of the SMT, draws the timetable and presents it to the staff for amendments and approval. Respondent P1 confirmed this by saying that, "*We draw a year programme and we*

know who is supposed to run what and at what time and we also ensure that there is reporting time. It could be after a week or fortnightly or per programme" (Participant P3).

4.6.4 Timetabling

According to the participants, timetabling is another skill of time management that can enable principals to utilise time optimally. When activities are well scheduled, each activity is tackled at a specified time, and no activity is compromised. They feel that it is easier to detect interruptions of time when the school activities are properly scheduled. According to the participants, time distracters can be dealt with by employing strategies, for instance, directing phone calls to the admin clerk or delegating other duties to SMT members to attend to urgent and more important issues. Indicated hereunder are the direct quotes from the research participants when responding to some of the questions. Participant P4 described that *"Timetable, remains one of the tools that help to encourage teachers to stick to time but at the same time we need to commit by both teachers and SMT. When we have decided that certain things must be done in a particular way on a*

particular time we should stick to that makes certain that people are able to adhere to those times because really as a school we are faced with this challenge that when learner numbers drop teachers will be transferred to other schools that have high numbers that is the only driving force for all of us to retain our numbers. We can only maintain our numbers if we do the right thing at a right time."

Participant P3 outlined how time tabling should be done. Participant P3 explained that *"Ja [acknowledgement], the issue of timetabling is not the sole responsibility of the principal, is consultative process, usually what I do in terms of time tabling I have a time table committee which draws time table in consultation with the entire staff. Before a time table is finalised we have a draft time table which is circulated to the entire staff for inputs and all inputs are put together and those which that are genuine we consider them in finalising our time tabling and these other petty submissions we do not consider them, obvious. So by having that consultative meetings before finalising that timetabling minimises challenges where you find teachers have may be lot of periods than other teachers".*

Participant P7 remarked that *"I think all activities that are to take place at school should be recorded especially things like time table and make sure on the first day the school starts and we follow it to the latter."*

4.6.5 Rescheduling of time

According to the participants, the highest authority is fond of requesting information urgently and inviting principals to urgent unplanned meetings. Due to this, they have no option but to reschedule the allocated time. Respondent P1 remarked that "*We try by all means to minimise our activities during normal teaching time and reserve, ee (thinking), time in the afternoon when learners are not there like having our meetings outside the normal teaching time so that when we come to school our business is to teach our learners but sometimes it becomes impossible to teach activities outside the teaching time where information is required by the circuit most specially where you have to submit information, they bring information late and demand to submit as soon as possible. In such instances, we have no alternatives but to disrupt learning and attend to whatever submission is required by the circuit or district*".

4.6.6 Services by admin clerks

In this research, the participants indicated that in order to deal with interruptions, principals have to delegate specific duties to admin clerks.

The following extracts corroborate the above statement from the participants: Respondent P4 described that, "*In our school we use the services of what we can call clerks or admin clerks to get assistance instances where they have to type letters to compile information given information. It is of great help. It a is luxury that is only available to bigger secondary schools that because we are able to reimburse them though having the money is very minimal but we create some kind of employment, also benefit from the service they provide. That is how we have managed to cope so far*".

4.6.7 Sticking to due dates or deadlines

The research participants indicated that in order to achieve the intended goals and objectives, principals of secondary schools should stick to due dates. Participant P4 posited that, "*With teaching and learning as a principal I have to lead by example. I have been allocated classes that I have to teach in the midst of all these activities that must be done I still go to class normally like any other teacher I compile mark sheets like any other teacher. I meet the deadlines, it is more a question of sacrifice because I have to mark the same amount of work that is marked by other teachers and I make certain that I must always be among the first people to submit so that even the lazy teachers are not having as much work as I have are duty bound to submit on time*".

Participant F8 supported the idea of honouring due dates and time frames so that time can be managed effectively. He remarked that *"Time is managed through time frames if you allocate time you must indicate the time frame of that particular activity"*.

Participant F9 shared the same sentiments with Participant F8 when he remarked that *"I can also add that we must stick to ee[thinking], time so that all the programmes and activities that have been planned can also make sure they are done accordingly so that we can finish the activities in time according to the plan."*

4.6.8 Enforcing punctuality

The participants confirmed that late coming by learners and teachers is a cause of concern in the teaching fraternity, particularly in secondary schools. Therefore, punctuality should be enforced on all stakeholders, so that time is managed effectively. Respondent P1 was of the view that, *"Ee (thinking) as a principal, I have to lead by example, I have never been late and I am not the first person to leave the school unless I have a meeting to attend that takes me away from school. It has influenced a group of teachers, if not all, but with regard to learners we try to enforce punctuality by letting those who come late to some type of punishment, to pick up litter on daily basis. There is a group of teachers who are assigned to checking if learners are on time, we monitor their arrival, the lesser the learners who come late. In very serious instances we call the parents to school and indicate that their children are not coming to school on time and we keep a register which we can produce as proof to the parents that indeed their children are coming late and we encourage them and also try to help. Learners who come late are those who in most cases do not do well at the end of the year."*

4.6.9 Adhering to policies

In this research investigation, the participants stated that policies enable the schools to run optimally without interruptions and time is well managed. Policies stipulate how school activities should be handled. With proper policies, effective teaching and learning takes place, and the learner performance is always above the provincial benchmark. Participant P3 described that *"Ja, the most important issue there, is what the policy says, if the principal you are able to communicate policies, departmental policies since school policies work for teachers you will not have serious challenges with non -submission and apart from this sometime people use to forget because you know our teachers are overloaded. They are having lot of periods, lot of subjects that they are teaching overcrowded classes that on its own is a strain that causes a challenge which of teachers not to submit on time but most important aspect is the thing use policies as a school.*

Develop policies and follow departmental policies assist in addressing that challenge to ensure that teachers submit. If they fail to submit they must write and explain to me why they did not submit because I am also accountable to the highest structure and I must also write why I have failed to submit based on what teachers submitted to my office, so you know teachers do not want to commit themselves in writing so they will ensure that they always stick to circulars".

4.6.10 Developing time management policies

This empirical investigation outlines that secondary schools have time management policies that are employed to make sure that time is utilised optimally. Participant P 3 posited that *"We do have time management policy as a school whereby we expect teachers to compensate for the time they have lost during their personal commitment as we are paid for a full working day. We expect them to cover up the time, which has been forfeited. In terms of our policy, they have to come for the following day or following week and they make arrangements with learners to cover up the work that they would have done when requested permission."*

4.6.11 keeping records

It has already been indicated that record-keeping enables the schools to manage time effectively. According to participants, it is easier for principals to retrieve information if they have proper records. Participant P3 remarked that "*I think to address that issue is to have records as a principal where you have accounting, accountability register and meeting where you note issues which are of concern and then say for example you have reminded the very educator to attend to class and in just a less than a day or two days you to remind the very same educator to attend a class. If you find that you have noted everything down and then you call that particular educator to address him or her on those issues based on what you have noted in your book, so that will conscientise the educator to say to him or her that it means every wrong I am doing, is noted and that on its own remind teachers on their responsibilities to conscientise them on their wrongdoing."*

4.7 SUMMARY

This chapter outlined the findings of the research project. The aim was to give participants the opportunity to discuss and explain time management skills that are employed by principals of secondary schools Themes and topics were identified, and they were supported by verbatim quotes from participants and existing literature. General conclusions, guidelines and recommendations on time management skills that may enable secondary school principals to utilise time optimally will be discussed in chapter five.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter outlines the conclusion of this research project and also provides recommendations. This study explored time management skills of principals at secondary schools in Mopani District, Limpopo Province. There was an assumption that secondary schools where principals manage time skills effectively perform well, unlike schools, where time skills are poorly managed. The main research question and the sub-questions were formulated to give a clear picture of what was expected of this investigation. The main question was as follows:

How can principals of secondary schools within Mopani District of Limpopo Province effectively manage time?

The following sub-questions were also identified:

- What are the positive time management skills employed in secondary schools by principals?
- What role can principals of secondary schools play to enhance the effectiveness of time management skills?
- What is the nature and scope of time and management in secondary schools in SA?
- What are the different perspectives of the secondary school principal on time management skills?
- How can relevant time management skills be employed by principals to improve teaching and learning in secondary schools?

This chapter gives a summary of the findings based on the questions mentioned above and also outlines the recommendations on time management skills of principals at secondary schools.

The general aim of this study was to find out what are the time management skills employed by principals of secondary schools to manage time more effectively. The researcher also formulated aims and objectives to help him obtain the general aim of the investigation.

- To investigate the effectiveness of management skills in secondary schools by principals.

- To find out the role of secondary school principals in ensuring that time is optimally utilised.

- To determine the nature and the scope of time, and time management skills as well as different perspectives of time that are used in secondary schools to improve teaching and learning within Mopani District in Limpopo Province.

- To investigate the different perspective of principals on how time management skills are employed to ensure effective teaching and learning.

- To illustrate relevant time management skills that can be employed by principals to improve teaching and learning in secondary schools.

5.2 SKILLS THAT ARE UTILISED BY SECONDARY SCHOOL PRINCIPALS TO MANAGE TIME MORE EFFECTIVELY

The researcher outlines and discusses skills that are employed by principals of secondary schools to manage time more effectively.

5.2.1 Planning

The study shows that planning is one of time management skills that all principals of secondary schools employ in order to manage time more effectively. Principals should ensure that planning for a new academic year is done during the last quarter of the current year. Planning should include drafting of a year programme, timetabling, allocation of subjects in order to manage the overall activities of their schools.

The study also indicated that it is necessary to establish subject teams to fast track the completion of the work schedules. The HODs and the deputy principals as the heads of the curriculum should manage the academic work and ensure that they follow the programme to a tee. Schermerhorn (2013: 193) concurs with the above-stated account by saying that "planning is essential for organising tasks of each day and activities of each week."

5.2.2 Prioritising

After the interviews with principals of secondary schools, it was evident that prioritisation needs to be taken seriously due to the high workload experienced by principals and the endless emergency meetings. It was found in this study that not all principals are able to prioritise their work to manage time effectively. It needs innovation and creativity to be able to prioritise schoolwork. The interviews revealed that only a few of them prioritise their work with an attempt to utilise their time optimally. One of the strategies of prioritisation is to tackle tasks that are urgent first and then address tasks that are needed but not urgent later. This view corresponds with the

literature that, record keeping and time analysis aim to establish correct priorities (Van Deventer & Kruger, 2003:230). Principals who do not prioritise, execute their duties haphazardly and fail to manage time more effectively. They realise that they are falling behind when they are unable to meet due dates. It was also evident when the interviews were conducted that without prioritising the work, it is not easy to attain the intended goals since time is not well managed.

5.2.3 Goal setting and formulation of objectives

The study reveals that principals set goals and objectives. However, not all goals are achievable due to lack of proper planning and monitoring. Proper planning and monitoring are needed to ensure optimal utilisation of time where set goals are attained. Schools should set realistic goals that are achievable. In this study, it was also found that some principals indicated how they plan, monitor and set objectives. Most principals indicated that they conduct strategic planning in the last quarter of the year preparing for the new academic year. In those plenary meetings, goals are set according to the needs of the schools. Goals cannot be achieved without employing the right strategies.

5.2.4 Communication

Communication may yield positive results if the message is well conveyed and correctly interpreted, and may have a detrimental effect if it is ambiguously conveyed. From the reviewed literature, De Beer and Rossouw (2012:70) assert that the ability to listen attentively is one of the requirements for excellent communication. This research study indicated that some principals have the skills of communicating with their different stakeholders at their respective institutions. This makes it easier for the stakeholders to execute their delegated responsibilities and to schedule their time accordingly. It was also found in this investigation that in particular secondary schools, the information was conveyed ambiguously and this has a detrimental effect on time management. It is evident that in some secondary schools, there is healthy communication among stakeholders.

5.2.5 Delegation

The study indicates that principals are aware that they have to delegate duties to their subordinates so that they may get ample time to address other issues such as urgent tasks and other administrative duties. They also indicated that they [principals] could not manage to execute all tasks without the assistance of their subordinates because they would fail to utilise time more effectively.

Nel (2012:22) indicates that delegation is the assignment of tasks and authority to execute those tasks to a subordinate who assumes accountability in performing those tasks. Mullins (1996:573)

supports the idea of delegation by stating that "Delegation leaves the manager to make profitable time so that he or she can concentrate on important issues and in managing the institution".

5.2.6 Leadership

The study reveals that principals lead their institutions; however, they differ in the way they do it. The leadership style of a principal might have a positive or negative impact on the utilisation of time. A good leader should be exemplary in everything he or she is doing especially on time management. As a leader, one could not expect people to draw the line while one fails to execute those tasks.

It was also indicated in this investigation that a real leader budgets time for activities, which means that principals of secondary schools schedule their time appropriately to address all activities.

5.2.7 Motivation

The investigation shows that it is common for principals of schools to motivate teachers so that they can be willing to execute their duties optimally and manage time. It is also found that some principals plan the motivational sessions, but they fail to fulfil them due to the lack of time management. The study attests that motivational talks are fruitful in schools since they arouse self-esteem and tasks are performed willingly. Where there is a good organisation, time is managed effectively; therefore, effective teaching and learning take place.

5.2.8 Self- management

This research study reveals that most interviewed principals displayed self- management skills. The findings further indicated that most principals are exemplary to their subordinates by making sure that they schedule their time according to the needs of school activities, and have respect for working hours. Shermerhorn (2012:15) agrees with the findings of this research by indicating that self-management is essential for career skills and time management. Daft and Marcic (2013:345) assert that people who are skilled at self- management remain optimistic and hopeful despite setbacks and obstacles.

It is evident that most principals manage themselves in terms of time. However, some principals stated that they fail to manage their time optimally due to interruptions from the highest authority; the circuit office. Generally, the principals of secondary schools manage time; however, there are inevitable interruptions beyond their control that hinder them from utilising their time optimally (cf. section4.4.8).

5.3 TIME WASTERS THAT PREVENT PRINCIPALS OF SECONDARY SCHOOLS FROM UTILISING THEIR TIME OPTIMALLY

The study with principals of secondary schools indicated that there are time wasters that hinder them from managing their time optimally. It was revealed that time wasters interrupt their scheduled time and are forced to reschedule their programmes. This impacts negatively on time management. All participants indicated that the urgent meetings by the highest authority and industrial strikes, hamper principals of secondary schools from utilising time optimally. They also revealed that procrastination is the biggest problem that prevents principals of secondary schools from managing time effectively. Late coming is also a cause for concern that needs urgent attention by the Limpopo Department of Education. The researcher is of the view that drop-in-visitors can be reduced by drafting policies that can regulate this behaviour. When parents pay unexpected visits to schools, they distract the attention of the principal and time is compromised. Lack of proper planning has an adverse impact on time; therefore, it is recommended that strategic sessions should be organised to address this issue. The year plan is compromised at the beginning of the academic year and principals fail to manage time more effectively. Late registration is a thorny issue in our district since some learners even seek registration in February. Principals, together with the registration team, have to leave other tasks and attend to these learners together with their parents. The school should stick to the admission policy as stipulated by the Limpopo Department of Education. Effective utilisation of time is still a big issue in most South African public schools due to the factors stated above. Schermerhorn (2005: 194) affirms these findings by indicating that most principals experience some difficulties in balancing available time with many commitments and opportunities they would like to fulfil and they allow their time to be dominated by other people and non- essential activities. Strategies for dealing with these time wasters are discussed in Section 5.4.

5.4 THE RESEARCH PARTICIPANTS' SUGGESTIONS FOR EFFECTIVE TIME MANAGEMENT BY PRINCIPALS OF SECONDARY SCHOOLS IN MOPANI DISTRICT, LIMPOPO PROVINCE

5.4.1 Effective utilisation of time skills by principals

This study has revealed that principals do not utilise the skills of time effectively to manage the activities at their respective schools. Therefore, the principals of secondary schools should utilise their time skills optimally to ensure that time is effectively managed. Knowing the skills of time is not good enough until they are put into practice. According to the researcher, the critical skill for time is planning since other skills should be used after planning is done; therefore, it should be

highly considered and done appropriately. Hellrigel et al. (2012: 242) are of the same view as the research findings by describing planning as the primary managerial task since all other managerial tasks such as organising, leading and controlling should be done after planning is addressed. If planning is not well addressed, it may affect the utilisation of other skills of time since planning at school level is for the whole academic year. Therefore, planning should be well handled since planning is a deliberate and intellectual activity that should be given a considerable amount of time because it requires thinking as well as visualising the future of the school. The plans for the new academic year should indicate all the activities and when those activities will be carried out. The study also advised principals to utilise all skills of time, for example, delegation, prioritisation, and goal setting in order to manage time more effectively since they complement each other.

As a researcher, I suggest that principals should involve all stakeholders in decision- making and should be given a chance to make some contributions so that the year programme can flow as envisaged. Allocation of subjects should be done while taking into account the notional time in the subject policy document and school post and staff establishment.

5.4.2 Principals of secondary schools should be role models
The findings of the study reveal that all principals who took part in this research investigation agreed that in order to manage time at their respective institutions, they should act as role models. Principals should lead by example, for instance, be punctual at work and should be the last ones to leave the premises of the school and be punctual when going to class. All participants indicated that they arrive early at work before other teachers, and two participants remarked that they arrive at work at 6h00. They must arrive early to control the morning studies. As a researcher, I agree that it is the responsibility of the principal to build a good culture of the school. In order to accomplish that, they must lead by example instead of dictating terms while they fail to carry those duties.

5.4.3 Schools should use time management policies
The school needs to have time management policies that could be used as a compass to manage time. The policy should indicate how time should be utilised and how lost time should be recovered. The policy should also indicate how time should be rescheduled. For example, an educator is expected to work at least a minimum of seven hours per day. If an educator has failed to comply with the notional time, they should arrange with the learners, for example, scheduling time in the afternoon, to catch up with the programme. The starting and knock time, study time, time for extra-curricular activities and breaks should be clearly outlined. This study is in line with

Neo-institutional theory that indicates that institutions should have policies that are legitimate in order to function properly.

5.4.4 Principals of secondary schools should use the service of admin clerks

Principals of secondary schools should employ the services of administration clerks to help them to utilise time optimally. By assigning duties to admin clerks, principals will have enough time to address other important issues such as drafting monthly accountability reports, paying class visits, auditing written work, and so on. Admin clerks should assist in compiling schedules, for example, SA SAMS Schedules, typing, photocopying question papers, compiling learner and educator attendance using the South African School Administration and Management Systems (SA SAMS). This view is in line with the literature view, which indicates that delegation is the assignment of tasks and authority to execute those tasks to a subordinate who assumes accountability for performing them.

5.4.5 Honouring of due dates by principals

All participants were of the idea that principals should honour due dates. However, it is not easy to honour them due to emergency issues such as urgent submissions, emergency meetings, industrial strikes, and so on that interfere with the school programme. Participants suggested that principals should schedule their time in such a way that it accommodates unforeseen circumstances. The findings from the literature revealed that principals are failing to honour due dates because of time wasters. It was confirmed in this study that principals are faced with timewasters such as urgent meetings, industrial strikes, and so on that prevent them from managing time. It was suggested that the Limpopo Department of Education should come up with a comprehensive programme that will enable principals to budget their time appropriately so that they can honour due dates. They must ensure that they draft daily, weekly and monthly plans in order to cope with the high volume of school activities.

5.5 STRATEGIES FOR ADDRESSING TIME WASTERS

The participants in this investigation indicated that there are strategies that can be employed in order to deal with time interrupters.

5.5.1 Principals should minimise interruptions

In order to keep interruptions to a minimum, principals of schools should be ready to handle the unplanned activities that emerge at their institutions. They should handle some of the activities such as staff meetings after school (cf. section 4.6.1 and 2.3.2.7). They can also alert stakeholders about their busy schedules by placing a note at the door that reads: "DO NOT DISTURB". They

should plan the daily activities in such a way that they treat urgent and important matters first in order to accommodate unplanned activities such as urgent submission of work, urgent meetings that pop up. Matters that are urgent but not important can be addressed at a later stage. Principals should see to it that the resources that are to be used for that day are well arranged and easily accessible. Resources such as staplers, documents, correction pens, pens, bond papers, and so on. Machines such as computers, photocopiers and printing machines should be well serviced. The principal's desk should be well arranged to make it easier to access items or resources. Knight (2002:156) supports the above assertion by indicating that a school principal should identify his or her organisational problems in order to act accordingly and save time. The manager should treat his desktop as a sacred place (Knight, 2002:97).

5.5.2 Principals should have strategies for dealing with emergency issues

Principals of secondary school should know how to deal with urgent issues such as urgent meetings and urgent submission of information. It is suggested that principals should delegate other duties in order to get time for addressing urgent issues. For instance, attending unplanned meetings or attending to urgent tasks that have to be submitted immediately. They should ensure that school information is well arranged and easily retrievable. Staff members should be made aware that they can be delegated at any time. Principals should also make sure that they train their staff to arrange their activities so that they can fit in the unforeseen activities. The school should hold meetings after school hours to minimise time interruptions and to be able to attend to urgent matters. Principals should call emergency meetings to address urgent matters where the programme is reviewed in order to accommodate matters that simply emerge. It is the responsibility of the principal to see to it that the school activities are not compromised

5.5.3 Principals should employ systems in order to deal with late coming and absenteeism

This study revealed that late coming is a thorny issue in South African schools, particularly public schools. This matter prompted the Minister of Basic Education Angie Motshekga to introduce biometric systems to deal with teachers' absenteeism and late coming (cf section 1). Principals should use systems such as time and leave registers for teachers, class and period and registers for learners, and movement registers for both learners and teachers. Teachers should indicate their arrival and knock off time. The time register should be kept in the principals' offices, and they should see to it that the time register is controlled to ensure that it is signed every day. It is also the responsibility of the principal to ensure that teachers write the correct information. They must take action against the teachers who fail to honour time because it will compromise effective time

management. If time is not well managed, the school will be unable to reach all its intended goals. Teachers who absent themselves should be given leave forms, and the information should be written in the leave register. By doing so, it will deter teachers from absenting themselves unnecessarily because they do not want to forfeit days to leave a gratuity. If absenteeism persists after these intervention strategies, disciplinary action should be taken. It was also recommended in this study that in order to deal with learners' late coming, schools should start early in the morning at 6h30. Leaners should account for late coming, and disciplinary action should be taken if late coming persists. Parents should be called to the meetings to address late coming and to inculcate a culture of managing time. Attendance registers must be used to control learner attendance, and the school code of conduct should be enforced.

If learners bunk classes, the school will not perform. The findings seem to correspond with assumptions that schools that do not manage time effectively perform badly (cf. section 2). Principals of secondary schools should also use period registers to control lesson attendance and to manage time. All learners are expected to be in class during learning periods. A period register is marked to indicate learners who bunk classes and to see if teachers are managing time by adhering to the stipulated time (cf. section 4.6.4.4). Principals should also employ movement registers to control the movement of staff and learners. It helps the principal to control unnecessary movements and to ensure that time is well managed.

5.6. **THEORY AND PRACTICE**

This study employed two theories, which are resource dependency theory and neo-institutional theory which are relevant to this study.

The resource dependency theory indicate that the organisation survive through their ability to secure resources (Zehir, Findikli and Celtekligil, 2019:69). Principals of schools indicated that they plan on the fourth quarter, preparing for the following academic year. Therefore it is imported for the Department of Basic Education to supply necessary resources i.e. human, physical and financial resources, so that principals can able to plan. The department should supply resources like books towards the end of the year so that teaching and learning should start at the beginning of the year so that schools can be able to manage time effectively. However, in some cases you find that the resources like books are not delivered or there is late delivery of books.

Neo-Institutional theory states that public opinions, stakeholders and laws influence the organisation's policies, programmes and procedures (Badewi and Shehab, 2016:412). Principals indicated that during interviews that their schools' organisation policies and programmes are influenced by officials from the Department of Education who visit schools for monitoring without prior arrangements, parents and company representatives who visits schools frequently. Therefore they (principals) are compelled to reschedule their school activities in order to accommodate them which has negative impact on time management. It has been found that some schools are not having proper policies and programmes i.e. time management policies that can be utilise to manage time effectively. This theory is imported in this study because it gives principals ideas on how to deal with time distractors at their respective schools and to ensure that they craft policies and programmes that they can help them to manage time optimally.

5.7 RECOMMENDATIONS

5.7.1. Principals should ensure that the plan is put into practice in order to manage the curriculum, not for compliance purposes but the benefit of the school. Necessary tools should be developed that can be used when monitoring the activities of the school. The plan should include all seasonal activities of the school, targets, persons responsible, budgets and time frames.

A plan should be known and adopted by all stakeholders so that they can own it and be ready to implement it to the fullest. Planning should be done at the strategic meeting that is usually done during the last quarter of the year.

5.7.2. Principals should ensure that they prioritise their work by tackling more critical and urgent tasks first and then later will tackle less important and needed tasks as suggested by Schermerhorn (2013:198). This can be possible if principals can keep records of all the activities of the school and analyse them. They should draft action plans that can help them to execute those tasks.

It is also imperative for principals to delegate tasks to their subordinates to get ample time to address other issues that are a priority.

School managers should allocate more time to the most critical priorities (tasks) so that they can comply with the submission dates.

5.7.3. Schools that manage time effectively are schools where principals set goals and formulate school objectives; therefore, it is recommended that principals should address these during the strategic meeting. Principals should ensure that real and achievable goals are in order to come up

with workable strategies to achieve those goals. For example, a school that performed at 40% with Grade 12 learners can aim to achieve 70% instead of aiming to achieve 100% both overall and quality results. The school should identify contextual factors and come up with amicable strategies for improving performance.

5.7.4. It is recommended that information should be communicated to employees on time to allow the staff to be prepared to implement what the message requires. For an example if is a meeting, the staff should be notified three days before the actual day. The information should be disseminated in such a way that all parties involved can grasp what is expected of them. Communication should be in the form of circulars, electronic (WhatsApp, SMS and emails) and verbal. To avoid ambiguity, principals should ensure that the information is well interpreted, and this can be done in a short meeting during breaks or 30 minutes before the actual lessons start.

Learners should be addressed in the assembly or through their educators and parents should be informed of school activities through letters, reports cards, school journal, radio and at parent meetings. Communication with SGB members should in the form monthly meetings as stipulated by SGB Policy.

It is recommended that principals should make it a point that all stakeholders are given orientations in terms of all communications mode highlighted above.

Good, workable strategies should be drafted and employed to achieve the intended goals and objectives of the school.

5.7.5. Principals should note that the delegation of duties to subordinates requires monitoring to ensure that the delegated tasks are carried as expected. Duties should be assigned to the staff members who have explicit knowledge of the tasks and whom they know will execute the task successfully.

There are specific duties that the principal has to carry out himself/ herself, and he/ she is not expected to delegate those tasks for an example of accountability sessions school performance. It is the responsibility of the principal to attend those sessions because they are the last accountable officer. A school manager should employ different methods of leadership by taking into account the situation or environment.

5.7.6. A School is associated with the leadership style of a manager; for example, schools that produce excellent results are led by principals who are able to manage themselves.

The roles and duties of the principal are to see to it that all school activities of the school are carried out according to the scheduled time in order to reach the goals and objectives of the study.

It is also the role of principals to make sure that timetables and other school activities are structured in such a way that enables them to get time to lead. A principal should lead by example and motivate his/her subordinates to carry the tasks voluntarily

5.7.7 It is advisable for the principals to include motivational talks in their respective year programme, it can be once or twice per annum. Motivational speakers should be invited to come and motivate teachers and learners so that they can carry their duties optimally. The extrinsic motivation that they (staff and learners) get usually arouses the intrinsic one where they are motivated to work hard in order to achieve the intended goals of the school.

Principals can play a vital role in motivation by appreciating simply things from their subordinates, for example, appreciating when a staff member goes to class early. The principal should not wait for a big occasion to motivate his/ her staff since the staff needs regular motivational talks.

5.7.8 One of the roles of a principal is to manage time. Therefore, a principal must manage himself/herself before he can manage a school which is a big institution. The principal should schedule his/her time to honour the school activities as they are programmed in the year plan.

The organisational setup of the principal should indicate that the principal is organised; for example, the organisation of the principal's desk should enable him/ her to get an item without difficulties.

The scope and nature of time management differ from principal to principal. Though all members seem to display self-management, others are not fully self-managed. Therefore, those principals must acquire self-management skills in order to run their schools successfully.

The findings of this research study indicated that principals of secondary schools have some challenges in managing time skills, even though all the research participants seemed to be well conversant with those skills. They are unable to utilise time optimally in their respective schools. Time distracters such as urgent meetings, industrial strikes, rescheduling of the academic calendar, urgent information and so on were cited as the main causes that led to the failure of the principals to manage time effectively. The researcher recommends that further research should be conducted. The following topics are proposed for future research:

- Effective utilisation of time in schools for the promotion of quality teaching and learning.

- The role of all stakeholders in ensuring that the time allocated for the whole academic year is well utilised so that schools can achieve their intended goals.
- The interconnection between discipline and time utilisation in schools to ensure that time is well managed.
- The impact of the culture of the school on the utilisation of time and its functionality.

5.8 LIMITATIONS

This research investigation had some limitations since it was conducted in Mopani District Limpopo Province, therefore, may not give a full generalisation of South African schools. The researcher also discovered some of the limitations when conducting this research. For instance, some principals indicated some commitments when they were supposed to be interviewed, and the researcher had to reschedule the dates several times. It was not easy to conduct focus group discussions due to the endless commitments by school principals. The Limpopo Department of Education advised the researcher not to conduct interviews during examination times to ensure that the examinations were not compromised. Therefore, the researcher was compelled to use alternative times. It was not easy to detect if the research participants were honest when responding to the questions, whether they were indicating the real situation or were just answering to satisfy the research interviews.

5.9 SIGNIFICANCE OF THE STUDY

The review of the literature reveals various research projects in time management, such as principals' time management in secondary schools (Akomolafe & Oluwatimehin, 2013: 13). Further, there is one on time utilisation among Nigerian workers (Ayegbusi in Oluwatimehin, 2010) and an investigation into the relationship between time usage and administrative effectiveness of principals in Bendel state (Edorreh in Akomolafe & Oluwatimehin, 2013:27). According to Cole (1990:27), time-wasting is caused by prolonging unnecessary meetings with colleagues, interruptions from the staff, unnecessary memorandum and other paperwork.

Akomolafe and Oluwatimehin (2013:16) identify some principals' time management difficulties as the frequent need to respond to crises, little time for planning and to sort out priorities and the lack of sufficient time for activities. The researcher, as a secondary school principal in Mopani District within Limpopo Province, has also observed that it is difficult for secondary school principals to manage the present education systems namely the National Curriculum Statement (NCS) and Curriculum Assessment Policy Statement (CAPS). It seems that most secondary school

principals use trial and error methods, and that is why time is not appropriately managed (District result analysis document, 2016).

5.10 CONCLUSION

This chapter outlined the most essential and general conclusions of the research study. The questions were answered based on the data collected from the participants as interpreted from the previous chapter. The theories employed in the study were described and are relevant to this study. This research study aimed to investigate the effectiveness of time management skills of principals in secondary school. This study revealed that several factors, such as ineffective management of time skills and time-wasters, have a detrimental effect on the optimal utilisation of time in schools. The researcher concludes by indicating that time management is a skill that needs to be acquired by all principals of secondary schools to ensure that time is optimally utilised at their respective institutions. The findings of this research seem to concur with the assumption that secondary schools that can manage time effectively perform better than secondary schools that fail to manage time maximally. Principals of secondary schools should learn to deal with time wasters by employing strategies such as delegating the work in order to attend to the critical and urgent matters and delaying the essential yet not urgent matters, rescheduling of the action plan or programme to suit the urgency of the matter, putting a note on the door indicating "do not disturb", redirecting calls especially calls that other members of the SMT can address. The researcher suggests that the Limpopo Department of Education and Mopani District and Circuits should compile comprehensive year plans or programmes to avoid inconveniences in schools.

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APPENDICES

APPENDIX A: REQUEST FOR PERMISION TO CONDUCT RESEARCH FROM LIMPOPO DEPARTMENT OF EDUCATION

Burgersdorp Village

 Box 73

 Shiluvane

 0873

 30 June 2015

The District Senior Manager

Department of Education

Mopani District

Giyani

0826

Request for permission to conduct a research study at secondary schools within Mopani District, Limpopo Province.

1.   The above matter refers

2.   I hereby request permission to conduct a research from eight secondary schools that are presenting grade 12 within Mopani District in Limpopo Province. The topic for the research is:

Time management skills by school principals at secondary schools in Mopani District, Limpopo Province.

I am working on my Masters' degree with the University of South Africa on the topic indicated above. The research study will be through interviews (individual interviews and focus group discussions). I will conduct individual interviews from eight secondary school principals for approximately 60 minutes in each school. Two focus group interviews will be conducted from eight secondary schools i.e. two focus group interviews consisting of four principals in each interview. The focus group interviews will be scheduled for approximately 90 minutes. The

interviews will be recorded however the records will be kept in a safe place and the interviewees will remain anonymous.

The research participants will be furnished with the relevant information about the research study. Taking part in this study shall be voluntary and I as a researcher will adhere to ethical considerations. The welfare of the research participants will be protected. To confirm that an agreement has been reached between me the researcher and the participant (a principal of secondary school) he/ she will be expected to complete a concert form. I will transcribe the data into manageable document. Once the audio interviews and observations are transcribed into text the reduction and analysis will begin. In this study I will ensure that I organise data by reading the transcripts thoroughly and to make some editing if need be. Organisation will be done according to dates, places for the research and people.

The objectives of this study are as follows:

- To identify positive time management skills in secondary schools.
- To investigate the role of principals of secondary schools in time management skills.
- To outline the nature and scope of time and management in secondary schools.
- To come out with perspectives of time management skills that can be employed by secondary school principals.
- To illustrate relevant time management skills that can improve teaching and learning in secondary schools.

The measures to ensure trustworthiness will be taken into considerations. A final copy of the dissertation will be made available to the University of South Africa. Another copy will be forwarded to the eight secondary school principals for perusal.

Clarity seeking questions about this study can be directed to my supervisor Prof. Machaisa P.R at 012 429 4560

I will be very much grateful if my request can be taken into consideration and be treated with the sense of urgency.

Kind regards
Tiba B.E
Student number: 7302061 (UNISA)
Contact: 0784615656
Email address: tibahbe@gmail.com

APPENDIX B: REQUEST FOR PERMISION TO CONDUCT REASEARCH AT SCHOOLS

Burgersdorp Village

PO Box 73

Shiluvane

0873

30 June 2015

The Principal

……………………………………….

………………………………………..

………………………………………..

Request for permission to conduct a research at your school.

1. The above matter refers.
2. I hereby request permission to conduct a research study at your institution. The topic for my research study is:

Time management skills by school principals at secondary schools within Mopani District, Limpopo Province.

The possible dates for the research are 21 July - 03 August 2015. The actual date for the research (Individual interview) at your school will be the …of ………………2015. The focus group interview is scheduled for the …. of …………………….2015 at ……………………………The starting time and durations are as follows:

Individual interview…H….. Duration is approximately 60 minutes

Focus group interview…H….. Duration approximately 90 minutes

I have enrolled with the University of South Africa and I am working on MED research. This study will assist in equipping school principals, particularly secondary school principals with appropriate time management skills that will enable them to utilise time optimally in their respective schools.

The aim of the study is to investigate the effectiveness of time management skills in secondary schools and to find out the role of secondary school principals in insuring that the nature and scope of time and time management skills as well as different perspectives of time that are employed do improve teaching and learning within Mopani District in Limpopo Province.

The objectives of the study are:

- To identify positive time management skills in secondary schools;
- To investigate the role of principals of secondary schools in time management skills;
- To outline the nature and scope of time management in secondary schools;
- To come out with perspectives of time management skills that can be employed by secondary school principals; and
- To illustrate relevant time management skills that can be employed by principals to improve teaching and learning in secondary schools.

The interviews both individual and focus group interviews will be recorded. The records will be kept in a safe place for confidentiality. The information will be transcribed by me in order to protect your identity. Measures of trustworthiness and ethical consideration will be considered when conducting this research study. One copy of the final dissertation will be forwarded to school for perusal. My supervisor is Dr Machaisa P.R and she can be contacted at 012 429 4560

I will be very much grateful if my request can be taken into consideration and be responded to with the sense of urgency.

Kind regards

Tiba B.E

Student number: 7302061

Contact: 07846156546

Email: tibahbe@gmail.com

APPENDIX C FOCUS GROUP INTERVIEW, CONSENT AND CONFIDENTIALITY AGREEMENT

Topic: Time management skills of principals at secondary schools in the Mopani District, Limpopo Province.

I……………………………………….. Hereby granting consent that the information I share during the focus group interview may be used by Tiba Boyana Eric, for his research study. I am fully aware that the group discussions will be recorded, I therefore grant consent for these recordings provided that my privacy will be taken into consideration. I promise not to divulge any information that has been gathered during group discussions to any person who was not part of the group in order to maintain confidentiality.

Participant's name:……………………………..

Participant' signature:……………………………

Date:……………………..

Researcher' name: Tiba Boyana Eric

Date:………………………….

Student number: 7302061

Cell: 078 4615656

Email: tbahbe@gmail.com

APPENDIX D Topic: Time management skills of principals at secondary schools in the Mopani District Limpopo Province Individual interview

Participants will be requested to listen attentively, reflect their views, focus and pay attention to the interviewer.

Introduction: Participants will be greeted at the beginning of the interview and thanked for taking part in this research study.

Questions

1. How do you ensure that all activities that are supposed to take place at your school in the new academic year are well structured and are being handled at a specified time?
2. What are the things that prevent you to manage time more effectively at your school?
3. How do you deal with things that prevent your school to utilise time optimally?
4. As a principal of secondary school, you are faced with huge responsibility such as teaching, responding to circulars, compiling and submission of school work, meetings etc. How do you utilise your time to make sure that you cope with such high workload?
5. Late coming and early knocking off of teachers and learners are detrimental to effective teaching and learning. What can be done to address these issues?
6. Does your school manage to follow pace setters and to complete the work schedules at a required time? Give reasons for your answer.
7. How do you manage yourself as a principal in terms of time management?
8. How is your school taking part in enrichment classes, it is for knowledge enrichment or for addressing backlog due to time constrain? Give your own opinion.
9. What techniques do you employ to see to it that time is well managed at your school?
10. Wondering around by learners and teachers during lessons especial when school reopens in January is common in our schools. What can be done to ensure that teaching and learning time is not wasted?
11. Some teachers are very reluctant to carry out their duties and are not adhering to due dates for the submission of work. What can be done to address this problem?
12. In your opinion, what are time management skills that can be employed by the school to ensure effective teaching and learning?
13. Where the information is ambiguous there is wrong interpretation of the message and tasks are prolonged. How can we ensure the flow of information at your institution in order to save time?

14. Does leadership style impact on your management of time? Support your answer.

15. How do you deal with urgent matters to ensure that time is still managed effectively?

16. How do you minimise time wasting on teachers who continuously misinterpret information and commit mistakes when carrying on their duties?

17. How do you gather information for all activities that are happening at your school while utilising time more effectively?

18. What do you do to make sure that no activity is dragging behind and others are not attended according to the stipulated time?

19. Time tabling is one of the prerequisites for time management. Briefly explain how timetabling is done at your school.

20. Some teachers show little interest in their work and spent more time discussing about issues that are not related to school work. How do you encourage teachers to be interested in school matters and to use the available time optimally?

APPENDIX E

Topic: Time management skills of principals at secondary schools in the Mopani District, Limpopo Province.

Focus group interviews

The interviewer will lead the session and participants will be requested to work as a group by sharing ideas.

Introduction: Participants will be greeted at the beginning of the interview and thanked for taking part in this research.

 Questions

1. How do you ensure that all school activities for the whole academic year are well scheduled and addressed according to the stipulated time so that time is managed effectively?

2. Principals of secondary schools have high work load and you are expected to account in each and every activity that is taking place. How do you cope with such high responsibilities, and how do you manage time?

3. Punctuality is one of the thorny issues in secondary schools that prompted the Minister of Basic Education Angie Motshekga to introduce biometric systems. What systems are in place to make sure that time is managed more effectively?

4. The school manager should be the role model of the school. How would you ensure that time is utilised optimally?

5. Poor dissemination of information may delay the execution of expected tasks and even affect the submission dates. What will you do to ensure that information is well disseminated to all stakeholders in time?

6. What are your time wasters and how do you deal with them in order to manage time more effectively?

7. Briefly explain how would make sure that all teachers even those who drag their feet, develop interest to execute their scheduled tasks.

8. In your own opinion what are the reasons for having catch- up programmes in some schools whereas other schools are coping without those programmes.

9. Which techniques can you use to check if the allocated time for school activities is spent more effectively?

10. What measures are in place to ensure that school breaks do not compromise teaching and learning time?

APPENDIX F: Request to conduct research in schools Limpopo province

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Enquiries: MC Makola PhD, Tel No: 015 290 9448 .E-mail: MakolaMC@edu.limpopo.gov.za

BURGERSDORP VILLAGE
BOX 73
SHILUVANE
0873

TIBA B.E

<u>RE: Request for permission to Conduct Research</u>

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal<u>: "TIME MANAGEMENT SKILLS OF PRINCIPALS AT SECONDARY SCHOOLS IN THE MOPANI DISTRICT, LIMPOPO PROVINCE "</u>

3 The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the schools concerned.

3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

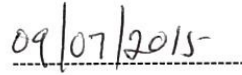**The heartland of southern Africa -** development is about people!

5   The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

09/07/2015

Mashaba KM   **Date**

Acting Head of Department.