INVESTIGATING SCHOOL PRINCIPALS' PRACTICES IN MANAGING INSTRUCTIONAL TIME IN TOWNSHIP AND FORMER MODEL C SCHOOLS, GAUTENG PROVINCE

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DECLARATION

I, EDMORE DONGO, hereby declare that the Thesis: **INVESTIGATING SCHOOL PRINCIPALS' PRACTICES IN MANAGING INSTRUCTIONAL TIME IN TOWNSHIP AND FORMER MODEL C SCHOOLS, GAUTENG PROVINCE,** is my own original work and that all the quoted sources used have been indicated and acknowledged by means of complete references. In addition, I also further declare that I have submitted this thesis to an originality checking software.

SIGNATURE DATE: 15 AUGUST 2022

DEDICATION

This work is dedicated to the following:

- The Almighty God for His love that endureth forever through Jesus Christ of Nazareth.
- My lovely parents (Mrs D. Dongo Mtetwa and the late Mr R.J. Dongo Mtetwa) who played a crucial role in my life through the provision of an educational base that sustained me up to now.
- All my family members for their support throughout my study.
- My beloved Overseer Rev R. Zulu for his prayers and inspiration that made me to further pursue my studies.

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ABSTRACT

This study focused on the instructional leadership roles and practices of selected township and former Model C school principals. Its main focus was therefore to explore and understand the roles and practices used by township and former Model C school principals in managing instructional time optimally so as to influence effective teaching and learning in their schools with minimal interruptions to teaching time.

A qualitative research method was used to conduct a case study with four high schools: two township and two former Model C schools respectively. Sixteen participants were purposefully sampled: four school principals and twelve Post Level 1 teachers. The data was collected using individual interviews, document analysis and literature review.

From the data, four themes emerged in this empirical study. Although the findings revealed that school principals from both township and former Model C schools do engage in meaningful steps and strategies to ensure that instruction time is optimally used in their schools, they are still faced with a number of challenges leading to time wasting of instruction time. However, school principals from former Model C schools seem to manage instruction time better than their counterparts in township schools. The findings revealed that for effective teaching and learning to take place, school principals ought to put stringent measures in place to ensure that instruction time is optimally utilised which can be achieved by minimising or eradicating all the timewasters.

KEY TERMS

Former Model C schools

Instruction time

Instructional leadership

Instructional time management

Principal's instructional leadership roles

School principal

Teaching and learning

Timewasters

Township schools

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ACRONYMS

CAPS	National Curriculum and Assessment Policy Statement
CEDU REC	Research Ethics Committee of the College of Education
CEO	Chief Executive Officer
COLT	Culture of Teaching and Learning
Covid-19	Coronavirus Disease of 2019
DBE	Department of Basic Education
EWSE	External Whole School Evaluation
GDE	Gauteng Department of Education
HoD	Head of Department
IWSE	Internal Whole School Evaluation
LTSM	Learning and Teaching Support Materials
NSNP	National School Nutrition Programme
PL 1	Post Level One
SADC	Southern Africa Development Community
SES	Socioeconomic status
SGB	School Governing Body
SMT	School's Management Team
UNESCO	United Nations Educational Scientific and Cultural Organisation
Unisa	University of South Africa
TIMMS	Trends in International Mathematics and Science Study

CHAPTER 1

ORIENTATION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Since 1994, much effort has been put in by the South African government to improve the quality of education for all learners. Every South African child has a right to quality basic education in terms of the Constitution (Republic of South Africa, 1996). All schools have a constitutional obligation to provide quality education to learners. This is regardless of the school's geographical location or where the child lives. The school's effectiveness is primarily determined by the quality of the academic performance of its learners which affirms the realisation of a school's main goal (Hallinger, 2011). The academic performance of learners is what matters most in schooling. In South Africa, Grade 12 is an exit point to universities; hence, the results are used as a yardstick for measuring the overall success of the school. Grounded on this idea, parents are very particular about choosing schools for their children.

A commonly shared perception based on general observation is that South African public township schools are struggling to achieve a 100% pass rate compared to former Model C schools. (Model C schools were government schools that were administrated and largely funded by a governing body of parents and alumni. The term is still commonly used to describe former whites-only schools that existed during the apartheid regime). There is a performance gap between these two types of schools. The reason for the gap appears to be related to instructional time.

Dongo (2016), Van der Berg (2007) and Spaull (2011) confirm the differences in school performance between township and former Model C schools. They argue that apart from poverty, there are also other factors preventing effective teaching and learning in South African township schools (Dongo, 2016; Spaull, 2011; Van der Berg, 2007). Unless these factors are addressed, the gap between township and former Model C schools will continue to exist. Hoadley, Christie and Ward (2009) suggest that there is a growing continuity and disturbing pattern where former white schools are achieving better results than former African township and rural schools despite all schools now being open to learners of all races. It is suggested by the researcher that one of the factors that makes the difference is active teaching that leads to effective

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learning emanating from optimal use of instruction time. In support of this, Jez and Wassmer (2013) advocate that effective and active teaching and learning can only be realised where there is optimal use of available instruction time.

Effective schools are managed by school principals who are effective instructional leaders (Hallinger, 2005a) with the school principals' instructional leadership role being vital to any school's academic achievement (Bartlett, 2008; Dhlamini, 2008). Instructional leadership is defined by Mestry (2013:120) as those "actions that principals take, or delegate to others", in order to promote effective teaching and learning that can lead to better academic performance by learners. According to Hallinger and Murphy (1985), instructional leadership roles involve, among other elements, the managing of the instructional programme. Managing the instructional programme includes the protection of instructional time, an aspect identified by Robinson (2015) as the main responsibility of a school principal who is an effective instructional leader. School principals exert a direct and important influence on teachers' use of instructional time. Van Zyl (2013), therefore, recommends that school principals as instructional leaders should work on creating a culture that avoids time-wasting situations during instruction time. However, this appears to be one of the main challenges faced by many principals in township schools, namely, to address the challenge of avoiding timewasters as a crucial part of their instructional leadership role (Mohammad & Muhammad, 2011; Robinson, 2015; Van Zyl, 2013). Hence, this study focuses on exploring how school principals in township and former Model C schools manage instruction time at their schools with the aim of using of instruction time optimally.

1.2 BACKGROUND TO THE STUDY

The themes to be discussed in this section include the theoretical framework for understanding the school principal's instructional leadership role, the concept of education management and the concept of instruction time. The models of instructional leadership that directed this study are discussed first before distinguishing between leadership and management. Literature related to instruction time is considered with specific attention to the school principal's instructional leadership role in managing instruction time, promoting a positive instructional climate, and managing lesson time and timewasters.

1.2.1 A theoretical framework for understanding instructional leadership

A theoretical framework involves a theory in which ideas and views are deduced by individuals within a specific scientific field (Shonubi, 2012). In this study, this theory is based on the school principal's instructional leadership role. Driven by the continual general poor performance of South African learners, educational researchers have developed an interest in investigating the role of school principals as instructional leaders (Kallaway, 2009; Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008). Because of the ongoing differences in Grade 12 pass rates between township and former Model C schools, the theoretical framework for this study is based on the instructional leadership role of the school principal as this leadership role pertains specifically to the management of instruction time for optimal teaching and learning at school.

Instructional leadership as concept has been studied globally since the 1980s and 1990s (Hallinger, 2003). Several models and concepts were developed to explain instructional leadership, such as the model by Hallinger and Murphy (1985), Murphy's model (1990) and Weber's model (1996).

The model by Hallinger and Murphy (1985) posits that instructional management consists of three dimensions, namely, defining the school mission, managing the instructional programme, and promoting a positive school climate. Augmenting Hallinger and Murphy's model, Murphy's model (1990) emphasises that direct or indirect instructional leadership influences quality teaching and learning positively. Against this background, Murphy (1990) postulates an instructional leadership framework that emphasises four activities to be carried out by the school principal as instructional leader, namely, developing the school mission and goals; coordinating, monitoring and evaluating curriculum, instruction and assessment; promoting a climate for learning; and creating a supportive working environment.

With Weber's model (1996), instructional leadership relates to sharing and empowering all members of staff as leaders, from the most senior to the most junior. Weber (1996) identifies five essential domains with regard to instructional leadership, namely, defining the school's mission; managing curriculum and instruction; promoting a positive learning climate; observing and improving instruction; and assessing the instructional programme.

A combined model is depicted in Figure 1.1

Figure 1.1: The elements of instructional management

Source: Based on Hallinger and Murphy (1985); Murphy (1990) and Weber (1996)

In this study, this model was adopted as an appropriate theoretical framework in order to interpret research findings. In addition to the five dimensions of instructional leadership activities mentioned, these dimensions are further subdivided into ten leadership functions. These leadership functions pertain to framing clear school goals; communicating clear school goals; supervising and evaluating instruction; coordinating curriculum; monitoring learner progress; protecting instructional time; promoting professional development; maintaining high visibility; providing incentives for teachers; and providing incentives for learning (Hallinger & Murphy, 1985). Managing the instruction programme which includes coordinating, monitoring and evaluating curriculum, instruction and assessment, and creating a positive school climate as directed by a clear mission statement have a positive influence on the management of instruction time. Therefore, for the purpose of this study, these five dimensions of instructional leadership were studied focusing on the ongoing

differences in the Grade 12 pass rates in township and former Model C schools in order to develop practices that can improve the effective use of instruction time schools.

1.2.2 The concept of instructional leadership

Instructional leadership is defined as the school principal's actions towards promoting growth in teaching and learning (Bush, 2007; DeMatthews, 2014; Mestry, 2013). According to Southworth (2002), instructional leadership is mainly concerned with teaching and learning that includes both the professional development of teachers and the continual learning of learners. Since instructional leadership is a practice-based rather than a theory-driven construct (Hallinger & Murphy, 2013), the definition by Southworth (2002) is applicable to this study as it targets the main objective of any school, which is teaching and learning. Key to attaining this objective is the professional development of teachers to enhance learner performance based on competent teaching.

Because of the aspects that focus mainly on improving and subsequently sustaining effective teaching and learning in schools, the concept of instructional leadership has gained much attention and popularity in many countries, including South Africa (Bush & Glover, 2016; Hoy & Miskel, 2005; Sharma, 2012). Globally and more specifically in the United States of America, the emphasis on the accountability on school principals at the turn of the twenty-first century gave rise to an increasing focus on learning outcomes of learners, bringing instructional leadership roles of school principals into the spotlight in school leadership (Hallinger, 2011). However, in South Africa, instructional leadership is often not practised effectively by school principals which relates to the fact that few South African principals have a conceptual knowledge of what instructional leadership involves (Mestry, 2013; Phillips, 2012). Hoadley (2007) concurs that school principals have limited experience of what it entails to be an instructional leader.

According to Goslin (2009) and Zepeda (2007), township school principals compromise their instructional leadership roles by focusing on other activities, which Mestry, Moonsammy-Koopasammy and Schmidt (2013) identify as administrative duties rather than curriculum and instruction duties. The implication is that some school principals need to be alerted to their instructional leadership role, which should

be supported by adequate training of all school principals on instructional leadership (Dongo, 2016). In this regard, Sekhu (2011) confirms that many school principals deal with administrative duties only at the expense of limited time spent on managing and overseeing effective teaching and learning. Since this study focused on the management of instruction time, it is important to discuss the relationship between leadership and management as these two terms are applied by school principals in their daily activities.

1.2.3 The concept leadership and management

Leadership and management are commonly used interchangeably, although these terms are distinguishable (Ali, 2013; Van Deventer, 2003). Drucker (2007:1) distinguishes the two concepts by emphasising that management is about 'doing things right' while leadership is about 'doing the right things'. Because both concepts are important for the effective functioning of a school, principals must be well-versed in both functions as "opposite sides of the same coin" (Van Deventer, 2016:113). Leadership is associated with the ability of a school principal to motivate and inspire teachers as way of implementing any innovation for the success of the school, while management is associated with administration which mainly focuses on planning, organising, leading and controlling of the educational resources (Maponya, 2015). The relationship between leadership and management is that leadership is seen as an aspect of management, with born leaders being characterised as charismatic individuals with visionary flair and the ability to motivate and inspire others (Van Deventer, 2003). The implication is that effective teaching and learning is contingent on a school principal's leadership and management skills (Davidoff, Lazarus & Moolla, 2014; Van Deventer, 2003). It is unfortunate that a number of South African school principals tend to spend more time managing administrative issues rather than leading teaching and learning activities (Bush & Heysteck, 2006; Dongo, 2016). In particular, they concentrate more on managing learning and teaching support material (LTSM) probably because LTSM attracts the highest percentage of the school monetary budget (Dongo, 2016).

1.2.4 The role of the school principal in managing instruction time

Instruction time refers to the time allocated for instructional activities in the classroom (Ayodele, 2014). In this study, instruction time is understood as the actual time a

teacher spends engaging learners in teaching and learning. Instruction time includes all the time spent on active teacher-learner-engagement in the classroom, be it writing, reading, listening, or asking questions. Although an increased number of hours spent on instruction time influences learners' academic performance positively, school principals' involvement in the management of instruction time is limited (Hompashe, 2018). Jenkins (2009) suggests that for school principals to engage seriously with their instructional leadership role, they must excuse themselves from bureaucratic, administrative activities and focus on improving teaching and learning.

Effective teaching and learning are only realised with the optimal use of available instruction time (Jez & Wassmer, 2013). Since school principals are vital in the management of actual teaching and learning (Carrier, 2011), they must ensure that instruction time is fully protected and optimally utilised based on the existence of a positive instructional climate (Bhengu & Mkhize, 2013; Naicker, Chikoko & Mthiyane, 2013).

1.2.5 Promoting a positive instructional climate

According to Shonubi (2012:82), school climate refers mainly to the "ethos and spirit of an organisation". This includes the values, beliefs and daily engagement among the school staff, parents and learners (Sebastian & Allensworth, 2012). In this study, an instructional climate is understood as pertaining to the school's culture in respect of creating an environment where teaching and learning time is respected at all costs. School principals play a crucial role in creating a positive environment needed for effective teaching and learning (Bhengu & Mkhize, 2013; Jita & Mokhele, 2013; Zepeda, 2007). For this reason, school principals must endeavour to create and sustain a teaching and learning environment that is aimed at improved learner academic achievement (Mestry, 2017). However, many school principals operate in instructional climates that are not conducive to successful teaching and learning (Msila, 2013; Vos, Van der Westhuizen, Mentz & Ellis, 2012).

According to Naicker et al. (2013), a positive instructional climate is lacking in most South African township schools because of a number of challenging circumstances ranging from overcrowded classes worsened by inadequate instructional resources. In these conditions, some school principals perform their instructional leadership responsibilities by working tirelessly to create an instructional climate where both

teachers and learners meet their maximum potential with teaching and learning (Mestry et al., 2013). Anything that hinders the creation of a positive instructional climate is a stumbling block to effective teaching and learning and could be classified as timewasters.

1.2.6 Timewasters

According to Vannest, Soares, Harrison, Brown and Parker (2010), timewasters are actions that reduce the available time for instruction. Timewasters at school relate to unplanned interruptions, late-coming of both teachers and learners, briefings, assemblies and breaks that consume time which could have been spent on teaching and learning. Silent timewasters include learner and teacher tardiness, learner and teacher absence and unannounced visits from either educational or non- educational officials demanding teachers and learners' attention during instruction time. In as much as briefings, assemblies and visits from the officials do serve some important functions outside engaged instructional time by indirectly contributing to an instructional culture of the school, if not properly managed, these can also become timewasters adding up to a remarkable loss of instruction time, unlikely to be reclaimed or replaced at all (Bush, 2013).

Fitzsimons (2011) emphasises that the time lost because of timewasters can amount to several school days within a school year. To minimise timewasters, Bush (2013) recommends that school principals, as instructional leaders, should initiate some strategic interventions to effectively monitor punctuality of teachers and learners at the beginning of the school day and throughout the daily school schedules and classroom activities. By so doing, school principals can promote and enhance effective teaching and learning that can lead to improved learner performance (Hallinger, 2011; Grobler, 2013). According to McDaniel, Yarbrough and Ruma (2014), school principals can achieve the optimal use of instruction time through classroom observations, being visible during instruction time, and supervising and promoting professional development of teachers, particularly on lesson preparation and time management.

1.2.7 Time management

As time is limited, it must be managed effectively and used efficiently (Khan, Farooqi, Khalil & Faisal, 2016). Time management is defined as the "maximum use of time for

the productivity and achievement" of intended objectives (Sahito, Khawaja, Panhwar, Siddiqui & Saeed, 2016:43). In a school environment, time management within the classroom context pertains to the management of work schedules through planning, organising and implementation of the plans within the stipulated period in order to achieve the teaching and learning objectives of a subject. Time management is the most important element ensuring teacher effectiveness and positive academic results for learners (Horng, 2010; Master, 2013).

Ekundayo, Konwea and Yusuf (2010) point out that teachers in township schools complain about the lack of time to complete teaching and learning activities. Msila (2011) emphasises that time management is one of the most challenging aspects experienced by School Management Team (SMT) members in the carrying out their instructional leadership responsibilities. Effective teaching and learning are contingent on time management skills with the effective use of time having a direct influence on learners' academic performance (Kayode & Ayodele, 2015). When time is managed properly, enough time prevails for teaching and learning, engendering positive academic results (Horng, 2010; Khan et al. 2016; Master, 2013). Because of the positive relationship between effective time management and acceptable academic outcomes for learners (Horng, 2010; Kearns & Gardiner, 2007; Kelly, 2002; Master, 2013; McKenzie & Gow, 2004), an important part of school principals' instructional leadership responsibilities is to initiate strategies to reduce and eradicate timewasters hampering the optimal use of instruction time at school.

1.3 MOTIVATION FOR STUDY

As a teacher with 15 years' teaching experience in a township school, the researcher has encountered a number of challenges that affect the optimal use of instruction time. This has caused frustration and difficulty to complete work within the normal allocated time. From daily talk in the corridors, colleagues experienced the same frustration. This has resulted in working extra and unpaid hours beyond the designated school hours. According to Heafner and Fitchett (2015), by increasing instructional time, teachers and learners are exposed to more opportunities in which they can interact with teaching and learning activities. However, the researcher's colleagues in former Model C schools are teaching only normal hours and produce better results. In this regard, Jez and Wassmer (2011) indicate that, although generally anticipated that a

positive relationship exists between extra hours in the classroom and better learner achievement, evidence for such a relationship is limited. Oxley and Baete (2012) proclaim that extra instruction time is only effective if aligned with constructive strategies that focus on the optimal use of available time. Schools of the twenty-first century require school principals who are dedicated instructional leaders to yield acceptable academic results for their learners (Gromada & Shewbridge, 2016; Hallinger, 2011; Hallinger & Heck, 2010; Ntuli, 2018). The researcher, therefore, found it relevant to investigate instructional leadership practices that are directly linked to improved (or hampered) teaching and learning focusing mainly on the role of the school principal in managing instruction time optimally. This study focuses on answers to why normal instruction time in township schools seems to be insufficient to produce the same results as former Model C schools. There is limited research that compares how school principals in township and former Model C schools engage in their instructional leadership roles to manage instruction time optimally. This research was focused on exploring how school principals execute their instructional leadership role in managing instruction time, while also investigating the challenges they encounter on a daily basis. The findings are relevant for school principals and teachers who might consider the findings to fully use available instruction time for improved learner performance.

1.4 PROBLEM STATEMENT

Education is considered to be basic to societal transformation in minimising poverty, inequality and unemployment (Mestry et al., 2013). With teaching and learning being the core business of any school, the time allocated for that must be protected and optimally used. Considering daily challenges and disturbances to instruction time taking place in township schools (Dongo, 2016), it is not clear if many township school principals are aware that every minute of instruction time counts for effective teaching and learning. In this regard, Carl (2010) emphasises the importance of a constant focus on strategies that ensure the optimal use of instruction time in order to improve learner performance because any other activity a school might offer is secondary to the academic engagement of its learners (Bush, 2013). School principals must fulfil a major role in demonstrating that instruction time is respected as solely time for teaching and learning because instruction time has the most prominent influence on learner achievement (Botha, 2013; Shatzer, Caldarella, Hallam & Brown, 2013).

The school principal as instructional leader has a strong influence on teacher motivation and providing informed direction on school-based strategies aimed at improved teaching and learning (Hallinger & Murphy, 2012). Against this background, township schools are faced with the dilemma of not achieving acceptable academic results (Dongo, 2016; Hoadley et al. 2009; Spaull; 2011; Van der Berg, 2007). In this regard, The Gauteng Department of Education (GDE) developed programmes to offer more support to these schools. This has resulted in schools conducting extra classes in the morning, afternoon, Saturdays and Sundays, and even some camps for Grade 12s particularly during the September holidays (Van der Merwe, 2019). The importance of the school principal's instructional leadership role in managing instruction time during the normal school day and after hours needs continuous investigation. Therefore, the main research question emanating from the above problem statement is as follows:

- ***How does the instructional leadership role of the school principal entail in managing instruction time optimally?***

As a way to effectively analyse and answer the main research question, this study is guided by the following sub-questions:

- How do teachers perceive the performance of their school principals towards ensuring that instruction time is optimally used?
- What challenges do school principals and teachers encounter in ensuring that instruction time is optimally utilised?
- What steps do school principals take to ensure that instruction time is optimally utilised for teaching and learning at their schools?
- What strategies do school principals employ to constantly improve the effective use of instruction time at their schools?

1.5 AIMS OF THE STUDY

The main aim of this study is to understand how school principals engage with their instructional leadership role to manage instruction time optimally to ensure positive learner academic achievement. Aligned to the formulated research questions, the objectives with this study are as follows:

- To investigate the teachers' perceptions of how their school principals ensure that instruction time is optimally used.

- To identify the challenges encountered by school principals and teachers in ensuring that instruction time is optimally utilised.

- To understand the steps taken by school principals to ensure that instruction time is optimally utilised for teaching and learning at their schools.

- To investigate the strategies employed by school principals to constantly improve the effective use of instruction time at their schools.

The next section presents a brief description of the research methodology, highlighting the research design and methods to be used in this study.

1.6 RESEARCH METHODOLOGY

In this study, both a literature study and an empirical investigation was carried out to collect data as a way of understanding the school principal's instructional leadership role in managing instruction time optimally.

1.6.1 Research paradigm and research approach

This study was founded on the interpretive/constructivist research paradigm. The study was based on a set of assumptions concerning the realities of school principals' instructional leadership roles in managing instruction time. Attention was focused on the instructional leadership roles and practices of township and former Model C school principals as they engage in managing instruction time so as to influence teaching and learning at their schools positively. In order to have a comprehensive understanding of the phenomenon under study, the researcher closely interacted with the participants within their natural settings mainly through individual telephonic interviews. This was aligned to Creswell's (2007:20) interpretation of constructivism as that the meaning of a phenomenon is socially constructed. Because meaning attached to a phenomenon is multiple, varied and subjective, it is reached through discussions that are interwoven by interactions with participants who experience the phenomenon (Creswell, 2007).

This study made use of a qualitative research approach to collect data. The researcher chose this approach based on its unique features relating to an in-depth understanding of the situation, and of participants' behaviours and actions as events occur naturally

(McMillan & Schumacher, 2010). This approach allowed the researcher to come closer to the participants and to conduct an in-depth inquiry into the phenomenon under investigation. To collect authentic information, school principals and Post Level One (PL1) teachers were individually and telephonically interviewed at a convenient time for them (McMillan & Schumacher, 2011). Because the qualitative research design makes use of non-invasive data collection techniques with participants (McMillan & Schumacher, 2010), it was viable also to analyse documents in exploration of the instructional leadership roles and practices of township and former Model C school principals as they manage instruction time in their schools. Documents such as school's curriculum policies, minutes of morning briefings and staff meetings, memos from the school principal to teachers, and internal and external whole-school evaluation reports were analysed. The qualitative research approach was chosen because the researcher's intention was not to predict, but to understand and explain the educational phenomenon of instructional leadership pertaining to ensuring the optimal use of instruction time. This concurs with Best and Kahn's (1993) and McMillan and Schumacher's (2010) interpretation that with a qualitative research approach, the researcher's personal skills, experiences and insights are important since these experiences and insights form part of the inquiry that can lead to a critical understanding of the phenomenon under study.

1.6.2 Selection of sites and participants

The research population for this study is all township and former Model C schools in Gauteng Province. The decision to choose the schools and participants of this study is discussed below.

1.6.2.1 Selection of sites

In this study, four high schools were purposively selected (McMillan & Schumacher, 2010:129). This selection was firstly based on the criterion of these schools' geographical location to represent two township schools and two former Model C schools. The quintile rating of the schools informed the researcher on which schools to sample from the pool of all township and former Model C schools. All township and former Model C schools were therefore selected from Quintile 2 and 4, respectively. Secondly, these four schools were selected based on the criterion of Grade 12 learners' academic achievement for the final examination kept by GDE. In this regard,

the researcher selected two township schools that had not achieved a 65% pass rate in the Grade 12 final examinations for the five-year-period of 2016 to 2020 and two former Model C schools that had achieved a 100% pass rate for the Grade 12 final examination for the same period. The Gauteng Department of Education generally considers any school that get less than a 65% pass rate to be underperforming.

1.6.2.2 Selection of participants

The researcher used a purposeful sampling strategy to select participants for this study. This sampling method is described by McMillan and Schumacher (2010:489) as a method that involves the selection of participants based on their richness of information and knowledge about the phenomenon under study. Therefore, from each school, the researcher selected the school principal and three PL1 teachers based on these teachers' teaching experience in the same school. Post level 1 teachers were chosen for this study because they are the ones who are in the classrooms on a full-time basis during contact time unlike PL 2 and PL 3 who may sometimes be held up by administrative work and general running of the school since they are part of the SMT. Teachers with at least five years' teaching experience in Grade 12 at the same school were selected. These teachers were regarded as information-rich with enough experience pertaining to how their school principals manage instruction time. Although there was a potential bias that could arise from school principals in identifying the teachers whom they knew would protect them regarding how they executed their instructional leadership role in managing instructional time, the researcher liaised with them to help identify teachers with at least five years' teaching experience in the same post and at the same school. A total of 16 participants formed the sample for this study.

1.6.3 Data collection

The researcher made use of two data collection techniques for this study, namely interviews, document and literature review. According to Esterberg (2002), it is advantageous to use more than one instrument to collect data because the conclusions drawn from multiple data collection instruments are likely to represent more profound findings.

1.6.3.1 Interviews

Interviewing is a primary data collection strategy preceding other methods such as observation and document analysis (McMillan & Schumacher, 2010). In this study, the researcher made use of in-depth individual interviews.

- *Individual interviews*

The researcher conducted individual telephonic semi-structured interviews with the school principals of the four selected schools and twelve PL1 teachers. Two interview sessions, each taking approximately one hour, were conducted at the times agreed by the interviewees. Two sessions of interviews allowed the researcher to gather enough information relating to how school principals manage instruction time which was not possible in only one session (Greeff, 2011). The semi-structured face-to-face interview format was preferred based on the reason provided by Creswell (2008), namely, that it allows the researcher to probe beyond the initial questions with the help of follow-up questions. The semi-structured format of the interview gave the researcher and participants flexibility on the topic which allowed for probing of interesting features emerging from the interviews in pursuit of addressing all important aspects pertaining to the phenomenon (Greeff, 2011), namely the school principal's instructional leadership role, as this role pertains to managing instruction time optimally. Interview guides were designed for the interviews with school principals Appendix K) and PL1 teachers (Appendix J) including main and possible follow-up questions that were asked in pursuit of collecting meaningful data to answer the research questions satisfactorily.

1.6.3.2 Document analysis

The researcher made use of official documents from the selected schools to supplement and verify the data that was collected from interviews and the literature review (Bogdan & Biklen 2007). Documents provide rich sources of data with high validity of information (Mouton & Marais, 1993; Punch, 2011). Unlike other data collection methods, data from documents is readily available with no possibility of manipulation by participants (Prior, 2008).

For the purpose of this study, the researcher analysed the following documents: school curriculum policies, monitoring tools used to control the optimal use of instruction time,

memos from the school principal, minutes of morning briefings and staff meetings, and internal and external whole-school evaluation reports. The researcher paid attention to any comments and recommendations made in these documents that were related to the school principal's instructional leadership role in managing instruction time. However, the researcher concentrated more on the contributions made by the sampled participants. In analysing these selected documents, the researcher ensured that these documents were verified for authenticity bearing in mind that there was a possibility of getting distorted information from the documents (Best & Kahn, 2006). Therefore, all documents to be analysed were checked to see if they were signed, stamped and implemented by the school principal as a way of acknowledging their validity.

1.6.3.3 Literature review

The researcher also collected and reviewed both local and international literature that was relevant to the phenomenon under study. In essence, the researcher used a full literature review to collect data based on the phenomenon under study. Hence, the researcher consulted both primary and secondary sources in the form of thesis, dissertations, journal articles and other relevant sources. In review of the above literature, crucial information on the school principal's instructional leadership roles in managing instructional time was acquired which then assisted in answering some of the research questions. In addition, the information obtained also assisted the researcher in understanding what other researchers had already gathered on the phenomenon under investigation. This was in conjunction with Mouton's (2008:87) recommendation that any researcher should start with reviewing the existing knowledge and should understand what other scholars have already investigated on the research problem.

1.6.4 Data analysis

According to Marshal and Rossman (2010), data analysis is an inductive process where collected data is organised into categories and analysed with the aim of bringing order and meaning to it. In this study, the researcher arranged all interview transcripts and notes from documents and literature reviews before analysing them. Data analysis was conducted concurrently with data collection. The researcher therefore continuously compared the data from the interviews with other information gathered

through document analysis and literature review. The researcher used the steps provided by Lodico, Spaulding and Voegtle (2010). Lodico et al. (2010) recommend the following six steps when analysing data. The details are given in Section 4.7.

- Preparing and organising the data.
- Reviewing and exploring the data.
- Coding data into categories.
- Constructing thick descriptions of people, places, and activities.
- Reporting and interpreting data.
- The building of themes and testing hypotheses.

The analysed data was captured and saved in a Microsoft Word document on the researcher's password-protected computer. A hard copy was also kept safe in a locked safe.

1.6.5 Trustworthiness/ Transferability

As this study was based on a qualitative research approach, the data needed to be trustworthy. Throughout the process of data collection and analysis, the researcher ensured that all findings, interpretations and conclusions were true and accurate (Creswell, 2008). For instance, the researcher ensured that all participating schools were of the same quintile ranking. The government of South Africa categorised all its public schools into five groups, called quintiles. This is mainly for the purpose of financial support each school should get from the Department of Education. Quintile one denotes to the poorest quintile, while quintile five is the least poor. Furthermore, this depicts the same literacy level, unemployment rate and relative wealth of the surrounding community in which the school is located. This means the participating township and former Model C schools were of the same quintile rating, in this case Quintiles 2 and 4 respectively. Both township and former Model C schools were from more or less the same setup in terms of the total number of learners, teacher/learner ratio, paying or non-fee-paying school, socioeconomic environment of the school, as well as school infrastructure and resources. These was done to ensure that should there be similar studies using similar schools, the same results are likely to be obtained, hence validating the findings of this study (Bell, 2010; McMillan & Schumacher, 2010). Trustworthiness in a qualitative study is determined and

established by four criteria, namely, credibility, transferability, dependability and confirmability (Bless, Smith & Sithole, 2013; Trochim, Donnelly & Arora, 2016). A brief description of how each component of trustworthiness was applied and achieved in this study is discussed next.

1.6.5.1 Credibility

This criterion is based on ensuring that the results are credible and believable from the participant's' perspective on the research (Trochim et al., 2016). This is only possible if participants trust the researcher and feel comfortable to share their information with the researcher. In order to achieve this, the researcher ensured that he spent time with participants (Hendricks, 2013) prior to each interview session. In this way, a good rapport and trust was established between the researcher and participants (Stewards & Cash, 2008), leading to sufficient collection of data that enhanced the credibility of the study. It was during this time that participants were provided with evidence of all approval letters from the GDE and the school principal. All procedures concerning interview sessions and times for interviewing the participants as well as any clarifications participants could need were explained during these engagement times.

1.6.5.2 Transferability

Transferability refers to the extent to which findings obtained from a certain research setting, using a small sample, can be transferred to similar settings (Daymon & Holloway, 2002; Trochim et al. 2016). In this study, this was achieved by selecting a sample that typified township and former Model C schools as well as participants with experience of working in these schools. Since the research questions of this study were based on a wide range of literature review interpretations, it should be easy for other researchers to compare the results within their own setting. With regard to this study on instruction time, other researchers can use the results in the understanding how school principals apply their instructional leadership role in managing instruction time so as to ensure effective teaching and learning that can lead to improved academic achievement for learners.

1.6.5.3 Dependability

Dependability is described by Trochim et al. (2016:72) as "a process whereby the same results can be observed if the same phenomenon is observed more than once". Dependability confirms the stability of findings over a period of time (Bitsch, 2005). In other words, dependability can only be achieved where there is a consistency in the findings in that when a similar study is conducted using similar participants in a similar set up, the results will be the same (McMillan & Schumacher, 2011). In order to allow dependability of findings in this study, the researcher provided all details concerning the research method and design used, as well as how data was collected and analysed. The researcher explained that this study was based on an interpretive research paradigm using a qualitative research approach to collect data by means of individual interviews, document analysis and literature review, then analysed using steps provided by Lodico et al. (2010). Hence, if any other researcher follows the trail used by the original researcher, they should get similar results.

1.6.5.4 Confirmability

According to Rule and John (2011), confirmability entails addressing the issues concerning the researcher's influences and biases on the study. Because Marshall and Rossman (2006) indicated that confirmability usually portrays objectivity, the quality of data produced should be guided by procedures that control any form of bias (McMillan & Schumacher, 2010). The researcher ensured the objectivity of this study through the use of triangulation which means using more than one method to obtain data. Hence, interviews, document analysis and literature review were used to cross-validate the data (McMillan & Schumacher, 2010). The researcher also ensured that he strictly relied on data relating to participants' views, experiences and opinions, and was not influenced by any prior knowledge of the participants.

1.6.6 Ethical considerations

Merrill and West (2009) describe ethics as guidelines, principles and codes used to guide the researcher's behaviour when conducting research. In this study, the researcher strictly adhered to all ethical considerations of Unisa. Letters seeking permission to conduct the research were sent to all relevant departments and people. Before starting to collect data for his empirical investigation, the researcher first

ensured that he was granted ethics clearance from the Research Ethics Committee of the College of Education (CEDUREC) at Unisa (Appendix A). He also ensured that permission was obtained in writing from the GDE (Appendix B and C), the schools where the research was conducted (Appendix D, E and F) as well as from all participants (Appendix G, H and I). In respect of participants, the following ethical aspects were considered:

1.6.6.1 Informed consent

The researcher sought written consent from school principals and teachers. Consent forms were distributed to them where they were advised to read and sign afterwards. All details were explained in these forms, which included the intended use of research findings. An assurance was given to school principals and teachers that their participation was based on a free-will agreement and that they were at liberty to withdraw from the study without any penalty should they so wish.

1.6.6.2 Confidentiality and anonymity

Both school principals and teachers were guaranteed of their anonymity and confidentiality in this study. Participants were assured that no one would have access to their names although they were informed as to who their contributed information would be exposed to (McMillan & Schumacher, 2010), but with labels replacing their names and those of their schools.

The labelling of teacher participants was very important in this study, because teachers were expected to comment about a sensitive topic on how their school principals carried out their instructional leadership roles in managing instruction time. If these teachers were identifiable, there might be harmful consequences since school principals might be offended and possibly take advantage of their positions and abuse their subordinates.

1.6.6.3 Harm and fairness

In this study, the researcher was very careful in all thoughts and actions to avoid any physical or mental harm to school principals and teachers (Creswell, 2008; McMillan & Schumacher, 2010). No platform was used as an opportunity to expose either the school principals' or teachers' weaknesses. The researcher, therefore, kept on

encouraging participants to remain focused on the topic of discussion and only contribute information that would promote improved instructional leadership practices by school principals to ensure the optimal use of instruction time.

1.7 CONCEPT CLARIFICATION

The key concepts for this study on the school principal's instructional leadership role to arrange for an optimal use of instruction time are clarified next.

1.7.1 School principal

A school principal is a teacher whose responsibility is to plan, direct and control the duties of other teachers (Everard & Morris, 1990). In their duties, school principals advocate, nurture and sustain the school's culture and all instructional programmes to ensure academic and professional growth in learners and teachers respectively (Wilmore, 2002). This study defines a school principal as a school manager whose responsibilities pertain to being accountable for everything taking place at school. A school principal has an obligation to account for any academic or non-academic issues and activities related to their school. This includes, among other duties, reporting either to the Department of Basic Education (DBE), parents or any educational stakeholder at large. School principalship, like management, is an organisational concept designating a structural position which carries with it responsibilities and accountabilities (Christie, 2010).

1.7.2 Instructional leadership

Instructional leadership refers to the type of leadership in which the school principal's actions have an impact on the success of a school, marked by improved learner academic performance (Brauckmann & Pashiardis, 2012). The role of the school principal is no longer that of being a manager and administrator only where school principals used to focus on managing infrastructure and other administrative duties leaving the responsibility for instruction and curriculum dissemination to teachers in the classroom (Beach & Reinhartz, 2000; Hallinger & Murphy, 1985). Instructional leadership has changed its focus where school principals are now curriculum and instructional leaders whose essential role is to manage teaching and learning in order to achieve higher academic learner success (Jenkins & Pfeifer, 2012). The instructional leadership role of the school principal is key to the success of any school

because it sets the direction for instruction of learners and teachers, while transforming teachers into instructional leaders during teaching and learning in the classroom (Bottoms, 2012).

1.7.3 Education Management

Education management represents a specific kind of work, namely the work of the management of learning and teaching consisting of management tasks and sub-tasks including planning, organising, leading and controlling of school and education events (Van Deventer, 2016). Concurring with this understanding of education management, Heystek (2007) and Fabi (2013) define education management as a process of planning, organising, leading and controlling, with the objective of achieving teaching and learning goals of a school. In this study, the concept of management refers to any organised plans put in place by a school principal to lead and control the effective use of available instruction time at school.

1.7.4 Instruction time

Instruction time refers to the time allocated for teacher-learner interaction in which the teacher supervises and facilitates the teaching of curriculum content (Jones, 2013). According to Woolfolk (2010), this time can be considered as the actual available time for teachers and learners to spend in a classroom environment. In this study, instruction time is regarded as the time set aside for the sole purpose of teaching and learning during school hours. It is during this time that the teacher imparts knowledge to learners, or learners themselves exchange or share academic knowledge among themselves. Considering this explanation of instruction time, this time excludes any time spent during school hours which have nothing to do with the actual teaching and learning of curriculum content.

1.7.5 Township schools

Township schools are schools situated in environments which are mostly inhabited by black people (Prinsloo, 2007) with external conditions characterised by poverty, crime and violence (Mampane & Bouwer, 2011). According to Ngcobo and Tikly (2010), these schools are characterised by violence, unruly learners and overcrowded classes, poor attendance of teachers, learners with bad attitudes towards learning and

inadequate resources. Township schools accommodate many learners coming from dysfunctional families where drug abuse and criminal activities prevail (Dongo, 2016).

1.7.6 Former Model C schools

The concept of former Model C schools refer to schools which previously enrolled only white learners (Stuurman, 2013). Even though these schools are now enrolling learners from all races, Bartlett (2016) believes they still preserve certain cultural identities to serve the interests of a white community pertaining to conscientious dedication to schoolwork. In this study, former Model C schools are regarded as those schools that now accommodate all races of learners, namely black, white, Indian and coloured, but prior to 1994, these schools had white learners only.

1.8 ORGANISATION OF THE THESIS

This thesis was organised as follows:

Chapter 1 :Orientation to study

This chapter entails a general overview of the study highlighting the current situation of the South African education system and motivating the rationale for the study. Based on a preliminary literature review, the formulation of the research questions and research aims with related research methodology and research design is presented in this chapter.

Chapter 2 :A literature study on the instructional leadership role of the school principal in managing instructional time optimally

In this chapter, the focus is on the roles of school principals in managing instruction time optimally. Strategies to ensure the maximum use of instruction time are discussed as well as factors that hinder the use of instruction time in township and former Model C schools.

Chapter 3 :Theoretical frameworks pertaining to instructional leadership roles of the school principal in creating effective teaching and learning

Apart from discussing the theoretical framework underlying this study, this chapter consists of a literature review on instructional leadership and educational management focusing on how school principals manage instruction time. This comprises discussing

models of instructional leadership with their applicability to the South African education context.

Chapter 4 :Research methodology

This chapter presents the research methodology for the empirical investigation. An elaboration on the qualitative research approach, data collection methods and data analysis is provided to link with what was discussed in paragraph 1.6. Issues of ethical consideration and accounting for trustworthiness and transferability are also addressed.

Chapter 5 :Research findings based on data analysis and interpretation

In this chapter, a report on research findings from the empirical investigation is provided. These findings are based on the analysis and interpretation taken from the data collected.

Chapter 6 :Summary, conclusions and recommendations

This chapter presents a summary of all findings emanated from the literature study and empirical investigation. Conclusions are drawn and presented from the findings in relationship to the optimal use of instruction time. Recommendations thereof are also provided on the effective management of instruction time. The limitations of this study are acknowledged in this chapter and suggestions for future research identified.

1.9 CHAPTER SUMMARY

With the continual difference in pass rates between township and former Model C schools, a need was observed to investigate by means of comparison, the school principal's instructional leadership role in managing instruction time in these schools. In this regard, a preliminary literature review about instructional leadership, education management and instruction time gave rise to the formulation of the research problem with related research aims for this study. With reference to school principals' instructional leadership role to engage effectively in managing instruction time at their schools, the research design and research methods to collect data for answering the research questions were outlined. This study is based on an interpretive research paradigm and a qualitative research approach with research methods pertaining to interviewing, document analysis and literature review. Ethical considerations adhered

to during data collection were acknowledged and a chapter outline for this thesis provided. The next chapter focuses on a literature study that entails the exposition of the main concepts: school principal's instructional leadership role in managing instructional time optimally.

CHAPTER 2

A LITERATURE STUDY ON THE INSTRUCTIONAL LEADERSHIP ROLE OF THE SCHOOL PRINCIPAL IN MANAGING INSTRUCTIONAL TIME OPTIMALLY

2.1 INTRODUCTION

This chapter presents the literature study based on the practices of school principals in managing instruction time. The literature discussed emanate from research studies conducted worldwide including South Africa. The optimal use of instruction time in education is crucial since it influences effective teaching and learning, and consequently learners' academic performance (Cattaneo, Oggenfuss & Wolter, 2017; Wedel, 2021). School principals therefore need to ensure that both teachers and learners respect and make use of all the available and allocated teaching time.

In this chapter, details regarding instruction time are presented. This includes its definition and effects thereof in relation to teaching and learning. The impact of the coronavirus disease (Covid-19) pandemic on instruction time is also briefly discussed. The global educational challenge and impact of this pandemic on the optimal use of instruction time is not too small that educational scholars can ignore it. The aspects of time management also play a significant role in the use of instruction time, and its discussion is presented in relation to the influence it has on the optimal use of instruction time in township and former Model C schools. Among the other factors that negatively affect the optimal utilisation of instruction time in schools are the timewasters. Several salient timewasters of instruction time and strategies that can be used by school principals to improve the optimal use of time are also revealed in the literature.

2.2 INSTRUCTION TIME DEFINED

Instruction time is defined as the actual available time which is allocated and dedicated to teaching and learning activities in the classroom (Ayodele, 2014; Şimşek, 2011; Woolfolk, 2010). The United Nations Educational Scientific and Cultural Organisation (UNESCO) (2019) describes instruction time as the total amount of time during which learners receive instruction from their teachers. Jones (2013) regards this time as time allocated for teacher-learner interaction in which teachers manage, supervise and facilitate the teaching and learning processes of their subject content. Wedel (2021)

states that this time excludes teacher training days, school holidays, breaks during school hours or any learning time outside the school's allocated teaching and learning time, such as time for homework and tutoring.

2.3 THE EFFECTS OF OPTIMAL USE OF INSTRUCTION TIME IN TEACHING AND LEARNING PROCESSES

Worldwide, time has become one of the most important limited resources (Ayeni, 2020; Ayodele, 2014; Cattaneo et al. 2017; Kayode & Ayodele, 2015). In the same manner, the success of teaching and learning processes is mainly influenced by the time factor (Jez & Wassmer, 2015). For effective teaching and learning to take place in schools, the researcher suggests that all instruction time must be dedicated, utilised and protected solely for curriculum delivery. In sharing the above sentiment, Cattaneo et al. (2017) and Ayodele (2014) emphasise that instructional time is not only imperative for teaching and learning, but also a scarce resource in curriculum delivery and it requires proper management. Therefore, teachers play a very important role in ensuring that instruction time is effectively planned and utilised for the purpose of teaching and learning (Mulenga & Luangala, 2015). Farbman (2015) proclaims that failure to plan time usage can easily lead to a loss of instruction time to non-instructional activities, risking the performance of learners.

For any school to be successful, school principals and teachers need to consider some strategies in which they can effectively manage instruction time (Khan et al., 2016). According to Van der Merwe (2018), the extent to which the available instruction time is optimally managed predicts the learners' academic performance. Similarly, the researcher also agrees with Lavy (2015) that there is a direct relationship between the optimal use of instruction time and the academic performance of learners. Learners whose school principals effectively manage the optimal use of instruction time are likely to achieve better results compared to those whose school principals rarely manage teaching time. In support of the above, Balyer (2014) proclaims that the learners' academic performance is a determining factor that informs stakeholders whether the school is academically performing well or not.

"The time that teachers and learners spend on instructional matters is limited by the hours in a day, the days in a week and the weeks in a school year" (Cattaneo et al., 2017:1). Therefore, every minute of instruction time comes at a high cost in that its

optimal use must academically benefit learners' performance (ibid.). Botha (2013) also states that teaching and learning activities depend on the efficacy and collaboration of teachers. This suggests that school principals as instructional leaders ought to work collaboratively with teachers and learners in protecting and optimally utilising all instruction time for teaching and learning processes. In other words, school principals are obliged to protect and ensure that instruction time is optimally utilised for teaching and learning processes to achieve improved learners' academic performance (Robinson, 2015).

2.3.1 The impact of instruction time on learner academic achievement

Learners' academic achievement reflects how much learners have acquainted themselves with the subject matter taught during curriculum delivery. This also depends to some extent on how the teacher used the instruction time allocated to disseminate knowledge and content to the learners. Learners' performance is mostly measured by the results of controlled formal assessments. In South Africa, formal assessments are either tests or examinations usually administered at the end of each term or year. These assessments can either be set at school, district or provincial level, while all matric examinations (Grade 12) are set nationally. Feeney, Moravcik and Nolte (2015) reiterate that measuring the learners' academic performance is an effective method commonly used to determine the academic performance of a school.

Several researchers confirm the positivity relationship between the optimal use of instruction time and learner academic achievement (Cattaneo et al., 2017; Fisher & Berliner, 1985; Lavy, 2015; Walberg, 1988; Wang, 1998; Wedel, 2021; Woessmann, 2003). According to Fuller and Clarke (1994), the effective use of instruction time is one of the three major ways, apart from teacher quality and available of instructional resources, in which schools can assure consistent learner achievement. Besides being better resourced, the majority of former Model C schools also draw most of their learners from communities that value and support learning activities compared to township schools. However, the amount of instruction time available to teachers and learners, as well as how school principals manage and protect it, contributes to the standard level of learner academic performance (Robinson, 2015; Vannest et al., 2010). In support of the above, Cunningham and Cordeiro (2006) indicate that the

amount and how efficiently the allocated instruction time is spent during teaching and learning, can ultimately enhance learner achievement.

2.3.2 The current impact of Covid-19 on instruction time in schools

Effective teaching and learning takes place when both teachers and learners are at school. School principals also effectively manage and monitor the optimal use instruction time when teaching and learning processes take place within the four walls of their schools. By going to school, learners' cognitive ability improves thus leading to better learning outcomes (Carlsson, Dahl, Öckert & Rooth, 2015; Moroni, Nicoletti & Tominey, 2020). Regrettably, the outbreak of Covid-19 led to limitations with regard to how often learners could physically be at school. This significantly affected the allocation, utilisation and amount of instruction time in many countries, including South Africa. Consequently, there is now more interest from educational authorities than before in how each school utilises instruction time since the Covid-19 outbreak has led to unprecedented learning interruptions. Several scholars have mentioned the negative impact of Covid-19 on instruction time because of untimely school closures (Goulas & Magalokonomou, 2020; Kuhfeld, Soland, Tarasawa, Johnson, Ruzek & Liu, 2020; Santibanez & Guarino, 2020). Regardless of adjustments to the curriculum to cope with the lost time, school principals and teachers must work tirelessly to prioritise the optimal use of instruction time, by ensuring that every minute of instruction time is effectively and efficiently used in teaching and learning.

In South Africa, during the pandemic, public schools used staggered timetables where some learners only went to school once, twice or thrice a week. When learners spend more days and hours at school, they are likely to benefit more in their academic performance (Holland, Alfaro & Evans, 2015, Patall, Cooper & Batts Allen, 2010). In support of the above, Kruger and Berthelon (2011) explain that by spending more time in schools, learners are likely to devote more of their time to learning than when they are at home.

Generally, most township learners generally have parents or guardians who have a limited educational background compared to those in former Model C schools, though this may be a somewhat sweeping statement. Parental involvement of educated parents seems to have a more positive impact on the academic performance of their children compared to less educated parents. While most children from township

schools rely on the academic guidance and teaching they get from schools, those in former Model C schools are likely to benefit both from their schools and parents. Therefore, by virtue of being at school, learners (mostly from township schools) ultimately spend less time alone at home or outside their homes doing unnecessary activities which are of little use to their learning unlike those from former Model C schools whose parents can afford to personally assist them or pay someone to help them in their schooling. The assumption and general belief and observation is that the majority of educated parents are likely to intervene in their children's education from the early childhood or foundation phases giving those leaners an upper hand when they go to secondary school. This is less likely with less educated parents who tend to concentrate on their children's education only when they get to secondary school and often in Grade 12 when it is far too late. This could also be another factor leading to the performance difference between township and former Model C schools, beside the effective use of instruction time.

Worldwide, all schools' instruction time has been significantly affected because of continued closure of schools due Covid-19 lockdowns. Hence, many teachers are spending increasingly less time with their learners, leading to less engaged instruction time. According to Ayodele (2014), learners' academic performance improves when teachers give them engaging activities and closely monitor their learning behaviour during instruction time. Rivkin and Schiman (2015) also proclaim that teacher-learner interaction enhances teaching and learning thereby improving the positive influence of optimal use of instruction time learning. Lavy (2015) posits that reduced engaged instructional time, which is currently experienced because of virtual learning, significantly reduces learners' academic performance. Although teachers are still interacting with their learners using online platforms, many South African learners, particularly those in rural and township schools, rely mostly on face-to-face learning. Most learners, if not all, get their formal learning when they physically interact with their teachers and fellow learners at their schools. Di Pietro Biagi, Costa, Karpiński and Mazza (2020) also confirm that when learners interact directly with teachers and fellow learners, they are more likely to develop positive self-esteem and self-confidence which increases their academic performance.

While remote schooling plays a vital role in assisting learners to continue with their learning following the disruption of educational processes caused by the closure of

schools due Covid-19, learners in South African township schools seem to obtain little benefit from such initiatives due lack of digital resources. Furthermore, the closure of schools due to Covid-19, and the move to remote learning resulted in learners spending less instruction time in learning as no one controls them at home. On the other hand, Di Pietro et al. (2020) also argue that learners from low socioeconomic backgrounds experience a greater loss of instruction time in remote learning than their counterparts from high socioeconomic backgrounds. In support of the above, Zhang and Livingstone (2019) proclaim that more highly educated parents tend to be more digitally advanced showing more digital skills which they can also pass on to their children who are likely to use technology better in remote learning than those learners from less well-educated parents.

Considering the above, the inequality gap in education between township and former Model C schools looks to be widening again because Covid-19 restrictions have meant that many schools have had to turn to online-teaching compared to traditional face-to-face teaching and learning methods. While learners from former Model C schools seem to be able to benefit from online learning, township learners seldom have the opportunity to learn through such programmes because of limitations of resources that support such teaching and learning initiatives.

2.4 TIME MANAGEMENT IN SCHOOLS

Time management in schools is crucial since the success of teaching and learning activities depends largely on how time is managed within each school taking into cognisance what activities are either more or less important (Ayeni, 2020). Mohanty (2003) defines time management as the art of how people arrange, schedule and budget their time to achieve their set goals. In schools, time management can be described as the effective and optimal use of available instruction time with the aim of achieving the intended main objectives of the school which are teaching and learning (Bush, 2013; Sahito et al., 2016). Ultimately, the main objective of schools is improved learner academic performance. Time management is considered to be a predictor of learning outcomes. Consequently, better or poor learner academic results are a consequence of effective and poor time management in schools respectively (Bawaneh & Takriti, 2015; Khan et al., 2016; Ling, Heffernan & Muncer, 2003; McKenzie & Gow, 2004, Mulenga & Lubasi, 2019).

The school principal's time management skills can positively or negatively influence the optimal use of instruction time (Mohammadi, Soleimani & Babelan, 2014). School principals with good time management skills impart the same skills to their teachers which in turn increases their job performance pertaining to effective use of teaching time (Khan et al., 2016). Considering the above, the aspect of time management in schools is therefore one major area in which school principals need to engage in their instructional leadership practices in order to achieve their schools' goals and objectives. School principals should ensure that instructional time is indeed in use during teaching and learning. This is because both teachers and learners might be physically present in class but mentally absent. In addition, teachers might rush to complete the learning activities but fail to determine whether learning has actually taken place. Therefore, in their management of time, school principals ought to ensure that their teachers are also aware of the importance of value-added theory in teaching. This emphasises not only the performance level, but also the improvement of teaching practice that can lead to effective learning, hence better learners' performance.

Effective time management skills in schools can help school principals in achieving their instructional leadership goals (Goldring, Grissom, Neumerski, Blissett, Murphy, & Porter, 2019). This is evident in schools where school principals work on and implement strategies that either eradicate or minimise any timewasters in instruction time. Leithwood, Louis, Anderson and Wahlstrom (2004) postulate that all schools should respect instruction time by optimally using it mainly for teaching and learning purposes. The success of any schools' teaching and learning activities depends on how time is managed by school principals, teachers and learners. Oddly enough, the researcher's personal experience is that management of time seems to be a huge challenge encountered by a number of several school principals and teachers. Because time is never enough for teaching and learning processes, this precious intangible resource needs to be effectively used whenever possible (Khan et al., 2016). When school principals effectively manage their schools' instruction time, they are more likely to obtain acceptable learner academic performance.

2.4.1 Managing of school's time in saving instruction time

The management of school's time in saving instruction time is so important because of its effect on the academic performance of learners (Van Deventer & Kruger, 2003,

Adams & Blair, 2019). To achieve the above, schools ought to be structured in such a way that all school principals', teachers' and learners' roles are clearly defined, and time is allocated accordingly to cater for all the school's activities. The main purpose of time management in schools is to maximise the use of allocated instruction time (Van Deventer & Kruger, 2003; Kayode & Ayodele, 2015). Hence, the distribution of school's time must be done professionally to accommodate all activities. The school principal can delegate the scheduling and distribution of their schools' timetables to other members of the SMT. However, school principals still must oversee and ensure that enough instruction time is allocated for each learning area as stipulated in the National Curriculum and Assessment Policy Statement (CAPS). Furthermore, they should ensure that no time allocated for instruction time is spent on non-instructional activities. All scheduled times for other school programmes or departmental activities should also be scheduled to avoid overlapping with instruction time.

All school activities must be scheduled by means of timetables. Timetables are a roadmap for all the schools' activities. According to the researcher, proper and effective timetables should be the starting point for school principals in managing instruction time. For schools to achieve the optimal use of instruction time, the school timetable should ensure that teaching and learning starts on the first day of every school term and should continue to the last day (Mathews, 2014).

2.4.1.1 The school's timetable

Instructional time is so significant in teaching and learning such that its appropriate allocation is also important in the school's daily activities (Blank, 2013). According to Van Deventer and Kruger (2003:231), "the school timetable is the key to ensuring the uninterrupted flow of teaching and learning". These authors further reiterate that to protect the school's instruction time, the following principles are important, and therefore need to be considered by any school authorities when drawing up a timetable:

- The timetable must be learner-centred to maximise teaching and learning opportunities. School principals should therefore allocate most time to teaching and learning activities. However, the timetable also needs to be balanced between learning and free time for learners to be with their peers to allow for learners'

cognitive development through informal engagement with their friends (Mendes, Leandro, Campos, Fachada, Santos & Gomes, 2021).

- All teachers in the same post level should have their workloads balanced on the timetable. Should there be some inequalities in the allocation of teaching loads; a leg-dragging situation among the overloaded teachers is likely to take place affecting the optimal use of instruction time. These teachers will either abandon certain classes or not do justice to teaching and learning whenever they attend their periods. Similarly, Wheten (1995) also argues that overload of work is one major reason for teachers' anxiety and depression that leads to inefficient use of instruction time. To avoid workload discrepancies, school principals can involve the Heads of Department (HoDs) and other teachers when designing the timetable, although the final decision on work allocation rests with them. When teachers have input into the timetable, they usually feel comfortable with their workload which in turn stimulates their willingness to teach, leading to the creation of a sound culture of teaching and learning through the optimal use of instruction time (Shava & Heystek, 2018; Shava, Heystek & Chasara, 2021).

- The timetable must be flexible enough to allow for some adjustments, perhaps because of unexpected and unavoidable disruptions within the school day. In this case, there must be a way to adjust the duration of periods to accommodate all learning areas that would have been affected. However, any adjustment to the timetable should happen with minimal disruptions to instruction time.

- The timetable should also allow for non-teaching activities such as register class periods, assemblies and formal test periods. All non-instructional activities, for example, extracurricular activities must be on the timetable so that there is no clash between contact and non-contact times.

- Teachers should be timetabled to teach their specialised learning areas. When teachers teach specialised subjects, they become more confident and teach more competently, unlike when they are teaching subjects whose content is not familiar to them. In confirmation of the above, Zhao (2011) argues that most teachers choose teaching as a profession because of the subject matter they are going to teach.

2.4.1.2 The school's annual programme

A clear annual programme can save a lot of instruction time. School principals and teachers should draft this programme including all the planned activities to take place during the year including their time frames and management thereof (Kayode & Ayodele, 2015; Van Deventer & Kruger, 2003). These activities usually include but are not limited to opening and closing dates of schools, school functions, parents' meetings, sports and cultural activities, fundraising functions, projected dates for writing formal tests and examinations, submission of marks for office recording and dates for issuing reports (Van Deventer & Kruger, 2003). This programme is also meant to give school principals, teachers, learners and other school stakeholders a picture of when certain activities are to take place during the year.

Inadequate planning of the school's annual programme can lead to constant interruptions that may have dire consequences for instruction time. For example, any interruption of more than 5 to 10 minutes in length can build up until it has an irreversible roll-over effect on instruction time. According to Khan et al. (2016), school principals can minimise or eradicate teaching and learning interruptions by planning, organising and controlling all their schools' daily activities. Many school principals and teachers complain of limited time for teaching and learning whereas the problem lies with insufficient planning of activities that leads to unexpected interruptions of instruction time.

When school activities are not well planned, teachers are likely to face challenges in meeting their work schedule deadlines and other teaching and learning targets because of time constraints (Khan et al. 2016). Ultimately, failure to meet deadlines has repercussions associated with procrastination, which is a bad habit and the biggest source of time wastage in teaching and learning activities (Ayeni & Afolabi, 2012; Mayer, 2008). Moreover, school principals should be aware that when instruction time is not used properly, teachers tend to rush curriculum delivery. This will then increase pressure on teachers pushing them to use instruction time for the purpose of syllabus coverage, and not for the academic understanding and benefit of learners (Holloway, 2012). Moreover, Khan et al. (2016) also highlight that those teachers who are not rushed during teaching and learning time show better classroom performance than those who need to rush to finish the syllabus. Hence, any decisions

taken by school principals regarding time management are important for the effectiveness of teachers and school's academic results (Horng, 2010; Master, 2013).

2.4.2 Managing of school's meetings to save instruction time

School principals of effective schools work tirelessly to reduce time wasting activities within their schools (Van der Merwe, 2018). School meetings can be very time-consuming; hence, the effective management thereof is of paramount importance in time management (Frase & Hertzel, 1990). Fryer (2014) also recommends that, to protect instruction time, school principals ought to continuously evaluate the necessity of having regular assemblies, and work on strategies that can reduce meetings that are non-academic in nature, especially if they are to be held during contact time.

Unscheduled and unplanned school meetings can consume a large amount of time needed for teaching and learning activities. Van Deventer and Kruger (2003) indicate that teachers complain that meetings are a waste of time. School meetings should be effectively planned in advance so that they are included in the school's annual programme. In case of urgent meetings, school principals should make sure that they are all held outside contact time, either before school starts, during lunch or after school. Khan et al. (2016) indicate that, in managing time, all other activities take second place to the school's core business. They further urge that effective time management results when the greater part of a teacher's time is spent on important daily activities which pertain to teaching and learning.

For better time management of school meetings, principals can adopt and use the following guidelines as articulated by Nelson (1995) and Atkinson (1988). These guidelines include the following:

- All meetings must be convened only when there is a real need, and not as matter of school routine.
- All meetings should have their objectives set clearly.
- Meeting agendas should be clearly planned and followed during the meeting.
- Only relevant people should be invited to the meeting.
- Time limits should be set for every item on the agenda.

While school meetings can be very valuable, they can also waste a lot of instruction time. In this modern and digital world, school principals should consider alternatives that are time savers in certain meetings, more so when the meeting is mainly meant for dissemination of information. Information can be easily conveyed to teachers, learners or parents, without wasting instruction time, by means of social media platforms like mass SMSs, WhatsApp groups, Twitter, Facebook or weekly electronic newsletters. Through effective time management in their schools, school principals can protect instruction time, hence improving the academic performance of their learners. Ritchie (2002, cited in Khan et al., 2016:251) also reports that academic improvement requires school principals to focus their attention on time management.

2.4.3 Time management skills

Time management is a skill that school principals, teachers and learners should not only know, but also apply to fulfil their instructional responsibilities in enhancing teaching and learning (Bawaneh & Takriti, 2015; Khan, Khan & Khan, 2020; Nasrullah & Khan, 2015). As part of professional development, teachers must be developed or trained on time management skills irrespective whether they teach in township or former Model C schools (Mahlangu, 2016). This will empower teachers in gaining specific knowledge, skills and attitude required to effectively perform their duties regarding the optimal use of instruction time (Bubb & Earley, 2007; Cunningham & Cordeiro, 2006; Department of Education, 2008; Mahlangu, 2016). In their instructional leadership roles, school principals should support their teachers so that they are enriched with time management skills by which they can achieve educational excellence in academic results (DeMatthews, 2014; Shava & Heystek, 2018). Teachers with sound time-management skills are likely to manage instruction time effectively unlike those without these skills. Well-managed time minimises unnecessary timewasters of instruction time (Green & Skinner, 2005; Khan et al., 2016).

Teachers with good time management skills are in a better position to maintain a sound classroom environment during contact time (Ibrahim, 2017; Khan et al. 2016; Kyriacou, 2014). A positive classroom environment protects and promotes the effective use of instruction time (Du Plessis, 2013). Additionally, teachers' time management skills are reflected in their personal habits and character (Claessens,

Van Eerde, Rutte & Roe, 2007). Above all, teachers with academic good habits also have sound time management skills (Robinson, Lloyd & Rowe, 2008). These habits are better reflected in how teachers manage their instruction time in relation to daily classroom activities. In support of the above, Khan et al. (2016) believe that teachers with good time-management skills are productive and efficient in utilising instruction time, and such teachers use this time for its intended purpose.

Good time-management strategies also pertain to a productive time stockpile for teachers in which they can get the best out of the available instruction time (Ayeni, 2020; Horng; 2010; Robinson et al. 2008). Similarly, this implies that teachers with good time-management skills also have some notable time-saving habits and strategies needed for protection and optimal use of instruction time during curriculum delivery. Teachers with positive time-management skills always prioritise their instructional activities. They try to have more control over time usage than those without such skills besides doing more in class with the available instruction time (Ayeni, 2020; Boniwell, 2004; Graig & Steven, 2014). In addition, they also have a sense of urgency in their work which makes them flexible in adapting to any changes the school might require in instruction time. This may be in the form of adding extra time to allocated and available instruction time. Prinsloo (2009) argues that, during teaching and learning, teachers are the ones who determine the use of instruction time. Hence, school principals need to ensure that their teachers have sound time-management skills.

2.4.4 Benefits of good time management

The optimal use of time in schools is of great benefit to all school activities including teaching and learning. Better still, it has a direct benefit on the efficient use of instruction time. When time is effectively managed in all teaching and learning activities, there is an assurance of improved and positive learner academic achievement. Van Deventer and Kruger (2003) list the following benefits that emanate from sound time management in schools:

- It leads to the realisation of school aims, objectives and goals.
- It leads to more effective use of school's instructional resources.
- Productivity in terms of teaching and learning is increased.

- More time for teaching and learning is made available.

In addition to the above, Dodd and Sundheim (2005) indicate that if teachers can practise good time management techniques, they often find that they:

- Are more productive in their teaching and learning processes,
- Have more energy to complete the needed content,
- Feel less stressed,
- Can cover all the curriculum content,
- Get more work done by learners,
- Relate more positively to other teachers and learners, and
- Feel better about themselves.

It is apparent from the above benefits that management of available time is linked to better class performance. In their findings, Khan at al. (2016) indicate that when teachers manage their available instructional time well, learners' overall academic performance is always high. The above benefits reveal numerous advantages that are linked to teachers' time-management skills in relation to improved use of instruction time. Hence, Khan et al. (2016) recommend that time management skills should be among the basic elements in which teachers must be trained during their ongoing in-service professional development. When school principals are certain that time management procedures are set and in place, their next worry is to deal with salient timewasters to instruction time. Below is a discussion regarding the common timewasters that commonly affect the optimal use of instruction time in schools.

2.5 SALIENT TIMEWASTERS OF INSTRUCTION TIME

Time wasters are those actions that interrupt the flow of teaching and learning activities by consuming or reducing instruction time (Vannest et al., 2010). If these actions are not adequately managed, they add to a substantial loss of instruction time leading to dire consequences for the performance of learners. School principals, as instructional leaders, should know that any instruction time lost is very unlikely to either be reclaimed or replaced (Bush, 2013). There are several salient timewasters that affect instruction time in both township and former Model C schools. Among them are the following: absenteeism of teachers and learners; tardiness among teachers and learners; school briefings; assemblies and breaks; unplanned interruptions during

instruction time; and inadequate lesson preparations by teachers. Next is a discussion of these timewasters.

2.5.1 The effect of teachers' and learners' absenteeism on instruction time

Absenteeism is the failure of a teacher or leaner to report or remain at school whether there is an excusable reason or not (Ahmad & Miller, 2015; Garaba, 2021; Ivatts, 2010). In other words, it is the chronic tendency of teachers or learners staying away from school with or without a valid reason. Absenteeism can be divided into two types: excused and unexcused absence. Excused and unexcused absence is when a teacher or learner is absent from the school, with a justified or unjustified reason respectively (Abeles, 2009; Ahmad & Miller, 2015). The justification for the absence ought to be validated either by the school principal for teachers or the class teacher for learners. Teachers who value regular and punctual attendance indirectly improve the behaviour of their learners, while those who are often absent from school also indirectly encourage similar habits among their learners since most learners usually look up at their teachers as their role models (Hero, 2017; Msosa, 2020; Lockheed & Verspoor, 1992).

Whether justified or unjustified, absenteeism negatively affects the optimal use of instruction time leading to unacceptable academic results. Teaching and learning is a teacher-learner interaction activity that effectively takes place when both parties are present in the classroom during contact time. When teachers and learners are absent, no teaching and learning will take place. In the case of learners, it means instruction time is lost for those days when they are absent. The same is likely to happen to teachers as well unless it is an excusable absence where relief teachers can be assigned to take over.

School principals should also monitor absenteeism usually encountered when teachers and learners are physically present at school, but absent from the classroom during contact time. This habit is sometimes referred to as bunking although most of the time it is associated with learners who do not show up for their lessons. In support of the above, Castrol, Duthilleul and Callods (2007) and Mthombeni (2010) describe absenteeism as a teacher's failure to report to school or to attend their period. When teachers and learners dishonour or bunk their classes, respectively, the optimal use of instruction time is compromised because of absence of teaching and learning during

those periods. Inevitably, if learners are without a teacher to monitor teaching and learning activities, no learning is likely to take place in that class. According to Abadzi (2009), any instruction time lost because of repeated teacher and learner absenteeism has a negative impact on learners, and it can lead to poor learner academic performance. Ibrahim and Mohammed (2019) reiterate that teachers' absenteeism from school negatively impedes on total utilisation of instructional time.

For effective teaching and learning to take place in schools, school principals should then work on strategies that can keep both teachers' and learners' absenteeism at its barest minimum (Onyekuru & Izuchi, 2017). Although both teacher and learner absenteeism can negatively affect teaching and learning, the researcher believes that the teachers' absenteeism seems to have a more untenable impact on instruction time, unlike learner absenteeism. According to Msosa (2020), the highest rate of teacher absenteeism in the Southern Africa Development Community (SADC) region is recorded in South Africa. Apparently, teacher absenteeism in the SADC region is on an average of 9 days per teacher annually, while in South Africa, teacher absenteeism stands at an average of 19 days per teacher annually. The absence of one teacher affects the instruction time for the whole class, particularly in township schools where there are no relief teachers. The more instruction time is reduced, the more it accumulates over time. This negative impact is therefore likely to be felt more by learners from township communities than those in high-income communities, putting them at a high risk of poor performance and school dropout (Abadzi, 2009; Grissom, Loeb & Master, 2013). Ibrahim and Mohammed (2019) also argue that teachers' and learners' absenteeism seems to be more prevalent in township and rural schools than in former Model C schools. Through effective instructional leadership strategies, school principals can play a remarkable role in reducing absenteeism in their schools (Bipath, Venketsamy & Naidoo, 2019; Dworkin, Haney, Dworkin & Telschow, 1990). School principals should try to resist the habit of just being absent without valid reason. They should always be present at school and on time so that they can check and control teachers' absenteeism and even check the trend of absenteeism among their teachers. According to Finlayson (2009) and Bipath et al. (2019), the rate of teacher absenteeism is significantly lower when teachers personally report their absenteeism directly to the school principal than when they report to administrative personnel. By coming to school regularly, school principals as leaders can also inspire their teachers

to follow suit. Regrettably, the same way learners imitate the behaviour of absenteeism from their serial absentee teachers, teachers also tend to follow the same habit if their school principal is a chronic absentee (Usman, Madi & Suryadarma, 2007).

2.5.1.1 Causes and strategies to reduce teacher absenteeism

There are several reasons for teacher absenteeism. While some reasons are unavoidable, others can be avoided in the way school principals execute the leadership roles. Among the unavoidable reasons for teacher absenteeism are illness, transport problems and attendance to urgent family matters such as funerals (Beira, 2009). To ensure the smooth flow and execution of instruction time at all times, school principals should ensure that substitute teachers are available to take over classes of absent teachers. However, this is more practical and achievable when the nature of the absence is justified and is made known prior to the day of absence. In that regard, school principals should encourage the teachers to report and seek permission prior to their absence from school, unless it is an emergency.

On another note, some examples of avoidable reasons are private business, district meetings and other school meetings (Ibrahim & Mohammed, 2019). School principals can use legislation to minimise avoidable teacher absenteeism. However, Parsee (2008) argues that school principals usually choose not to take legal action for inexcusable teacher absenteeism for fear of confrontation by teacher unions. The above challenges seem to affect township school principals more than their counter parts in former Model C schools, because many South African township schools are dominated by teacher unions.

According to Bipath et al. (2019), the rate of absenteeism can also be attributed to the type of school, the school principal's management style and the disciplinary action usually taken against those teachers who abuse their leave privileges. Therefore, if school principals institute stringent measures pertaining to the optimal use of instruction time by teachers and learners, schools are likely to witness less absenteeism among teachers and learners. School principals can achieve this by instilling a sense of responsibility and respect for instruction time while simultaneously working towards creating school climates that are conducive and attractive to teachers and learners to be present at school. Dumay, Boonen and Van Damme (2013) reiterate that when school principals constantly communicate their schools' vision and

goals, and explain the importance of respecting instruction time, their teachers are motivated leading to minimal absenteeism, while improving their punctuality in classroom attendance. Ford (2012) proclaims that when teachers are demoralised, they tend to develop a negative attitude towards teaching resulting in the ineffective use of instruction time.

2.5.2 The effect of teachers' and learners' tardiness on instruction time

Tardiness in schools is described as the late-coming of either teachers, learners or both for their periods, either during the beginning of the school day, after break or lunch, or in between the periods (Van der Merwe, 2018). Similarly, tardiness refers to teachers or learners who have failed to avail themselves for a teaching and learning activity within the set and scheduled time meant for that lesson (Breeze, Markey & Woll, 2010; Lauby, 2009; Oxford Dictionary, 2010). Like absenteeism, tardiness can lead to a serious loss of instructional time in schools (Fish, Finn & Finn, 2011). The negative effects of tardiness on teaching and learning include, but are not limited to, the following: class disruptions, loss of instruction time, increase in unacceptable learner behaviour and low academic performance of learners (Bataineh, 2014; Gottfried, 2014; Osae, 2017; Snyder, 2011). According to this researcher, just by the mere fact of arriving late for lessons, teachers and learners miss valuable instruction time. Considering the above, if a teacher or learner records a daily loss of five minutes on instructional time, this can add up to an annual loss of five days in teaching and learning time (Abadzi, 2007). Unfortunately, lost instruction time is irreversible and impossible to replace, risking the opportunity for learners to perform optimally in their education (Bush, 2013).

2.5.2.1 Learner tardiness and its effects on teaching and learning activities

Generally, "learners are more attentive in the mornings" (Zeiger, 2015:1) and any tardiness during the periods before break seems to have a more serious impact on the loss of instruction time than at other times of the day. Learner tardiness compels teachers to re-teach or re-structure their lessons and if not addressed, it can contribute to a poor culture of teaching and learning exacerbated by the loss or ineffective utilisation of instruction time (Pilgrim, 2013; Zeiger, 2015). Breeze, Markey and Woll (2010) also maintain that if not addressed and minimised from the onset, tardiness can violate the school's principle of punctuality pertaining to the optimal use of

instruction time. This can also lead to a bad habit with the learners involved and even spread to punctual learners. In addition to being a barrier to creating a positive school climate, tardy behaviour of others can also negatively affect the academic achievement of punctual learners.

Regardless of the time lost by the tardy learner, other learners' instructional time is also affected because of interruptions sustained during teaching and learning processes often experienced when tardy learners enter the classroom (Bataineh, 2014; Ready, 2010; Reid, 2008). Nakpodia and Dafiaghor (2011) also indicate that the main impact of tardiness is disturbances in the flow of teaching and learning or the distraction on other learners. These interruptions would inevitably continue each time a tardy learner enters the classroom, which might add up to a large amount of instruction time loss over the course of the school's academic year. According to Zeiger (2015), any disruption to instruction time always negatively affects the other learners and ultimately hampers the expected smooth flow of the lesson as per the lesson plan.

2.5.2.2 Late-coming of learners and its effect on teaching and learning activities

Late-coming is when a learner arrives late at school, mostly a habit, which normally impacts the first and second periods of the school day. Now with the ban of corporal punishment, most school principals seem to face a greater challenge in dealing with learners' late-coming, more so in township schools. According to Daniels and Sprick (2007), when learners notice that there are no repercussions for late-coming, they are likely to continue with the same behaviour leading even to tardiness during the other lessons within the school day. Late-coming always leads to loss in learning time which unfortunately affects both this the late-comer and other learners (Owens, 2014). Upon entering the classroom, there is always noise and movement of chairs and desks (Snyder, 2011). Because of that, teachers are sometimes compelled to repeat the subject content already covered for the sake of the late comers, thereby compromising the instruction time meant for other teaching and learning activities such as formative assessment.

Learners who are often absent without consequences can easily influence the behaviour of punctual learners. In support of this, Maile and Olowoyo (2017) reiterate that late-coming is a chronic habit that can spread easily to other learners – the reason

why school principals should always put more emphasis on learners' punctuality. It is, therefore, within the school principal's instructional responsibilities to set and enforce strict measures on learners' late-coming and tardiness (Pilgrim, 2013). School principals can achieve this through effective monitoring of teachers' and learners' punctuality. On several occasion, the researcher has witnessed late-coming learners walking in with peers without any sense of urgency. In truth, lateness can be regarded as a form of truancy that can lead to other delinquent behaviours (Christenson & Thurlow, 2004; Jones & Lovrich, 2011). Research has shown that learners who arrive late at school also tend to be tardy learners during lessons and regular absentees from school (Quarles, 2011).

The loss of instructional time because of learner lateness indicates a need to increase punctuality and reduce late-coming. Working on reducing late-coming can be one of the school principal's strategies in improving and increasing instructional time for their learners. School principals can do that by monitoring punctuality at the main entrance at the beginning of the school day and during class rotations (Bush, 2013). Learners should be made aware of the importance of instruction time in their academic performance, and that instruction time can be put to good use only if all the allocated time is used for teaching and learning (Tyre, Feuerborn & Pierce, 2011).

Motivating learners in terms of punctuality can also lead to reduction in tardiness and late-coming. South African school principals can also adopt the implementation of the reward-based behaviour modification plan and the Zero-Tardy Campaign that has proved to reduce tardiness and related disciplinary issues by almost 40% in other countries (McDonald, 2009; Talkhee, Ladhani & Bhamani, 2013; Varghese, 2014). By giving trophies not only to high-achieving learners, but also to well-behaved and punctual learners during assemblies and school awards days can motivate other learners to follow suit. Talkhee et al. (2013) suggest that learners given rewards and incentives tend to show improvement in their school behaviours. This can be linked to Skinner's behaviourist theory where a positive stimulus leads to a positive response, meaning that a reward can lead to a permanent response of the positive desired behaviour among recipients and other learners (ibid). This could even motivate parents to insist that their children leave home early so that they can reduce late-coming, particularly those in township schools where lateness seems to be a major challenge.

2.5.2.3 Causes of late-coming of learners

There are several factors that contribute to learners' lateness or cause them to develop the habit of arriving late at school. These factors also differ from school to school depending on the location of the school. The researcher's personal observation is that township schools seem to experience more learner lateness than former Model C schools do. In support of this, Morrissey, Hutchison and Winsler (2013) highlight that learners from disadvantaged families are likely to be late at school more often than those from higher-income families. Additionally, Nolan, Cole, Wroughton, Clayton-Code and Riffe (2013) maintain that learners' socioeconomic status can significantly contribute to their likelihood of being truant, which in most cases is likely to be confirmed by late-coming to school. Hence, the learners' attendance behaviour also contributes to the academic achievement gap between township and former Model C schools. Most learners in township schools come from poor socioeconomic backgrounds and must walk to school unlike those in former Model C schools whose parents can afford to organise school transport for them. In agreement to this, Estatiev (2014) proclaims that transport problems and challenges that are associated with home issues can also make learners to be late at school. On the other hand, Bataineh (2014) also indicates the following as contributing factors to late-coming of learners; sleeping late, poor preparation for school, school factor pertaining to relaxed stringent rules in schools towards late-coming, illness, and watching films at night, engagement in too many house chores and lack of motivation for education.

Parents can play a crucial role in minimising late-coming of their children in schools. So, school principals and teachers ought to work hand-in-glove with parents to achieve learners' punctuality. Most parents, who are less privileged in terms of educational literacy, though not all, seem to put less value on the importance school times. Instead of working towards improving punctuality among their children, they leave this responsibility in the hands of school principals and teachers. According to Cutillo (2013), parents from poverty-stricken environments rarely recognise the long-term harm associated with their children in missing school because of lateness. To them, worrying about lateness and tardiness of their children is the least of their concerns. Unfortunately, their prevailing attitudes seem to be more focused on survival than school attendance of their children. Conversely, highly educated parents seem to be more involved in their children's education lowering their chances of either being

absent, late-coming or tardy (Epstein & Sheldon, 2002; Jeynes 2005). School principals can assist parents through organising workshops where they are trained on the importance of school times and their effect on their children's academic performance.

When children sleep late, they are likely to wake up late leading to lateness. Parents who understand and value school times always monitor and advise their children to sleep early, and even wake them early so that they can get to school within the stipulated and scheduled time. Furthermore, they always ensure that their children are not overburdened by house chores particularly during school days. This gives children enough rest and time to prepare for the next school day. When learners realise the unison between their parents, school principal and teachers regarding punctuality, they are obliged to conform to the desires of the school authorities and their parents. In support of the above, Talkhee et al. (2013) reiterate that one of the best solutions to minimise either learners' absenteeism, tardiness or late-coming appears to lie in the fortification of learners' sense of belonging and punctuality. This can be instilled by the enhancement of school principals' and teachers' levels of professional commitment, and parents' sense of responsibility towards their children's education.

In their instructional leadership roles, school principals should ensure that their attendance policy together with repercussions for late-coming are well understood by all learners and parents. The cooperation between the school and parents is very important if school principals are to achieve their leadership and management goals in reducing and subsequently eradicating learners' lateness in their schools. This is mandated in the South African Schools Act No.84 of 1996 (SASA) (RSA, 1996). Meador (2020) suggests that any school's attendance policy should set out clear punitive measure for learners' absences, late-coming and tardiness. This will significantly save the instructional time usually lost because of lateness and tardiness, thereby improving the optimal use of instruction time.

2.5.3 The effect of schools' briefings, assemblies and breaks on instruction time

Many South African rural and township schools are performing badly because of the inefficient use instruction time (Maile & Olowoyo, 2017). Inadequate planning and management of school briefings, assemblies and breaks seem to play a significant role in consuming schools' instruction time. Daily interruptions to instruction time

caused by delays in starting the school day or lessons should be avoided or minimised. This is important because a combination of delays from briefings, assemblies and breaks can easily add to the daily amount of lost instruction time (Rogers, Mirra, Seltzer & Jun, 2014). Furthermore, these crucial school activities can easily lead to tardiness among teachers and learners if their time frames are not properly planned and adhered to.

2.5.3.1 Schools' briefings

School briefings are short meetings usually scheduled for 5 to 10 minutes and are solely meant for sharing either urgent or key messages such as reminders, announcements and any information that helps in building and maintaining the school's ethos. For example, in the mornings, school briefings can give school principals a chance to greet, share and convey any messages to the teachers (Kriete & Davis, 2014). Giving praise and rewards during a briefing can show teachers how much their school principal appreciates their work. School briefings can also provide time for teachers to express their feelings and experiences regarding the successes and challenges they encounter during teaching and learning processes (Summer, 2020).

The researcher also believes that briefings can also benefit schools if they are commonly used to share information pertaining to teaching and learning activities. Information shared should include the instructional or learner behavioural challenges faced by teachers and how they can improve their teaching and learning activities for improved learner academic performance. As brief as they may be, school briefings ought to contribute to consensus between school principals and their teachers in promoting or maintaining a sound culture of teaching and learning in respect of the optimal use of instruction time.

School time is an important and precious resource in teaching and learning production (Cattaneo et al. 2017; Vannest & Hagan-Burke, 2010). Because of its scarcity, whenever teachers get time, they must use it effectively for its intended purpose (Ibrahim & Mohammed, 2019). Morning meetings with learners or short briefings for teachers must therefore not encroach on teaching time. To protect instruction time, some schools prefer to have their briefings either in the morning before lessons begin,

during lunch or after school so that all the instruction time is used to improve their learners' opportunities to learn (Corey, Phelps, Ball, Demonte & Harrison, 2012).

If not properly planned and monitored, briefings can easily become a full staff meeting leading to encroachment on instruction time. This is more common particularly if school briefings are held in the mornings or at lunchtimes even though there are still some lessons to be attended to. To protect instruction time, school principals should consider the suggestion by Dietzman (2015) that all forms of non-academic activities should be held outside the normal teaching and learning time. School principals should hold briefings only if there is need or some urgent information that should be shared among the teachers. Alternatively, they can resort to other methods of sharing information, more so with many schools now having staff WhatsApp groups.

2.5.3.2 Schools' assemblies

School assemblies, like briefings, are meant for sharing information with the learners. Some schools use assemblies to honour their school's religious rituals. School assemblies are vital avenues for the dissemination of information relating mostly to teaching and learning issues. However, they must not infringe on allocated teaching time. According to Fitzsimons (2011), any few minutes lost in every lesson can amount to hours and ultimately days within an academic school year. This implies that any loss of few minutes of instruction time in every lesson creates pressure on teachers and learners in trying to cover up the lost time.

School assemblies present good opportunities for school principals to address learners as a group on issues pertaining to their teaching and learning activities. Among all the other important issues, that is where they need to educate and encourage learners about the value of instruction time during curriculum delivery, and its effect on their academic performance. The researcher maintains that, as part of their instructional leadership role, all school principals have an obligation to emphasise the importance of respecting all official school times to teachers and learners. Times for morning assemblies and instructional activities must be strictly adhered to for the school to achieve its goals. When teachers and learners value the importance of instruction time, they are likely to be committed to completing academic activities (Cape Argus, 2010). Assemblies should therefore be planned and given time frames, otherwise all periods immediately after assemblies will suffer loss in instruction time

either because of assemblies that overrun time schedules or learner and teacher tardiness. Ibrahim and Mohammed (2019) proclaim that delays during assemblies and break periods are among the main factors that negatively affect the optimal use of instructional time. Ending assemblies promptly gives teachers and learners enough time to move to and arrive in their classrooms in time.

2.5.3.3 School breaks

According to Baines and Blatchford (2019), school break refers to any recess in the school day, be it in the morning as a short break or in the afternoon as lunchtime. However, lunchtime refers specifically to a break that includes time for a meal (ibid.). School breaks in South African schools differ from school to school. Some schools have a short break of 15 minutes and a lunch of 45 minutes, while others just prefer a long one-hour lunch. School breaks can help teachers and learners to refresh their minds, meet friends and colleagues, visit the bathroom and having something to eat. In township schools, this is the time used to feed learners through the feeding scheme initiated by the government to assist learners from poor backgrounds. Most learners seem to depend on that food for the rest of the school day.

Any physical activities engaged in by learners during break-time help them to learn better and reduce the likelihood of negative classroom behaviours (Biddle & Asare, 2011; Efrat, 2016; Van der Merwe, 2018). Moreover, most learners seem to be more fully engaged in instructional activities after a recess break. School breaks help to elevate teachers' and learners' energy levels and improve concentration for teaching and learning when they come back after break (Chang & Coward, 2015; Evie, 2015). Ultimately, when learners' attention is drawn closely to teaching and learning, they are more likely to be less disruptive during curriculum delivery resulting in full use of instruction time (Jones, Bailey & Jacob, 2014). Van der Merwe (2018) proclaims that it is not unusual for several teachers to wait for most of the learners to be present before starting their lessons particularly after short break or lunch. Monitoring of school breaks is, therefore, very important, since it has been shown to be one of the regular timewasters of instruction time because of learner tardiness (ibid.). Learners must be in class on time, more so after break or lunch.

School principals need to work on building a healthy attendance habit in which learners respect teaching time at all times (Johnson-Gross, Lyons & Griffin, 2008). All school

breaks need to be monitored to ensure the safety of learners and that they return to their classes as soon as possible after the break. Van der Merwe (2018:62) postulates that school principals can reduce learner tardiness soon after break by ensuring that more teachers are present on playground-duty during break and lunch time. Additionally, Van der Merwe (2018) further argues that by so doing, teachers will be able to encourage and promptly drive learners to their classes as soon as classes are about to resume. Monitoring of breaks by teachers is also important for controlling conflicts, aggressive behaviour and bullying among learners, which usually take place on school playgrounds during break times (Smith, 2014). When teachers effectively and consistently perform their break time duties, a culture of committed teaching and learning is easily maintained (Harding, 2007). All teachers and learners will eventually develop a habit of respect for teaching and learning time leading to an increase in the effective and optimal use of instruction time.

2.5.4 The effect of unplanned interruptions on instruction time

Instructional time can be optimally utilised where there are minimal interruptions to teaching and learning activities. However, schools seem to encounter several interruptions which, in essence, can be minimised or avoided. Below is a discussion of some of the common interruptions experienced by South African schools.

2.5.4.1 Unexpected school visits

Like any other institution, schools receive unexpected visitors who come for different purposes. If the visit does not interfere with teaching time, it can be entertained either by the school principal, administration personnel or other school staff. Parents seem to be the most familiar and regular visitors of schools. When parents effectively work together with the school, more so with teachers, this partnership positively influences the learners' academic performance (Coetzee & Van Niekerk, 2019). In as much as a sound parent-teacher partnership is created through regular communication between parents and teachers, it cannot be more important than the effective use of instruction time (Leonard, 2009). Therefore, any meeting between parents and teachers should be scheduled and arranged such that in it does not interrupt instruction time (Van Zyl, 2013). Van der Merwe (2018) recommends that, for teachers to optimally utilise instruction time, parents and visitors wishing to meet teachers should be advised that their meeting can only convene either before or after school hours. Alternatively, the

meeting can be scheduled to take place during the teacher's free periods or at break times.

The communication between parents and teachers can also take place through digital communicating channels to avoid unnecessary interruptions during contact time. When arranged to take place outside teaching time, Ramasubbu (2017) argues that, technologically mediated communication tools like videoconferencing, online chats and emails can be used as efficient mediums that can enhance parent/teacher communication without interrupting instructional time. While the above argument appears to be in favour of only those parents who can afford and are able to use such technologically oriented mediums, several township parents seem to lack the knowledge and facilities to engage with such digitalised arrangements. In anyway, there are some occasions where parents and teachers must engage in face-to-face meetings and technology cannot offer such (Coetzee & Van Niekerk, 2019). In such circumstances, school principals as instructional leaders, should ensure that instruction time is not disturbed by such visits and meetings.

Some of the unexpected visits come from district or provincial education officials who come to schools on official duties. While their visits are meant to check, encourage and support schools pertaining to curriculum delivery, they must not disturb teaching and learning time. The findings from Van der Merwe (2018) also reveal that one of the worst timewasters that affect the optimal use of instruction time are unannounced visits from the DBE which always require teachers' attention, compelling them to leave their classes during contact time. Whenever a teacher leaves their classroom during contact time, no matter for what reason, the smooth flowing of teaching and learning is always jeopardised. Any interruptions to teaching time leave teachers with no option but to repeat the content they have already covered as a way of catching up from where they left off. Briggs (2014) proclaims that, after any interruption to teaching and learning activities, teachers face the challenge of regaining the learners' attention. A substantial amount of instruction time is lost when the teacher comes back and tries to re-establish the flow of teaching and learning that existed before they left the classroom.

Instead of coming to the school during teaching and learning time, the researcher suggests that educational officials opt to come to the school after lessons are over for

the day. Nonetheless, this is most applicable especially in instances where the officials require the attention of teachers. As part of their professional development, teachers should be trained on how to handle visitors who arrive during instruction time. According to Balyer (2014), school principals as instructional leaders should monitor and guide teachers regarding the optimal use of instruction time. When teachers are made aware of all the factors contributing to the loss of instruction time, they are likely to use and manage the available instruction time more effectively during curriculum delivery in their classrooms (Horng, Klasik & Loeb, 2010; Van der Merwe, 2018).

2.5.4.2 Unexpected closure of schools

Teaching and learning is an activity historically known to take place when both teachers and learners are in the classrooms. In support of this, the South African Government (2009) and Taylor, Van der Berg and Mabogoane (2013) advise that for curriculum delivery to effectively take place, school principals ought to ensure that both teachers and learners are in class and on time. Any unexpected closure of the school, whether it is a half-day or a day, negatively affects instruction time. Early dismissal of learners because of unforeseen reasons has a negative impact on their academic performance because of the loss of instruction time. The researcher has, on several occasions, witnessed unexpected closure of schools in townships because of unavailability of running water usually caused either by water shedding or burst pipes. Teachers' protests also lead to temporary closure of schools contributing to great loss of instruction time. The Covid-19 pandemic has also caused schools to unexpectedly close either because of national lockdown or whenever there is a positive Covid-19 case which compels the school to close temporarily for fumigation. All this leads to the loss of instruction time.

2.5.4.3 Cell phone usage by teachers and learners

The use of mobile phones during curriculum delivery can contribute to a loss of instruction time. The misuse of cell phones during teaching and learning, either by teachers or learners, is of a serious concern because of the disruptive impact it has on teaching and learning processes (Maphalala & Muzi, 2014). Some scholars provide evidence that the use of mobile phones during teaching and learning decreases learners' attention and completion of tasks (Felisoni & Godoi, 2018; Lee, Atkinson,

Hritsko & Acquaah, 2014; Levine, Waite & Bowman, 2013; Smith, Isaak, Senette & Abadie, 2011).

Schools should have strict policies regarding cell phone usage during contact time since this can be misconduct that can lead to a disciplinary hearing and punitive repercussions (Nair, 2014; O'Connor, 2013). However, most teachers and learners tend to act ignorant when towards the use of cell phones. Ironically, leeway can be given to teachers, in which Van der Merwe (2018) suggests that teachers can make work-related calls only during their free periods; otherwise, instruction time will be jeopardised. The researcher's opinion is that whenever a cell phone rings during contact time, it disturbs the whole class because it distracts both the teacher's and learners' attention from concentrating on teaching and learning. Any distraction experienced during curriculum delivery affects the optimal use of instruction time.

According to Maphalala and Muzi (2014), most former Model C schools have policies that pertains the use of cell phones in their schools. In those written policies, both parents and learners must sign and abide by them. Regrettably, they suggest that most township schools have unwritten cell phone policies, but these are verbally emphasised to learners by school principals and teachers during school assemblies. To minimise interruptions associated with cell phone usage during teaching time, most schools emphasise that should any learner be caught in possession of a cell phone, they would be liable to disciplinary action. Maphalala and Muzi (2014) further reiterate the following stipulations commonly included in the school policies pertaining to cell phones:

- No learner is allowed to bring a cell phone to the school.
- If a learner is caught with a cell phone, the school will confiscate the cell phone and a fine of R100 must be paid in order to redeem the phone. Otherwise, the learner will get it at the end of the year, although learners can retain their SIM card upon the confiscation of the phone.

Beland and Murphy (2015) suggest that banning cell phones in schools has a positive impact on the academic performance of learners. Although some parents prefer their children to carry cell phones to school in case they need help (Montano, 2010), when a learner brings a cell phone to school, it is not an unusual practice for that learner to use it for non-educational purposes distracting their attention during contact time

(Dietz & Henrich, 2014). Unfortunately, this can also be detrimental even to other learners within the proximity of those with cell phones, the moment they start misusing them. Considering the above, cell phone usage during contact time can affect the whole classroom's optimal use of instruction time leading to the overall lower academic performance of all learners in that classroom (Dietz & Henrich, 2014; Sana, Weston & Cepeda, 2013).

2.5.5 The effect of inadequate lesson preparations by teachers on instruction time

Although adequate lesson preparation is a key to effective and successful lesson delivery, several school principals are worried about the inability of teachers to develop effective lessons plans (Shumbayaonda & Maringe, 2000). A well-prepared lesson positively influences the optimal use of instruction time (Legotlo 2014). Lesson planning should include the formulation of precise and feasible learning objectives, organisation of content and acceptable language of instruction (Kayode & Ayodele, 2015). Du Plessis and Mestry (2019) argue that, unfortunately, many teachers do planning for the sake of completing lessons in the quickest way possible, resulting in poor quality teaching and learning. According to Pitsoe (2013), a large part of any teacher's work pertains to lesson preparation which should involve writing of a daily's lesson plans. School principals as instructional leaders should, either directly assist teachers in lesson planning or delegate this to other members of the SMT (Department of Education, 2000a).

When teachers prepare their lessons, no time is wasted during contact time because the teacher knows exactly what to teach within the stipulated time for the period. According to Kayode and Ayodele (2015), lesson preparation and planning makes teaching and learning execution easy and improves the optimal use of instruction time. In support of the above, Van der Merwe (2018) also argues the fact that if teachers specifically know what to teach and how the content must be delivered; they are likely to achieve their objectives with more efficiency. A culture of effective teaching and successful learning can be realised through prepared lesson plans (Coetzee, Van Niekerk & Wydeman, 2008). When teachers go to classes unprepared, they are likely to spend time on issues usually unrelated to the content matter leading to undesired learning outcomes. Oluwatayo and Adebule (2012) assert that any teacher who goes

to class unprepared will rush teaching and learning processes leaving learners confused with incomplete and disjointed knowledge.

Lessons plans serve as road maps for the time frames needed to keep learners actively and effectively engaged for the whole period (Ntombela 2014; Oxley & Baete 2012). Any form of a thorough and well-prepared lesson should be accompanied by a written lesson plan revealing both times and actions to be taken by the teacher and learners during the execution of instruction time during lesson delivery (Coetzee et al., 2008).

As part of their instructional leadership roles, school principals should also monitor and ensure that their teachers have well-prepared lesson plans before they deliver their lessons (Marishane & Botha, 2011). This is important particularly to less experienced teachers whose classroom activities are more likely to be disorganised than experienced teachers especially when they try to deliver a lesson without proper preparations. Experienced teachers are better off in using instruction time optimally leading to better learner academic achievement than less experienced teachers (Clotfelter, Ladd & Vigdor, 2007; Wedel, 2021).

Botha (2013) recommends that school principals as instructional leaders ought to ensure that lesson preparations are adequately developed in line with the stipulations as per CAPS. Alternatively, school principals can delegate HoDs to monitor the development and execution of lesson plans on their behalf. Regrettably, some HoDs seem to lack adequate knowledge regarding the instructional programme (Du Plessis & Mestry, 2019). Monitoring of lesson preparation and delivery thereof should be accompanied by constructive feedback more so pertaining to how instruction time can be optimally utilised. Considering the above, HoDs also need professional development in that regard, otherwise it will be difficult for them advise or mentor teachers on how best to plan their lessons for optimal use of instruction time that can lead to improved teaching and learning.

Monitoring and checking of lesson plans by school principals is therefore crucial for optimal and effective use of instruction time. This can also allow school principals to determine areas where teachers need professional development in terms of lesson preparation (Feiman-Nemser, 2001). After or during monitoring of how lessons are executed, school principals are advised to give feedback that is honest and

constructive to their teachers regarding lesson development and planning (Barton, 2013; Range, Young & Hvidston, 2013).

2.6 STRATEGIES TO IMPROVE THE OPTIMAL USE OF INSTRUCTION TIME

Because instructional time is "a scarce resource in education" (Cattaneo et al., 2016:2), it is imperative for school principals to plan and devise strategies that can protect or improve the use of available instruction time. Unless efficient strategies to combat the loss of instruction time are implemented, learners particularly in South African township schools are likely to continue being deprived of quality education compared to those in former Model C schools. Fullan (2010) proposes that effective instructional school principals are those who can plan strategically to achieve their schools' main goal regarding teaching and learning taking into cognisance the optimal use of instruction time. There is, therefore, a need to develop feasible strategies to mitigate losses in instructional time and enhance the quality of effective teaching and learning. The following strategies can be applied to improve the use of instruction time.

2.6.1 Effective classroom management

Effective classroom management is a skill that helps teachers to create and maintain a sound classroom environment that leads to effective use of the instructional time (Hayes, Richardson, Hindle & Grayson, 2011; Ibrahim, 2017; Kyriacou, 2014). Classroom management therefore pertains to all the things a teacher does to organise learners, space, time, and instructional resources for effective teaching and learning to take place within the allocated instruction time. Martin and Sass (2010) also describe classroom management as the teachers' actions in managing the class regarding learners' behaviour towards teaching and learning processes. The teacher's conduct and relationship with learners during contact time sets the classroom's environmental tone which can build confidence and inspire learners to pay more attention, hence, minimising disruptions associated with learners' behavioural problems (Burton & Chapman, 2012; Ibrahim, 2017).

These actions are meant mainly to create and maintain a sound classroom environment conducive to effective teaching and learning. Oddly enough, Jones and Jones (2012) argue that several teachers, whether seasoned or less experienced, often struggle to create and maintain a well-managed classroom where learners can

effectively learn. The success on any school principal is determined by the quality of teaching and learning process which hinges on the effectiveness of teachers pertaining to how effective they manage their classes during instruction time (Protheroe, 2010). The teacher's classroom management skills during teaching and learning influence how productive the instruction time is spent for its desired purpose.

From the researcher's personal teaching experience, learners' misbehaviour is one of the major factors that disturb and interrupt the optimal use of teaching time in South African schools more especially in township schools. To set up and maintain a productive classroom, teachers need to engage learners and minimise any disruptive behaviour that is likely to affect the smooth flowing of a lesson (Egeberg, McConney & Price, 2016:4). Egeberg et al. (2016) further reiterate that effective teachers succeed in managing and optimally utilise their instruction time not just because they are good at handling learner misbehaviour, but because they have skills in preventing misbehaviour from occurring in the first place.

According to Brophy (1996, cited in Egeberg et al., 2016:4), teachers who have effective classroom management skills focus on creating positive teaching and learning environments. They make sure that learners are fully engaged in instructional activities and monitor them as they work on their tasks. When learners are actively engaged and motivated in teaching and learning activities, behavioural problems are limited. In turn, this will allow for maximum use of instruction time since there will be no time wasted on correcting learners' behavioural problems (Savage & Savage, 2010; Weinstein & Romano, 2014).

Through classroom observation, school principals can see areas where their teachers lack classroom management skills. In agreement to the above, Murphy (2013) proclaims that classroom observation offers school principals opportunities to assess their teachers' classroom management skills and other related various aspects of teaching and learning strategies, thus helping them in evaluating their strengths and weaknesses in utilising instruction time optimally.

2.6.2 Increasing instruction time

According to Wedel (2021), increasing instruction time is one of the easiest strategies that can improve the learners' academic achievement. School principals, teachers,

parents and learners should support any programme that is meant to maximise or increase instruction time. One common strategy to increase instruction time is through conducting extra classes beyond the normal allocated school time. School principals ought to ensure that any additional instruction time is efficiently used since it is associated with high costs of remunerating teachers conducting extra classes (Andersen, Humlum & Nandrup, 2016; Gromada & Shewbridge, 2016; Rivkin & Schiman, 2015).

By increasing instruction time, teachers can create more space and opportunities for learners to interact with the subject content (Heafner & Fitchett, 2015). According to Andersen et al. (2016), increasing instruction time in teaching and learning is a central element in the attempts of many governments to improve the academic performance of their learners. This can be done either before or after school hours, as morning and afternoon lessons, respectively. Some schools go beyond weekdays and extend their extra classes to weekends and even school holidays. Increased instruction time affords learners more learning time giving them the potential to improve and positively influence their academic performance (Gromada & Shewbridge, 2016; Jez & Wassmer, 2013; Ntuli, 2018).

Instructional school principals need to motivate, persuade, support and encourage teachers and learners to participate in extra classes because they improve the performance of all regular participating learners (Bush, 2013; Smith, 2000). Ntuli (2018) states that extra classes assist teachers and learners to cover the prescribed content either uncovered because of interrupted or lack of instruction time during contact time. Additionally, the extra instruction time can come in the form of remedial education that can assist academically challenged learners and subsequently strengthen the knowledge of the high-achieving learners (Meroni & Abbiati, 2016; Ntuli, 2018).

Andersen et al. (2016) argue that for learners to benefit from increased instruction time, they need to be motivated. When motivated, learners are willing to sacrifice their short-term pleasures and pay more attention to extended teaching and learning activities and thereby achieve long-term gains normally revealed by good academic performance (Duckworth & Seligman, 2005). Within the timetable for extra classes, learners must also be awarded some "free time" to choose what to do with it, otherwise

boredom and impatience will easily catch up with them, making the purpose of extra instruction time null and void (Coetzee & Van Niekerk, 2019; Mendes et al. 2021; Mokoena, 2016).

2.6.3 Effective monitoring and supervision of instruction time during contact time

Teaching and learning activities need to be continuously monitored by school principals, a responsibility that can be delegated to other members of the SMT (Balyer, 2014). While continuous monitoring can sometimes be a problem to senior teachers who might feel less trusted by the school principals in doing their work, it may be of great benefit to less experienced teachers in the effective use of instructional time. Effective monitoring of teachers should also include empowering less experienced teachers with guidelines on how they can effectively use instruction time, manage teaching and learning activities and making all teachers aware of all the possible factors that can lead to loss of instruction time (Horng et al., 2010; Steyn & Van Niekerk, 2012).

When school principals constantly monitor and supervise teaching and learning activities, it enhances and improves the use of instruction time (Bush, 2013; Ibrahim & Mohammed, 2019). Consequently, the school principal's instructional monitoring and supervision practices can improve classroom instruction and inspire teachers to create a supportive and work-oriented learning environment (Haydn, 2012; Kyriacou, 2014; Rogers, 2015). The more school principals get involved in what is happening in classrooms during contact time, the better they become aware of any timewasters to instruction time. In any event, the school principal has an instructional responsibility to monitor and supervise curriculum implementation and devise strategic plans to improve the effective use of instruction time, whenever there is a shortcoming in that regard.

According to Hallinger (2011) and Shava et al. (2021), school principals can improve their instructional leadership roles through constant interaction with their teachers even in an informative process of monitoring and supervising teaching activities. Furthermore, it is easy for school principals to strategise plans that can improve the optimal use of instruction time if they are aware of the timewasters affecting their schools (Ayeni, 2020). Ayeni further advises that school principals should have

supervision record books in which they can note any timewasters or interruptions associated with the optimal use of instruction time. In that case, they would be able to sit down and deal with every timewaster so as to improve the efficient use of instructional time.

2.7 CHAPTER SUMMARY

The effective and optimal use of instruction time bears positive results on learners' academic performance. With the current Covid-19 pandemic, the effective use of instruction time draws more attention to all countries, for there is now more limited contact time regarding face-to-face teaching and learning. School principals in their instructional leadership practices should therefore ensure that teachers protect instruction time by optimally using for teaching and learning activities. To optimally use instruction time, teachers need to have basic time management skills. Teachers with inadequate skills on time management should be trained through in-service professional development processes and school principals should ensure that all in-need teachers receive such development. When school principals and teachers effectively manage instruction time, learners benefit a lot and improve their performance regardless of the SES of the school or learners' background.

Several timewasters are revealed in the literature. Among them are teachers' and learner' absenteeism and tardiness, instruction time consumed by school's morning briefings, assemblies and breaks, unplanned interruptions caused by unexpected visits from parents or officials, temporary closure of schools and the use of cell phones during contact time. Above all, inadequate lesson preparation by teachers also has a negative impact on the optimal use of instruction time. In conclusion, literature also suggests that the strategies that can be used to improve the optimal use of instruction time include but are not limited to effective classroom management, addition of instruction time by means of extra classes and continuous supervision of teaching and learning activities during contact time. The next chapter presents the theoretical frameworks that pertains to the instructional leadership practices of school principals in creating effective teaching and learning resulting from sound management of instruction time.

CHAPTER 3

THEORETICAL FRAMEWORKS PERTAINING TO INSTRUCTIONAL LEADERSHIP ROLES OF SCHOOL PRINCIPALS IN CREATING EFFECTIVE TEACHING AND LEARNING

3.1 INTRODUCTION

Chapter 3 presents the literature that pertains to theories and model frameworks regarding the instructional leadership roles of school principals with regard to effective teaching and learning. All theoretical frameworks are discussed based on a comparison on how school principals in township and former Model C schools execute their leadership practices in creating effective teaching and learning that can lead to improved learner academic performance. In this chapter, a theoretical framework of instructional leadership forms the background of instructional leadership models that shape this study. In particular, the researcher focuses on Hallinger and Murphy's (1985) model as the underlying theoretical framework for this investigation but includes elements of Murphy's (1990) model and Weber's (1996) model, which refined Hallinger and Murphy's model (see Figure 1.1). Education management and leadership are also discussed. The characteristics of township and former Model C schools are presented to shed more light on the schooling system within the South African context. Finally, the chapter presents the culture of teaching and learning.

3.2 A THEORETICAL FRAMEWORK FOR UNDERSTANDING INSTRUCTIONAL LEADERSHIP

A theory is described as a well-substantiated explanation with accepted information through a collection of concepts leading to what is expected and needs to happen concerning a phenomenon (Cole & Kelly, 2011). In that light, Imenda (2014) defines a theoretical framework as a theory chosen by the researcher to guide the research under study. The theoretical framework that underlines this study is therefore the school principal's instructional leadership role in managing instructional time. The instructional leadership framework yields good results because of its strong impact on quality teaching and learning, and the overall academic success of the school (Murphy, Neumerski, Goldring, Grissom & Porter, 2016).

Hallinger and Murphy's (1985) model is chosen as the theoretical framework for this investigation based on its domains and leadership functions that are deemed relevant in this research study. Details of each domain are discussed and used as an anchor on which school principals can base their instructional practices as they manage instruction time in their schools (Neumerski, Grissom & Goldring, 2018). Additionally, Iqbal, Rooh and Amin (2021:833) confirm that researchers who have adopted the above model have successfully investigated the basic instructional leadership practices that need to be employed by school principals to lead effective schools.

Given that most South African learners perform at a far lower level than the lower international benchmark of 400 set by the Trends in International Mathematics and Science Study (TIMMS) (e.g., with only 24% of students reaching that benchmark in 2011, 34% in 2015 and 41% in 2019), research into the school principals' instructional leadership roles continues to be valid in South Africa (Taylor et al., 2013, TIMMS, 2021). The TIMMS achievement scale for science and mathematics has a centre point of 500. Learners who achieve a score below 400 do not demonstrate the proficiency for the subject assessed. Ultimately, a score ranging between 400 and 475, 475 and 550, and above 550 each indicates some knowledge of the subject, the ability to apply the subject knowledge, and the ability to apply knowledge and to reason, respectively. According to Hompashe (2018), the low academic performance of South African learners emanates from dysfunctional leadership practices exercised by school principals. Instructional leadership therefore focuses on the basic function of any school which is teaching and learning (DeMatthews, 2014; Mestry, 2013). This study pays particular attention to how school principals can turn the academic performance of learners around by managing instruction time optimally. Well-managed instruction time allows learners to be fully engaged in instructional activities which can improve their academic performance. Therefore, in their instructional leadership practices, school principals ought to ensure that all allocated instruction time is optimally utilised for active teaching and learning since any other activity a school might offer is secondary to the academic engagement of its learners (Bush, 2013).

3.3 INSTRUCTIONAL LEADERSHIP

3.3.1 Historical background of Instructional leadership

Although it seems to be a new concept in South Africa, instructional leadership emerged in the early 1980s with its focus on shifting school principal roles from administrators to instructional leaders (Du Plessis, 2013; Naz & Rashid, 2021). A number of scholars have also confirmed that instructional leadership gained its popularity in the 1980s and has become one of the most commonly studied types of leadership based on its demands that emphasise that school principals need to account for the effective management of teaching and learning in their schools (Gümüş, Bellibaş, Esen & Gümüş, 2018; Hoy & Miskel, 2005; Reitzug, West & Angel, 2008; Sharma, 2012; Sofo, Fitzgerald & Jawas, 2012; Southworth, 2002). Ultimately, in past decades, instructional leadership has also raised several debates pertaining to its practice and how it can impact teaching and learning in schools (Mestry et al., 2013).

In the new millennium, instructional leadership is now receiving worldwide recognition such that almost all countries encourage their school principals to employ instructional leadership practices because of their importance relating to the improvement of quality teaching and learning (Hallinger & Bryant, 2013; Hallinger, Gümüş & Bellibaş, 2020; Southworth, 2002). In support of the above, Bush (2013) also argues that any other activity a school can offer should be regarded as secondary to the academic engagement of its learners. Although schools are also meant to teach and develop learners in terms of civic or character education whereby they are taught morals and values to live harmoniously with others in their places of work and the community at large, the main focus in South African schools is the academic performance of learners. This notion emanates from the general belief in South African communities that education is the key to changing peoples' lives. According to Nordin and Norman (2018), school principals should cultivate ethical values while ensuring that their learners are also academically developed to meet the entry requirements at tertiary institutions and places of employment in this twenty-first century world.

Because of the high demand for quality academic performance of learners, more than anything else, school principals are obliged to ensure that adequate time is allocated and effectively used for pure academic subjects in their schools. To achieve that,

school principals as instructional leaders should constantly focus and renew their instructional leadership practices to achieve better teaching practices that can improve the use of instruction time and learner academic performance (Bush, 2013; Moeketsane, Jita & Jita, 2021). Ntombela (2014) suggests that school principals' instructional responsibilities surpass their administrative and managerial duties and demand that they include the constant monitoring of academic performance of learners within their instructional programme management. Among the aspects that involve the management of instructional programmes, one crucial aspect is setting and maintaining the school's daily programme of activities so that instructional time can be optimally used for teaching and learning (Balyer, 2014).

3.3.2 Instructional leadership defined

Previously instructional leadership was both narrowly and broadly defined. From a narrow perspective, it is defined as a leadership style that is directly related to the supervision and evaluation of teaching and staff development in their daily management tasks of the school principal (Foo Seong, 2015; Kruger, 2003). However, this leadership style puts more focus on managerial and administrative activities with the addition of instructional leadership responsibilities of the school principal, all meant for the realisation of quality teaching and learning in schools (Chiedozie & Victor, 2017). However, Hallinger and Murphy (1987) argue that instructional leadership is better described and understood in terms of observable practices and behaviours implemented by school principals. Instructional leadership is therefore a multidimensional concept that requires an ongoing commitment from the school principal (Lee, Walker & Chui, 2012).

Hallinger and Murphy (1985) define instructional leadership as any activity that is engaged in or executed by the school principal with the intention to improve the success of the teaching and learning process and school development. Expanding on the above, Mestry (2017:261) also decribes instructional leadership as "actions that school principals take, or delegate to others, to promote growth in learners' learning". The actions should be aligned to teaching and learning activities where both teachers and learners are fully engaged (Juma, Ndwiga & Nyaga, 2021). Instructional leadership can also be described as the leadership style in which, above all else, the school principal puts more effort into improving or sustaining quality teaching and

learning by effective management and addressing the challenges faced by teachers and learners regarding instructional activities (Bush, 2007; Brazer & Bauer, 2013; Duffy, 2016). Instructional leadership is associated with leadership practices that aim to create school conditions that can lead to effective teaching and learning for the purpose of improving learner academic achievement through effective curriculum implementation and assessment (Ahmed, 2016; Hallinger & Murphy, 2013). Therefore, school principals' instructional leadership practices should focus mainly on influencing learner academic outcomes while the pursuit of other goals should be secondary (Bush, 2013; Hallinger & Heck, 2010; Malloy & Leithwood, 2017). Learners tend to perform much better when their school principal puts more effort and time into instructional responsibilities rather than administrative duties (Horng et al., 2010; Rodrigues & Lima, 2021). This is because the academic performance of learners is directly influenced by the school principal's instructional leadership in the implementation of instructional delivery.

3.3.3 School principals as effective instructional leaders

School principals play a vital role in any school. School principals who are effective instructional leaders are concerned about the leadership practices that are likely to improve instructional and academic achievement of their learners (Lunenburg, 2010; Rigby, 2014). Fabi (2013) confirms that effective school principals are those who perform at high levels pertaining to resource provision, are actively engaged in teacher development, stick to performance standards for instruction and teacher behaviour and are visibly present in all school activities.

Effective instructional school principals should possess certain characteristics, which make their teachers and learners feel valued and respected which, in turn, encourages them to commit to their teaching and learning role (Reimers & Chung, 2019). Such school principals need to have a clear vision, passion, enthusiasm and commitment towards facilitating effective teaching and learning that can bring about improvement in learner achievement and school performance at large (Davidoff & Lazarus, 2002; Niqab, Sharma, Wei & Maulod, 2014). Van Deventer (2016) adds that effective school principals provide notable and significant direction, inspire teachers and learners, encourage teamwork and lead by example.

In their instructional leadership tasks, effective school principals focus on setting goals, manage curriculum and supervise all the activities relating to teaching and learning activities (Bhengu & Mkhize, 2013, Börü & Bellibaş, 2021; Mestry et al., 2013). In essence, they directly engage themselves in activities pertaining to the actual teaching and learning so that they can achieve better academic achievement of their learners. According to Balyer (2014), the academic achievement and performance of learners is the yardstick that measures the failure or success of any school. Du Plessis (2013:82) mentions that any school principal who is an effective instructional leader provides sound direction and instructional support to teachers and learners with the aim of improving curriculum delivery in the classroom during instructional time.

In agreement with the above, Reagan (2015) also suggests that there is an influence on the academic performance of learners which is either positive or negative, depending on how a school principal executes their instructional leadership duties. Kaster (2010) postulates that any school principal who is an effective instructional leader prioritises the positive academic success of every learner by being actively involved in the instructional programmes of the school. Furthermore, effective instructional school principals arrange for additional instruction time as a way of improving the performance of their learners which can be achieved by establishing a sound culture of teaching and learning (Botha, 2013; Todd, 2006; Wasil, 2016). Bush (2013) further elaborates that effective management of an instructional programme by a positive instructional school principal inevitably contributes to the maximum and optimal utilisation of instruction time.

Any school principal who pays attention to matters that inspire his teachers and learners is likely to achieve higher learner academic achievements. To attain that, school principals need to coordinate, control and effectively supervise learning and teaching activities while they ensure that instructional time is optimally used in every subject. According to Marishane and Botha (2011), the primary focus of a school principal, who is an effective instructional leader, is to ensure effective curriculum and instructional delivery in the classroom, which can only come to fruition when there is no instructional time wasted during contact time. The following section presents a discussion on educational management as another aspect that school principals ought to engage in beside leading teaching and learning activities.

3.4 EDUCATIONAL MANAGEMENT

Education management is better understood when the thin line that separates management from leadership is addressed. Both functions play crucial roles in the smooth running of a school. Most importantly, school principals need to be both leaders and managers in their principalship roles. This is required, particularly, if they are to apply their instructional leadership roles in managing instruction time optimally.

3.4.1 Management and leadership differentiated

In as much as educational leadership and management are different; these terms are often used interchangeably in academic literature (Botha, 2013). Leadership and management as educational concepts usually overlap each other with regard to the notion of administration (Bush, 2008). Witziers, Bosker and Kruger (2010) indicate that although some educational scholars agree that a distinction exists between management and leadership, others believe they are intertwined and inseparable. In agreement, Duncan (2014) reiterates that managers should have leadership competences, while leaders have managerial skills which are the ability to work with others in planning, organising and controlling collective action towards achieving the leader's vision. The purpose of this study is to understand how school principals should act as instructional leaders, as well as how they can optimally manage instruction time as managers of the teaching and learning process. It is therefore imperative to make a clear distinction between management and leadership.

Leadership is the process by which the school principal as a leader can influence teachers and maximise their capabilities to accomplish their goals in utilising all the instruction time for effective teaching and learning (Duşe, 2020; Naz & Rashid, 2021; Robbins & Judge, 2013). According to Cuban (1988), leadership is more linked with initiating strategies that can change and improve the existing goals of a school while management is more of a maintenance duty to ensure efficient and effective running of current school goals and arrangements. Hence, school leadership and management are both functions of a school principal although they are executed differently within a school setup (Heystek, Nieman, Van Rooyen, Mosoge & Bipath 2008).

Similarly, Bobonski (2004:1) proclaims that "You don't manage people – you lead people and manage things". According to Drucker (2007), management pertains

'doing things right' while leadership denotes 'doing the right things'. This implies that school principals need to do the right things and to do things right in protecting and managing instruction time respectively. Additionally, the way school principals lead their teachers influences the effectiveness teaching and learning. According to DiPaola and Wagner (2018), the effectiveness of a school is more determined by what kind of a person the school principal is and not the policies and rules that must be adhered to for effective teaching and learning to take place. Therefore, for effective teaching and learning to prevail in classrooms, school principals need to rightfully lead teachers and learners while managing the instructional processes of their schools.

Within the context of a school as an educational organisation, school principals have authority over teachers and learners and are accountable for their actions. Therefore, the researcher believes any school principal should be a manager and leader. It is difficult for school principals to be effective instructional leaders without executing managerial functions (Bush, 2003). Bush (2008) further reiterates that school principals need to give equal prominence to leadership and management duties if they want their schools to operate effectively and achieve their objectives and school goals. A school principal is a manager by doing the right things, while he/she is a leader by ensuring that teachers and learners confidently and willingly follow their directive suggestions, especially in the core business of the school.

Principalship is a function that includes leadership and management skills from the school principal (Bush & Glover, 2014, Department for Education (UK), 2015; Department of Basic Education (DBE), 2016). Regrettably, several practising school principals lack basic management and leadership training skills both before and after their entry into principalship leading to a lack of accountability for poor quality of teaching and learning (Bush & Oduro, 2006; Flores & Ferreira, 2019; Heystek, 2016; Marishane & Mampane, 2018). In agreement with the above, lack of time and inadequate skills have also been identified as the reasons why most school principals fail to involve themselves in teaching and learning practices (Fevre & Robinson, 2015; Salo, Nylund & Stjernstrom, 2015). For this reason, Bottery (2016) argues that school principals end up working extra hours on weekday evenings, weekends and during school holidays, fearing their jobs could become unsustainable if they did not. Globally, one symptomatic reason for poor school learner academic achievement is lack of effective leadership and management from school principals (Spaull, 2012).

Accordingly, Mestry (2017) proclaims that education authorities should continue to professionally develop and support school principals so that they can effectively lead and manage schools.

However, managing instruction time optimally requires school principals to understand leadership as a process that requires good relationship in working with teachers and members of the SMT in which instructional responsibilities are shared among them for the improvement of learners' academic results (Steyn, 2009; Shaked, 2020; Pokharel, 2020). Consequently, they also need to understand that as managers, they are accounting officers of their schools like chief executive officers (CEOs) of companies (Starr, 2009). Hence, their managerial duties should include strategic planning, budgeting for and procuring instructional resources, while working with teachers and learners in strategising on how they can effectively utilise all available instruction time for teaching and learning to meet the school's vision, mission and goals. Whenever school principals effectively lead teachers and manage instruction time, they are likely to improve the quality of teaching and learning activities.

3.4.2 Educational management areas of school principals

As a concept, educational management is a process whereby the school principal and teachers seek to communicate with their stakeholders, coordinate school activities and use available resources to accomplish the school's educational goals (Hersey, Blanchard & Johnson, 2001; Marishane & Botha, 2011). Essentially, educational management is vital for a school to achieve its main goals. It allows the school principal to plan, organise, coordinate and distribute instructional resources for the optimal use of instruction time. According to Bush (2007), the quality of management in any school is better judged from an academic perspective by the quality of learners produced. Subsequently, some of the most important areas where school principals need to properly manage for their schools to function effectively are discussed in the next few sections.

3.4.2.1 School principals as educational managers of teaching and learning activities

Managing teaching and learning activities is a crucial activity of a school principal in their managerial tasks. According to Booyse and Du Plessis (2008), managing teaching and learning processes involves school principals' input on how teaching time

in each subject can be organised and managed for improved learner performance. School principals should also ensure that all learning outcomes are met in every learning area through structured and well-arranged assessments (ibid). When school principals plan how they are going to manage teaching and learning activities, their planning and functional management strategies should consider how they can increase the effective use of instruction time in every subject.

One way to ensure the optimal use of instructional time is to have a functional timetable. School principals in their leadership and managerial roles are, therefore, obliged to ensure that a working timetable is ready before school opens, particularly at the beginning of the year. Importantly, school principals should be aware that any delay in having a working timetable can lead to loss of precious instruction time that can hamper effective teaching and learning. Sadly, Dongo (2016) reveals that having an effective working timetable is unpredictable in most of township schools. This is because of unstable teacher recruitment and learner enrolments which eventually puts teaching and learning at stake particularly at the beginning of the academic year.

The researcher's personal and general observation is that most former Model C schools operate differently from township schools. They have stable teacher recruitment and learner enrolments, allowing them to have a stable working timetable prior to the assumption of every school year and term, which is exactly the opposite in what is happening in most township schools. Considering the above, all allocated instruction time is fully used leading to better learner academic achievement compared to those from township schools.

3.4.2.2 School principals as educational managers of instructional resources

In their managerial duties, school principals should purchase and acquire educational resources for their schools (Botha, 2013). Successful schools are managed and led by successful school principals who provide required resources for effective teaching and learning. They also ensure that available instructional resources are effectively utilised (Botha, 2013). According to Jita and Mokhele (2008), schools that use a variety of instructional resources are likely to improve the quality of teaching and learning. When classrooms are not adequately resourced, teaching and learning processes are negatively affected. Bhengu and Mthembu (2014) postulate that the core duty of any school principal is to create an environment where effective teaching and learning

takes place and exists to serve the core business of the school. The daily frustrations encountered by teachers and learners because of a lack of instructional resources during contact time contributes to an inefficient use of instruction time. Abadzi (2007) therefore argues that effective management of school's daily activities is a powerful tool that can maximise the use of available instruction time.

Creating a sound classroom environment is the starting point of school principals as educational managers. According to Maponya (2015), availability of school resources is an important aspect that makes the school environment conducive to teaching and learning. Classroom climate pertains to several variables working together in promoting teaching and learning to take place in a comfortable classroom environment (Falsario, Muyong & Nuevaespana, 2014). Because learners spend a lot of time sitting in a classroom (Hannah, 2013), school principals should therefore provide and manage all instructional resources needed for a positive classroom environment. Several learners seldom differentiate between the school and classroom climate. Because they spend a lot of time in the classroom, they tend to see the school as a classroom (Peterson & Deal, 2009). When a positive classroom climate exists in several classes, the whole-school climate almost automatically becomes positive as well (Kruger & Steinman, 2003).

However, Van der Merwe (2011) argues that it is not the availability of resources alone that can improve the quality of learner academic results. She further reiterates that the solution lies in the well-planned and effective use of such resources, coupled with school principals' leadership and managerial roles that can lead to a sound teaching and learning environment. In light of the above, most South African townships schools seem to still have some challenges with overcrowded classes, lack of desks and chairs, learners sharing textbooks, dilapidated classrooms and in some cases vandalised mobile classrooms. The findings of Dongo (2016) reveal that several township schools are inadequately resourced and is not a surprise in these schools to see learners sharing chairs and tables while in worst case scenarios, some learners sit on the cracked floor. The above findings confirm the existence of an unequal education system in South Africa: adequately and inadequately resourced schools for former Model C and township schools respectively (Fleisch, 2008).

3.4.2.3 School principals as educational managers of administrative duties

Administrative duties directly linked to teaching and learning must be professionally managed to have minimal or non-disturbances to instruction time. These duties include managing administration of instructional resources, monitoring of classroom orderliness, marking of daily learners' registers and recording of learners' marks and even parents who come to school with queries.

Regarding to parents with queries, Van Zyl (2013) recommends that school principals should set up procedures so that parents are aware of the school structures and communication channels to follow for efficient handling of their complaints, queries and requests. Once these procedures are effectively managed, Vannest et al. (2010) proclaim that these arrangements will allow teachers to spend most of their time teaching learners which will result in satisfactory learning outcomes. This means no teacher will be called out during contact time to attend to parents. In that light, school principals should communicate with parents regarding scheduling of appointments that would only be entertained after school hours so that there is minimum loss of instruction time (Coetzee et al., 2008).

Teachers' administrative duties in classroom management and administration of instructional resources can play a significant role in how teaching and learning time is used. Distribution of instructional resources to learners in every lesson can indirectly consume a remarkable amount of teaching and learning time. The availability of instructional resources, in particular textbooks and working books for all learners, can save teachers' teaching time. In support of the above, in executing their administrative duties, school principals should make sure that instructional resources are available, so that there is protection and optimal use of instruction time (Bhengu & Mkhize, 2013; Naicker et al., 2013). However, many school principals engage themselves in general administrative duties leaving the responsibility for curriculum delivery and teaching and learning processes to their deputy principals (Dongo, 2016; Fevre & Robinson, 2015; Hallinger & Hosseingholizadeh, 2020; Rodrigues & Lima, 2021). Oti (2018) claims that productive instructional school principals always take the responsibility of controlling curriculum and any other instructional issues which directly influence the learning outcomes of their learners.

School principals should make sure that time allocated for marking of daily learners' registers and monitoring of classroom cleanliness is adhered to and properly managed, otherwise this can take a lot of instruction time. The researcher's experience is that, generally, prior to resumption of lessons 15 minutes are allocated for registrations purposes in most schools. This is the time school principals should manage so that all administrative duties pertaining to classroom administration are handled during that period, and not when teachers come for the actual teaching and learning period. When managed properly, these processes can lead to optimal use of instruction time resulting in advanced learner academic achievement (Hallinger, 2011). According to Anderson (2009) and Dumay et al. (2013), teachers are instrumental in influencing the optimal use of instruction time in the classroom. Therefore, school principals ought to create and ensure that all relevant opportunities are in existence for active teaching and learning to prevail. The following section explains the models of instructional leadership.

3.5 MODELS OF INSTRUCTIONAL LEADERSHIP

To improve teaching and learning in the twenty-first century, school principals must have substantial skills and expertise that pertains to instructional leadership (Adams, Kutty & Mohd Zabidi, 2017; Hallinger, 2018a; Hallinger et al. 2020). It is therefore imperative to study the already developed models of instructional leadership and see how these can be applied to assist school principals in managing instruction time for effective teaching and learning.

According to Layder (2018), a model is a simplified representation of a phenomenon under study, which in this research is to investigate the instructional leadership practices of a school principal in managing instruction time. Masiiwa and Kabanda (2006) also describe a model as a navigator that shows the way to success in what the researcher aspires to achieve. Based on a comparison between township and former Model C schools in Gauteng Province, the researcher in his aspiration to understand the differences in instructional leadership between the two kinds of schools, investigates what the instructional leadership practices of the school principals entail in managing instructional time optimally. Because school leadership is culturally and contextually specific, an instructional leadership model embodies an empirical paradigm on how school principals interface the results of an educational

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outcome by rating the academic performance of their learners (Neider & Schriesheim, 2002; Lim & Thien, 2020).

Since the 1980s, several various instructional leadership models have emerged in literature elaborating the concepts of instructional leadership. Among these models are the following: Hallinger and Murphy (1985) model, Murphy's model (1990) and Weber's model (1996) to mention but a few. Although all models contribute to this study, more attention is given to Hallinger and Murphy (1985) model as the compass model for this study. However, the theoretical framework for this study includes elements of Murphy's model (1990) and Weber's model (1996) as discussed below.

3.5.1 Murphy's model (1990)

Based on Hallinger and Murphy's (1985) model, Murphy's (1990) model argues that instructional leadership is better demonstrated by school principals serving in effective schools. These are schools led by effective school principals who have successfully established sound school cultures through the promotion of an effective teaching and learning climate (Bhengu & Mthembu, 2014). Murphy built an instructional leadership framework that emphasises four domains: developing mission and goals; managing educational production function; promoting an academic learning environment and developing a supportive work environment. Once directly or indirectly applied by effective school principals, these instructional leadership roles can lead to optimal use of instruction time in class, regardless of the school's location, whether rural, township or former Model C school. Table 3.1 below provides an overview of Murphy's (1990) model of instructional leadership.

Table 3.1 Murphy's (1990) instructional leadership model

Developing mission and goals	Managing educational production function	Promoting an academic learning environment	Developing supportive work environment
Framing school goals. Communicating school goals.	Promoting quality instruction. Supervising and evaluating instruction. Allocating and protecting instructional time.	Establishing positive expectations and standards. Maintaining high visibility. Providing incentives for teachers and students.	Creating a safe and orderly learning environment. Providing opportunities for meaningful student involvement.

Developing mission and goals	Managing educational production function	Promoting an academic learning environment	Developing supportive work environment
	Coordinating the curriculum. Monitoring student progress.	Promoting professional development.	Developing staff collaboration and cohesion. Securing outside resources in support of school goals. Forging links between the school and home.

Source: Alig-Mielcarek (2003:43)

3.5.2 Weber's model (1996)

In this model, Weber argues that instructional leadership can be implemented through shared leadership by empowering teachers as site-based informal leaders of the school (Alig-Mielcarek, 2003; Mestry, 2017). In that regard, Weber then identifies five essential domains to be executed as part of school's instructional leadership roles: defining the school's mission; managing curriculum and instruction; promoting a positive learning climate; observing and improving instruction and assessing the instructional programme. According to Weber, sound and effective instructional leadership depends mainly on two factors: how flexible the school principal is in sharing his instructional leadership duties with other colleagues, like members of the SMT, HoDs and teachers; and the extent of the explanations the school principal gives to individuals who can collaboratively work with them on instructional leadership duties. In support of the above, Pokharel (2020) argues that instructional leadership is more effective when duties are shared among teachers within the school.

Based on this study, if school principals are to succeed in their instructional leadership role in optimally managing instruction time, then they must be willing to work with others, since this duty requires teamwork with SMT, HoDs, teachers and learners. The South African Standard for Principals (Department of Education, 2000a) also stipulates that instructional school principals do not act in isolation but lead and manage their schools democratically with other members of the school. Table 3.2 summarises Weber's (1996) instructional leadership framework.

Table 3.2: Weber's (1996) instructional leadership model

Defining the school's mission	Managing curriculum and instruction	Promoting a positive learning climate	Observing and improving instruction	Assessing the instructional programme
The instructional leader collaboratively develops a common vision and goals for the school with stakeholders.	The instructional leader monitors classroom practice alignment with the school's mission, provides resources and support in the use of instructional best practices, and models the use of data to drive instruction.	The instructional leader promotes a positive learning climate by communicating goals, and establishing expectations, and establishing an orderly learning environment.	The instructional leader observes and improves instruction through the use of classroom observation and professional development activities.	The instructional leader contributes to the planning, designing, administering, and analysing of assessments to evaluate the effectiveness of the curriculum.

Source: Alig-Mielcarek (2003:46)

3.5.3 Hallinger and Murphy's model (1985)

For this empirical investigation, the Hallinger and Murphy (1985) model was selected because of the contribution it makes to understanding how school principals execute their instructional leadership roles and practices in managing instruction time optimally for the realisation of effective teaching and learning. Of particular note, the researcher considers the dimensions of this model as of great relevance to the phenomenon under study. Each dimension together with its relevant leadership functions is used to shed more light on how it can be applied by school principals in Gauteng Province to manage instruction time for the realisation and success of effective teaching and learning. The Hallinger and Murphy model (1985) has three main dimensions, which are further subdivided into ten leadership functions as represented in Table 3.3 below.

Table 3.3: Hallinger and Murphy's instructional leadership model

Defines the School Mission	Managing the Instructional Program	Developing the School learning Climate Program
• Framing the school's goals. • Communicating the school's goals.	• Coordinating curriculum. • Supervising and evaluating instruction. • Monitoring student progress.	• Protecting instructional time. • Providing incentives for teachers. • Providing incentives for learners. • Promoting professional development. • Maintaining high visibility.

Source: Hallinger and Murphy (1985:221)

3.6 THE INSTRUCTIONAL LEADERSHIP ROLES OF SCHOOL PRINCIPALS

The past 40 years has witnessed several changes in education more so on how school principals execute their leadership and managerial duties (Spires, 2015). Whenever there is a change in the education fraternity, all educational trends, from school principals' leadership roles, behaviours and practices automatically cannot remain the same. Teaching and learning activities are very dynamic in such a way that school principals also ought to change their instructional leadership roles. This will allow them to adequately address the ever-changing learner and teacher needs, particularly in teaching and learning.

Chenoweth and Theokas (2013) indicate that, at one time, the main duty of school principals was primarily defined as a managerial one, but now school principals are expected not just to run a smooth operation, but rather to improve learners' academic achievement. Undoubtedly, this is achievable only if school principals in their instructional leadership practices put more emphasis on how they can minimise any disruptions to instruction time, a challenge faced by most township schools. In light of the above, a discussion of the different instructional leadership roles of school principals grounded from three domains and ten leadership functions of Hallinger and Murphy's (1985) model is presented in the next section.

3.6.1 School principals in defining the school's mission

This domain comprises of two leadership functions: framing and communicating the school's goals. The school principal's role in this domain is to set a clear vision pertaining to the school's goals that need to be achieved. School principals as

instructional leaders should therefore have a clear vision of the goals of their schools while leading teachers and learners in developing a school wide goals and engaging in explicit communication of such goals to achieve the main goal of the school which is teaching and learning (Bush, 2013; Hallinger & Murphy, 1987). Within any successful school, Hallinger (2011) postulates that the clear framing and communication of school goals is the foundation for any other functions of the school principal to be executed successfully. If these goals are the smooth running of the school with better learner academic achievement as the mission of the school, then the school principal ought to incorporate strategies on how they will manage instruction time to achieve the set goals (Naz & Rashid, 2021; Oti, 2018).

3.6.1.1 Framing the school's goals

The school principal as an instructional leader should collaboratively work with all stakeholders to develop a common mission, vision and goals for the school (Liu, Bellibaş & Gümüş, 2021). Any school principal has an instructional responsibility to frame and communicate the school's goals to the entire school community so that these goals are supported and integrated into daily professional teaching and learning practices (Rodrigues & Lima, 2021). If all stakeholders are involved, it will be easy for them to actively engage in ensuring that the school's mission and vision are effectively implemented.

In agreement with the above, Naicker et al. (2013) advocate that for the instructional functions to be more effective, their execution ought to be shared among the teachers in the school. According to Dongo (2016), school principals together with their teachers should frame the school's goals and objectives that will realise and promote effective classroom teaching and learning. In this new era, any school goal should work towards promoting the optimal use of instruction time with the aim of achieving improved learner academic achievement. Furthermore, all school principals who clearly set their school's goals, improves their teachers' performance thereby improving the optimal use of instruction time (Hallinger, 2018b; Naz & Rashid, 2021).

3.6.1.2 Communicating the school's goals

School principals who are instructional leaders always clearly communicate their schools' goals with the aim of improving the quality of teaching and learning (Naz &

Rashid, 2021). Marishane and Botha (2011) refer to school goals as a compass pointing to the direction and destination of the school principals in terms of achieving the main goals of their schools. The main goal of most school principals, whether from township or former Model C schools, is to see a positive school climate that can promote effective teaching and learning (Bhengu & Mkhize, 2013; Jita & Mokhele, 2013). Consequently, for a school to have focused and clear goals, a school principal needs to be a visionary and see beyond the horizon of the school's destination (Marishane & Botha, 2011).

All school's immediate stakeholders like the principal, teachers, learners and parents at large should be aware of the school's long-term goals. Once the school's mission is formulated, it is important that the school principal communicates it clearly with all stakeholders. School principals, who are instructional leaders, always communicate the importance of optimal use of instruction time to all stakeholders should the school desire to achieve its vision and mission successfully (Lim & Thien, 2020). This also applies when classroom rules are developed. Therefore, when drafting the classroom rules, school principals should advise teachers and learners to align their classroom rules with the school's goal and mission.

Classroom rules should all work to promote a safe classroom environment where minimum disruptions to instruction time is valued and respected. According to Sebastian and Allensworth (2012) and Maponya (2015), classroom rules should be developed to ensure the safety and personal welfare of learners while providing effective conditions for teaching and learning. Ultimately, this can reduce any interruptions to teaching and learning thereby protecting instruction time. Therefore, to achieve the above, school principals should accordingly advise their teachers to develop classroom rules that directly or indirectly address issues pertaining to learner misbehaviour and any other activities that might hinder potential teaching and learning during instructional time. Coetzee and Van Niekerk (2019) stipulate that classroom rules should be very clear on the rules to be followed by learners, consequences and rewards of breaking and adhering to the rules respectively. Classroom rules and regulations should guide learners in understanding that teachers manage their classrooms with the purpose of having effective lessons that restrict the loss of instruction time (Gettinger & Seibert, 2002).

Positive classroom rules influence effective discipline in the classroom, thereby saving a lot of instructional time because of fewer behavioural interruptions to teaching and learning processes (Coetzee & Van Niekerk, 2019; Gettinger & Seibert, 2002). In support of the above, some studies also suggest that learners' disruptive behaviour can be reduced by predetermining behavioural expectations of learners during contact time (Alter & Haydon, 2017; Khasinah, 2017). A school's code of conduct for learners is an important school-based policy that can be used to manage learner behaviour, and particularly to prevent any disturbance during contact time (De Wet, 2016). Since classroom rules support the objectives of the school's code of conduct, it is of utmost importance that the school principal approves the classroom rules before they are either communicated to the parents or implemented in the classroom.

3.6.2 Schools principal in managing the school's instructional programme

The school principal's instructional role under this domain is to manage the instructional programme of the school. Worldwide, school principals are encouraged and challenged to play a central role in teaching and learning activities as a way of improving the academic performance of their learners (Alsaleh, 2019; Leithwood, Sun & Pollock, 2017; Swaffield & MacBeath, 2009; Zheng, Yin & Li, 2019). This involves actively managing teaching and learning activities, in which the school principal is expected to coordinate the curriculum, supervise and evaluate instruction, and monitor learner progress (Rodrigues & Lima, 2021).

In expounding on this dimension, Foo Seong (2015:8) says, "principals are expected to be actively involved in stimulating, supervising and monitoring teaching and learning activities of the school". Marishane and Botha (2011) and Hallinger and Murphy (2013) also proclaim that the primary focus of school principals as instructional leaders is to manage, coordinate and control curriculum and instruction through monitoring and supervising teaching and learning activities. According to Hallinger and Murphy (1985), this dimension requires the school principal to work directly with teachers in all areas that pertain to curriculum and instruction. When a school principal draws their attention closer into teaching and learning activities and curriculum matters, the teachers and learners are likely to achieve good and high academic achievement standards (Thien, Lim & Adams, 2021).

3.6.2.1 Coordinating curriculum

School principals are responsible for ensuring that the curriculum of their schools is coordinated and supervised in such a way that all stakeholders are aware of it, and any curriculum changes thereof is advised accordingly (Shaked, 2020). Similarly, coordinating curriculum also implies that the school principal ensures that instructional materials, aims and assessments instruments are aligned to curriculum delivery in the classroom. Maponya (2015:61) suggests that school principals can achieve this by ensuring that policies are put in place to protect instructional time through limiting late-coming and absenteeism of teachers and learners as well as learner truancy.

According to Dumay et al. (2013), a school principal is regarded as an initiator and driving force for any educational and instructional change. However, when such changes are made to the instructional programme, the school principal should observe and adhere to all standards and requirements set by the government. Ultimately, they must formulate an instructional programme that matches the culture of specific school (Gothard, 2015). It is therefore imperative for the school principal to effectively coordinate the curriculum particularly with the HODs and teachers since they are the ones to implement any changes in the classrooms. According to Bush (2013), teachers manage the curriculum activities in their classrooms, HoDs ensure there is effective and quality teaching within all their learning areas while school principals perform the whole-school role of being an instructional leader. Ntombela (2014) also argues that the HoDs can be regarded as the subject specialists who take the responsibility for enforcing changes in their departmental subjects once the curriculum change is fully initiated by the school principal. Now with the increasing demand for school principals to be instructional leaders, any curriculum changes should also consider the allocation and effective use of instruction time, so that those changes benefit the academic performance of learners.

3.6.2.2 Supervising and evaluating instruction

It is within the instructional leadership role of school principals to supervise and evaluate instruction to ensure that effective teaching and learning activities are taking place in classrooms. School principals can achieve this through lesson observation, book inspection, checking lesson plans and syllabus completion, moderation of tasks and file inspection wherever the need arises (Kotirde, Yunos & Anaf, 2014; Madukwe,

Owan & Nwannunu, 2019; Marishane & Botha, 2011). In support of the above, Bush (2013) suggests that the key to successful instructional leadership is the school principal's effort in classroom supervision and monitoring. In as much as class visits by an instructional leader are vital (Grobler & Conley, 2013), this practice has tended to be abandoned by school principals (Osiri, Piliiyesi & Ateka, 2019). However, supervision of teaching and learning can only be effective if school principals conduct it for teacher support rather than for evaluation purposes (Bush, Joubert, Kiggundu & Van Rooyen, 2010). When teachers feel that their school principal is conducting class visits basically for support purposes, the perceptions regarding their school principal's instructional leadership role is likely to improve. Therefore, school principals need to set a tone within their schools where they are seen as role models for promotion of teaching and learning support, unlike being traditional leaders for teachers (Naz & Rashid, 2021).

However, from the researcher's personal experience, class visits by school principals, particularly in township schools seem to be a problem because of conflict between school principals and teacher unions denying them the right to conduct classroom visits. Motsohi (2011) and Naicker et al. (2013) also confirm that there is a growing concern that some teacher unions have a negative impact on normal teaching and learning operations particularly in township schools compared to former Model C schools. Mosoge and Mataboge (2021) also argue that some teacher unions are making it very difficult for school principals to effectively execute their instructional leadership practices. In a nutshell, teachers have confirmed that school principals rarely carry out classroom observations (Ndungu, Allan & Bomett, 2015) whose main reason, among the others, might be lack of support from teachers' unions.

3.6.2.3 Monitoring student progress

Several methods can be used to assess the progress of learners. This can be in the form of either formal assessments like controlled tests and examinations or informal assessments, for example, assignments and homework. The improvement and promotion of quality teaching and learning can be achieved when school principals ensure that teachers and learners conduct regular assessments accompanied by positive feedback (Cansoy, Parlar & Polatcan, 2020; Stiggins & Duke, 2008; Sun, 2015). Additionally, school principals ought to give guidance and assistance to

teachers by training and engaging them in sound assessment practices. Naidoo and Petersen (2015) argue that school principals can also effectively make use of the information from the analysis of learners' performance to identify teachers and classes that require extra curriculum support. Extra curriculum support is beneficial to learners because it increases the allocated instruction time of teaching and learning. In support of the above, Van der Merwe (2018) also argues that both formal and informal assessment plays a significant role in monitoring of learners' progress and consequently the improvement of teaching and learning in schools.

Although school principals in township schools do monitor and evaluate assessments employed by their teachers, most of them delegate this to their HoDs (Dongo, 2016). Dongo further indicates that most teachers in township schools conduct formal assessments at the expense of informal assessments, and when they administer informal assessments, they are not usually controlled. School principals ought to ensure that monitoring of learner progress is continuous since this can inform them on how effective teaching and learning is taking place in the classrooms (Bellibaş, Polatcan & Kilinc, 2020; Bush, Kiggundu & Moorosi, 2011). Bush (2013) reiterates that should school principals, as instructional leaders, fail to monitor learners' progress, poor learner academic achievement would be the result. Through monitoring of learners' progress, school principals can be well-informed of subjects with shortfalls that might require additional instruction time that can then be given through extra classes, after school or during weekends.

3.6.3 School principals in developing the school learning climate

The third dimension of Hallinger and Murphy's model (1985) is the creation of a positive school learning climate. According to Hallinger and Murphy (1985), a school learning climate denotes, "the norms and attitudes of the staff and learners that influence learning in the school". Several scholars agree that school principals play a significant role in ensuring that the school environment is conducive to effective teaching and learning (Bhengu & Mkhize, 2013; Ibtesam, 2005; Jita & Mokhele, 2013; Mathibe, 2007; Zepeda, 2007). The school principal is likely to achieve a positive school learning climate by executing all the six leadership functions under this dimension which are to protect instruction time, provides incentives for teachers, provides incentives for learning, promote professional development of teachers and to

maintain high visibility within their school premises. Below is discussion of the above functions.

3.6.3.1 Protecting instructional time

According to Hallinger and Murphy (1987) and Robinson (2015), this instructional leadership function requires the school principal to ensure that there are minimal or no interruptions to instructional time. School principals can do that by ensuring that learners are always present during contact time and made aware that tardiness and truancy violations have negative consequences towards their academic performance. Coffman (2012) reiterates that school principals must encourage teachers to effectively use the available instructional time and limit the effect of any extracurricular activities on instructional time.

Undoubtedly, it is clear that for any school to have a positive school climate, protection of instructional time is essential. In as much as several studies reveal the importance of managing instruction time in teaching and learning for South African school principals (Wills, 2015), Hompashe (2018) argues that school principals still play a limited role in managing instructional time. School principals need to identify all factors that are likely to either promote or inhibit the creation of a positive instructional climate (Dongo, 2016). According to Van der Merwe (2018), all effective schools should try to eradicate or reduce instruction time wasting activities which can lead to a poor instructional climate. In doing that, Fryer (2014) advises that school principals ought to re-assess the duration of both break and lunch, reconsider the necessity of assemblies and minimise all meetings that are non-academic in nature which are likely consume instruction time. Upon achieving the above, there is a possibility to have an increased instruction time which can provide better opportunities to improve learner academic achievement (Ntombela, 2014). Unfortunately, several township schools seem to operate in climates that are far from being conducive for teaching and learning (Vos et al., 2012; Msila, 2013). Naicker et al. (2013) confirm that the creation of a positive and conducive instructional climate is lacking in township schools because of challenges commonly relating to overcrowded classes and lack of instructional resources. Most, if not all, township schools seem to have overcrowded classes where the teacher-learner ratio is 1:50 or above compared to former Model C schools which are usually 1:35 (Kwatubana & Molaodi, 2021). In confirming the above, Maringe and

Prew (2014) indicate that the average teacher-learner ratio for a state-paid teacher is 35:1 although several schools exceed this ratio. Teachers whose classes are overcrowded rarely achieve much compared to those with small classes as they experience pressure in completing the curriculum because of discipline issues that are timewasters (Maponya, 2015).

Van Deventer and Kruger (2003) also urge that small classes have an advantage of improving the teacher's morale while allowing them to maximise the time spent on individualised instruction and less on classroom management which will finally give rise to fewer disruptions and disciplinary problems from learners. When school principals are fully immersed in teaching and learning activities, the school's learning environment improves leading to increased teachers' and learners' performance (Clarke, 2007; Hallinger, 2018a). All school principals with effective instructional leadership qualities always create an instructional climate of high expectations towards academic achievement of their learners (Kgatla, 2013; Osman & Mukuna, 2013). When school principals give teachers and learners adequate instructional resources to use during contact time, learner academic performance improves (Mestry et al., 2013). School principals are mandated and compelled to ensure that their schools have adequate instructional resources, although this instructional responsibility is usually given to the teachers (Cruz, Villena, Navarro, Belecina & Garvida, 2016; Onyeike & Maria, 2018; Uko, 2015).

3.6.3.2 Providing incentives for teachers

Hallinger and Murphy (1986) confirm that school principals who instructionally lead effective schools develop a culture of continuous improvement in teaching and learning by using incentives for teachers. Regrettably, the study recently conducted by Naz and Rashid (2021) confirms that there are still insufficient incentives given to teachers to motivate their performance during teaching and learning. According to Naz and Rashid (2021), happy and motivated teachers perform to their best ability in class during teaching and learning time for they teach their learners wholeheartedly with honesty making use of all the allocated instruction time. Hallinger and Murphy (1985) suggest that an incentive can be anything from private or public praise, formal public recognition or awards.

Incentives can motivate teachers in teaching and learning. At school, motivation entails the school principal's ability to influence the underlying behaviour or inner state of both teachers and learners for them to positively work towards achieving their school's goals (Coetzee & Van Niekerk, 2019; Guay, Chanal, Ratelle, March, Larose & Boivin, 2010; Van Deventer & Kruger, 2008). Instructional school principals work on the basic philosophy that says a happy teacher is a better teacher leading to an increase in the teacher's job commitment towards teaching and learning (Blasé, Blasé & Philips, 2010; Gathumbi & Malela, 2016). The researcher also agrees with Steyn (2014) who discovers that the school principal is "a peoples' person" who always help and desires his teachers to be happy.

Essentially, the instructional leadership roles of school principals is to ensure that teachers are in a good state of mind. Hence, any small token of appreciation in the form of an incentive for a job well done from the school principal can stimulate the inner happiness of teachers. Literature indicates that school principals who appreciate their teachers, instil a good mood and morale in them which can influence effective teaching and learning (Guay et al. 2010; Geijsel, Sleegers, Leithwood & Jantzi, 2003; Hallinger, Hosseingholizadeh, Hashemi, & Kouhsari, 2018; Pintrich & Schunk, 2002;). Similarly, if teachers are happy, more active teaching and learning is likely to take place in the classroom where the optimal use instruction time is assured during contact time. Alternatively, school principals can use incentives to encourage teachers to engage in additional instruction time. This can be done by arranging extra classes either before or after normal school hours. Ideally, when extra classes are well arranged and regularly conducted with meaningful learner feedback, participant learners should improve their academic performance (Bush, 2013).

3.6.3.3 Providing incentives for learning

According to Hallinger and Murphy (1987), practices that can represent this instructional leadership function include but are not limited to recognition of learners outstanding performance during assemblies; contact and communicate with parents about their learners' success; and support teachers as they acknowledge their best learner academic contributions, achievements or accomplishments. There is often an improvement in learner academic performance when any learner's success, no matter

how small, is recognised and celebrated through a ceremony in honour of learners' achievements (Deal & Peterson, 2016; Rodrigues & Lima, 2021)

From the researcher's observation and experience, learners generally tend to appreciate the value of incentives more than teachers, no matter how small the reward is. In fact, whenever recognition and rewards for good performance, in the form of incentives, are given or promised to learners, this will serve as a motivation tool to both well-performing and non-performing learners. In return, this will persuade learners to respect instruction time, work hard and improve in their academic performance. Thus, when learners are intrinsically and extrinsically motivated, they tend to improve in their educational prowess paying more attention during teaching and learning (Gutierrez & Schraw, 2015; Kleinsorge & Rinkenauer, 2012). Eventually, this will lead to fewer disruptions during lessons, and ultimately increase the optimal use of instruction time during teaching and learning.

3.6.3.4 Promoting professional development

In this leadership function, school principals should ensure the professional development of their teachers. According to Leithwood, Harris and Hopkins (2019), research findings on educational management and leadership show that school principals have a substantial influence on professional development of their teachers which can improve the academic achievement of their learners. Any professional development given to teachers should be aligned with the school's goals with the aim of extending and developing teachers' academic and pedagogical knowledge to effectively teach their learners (Avalos 2011; Hallinger & Murphy, 1987; Martin, Tarnanen & Tynjälä, 2021). Professional development is crucial because it can lead to an consistent improvement in an effective teaching and learning climate in schools, while improving learners' academic performance (DoE, 2008; Li, Hallinger & Walker, 2016; Steyn & Van Niekerk, 2012). School principals are therefore obliged to ensure and promote professional growth of their teachers through supporting and encouraging the implementation and practice of new skills obtained (Bush, 2013).

In this function, school principals should also lead and attend, if possible, any professional development programmes that pertain to instruction, more so on how schools can protect and optimally utilise allocated instruction time. According to the DoE (2000b), school principals as instructional leaders must arrange in-service

training programmes that can help in upgrading their teachers' instructional knowledge. Moreover, it is within their instructional leadership roles to create and set aside time for teachers to share ideas and information obtained from any professional development training attended. However, the dilemma is that most school principals, as instructional leaders, rarely put much focus on the professional development of their teachers which essentially limits the potential of their teachers in the effective use of instruction time (Naz & Rashid, 2021).

Professional development training can be in the form of a short meeting after contact time, half-day workshop sessions or weekend seminars depending on the availability of teachers (Van Niekerk & Van Niekerk, 2009). The DoE (2008) further explains that to achieve continuity in professional development, school principals should conduct their own professional development programmes. This reveals the importance of school principals as instructional leaders regarding professional development as an important task that can directly improve learner academic achievement.

However, the general observation is that township school principals seldom plan or arrange in-service training sessions, but rather depend on professional development sessions organised and arranged by the DoE via the subject advisors. Dhlamini (2008) and Sekhu (2011) proclaim that school principals in township schools can significantly improve the quality of teaching and learning in their schools by initiating professional development programmes. Such programmes can be advantageous to teachers through improved teacher commitment, building teacher confidence and self-esteem in executing their pedagogical and classroom teaching practices (Bush et al., 2010; Cremin & Oliver, 2017; Sekhu, 2011).

3.6.3.5 Maintaining high visibility

The school principal's visibility within the school premises during school hours brings about an orderly instructional environment in which instruction time can be fully utilised and consequently enhances effective teaching and learning (Dongo, 2016; Hallinger, 2005b; Naz & Rashid, 2021). The power in school principal's visibility during contact time has been confirmed to create a sound positive instructional climate (Grobler, 2013; Horng & Loeb, 2010). Ultimately, learner academic performance can be improved when school principals frequently monitor teachers and learners through classroom visits (Kieleko, Kanori & Mugambi, 2017; Shava & Heystek, 2018).

Classroom visits inform school principals on what is happening in corridors and classrooms during teaching and learning time.

Considering the above, the researcher believes that the main purpose of the school principal's visibility should be to protect instructional time by making sure that no learners or teachers are loitering outside during contact time without a purpose. If teachers and learners are in classrooms during contact time, then there is a high possibility that the optimal use of instructional time is taking place. However, Dongo (2016) argues that in as much as school principals' visibility is evident in most township schools, these schools still experience interruptions that hamper the optimal use of instruction time leading to a poor instructional learning climate.

School principals' visibility is achieved through classroom visits and general observations of all the happenings within the school. Upon witnessing any unnecessary disruptions to instruction time, school principals as instructional leaders should immediately come up with intervention strategies. This instructional leadership role of maintaining a high visibility requires the principal to release other duties to members of the SMT. Taole (2013) argues that the instructional leadership roles of school principals are satisfactorily performed if they delegate other managerial tasks to members of the SMT and teachers. In support of the above, Bush (2013) recommends that school principals cannot solely serve all instructional leadership roles of the school but should also rely on the assistance and participation of their staff. Subsequently, when school principals promote collaboration among their teachers, this improves teacher and learner efficacy in their schools (Fancera & Bliss, 2011; Mosoge, Challens & Xaba, 2018).

However, despite the above awareness, Dongo (2016) confirms that it is not an unusual practice in township schools to see school principals delegating most of instructional leadership roles to teachers while they concentrate on managerial tasks. Similarly, Naidoo and Petersen (2015) reveal that several school principals still consider their work to be more to do with organisation than instruction.

3.7 ESSENTIAL FEATURES OF INSTRUCTIONAL LEADERSHIP ROLES AND EDUCATIONAL MANAGEMENT LENSES FOR THE STUDY

Figure 3.1 depicts the essential features of Hallinger and Murphy's (1985) model and the management areas that formed the lenses of this study. Effective school principals need not separate their instructional leadership roles from managerial duties that are directly linked to teaching and learning. By using these concurrently, the three main dimensions of instructional leadership roles as alluded to by Hallinger and Murphy (1985) together with the reviewed educational management areas, school principals are most likely to achieve improved learners' academic performance.

Any school's main goals are achieved when school principals work towards developing a climate of effective teaching and learning in their schools. Effectively, this occurs when school principals manage instructional programmes which should include the protection of instructional time. In their managerial duties, school principals ought to manage all teaching and learning activities, instructional resources and administrative duties. It takes an effective school principal to promote a culture of effective teaching and learning that can lead to an improved or acceptable learners' academic performance.
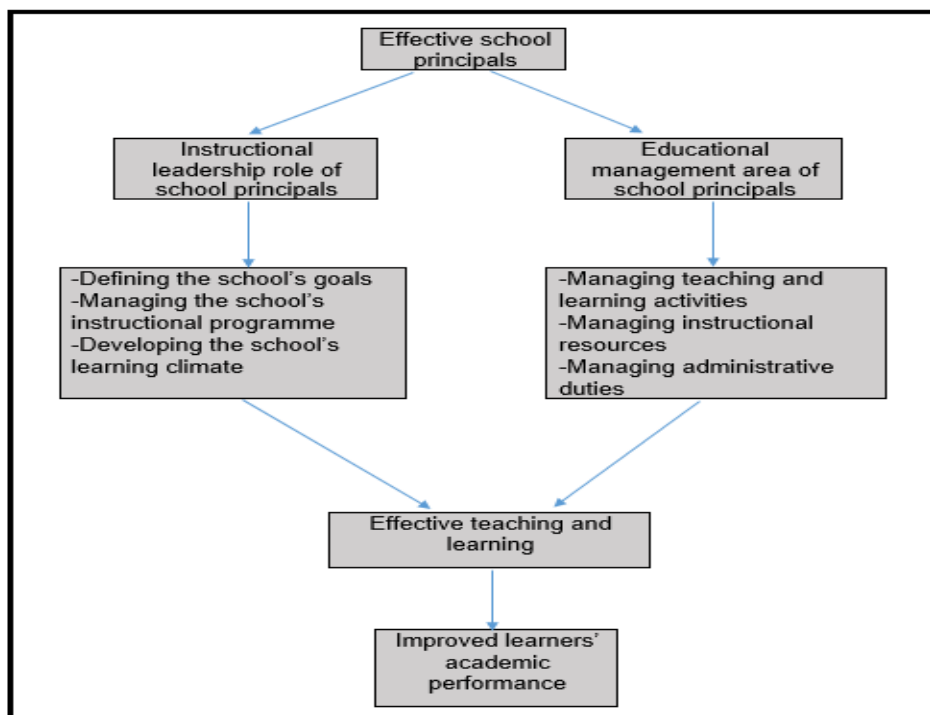
Figure 3.1: How effective school principals can achieve improved learners' academic performance

The next section presents a discussion that brings understanding of schools within the South African context.

3.8 UNDERSTANDING SCHOOLS IN SOUTH AFRICAN EDUCATION CONTEXT

Post 1994, when South Africa became a democracy, several changes were introduced to the education system. According to Mafora (2013) and Pretorius (2010), these changes were mainly meant to close the gap brought by the apartheid system with regard to inequalities in teaching and learning between township (black) and urban (white) schools. However, despite all the efforts made to equalise the education system, inequalities still exist within South African schools (Baloyi, 2011; Bloch, 2009). Baloyi (2011) argues that a two-tier education system in South Africa is still in existence between former Model C and township schools, referred to as the "haves" and "have nots" respectively. This confirms that the education system is still beset by inequalities which are denoted by different cultures of teaching and learning between township and former Model C schools. To understand how South African school principals apply their instructional leadership role in managing instruction time, the following concepts are discussed below: a culture of teaching and learning and the school's organisational culture.

3.8.1 A culture of teaching and learning

According to Mogale (2014), a culture of teaching and learning (COLT) relates to the school's expectations in creating a caring and safe environment. Van Deventer and Kruger (2008:13) explain COLT as the teachers' and learners' attitudes towards teaching and learning. A sound COLT is represented by the presence of quality teaching and learning processes in a school. In a sound COLT environment, teachers and learners maintain a high standard of discipline by coming to school on time and optimally use all instruction time allocated for teaching and learning purposes. The presence of a sound COLT is therefore mainly characterised by a positive school climate achieved through the effective execution of instructional leadership roles by the school principal resulting in effective use and protection of instruction time (Du Plessis, 2013; Van Deventer & Kruger, 2008). All role players within a school, mostly the school principal, teachers and learners should work as team to create a sound COLT (Van Deventer & Kruger, 2008). However, it is the school principals' responsibility to ensure that a continuous positive COLT is maintained at school to

meet all the academic expectations of teachers and learners (Hallinger & Wang, 2015; Jenkins, 2009; Mendels, 2012; Mestry et al., 2013). Several factors also affect the culture of effective teaching and learning in schools, particularly how school principals exercise their instructional leadership role in managing instruction time. A discussion regarding some of these factors is therefore presented below.

3.8.1.1 The socioeconomic status of the school and its learners

The classification of South African schools can be based on the SES of the school and its learners. Cunningham and Cordeiro (2006) describe socioeconomic status as the stratification determined by factors such as economic status, family background, and job prestige of people in question. Previous research suggests that learners from a low socioeconomic background often perform poorly at school compared to their counterparts from a high socioeconomic background (Cunningham & Cordeiro, 2006; Malloy, 2012; Mitchell & Tarter, 2017). The socioeconomic status of the school and learners has a significant impact on learner academic performance (Spaull, 2012; Savasci & Tomul, 2013; Börü & Bellibaş, 2021). Based on this research, learners from township and former Model C schools are regarded as coming from low and high socioeconomic backgrounds respectively. In executing their instructional leadership roles and practices in managing instructional time optimally, school principals serving in a low SES population seem to face more challenges and problems compared to their counterparts serving in a high SES school. However, according to Hallinger (2018a), learner academic achievement has nothing to do with the type or the SES of the school. Hallinger further reiterates that learners can still perform well, despite their school being in a socio-economically disadvantaged community, only if their school principal as an instructional leader places substantial emphasis on a sound culture of teaching and learning, and particularly on the optimal use of instruction time.

Because of their exposure to anti-social behaviour from their homes and dwelling locations, township learners may behave likewise at school (Fredricks & Eccles, 2008; Hick, 2016). Many learners in township schools come from violent and unstable home environments. Some researchers assert that township schools are often, although not always, characterised by high absenteeism of learners who happen to be violent, unruly and have a negative attitude towards learning (Burton, 2008, Hammett, 2008; Ngcobo & Tikly, 2010). Effective teaching and learning, which results from optimal use

of instruction time, is achievable mostly in a safe and positive school environment (Masitsa, 2011). With violence being a daily crisis experienced in most township schools (Ngcobo & Tikly, 2010), the researcher's experience as a township teacher is that both teachers and learners live in fear of witnessing and experiencing violence and crime within the school premises.

In support of the above, Lunenburg and Ornstein (2008) also proclaim that race and social class is highly related with academic risk of learner performance. They indicate that high-performing and at-high-risk learners are likely to come from advantaged and disadvantaged family backgrounds respectively. However, this does not necessarily mean that learners who do well and poorly come from rich and poor families respectively.

The learners' SES has also an influence on their academic performance. Taylor and Yu (2009) believe that the learners' poor academic performance in township schools can to some extent be attributed to their poor socioeconomic backgrounds. Because of economic difficulties, township parents seem to worry more about on putting food on the table than their children's educational wellbeing. Their children end up being unruly at school, creating an untenable teaching and learning environment. Although learner indiscipline and misbehaviour are a universal challenge in all schools (Wolhuter & Russo, 2013), township schools seem to experience this more than former Model C schools. The most common unruly behaviour in class includes, but is not limited to, rowdiness, fighting, inappropriate cell phone usage, sniping remarks, disregard of homework deadlines, stealing, truancy and cheating. A class with unruly learners is always a problem for the school principal and teachers. Some teachers end up choosing not to attend such a class, leaving curriculum programmes at risk of non-completion. Instead of concentrating on teaching, those who choose to attend such classes inevitably use some contact time disciplining learners which is a timewaster.

3.8.1.2 Family background of the learner

Poor family background can also negatively affect the child's performance at school. Poverty seems to be a major contributing factor to poor learner academic performance in township schools (Van der Berg, 2008). Most township learners come from families that are poor compared to those in former Model C schools. Township schools learners' parents or guardians are often self-employed, unemployed or employed in

low-paying jobs, unlike learners in former Model C schools whose parents are mostly employed and work in high-paying jobs.

Because of their uncomfortable circumstances at home, some learners from township schools are indirectly denied access to quality education unlike learners in former Model C schools (Mafora, 2013). Similarly, Bloch (2009) declares that because of poverty, township learners' ability to learn is reduced while in some extreme cases learners end up leaving school before they reach the school's exit point. However, a remarkable effort is being put by the South African government to close gaps in the SES of schools and the communities by providing more resources to township schools (Pretorius, 2010; Kurtz, Roets & Biraimah, 2021). In such cases, learners from township schools can also enjoy the benefits of quality education which eventually will improve their SES and of the communities they live.

3.8.2 The school's organisational culture

The school's organisational culture is a developing concept linked with different dimensions and meaning in education whose impact is significant on learner performance (Deal & Peterson, 2016). However, this concept is defined as a historically transferred pattern of meaning understood by members of the school community characterised by a mutual understanding in which different ideologies are shared and maintained among them for the academic success of their learners. The organisational culture is displayed in the school's collection of norms and values (Fitria, 2018; Liu et al., 2021; OECD, 2014; Van Deventer & Kruger, 2003). These ideologies include the values, norms, beliefs, ceremonies, traditions, rituals and sometimes myths about the school. The school's organisational culture regarding teaching and learning is mainly reflected in the way the school principal, as an instructional leader and manager, handles and runs the school's daily activities (Bhengu & Mthembu, 2014; Mestry, Pillay & Schmidt, 2012). The most distinguishing characteristic that reveals the successfulness and effectiveness of any institution like a school is its culture (Ozgenel, 2020). MacNeal, Prater and Busch (2009) also regard the school's organisational culture as a prevalent phenomenon that can either work for or against the school's vision and main goals.

Anything, therefore, that has to do with teaching and learning, particularly the management and effective use of instruction time, must be properly executed because

people always pick up and adapt the way how things are done at an organisation. Similarly, the way how school principals execute their instructional leadership roles in managing instruction time is likely to influence the way how teachers and learners value and respect the optimal use of instruction time. Above all, in their leadership practices, school principals should develop a school culture and strengthen all the basic values of habits related to optimal use of instruction time (Carpente, 2015). Hence, Mestry et al. (2012) reiterate that a school's organisational culture is a "pervasive aspect of the school life that influences every other aspect". Ultimately, if a culture of non-class attendance by teachers and learners has been established in a school, this can be very difficult to eradicate. Likewise, if the school has already established a sound culture of teaching and learning where instruction time is given maximum consideration, such a culture will be easy to sustain for the sake of a good reputation and continual learner academic success. To maintain that, all role players within the school should work hand-in-glove to preserve their school's culture. This aligns with Koni (2017) who posits that school principals, teachers, learners and parents are the people that can influence and ultimately be influenced as well by the culture of their school.

According to Bhengu and Mthembu (2014), a school's organisational culture refers to how things are done in a particular school, and it differentiates one school from another. This study compares the instructional leadership role of school principals in managing instruction time between township and former Model C schools. There is a need, therefore, to consider factors that are likely to manifest themselves and have an influence on the culture of teaching and learning in these schools. A school's organisational culture is usually manifested by four factors; symbols, heroes, rituals and values (MacNeal et al., 2009; Mestry et al., 2012; Niemann & Kotze, 2006; Ozgenel, 2020; Schein 2005). These factors mostly reflect both the previous and current set standards of a school with regard to the academic and general performance ratings compared to other schools. Additionally, these factors also have an influence on how school principals can continue to manage instruction time for the continual success of teaching and learning activities. A discussion on how these factors influence the school's organisational culture is presented below.

3.8.2.1 The influence of a school's 'symbols or artefacts' on school's organisational culture

On arrival at a school, anyone can judge the effectiveness of the school by visible symbols or artefacts. Symbols refer to anything on display, be it words of encouragement or instructions, pictures or even tangible objects whose recognition is most valued and shared among the teachers in that school (Deal & Peterson, 2009; Ozgenel, 2020). When visitors see displays of trophies and certificates of best achievers either in the administration block, the school principal's office or in the school corridors and foyers, they tend to judge the school as a well-organised and high-performing school. Most former Model C schools have more of these symbols and artefacts displayed compared to township schools.

Maringe et al. (2015) also recommend that any welcoming school environment for the visitors and parents can make them to be proud and give support to the school, which can lead to an improved culture of teaching and learning. In agreement with the above, the researcher believes that the displaying of trophies and certificates of achievement in the foyer and offices can also inspire learners and teachers to put more effort into teaching and learning, respectively. This can eventually lead to an increased optimal use of instruction time. Effectively, when teachers and learners are inspired and motivated, school principal's instructional role in monitoring and ensuring that teaching time is optimally used becomes more easy. Hence, school principals ought to consider this aspect in their instructional leadership roles as they manage instruction time optimally.

3.8.2.2 The influence of school 'heroes' on school's organisational culture

In the context of a school's organisational culture, 'heroes' refers to highly honoured individuals who serve as role models for school principals, teachers and learners (Niemann & Kotze, 2006; Ozgenel, 2020). A school well known for good academic achievement and for producing outstanding community individuals tends to work hard to maintain the legacy of its functional reputation, unlike a school stigmatised as dysfunctional. This is very important particularly when comparing how instruction time is managed in both township and former Model C schools, since both types of schools have some historical practices pre- and post-apartheid, with the latter known to be performing better than the other.

3.8.2.3 The influence of school 'rituals or practices' on school's organisational culture

Every school displays certain practices. Schein (2005) refers to these practices as school 'rituals'. School principals as instructional leaders tend to work towards retaining and sustaining practices attached to their school's organisational culture. Thus far, former Model C schools are generally believed to have their instruction time managed optimally, as opposed to most township schools. Perhaps on a controversial note, school principals in township schools can also work on a turnaround strategy. Robbins and Judge (2013) suggest that any organisational culture is a control mechanism in which attitudes and behaviours of its employees can be reshaped to meet its intended desires. Therefore, through visible and effective instructional leadership accompanied by sound management of instruction time, school principals can change their school's organisational culture for the better. In support of the above, Hargreaves and Harris (2015) assert that there is always a possibility of leaders in any organisation to perform their duties beyond expectations thereby turning one's greatest weaknesses into a significant triumph.

3.8.2.4 The influence of school's 'values' on school's organisational culture

Values refer to any attributes that pertain to the determination of what is of normal and abnormal, rational and irrational, good or bad in shaping the school's organisational culture (Deal & Peterson, 2009; Niemann & Kotze, 2006). In essence, this seems to form the foundation of any school's organisational culture. A school with a negative culture has observable traits characterised by vandalism, drug abuse, a high drop-out rate and poor academic performance, all underpinned by the absence of a sound philosophy and set of good values (Allie & Sosibo, 2017; Kruger, 2003).

Scholars agree that school principals, through their instructional leadership roles, play a significant role in developing, cultivating and sustaining the basic good values of their schools (Britton, 2018; Deal & Peterson, 2016; Niemann & Kotze, 2006; Turan & Bektas, 2013). Once good values regarding effective teaching and learning are established, mainly by the optimal use of instruction time, this culture must be learned, reinforced and transferred from one teacher to another, stretching even to new teachers joining the school. In that sense, school principals in their instructional leadership roles, need to ensure that all new staff members are adequately inducted about the practices, values and assumptions regarding what to do and what not to do

during contact time (Tsai, 2018). This is because school principals play a significant role in shaping, communicating and implementing the organisational culture of their schools (Britton, 2018; Ozgenel, 2020).

From the above discussion, it is apparent that the culture of teaching and learning can be influenced by the school's organisational culture. With different characteristics between township and former Model C schools, particularly in Gauteng Province, the school's organisational culture seems to have a notable influence on the school principal's instructional leadership role in managing instruction time optimally. As it is now, this seems to have different impacts on township and former Model C schools' learners with regard to their academic performance. Bhengu and Mthembu (2014) also recommend that school principals' instructional leadership roles in any school ought to be revisited often to reflect on the current state of the school's organisational culture. Any progress made should be sustained while adjusting to any corrections that might needed, particularly if adjustments are to do with improving teaching and learning processes for better learner academic achievement. The next section presents a discussion on the characteristics of township and former Model C schools in South Africa.

3.9 CHARACTERISTICS OF TOWNSHIP AND FORMER MODEL C SCHOOLS

The continual difference in learner performance in township and former Model C schools seem to emanate from several factors. The geographical location and environments where these schools are located still have some historical inequalities and sentiments towards teaching and learning. Although the South African government is trying to address the inequalities in education between township and former Model C schools, learner imbalances pertaining to academic performance continues even well after the end of apartheid (Christie & McKinney, 2017; Ntshoe, 2017). The purpose of this study is to understand what the instructional leadership role of the school principal entails in managing instruction time optimally. The findings are based on a comparison between township and former Model C schools in Gauteng Province; hence, there is a need to understand the general characteristics of these schools from a South African perspective.

3.9.1 Township schools

Township schools refer to those schools mostly located in poor neighbourhoods. Coming from economically disadvantaged families, most learners in township schools have limited educational resources widening the gap in terms of access to quality education between them and learners from former Model C schools (Jansen & Amsterdam, 2006; Ndimande, 2013; Vally & Dalamba, 1999). Most township schools are found in areas where unemployment is high or where or people work in low-paying jobs. Prinsloo (2007) describes a township as a dwelling location, usually designated for black people so that they are near to their places of work either in towns or cities. Township life is often associated with violence, crime and poverty (Mampane & Bouwer, 2011).

Ultimately, the sounding environment where people live influences what they do or how they behave. According to Krüger, Witziers, and Sleegers (2007), educational leadership is also influenced by the school size, school location and type of learners. This is not an exception when it comes to learners' behaviour in relationship to their dwelling environment. Several researchers agree that South African township schools are mostly, though not always, characterised by unruly and violent learners, with overcrowded classes and insufficient resources which in many cases become barriers to effective management of instruction time (Burton, 2008; Bush & Heystek, 2003; Du Plessis, 2017; Hammett, 2008; Ngcobo & Tikly, 2010; Prinsloo, 2007). Further, these scholars also indicate that these schools witness highly daily absenteeism of teachers and learners, putting the teaching and learning in jeopardy. Many learners in township schools come from dysfunctional families. Most of these learners rely on the meals they get at school from the government through the National School Nutrition Programme (NSNP) (Maringe & Moletsane, 2015; Smith, 2011). Considering the above, the researcher has observed that most township learners leave class early or come back late after lunch because of long queues in the feeding centre. This leaves the period just before and after lunch in a compromising situation because of the daily disturbances to teaching and learning time.

Some of the learners in township schools come from families headed by older siblings characterised by a lack of adequate social support leading to a high rate of teenage pregnancy and school dropout (Black, Spreen & Vally, 2020). According to Branson,

Hofmeyr and Lam (2013:13), the family structure plays an important role in learners staying in or dropping out of school. Fleisch, Shindler and Perry (2009) also reveal that learners from child-headed households are more prone to drop out of school than those living with parents or adult relatives.

According to Mojela and Thwala (2014), most township schools have conditions not conducive to effective teaching and learning. Township schools are often characterised by vandalised classes with cracked floors and walls, broken doors and windowpanes (Dongo, 2016), making these classrooms un-conducive to effective teaching and learning. In agreement with the above, Ngcobo and Tikly (2010) affirm that some township school buildings are in dire need of repair for they are in bad condition with falling ceilings, cracked floors and walls. Nevertheless, it is worth noting that not all township schools are in a bad state, as the government has made some progress in addressing the disparities between township and former Model C schools (Mojela & Thwala, 2014). However, some township schools, especially those in the most impoverished areas, are still in need of improvement to completely eradicate the inequalities created during the apartheid era.

Because of poor working conditions, experienced and senior teachers often move from township to former Model C schools. This movement of teachers leaves township schools with novice teachers without experienced teachers to mentor and guide them (Kamper, 2008). Kamper (2008) further reiterates that because of poor working conditions, township teachers may develop low self-esteem leading to demotivation in teaching learners. Unfortunately, this will negatively impact on the optimal use of instruction time that will result in ineffective teaching and learning activities.

Some township schools also have unpredictable characteristics, where today there is a stable and sound learning environment and the next day there is absolutely no learning happening (Maringe & Moletsane, 2015; Mbokazi, 2013). The South African Government (2009) advises that teachers and learners must be in class on time teaching and learning respectively. Sadly, Dongo (2016) proclaims that learners in township schools often spend time without teachers during contact time. According to Taylor et al. (2013), one of the school principal's instructional leadership roles is to ensure that teachers are in class on time while instruction time is optimally utilised for curriculum delivery.

3.9.2 Former Model C schools

Former Model C schools are those schools that have particular cultural identities established prior to 1994 with a purpose of preserving the privileges of the white community (Bartlett, 2016). Christie and McKinney (2017) also proclaim that, in anticipation of democratic rule, the formation of Model C schools occurred when the apartheid government took steps to protect white schools which were known to be the best resourced schools. These authors further indicate that these schools were named "Clase Models" in honour of Piet Clase who was the Minister of Education at the time. Although these schools are still regarded as white schools by the general public, all of them must now admit learners irrespective of race. Because parents are now free to choose the schools they want their children to attend, parents from historically disadvantaged communities are putting all efforts to transfer their children to former Model C schools for better quality education (Blake & Mestry, 2020; Hill, 2016).

In noticing the profound inequalities between township and Model C schools, the South African government intervened in the education system. According to Booyse and Le Roux (2010), a new education system introduced in South Africa after 1994 dismantled all the separating, discriminatory and suppressive systems that existed during the apartheid era. Technically, all state-aided schools are now known as public schools and there is no such thing as a Model C schools; hence, the name former Model C schools (Christie & McKinney, 2017).

In as much as they get funding from the state, former Model C schools' budgets are largely administered and funded by parents. In the light of the above, most if not all former Model C schools charge school fees. Most of these schools also remain the highest achieving public schools in South Africa with the best resources and school facilities. Several former Model C schools, if not all, are fee-paying schools with their tuition fees and other levies usually decided by the School Governing Body (SGB). Moreover, by being located in formerly white designated areas, former Model C schools have additional educational material and resource benefits that benefit their schools academically. The general observation is that local rich people add to the schools' income by means of donations or hiring their facilities to use as venues for recreational sports or other activities. In confirming the above, Motala (2006) indicates that several former Model C schools, particularly those in wealthy suburban areas get

additional local funding compared to township schools in poor communities. Because of their financial stability, former Model C schools have both government and SGB paid staff members. When there is a shortage of teachers, instead of waiting for state-paid teachers, they can resort to hiring teachers who will occupy SGB posts. The researcher's observation is that former Model C schools also use substitute teachers, who take care of those classes whose teachers are absent or on sick leave.

Based on the background above, Ndimande (2006) also confirms that former Model C schools organise big fundraising drives, in which wealthy parents donate substantial funds and school resources like printers, computers and laboratory resources. This allows former Model C schools to have instruction resources in abundance compared to township schools. The funds donated are sufficient to hire additional teachers who may cater for curriculum not adequately covered by full-time teachers. Hence, the assumption is that former Model C schools use their instruction time fully as, under no circumstances, will a class not have a teacher during contact time.

The reputation of former Model C schools being the best performing schools compared to township schools boosts the morale of their school principals, teachers and learners to work hard in preserving their established ethos (Christie & McKinney, 2017). A certain culture of superiority in excellent academic achievement still exists among learners who attend schooling in former Model C schools. According to Stuurman (2013), learners who wish to be enrolled in former Model C schools must be ready to adapt and conform to their culture. Likewise, school principals and teachers appointed in these schools must also maintain the school's academic legacy by ensuring that effective teaching and learning is taken seriously. In that sense, Figueroa (1991, cited in Stuurman, 2013:24) suggests that school principals, teachers, learners and parents who do not meet the dominant norms of former Model C schools, are easily labelled as failures.

Learners in former Model C schools come from assimilated working-class parents whose existing culture of education is different from those in disadvantaged communities (Soudien & Sayed, 2003; Vandeyar & Jansen, 2008). Because parents can afford it, learners in former Model C schools usually come to school with transport organised by the parents or the school, limiting the chances of learners being late, absent, absconding classes or jumping the fence to go home during school hours.

Moreover, from the researcher's personal observations, former Model C schools have moderate number of learners per class – in most cases, there are less than 35 learners in each class. The setup of former Model C schools seems to allow school principals in these schools to effectively execute their instructional leadership role in managing instruction time better than their counterparts in township schools.

3.10 CHAPTER SUMMARY

The concept of instructional leadership has gained increasing attention in the daily running of school activities. It embodies the core function of any school which is teaching and learning. Therefore, the instructional leadership role of school principals plays a vital role in creating a culture of effective teaching and learning that can lead to improved learner academic performance. Although designed and framed some decades ago, Hallinger and Murphy's (1985) model still provides a foundation for instructional leadership within education. Effective schools are run by effective instructional school principals who manage instruction time optimally.

For schools to be functional, school principals must effectively execute both their leadership and managerial duties. The culture of school signifies how effective or ineffective a school is led and managed. Township and former Model C schools tend to have different school cultures and climates due the circumstances surrounding them usually influenced by the socioeconomic status of the school and learners. Because of factors like overcrowded classes and inadequate instructional resources, some township schools find it challenging to have conducive climates for quality teaching and learning. However, regardless of the circumstances, if school principals effectively manage the use of instruction time in their schools, improved learner performance is almost guaranteed. The next chapter explains the research design and methodology used for the collection of data in this empirical investigation.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter presents the research method used to collect data on this empirical investigation. In particular, this study aimed at investigating and exploring the leadership practices undertaken by school principals in both township and former Model C schools in Gauteng Province with regard to how they manage instructional time in their schools. Therefore, school principals and teachers were engaged to get answers to the main and sub-questions (paragraph 1.4). A qualitative research design was used to understand the phenomenon from school principals' and teachers' perspectives within their naturally occurring settings, hence data was collected based on what is happening in their schools without any constraints or controls from outside (McMillan & Schumacher, 2015). To have an in-depth understanding and analysis of school principal's practices in managing instruction time, a case study method was employed (McMillan & Schumacher, 2010). Two township and two former Model C schools were purposefully sampled.

First, this chapter presents the rationale for this research followed by a detailed discussion and justification thereof that pertains to the research design and method used in this study. Secondly, the researcher presents the research paradigm (interpretive/constructivist), population selection and sampling method as well as the research instruments and data collection techniques employed to collect data. A presentation on the data analysis method and interpretation used is also discussed. Lastly, clarification regarding the trustworthiness of the instruments used is given before the presentation of the ethical considerations.

4.2 RATIONALE FOR EMPIRICAL RESEARCH

The researcher used empirical research since the investigation under study required an in-depth inquiry in the form of a case study (Creswell, 2014) on what was happening in township and former Model C schools regarding the optimal use of instruction time. This emanated from an ongoing difference between township and former Model C learners' academic performance (Baloyi, 2011; Bloch, 2009; Dongo, 2016; Hoadley et al., 2009). This is regardless of all the effort made by the South African education

department to close the inequality gap in education between township, rural and former Model C schools since 1994 (Mafora, 2013; Pretorius, 2010). Apparently, the government is ensuring that all Quintile 1 and 2 township schools are also equipped with instructional resources like stationery, textbooks, smart boards and laboratory equipment as well as qualified teachers. Despite this, they seem not to improve the academic performance of learners in township schools. Although this might be caused by a number of factors like overcrowded classes and inadequate supply of furniture (Dongo, 2016), the researcher still believes there is a need to pay attention, more than ever before, to the actual teaching and learning in classrooms. One way among others is to investigate how instructional time is used during curriculum delivery. This might reveal why a number of township schools have not been academically successful compared to former Model C schools. The researcher's personal experience is also that school principals' instructional leadership roles and practices can significantly influence how their teachers use instruction time during teaching and learning. Hence, there was a need to investigate how school principals manage instructional time, what this entails and how their instructional leadership roles and practices are perceived by their teachers in this regard.

It was, therefore, necessary for the researcher to conduct fieldwork rather than merely using existing data from desktop research. This was necessary since the aim was to compare and determine how school principals in township and former Model C schools manage instructional time in their schools. To achieve fair results, preliminary planning and actions were carefully made by the researcher (Maree, 2015) before data was collected from school principals and selected PL1 teachers in sampled township and former Model C schools. Any qualitative inquiry is better conducted in the field or in the participants' natural context, which in this case were the participants' schools (Denzin & Lincoln, 2015; McMillan & Schumacher, 2015; Theron & Malindi, 2015). Although the researcher could not physically go the research sites because of Covid-19 protocol regulations, he managed to gather data from school principals and teachers by means of semi-structured, individual telephonic interviews and analysis of requested documents. Therefore, in this empirical study, opinions, experiences, suggestions and recommendations from school principals and teachers in township and former Model C schools represented what was happening on the ground in their schools. Ultimately, the findings of this study provide the reality, and not speculation

about the instructional leadership practices of school principals in managing instructional time and how this can influence the quality of teaching and learning.

4.3 RESEARCH DESIGN AND METHODOLOGY

A research design is described as a general system used in research studies regarding the procedures for conducting the study which include but are not limited to aspects such as when, from whom and under what circumstances the data will be obtained (Burns & Grove, 2003; McMillan & Schumacher, 2010; Parahoo, 1997). Hence, to conduct meaningful research, the selection and formulation of an appropriate and acceptable research design is one of the most crucial factors (Chivanga, 2018). According to Kumar (2014), any research design ought to define the type of study to be conducted to give satisfying answers to the projected research questions, and ultimately achieve its aims and objectives. On the other hand, research methodology involves all the processes and methods carried out in a research study to collect required data and information (Chivanga & Monyai, 2019; Creswell, 2009; Kumar, 2014; Vaismoradi, Turunen and Bondas, 2013).

In this study, the researcher wanted to find out why township learners, though not all, continue to perform poorly compared to their counterparts in former Model C schools. This is happening irrespective of having school principals and teachers who come from the same tertiary institutions with more or less the same qualifications. The central research question and its sub-questions together with the aims and objective thereof of this empirical research are reiterated below.

The main research question and sub-questions are as follows:

- ***How does the instructional leadership role of the school principal entail in managing instruction time optimally?***

Sub-questions;

- How do teachers perceive the performance of their school principals towards ensuring that instruction time is optimally used?
- What challenges do school principals and teachers encounter in ensuring that instruction time is optimally utilised?

- What steps do school principals take to ensure that instruction time is optimally utilised for teaching and learning at their schools?

- What strategies do school principals employ to constantly improve the effective use of instruction time at their schools?

The aims and objectives with this study are therefore as follows:

- To investigate the teachers' perceptions of how their school principals ensure that instruction time is optimally used.

- To identify the challenges encountered by school principals and teachers in ensuring that instruction time is optimally utilised.

- To understand the steps taken by school principals to ensure that instruction time is optimally utilised for teaching and learning at their schools.

- To investigate the strategies employed by school principals to constantly improve the effective use of instruction time at their schools.

Next is a discussion of the qualitative research approach and method that was used in this study to investigate and find the answers to the above questions.

4.3.1 Qualitative research approach

The researcher employed a qualitative research approach in this study. A qualitative research approach is a subjective and descriptive social approach which aims to understand the in-depth meaning of events and occurrences from the perceptions of participants (Rensburg, Alphaslan, Du Plooy, Gelderblom, Van Eeden & Wigston, 2011; Vaismoradi et al., 2013). The researcher selected this approach as the most appropriate one for this empirical enquiry. This approach can be easily adapted to any setting such as how school principals can effectively manage instructional time to influence learners' academic performance in their schools (Brooks & Normore, 2015). In essence, this approach provided the researcher with in-depth qualitative knowledge of the school principals' leadership practices and roles so that effective teaching and learning could take place during contact time.

Since the researcher desired to investigate, explore and understand a social phenomenon from both school principals' and teachers' perspective within their naturalistic schools' settings, all participants were individually interviewed within their

school environments (McMillan & Schumacher, 2010; McMillan & Schumacher, 2011; Hendricks, 2013). With a qualitative design, the researcher was also able to conduct an in-depth inquiry without using disruptive data collection techniques from school principals and teachers (McMillan & Schumacher, 2010). This design, therefore, enabled the researcher to determine finely nuanced responses from school principals' and teachers' point of view concerning their perceptions, beliefs and opinions (Chivanga & Monyai, 2021) pertaining to the management of instruction time and how it influences effective teaching and learning. Because qualitative research is more of an interactive and face-to-face research, it took the researcher considerable time to conduct interviews, analyse the documents and record all the research processes as they occurred naturally (Gay, Mills & Airasian, 2011; Hendricks 2013; McMillan, 2012). This was because of limited access to schools because of Covid-19 protocol regulations and restrictions.

Through immersion in the phenomenon under study, this approach allowed the researcher to be close to the school principals and teachers (Best & Kahn, 1993; McMillan & Schumacher, 2010). This resulted in the researcher gaining personal insight into the practices engaged in by school principals and how they influence their teachers in optimally utilising instruction time during curriculum delivery (Bogdan & Biklen, 2007). Because the participants were school principals and teachers, the data collected was more verbal and narrative in its nature reflecting their behaviours (Mertler & Charles, 2011; Yin, 2009). The qualitative strategy was also deemed appropriate in this study because it allowed the researcher to use probing questions to obtain clarification of the instructional leadership practices of school principal in their schools (Greeff, 2011). These questions would not be satisfactorily answered by use of a quantitative research approach since they involved perceptions and experiences of human beings who are school principals and teachers (Tai & Ajjawi, 2016).

4.3.2 A case study method

A case study is described as an in-depth empirical inquiry used to investigate and analyse a situation as events happen naturally within their real contexts (McMillan & Schumacher, 2010; Rose, Spinks & Canhoto, 2015; Stake, 2008; Yin, 2009). Because the focus was on a specific phenomenon, a case study allowed for an in-depth investigation which involved a small area with a limited number of participants. This

study was therefore considered a case study since it involved a limited number of four school principals and twelve teachers selected from a sample of two township and two former Model C schools from the whole of Gauteng Province.

A case study method was used to investigate and explore school principal's leadership practices in managing instructional time. Both instructional and managerial practices were investigated and explored. The researcher also investigated and explored the teachers' perceptions and experiences regarding their school principals' leadership practices in ensuring that all allocated teaching time is preserved and used solely for curriculum delivery with minimum or no timewasters. This method was very useful since the researcher did not intend to generalise the research findings, but instead to get in-depth results about the studied phenomenon (Creswell, 2008). This was done through exploring, analysing and describing the subjective and actual school principals' and teachers' experiences, perceptions and feelings of events happening within their schools' natural settings (Lauer, 2006). To facilitate the above, the researcher deeply engaged both school principals and teachers in their own school premises during the interactive interviews (McMillan & Schumacher, 2010).

In addition to above advantages of a case study, this method allowed the researcher to use a variety of data collection methods from participants (Green, 2000). The literature review, interviews and documents analysis were used collect data that gave answers to the research questions. This research was both investigatory and descriptive in nature since it was able to give descriptions from how instruction time is managed in township and former Model C schools where teaching and learning occurs (Merriam, 1998).

4.4 RESEARCH PARADIGM

A research paradigm is defined as a framework of basic sets of values, beliefs and norms taken within the context in which the research takes place while guiding and giving the direction on the selection of relevant procedures, techniques and methods to be used by the researcher to gather, analyse and interpret data (Denzin and Lincoln, 2005; Jourbish, Kurram, Fatima & Haider, 2011; McMillan & Schumacher, 2010). In this study, an interpretive/constructivist paradigm was used to understand and interpret the complex practices engaged in by school principals in township and former Model C schools in order to influence quality teaching and learning through effective

management of instructional time (Patton, 2002). Ritchie, Lewis, Nicholls and Ormston (2014) describe an interpretivist paradigm as a school of thought which give more emphasis on the importance of interpretation and observation in understanding the social world.

Seemingly, Wahyuni (2012) also argues that constructivists believe that the nature of truth and knowledge are subjective in research; hence, school principals' and teachers' views were honoured and respected. All logical reasoning based on evidence-based inquiries were followed by the researcher to understand how teachers perceived the instructional leadership practices of their school principals in ensuring the optimal use of instruction time in their schools (McMillan & Schumacher, 2010).

Using an interpretive approach, the researcher used his professional judgement to interpret all the data collected during the interviews and document analysis. The findings and interpretations presented and discussed in Chapter 5 all emanated from the discussions and interactions with both school principals and teachers from township and former Model C schools who directly experienced the positive influence and challenges associated with leadership practices in managing instruction time optimally (Creswell, 2007).

As postulated by Humphrey (2013:9), the interpretive research paradigm has gained popularity in small scale studies. Therefore, it suited this study since a small sample (two township and two former Model C schools) and sample of interviewees (four school principals and 12 teachers) were used to collect rich information regarding the relationship between school principals' leadership practices in managing instructional time and learner performance. Using an interpretive paradigm leads to an in-depth investigation of the phenomenon under study and understand the subjective world of school principals and teachers based on their experiences in their daily activities in ensuring that there is effective teaching and learning (Cohen, Manion & Morrison, 2000; Cohen Manion & Morrison, 2008; Trao & Quang, 2015). All the in-depth knowledge and findings revealed in this study were, therefore, based on the understanding and interpretation of the purposefully sampled and interviewed participants.

4.5 RESEARCH POPULATION AND SAMPLING METHODS

Creswell (2012) defines population as a group of people sharing similar characteristics. However, for the purpose of this research, the researcher used a target population. A target population is the group of individuals that the researcher intends to conduct research on and from which he hopes to draw conclusions (Strydom, 2005). Ultimately, sampling is a process of selecting a small portion of participants to represent the entire target population because of the unmanageability of a large sample (Chivanga & Monyai, 2021; Shepherd, 2002).

4.5.1 Sampling of settings

The target population of this empirical study comprised all the township and former Model C high schools in Gauteng Province. The researcher purposefully selected four public high schools, two township and two former Model C schools (McMillan & Schumacher, 2010). The researcher chose accessible sites where he expected certain and specific activities to happen (McMillan & Schumacher, 2010). In particular, two underperforming and two well performing former Model C schools were purposively selected based on the evidence of learners' academic achievements kept by the school and the GDE. Beside the fact that accessibility to these schools was limited because of Covid-19 restrictions, given a chance, all the four schools were within easy reach of the researcher. It was easy for the researcher to gain insight into school principals' instructional leadership practices in managing instructional time based on the findings obtained from these four high schools.

To better understand each sampled school, the researcher considered the profile of each school. The township and former Model C schools selected shared almost the same profile as depicted in Table 4.1.

Table 4.1: Profiling of selected schools

Profile	Selected township schools	Selected former Model C schools
Quintile system	Quintile 2	Quintile 4
School's socioeconomic (SES) environment	Disadvantaged SES	Advantaged SES
Experience of the principal	More than 5 years	More than 5 years
Teacher and learner ratio	1:45 on average	1:35 on average
School infrastructure and resources	Good	Good
Learner achievement from grades 8-12	Below acceptable average mark of 65%	Above acceptable average mark of 65%

After selecting the schools, the researcher used his experience and knowledge about the schools with the assistance of the school principals, HoDs and gate keepers who assisted him to draw the conclusions on which participating teachers would be selected. The details of participants' selection are therefore discussed below.

4.5.2 Selection of participants

In this study, the researcher used purposive sampling to select the participants. This was done for PL1 teachers since all school principals of sampled schools were automatically selected to participate based on their positions. Purposeful sampling is described as the process of selecting participants who are judged to be rich in information and knowledge that is required on a phenomenon under study (Alston & Bowles, 2003; Chivanga & Monyai, 2021; Krathwohl, 2004; McMillan & Schumacher, 2010; Van Wyk & Carbonatto, 2016).

The researcher handpicked a school principal and three PL1 teachers from each school who were assumed to be rich in information judging by their experience and the number of teaching years in either township or former Model C high schools (Patton, 2002). Chivanga and Monyai (2021) argue that teachers who have worked for a long period at the same school are more likely to speak openly without being afraid of disclosing any relevant information unlike new teachers in the same school. One of the township high schools chosen was the school where the researcher had been teaching for more than 12 years. In total, 16 participants were selected as the

sample for this study. All participants were individuals who willingly shared their information with the researcher (Magashoa, 2013). In the school where the researcher taught, he purposefully selected three teachers with whom he had worked for at least five years. In as much as there were possibilities of power dynamics and biases that could arise from this, the researcher ensured he maintained a neutral position of being a researcher and not a colleague whenever he was interacting with participants from his school during interviews. From the other township and two former Model C schools, the researcher liaised with school principal, HoDs and senior teachers at each school to help identify the other twelve teachers who were also likely to be rich in information. In this study, all four school principals and 12 selected teachers have at least five years' teaching experience, working from the same school on the same post level.

Table 4.2 provides an overview of the schools and participants used in this study. Schools were named as A, B and X, Y to represent township and former Model C high schools respectively.

Table 4.2: Total number of study participants

School	Principals	PL1 Teachers	Total
Township School A	1	3	4
Township School B	1	3	4
Former Model C School X	1	3	4
Former Model C School Y	1	3	4
Total	4	12	16

The instrumentation and data collection techniques used by the researcher to collect data are described below.

4.6 INSTRUMENTATION AND DATA COLLECTION TECHNIQUES

Research instruments are described as those devices used by the researcher to collect data that can answer the research questions (Babbie, 2013). The researcher used three data gathering techniques: literature review, interviews and documentary analysis. The use of more than one instrument in research draws better and robust conclusions compared to those from a single source (Esterberg, 2002).

4.6.1 Literature review

The researcher reviewed literature to generate data for this empirical study. Both South African and international literature was consulted and reviewed on school principal's leadership practices, time management and timewasters of instructional time in schools. The researcher gained insight into the extent to which school principals' leadership practices and roles can influence the optimal use of instructional time in their schools. In essence, educational leadership and management were reviewed to consolidate the instructional leadership model of Hallinger and Murphy (1985). This model was used as the theoretical framework that underpinned this study on the influence school principal's leadership practices have on how instructional time can be optimally utilised for the betterment of learners' academic performance.

4.6.2 Interviews

In this study, individual interviews were used by the researcher to collect data from school principals and selected teachers. Interviews allowed the interviewer and interviewees to share views, ideas and information pertaining to the subject and topic under investigation (Ruane, 2008; Scott & Morrison, 2007). Through telephonic interviews, the researcher was able to interact personally with all the participants (Rensburg et al., 2011). Interviews may be structured, unstructured or semi-structured. Structured interviews consist of limited or selected-response questions to be strictly followed during the interview, while unstructured interviews are characterised by broad-response questions that can be asked in whatever order seems to be appropriate from the interviewer (McMillan & Schumacher, 2010:206).

The researcher used both semi-structured and structured interviews in this study. The first sessions were conducted using semi-structured interviews. This is a guided interview where the research questions were open-ended, but specifically phrased to allow individual responses (McMillan & Schumacher, 2010). Moreover, this type of interview gave the researcher and participants some flexibility in discussing the topic which led to the emergence of some interesting features. The aspects that emerged were of importance to the researcher since they were meant to address how school principals' leadership practices and roles can influence the optimal use of instruction time leading to improved learner academic performances (Greeff, 2011; Seyfarth, 2001).

Prior to the interviews, the researcher prepared some interview guides to use during the interviews. Precisely, two interview schedules (for school principals and teachers) were used on each interview (See Appendices J & K respectively). The schedules consisted of predetermined questions where the sequence and wording were pre-prepared so that there was uniformity in all the questions asked either to all school principals or teachers (McMillan & Schumacher, 2010). Structured interviews were only conducted in follow-up sessions on sensitive questions where the researcher wanted specific answers from the interviewees (Creswell, 2008). Two telephonic interview sessions were conducted during the times agreed by the interviewees between October and September 2021 where each interview took approximately 45–60 minutes. Volumes of information were gathered from school principals and teachers pertaining to principals' leadership practices and management of instruction time as well the challenges teachers encountered in their efforts to utilise instruction time optimally (Greeff, 2011). In all the interviews conducted, the researcher audio-recorded the conversations, and then transcribed them verbatim before analysing them. However, there were some limitations with the interviews due to self-reporting as other forms of validation like observation could not be used due to the restrictions that were in place because of the Covid-19 pandemic.

4.6.3 Document analysis

Official documents are used in qualitative research to verify the data obtained from other sources. While documents can provide extensive information with high validity, they also produce readily available data usually not prone to manipulation by the participants as in interviews (Mouton & Marais, 1993; Prior, 2008). Unfortunately, with document analysis there is no possibility of interacting with the provider of the data which can easily mislead the researcher to understand the phenomenon under investigation (Dongo, 2016). In this study, the researcher used some of the official documents from the schools such as minutes of meetings and IWSE reports to verify and support the data collected from interviews and literature review.

The researcher analysed the following documents: school's curriculum policies, minutes of morning briefings and staff meetings, memos from the school principal to teachers, monitoring tools used for supervision of teaching and learning activities, internal and external whole-school evaluation reports (See Appendix L). Because

documents are sometimes prone to have distorted information (Best & Kahn, 2006), the researcher had to check the authenticity of every document. Hence, the researcher verified all documents to see if they were stamped and signed by any of the school authorities as acknowledgement of their validity. In these documents, the researcher checked and takes note of all the comments, suggestions, announcements and recommendations made about management of instructional time. Above all, the researcher paid more attention to any contribution made by selected school principals and teachers. The next section describes how the researcher analysed all the collected data in this research.

4.7 DATA ANALYSIS, RECORDING AND INTERPRETATION

Data analysis entails the procedures and processes in which the researcher brings order and meaning to large volumes of collected data in a study (Marshall & Rossman, 2010; Silverman, 2015). During the analysis process, the researcher organises, breaks data down into sizeable and manageable units, and codes and interprets the data to get an in-depth meaning and understanding of the phenomenon under study (Chivanga & Monyai, 2021). In this study, the researcher used thematic analysis, a process used in research to arrange interview transcripts, notes from documents analysis and literature review, by identifying, recording and analysing the themes that emerge from the data (Braun & Clarke, 2006; Bodgan & Biklen, 2007; Vaismoradi et al., 2013). Thematic data analysis was preferred since it enabled the researcher to answer the 'what', 'which' and 'how' research questions (paragraph 4.3). The researcher performed the thematic analysis in accordance with the steps suggested by Lodico et al. (2010:180). According to the Lodico et al. (2010), the steps may differ depending on the research questions and approach, although their application is the same across all the research designs.

4.7.1 Preparing and organising the data

Lodico et al. (2010) suggest that in data analysis, the first step is for the researcher to ensure that all collected data is in a form that makes it easy to analyse. Because the interviews were in the form of phone calls which were audio-recorded, the researcher prepared the interview data by transferring recorded information into a written form using a transcription process. Although the process of transcribing interviews verbatim is time-consuming (Lodico et al., 2010), the researcher ensured that the exact words

of the participants were recorded. All recordings were listened to several times while transcribing them. After that, the researcher gave the transcripts to all participants to read, confirm and sign to confirm that their exact words had been recorded. Notes from document analysis and literature review were also compiled.

4.7.2 Reviewing and exploring the data

Qualitative research is normally associated with a large amount of data that requires analysis, summarisation and interpretation. In this step, the researcher critically examined and reviewed all the interview transcripts (McMillan & Schumacher, 2014) as well as notes from document analysis and literature review. This was done to give the researcher a better understanding of the scope of all the data. Thereafter, he divided the data into manageable chunks through coding.

To understand the structure and flow of the data, the researcher needed to engage with the data in multiple readings. During the reviewing process, the researcher checked and explored the common and dissimilar comments, arguments and perceptions emanating from the interviewees. As soon as the researcher finished reviewing and exploring the data, it was then organised in accordance with the research questions.

4.7.3 Coding data into categories

Coding is the process of identifying different segments of data describing related phenomena and marking these parts with a broad category name (Lodico et al., 2010). To give meaning to the data collected, the researcher coded the data using an inductive process (Lodico et al., 2010) identifying different segments of the data and putting them into a broad category code name. A code in qualitative research is usually a word or a short phrase that symbolically assigns a summative, salient, essence capturing or evocative attribute to a part of linguistic or visual data. In this study, the researcher did the coding manually. This was done by selecting one interview and notes taken during the interview and thinking about ideas that seemed important. In essence, the researcher had to examine all the small pieces of information and conceptualise any connection that emanated from them. Any part that related to any idea the researcher thought of was then highlighted, and a code created through writing in the margins. More codes were therefore created for the whole interview, a

process that was done for all the interview transcripts from school principals and teachers. Finally, a list of codes was then created.

4.7.4 Constructing thick descriptions of people, places, and activities

In this step, the researcher had to construct and write thick descriptions of participants and events taking place in their schools to provide explanations of their experiences and perspectives with regard to the data presented (Lodico et al., 2010). During the process of data analysis, the researcher expanded the notes from the document analysis and literature review and combined them with interviews into the created codes so as to extensively describe participants' perceptions pertaining to how their school principals manage instructional time.

4.7.5 The building of themes and testing hypotheses

Themes are described as general ideas or entities comprised of several codes that have been grouped together (Lodico et al., 2010; McMillan & Schumacher, 2010). The process of coding enabled the researcher to organise and put all codes with the same characteristics into categories. From those categories, themes were developed and formulated. The themes helped the researcher to explain what was learned from the empirical study. Like codes, themes, in the form of fewer words or phrases, are used to reduce the number of codes and help the researcher to effectively analyse, interpret and explain the collected data (Lodico et al., 2010). Themes regarding the school principals' leadership practices in managing instructional time in township and former Model C schools were therefore created to answer the research questions.

4.7.6 Reporting and interpreting data

The last and final step in data analysis is to write a report in which interpretations from the data collected are well presented for readers to understand the phenomenon studied. The researcher's report, therefore, included all examples and quotes from the school principals and teachers. The researcher used the participants' own words with the aim of building confidence for the readers to believe that the participants' feelings and perceptions about instructional leadership roles in managing instruction time were properly represented. After capturing and saving the data, it was stored in both hard and soft copies. A hard copy was kept safe in the researcher's locked cabinet in his

study room, while a soft copy was stored in Microsoft Word in a password-protected computer and stored in cloud storage for extra safety and avoidance of data loss.

4.8 TRUSTWORTHINESS OF THE STUDY

In this study, the researcher used a qualitative approach which requires that all data to be trustworthy. Trustworthiness is the extent and degree of confidence a qualitative researcher has in their collected data (Polit & Beck, 2020). According to Korstjens and Moser (2018), any qualitative researcher should think about and answer the question, 'Can my findings be trusted?' To enhance the trustworthiness of this study, the researcher used a number of strategies to ensure that trustworthiness was achieved at every stage starting from the sampling and data collection phase up to the analysis and interpretation phase (Wu, Thompson, Aroian, McQuaid & Deatrick, 2016). For instance, the researcher used township schools of the same SES and quintile category and the same selection criteria were used in choosing former Model C schools. The researcher did this to ensure that similar results, should there be any, would indeed have emanated from constant and more or less equal conditions and set up of the schools (Bell, 2010; McMillan & Schumacher, 2010).

In addition to the above, the researcher ensured that every explanation, finding and conclusion about the school principals' leadership practices in managing instructional time was accurate and true (Creswell, 2008). The researcher achieved this by being neutral through setting aside his personal experiences and biases, and rather solely concentrating upon the data obtained from the participants without influencing it (Johnson & Rasulova, 2017). Validity in qualitative research can be increased and achieved when the researcher applies four trustworthiness criteria namely: credibility, transferability, dependability and confirmability (Hendricks, 2013; Polit & Beck, 2020). The above criteria are therefore discussed below.

4.8.1 Credibility

Credibility pertains to the confidence established and placed in the findings with regard to how much the findings can be believed from the participants' perspective (Anney, 2014, Bryman & Bell, 2015; Trochim & Donnelly 2007; Trochim et al. 2016). Kumar (2014) argues that there is a belief that the participants are in a better position to confirm if the research findings accurately reflected their feelings, perceptions and

opinions. Hence, trust must be established between the researcher and the participants before any data is collected.

To win trust from school principals and teachers so that they were comfortable in sharing their information, the researcher ensured that he spent some time with each participant discussing general things among which were the purpose of the study, expected duration of the interview, number of participants and the benefits and documents to be. This took place a day or two prior to the scheduled day and time for the interview. By doing this, a very good rapport and trust were established between the researcher and participants (Koro-Ljungberg, 2010; Stewards & Cash, 2008). This resulted in participants being open enough in expressing their feelings on the phenomenon under study.

In addition to the above, during the individual interviews, the researcher ensured that more talking time was given to the participants so that they could express all their feelings and experiences with regard to how instructional time is utilised in their schools. According to Hendricks (2013), more engagement time with participants allows the researcher to gather enough data, which also enhances the credibility of an empirical study. Furthermore, it also improves the trust of the participants (Anney, 2014).

To further increase the credibility of this research's findings, data collected from school principals was triangulated with that from teachers, literature study and document analysis. Triangulation is described as the use of more than one data collection method so as to heighten and increase the credibility of findings (Hendricks, 2013; Mertler & Charles, 2011; Wilson, 2014). Triangulation, therefore, assisted the researcher in minimising bias while increasing the integrity and quality of the findings (Anney, 2014).

4.8.2 Transferability

Transferability is described as the degree in which research findings from one setting can be transferred, applied and generalised to other similar settings (Daymon & Holloway, 2002; Maulana & Helms-Lorenz, 2016; Maxwell, 2020; Merriam & Tisdell, 2016). Although the researcher could not guarantee the applicability and transferability of his research findings (Clisset, 2008), evidence of the data that can be used by other

researchers in similar settings was provided (Lincoln & Guba, 1985). Detailed information and descriptions on the population, instruments used and how data was analysed is provided in this study (See Sections 4.4.1, 4.4.2 and 4.4.3, respectively). In short, all contextual settings of this empirical study were explained with sampled township and former Model C schools used in this study emanating from the same quintile category while the participants' working experience was clearly defined as well. Considering the above, it is therefore possible for other researchers to relate or transfer the findings within their own contextual settings with regard to how instructional time can be optimally utilised for effective teaching and learning.

4.8.3 Dependability

Dependability is the degree to which readers are convinced about the truthfulness and reliability of the research findings as depicted by the researcher (Gaus, 2017; Johnson, 2008). This implies that should the same inquiry be conducted again, the same results would be obtained (Trochim et al., 2016). Hence, dependability is therefore guaranteed by the consistency of the research findings. Consistency is a process described by McMillan and Schumacher (2011) as the possibility of getting the same results if a similar study is conducted with the same participants. Creswell and Creswell (2018) also argue that it is of paramount importance for qualitative researchers to lay out all the steps and procedures followed by a qualitative researcher. Therefore, to ensure dependability in this study, the focus was on the data collection instruments as well as the processes followed during the data collection period as highlighted below.

- A request for permission was sought and granted from the GDE to conduct research in the four sampled schools (Appendix B and C).
- Permission from participating schools was also sought and granted from school principals for the study to be conducted in their schools (Appendix D, E and F).
- Requesting letters for participation and consent from school principals and selected PL 1 teachers were sent and consent forms signed in acknowledgement of their free will participation in this research (Appendix G and H).
- The researcher then sought and set with each participant the date and time where a telephonic interview could be conducted. Semi-structured interviews were then

conducted individually with every school principal and teacher while the calls were being recorded (Appendix J and K).

- Documents such as school's curriculum policies, minutes of morning briefings and staff meetings, memos from the principal to teachers, monitoring tools for supervision of teaching and learning activities and internal and external evaluation reports were also requested from school principals via their secretaries. These were scanned and sent via email and were all analysed (Appendix L).

- The recorded telephonic interviews were then transcribed, and the interview transcripts as well as findings from documents analysis were taken back to the principals and sampled teachers for confirmation prior to analysis and interpretation.

- Finally, analysis of data was done from the findings and conclusions were drawn. The researcher then filed and stored in a safe place all the transcripts and findings from document analysis which can be provided upon request to either participants or officials from Unisa and DBE.

- Therefore, if any subsequent researcher tracks the above trail followed in this study, the possibility is that they will come out with the same results.

4.8.4 Confirmability

Confirmability is described as the extent in which research findings can reflect the true information that was collected (Babbie & Mouton, 2014). This pertains to the degree of neutrality by the researcher such that research findings are truly based on the participants' inputs and voices, and not on the researcher's personal interests, biases and influences (Babbie & Mouton, 2014; Nieuwenhuis, 2016; Rule & John, 2011). Confirmability depicts objectivity (Marshall & Rossman, 2006) which is the quality of data emanated from procedures that were able to minimise and control any form of bias from the researcher (Galdas, 2017; McMillan & Schumacher, 2010). Hence in this study, confirmability was regarded as objectivity (Cohen, Marion, & Morrison, 2007) and this was ensured through the following:

- As mentioned under credibility, in this study, the researcher used individual telephonic interviews, documents analysis and literature review for purposes of triangulation. By using the above strategies, the researcher was able to explore the benefits of every method while taking into cognisance the individual voices,

experiences and inputs of school principals and teachers regarding the optimal use of instructional time. Moreover, the use of multiple data collection methods was also necessary for the researcher to obtain a detailed understanding of how school principals apply their instructional leadership practices and roles in managing the optimal use instructional time in their schools and the challenges they may encounter on a daily basis (Bloomberg & Volpe, 2016).

- The researcher also took a neutral stance during the data collection period. All participants' responses were taken as they were, and not according to the researcher's personal experiences, views or what he knew about the selected school principals and sampled teachers. This was of paramount importance more so since one of the participating schools was where the researcher was teaching. Therefore, all findings in this study emanated from the participants and were not reflective of the researcher's ideas. To further limit bias, the researcher also used open-ended questions during the interviews where the participants had the opportunity to share all details which served as evidence leading to findings. To ensure that the responses were captured correctly, interview transcripts were shared with each participant for their approval to confirm that the transcript was an accurate rendition of what they had said.

The ethical considerations that were considered in this study are discussed in the next section.

4.9 ETHICAL CONSIDERATIONS

Ethics pertains to all principles, rules and moral values that are followed by the researcher in ensuring that research procedures met the professional and institutional standards required for conducting research with human participants (Gomm, 2008; Masiiwa & Kabanda, 2006; Polit & Beck, 2020). According to Bloomberg and Volpe (2016), researchers ought to be aware that ethical issues can arise at any phase of the research process especially during data collection phase, data analysis and interpretation, and dissemination of the research findings. Because the researcher had a responsibility to protect the school principals and teachers in this study, the ethical considerations and practices described below were adhered to at the various stages of the research process (Creswell, 2012).

4.9.1 Institutional permission

The researcher followed all the ethical considerations as stipulated by Unisa. Firstly, before the researcher enters the sampled schools, he sought the ethical clearance from the CEDU REC. The ethical clearance application was submitted to CEDU REC seeking permission to conduct this study in Gauteng Province, and permission was granted (See Appendix A). Secondly, the researcher sought permission from GDE to conduct research in its four schools (See Appendix B and C). Thirdly, requests for permission to conduct research were sent to all the sampled schools asking for their permission to participate in this inquiry (See Appendices D & E) and permission was granted from each school (See Appendix F).

4.9.2 Informed consent and voluntary participation

In this study, the researcher ensured that the participants were consulted and informed of all the procedures, potential risks and benefits of participating and issues of confidentiality prior to their participation (Johnson & Christensen, 2008:109; Lichtman, 2010:5456). The four school principals and sampled teachers freely and voluntarily gave their consent to participate in this enquiry (Unisa, 2014:11). This informed consent was requested after the researcher had obtained the ethical clearance from Unisa.

To ensure that the participants were properly informed, request letters seeking written consent were sent to all selected school principals and teachers (See Appendices G and H respectively), where they were advised to read and acknowledge their willingness to participate by signing the attached consent form (See Appendix I). The researcher clearly indicated in the request letter and consent form that all participants were free and at liberty to withdraw their participation without any penalty or repercussions since participation was solely based on their free will. Furthermore, all participants were made aware that should they decide otherwise, their withdrawal could take place at any time, having not to explain or justify such a decision.

4.9.3 Anonymity and confidentiality

Prior to participate in this study, the researcher gave an assurance to the school principals and selected teachers that their real identities would remain anonymous while their contributed information, opinions and inputs would be treated with

confidentiality (Lichtman, 2010). The participants were also made aware that their real names and information would be exposed to my supervisor only (Anderson, 2009; McMillan & Schumacher, 2010). Having been guaranteed of privacy and confidentiality, the participants had a sense of safety in this study. This allowed them to freely share, in an in-depth manner, their innermost thoughts, ideas and opinions regarding how instructional time was managed in their schools. To meet the above requirements, the name of schools, school principals and teachers were coded. Township and former Model C schools were therefore named as School A and B and Schools X and Y respectively. Likewise, school principals from township and former Model C schools were coded as P_A, P_B and P_X, P_Y, respectively. In the same manner, teachers from township and former Model C schools were coded as T_{A1}, T_{A2}, T_{A3}; T_{B1}, T_{B2} T_{B3} and T_{X1} T_{X2}, T_{X3}; T_{Y1}, T_{Y2} T_{Y3}. Finally, the participants were also assured that the findings emanating from this investigation were to be strictly and only used for the intended purpose of this study.

4.9.4 Harm and fairness

In this study, it was of paramount importance for the researcher to avoid any potential mental and physical harm to school principals and teachers during the data collection period (McMillan & Schumacher, 2010). In that sense, the researcher took extra caution in guarding against any personal thoughts, actions or comments that would make the participants feel harmed threatened or unfairly treated. Participants were also encouraged to be focused and concentrate only on giving useful contributions that applied to their schools on maintaining or improving the use of teaching time. Moreover, participants were also reminded that this platform was not created as an opportunity to expose either the weaknesses of school principals or teachers regarding how they managed or used instructional time but rather for improvement of effective teaching and learning.

4.10 CHAPTER SUMMARY

The purpose of this enquiry was to collect data to investigate and understand what the school principals' instructional leadership roles and practices in managing the instructional time optimally entailed, both in township and former Model C schools in Gauteng Province. Two township and two former Model C schools were purposefully sampled based on their Grade 12 learners' academic results over the period from 2016

to 2020. The qualitative research approach using a case study of four schools was used to collect data. A total of 16 participants took part in this study, comprising of four school principals and 12 PL 1 teachers who were handpicked as they were assumed to have rich information regarding the phenomenon under study. This study was shaped by an interpretive paradigm. The researcher used individual interviews conducted telephonically as the main source of data. However, document analysis and literature review were also used to supplement and triangulate the data obtained from the interviews. All data collected was then segmented and coded to establish categories and themes that emanated in this study. To ensure the trustworthiness of research findings, the researcher adhered to the criteria of credibility, transferability, dependability and confirmability. Lastly, a discussion of the ethical considerations was also discussed. Following this, is Chapter 5 which presents in detail how the data was analysed and interpreted in this thesis.

CHAPTER 5

RESEARCH FINDINGS BASED ON DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

This chapter presents while analysing and interpreting all the data collected by the researcher during the field study. The researcher collected data through individual telephonic interviews with school principals and PL 1 teachers, document analysis and literature review. A qualitative research design was used to come out with the answers to the main research question which was "***How does the instructional leadership role of the school principal entail in managing instruction time optimally?***" Emerging from the data collected are the following themes:

- Teachers' perceptions towards their school principals' instructional leadership practices in managing instruction time.
- Challenges encountered by school principals and teachers that impede the optimal use of instruction time.
- Action steps undertaken by school principals to ensure the optimal use of instruction time.
- Strategies employed by school principals to enhance the effective use of instruction time.

There are four sections in this chapter. Firstly, a brief discussion of the process that was followed during the data collection is presented. Following that is a presentation of the biographical data of school principals and teachers who participated in this study. Thereafter, the research findings from which the above themes emerged are discussed in detail together with their sub-themes. Lastly, a summary of this chapter is presented.

5.2 THE RESEARCH PROCESS

5.2.1 Methods used to collect data

The researcher individual interviews, document analysis and literature review as the qualitative data collection methods. From each sampled school, the school principal and three teachers were individually and telephonically interviewed. Documents were also analysed and literature was reviewed.

5.2.2 Trustworthiness of the collected data

To ensure that the data collected from the participants was trustworthy, the researcher ensured that he freely communicated with school principals and teachers using the language of their choice. During the interviews, the researcher reminded the participants of the confidentiality and anonymity regarding their shared information and names. In addition, where an interviewee could not respond appropriately, the researcher rephrased the question to get the best possible response. The researcher also used some of the direct quotes from the individual interviews that were conducted. Interpretations thereof made in this research study reflect the reality of information captured from the participants complemented by the researcher's professional and personal experience. Next is a presentation of the biographical data of the participants used in this study.

5.3 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

Table 5.1 presents the biographical information of the selected participants who participated in this study:

Table 5.1: Biographical data of school principals

School	Participants	Gender	Years' experience as a school principal at the same school
Township school A	P_A	M	11 years
Township school B	P_B	M	15 years
Former Model C School X	P_X	F	13 years
Former Model C School Y	P_Y	M	10years

Table 5.2: Biographical data of PL1 teachers

School	Participants	Gender	Years' experience as a teacher at the same school
	T_{A1}	M	13 years
Township School A	T_{A2}	F	7 years
	T_{A3}	F	7 years
Township School B	T_{B1}	F	6 years
	T_{B2}	M	28 years

School	Participants	Gender	Years' experience as a teacher at the same school
	T_{B3}	M	20 years
Former Model C School X	T_{X1}	F	5 years
	T_{X2}	M	7 years
	T_{X3}	M	9 years
Former Model C School Y	T_{Y1}	M	5 years
	T_{Y2}	M	8 years
	T_{Y3}	F	6 years

Next is a presentation of the research findings of this study.

5.4 RESEARCH FINDINGS

In this research, several findings were obtained from the data collected. The following themes emerged from the findings obtained from individual interviews, data analysis and literature review.

5.4.1 Teachers' perceptions of school principals' instructional leadership practices in managing instruction time

This theme reveals how teachers view their school principals' instructional leadership roles and practices in managing instruction time. When teachers view their school principal as a competent instructional leader whose instructional objective is to achieve better teaching practices through effective use of instruction time, they are more likely to work with them in ensuring that no teaching time is lost (Bush, 2013; Moeketsane, Jita & Jita, 2021). The data revealed that teachers have different perceptions and views about how their school principals execute their instructional roles. Below is a discussion of the teachers' perceptions of principals' instructional leadership roles.

5.4.1.1 Promotion of a sound school learning climate in respect to the effective use of instruction time

A school with a sound COLT always has a caring and safe environment in which instruction time is respected at all times (Mogale, 2014). School principals were viewed differently by their teachers in respect of this instructional leadership practice.

Teachers from School A were all in agreement that nothing much was done by their school principal. This was confirmed by P_A who reiterated:

> "Oh, the culture of teaching and learning pertaining to the use of teaching time, if I am to rate it, it's not as it should be. It's very low. If I was to quantify it in terms of percentage, eh I wouldn't go as far as eighty... it's far below that".

To confirm the above, T_{A2}'s response was:

> "Uhm, the culture of teaching and learning in my school if I were to actually... eh… rate it, I'd give it two out of ten... because teaching and learning time is compromised on a very high level... no effective teaching and learning is taking place, instructional time is not properly managed in our school".

T_{A2} also said:

> "The culture is poor. Teaching time in this school is not well managed. There's a lot of wasted time where learners are moving around... during the day, they have nowhere to go, there's no teacher in the class, there's no principal to be seen... neither the office of the principal to be seen doing something that talks to instructional time".

In School A, it was also mentioned from an extract taken from an IWSE report that, "a number of teachers are failing to maintain a positive culture of teaching".

In School B, it appeared that teachers shared the same sentiments as those in School A in regard to the school culture of their school. In confirmation of this, T_{B1} had this to say:

> "The principal is always in the office most of the time... many learners do as they please, they don't attend classes....and you also find that some teachers do as they please also because there is no one really monitoring them" (T_{B1}).

The data revealed that teachers from Schools X and Y shared the same sentiments regarding how their school principals ensured a sound of culture of teaching and learning with regard to the effective use of instruction time. They all confirmed that their school principals positively ensured that a sound COLT existed in their schools.

T$_{X3}$ shared his perception as follows:

> *"Our principal is very active. She is actively involved in the classroom activities... and the principal allows us to talk about the strategies that we use in our own classrooms that work for us and... she has an open door policy, if you are struggling with something you can ask her... and she will advise and help you and assist wherever she can to make sure there is a positive culture with regard to the effective use of contact time".*

Sharing the same perceptions as the above teachers, T$_{Y2}$ also said:

> *"Our school principal always checks to see if educators are in the class... and that all of the learners are in the class as well... so he always checks to see if teaching time is not compromised at all, hence we got a culture of time respect for teaching and learning".*

From the findings above, it is clear that while former Model C school principals did everything in their instructional leadership role to promote a sound school learning climate in which the effective use of instruction time was respected, their counterparts in township schools seemed to neglect this role. Literature also reveals that effective instructional school principals always strive to maintain a positive COLT to meet the academic expectations of their learners (Hallinger & Wang, 2015; Jenkins, 2009; Mendels, 2012; Mestry et al., 2013). It is also apparent that schools with a sound COLT are characterised by the optimal use and protection of instruction time (Du Plessis, 2013; Van Deventer & Kruger, 2008) leading to better learners' academic. All school principals therefore ought to ensure that a sound culture of teaching and learning exists in their schools.

5.4.1.2 School principals' visibility in monitoring of teaching and learning activities

Effective instructional school principals always check, supervise and monitor all teaching and learning activities in their schools (Bush, 2013). In executing this role, school principals are expected to move around the school and even go inside the classrooms and check learners' books to see if teaching and learning is really taking place. However, while school principal's visibility can influence positive results on the effective use of instruction time, it might also be misunderstood, argued and finally regarded by teachers. as micro-managing Therefore, school principals ought to ensure

that their visibility is seen as more of support and not for fault-finding, otherwise they are likely to get resistance from the teachers.

Teachers in Schools A and B perceived their school principals as leaders who did not give much attention to this role. The findings revealed that P_A and P_B were always in their offices and did not move around the school, let alone check if teaching and learning was taking place. In School A, this was despite the fact that P_A stated that he was not an office-based principal. Teacher T_{A2} expressed his view:

> "…the principal is not visible; I can tell you some of the learners at my school they don't know the principal of the school. PL1 teachers are the one who monitor teaching and learning activities... that is why I am saying I'm not sure if… eh… the principal delegates the SMT but… uhm… what I'm sure is ukuthi teaching and learning is sometimes managed by the PL1 teachers"

T_{A3} also added that:

> "At this school, the principal is hardly seen on the duties of instructional time. He is hardly seen around the classes, he is hardly seen inside anyone of the classrooms at any particular time...So there's no control and monitoring of teaching and learning activities, late-coming or anything of that sort in the school... there is no delegation of SMT in the school".

From School B, T_{B2} had this to share:

> "I can say depending on how available the principal is; he sometimes moves around although in most cases he is in his office. To be honest our principal rely on delegating the HODs and the deputies to check and monitor ukuthi the teachers are in class teaching, and not sitting in class... and HODs are allocated blocks in which they are assigned as block managers".

Teachers from Schools X and Y seemed to perceive their school principals as effective instructional leaders who were always visible in monitoring teaching and learning activities. T_{X2} supported this claim by saying:

> "…our principal does not teach. So… uhm, yes, if she is the office, uhm… we have a camera system at school where she can monitor on all corridors and certain classrooms. And she does also go out of the office during changing of

periods… and she assists teachers just to get the learners in class on time... and she also pops in during lessons to check and support teaching and learning activities".

Similar perceptions as above also emanated from teachers at school Y.

"Uhm… our principal always walks up and down the corridors and sees that there are no learners unnecessarily moving out of the classrooms. The principal would also take a walk to the back of our school to make sure everything is okay with the learners and the teacher and that teaching and learning is really taking place (T_{Y3}).

T_{Y1} confirmed what T_{Y3} suggested by saying:

"Our principal does rounds during the day on the corridors if he has time to ensure and monitor that teaching and learning is progressing well, and that there is order especially when it's between periods..."

From the findings above, while school principals from former Model C schools made an effort to manage and monitor teaching and learning activities by being visible, those from township schools were hardly visible and active in this role. Township school principals preferred to delegate this role to HoDs, while in worst-case scenarios, they just seemed to ignore this instructional role. This confirms what was stated by Grobler and Conley (2013) and Osiri et al. (2019) that although the school principal's visibility is a vital instructional role for effective teaching and learning, this role has been abandoned by several school principals. In addition, Dongo (2016) reiterated that several township school principals monitor teaching and learning activities through their HoDs.

5.4.1.3 Protection of instruction time

The optimal use of instruction time is likely to be achievable in schools whose school principals ensure that instruction time is protected. Time allocated for instruction time ought to be wisely and effectively protected because it is a costly resource that cannot easily be replaced once lost (Bush, 2013; Cattaneo et al., 2017; Vannest & Hagan-Burke, 2010). The following were the teacher's perceptions pertaining to how their school principals ensured that instruction time is protected.

In School A, the findings revealed that teachers saw their school principal as a leader who rarely protected instruction time. In responding to how their school principal ensured that teaching time was protected, T_{A2} had this to say:

"No teaching and learning is taking place especially in the lower grade. The little our school principal does is for Grade 12; thus where sometimes he encourages teachers to honour their periods and use all the instruction time effectively, but otherwise nothing much is done by the principal except for the deputies. They are the one in most of the time seem to be serious in ensuring that contact time is protected across all the grades".

Sharing the same view, T_{A1} also went on to say:

"Eeh… I think when I look at our principal, the models of leadership I can put my principal on the laissez-faire category. He leaves teachers and learners to do as they wish, because he is neither visible nor monitoring classes to see if teaching time is really used by teachers or even to monitor classroom attendance by teachers".

From the analysis of the IWSE report from School A, a concern was also raised which supported the above teachers' perceptions that, "educators bunk classes and no one is controlling teaching and learning time" (Extract from IWSE).

On another note, teachers from School B perceived their school principal as an instructional leader who was time conscious regarding the protection and optimal use of instruction time. In his response, T_{B3} said:

"...eeh… our principal engages with everyone in terms of honouring our key roles which is teaching. Eeh… he always advocates that we arrive early so eeh… we start on time to teach our kids and teach eeh… until… eeh… contact time is finished".

In agreement with the above view, T_{B1} added that:

"… the principal is making sure that everybody is on time... he monitors the teaching time very closely and make sure all learners and teachers are in class and that the teacher is really teaching and not wasting any teaching time".

To further support the above teachers' views, it was also mentioned in the EWSE report from School B that, "Five out of seven observed lessons finished on time, and all progressed without any interruptions" (Extract from EWSE).

The findings from School X also revealed that teachers were happy with how their school principal managed the use of instructional time. According to teachers, their school principal always made an effort to ensure that teaching and learning time was not disturbed or compromised at all. T_{X2} explained:

> "When it comes to ensuring that contact time is sufficient and protected, uhm…, I believe that the principal is doing quite a good job... sometimes she even swaps the periods around to make sure that there is no programme that can take contact time".

This was also supported by T_{X1}, who stated that:

> "Our principal does take time to move around... she really makes sure that all teachers are at their duty posts, in class, and teaching".

Teachers from School Y shared the same perceptions as their counterparts in Schools B and X. They believed their principal did everything in his instructional leadership practices to ensure that nothing disturbed or consumed instruction time. This is demonstrated in the following extracts from the teachers:

> "Uhm… well our principal makes sure after our morning meetings, teachers go straight to their classes... so that the learners can be marked present or absent, and teaching commences with no time wasted" (T_{Y1}).

> "… at our school, the principal protects teaching time by encouraging us to prepare our lessons... because he believes if you are not prepared, you don't know what to do with the learners and that takes teaching time" (T_{Y3}).

In agreement with T_{Y3}, it was also indicated in the IWSE of School Y that, "there is evidence of lessons plans per grade, per subject and the school is doing well in lesson preparations" (Extract from the IWSE). While all teachers from School B, X and Y seem to agree that their school principals protected instructional time, teachers in School A saw their school principal as someone who did not protect instructional time.

According to the teachers, the principal of School A seemed to have adopted the laissez-faire kind of leadership style leaving everyone to do as they pleased.

5.4.1.4 Promotion of in-service training programmes to new teachers on time management skills

Instruction time is better utilised when teachers have good understanding of time management skills. School principals therefore must ensure that there is ongoing in-service training of new teachers on time management skills so that allocated instruction time is put to good use. When asked how they perceived their school principal with regard to the organisation and implementation of in-service training programmes, teachers revealed different views.

From School A, teachers' responses revealed that their school principal did not engage or arrange any in-service training programme for new teachers, more so in relation to time management skills. T_{A3} had this to say:

> "I've not seen any particular professional development programme of that nature organised by the school principal except to say... if you are a new teacher, you are on your own here".

In confirmation of the above, T_{A2} also confessed that:

> "... at my school as a new teacher, you are on your own. Yeah. I'm talking from experience. I joined the school back in 2015 and I had to figure out a lot of things all by myself... there are no programmes that are put in place by the school to say how can we equip the newly appointed teachers and ehm… tell them how they can manage their instructional time effectively. Nothing, I learned that on my own."

From School B, teachers also shared the same sentiment as those from school A. T_{B1} proclaimed that:

> "I don't remember any professional development organised by the school principal. In terms of the school having a programme or anything to do with time management and classroom management skills, I don't know much of it because I don't remember seeing anyone teaching us on time management skills here at school".

From Schools X and Y, teachers seem to perceive their school principals as doing well in promoting in-service training of new teachers although they did that through their HoDs. T_{X1} had this to say:

> *"When you arrive as a new teacher, our principal puts you under your HOD of which the HOD guides you. It's like that day you are being shadowed... She ensures that even if she does not do it herself, but the HODs are there to assist you in both classroom and time management skills".*

T_{Y1} also confirmed that at their school, in-service training programmes were available to new and underperforming teachers and is the responsibility of the HoDs. In his response, T_{Y1} said:

> *"Uhm… at our school, new teachers get started with the HOD… uhm… and get assisted by them in time and classroom management skills".*

From the findings above, there are no in-service training programmes organised by school principals in township schools. However, school principals in former Model C schools seem to put some effort into ensuring that any new teacher who was appointed went through some induction training in time management skills, although they generally delegated that role to the HoDs. According to Dhlamini (2008) and Sekhu (2011), the quality of teaching and learning, and ultimately the effective use of instruction time are likely to improve if all teachers participate in professional development programmes. School principals as instructional leaders are also encouraged to arrange in-service training programmes to upgrade their teachers' instructional knowledge (DoE, 2000b).

To summarise this theme, it is clear from the teachers' perceptions that although school principals are trying to ensure that instruction time is fully utilised, there are still some gaps in their instructional leadership practices. School principals' instructional leadership role and practices in promoting a sound COLT where instruction time is protected at all times seem to be lacking in township schools as compared to their counterparts in former Model C schools. The findings revealed that this is caused by a lack of school principal's visibility during contact time and insufficient in-service training of new teachers on time management skills. The next section presents the

challenges that school principals and teachers encounter as they try to ensure that instruction time is optimally used during contact time.

5.4.2 Challenges encountered by school principals and teachers that impede the optimal use of instruction time

This theme describes the challenges that the school principals and teachers identified as timewasters that impede on the optimal utilisation of instruction time. As instructional leaders, school principals must ensure that when teachers are in class, there are no disturbances or interruptions to instruction time from the start right through to the end of the period. School principals are therefore obliged to ensure that they minimise or eradicate any interruption, disturbance or timewaster that affects instruction time. The challenges that the researcher identified as also timewasters to instruction time include the following: late-coming of learners, learner tardiness, teacher absenteeism, unannounced visits, unstable timetable, prolonged morning briefings and untimely announcements via the intercom.

5.4.2.1 Late-coming of learners to school

Based on the data collected, late-coming of learners was identified as one of the challenges that leads to loss of instruction time if not controlled. According to the findings, teachers suggested that school principals ought to control late-coming of learners, otherwise instruction time was wasted by the disturbance occasioned by the noise whenever latecomers entered the class. This is besides the time lost if learners do not pitch up in time for their lesson, particularly the first period of the day.

T$_{A1}$ said:

> *"Whatever reason it is, if I'm supposed to take them* (Learners) *for forty minutes and they are ten minutes late. That means I'm now left with thirty minutes' instructional time which gonna have a negative effect on my teaching time".*

This was also confirmed by T$_{A2}$ who added that:

> *"The first period in the morning, it's a serious problem. One of my prayers is that uhm… I don't get the first periods because I know their time is always compromised. I have to wait for them* (learners) *to report to school. They come late".*

In re-emphasising this, T$_{A3}$ added that:

> *"There's a lot of eh... late-coming by learners... and so when learners come in, they are already late. They are looking for a chair to sit on, they are dragging one chair going to the table to share with another one who is also not willing to share with the other... it also makes you* (teacher) *to wait up until they become settled... By that time, you start teaching again, the period is already over".*

Late-coming of learners was also highlighted from T$_{B2}$ whose remarks were as follows:

> *"Honestly speaking..., late-coming is disturbing when you are teaching, and a learner comes late. I always say look at you, you are coming late, I have to stop, and everybody must look at you. And then to reconnect again, it takes time again".*

From the IWSE report of School B, late-coming of learners was also reported as a serious problem currently faced by the school and had led to the school to perform poorly.

School Y also seem to have the same challenge with late-coming as Schools A and B. T$_{Y2}$ had this to say:

> *"Our school starts at seven-thirty, but we have got learners that only arrived at school well at nine o'clock. It is very disturbing to teaching time".*

In support of T$_{Y2}$, teacher T$_{Y3}$ also affirmed that:

> *"Uhm... in the morning when learners arrive late... they actually disrupt the lesson because they won't be quiet... and most of the time you have to stop teaching until they are settled".*

In the previous minutes of a staff meeting held at school Y, it was mentioned that the principal was very concerned about late-coming, "...late coming and unnecessary movement of learners during contact time is a serious transgression as they impact the academic results of learners" (Extract from minutes of staff meeting). At School X, late-coming of learners seemed to be minimal compared to Schools A, B and Y. This was supported by T$_{X3}$ who proclaimed that:

> *"But uhm... I must say that* (late-coming) *it's very minimal".*

T$_{X3}$ further added that:

> *"At the moment we are looking at ten or fifteen kids a day, so it's pretty well managed".*

Although the extent of late-coming of learners differed from school to school, it seems that this challenge was experienced in both former Model C and township schools. Indisputably, when a learner comes late to the class, the data revealed that instruction time is disturbed one way or the other. This is because the teacher, in most cases, must stop teaching and only continue after the learner has settled down. According to Snyder (2011), there is always noise whenever late-comers enter the classroom and this leads to loss of instruction time while the teacher waits for the noise to settle (Owens, 2014).

5.4.2.2 Learner tardiness during school periods

From the data collected through individual interviews, it was found that substantial instruction time was lost because of learner tardiness. This delinquent behaviour in which learners drag their feet and arrive late at their next class, either during change-over periods, after break or lunch seems to affect those schools that use teacher-based classroom teaching.

At School A, it was revealed that the first periods after break and lunch were the worst ones whose instruction time was mostly affected by learner tardiness since the school does not use classroom-based teaching. However, teachers from this school seemed to follow the same behaviour when going to classes. This was indicated by T$_{A3}$ whose comments were:

> *"... this school, it's not classroom-based, a teacher goes to the class for a particular subject. Learners are not coming to you. So, in as much that learners always drag their feet to come back from break, teachers also dragging their feet to go to class, and all this happens during instructional time".*

From the IWSE report of School A, it was also highlighted that, "almost all lessons don't start on time because there is no allocated time for change-over periods and both teachers and learners always arrive late during those periods after break" (Extract from IWSE).

The same challenge was also mentioned by T$_{B3}$ who had this to say*:*

> *"...now what happens during those… eeh… period changes, those learners pass by the toilet, and they hang out with friends and so on. So sometimes they arrive late in a classroom... and you find that the children just drag their feet, and this really disturbs teaching time because you cannot start teaching while seeing that most of the learners are still on their way coming to your class".*

Similarly, the same challenge was also mentioned from School Y that learners always take their time to get to classes after break or during change-over periods. T$_{Y2}$ asserted that by saying:

> *"It is quite a problem you know; the learners took their time coming from the field after break or lunch and they also take their time getting to class from other classes during change-over periods".*

The disturbance brought in by tardy learners was revealed as a big challenge by T$_{Y1}$ who described this act as follows:

> *"Learner tardiness is a big problem. As they* (learners) *walk coming to your class, they catch their friends and then they start talking and do everything and it is time wasting. When the bell rings, they take up to… uhm… about ten to fifteen minutes maybe twenty minutes to get to class".*

T$_{Y1}$ added that:

> *"...they* (tardy learners) *just want to walk and when they get in the class, they start talking again and take everybody's attention away".*

Teacher T$_{X2}$ shared the same sentiment as T$_{Y1}$. T$_{X2}$ said:

> *"These things of learner tardiness, dragging their feet to go to the class after break or in between periods, if you would calculate the number of minutes lost per week, we are looking at between 40 to 50 minutes lost per week. That is a lot especially during these times".*

Most schools have adopted and use teacher-based classroom teaching where learners move from one teacher to the other. The findings of this study revealed that learner tardiness during school periods seem to be a challenge faced by both former

Model C and township schools. Although teacher tardiness was also mentioned as a challenge in School A, the findings revealed that a lot of instruction time was wasted mainly because of learner tardiness especially on periods after break and lunch. If not properly managed, learner tardiness can easily affect the whole school's culture of punctuality with regard to the optimal use of instruction time (Breeze et al., 2010; Pilgrim, 2013; Zeiger, 2015).

5.4.2.3 Teacher absenteeism

In this study, it was also noted that another challenge that disrupted the optimal use of instruction time was teacher absenteeism. The data revealed that it was rare to see a school with a 100 % teacher attendance on a daily basis be it township or former Model C schools.

From School A, the above claim was supported by T_{A2} whose comment was:

> *"We have a lot of teacher absenteeism at my school and if the teacher is absent, it means learners are on their own and those learners will only have the teacher the day the teacher comes back".*

T_{A2} further explained that this not only affected the instruction time of those learners whose teacher is absent, but also that of other learners.

> *"So, you see it's not only the problem of them not being taught. Now other classes are being disturbed as well. So, the next teacher will have to stop and disciplines these kids, hey move from here go to your classes. So, what is happening to the class that the teacher is attending? Instructional time is lost during… uhm… those… uh… incidents".*

P_B reiterated the challenge of teacher absenteeism by saying:

> *"There are some cases where you find that we have got a number of educators who are absent, more especially this time of Covid; 4,5,6,7 educators who are absent and that's where we always have a problem because this affect contact time".*

At School B, in as much as they needed to babysit those learners whose teachers were absent, T_{B2} contended that,

"...teachers next to those classes without the teacher will then need to help out and that takes much of their teaching time to discipline those learners, so it affects the other classes".

Former Model C schools also experience the same challenge in which instruction time is also wasted due teacher absenteeism. T$_{X3}$ agreed that:

"If a teacher is absent, they (learners) *will miss that contact time".*

T$_{X2}$ also emphasised what that meant by the following comment:

"Uhm… there was a time where our teachers were absent a lot, and that had a huge effect on learning and teaching… uh… because the kids would fall behind and… uhm… it would be difficult to catch up on all the work".

From School Y, the effect of teacher absenteeism was pointed out by T$_{Y1}$ who revealed that:

"… uhm… teacher's absenteeism…, that is one of our biggest problems at our school. And that that wastes a lot of time. Uhm… as soon as learners pick up that there are like four, five, maybe six uh teachers absent, then… oh… discipline and everything goes out of the window and to control the school and the learners is almost impossible".

Effective teaching and learning can only take place when both the teacher and learners are present in the classroom (South African Government, 2009; Taylor et al., 2013). Although learner absenteeism mostly affected the absent learner directly, teacher absenteeism negatively affected the whole class's instruction time. When the school principal fails to put stringent measures in place for the teachers that are absent, it means instruction time would be lost forever.

5.4.2.4 Unannounced visits

In as much as teaching and learning activities should never be interrupted, the data revealed that unannounced visits from either parents or education officials was still a challenge leading to instructional time wasting in most of the township schools compared to former Model C schools.

T_{A1} complained:

"You are teaching at nine o'clock and suddenly someone is sent to you, you are wanted at the office there's a parent. Or sometimes you are actually told that there's an official who wants to see you – he is at the office. It means you have to leave your class unattended and attend to that parent or official, so that one is also a disturbance".

T_{A1} went on to share his remarks by saying that this happened because:

"Anytime anybody feels like coming to our school, just comes and you are called at any time. Yeah, that one also has got a negative effect on our contact time".

In support of the above, T_{A2} said:

"… like the subject advisor would just come at any time during… eeh ehm… teaching and learning and require your presence. Then you must give him or her, the files, give whatever that he needs. Then what is happening to the learners that you are supposed to teach during that time? Instructional time is lost".

In School B, the same challenge was experienced and in confirmation of this, T_{B1} said:

"When I'm in class normally you find that maybe officials from the department they come and say I want to see ma'am so and so and there you are in the middle of teaching. You then need to leave that class and have a meeting with them... it affects us a lot of time… yoh".

Although T_{B3} said that anyone who wanted to see him personally must make an appointment before their visit, he confirmed, with other teachers, that unannounced visits were really a challenge.

"With me, I don't entertain such visits (unannounced visits)*, but with… eeh… the other… eeh… learning areas, now these guys* (district official and parents) *will just come eeh… and maybe they will talk to the principal eeh… and then from there eeh… an intercom will be used, and they will require those particular educators".*

T_{X2} in School X also proclaimed that sometimes their instruction time was also affected by unannounced visits. T_{X2} said:

"...yeah, there are also times but not always where they (facilitators) just pop up and then they want you to come to the office or they come to your class, and when they come to class, the whole lesson stops. Now you need to attend to them".

At School Y, this challenge of unannounced visits seemed to be well-controlled by the school principal. No visitor was allowed to see a teacher during contact time unless prior arrangements had been made to that effect. In confirmation of this claim, T_{Y3} who had this to say:

"Well, prior to coming to school they (district officials) inform the office of the principal. Normally they send a letter around to say on this day they will be there, and uhm… we haven't got somebody who just drops by at school and would want to see a teacher because we cannot be frequently out of the classroom while we are busy teaching learners. You cannot leave the learners unattended".

T_{Y1} added*:*

"When someone comes from the district, they know they must make appointments. And the parents know the same, they must also make appointments to see a teacher and it's only during break time, although uhm… we prefer, it must be after school".

Unannounced visits from parents and officials seem to be better managed in former Model C schools compared to township schools. Although most of these visits can be beneficial to the improvement of learners' academic performance, the problem lies when these visitors request that teachers leave their classes during contact time which in turn negatively affects instruction time. Van der Merwe (2018) reiterated that unannounced visits from education officials should not take teachers out of the class for this can have negative impact on the optimal use of instruction time in schools.

5.4.2.5 Unstable working timetable

Through the data gathered, the researcher found that one of the challenges that also leads to instructional time wastage is an unstable working timetable. This is a general issue that existed in many schools prior to the Covid-19 pandemic. The findings revealed that it is not an uncommon practice in schools to take a week or more at the start of a year operating without a stable working timetable.

In School A, T_{A2} shared her frustrations about unstable working timetable as follows:

> "… we have a serious issue when it comes to uhm… the timetable at our school. So, every time you get the timetable, you know there is an issue. When we reopen especially for the first time in January, no teaching and learning is taking place at our school. It might spend two to three weeks without a timetable".

T_{A1} concurred by saying:

> "Yeah, eh… timetabling is actually a problem in our school because sometimes it can actually take us up to two weeks without having a functional timetable. I recall the other term whereby we got almost eight to nine timetables within a term; so that kind of a scenario is actually going to disturb the stability and teaching time of the school".

Equally so, the same challenge was also raised in School B. T_{B1} indicated:

> "… each and every year before we start in January… you find that we don't get the timetable in time. We can only get a working timetable maybe two weeks or three weeks after school reopens in January every year, and it's difficult and its time wasted and with the matrics in your hands – yeah, you are losing a lot".

Although the issue of having a stable and working timetable was also experienced in School X during the reopening of school in January, it did not take much time like in township schools. T_{X2} explained:

> "When it comes to FET especially Grade 10, it's a bit of chaos for the first week since with Grade 10, now they don't wanna do this subject anymore and then they change… usually that whole process takes two days where the timetable must be changed to accommodate the subject changes… So yeah, that

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sometimes becomes a problem because uh… usually when you look at the ATP, already the first week is gone".

The school principal in School Y seemed to be doing well by making sure that a working timetable was available when the teachers and learners started school. This claim was supported by. T$_{Y2}$ who said:

"… we always do have a proper working timetable at our school. Uhm… well it depends on what time of the year it is. In the beginning of the year, eeh… it usually takes a day or so to have a functional timetable… uhm… it's very necessary, our principal does not want a school full of children and educators and nobody knows where to go".

From the findings above, township schools seem to take more time to establish a stable working timetable compared to their counterparts in former Model C schools. This ultimately affects the optimal use of instruction time that might lead these schools to underperform. Moreover, it was also apparent from the data that school principals need to ensure that their schools have a working school timetable that must run from the first day of the school until the last day of the term. In support of this, literature also indicates that school principals have the instructional responsibility to ensure that a working timetable is readily available when schools open, otherwise instruction time will be lost and never be recovered (Bush, 2013; Mathews, 2014).

5.4.2.6 Prolonged morning briefings

Another challenge that was mentioned by the participants as a salient timewaster of instruction time was uncontrolled and prolonged morning briefings. While some school principals seemed to be aware of the effect of prolonged morning briefings, others appeared ignorant of the fact that any meeting that encroached on teaching time could negatively affect the optimal use of instruction time. At School A, the negative effect of prolonged morning briefings seems to be at its peak and had dire consequences for the optimal use of instruction time. To confirm this claim, T$_{A1}$ had this to say:

"…what you are talking about Mr (researcher's name), *it's actually something that that is a problem at our school. Because you will find out that eeh… when you attend a briefing, the briefing will end up being a meeting and it can actually*

take away almost fifteen to twenty minutes of our teaching time…eeh… our briefings always encroach into contact time".

This was supported by T$_{A2}$ who stated that:

"Usually uhm… they will call those briefings in the morning before school starts around half past seven, but because of the culture in our school… the briefing will not start because most of the teachers are not here. So, it will start around ten to eight, and that briefing will take 25, 30 minutes. So, there is always instructional time that is wasted whenever there is a briefing because you'll know ukuthi that will take forever".

However, at School B, briefings seem to be well managed. This claim was supported by T$_{B1}$ who said:

"Yeah, on that issue, it (morning briefing) *is properly managed because we always have briefings every Monday from seven-thirty up until quarter to eight. Then it's not affecting any teaching time, and on Fridays, we do have our briefings every afternoon, immediately after school".*

T$_{B2}$ agreed with the above participant by saying:

"Uhm… fortunately enough… uhm… with us… eeh… we have six periods every day but on Friday its five periods, the sixth period is a test period. Uhm… for as long as we don't have assessments, we then use that time for briefings".

In concurrence with the above teachers, it was also mentioned by the principal in one of the previous minutes from School B that, "we are trying a new strategy of ending the school at 14:30 in order to have enough time for our briefings so that we do not encroach on contact time" (Extract from minutes of a staff meeting).

From School X, it looks like morning briefings were also well managed such that at 8 o'clock, lessons started. This was confirmed by T$_{X2}$ who said:

"Our staff briefings usually end at exactly eight in the morning and then the first lesson starts".

P$_X$ also stated that their morning briefings were only for ten minutes to share information mostly on instruction time. P$_X$ had this to say:

"Covid has limited our staff meetings. Now we rely mainly on short briefings at seven-thirty, every morning for ten minutes".

P$_Y$ also said:

"We call them (briefings) *information meetings which we only have on Mondays and Wednesdays and are only for sharing information; hence no instruction time is wasted in those information-sharing meetings".*

To ensure that their short briefings did not take more than their allocated time, P$_Y$ further said:

"...before the staff arrives myself and the two deputies get together and we say what is the business for the today that we need to announce in the staffroom, then we write it down and allocate time each of us to announce that information".

T$_{Y1}$ from school Y confirmed what his school principal said as follows:

"I won't say it's a meeting – it's more of a sharing information meeting to… uhm… the staff, uhm… because we only have it… uhm… two days in a week... I can say 90% of the time they keep it… uhm… short and sweet so we can get to our classes… luckily, we have never had a situation like missing our contact time because of a briefing".

The findings revealed that if school principals do not effectively manage their briefings, these meeting can lead to a substantial loss of instruction time. Any unplanned short briefing can easily turn into a full meeting encroaching into contact time which then will affect the learners' academic performance. In support of this, Maile and Olowoyo (2017) also highlighted that several schools performed poorly because of the inefficient utilisation of teaching time.

5.4.2.7 Untimely announcements via the intercom

The use of intercoms is one way that modern schools use as a communication channel in which announcements can be made to learners and teachers. The participants in this study also mentioned the untimely use of the intercom as another challenge they

encountered as a timewaster that interrupted the optimal use of instruction time during contact time.

Teachers in School B seemed to be unhappy about how the intercom was used at their school, stating that it disturbed their teaching time. T_{B2} from school B had this to comment:

> *"Eh… the issue of the intercom... is one of the time wasters because there must be time where this… eeh… is going to be allowed to be broadcast not during teaching and learning... it disturbs and then it's really one of the fundamental time wasters – I am telling you".*

In confirmation of what T_{B2} said, T_{B1} also had the following to say:

> *"... you need to stop teaching because they are going to say attention to everybody. Then you stop teaching and say what it is they want, and yes teaching time is compromised there because even these learners they start to say attention, attention".*

The same challenge was also raised by T_{X2} from school X, whose comment was:

> *"Uh… number one challenge is definitely the intercom. Uhm… you are teaching something, and you have it, and then there is an announcement. Then you have to stop, and you carry on, then there is another announcement. Uhm… when you add those 1, 2 minutes, it actually adds up to a lot of minutes, and sometimes as a teacher you forget where you were, and now you must start all over again. So, it definitely does cause an in convenience when it comes to learning and teaching".*

The use of the intercom seemed to be better controlled in School Y in such a way that announcements were only made via the intercom at designated times. However, teachers admitted that at times they did encounter interruptions from the intercom leading to some teachers disconnecting the intercom wire from their classes. T_{Y1} had this to say:

> *"… but there are sometimes announcements just come through. Why? I don't know, and yes that is why some of our teachers are on the brink of breaking intercoms as well as cutting the wires because yes! That is so disruptive. It's*

not even funny because now you have to stop and get everybody's attention and then you have to try to get hold of the attention and start somewhere but then you lost your position where you were in the lesson".

It is evident from the findings above that school principals ought to control how the school intercom is used. The little instruction time lost whenever there is an announcement to be put across during contact time can amount to hours and finally days within the academic year (Fitzsimons, 2011).

In conclusion of this theme, the data collected revealed that although school principals employ a number of strategies to ensure that instruction time is optimally utilised for teaching and learning, a number of timewasters still exist in both township and former Model C schools. However, it is clear from the findings that township schools still experience more challenges with timewasters than former Model C schools. School principals from former Model C schools seem to be more effective in implementing the strategies that can curb these challenges than their counterparts in township schools. Although both schools seem to experience the same challenges, former Model C schools still perform much better than township schools. This seems to emanate from the way how these schools work towards reducing the impact of these challenges. In former Model C schools, both school principals and teachers work tirelessly to minimise the challenges unlike in township schools where only the SMT seems to be making the effort to curb these challenges.

Next is a discussion of the two themes namely: action steps undertaken by school principals to ensure the optimal use of instruction time and strategies employed by school principals to enhance the effective use of instruction time. The two themes differ in the sense that, in action steps, school principals are mainly focussing on the instructional steps that need to be undertaken to ensure that contact time is effectively used, while in strategies employed, the main focus is on the actions school principals have already put in place to ensure that their action steps can come to fruition in terms of protecting instructional time.

5.4.3 Action steps undertaken by school principals to ensure the optimal use of instruction time

To ensure that instruction time is optimally utilised, school principals engaged in certain actions in their daily instructional leadership and management of school activities. This theme therefore focuses on what instructional steps both school principals from township and former Model C schools use to ensure that instruction time is optimally used during contact time. Emanating from this theme, are the following sub-themes that were highlighted as major focus areas to which school principals paid more attention in their schools.

5.4.3.1 Instilling a sense of punctuality among teachers and learners

As suggested by Owens (2014), late-coming of either teachers or learners leads to a significant loss of instruction time. The findings revealed that school principals from both township and former Model C schools strived on a daily basis to ensure that both teachers and learners were always punctual in arriving at school and attending their periods. In support of this claim, P$_A$ had this to say:

> *"The step that I usually take and have improved punctuality among teachers and learners is standing by the gate every morning with my notebook and make sure that I note every teacher who comes late while some teachers on duty take note of the learners that are late and direct them to the hall".*

P$_B$ also indicated that:

> *"One of the main steps that I have already taken and is working for us is giving emphasis to teachers and learners about the importance of punctuality in coming to school and attending periods because failure to do that, it means a lot of instructional time can be easily get lost".*

P$_B$ further expressed that his presence had a significant impact on both teachers and learners when they saw that:

> *"Time and again I find myself being at the gate together with the security people and the few of the managers who are on duty on that particular day ensuring that everyone is running to the classes..."*

P$_X$ also maintained that teachers and learners should be in class all the time for effective teaching and learning to take place. In support of this, P$_X$ responded by saying:

> "*So absolutely, the first thing is to ensure that both teachers and learners are inside the classroom on time, and they get on with whatever they need to do immediately*".

To ensure that no instruction time is unnecessarily lost, P$_X$ further explained that,

> "*... when the bell rings..., at the start of the first period especially in the morning, or any time during periods uhm, I ensure that all teachers and learners are all at school and in the classroom and some teaching and learning activities take place from the very beginning of the lesson to the end of the period and this step is of paramount importance to me as the principal*".

P$_Y$ also stated that:

> "*... the step I usually take more so to habitual and serial latecomers is to make sure that late-coming teachers are brought to book and fill the leave forms for those minutes or hours they were not at school while learners who are always late, we call their parents to explain why their kids are always late*".

Although late-coming is a challenge in almost all schools, the findings above revealed that both school principals from former Model C and township schools were not folding their hands, but rather instituting some interventions in ensuring that no instruction time was lost because of late-coming of either teachers or learners. Literature also confirms that late-coming is a chronic habit that can easily spread to other teachers and learners; hence school principals should work tirelessly to enforce and maintain a sense of punctuality, otherwise instruction time would be lost (Maile & Olowoyo, 2017; Pilgrim, 2013).

5.4.3.2 Managing by walking about

Managing teaching and learning requires school principals among their instructional leadership roles to leave their offices and move around the school to check that teaching and learning is taking place in classrooms and that instructional time is utilised to its fullest. Among the steps taken by school principals, visibility was also

mentioned as one major instructional leadership practices that improves and maintains the optimal use of contact time in schools.

P_A referred to school principal's visibility as management by walking around. P_A emphasised that:

> "visibility yeah, I advise people, telling them we call it management by walking around... as the principal and manager, I am not only confined in the office".

Unfortunately, teachers in school A seem to contradict what their school principal said. T_{A1} had this to say:

> "Our school principal works in the office and not outside. You hardly see that man on the corridors of the school especially during contact time".

P_B also contended that as long as he was visible in the school's corridors during contact time, he was assured that teaching and learning would take place in the classrooms. In his response, P_B stated that:

> "As a principal I always take rounds. In one particular day, I find myself in this one block either during periods or even after lunch time".

Unfortunately, T_{B1} from school B believed that their school principal was hardly seen outside his office managing teaching and learning by walking about. This teacher said:

> "Mr… (Principal's name) don't like to move around the school during contact time, maybe is because our school is too big. The deputy principal, yes that one is always on the corridors helping, even pushing learners to the class".

With regard to how often she is visible during contact time, P_X also indicated that:

> "... as the principal, I walk around uhm… corridor to corridor, from the front to the back of the school. And just pop in classrooms checking what's happening... I also ensure that contact time is effectively used, I don't just delegate this role... but physically walking around the school, being visible, walking in and out of classrooms but in a manner that is not disturbing but that is supporting".

Equally so from P$_Y$ said he had already been given a nickname emanating from his presence within the school's premises ensuring that instruction time was well managed and fully utilised. This is evident from his proclamation:

"... they call me the general here because I'm always on the stoep shouting orders and giving instructions so yeah I'm always there I'm always visible. I believe if you are not a visible principal, you're not a principal – you are just somebody in the office".

Pertaining to visibility, all school principals seem to know that this practice can influence good academic performance of learners. School principals from both former Model C and township schools confirmed that they were always visible during contact time, although teachers in township schools seem to disagree with that sentiment, proving that sometimes self-reporting might be biased, as in this case. Literature agrees that school principal's visibility during contact time plays a big role in ensuring that instruction time is respected by teachers and learners thereby enhancing effective teaching and learning (Dongo, 2016; Naz & Rashid, 2021).

5.4.3.3 Checking teachers' lesson plans

Lesson planning allows teachers to use all the allocated contact time for the whole period. When teachers planned their work, they effectively used instruction time since every minute of the period would have been planned for. No time would be wasted during contact time either in looking for teaching aids or because the teacher was not aware of what to teach at what time.

In his comment about the steps he took to ensure the optimal use of instruction time, P$_A$ said:

"Another aspect also is to check if teachers are preparing their lessons through lesson plans and teach according to those plans, although I usually rely with HoDs to check that".

In confirming this, T$_{A1}$ said:

"At our school, the HoD is the one who always ask to see proof of lessons plans suppose she also get the pressure from the principal to do that, because she is really strict about that".

The same aspect of lesson planning was also mentioned by P_B who pointed out that:

> *"We also encourage members of the SMT to make sure that teachers in their departments do lesson planning so that whenever they go to the class, they know what do, hence not wasting time looking for example teaching aids".*

In confirmation of the above, a comment was also made in the External Whole School Evaluation (EWSE) report of School B that: "Most educators observed had lesson plans and lessons were presented as per the Annual Teaching Plans… the SMT in this school is applauded for doing their work in ensuring that teachers effectively plan their lessons before going to classes" (Extract from the EWSE).

Similarly, P_X reiterated the importance of lesson preparations. In her response, P_X said:

> *"... I just take two books out of the classroom while the teacher is teaching... and ensure that HODs submit a fortnightly and monthly report as to the progress of the curriculum delivery in their department and check if lesson plans are properly done and followed".*

In support of the above, the importance of lesson preparation in School X was also emphasised in their school's curriculum policy. "New and underperforming teachers should plan in advance and submit all the preparations for the following week to the HOD or subject head". (Extract from school's curriculum policy).

From School Y, this step was suggested by one of the teachers who described her school principal, P_Y, as someone who was particular about lesson preparation. T_{Y3} asserted that,

> *"He (P_Y) always makes sure that no teacher goes to the class unprepared".*

It appears that P_Y agreed with Legotlo (2014) who advised that lesson preparation is a very important element for teachers in influencing the optimal use of contact time.

From the above responses, almost all school principals seemed to be aware that a lesson conducted without preparation was doomed to fail. Hence, they put necessary measures in place to ensure that teachers did lesson preparations. However, in former Model C schools, the management of lesson planning seem to be the responsibility of school principals whereas in township schools, this role is executed by the HoDs. Well-

prepared lesson plans give teachers the direction to take during contact time and ultimately keep learners actively and effectively engaged in learning for the whole period of a lesson (Oxley & Baete, 2012; Ntombela 2014).

5.4.3.4 Facilitating in-service training programmes to all new and novice teachers on time management skills

Provision of in-service training programmes to new and novice teachers also came out as one of the steps taken by school principals to promote the effective use of instruction time.

Pertaining to the in-service training of teachers, P_A had this to share:

> *"We normally depend on the HODs to make sure he or she assist new or novice teachers in their departments about the subject matter, more so in regard … eeh … using teaching time correctly".*

In agreement with P_A, P_Y also affirmed that:

> *"We've got an induction programme where the HOD and the grade head... these two people will together have an induction programme where we take the new teacher or novice teacher through everything from ATP lining up of work... and how best the time should be managed".*

To confirm the above, it was also highlighted from the analysed Internal Whole School Evaluation (IWSE) report from School Y that, "New teachers need training on time management skills and the SMT do provides adequate monitoring and support to new and novice teachers" (Extract from the IWSE).

While the above school principals induct new teachers via the HODs, P_B and P_X revealed that they do that in a different way. The findings revealed that from schools B and X, new teachers are paired with a senior teacher in their department. In his response, P_B went on to say:

> *"We try to pair them* (new teachers) *with those experienced and well feared educators at our school...we normally identify those eh teachers who have been at the institution for a while and who are experienced and good in terms of discipline and time management".*

P$_X$ also informed the researcher that:

"When the new teacher comes in... is asked to work closely with grade head...on top of being introduced to his or her department... given everything that was taken from the previous teacher... then explain our processes… uhm… and systems that we have".

The findings above revealed that instruction time can be fully utilised when school principals in their instructional leadership roles arrange and promote induction and in-service training programmes to all new and novice teachers on time management. Although this instructional role seems to be more effective if school principals are directly involved, principals from both former Model C and township schools indicated that they delegated this role to the HoDs and/or grade heads. This confirms the finding by Naz and Rashid (2021) that school principals rarely personally put much focus and effort on the professional development of their teachers.

In as much as the findings seem to prove that school principals are indeed doing well in training new and novice teachers on time management skills, it would be more advantageous if school principals also implemented refresher training sessions for all their teachers, particularly on time management skills. This is because such professional development programmes boost and build teachers' confidence and self-esteem towards effective utilisation of instruction time (Bush et al., 2010; Cremin & Oliver, 2017; Sekhu, 2011).

In conclusion of this theme, it is evident that school principals from both township and former Model C schools do take steps to effectively manage the optimal use of instruction time. Among those steps, there was a clear indication that school principals ensure punctuality among teachers and learners which can be easily achieved by their visibility, referred to by one of them as managing by walking around. In-service training of new and novice teachers regarding time management skills is one of the instructional leadership practices that can lead to the effective use of teaching time. Ensuring that all teachers prepare their lessons was also pinpointed as an effective way in which instruction time can be used with minimal wastage. The next theme focuses on the strategies used by school principals to promote, maintain and improve the effective use of instruction time.

5.4.4 Strategies employed by school principals to enhance the effective use of instruction time

For schools to be successful academically, school principals ought to always think and employ strategies that can enhance teaching and learning through the effective management of instruction time (Khan et al., 2016:250). This theme highlights some of strategies used by school principals as plans of action with the aim of ensuring that instruction time is promoted, maintained and improved for the effective utilisation of instruction time. The data collected revealed that school principals employed the following strategies to achieve effective teaching and learning in their schools.

5.4.4.1 The use of teacher-based classroom teaching system

Two systems exist in terms of moving between classes and periods: learner-based and teacher-based classroom teaching. With learner-based teaching, teachers go to the learners' classrooms while with the teacher-based system, learners go to the teacher's classroom. Apparently, a number of schools seem to favour the new system compared to the traditional method of learner-based classroom teaching. While the traditional system had the advantage that teachers were the ones moving to learners' classrooms which meant fewer people in the corridors and less disruption, teacher-based classroom teaching is believed to give teachers more control over learners' behaviour during contact time, hence less disturbances to instructional time. However, if not properly controlled, this system is likely to consume a lot of instructional time due to learners dragging their feet during change-over periods.

The findings revealed that for school principals to ensure that instruction time is effectively and optimally used, there is need to control the time that can be lost in between the periods because of either the movement of learners or teachers to and from class to class. The data, therefore, revealed that three out of the four sampled schools used the teacher-based classroom system while one school still uses the traditional system where teachers go to the learners' classrooms.

In School X, the teacher-based system is under control such that they are able to minimises unnecessary movement of learners. As a school, they make use of a bell that caters for the movement of learners during change-over periods. P_X had this to say:

"... with teacher-based classroom teaching, we ensure that we minimise unnecessary movement of learners during change of periods... we have instituted a bell for the end of the period, and five minutes later the bell rings again to indicate the start of the next period. So that gives the learners and the teachers five minutes to organise themselves".

Although the findings also confirmed that School B also used the same system as School X, they did not make use of a bell for the change-over periods, Nevertheless, their periods were timed in such a way that they included five minutes between lessons for teachers and learners to get ready for the next period. In confirmation of that, P_B said:

"... we don't have that uh... separate time in between periods for change-over periods... we allocate an hour for the entire period...having this in mind that period we'll have about 55 minutes... an hour is just to try to cover that movement because there are those who will move from the block that is down then moving up back can which can just take them 2, 3, 4 minutes, therefore we will always allocate an hour for the period, but basically, the period is 55 minutes".

P_Y stated that, in their teacher-based system, they also promoted and maintained the effective use of instruction time by ensuring that most of their periods were double so that they limited the movement of teachers and learners. P_Y stated:

"With our school, it's impossible for the teachers to move around... yeah, it's a rotational system where the learners rotate but we try to keep the movement at a minimal... by creating more double periods, you lessen the movements of learners... and you increase your contact time".

Inevitably, although the teacher-based system seems to work better in promoting the effective use of instruction time, P_A highlighted that his school was too big to use such a system. The findings revealed that they partially used that system for specialised subjects like technical subjects where learners needed to go to the workshops; otherwise, with all general subjects, teachers go to the learners' classrooms. In his response, P_A expressed his concern by saying:

> *"... our school is quite huge... teachers are the ones who go to the children and eh... only in few instances where learners who do specialised subjects, like eh, sciences go to the labs and technical subjects where they go to the workshops... so movement is limited to less than 30 people, unlike if it was the children that are moving. Imagine 2 000 children moving during change-over periods – that will take the whole day for them".*

The concern raised by P_A seems to affect several South African township schools, where certain functional systems are hindered by the overcrowding of these schools. This also confirms the literature that suggests that most South African township schools are still characterised by overcrowded classes which become barriers to effective management of instruction time (Bush & Heystek, 2003; Burton, 2008; Du Plessis, 2017; Hammett, 2008; Ngcobo & Tikly, 2010; Prinsloo, 2007).

5.4.4.2 The use of a relief or substitution timetable for absentee teachers

Teacher absenteeism is a challenge in most South African schools. In as much as school principals are encouraged to have plans that keep teacher's absenteeism at a minimal level (Onyekuru & Izuchi, 2017), Ibrahim and Mohammed (2019) reiterated that if there are teachers who are absent, instruction time is likely to be affected. From the data collected, it was revealed that school principals made use of a substitution timetable as a strategic plan in which teachers who were free were obliged to take care of learners whose teachers were absent.

When asked how they dealt with learners whose teachers were absent so that instruction time is not completely lost for them, school principals shared their practices as presented below.

P_A stated:

> *"The only tool we have is the relief timetable... as soon as is eight o'clock, then we go to the master timetable... look at who's not absent and who is free... who can relieve and be with those learners without a teacher at that time".*

In School B, although the relief timetable was available to assist learners without the teacher, sometimes there were too many absentee teachers to be substituted by the available teachers. Hence, P_B shared his sentiment by saying:

"We have got that relief timetable which at times, doesn't become effective because we sometimes get short of teachers to relieve those who are absent in case where we can't find a solution, we normally take those learners, put them in the hall, get one educator or I as a principal will have to supervise those learners while doing their homework and other class activities".

P$_Y$ also indicated that they always strived as a school to ensure that no learners were without a teacher although it seemed that they faced the same situation as School B in which relief teachers were only there to monitor and control learners. In his deliberations with the researcher, P$_Y$ had this to say:

"... because of the specialisation of the subjects, not all teachers can teach the subjects for instance Fitting and Turning, there's only one Fitting and Turning teacher, if that one is absent there's nobody who can really teach the subject, but we do have teachers that can sit in that class and manage the learners not to make noise but do homework or study".

In a similar manner, P$_X$ also suggested that:

"... if there is a teacher who is absent … the secretary draws up a substitution list using the information that we have at the front office as who is off sick or absent for which period... we can then inform our children... that you are supposed to go to Maths now Mr… is absent so you must go to Mrs... at this period".

To confirm that teacher absenteeism can be sometimes a challenge in School X, it was also mentioned in the minutes of a morning briefing that, "because of large number of absent teachers causing unnecessary unrest among the learners, substitution will be in the hall henceforth" (Extract from minutes of a morning briefing). From the above findings, it is clear that former Model C schools are not better than township schools when it comes to the challenge of teacher absenteeism. This confirms findings from Brown and Arnell (2012) and Msosa (2020) that teacher absenteeism has become a global challenge and that South Africa has not been immune to the scourge of this problem on teaching and learning.

5.4.4.3 The effective use of extra classes

Generally, in South African secondary schools, planned instructional time seems inadequate across all grades, more particularly for Grade 12 teachers and learners who are under pressure because of the expectation that the syllabus should have been completed before the preliminary examinations start, usually at the beginning of August. Because of that, many schools seem to have adopted the use of extra classes. Besides the above pressure, the already-strained instructional time is also sometimes lost due to unforeseen circumstances like prolonged briefings and assemblies, school closure due to cases of Covid-19, learner tardiness and late coming of teachers and learners to mention but a few. In such instances, school principals who are instructional leaders need to strategise how they can then ensure that syllabus coverage is done within the stipulated time and better still make up for any lost time. From the findings, the effective use of extra classes was one of the common strategies mentioned and employed by the school principals to address syllabus coverage and reclaim the lost teaching time.

The findings from School A revealed that extra classes were planned but unfortunately, they were not properly monitored by the school principal or the SMT which made them ineffective. To support the above claim, T_{A2}'s comment was:

> *"We do have extra classes, but they are not monitored, usually at the beginning of the year we normally have eh morning and afternoon extra classes. But as the year progresses you will see ukuthi hayi ke manje we have forgotten about those classes especially the morning classes they just vanish".*

In School B, extra classes were only provided for Grade 11s and 12s, meaning any instruction time lost in other grades was considered as water under the bridge. In his response, P_B said:

> *"What we normally do as a school, we have got extra afternoon classes... normally… eh… with the Grade 12s and the Grade 11s on Fridays... where we try to cover any lost instruction time"*

From the data collected, it seems that school principals of School X and Y were effectively using the strategy of extra time better than their counterparts in Schools A and B. To confirm this opinion, P_X had this to say:

"We have a timetable we have scheduled for extra classes... And… uhm… it has been worked out in such a way that every subject has got uhm… a slot... that is from immediately after school for an hour".

P$_Y$ also confirmed the use of extra classes across all the grades particularly on days when instruction time would have been disturbed or reduced because of unforeseen circumstances. P$_Y$'s stance regarding the use of extra classes was:

"... where learners are getting less contact time, or their teaching time was disturbed... we have extra time after school about half an hour of extra contact classes to cover up that lost time across all grades".

In addition to the above, they also had special extra classes for Grade 10s and 11s. This was highlighted and reported in the minutes of a previous meeting held at school Y that, "A catch up plan is being implemented. Letters were sent to the parents to inform them of the afternoon classes for Grade 10 and 12" (Extract from minutes of staff meeting).

From the data collected, all school principals confirmed that one strategy to improve or promote the optimal use of instruction time was by offering extra classes. However, it seemed that this strategy was not properly implemented in township schools as enumerated and confirmed by participants at Schools A and B. Literature also suggests that if extra classes are regularly and effectively conducted, learners are likely to improve their academic performance (Bush, 2013; Heafner & Fitchett, 2015, Wedel, 2021).

5.4.4.4 The use of a hold-and-release control system of late-coming learners

The data collected revealed that different strategies were used by school principals to control late-coming as a way of ensuring the effective use of instruction time. Research has also shown that learners who are late are associated with other forms of delinquent behaviour such as rowdiness, bunking of classes and truancy (Christenson & Thurlow, 2004; Jones & Lovrich, 2011; Quarles, 2011). If late-coming of learners is not controlled, it can create a disturbance that might lead to an ineffective use or loss of instruction time. Controlling of learners who are late was therefore one strategic area in which school principals mentioned that if not well-controlled, teaching and learning time could be adversely affected.

When asked how they control learners who are late such that instruction time is not disturbed, school principal P_B from school B had this to say:

"... we take all latecomers, put them in the hall and simply address them... we don't allow learners who are late to go to the class because we want to avoid a situation where they will just go and disturb the lesson that has already started, it's more of a hold-and-release system"

Supporting the above idea is also school principal P_X from school X whose response was:

"... our school practice is that.. late comers whether you come five past eight or... half past eight such learners are being held together at a point until period one ends and then they are allowed to go to class to join in period two. And that is particularly to protect learning and teaching time, so that the teacher does not have constantly those knock-knocks, sorry I'm late, knock-knock, sorry I'm late".

In School Y, they used almost the same system as School X. However, in their case, they sent latecomers to class all at once allowing only one disturbance in the class. P_Y revealed that:

"...we normally have the latecomers gathered in one centralised venue... then we send that group as a whole to their register classes so they can get their register taken. Unfortunately, it's going to cause some confusion and some disruption, but we try not to have dribs and drabs of learners crackling through the system".

P_A responded differently from the other three school principals. He cited that every learner has a right to learn and cannot be denied that right. In his response, P_A expounded:

"... you must think whatever you do as a principal; the rights of the child are paramount in everything that concerns the child. So, if you deny them entry to class, you will be compromising their right to education, and you can be in trouble for that. But if child is to come to school at ten, you can then send that child away and deny them entry to school".

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Instruction time is better utilised when teaching and learning activities are not interrupted by anything. When learners' or teachers' attention is diverted from teaching and learning, it takes time to come back and continue with the same smooth flow of a lesson that was already in motion. This is supported by literature that late-coming of learners leads to the loss of instruction time, because whenever the latecomers enter the classroom there are disruptions and noise because of pushing of chairs and desks (Owens 2014; Snyder, 2011).

In summary of this theme, it is evident that school principals have some strategic plans they put into practice to ensure that they protect instructional time. The findings also revealed that schools that have adopted and are using teacher-based classroom teaching are in a better position to control instruction time lost during change-over times. Although school principals make use of a substitution timetable to address teacher absenteeism, whether justified or unjustified, this leads to a loss of instruction time. The use of extra classes can effectively reclaim the lost teaching time only if the programme is well-managed and applicable for all learners. Late-coming of learners should not be tolerated because substantial teaching time is lost whenever those latecomers enter the classroom.

5.5 CHAPTER SUMMARY

In this chapter, a presentation of the analysis, interpretation and discussion of the research results was given. Four themes emerged in this study. All themes were based on the data taken from the literature review regarding the school principal's instructional leadership roles in managing instruction time, individual interviews and document analysis. The data revealed that school principals from both township and former Model C schools applied certain instructional steps and employed some strategies in ensuring that instruction time was optimally used in their schools. However, taken from the teachers' perceptions with regard to how their school principal executed their instructional roles and practices in managing instruction time optimally, it was apparent that school principals from former Model C schools did much better than their counterparts in township schools. Nevertheless, regardless of all the instructional efforts put in place by school principals, challenges pertaining to timewasters of instruction time still exist in schools although they are better controlled in former Model C schools than in township schools. The next and final chapter

presents the research summary, conclusion and recommendations suggested for further research.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents the summary, conclusions and the recommendations based on the research findings which were analysed and interpreted in Chapter 4. The overview of this research is presented first, followed by a summary of the research findings in respect of the four themes that emerged in this study. Next the study's limitations are discussed, followed by the recommendations for stakeholders and recommendations for possible future research. Lastly, the concluding remarks pertaining to this study are made.

6.2 OVERVIEW OF THE STUDY

In this section, an overview of the research is presented in light of the main research problem: What does the instructional leadership role of the school principal entail in managing instruction time optimally? This study was influenced by the researcher's personal experience and observation that the gap between the academic performance of learners in township schools compared to their counterparts in former Model C schools is problematic. The main purpose of this study was therefore to investigate, explore and understand the school principal's instructional leadership roles and practices with regard to how they manage instruction time for effective teaching and learning in their schools. For the researcher to unpack and analyse the school principals' instructional roles and practices, and ultimately how school principals are perceived by their teachers, the main research question was further demarcated and guided by the following sub-questions:

- How do teachers perceive the performance of their school principals towards ensuring that instruction time is optimally used?
- What challenges do school principals and teachers encounter in ensuring that instruction time is optimally utilised?
- What steps do school principals take to ensure that instruction time is optimally utilised for teaching and learning at their schools?

- What strategies do school principals employ to constantly improve the effective use of instruction time at their schools?

A literature review provided the theoretical framework for understanding instructional leadership with particular reference to the school principals' roles and practices in managing the optimal utilisation of instruction time. Models of instructional leadership were reviewed with Hallinger and Murphy's (1985) model being chosen and adopted as the anchor for this study based on its three domains and ten instructional leadership functions. Literature on educational management was also reviewed together with the characteristics of township and former Model C schools in trying to understand these types of schools within the South African education context. The literature review also focused on teaching and learning processes in relation to how time is managed in schools in order to ensure effective teaching and learning. In addition, salient timewasters of instruction time were reviewed as well as strategies that can improve the use of instruction time in schools.

A qualitative research approach was used in this study with a case of four schools in Gauteng Province: two township and two former Model C schools were purposefully sampled. The school principal and three PL1 teachers were selected from each school which gave a total of sixteen participants in this study. The findings of this study came from the data that was collected from individual interviews conducted telephonically, literature review and document analysis. The steps as enumerated by Lodico et al. (2010) were used to thematically analyse and categorise the data which then gave rise to the findings presented in the next section.

6.3 SUMMARY OF THE RESEARCH FINDINGS

This section presents the research findings that emerged from the data collected on how school principals engage in their instructional leadership roles and practices in managing instruction time that can influence positive and effective teaching and learning.

Based on the literature review, it is evident that school principals who are effective instructional leaders ensure that instruction time is well-managed in their schools to minimise any timewasters to teaching time (Green & Skinner, 2005; Khan et al., 2016). Moreover, it is also apparent from the literature studied that most township schools

seem to perform worse than former Model C schools regardless of the efforts by the government to address the inequalities between these two types of schools (Christie & McKinney, 2017; Ntshoe, 2017). The summary of research findings is presented below based on the four main themes that emerged from this empirical study.

6.3.1 Teachers' perceptions towards school principals' instructional leadership practices in managing instruction time

In this study, the researcher reviewed the teachers' perceptions on the following instructional leadership roles of their school principals: promotion of a sound school learning climate in respect to the effective use of instruction time; school principals' visibility in monitoring of teaching and learning activities; protection of instruction time; and provision of in-service training programmes on time management skills to new teachers.

While teachers from three schools perceived their school principals as effective instructional leaders who always ensure that a sound COLT exist in their schools, teachers from one school viewed their school principal as doing very little in this role, leading to a poor academic performance of their learners. This also aligns with literature that reveals that effective instructional school principals always work towards maintaining a positive COLT so as to achieve acceptable academic performance of their learners (Hallinger & Wang, 2015; Jenkins, 2009; Mendels, 2012; Mestry et al., 2013).

Regarding school principal's visibility in ensuring that instruction time is fully utilised, the findings revealed that teachers from one of the township schools viewed their school principal as an office-based principal while another township school principal was perceived as a principal who mainly relied on the HoDs to carry out this role. This confirms the findings from literature that there are still township school principals who ignore the importance of their visibility but rather rely on the HoDs to monitor teaching and learning activities in their schools while they concentrate on administrative matters (Dongo, 2016; Grobler & Conley, 2013; Osiri et al., 2019).

Concerning the protection of instruction time, three school principals were regarded as effective instructional leaders who were time-conscious and guarded against anything that might lead to a loss in instruction time. Regrettably, one school principal

was seen as a laissez-faire leader who left teachers and learners to do as they wish with instruction time.

Pertaining to the promotion of in-service training of new teachers, all teachers from the township schools perceived their school principals as not doing anything in that regard. Although teachers from former Model C schools viewed their school principals as promoting the in-service training of the new teachers on time management skills, they left this instructional leadership role to HoDs.

6.3.2 Challenges encountered by school principals and teachers that impede the optimal use of instruction time

The findings revealed several challenges that were encountered by school principals and teachers that also impede the optimal utilisation of instruction time. The following were regarded as the most prevalent challenges that contributed to the loss of instruction time in schools: late-coming of learners, learner tardiness, teacher absenteeism, unannounced visits, unstable working timetables, prolonged morning briefings and untimely announcements via the intercom.

While school principals seem to have late-coming of learners under control, the findings from teachers revealed that whenever a learner enters the class be it because of late-coming or tardiness, instruction time is lost because of the interruptions occasioned by the noise from other learners and moving of chairs and desks as they try to accommodate this late-comer. This compels teachers to stop teaching until the noise is settled, which takes up time. However, it looks like tardiness has more effect on schools that use learner-based classroom teaching unlike those using teacher-based classroom teaching.

Teacher absenteeism was also revealed as a challenge regardless of the substitution timetable which school principals used for absentee teachers. All participants affirmed that sometimes there were too many absentee teachers so that the relief timetable failed to accommodate all the classes without teachers. In such instances, which applies to both township and former Model C schools, instruction time will be just considered as water under the bridge for it will never be recovered especially now that teaching time is already under constraints because of Covid-19.

Contact time ought not to be interrupted if effective teaching and learning is to take place. Regrettably, the findings revealed that unannounced visits from either parents or education officials were still a challenge in schools although its effect seemed to be worse in the township schools than in the former Model C schools. The findings showed that the main problem arose when unannounced visitors required the physical presence and attention of teachers compelling them to leave their classes during contact time which in turn negatively affected the optimal use of instruction time.

Timetabling is still a challenge that silently consumes a lot of instruction time in schools. In this study, the findings revealed that it is not an uncommon practice in schools to take a week or more operating without a stable working timetable. Nevertheless, township schools seem to take more time to establish a stable working timetable compared to their counterparts in former Model C schools resulting in underperformance of these schools.

While some school principals seem to be aware that prolonged morning briefings can impact the optimal use of instruction time, it seems that others are still ignorant of this fact. One out of the four schools seems to experience more time lost because of prolonged morning briefings that encroached on teaching time whenever they had a briefing, be it in the morning before lessons or during break. In confirmation of that, Maile and Olowoyo (2017) also concluded that many schools are underperforming because of the inefficient use of instruction time.

Although the use of an intercom during contact time seems to be better controlled in former Model C schools than in township schools, the evidence from the findings revealed that there is still an untimely use of an intercom in making announcements across all schools which interrupts instruction time. This also confirms the findings by Fitzsimons (2011) that the instruction time lost whenever there is an announcement via the intercom that interrupts lessons, can add up to hours and finally days within the academic year.

6.3.3 Action steps undertaken by school principals to ensure the optimal use of instruction time

The findings revealed that both school principals from township and former Model C schools implement several action steps within their instructional leadership roles and

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practices in order to ensure that instruction time is optimally utilised in their schools. The following are the main suggested action steps undertaken by school principals: instilling a sense of punctuality among teachers and learners; managing by walking around; checking teachers' lesson plans; and facilitating in-service training programmes for all new and novice teachers on time-management skills.

Although late-coming by both teachers and learners seems to be worse in township schools than in former Model C schools, the data revealed that school principals put stringent measures in place that encourage punctuality among teachers and learners. According to school principals, punctuality of teachers and learners in the morning is better achieved when they monitor their arrival at the main entrances of their school gates.

Another action step undertaken by school principals is their visibility during contact time which they referred to as management by walking around. All school principals in this study affirmed that this step worked for them in ensuring punctuality among teachers and learners in attending their periods. This also worked as a daily monitoring step in ensuring that teaching and learning was indeed taking place during contact time with minimum interruptions and disturbances. Literature confirms that the school principal's visibility during contact time is a crucial instructional leadership practice that allows school principals to have the assurance that instruction time is respected by both teachers and learners (Dongo, 2016; Naz & Rashid, 2021).

Another finding was that the school principals confirmed that monitoring of lesson preparation was a vital action step they engaged in to ensure the optimal use of instruction time in their schools. According to school principals, any lesson conducted prior to preparation is doomed to fail. This is because the teacher will not know which content to teach, at what period and for how long, resulting in unnecessary wastage of instruction time. The findings revealed that one school principal out of four rely entirely on the HoDs in monitoring of lessons plans, instead of doing this themselves.

The final step under this theme is the facilitating of in-service training for new and novice teachers particularly on time management skills. However, it was also evident from the findings that all four school principals relied either on the HoDs or senior teachers to assist new and novice teachers on such a crucial role. This confirms what

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was stated by Naz and Rashid (2021) that school principals seldom involve themselves in the professional development of their teachers.

6.3.4 Strategies employed by school principals to enhance the effective use of instruction time

The findings revealed that school principals have established and employ several strategies in ensuring that instruction time is optimally utilised. The following are the main strategies employed by school principals to enhance the effective use of instruction time in their schools: the use of teacher-based classroom teaching system; the use of a relief or substitution timetable for absentee teachers; providing extra classes; and the use of a hold-and-release control system for late-coming learners.

The use of a teacher-based classroom teaching seems to have been fully adopted by almost all schools that participated in this study, except for one school whose school principal cited that it was impossible for them to adopt such a system because of the large number of learner enrolments and inadequate numbers of classrooms. With this strategy, the findings revealed that schools that are using teacher-based classroom looks seem to be in a better position to control instruction time that is bound to be lost during change-over periods, particularly because of teacher and learner tardiness.

The effective use of extra classes is another strategy used by school principals to recover lost instruction time, or to add to their teaching time. However, it was clear from the findings that most schools employed this strategy for Further Education and Training (FET) classes particularly the Grade 12s.

All school principals seem to have embraced the strategy of using a substitute timetable for absentee teachers. This strategy allows any free teacher to be allocated a period for a class whose teacher is absent so that there are no learners roaming around the school disturbing those whose teachers who are present. Unfortunately, this strategy seems to be a challenge in township schools where the data revealed that at times, they have a lot of absentee teachers such that the substitution timetable becomes ineffective.

The final strategy that emanated from the findings is the employment of a hold-and-release control system of late-coming learners. In this strategy, three school principals out of the four confirmed that they put and hold all learners that are late in one central

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place and release them during a change-over period. According to school principals, they have adopted this system because if learners are allowed to enter the class at any time they arrive late at school, they distract the smooth flowing of the lesson thereby wasting instruction time.

6.4 RECOMMENDATIONS

Based on the research findings summarised above, the researcher presents the following recommendations.

6.4.1 Teachers' perceptions towards school principals' instructional leadership practices in managing instruction time

The following recommendations are made by the researcher based on what teachers said about their school principals' instructional leadership roles and practices in managing instruction time:

- School principals are likely to improve their schools' COLT in respect of effective use of instruction time if they work closely with learners, teachers and all members of the SMT. If teamwork exists within the school, stakeholders are likely to fully participate in ensuring the optimal use of instruction time. Hence, school principals ought to bring on board every stakeholder so that teamwork is the order of the school day.
- School principals are encouraged not to be office-based leaders, but rather to be visible in the school's corridors. When learners and teachers see their school principal around the school, it instils a sense of time respect in them.
- School principals are encouraged to be firm in their instructional leadership roles and practices so that no teacher or learner will undermine the importance punctuality during classes.
- School principals should be seen to be actively involved in professional development of their teachers, rather than leaving this role to the HoDs.

6.4.2 Challenges encountered by school principals and teachers in ensuring the effective use of instruction time

The following recommendations are made with regard to the challenges experienced by school principals and teachers which impede the optimal utilisation of instruction time in schools:

- The DBE should consider punitive measures that can be applied to late-coming learners, otherwise more instruction time will continue to be lost more so in township schools where many learners walk to school.

- Regarding learner tardiness, school principals can effectively improve this by ensuring that their monitoring systems are effective at all times. This can be achievable when members of the SMT are delegated duties in different blocks to monitor learners so that they do not drag their feet during change-over periods and after break or lunch.

- The DBE is also encouraged to put concrete measures in place that can intrinsically or extrinsically motivate teachers to be present regularly at work. Instead of forfeiting unused sick days for teachers, the DBE could convert that into cash out where unused days can be refunded as cash to teachers, thereby motivating them use their leave days for instruction time.

- School principals ought to put in place and adhere to strict measures that no unannounced visitors should be entertained in schools particularly if it requires the attention and presence of the teacher during contact time.

- The DBE via the district office should monitor schools and ensure that schools' readiness is checked properly prior to start of the new academic year. In that way, they are likely to solve the problem of unstable timetabling that is affecting instruction time in most of the schools.

- School principals are encouraged to plan their briefings so that they do not overlap into contact time. Better still, they can arrange to have their briefings immediately after school when they are certain that it will not affect instruction time even if it prolongs the school day to some extent.

- School principals are advised to make announcements via the intercom only at designated times like during break or lunch so that no teaching and learning time is compromised by the noise during these announcements. Otherwise, in terms of

an emergency, they should rather send a messenger directly to the person whose attention is required.

6.4.3 Action steps undertaken by school principals to ensure the optimal use of instruction time

Considering the action steps taken by school principals to ensure that there is optimal use of instruction time in their schools, the researcher suggests the following recommendations:

- School principals need to be consistent in monitoring teacher and learner attendance. Considering the mammoth task on school principals' shoulders, physically standing by the gates every day might not be possible. This is because their attention to other duties might be required. Therefore, the use of an effective duty roster among the members of the SMT can make this action step more effective.

- Monitoring of teaching and learning activities through visibility can be effective in ensuring the optimal use of instruction time if school principals also delegate this vital instructional leadership role to the deputy principals, especially considering how big most of the township schools are where there is overcrowding of learners and few teachers.

- Effective monitoring of lessons plans can be better achieved if the DBE considers the introduction of the schemes of work. Teachers should have their lessons prepared in the form of schemes of work how they would be executed throughout the term. In that case, monitoring is likely to be effective because this can be checked by the school principal and then HoDs can monitor the implementation thereof on a daily or weekly basis.

- For more effective time management in schools, school principals are encouraged to offer in-service training programmes on time management skills to all teachers as refresher courses, not only to novice teachers. This should be done at least once in a year with all teachers. It is crucial for teachers to attend such programmes on a regular basis whenever there is a need.

6.4.4 Strategies employed by school principals to enhance the effective use of instruction time

Taking into cognisance the strategies employed by school principals to enhance the effective use of instruction time, the researcher makes the following recommendations:

- All schools can better utilise instruction time when they adopt a teacher-based classroom teaching system. Therefore, the DBE should consider this as a policy for all schools to adopt and implement. In schools where there are some constraints to implement this system, the DBE, school principals and SGB must work towards ensuring that they provide all resources needed for the successful implementation of teacher-based classroom teaching.

- The use of extra classes in recovering lost instruction time or adding to teaching time, can be effective if schools introduce extra lessons for all classes from Grades 8–12 particularly now that instruction time is under constraint because of the Covid-19 pandemic. Schools can also consider the use of incentives to teachers as stipends which is likely to make extra classes more effective.

- The use of a substitution timetable can be effective if the DBE considers the use of hired assistant teachers in schools. However, these teachers should have at least passed matric in the subject/s in which they will be assisting so that if a teacher is absent, at least some form of teaching and learning can continue with the learners.

- School principals and teacher should work hand-in-glove with the learners' parents and guardians so that learners come to school on time. Otherwise, in as much as the hold-and-release control system of late-coming learners minimises interruptions, latecomers always lose teaching and learning time resulting in poor academic performance.

Following this is a brief discussion of the limitations of this study.

6.5 LIMITATIONS OF THE STUDY

The main aim of this empirical study was to investigate, explore and understand the instructional leadership roles and practices engaged in by township and former Model

C school principals in managing instruction time optimally for effective teaching and learning.

Nonetheless, the following emerged as the limitations for this study:

- Just like any qualitative research, this study was also limited in terms of the sample size. This research was purposefully limited and confined only to four schools: two township and two former Model C schools in Gauteng Province. In addition to the above, the researcher only purposefully selected sixteen participants in this study. The whole population of township schools and former Model C schools were each represented by only two school principals and six PL1 teachers, respectively. In that light, it is not possible to generalise the results as representing all South African township and former Model C schools. However, the researcher's aim was to provide insight into the phenomenon under study and not to generalise the findings.

- In addition to the above limitation, the researcher could neither do observation nor face-to-face interviews with the participants because of the national regulations that denied personal close interaction because of Covid-19 lockdown restrictions. For that reason, there is a probability that some crucial information could have been gathered had the researcher been allowed to have direct interaction with the participants. However, through individual telephonic interviews, the school principals and PL1 teachers provided in-depth information about their roles and perceptions, respectively, regarding the school principal's roles and practices in managing instruction time.

6.6 RECOMMENDATIONS FOR FURTHER STUDIES

This study focused only on public township and former Model C schools in Gauteng Province, and this was mainly with regard to school principal's instructional leadership roles and practices in managing instruction time optimally. In as much as detailed information was gathered that provided answers to the research questions, the researcher further recommends that more information is likely to be obtained if a study of similar nature is conducted on bigger scale. In that sense, this should include more township and former Model C schools in Gauteng and/or other provinces.

Moreover, it would be interesting also to investigate, explore and understand how school principals in private and independent schools execute their instructional

leadership roles and practices in managing instruction time so that township and former Model C school principals could also learn from their practices. Furthermore, it might also be worthwhile investigating and exploring how the DBE should and/or is assisting township school principals in managing their daily challenges so that they can also improve the academic performance of their learners.

6.7 CONCLUDING REMARKS

Based on the empirical findings of this study, the researcher concludes that if instruction time is optimally utilised in schools, the academic performance of learners improves. Derived from the information obtained through the literature study, individual interviews and document analysis, it is apparent that township school principals are faced with more challenges in ensuring the optimal use of instruction time compared to former Model C schools. This is regardless of all the actions and strategies they employ to ensure that teaching and learning activities flow smoothly with minimal interruptions. In conclusion, some recommendations were provided for school principals and the DBE that can be used to minimise timewasters while improving the effective and optimal use of instruction time for the realisation of quality teaching and learning in South African schools.

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APPENDIX A: ETHICS CLEARANCE TO CONDUCT RESEARCH

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/08/11

Dear Mr E DONGO

Decision: Ethics Approval from
2021/08/11 to 2026/08/11

Ref: 2021/08/11/46962964/21/AM
Name: Mr E DONGO
Student No.:46962964

Researcher(s): Name: Mr E DONGO
E-mail address: 46962964@mylife.unisa.ac.za
Telephone: 082 352 8088

Supervisor(s): Name: Prof V. P. Mahlangu
E-mail address: mahlavp@unisa.ac.za
Telephone: 012 429 8550

Title of research:

Investigating school principals' practices in managing instructional time in township and former model C schools, Gauteng province

Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/08/11 to 2026/08/11.

The **low risk** application was reviewed by the Ethics Review Committee on 2021/08/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

8. No field work activities may continue after the expiry date **2026/08/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2021/08/11/46962964/21/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

APPENDIX B: LETTER TO GAUTENG DEPARTMENT OF EDUCATION

Gumani Mukatuni

Gauteng Department of Education

Department of Research Co-ordination

7th Floor, 6 Hollard Building

Main and Simmonds Streets

Johannesburg

Ref: Request for permission to conduct research at.........all in Gauteng Province as from the 1st of July to the 31st of September, 2021.

Title: **Investigating school principals' practices in managing instructional time in township and former model C schools, Gauteng Province**

Contact person's name: Gumani Mukatuni

7th Floor, 6 Hollard Building

Telephone number: **011 355 0775**. Email address: **Gumani.mukatuni@gauteng.gov.za**

Dear Gumani Mukatuni

I, Edmore Dongo, am doing research under the supervision of Prof V. P. Mahlangu, a lecturer in the Department of Educational leadership and Management towards a D Ed degree at the University of South Africa. We have funding from Unisa M&D Bursary Funding for conducting this research. I am requesting for your permission to conduct a study in your four schools which are....,....,...., and.....The aim of the study is to investigate the instructional leadership roles of school principals in managing instruction time in their schools. The study will entail conducting two sessions of face-

to-face interviews with the principal, and three post level 1 teachers from each school. The first interview session will take approximately 45-60 minutes in length for teachers and the principal, respectively, while the follow-up interview session will take approximately 15-30 minutes in length. Moreover, it will also entail requesting certain documents like the records of school meetings, monitoring tools, memos and the internal and EWSE reports. This will be done at all the four schools mentioned above.

The benefits of this study are that the findings of this study, wherever necessary, will be used to improve the execution of the principal's instructional leadership roles which will in turn improve effective teaching and learning in township and former model C schools as well as in similar settings in South Africa as a whole. It will also inform you as a department the challenges and what hinders township principals from becoming effective instructional leaders in their management of instructional time.

There are no potential risks foreseen in this study. All participants' names will not appear in any publication resulting from the study. Moreover, all contributions from participants will be treated with a high level of privacy and confidentiality. However, with the participants' permission, anonymous quotations may be used in this study. Furthermore, participants may wish to withdraw from the study at any time they wish to do so.

Feedback procedure will entail issuing the research findings to you as a department, participating schools and individual participants in the form of both hard and soft copies before and after the research findings have been finalised. Finally attached are the application GDE filled application form and my research proposal.

Yours sincerely

Edmore Dongo (Cell: 082 352 8088 Email:**46962964@mylife.unisa.ac.za)**

The researcher

Prof V. P. Mahlangu (Office: 012 429 8550 Cell: 082 755 3154 Email: mahlavp@unisa.ac.za)

The supervisor

APPENDIX C: PERMISSION TO CONDUCT RESEARCH BY GDE

UNISA | university of south africa

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	30 August 2021
Validity of Research Approval:	08 February 2021– 30 September 2021 2021/240
Name of Researcher:	Dongo E
Address of Researcher:	No 2 Lotushof
	11 Muisvoel Avenue
	Birch Acres, Ext 1
Telephone Number:	082 352 8088
Email address:	edongo@webmail.co.za
Research Topic:	Investigating school principals' practices in managing instructional time in township and former model C schools, Gauteng province
Type of qualification	PHD in Education Management
Number and type of schools:	4 Secondary Schools
District/s/HO	Ekurhuleni North, Gauteng West, Johannesburg East, Johannesburg Central

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

30|08|2021

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

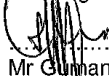*Making education a societal priority*

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

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1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. **Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.**
4. **The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.**
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 30\08\2021

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Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX D: LETTER TO SCHOOL PRINCIPALS OF TOWNSHIP SCHOOLS

Researcher's Address

18 August 2021

The Principal

Title: **Investigating school principals' practices in managing instructional time in township and former model C schools, Gauteng Province.**

Dear Sir/Madam

My name is Edmore Dongo, and I am doing research under the supervision of Prof V. P. Mahlangu, a Professor in the Department of Department of Educational leadership and Management towards a D Ed degree at the University of South Africa. We have funding from Unisa M&D Bursary Funding for conducting this research. We are inviting you to participate in a study entitled Investigating School Principals' Practices in Managing Instructional Time in Township and Former Model C Schools, Gauteng Province.

This study is expected to collect important information that could turn around or improve your instructional leadership practices in managing instructional time that can lead to improved academic performance of your learners. The information can also be of significant importance to both township and former Model C schools in Gauteng Province and the whole of South Africa at large. You are therefore invited based on the experience and number of years that you have been a principal in this school. In addition, you are also invited because of the unfortunate fact that your school is not performing satisfactorily well compared to the acceptable standard set by the Gauteng Department of Education.

Since I work with you at this school, it was easy for me to have your contact details as my school principal. Please also be informed that, in total there are four schools in

Gauteng Province that will be participating in this study (Two township and two former Model C high schools). From each school, the school principal and 3 PL1 teachers will be participating in this study. The grand total number of participants in this study will therefore be 16. The study involves semi-structured interviews that will be conducted telephonically with you as an individual participant. (See Appendix C for the question that will be asked). There will be two sessions of interviews to be conducted on two separate days of which the date and time will be based on your choice as the participant, although the researcher wishes that it should be among any one of the days from the the 1st of September to the 30th of October 2021. Both first and second interview sessions will each take approximately 45 – 60 minutes and 15 - 30 minutes, respectively.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. By taking part in this study, you may benefit by enriching your instructional leadership roles in managing instruction time through some of the issues that will be revealed in the interviews. A number of issues will be discussed regarding the optimal use of instructional time, of which some of them might be of great use and can be implemented at your school for effective teaching and learning, thereby improving the academic performance of your learners.

If you participate in this study, there are no possible foreseeable risks that may harm you as a township school principal. In as much that, the GDE research coordinator will be aware that you participated in this study, the results thereof of all the information you will be sharing with me will not have any harm to you, since all the research findings will be generalized to all township schools and not specific to you and your school as a principal.

Moreover, you have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research and our name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number, or a pseudonym and you will be referred

to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including my supervisor, the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Please also not that the report study of this study might be submitted for publication; however, your participation as an individual will not be identifiable in such a report. In essence, all information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used.

I will store hard copies of your answers for a period of five years in a locked filing cabinet in my study room at my home for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. It is unfortunate that, there are neither payments nor incentives to be awarded to you by agreeing to participate in this study. This study has also received written approval from the Research Ethics Review Committee of the CEDU ERC, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings or any other further information about any aspect of this study, please contact Edmore Dongo on 082 352 8088 or email 46962964@mylife.unisa.ac.za. The findings are accessible for 5 years from the time of my research approval. In addition, should you have concerns about the way in which the research has been conducted, you may contact Prof V P Mahlangu on mahlavp@unisa.ac.za office number, 012 429 8550.

Thank you for taking time to read this information sheet and if you accept my invitation to participate in this study, I will request you to sign the consent form which follows on

the next page and email it back to me 46962964@mylife.unisa.ac.za. (The same consent form on Appendix L will be on the next page of this letter)

Thank you.

Edmore Dongo

APPENDIX E: LETTER TO SCHOOL PRINCIPALS OF FORMER MODEL C SCHOOLS

Researcher's Address

18 August 2021

The Principal

Title: Investigating school principals' practices in managing instructional time in township and former model C schools, Gauteng Province.

Dear Sir/Madam

My name is Edmore Dongo, and I am doing research under the supervision of Prof V. P. Mahlangu, a Professor in the Department of Department of Educational leadership and Management towards a D Ed degree at the University of South Africa. We have funding from Unisa M&D Bursary Funding for conducting this research. We are inviting you to participate in a study entitled Investigating School Principals' Practices in Managing Instructional Time in Township and Former Model C Schools, Gauteng Province.

This study is expected to collect important information that could turn around or improve your instructional leadership practices in managing instructional time that can lead to improved academic performance of your learners. The information can also be of significant importance to both township and former Model C schools in Gauteng Province and the whole of South Africa at large. You are therefore invited based on the experience and number of years that you have been a principal in this school. In addition, you are also invited because of the fact that your school is performing satisfactorily well as per the acceptable standard set by the Gauteng Department of Education.

Since I am the teacher moderator for this school for Fitting and Machining, and that I work closely with your Technical Head of Department, Mr........., it was easy for me to have your contact details and that of the school. Please also be informed that, in total there are four schools in Gauteng Province that will be participating in this study (Two township and two former Model C high schools). From each school, the school principal and 3 PL1 teachers will be participating in this study. The grand total number of participants in this study will therefore be 16. The study involves semi-structured interviews that will be conducted telephonically with you as an individual participant. (See Appendix C for the question that will be asked). There will be two sessions of interviews to be conducted on two separate days of which the date and time will be based on your choice as the participant, although the researcher wishes that it should be among any one of the days from the the 1st of September to the 30th of October 2021. Both first and second interview sessions will each take approximately 45 – 60 minutes and 15 - 30 minutes, respectively.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. By taking part in this study, you may benefit by further enriching your instructional leadership roles in managing instruction time through some of the issues that will be revealed in the interviews. A number of issues will be discussed regarding the optimal use of instructional time, of which some of them might be of great use and can be implemented at your school for effective teaching and learning, thereby keeping on maintaining or improving the academic performance of your learners.

If you participate in this study, there are no possible foreseeable risks that may harm you as a township school principal. In as much that, the GDE research coordinator will be aware that you participated in this study, the results thereof of all the information you will be sharing with me will not have any harm to you, since all the research findings will be generalized to all township schools and not specific to you and your school as a principal. Moreover, you have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research and our name will not be recorded anywhere and no one will be able to connect you to the answers

you give. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including my supervisor, the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Please also not that the report study of this study might be submitted for publication; however, your participation as an individual will not be identifiable in such a report. In essence, all information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used.

I will store hard copies of your answers for a period of five years in a locked filing cabinet in my study room at my home for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. It is unfortunate that, there are neither payments nor incentives to be awarded to you by agreeing to participate in this study. This study has also received written approval from the Research Ethics Review Committee of the CEDU ERC, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings or any other further information about any aspect of this study, please contact Edmore Dongo on 082 352 8088 or email 46962964@mylife.unisa.ac.za. The findings are accessible for 5 years from the time of my research approval. In addition, should you have concerns about the way in which the research has been conducted, you may contact Prof V P Mahlangu on <u>mahlavp@unisa.ac.za</u> office number, 012 429 8550.

Thank you for taking time to read this information sheet and if you accept my invitation to participate in this study, I will request you to sign the consent form which follows on

the next page and email it back to me 46962964@mylife.unisa.ac.za. (The same consent form on Appendix L will be on the next page of this letter)

Thank you.

Edmore Dongo

APPENDIX F: APPROVAL LETTER FROM THE SCHOOLS

SCHOOL LOGO

Dear Mr Dongo

SCHOOL RESEARCH APPROVAL LETTER

Ref: Approval in request to conduct research at...........................

Date	......August 2021
Name of Researcher	Dongo E
Address of Researcher	No 2 Lotushof 11 Muisvoel Avenue Birch Acres, Ext 1 Kempton Park 1619
Cell Number	082 352 8088
Email address	46962964@mylife.unisa.ac.za
Research Topic	Investigating school principals' practices in managing instructional time in township and former model C schools, Gauteng Province
Name of School	....
Period of research	08 February 2021 – 30 September 2021

This letter serves to inform you that an approval/permission is hereby granted to conduct research on the above topic at our school as per your request letter. However, participation from the teachers is voluntary.

Yours sincerely

Principal

APPENDIX G: INFORMED CONSENT LETTER TO PRINCIPALS FROM BOTH TOWNSHIP AND FORMER MODEL C SCHOOLS

Researcher's Address

19 July 2021

Title: **Investigating school principals' practices in managing instructional time in township and former model C schools, Gauteng Province.**

Dear Mr/Mrs/Ms………

My name is Edmore Dongo, and I am doing research under the supervision of Prof V. P. Mahlangu, a Professor in the Department of Department of Educational leadership and Management towards a D Ed degree at the University of South Africa. We have funding from Unisa M&D Bursary Funding for conducting this research. We are inviting you to participate in a study entitled Investigating School Principals' Practices in Managing Instructional Time in Township and Former Model C Schools, Gauteng Province.

This study is expected to collect important information that could turn around or improve your school principal's instructional leadership practices in managing instructional time that can lead to improved academic performance of your learners. The information can also be of significant importance to both township and former Model C schools in Gauteng Province and the whole of South Africa at large. You are therefore invited based on the experience and number of years that you have been a principal in this school.

I got your contact details from Mr/ Mrs/ Ms……, your colleague whom I work with as provincial moderators/ or as Trainers). Please also be informed that, in total there are four schools in Gauteng Province that will be participating in this study (Two township and two former Model C high schools). From each school, the school principal and 3 PL1 teachers will be participating in this study. The grand total number of participants

in this study will therefore be 16. The study involves semi-structured interviews that will be conducted telephonically with you as an individual participant. (See Appendix D for the question that will be asked). There will be two sessions of interviews to be conducted on two separate days of which the date and time will be based on your choice as the participant, although the researcher wishes that it should be among any one of the days from the the 1st of September to the 30th of October 2021. Both first and second interview sessions will each take approximately 45 – 60 minutes and 15 – 30 minutes, respectively.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. By taking part in this study, you may benefit by further enriching your classroom managerial skills more so on time management skills that can be of help to you in managing instructional time during contact time. A number of issues will be discussed regarding the optimal use of instructional time, of which some of them might be of great use and can be implemented at your school for effective teaching and learning, thereby keeping on improving on the academic performance of your learners.

If you participate in this study, there are no possible foreseeable risks that may harm you as a township school principal. In as much that, the GDE research coordinator will be aware that you participated in this study, the results thereof of all the information you will be sharing with me will not have any harm to you, since all the research findings will be generalized to all township schools and not specific to you and your school as a principal. Moreover, you have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research and our name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including my supervisor, the transcriber, external coder, and

members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Please also not that the report study of this study might be submitted for publication; however, your participation as an individual will not be identifiable in such a report. In essence, all information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used.

I will store hard copies of your answers for a period of five years in a locked filing cabinet in my study room at my home for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. It is unfortunate that, there are neither payments nor incentives to be awarded to you by agreeing to participate in this study. This study has also received written approval from the Research Ethics Review Committee of the CEDU ERC, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings or any other further information about any aspect of this study, please contact Edmore Dongo on 082 352 8088 or email 46962964@mylife.unisa.ac.za. The findings are accessible for 5 years from the time of my research approval. In addition, should you have concerns about the way in which the research has been conducted, you may contact Prof V P Mahlangu on mahlavp@unisa.ac.za office number, 012 429 8550.

Thank you for taking time to read this information sheet and if you accept my invitation to participate in this study, I will request you to sign the consent form which follows on the next page and email it back to me 46962964@mylife.unisa.ac.za. (The same consent form on Appendix O will be on the next page of this letter)

Thank you.

Edmore Dongo

APPENDIX H: INFORMED CONSENT LETTER TO TEACHERS FROM BOTHTOWNSHIP AND FORMER MODEL C SCHOOLS

<div align="right">Researcher's Address</div>

19 July 2021

Title: **Investigating school principals' practices in managing instructional time in township and former model C schools, Gauteng Province.**

Dear Mr/Mrs/Ms………

My name is Edmore Dongo, and I am doing research under the supervision of Prof V. P. Mahlangu, a Professor in the Department of Department of Educational leadership and Management towards a D Ed degree at the University of South Africa. We have funding from Unisa M&D Bursary Funding for conducting this research. We are inviting you to participate in a study entitled Investigating School Principals' Practices in Managing Instructional Time in Township and Former Model C Schools, Gauteng Province.

This study is expected to collect important information that could turn around or improve your school principal's instructional leadership practices in managing instructional time that can lead to improved academic performance of your learners. The information can also be of significant importance to both township and former Model C schools in Gauteng Province and the whole of South Africa at large. You are therefore invited based on the experience and number of years that you have been a teacher in this school.

I got your contact details from (your school principal who has already granted me permission to conduct this research at your school) OR (from Mr/ Mrs/ Ms……, your colleague whom I work with as provincial moderators/ or as Trainers). Please also be informed that, in total there are four schools in Gauteng Province that will be participating in this study (Two township and two former Model C high schools). From

each school, the school principal and 3 PL1 teachers will be participating in this study. The grand total number of participants in this study will therefore be 16. The study involves semi-structured interviews that will be conducted telephonically with you as an individual participant. (See Appendix D for the question that will be asked). There will be two sessions of interviews to be conducted on two separate days of which the date and time will be based on your choice as the participant, although the researcher wishes that it should be among any one of the days from the the 1st of September to the 30th of October 2021. Both first and second interview sessions will each take approximately 45 – 60 minutes and 15 – 30 minutes, respectively.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. By taking part in this study, you may benefit by further enriching your classroom managerial skills more so on time management skills that can be of help to you in managing instructional time during contact time. A number of issues will be discussed regarding the optimal use of instructional time, of which some of them might be of great use and can be implemented at your school for effective teaching and learning, thereby keeping on improving on the academic performance of your learners.

If you participate in this study, there are no possible foreseeable risks that may harm you as a township school principal. In as much that, the GDE research coordinator will be aware that you participated in this study, the results thereof of all the information you will be sharing with me will not have any harm to you, since all the research findings will be generalized to all township schools and not specific to you and your school as a principal. Moreover, you have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research and our name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including my supervisor, the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Please also not that the report study of this study might be submitted for publication; however, your participation as an individual will not be identifiable in such a report. In essence, all information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used.

I will store hard copies of your answers for a period of five years in a locked filing cabinet in my study room at my home for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. It is unfortunate that, there are neither payments nor incentives to be awarded to you by agreeing to participate in this study. This study has also received written approval from the Research Ethics Review Committee of the CEDU ERC, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings or any other further information about any aspect of this study, please contact Edmore Dongo on 082 352 8088 or email 46962964@mylife.unisa.ac.za. The findings are accessible for 5 years from the time of my research approval. In addition, should you have concerns about the way in which the research has been conducted, you may contact Prof V P Mahlangu on mahlavp@unisa.ac.za office number, 012 429 8550.

Thank you for taking time to read this information sheet and if you accept my invitation to participate in this study, I will request you to sign the consent form which follows on the next page and email it back to me 46962964@mylife.unisa.ac.za. (The same consent form on Appendix O will be on the next page of this letter)

Thank you.

Edmore Dongo

APPENDIX I: INFORMED CONSENT OF SCHOOL PRINCIPALS AND TEACHERS

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the telephonic interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

_____   _____

Participant Signature Date

Researcher's Name & Surname: **Edmore Dongo**

___18/08/2021____

Researcher's signature Date

APPENDIX J: INTERVIEW SCHEDULE FOR TEACHERS

INTRODUCTION OF AN INTERVIEW WITH EACH TEACHER

Thank you for giving me this opportunity to interview you about your principal's instructional leadership practices towards ensuring that instruction time is optimally used for teaching and learning. I am interested in finding out what is your understanding of your principal's roles as an instructional leader and which practices and activities does they undertake in order to improve your instructional, classroom and time management skills with regard to the optimal use of instruction time. It will be of much importance also to hear what challenges you encounter as you try to optimally use instruction time during contact time, and what is that you, your principal and the Department of Basic Education can do to minimise or eradicate challenges to instructional time.

The first question is meant to understand if the teacher understands the meaning of instructional leadership practices and instructional time with regard to teaching and learning activities.

1.1 What do you understand by the concept 'instructional leadership' as a practice to be executed by school principals for the realisation of effective teaching and learning? In case that the teacher fails to adequately explain or describe what does instructional leadership is all about, the researcher will describe it in a simple way that, "*It is those actions, strategies and decisions engaged in by the school principal that are directly related to the improvement of teaching and learning in their schools*".

1.2 The optimal use of instructional time is very essential for effective teaching and learning. From your understanding, can you describe or explain what does instruction time entails or is all about? *In the case that the teacher fails to give adequate description of instruction time, the researcher will then explain it as, "the time*

solely allocated for teaching and learning activities in the classroom during contact time".

2. What steps does your school principal engages in during their instructional leadership practices or roles to ensure that optimal use of instructional time in your school?

Possible follow-up questions

2.1 According to your experience and knowledge of your principals' leadership practices, what is the most important step or steps or practice that your principal use in order to ensure that all instruction time is optimally used for teaching and learning at your school? Why you say so?

2.2 As a teacher, how do you interact with each step taken by your school principal to ensure that there is an optimal use of instructional time during contact time?

2.3 As a teacher, how do you rate or what can you say about the culture of teaching and learning with regard to the use of teaching time in your school? Can you explain further why you say so?

2.4 What roles do you take as a teacher to ensure that there is effective use of instruction time during contact time at your school?

2.5 At your school, what empowering programmes are there to assist new, novice or those teachers who need assistance in terms of classroom management so that they can become effective in managing instruction time? And who initiate such programmes?

3. Which strategies do you think your school principal should engage in to improve the effective use of instructional time in your school?

Possible follow-up questions

3.1 Do you think by delegating some of their instructional duties, the use of instruction time can improve? Explain why you say so.

3.2 How often does your school principal moves around the school to monitor, supervise teaching and learning? What is your take with regard to your school principal's visibility during contact time?

3.3 In case that one or some teachers are absent, what measures are at your school to ensure that learners are always with a teacher?

3.4 What do you think your school principal should do in order make sure all teachers and learners attend their periods in time and at all times?

3.5 As a teacher, what strategies do you employ to make sure that you protect and optimally use the instructional time?

3.6 Does your school offer extra classes as a means of increasing instructional time? What do you think about the use of incentives to teachers and learners with regard to motivating teachers and learners to honour and respect instructional time?

4. As a teacher how do perceive the performance of your school principals towards ensuring that instruction time is optimally used?

Possible follow-up questions

4.1 How often does your principal visit or observe you in classrooms?

4.2 How does your school principal professionally empower or develop you in order to improve the use of time during teaching and learning?

4.3 Does your principal assess your learners work? And how often does this happen?

4.4 What major issues do your principal focuses on during morning briefings and staff meetings?

4.5 What teaching resources are available for the teachers to use? Are they effective in helping you to manage instruction time during contact time?

5. From your own observation and experience, as a curriculum implementer, what are the challenges you encounter as you try to ensure that instruction time is optimally utilised at your school?

Possible follow-up questions

5.1 Which timewasters/ disturbances or interruption you always encounter as a teacher during contact time that disrupts the effective use of instruction time at your school?

5.2 What do you think is the main cause of these timewasters/interrupters?

5.3 As a teacher, what roles can you play in order to minimise or eradicate these challenges or timewasters?

5.4 What do you think your school principal can do to minimise or eradicate the challenges that you encounter so that your school maintains or create a positive school culture where effective teaching and learning can take place?

5.5 From your own perspective what can be done by the Department of Education to ensure that instructional time is minimised or not interrupted at your school?

6. Is there anything that you consider to be important concerning your school principal's instructional leadership practices with regard to the use of instruction time and/or teaching and learning activities at your school that you wish me to know or discuss about?

APPENDIX K: INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS

INTRODUCTION

Thank you for giving me this wonderful opportunity to interview you regarding your instructional leadership role in managing instruction time at your school. I am interested in finding out what is your understanding of your roles as an instructional leader and which practices do you engage in so as to improve the effective utilisation of instruction time as you and I understand that efficient use of instruction time during teaching and learning bears positive results on the academic achievement of learners. It will be of much importance also to hear what challenges if any, you are encountering in your execution of instructional leadership roles, and what it is that you, your educators and the Department of Education at large is doing to overcome these challenges pertaining to the optimal use of instruction.

The first question is meant to understand if the school principal understands the meaning of instructional leadership practices and instructional time with regard to teaching and learning.

1.1 What is your understanding regarding the meaning of the concept 'instructional leadership' as practice to be executed by school principals? In case that the principal fails to adequately explain or describe what does instructional leadership is all about, the researcher will describe it in a simple way that, "*It is those actions, strategies and decisions engaged in by the school principal that are directly related to the improvement of teaching and learning in their schools".*

1.2 The optimal use of instructional time is key to effective teaching and learning. From your understanding, what does instruction time entails or is all about? *In the case that the school principal fails to give adequate description of instruction time, the researcher will then explain it as, "the time solely allocated for teaching and learning activities in the classroom during contact time".*

2. As a school principal, what steps do you take in your instructional leadership practices or roles to ensure that there is an effective use of instructional time in your school?

Possible follow-up questions

2.1 As an instructional leader, what do you consider to be the most important step or steps or practice that you use in order to ensure that all instruction time is optimally for teaching and learning at your school?

2.2 How do you interact with each role or practice for the realisation of optimal use of instructional time?

2.3 What can you say about the culture of teaching and learning with regard to the use of teaching time in your school? Can you explain further why you say so?

2.4 What roles are taken by the teachers at your school to ensure that there is effective use of instruction time during contact time?

2.5 In case of new or novice teachers how do you empower them to become effective teachers who can optimally use instructional time during contact time?

3. As a school principal, which strategies do you constantly engage in to improve the effective use of instructional time in your school?

Possible follow-up questions

3.1 As a way of improving the use of instruction time, do you sometimes delegate other members of the SMT, or senior teachers to assist in the management of teaching and learning activities?

3.1 How often do you move around the corridors to observe and see if teaching and learning is taking place during contact time?

3.2 In case of teacher absenteeism, what plan do you employ to make sure that learners are not without a teacher at all times?

3.4 How do you ensure that all teachers and learners attend their classes in time?

3.5 What strategy do you employ to improve the instructional skills of your teachers with regard to time and classroom management skills?

4. From your own observation and experience, what are the challenges you encounter as you try to ensure that instruction time is optimally utilised at your school?

Possible follow-up questions

4.1 Which timewasters/ disturbances or interruption you or your teachers encounter during contact that disrupts the effective use of instruction time at your school?

4.2 What do you think is the main cause of these timewasters/interrupters?

4.3 What roles are teachers playing in order to overcome these challenges or timewasters?

4.4 What do you do to minimise or eradicate the challenges that you encounter or faced by your teachers to ensure that you maintain a positive school culture where effective teaching and learning can take place?

4.5 From your own perspective what can be done by the Department of Education to ensure that instructional time is minimised or not interrupted at your school?

5. Is there anything that you consider to be important concerning your instructional leadership practices with regard to the use of instruction time and/or teaching and learning activities at your school that you wish me to know or discuss?

APPENDIX L: CHECKLIST FOR DOCUMENT ANALYSIS

	Documents to be analysed	Comments
1	**School's curriculum policies: The researcher to check and pay more attention on areas that are directly linked to teaching and learning activities. E.g** • Does the school have the school's curriculum policies for both GET and FET? • Does the policy stipulate the amount of time for each learning area and every learning area is awarded correct time as stipulated in the CAPS document? • What teaching and learning support material is used by the school? • Is supervision and monitoring of teaching and learning activities included in the policy and whose responsibility is that? • In case of teacher absenteeism, does the policy stipulates how the school will cater for learners whose teacher/s is/are absent, in terms of substitute teachers. • What does the policy stipulate with regard to learner absenteeism, bunking and tardiness during contact time? • Does the policy indicate strategies to empower novice and those teachers in need of professional development? • Does the policy emphasise lesson planning by teachers before going to class and what measures are in place to ensure that, all teachers do their lesson planning?	
2	**Minutes of morning briefings and staff meetings: The researcher to check and see how often these meetings are held and if teaching and learning issues are given priority, and most importantly, also to check if meetings do not take teaching and learning time.** • How often are morning briefings and staff meetings held? • When and how long will morning briefings and staff be meeting tale place. • Attendance of school principal and teachers.	

	• What are the prioritised issues usually discussed in those meetings? Looking at the agendas of the briefing and meeting to see if there is anything discussed that is related to teaching and learning activities. • To take note of principal's inputs, comments and suggestions with regard to teaching and learning activities. • Is there evidence of some follow-ups from the principal on previous meetings to check whether what was discussed and agreed upon is implemented at departmental and school level?	
3	**Memos from the school principal to teachers. The researcher to check and see what information is usually communicated to teachers by the school principal. To see if memos have information regarding importance of teaching and learning activities.** • How often does the school send memos to teachers? • What message is usually contained in the school's principal memos? Administrative or instructional issues. • Does the principal emphasise the importance of teaching and learning time in their memos?	
4	**Monitoring tools used for supervision of teaching and learning activities. The researcher to attend more on the reports on the monitoring tools by checking the following in the reports:** • Does the school have monitoring tools for teaching and learning activities? • Who does the monitoring and how often? • Do the monitors enter the classroom or just monitoring from the corridors? • What exactly is monitored? Are the following areas checked and recorded during supervision and monitoring of teaching and learning activities? - Absenteeism of both teachers or learners lateness for class attendance by teachers and learners' tardiness of teachers and learners especially after break, lunch or during change of periods.	

5	**Internal and EWSE reports**
	
	   - Comments and recommendations given and suggested, respectively about strengths and weaknesses on
	
	      - teaching and learning activities
	      - school climate and culture
	      - timetable
	      - school discipline for both teachers and learners	

		- supervision of curriculum and instruction - Professional development suggested for both the principal and teachers.	

APPENDIX M: TURNITIN REPORT

ORIGINALITY REPORT

12%	**11**%	**4**%	**3**%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

APPENDIX N: DECLARATION OF PROFESSIONAL EDITING

Blue Diamonds Professional Editing Services (Pty) Ltd
Polishing your brilliance
Email: jacquibaumgardt@gmail.com
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8 April 2022

Declaration of professional edit

INVESTIGATING SCHOOL PRINCIPALS' PRACTICES IN MANAGING INSTRUCTIONAL TIME IN TOWNSHIP AND FORMER MODEL C SCHOOLS, GAUTENG PROVINCE
by
EDMORE DONGO

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency and referencing style. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 200 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to the date of this declaration.

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