EXPLORING THE ROLE PLAYED BY LEADERSHIP IN MANAGING TIME AS A RESOURCE IN SCHOOLS: A Case Study

BY

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I, **BUSISIWE GLORIA MALUNGA** 981234042 declare that **exploring leadership's role in managing time as a resource in schools,** abides by the following rules:

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This dissertation is submitted with/without my approval

Prof P.E Myende (Supervisor)

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DATE:…………………….

DEDICATION

This study is dedicated to Almighty God for enabling me to go through the master's journey; to my two beloved daughters, Amahle and Enhle Malunga, and my late husband, Sam Malunga, for believing in me; and to all those who gave me their support and encouragement throughout this study. Without them, this study would not have become what it is today.

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ABSTRACT

This research study aimed to explore the role played by school leadership in managing time as a resource in schools. Literature reviewed discussed the following topics: leadership and management; conceptualising time as a crucial resource; conceptualising time management; importance in managing time; how leadership manages time; challenges affecting time management; effective time management; and the theoretical framework. This qualitative case study purposively selected three high schools in the semi-rural context of Pinetown District in KwaZulu-Natal. A sample of three principals, two deputy principals and five departmental heads were selected. This study used semi-structured interviews. Data generated were analysed following thematic analysis. Themes that emerged included: leadership roles in managing time, challenges effecting time management, effective time management, and issues emerging from literature. All ethical issues were adhered to.

Data that was analysed indicated various roles played by leadership to manage time as a resource in schools. The findings reveal that school leadership plans ahead, monitors and delegates duties in order for time to be effectively managed. It was then concluded that, school leaders are intentional in their management of time, however at times there are unforeseen circumstances that hinder the plans that are made. In this regard, it is proven that the school leaders are faced with multiple challenges affecting time management. Furthermore, recommendations based on the findings are made. It is recommended that through multiple stakeholder engagement, school leaders need to craft an accountability framework that all stakeholder adhere to, so that everyone can know about the implications of their actions. It is also recommended that, the Department of Basic Education must organise time management workshops, unpacking policies on time management in order to capacitate all stakeholders.

Keywords: Leadership, management, school management team, time, time management, resource management.

LIST OF ABBREVIATIONS

ATP   Annual teaching plan

B Ed   Bachelor of Education

HOD   Head of Department (School)

DP   Deputy Principal

DBE   Department of Basic Education

KZN   KwaZulu-Natal province

P   Principal

PAM   Personnel administrative measures

RCL   Representative Council for Learners

SASA   South African Schools Act

SA-SAMS South African school administration and management system

SGB   School Governing Body

SMT   School Management Team

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CHAPTER ONE
ORIENTATION TO THE STUDY

1.1 Introduction

In today's world, the proper use of resources is recommended for every school organisation to be productive (Botha, 2013; Zafarullah, Mumtaz, Murad, Abida, & Humera, 2016). In South African schools, resources such as finance, technology, information and personnel are likely to be well managed, yet time, which is viewed as one of the critical resources, gets less attention (Bahadori et al., 2015). This indicates that in South Africa, time management is a challenge as the importance of time is considered differently in various school cultures (Mothiba, Malema, Mamogobo, & Bopape, 2015). The present study, therefore, was aimed at investigating the role played by leadership in managing time as a resource in schools. In line with the aim, this chapter introduces the study by discussing the background, the rationale for the study, and the statement of the problem. The critical questions, the study objectives and the key concepts are also presented. Towards the end of the chapter, the research outlay is provided, and the chapter concluded.

1.2 Background of the study

In South African schools such as the school where the researcher is currently teaching at, time management is one of the crucial factor. One reason is the multiple reforms that are constantly introduced to facilitate transformation in the sector. According to Ndungu, Allan and Emily (2015), educational reform involves curriculum improvement programmes which are used as a strategy by the Department of Basic Education (DBE) in order to ensure there is a sound curriculum framework which will enable quality teaching and learning. These reforms have created an urgent need for time management skills to promote quality teaching and learning (Holmes, 2017). While the reforms are geared to promote a transformative agenda, one of the challenges is that they have shifted the way time is managed (Mothiba, et al., 2015), because in the process of their implementation time is also lost as schools grapple with the adaptations needed for such reforms.

This dynamic system of education affects teaching and learning time, yet time is the crucial commodity in the education industry (Khan, Khan, Ahmad, & Naseer-ud-Din, 2015). This is

because teaching and learning success depends on the way time is managed (Figueiredo, Travassos, & Loiola, 2015). Since time management is a component of leaders' responsibilities, it is their role to develop strategies to manage time in order to avoid teaching and learning interruptions (Farrell, 2017).

Another reason for time to be a crucial issue in South African schools is that it is influenced by various stakeholders such as educators, parents and learners (Morton, Atkin, Corder, Suhrcke, Turner, & van Sluijs, 2017). Time management is a skill that varies from person to person, and it is likely that these stakeholders would not be able to properly manage time (Qamar, Aziz & Mehboob, 2017), which may end up ruining the teaching and learning process.

Speaking of stakeholders, educators play a central part in influencing time since their effective communication with learners depends on their time management (Victor, 2017). This is because they impart knowledge, and their success depends on how they manage time. Once educators fail to properly manage time, teaching and learning may not be effective (Khan, Farooqi, Khalil, & Faisal, 2016).

The underpinning philosophy of the South African Schools Act, No. 84 0f 1996, (SASA) is that learners are subject to compulsory school attendance. This gives them influence on the way time is managed, as their regular school attendance is compulsory. Bhattacharya, Nainala, Das and Routray (2018) point out the importance of regular class attendance of students as it plays a significant role in time management. Thus, once learners fail to effectively manage time, there are fewer chances for them to pass, as there are correlations between time management and academic performance (Richiteanu-Nastase, Staiculescu, & Lactatus, 2018).

Apart from the educators and learners, parents also have an influence on time management. According to SASA, every parent is responsible for ensuring that his/her children attend school. This makes parents occupy a major role in ensuring that their children spend their time at school. When parents do not encourage their children to cooperate in time management, time will be interrupted. Thus, since schools have various stakeholders having an influence on time management, once they fail to manage it, it will be disrupted (Young & MacPhail, 2016).

To deal with the above time management issues, on the one hand Khan et al. (2015) state that school leaders ought to make appropriate decisions about time so that they can act decisively in cases of challenging issues such as educational changes. On the other hand, school leadership ought to come up with strategies to avoid time wastage in the school context (Mothiba et al., 2015). By following those time management principles, the schools that they manage will be successful (Botha, 2013). This basically implies that leaders' management of time is a fundamental way for the school to enhance positive academic performance.

1.3 Rationale and motivation for the study

As it has been mentioned above, this research study seeks to examine the role of school leadership in managing time as a resource. The researcher has come to develop an interest in this topic for practical and personal reasons. As a high school teacher, she has experienced how time is wasted at her school, including neighboring schools. As an educator, her appointment is based on conducting teaching and learning in line with school time management policy, which is part of the school's code of conduct. Yet she has noticed that time is not being valued as a crucial commodity, since some learners and educators do not comply with it. Thus, the mismanagement of time tends to disrupt the focal point of the school organisation, which is teaching and learning. Practically, the researcher has also noticed a high rate of learners and educators late coming to school and their respective classrooms, which disrupts teaching and learning time. There is also a high rate of absenteeism in school, which detracts the academic performance as a lot of time is wasted when learners spend some of their learning time without being taught.

The researcher has read a range of literature which speaks about time management and its results. For instance, Cyril (2015) affirms a significant relationship between time management and the academic achievement of higher secondary students. Richiteanu-Nastase et al. (2018) state that time management is so important to increase academic achievement, job performance and overall satisfaction with life. The researcher has also read about the studies conducted on the effectiveness of time management. For instance, the findings of the studies conducted in the United States by Mei (2016), and in Saudi Arabia by Alsalem, Alamodi, Hazazi, Shibah, Jabri and Albosruor (2017) claim that time management positively influences learners' academic performance. All these studies have therefore convinced the

researcher to view time as one of the critical resources that need to be properly handled, in order for schools to obtain positive results.

The researcher has also noticed that scholars present various roles played by school leadership in managing time. For instance, Ndungu et al. (2015) state that leadership monitors the school attendance of teachers and students to enhance their management of time. Additionally, Bahadori, et al. (2015) and Victor (2017) assert that school leaders plan, delegate and communicate with the staff in order to influence their ability to manage time. However, it has come to the researcher's attention that even though numerous leadership roles in managing time are outlined in the research, nothing is said about the role played by leaders in managing time as a resource in schools, which means time is not being categorised as a crucial school resource. Yet the researcher has noticed that there are other resources mentioned as essential for the effectiveness of organisations. For instance, Hamlin and Patel (2017) view leaders as being responsible for the physical and financial management of resources. In the findings of the study conducted in Korea, Onik, Miraz and Kim (2018) believe that leaders manage the human resource system as it influences effective resource management. According to this reviewed literature, material resources such as human, financial and technological are being prioritised, yet nothing is said about the leadership role in managing time as a resource in schools. This shows a gap in literature as far as valuing time as a resource is concerned.

This research study is therefore worth doing because its findings may help those concerned to understand the role that ought to be played by school leaders in managing school time. The findings may also help in awakening consciences on this vitally important matter.

1.4 Statement of the problem

The study is based on high schools, where school leaders have a challenge in time management. This is because in our schools we are faced with high rates of learners' and educators' late coming, absenteeism and early departure (James & Davies, 2015). These time management challenges and frustrations result their failure to complete school paper work (Khan et al., 2015), as they spend their time in monitoring school attendance.

The Department of Education, National Education Policy Act, No. 27 (1996) states that the number of schooldays must provide sufficient time to enable the educational programmes to

be completed. This basically means that the time provided by the DoE should be used properly so that all scheduled work will be completed timeously. Learning about how to effectively manage time is an important skill that everyone needs to acquire to be successful in life (Khan et al., 2016). Thus for every school to be successful, time should be valued as a crucial resource.

Since time is a critical resource on which the success of an organisation depends, there are consequences for improper time management. According to Knoster (2016), failure to manage time presents barriers to learners' success. Bhattacharya et al. (2018) mention that time-consuming practices increase school failure, and the learners' academic results drop. All in all, failure to manage time may increase the rate of academic failure and ruin the school's reputation.

Literature (Eaton, 2017; Farrell, 2017; Victor, 2017) reveals various school leadership responsibilities in managing time to prevent the failure of the school as an organisation. For instance, Farrell (2017) states that leadership is responsible for ensuring that within the organisation, time is managed in all scheduled programmes. Eaton (2017) states that the day-to-day realities of the manager's job require a good arrangement of time in managing staff and faculty; and Victor (2017) states that at the secondary level of education, the principal is the chief executive officer, who is responsible for effective management of time and school resources. These scholars mention various leadership roles in ensuring the management of time, such as their role in encouraging staff to manage time, and their role in managing time and other school resources for all scheduled programmes. However, time is not prioritised as one of the critical resources in school, as are other school resources. For instance, Aguilera-Caracuel, Guerrero-Villegas, Vidal-Salazar and Delgado-Marquez (2015) mention the importance of managers to achieve better financial results, so that the organisation can invest more resources in other dimensions. Xu, Zhou, and Yang (2018) recommend leadership management of computer and internet technology as resources that make people's lives more convenient.

And so to summarize the problem we are concerned with in this study, various essential concrete resources are documented by scholars, yet time is not acknowledged as one of a school's critical commodities. To deal with this issue, the focus of the study is to investigate the role of school leadership in managing time as a resource in schools.

1.5 Study objectives

The objectives of this study are:

- To examine how school leaders understand and experience their leadership role in managing time.
- To explore the challenges that school leaders believe affect their leadership role as time managers.
- To investigate the views of school leaders on how time management can be enhanced in schools.

1.5.1 Critical research questions

This study seeks to answer these questions:

- How do school leaders understand and experience their leadership role in managing time?
- What challenges do school leaders believe affect their leadership role as time managers?
- What are the views of school leaders regarding how time management in school can be enhanced?

1.6 Key concepts

This section provides brief clarification on key concepts that are used in this study. These concepts are leadership, management, School Management Team, time, time management and resource management.

1.6.1 School Leadership

School leadership is defined as the school body concerned with giving directions and controlling subordinates (Grint, Jones, Holt, & Storey, 2016). According to Khalifa and Gooden (2016), school leadership are the school members growing responsibilities and accountabilities in the context of the school they work in, aiming at accomplishing educational tasks. In the researcher's view, leadership is the process of leading and guiding the staff members in the School Management Team (SMT), i.e. the principal, deputy principal and departmental heads.

1.6.2 Management

The Department of Education (2000) states that management means organising and coordinating the school to bring it closer to its vision and mission. Moon and Jung (2018)

indicates that management is a way of building and maintaining organisational structure. The researcher views management as the School Management Team's process of leading, monitoring and supervising school activities, to enhance learners' effective academic performance. Management and leadership are interchangeable terms that define a formal structure working cooperatively to enhance the smooth running of an organisation.

1.6.3 School Management Team

The Department of Education (2000) describes the School Management Team as the structure comprising the principal, deputy principal and heads of department that is engaged in the day-to-day responsibility for the professional and operational management of the school, under the leadership of the principal. In the researcher's view, the SMT is the school body that works collaboratively to manage the school administrative and academic activities, ensuring that they take place timeously.

1.6.4 Time

Botha (2013) sees time as an asset given to everyone who can collect and save it, since it can never be reclaimed; whereas Zafarullah, Mumtaz, Murad, Abida, and Humera (2016) perceive time as a commodity which settles each and every difficulty of any system with its speed, pace and direction. Basically, the researcher sees time as the period when the school implements the curriculum, which includes the school activities from the beginning of a school day, which is at 7.45 a.m., break time, which takes an hour, till the end of the school day at 2.45 p.m. The researcher also views time as a valuable commodity used by leaders to ensure that all activities take place timeously.

1.6.5 Time management

Akomolafe and Oluwatimehin (2013) see time management as a set of principles, practices, skills, tools and systems that work together to help get more value out of time with the aim of improving the quality of life. Botha (2013) believes that time management can be described as a tool for the systematic ordering of one's influence on events, which also underpins many other managerial skills such as effective delegation and planning. It is the art of arranging, scheduling and budgeting one's time to achieve objectives (Khan et al., 2015). In this study,

the researcher views time management as planning ahead the use of time, and delegating activities to ensure that they all take place at the stipulated times. It is also an act of controlling how time is used in order to bring about order and effectiveness in various high school activities.

1.6.6 Resource management

According to Bratton and Gold (2017), resource management can be understood as a wider technological, social and economic factor that determines the functioning of an organisation. Xu et al. (2018) define resource management as a system of monitoring the use of resources for the reduction of unnecessary waste of manpower and material resources. In the researcher's view, resource management is the process by which businesses manage their various resources such as time, people, finance, technology and natural resources, ensuring that they are assigned to the right tasks.

1.7 Research outline

This research study comprises the following five chapters.

1.7.1 Chapter One

Chapter One provides the orientation to the study. It discusses the background, the study's rationale, and the problem statement. The objectives of the study are outlined, and the key concepts defined.

1.7.2 Chapter Two

In this chapter the literature related to the study is reviewed in various themes. These themes include time as a crucial resource, time management, the importance of managing time, the role of school leaders in time management, effective management of time, the involvement of stakeholders in time management, and challenges affecting time management in schools. The chapter also discusses the theoretical framework underpinning the study.

1.7.3 Chapter Three

Chapter Three discusses the research design and methodology adopted in the study. It also outlines how the interpretivist paradigm and the qualitative approach are used. Sampling and

data collection methods are presented, followed by data analyses. The chapter also discusses issues of trustworthiness, followed by ethical issues.

1.7.4   Chapter Four

Chapter Four deals with data presentation and discussion of what the researcher obtained from the research sites through interviews and observation. Data analysis is provided, supported by literature as well as time management and time use theory.

1.7.5   Chapter Five

A summary of the study's chapters is given in Chapter Five. The chapter also discusses and summarises the findings, and conclusions and recommendations are drawn from them.

1.8 Chapter summary

This study background encapsulates aspects such as educational transformation and the various school stakeholders that have an influence on the management of time. The rationale for the study is therefore based on exploring the role played by leadership in managing time as a resource in schools, since the problem statement outlined the challenge schools have in managing time as a crucial commodity. The findings of the study will reveal leaders' role in time management, challenges affecting time management, and leaders' views on how time can be better managed. The following chapter will be based on reviewed literature and the study's theoretical framework.

CHAPTER TWO

LITERATURE REVIEW and THEORETICAL FRAMEWORK

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2.1 Introduction

In the previous chapter an orientation which introduces the study was presented. This chapter reviews local and international literature on the role of leaders in managing time as a resource in schools. The chapter begins with the concept of leadership and management. It is important to provide clear meanings of these concepts as they are used in this study, as at times their similarities and differences are not clear in the literature. After leadership and management, the concept of time management is discussed. The chapter moves on to the leaders' role in managing time. It looks at effective time management and factors affecting time management in organisations, and in particular in schools. Towards the end of the chapter, time management theory and practice, and theory on the efficient use of time are presented.

2.2 Leadership and management

Leadership and management have been used in various literature without a clear distinction. It is vital to clarify these concepts since this study is based on leaders' roles in managing time as a resource in schools.

2.2.1 Conceptualising Leadership

Numerous scholars (Diamond & Spillane, 2016; Kok & McDonald, 2017; Hamlin & Patel, 2017; Moon & Jung, 2018) present different meanings of leadership, suggesting that it is understood as supervisory action practised to influence members. For example, Diamond and Spillane (2016) conceptualise leadership as an action of leading the members of an organisation so that their practices will enhance its growth. Similarly, Moon and Jung (2018) state that leadership is an act of influencing and motivating people to succeed in their allocated duties. Leadership is an act of providing direction to members for a certain goal to be achieved (Kok & McDonald, 2017). According to Hamlin and Patel (2017), leadership refers to monitoring actions performed by leaders to influence the group's success.

Leadership is therefore conceptualised as directorial and supervisory action performed by leader(s) to influence members to achieve organisational goals.

Leadership is also revealed as a process of influencing people through spoken words. For example, Gold, Thorpe and Mumford (2016); Stein (2016) and Hong and Kangaslahti (2017) suggest that leadership is largely a matter of persuasive and inspirational words used by a leader to lead a certain group with the aim of achieving the goal of an organisation. Hong and Kangaslahti (2017) view leadership as attractive words used by someone targeting to lead and consider the interests of others in order to maintain collegiality within an organisation. This is often noticed when a leader uses persuasive words, yet considers the ideas of subordinates. Similarly, Stein (2016) views leadership as the art of using influential words to convince people so that the organisation will develop and succeed. Leadership is a monitoring process based on strategic use of motivational words to develop the organisation's needs and expectations (Gold, Thorpe, & Mumford, 2016). In education, the concept of leadership is often used together with that of management, hence clarity is required. The next section looks into the concept of management.

2.2.2 Conceptualising management

Management can also be conceptualised in various ways. Literature (Nonet, Kassel, & Meijs, 2016; Farrell, 2017; Gajewska, Piskrzynska, & Rakstys, 2017) claims that management is a structure for mentoring the staff and supervising events in an organisation. Farrell (2017) suggests that management is a formal structure that is responsible for decision making within an organisation. Nonet et al. (2016) state that management are people who are grounded in day-to-day managerial responsibilities, and guided by the clear moral values of an organisation. Management is a cluster of the right and competent people who participate actively in operating the company to achieve its goals (Gajewska, et al., 2017). According to these scholars, management is the structure that monitors activities to ensure the smooth running of an organisation. Management structure is thus formed by a group of people known as managers, working together for guidance and decision making in performing their organisational duties.

Apart from being a structure, management is also viewed as a supervisory process within an organisation. It is noted that, Jankelov (2017) suggests that management is a strategic process

where people use their knowledge and potential to supervise others for the positive benefit of an organisation. Management refers to the process of mentoring the staff and being responsible for managing resources, products and services (Hamlin & Patel, 2017). Management may also be conceptualised as the monitoring and leading process performed by the managers to ensure that the subordinates carry out their duties. Since the manager and the leaders enact the same influencing process, the concepts leadership and management are inseparable. The following section outlines similarities in these concepts.

Leadership and management may be viewed as similar bodies performing similar roles, striving for a similar goal. Literature (Gold, Thorpe & Mumford, 2016; Waters & Hightower, 2016; Ekman, Lindgren & Packendorff, 2017; Mampane, 2017) claims that these concepts are interchangeable. For example, Thorpe and Mumford (2010) point out that leadership and management is the same process as well as an integrated framework inhabiting supervisory approaches in an organisation. Management is also an administrative body with strong leadership skills to take organisational responsibility, and make the best decisions for the organisation as a whole (Ekman et al., 2017). Management and leadership both occupy the job description of being administrators of the organisation (Waters & Hightower, 2016). According to Mampane (2017), leaders and managers both work to influence and supervise people to achieve common goals. This shows that leadership and management can be understood as administration and supervision done by managers and leaders for the positive benefit of an organisation. Leadership and management duties are thus inseparable.

While some scholars see similarities in leadership and management, others suggest that they are different concepts comprising different roles. Literature (Carmen-Valeria & Chervase, 2016; Kalinovich & Marrone, 2017; Sinnicks, 2018) states that leadership and management are distinguishable concepts with different roles. For instance, Kalinovich and Marrone (2017) suggest that leadership is concerned with heading and giving direction, whereas management is concerned with the issue of monitoring. While management is concerned with the acts of planning, controlling and coordinating organisational activities, leadership establishes procedures to run an organisation (Carmen- Valeria, & Chervase, 2016). Through planning, organising and controlling, management uses resources to achieve organisational goals, whereas through visioning, aligning and motivating, leadership influences people to achieve organisational goals (Sinnicks, 2018). What is claimed is that leadership provides the

directions to be followed by members for organisational growth, whereas management supervises and manages the staff to achieve certain goals within an organisation. Even though leadership and management may be regarded as different concepts, in this study they are treated as interrelated. The researcher argues that managers have to perform leadership roles at times, and as a leader you ought to be able to manage. Hence this study looks at school leaders managing time as a resource in schools.

2.3 Conceptualising time as a resource

Time is a crucial resource that no one can afford to lose since it cannot be brought back, yet it is clear that it is not given the same attention as other resources (Al-Zoubi, 2016). Since this study examines the role of leadership in managing time as a resource in schools, it is important that the concept of time is well defined, especially as a resource. Time as an operative tool and time as a resource for positive production have been identified in literature as themes under which the meaning of time is couched. These meanings are explored in the subsequent sections.

2.3.1 Time as an operative tool

Since time is a crucial resource, it is conceptualised as an operative tool used by every institution to grow. Literature (Eaton, 2017; Victor, 2017; Bennett & Burke, 2017) documents that time is a resource and a key element through which the programmes of an institution are operated. For instance, Victor (2017) and Bennett, Penny and Burke (2018) claim that time is a tool used to plan the duration of activities in an institution and structured according to the institutional culture and norms. Similarly, Eaton (2017) suggests that time is a key element to administer and schedule institutional programmes. Time is a crucial resource through which all other resources' availability and functioning are monitored and controlled (Victor, 2017). What these scholars reveal is that, time may be conceptualised as a valuable resource which channels all programmes in an institution and operates the functioning of other resources so that they can have a specific beginning and ending.

2.3.2 Time as a resource for positive production

Time may also be understood as a critical resource and the key element for positive production in an organisation. Khan et al. (2016) suggest that time is a valuable and irreversible resource available for timing duties so that the organisation will be progressive.

Similarly, Zafarullah et al. (2016) suggest that when achievements occur timeously, time is a resource which creates, develops, and secures an organisation's future. The suggestion from these scholars is that time may be conceptualised as a resource which creates the order in which the organisational duties may be carried out. It is a resource that promotes the success of an organisation since through its management, deadlines are met and visions are accomplished.

As a crucial resource, time not only promotes organisational growth; it also enhances personal growth. Richiteanu-Nastase et al. (2018) point out that time is a crucial resource arranging and securing periods for students' positive academic achievement. Al-Zoubi (2016) states that time is the most valuable asset that enables one to attain personal and professional growth. It is the resource that channels one's success.

2.4 Conceptualising time management

Since this study is based on exploring the role played by school leaders in managing time as a resource in schools, it is essential to know how scholars conceptualise time management. Different scholars present various ways of doing this. For instance, time management is conceptualised as planning time distribution, prioritising tasks, and controlling time usage. In the next section the researcher engages with these definitions.

2.4.1   Planning time distribution

Time management may be conceptualised as planning the distribution of time, which involves scheduling time allocation amongst all activities. Literature (Botha, 2013; Qteat & Sayej, 2014; Bahadori et al., 2015; Mothiba et al., 2015) claim that time management is the process of planning the distribution of time in order to achieve the set objectives. For example, Botha (2013) states that time management is the planning of how time should be distributed in order to get what is wanted in the limited time available. Time management is also conceptualised as advanced planning of how programmed time should be used in order to achieve the objectives of the organisation (Zafarullah et al., 2016). This means that time management may be conceptualised as planning beforehand how time should be allocated to all activities. Time management may also be conceptualised as making good investment of time in scheduled activities (Bahadori et al., 2015). Similarly, Qteat and Sayei (2014) and Mothiba et al. (2015) suggest that time management can also be understood as being

conscious of the amount of time distributed in the planned list of activities. What is common about these scholars is their perception of time management as planning time to be distributed among activities.

2.4.2   Prioritisation of tasks

Time management is also conceptualised as prioritising tasks to ensure that they are done according to their importance. Richiteanu-Nastase et al. (2018) state that time management is the practice that involves setting priorities to consider what is urgent, and adopting procedures to make appropriate use of time. Similarly, Zamyadi, Newcombe, Stuetz and Henderson (2016) and Meiring (2017) state that time management is the management of programmed works according to their urgency in order to achieve the objectives of the organisation. Furthermore, time management is a process of arranging daily tasks, allocating time for them according to their importance (Zafarullah et al., 2016).

Findings from the studies conducted (Bonenberger, Aikins, Akweongo, Bosch-Capblanch, & Wyss, 2015; Victor, 2017) in different contexts also reveal time management as the prioritisation of tasks. In the study conducted in Nigeria, in an educational context, with data collected through a descriptive survey method, it was found that time management is the scheduling of time for various activities, considering their importance (Victor, 2017). Similarly, in the health context, a study conducted in Ghana, using interviews and observation data collection methods, found that time was managed by prioritising goal-directed activities, and allocating a specific period for their completion (Bonenberger et al., 2015). Even though these studies were conducted in different contexts, what was revealed by their findings was the same. It was found that time management is prioritising tasks, ensuring that more time is given to the urgent activities. Moreover, when these studies were conducted, data were collected by various methods, yet they agreed in conceptualising time management as the prioritising of activities. It means that time management is about considering the important tasks when allocating time.

2.4.3   Controlling time usage

Time management is further conceptualised as the way to control time usage. Various scholars such as Aeon, Aguinis (2017); Farrell (2017) and Mukwevho (2018) document that time management is the control of time usage, ensuring that it is not wasted. For example,

Aeon and Aguinis (2017) are of the view states that time management is the effective use of time while performing goal-directed activities. Similarly, according to Farrell (2017), time management is the management of time in scheduled work in order to achieve the objectives of the organisation; and Mukwevho (2018) points out that time management is the practice that involves setting time for various activities and adopting procedures for its appropriate use. These scholars agree on how time is to be conceptualised. Time management is the process of controlling the use of time in all activities. Thus, it is the effective monitoring of how time is used in order for certain programmes to be accomplished.

2.5 The importance of managing time

Since this study seeks to understand the role played by school leaders in managing time as a resource in schools, it is necessary to know the benefits of managing time. The importance of managing time, according to scholars, is apparent in the school curriculum coverage, and the school's effectiveness and productivity. These elements are discussed in the following sections.

2.5.1 Time management and curriculum coverage

Time management is viewed essentially as a tool for curriculum coverage. Victor (2017) suggests that time management is essential for the school to meet the deadlines and curriculum targets. Similarly, Subramanian (2016) and Jackson, Holtzman, Roberts (2017) claim that time management involves the proper methods of completing work scheduled in the curriculum. Farrell (2017) similarly contends that the significance of time management lies in the management of the curriculum, spending scheduled time without compromise in order to cover the workload. What these scholars point out corresponds that through the management of time, everything that is stipulated in the curriculum may be covered without any time wasted.

In the study conducted in South Africa by Mampane (2017), it was found that it is important to adhere to time management responsibilities as it shows compliance with what legislation and personnel administration measures (PAM) state about handling the curriculum, and that when conducting activities, it is important to adhere to the time stipulated in the curriculum in order for the school to be effective and productive.

2.5.2 Time management and school effectiveness and productivity

Once the curriculum is covered on time, the school may be effective and productive. In this instance, time management is essential as it is a universal practice everyone needs to acquire in order to be effective and productive. Studies conducted in South Africa in an educational context (Reddy et al., 2010; Fouche, 2017) show that, time management is important as it results **in** the school's effectiveness as well as the production of positive outcomes. In the study conducted by Fouche (2017), it was found that there is a correlation between time management and a school's positive results. It is worth noting that the study was conducted through an exploratory survey in which the exact nature of time management's importance was clarified, and the respondents answered in focus group interviews according to their experiences on the importance of managing time. In this case, responses were credible, since they were obtained through a mixed research methodology.

In the findings of the study conducted by Reddy et al. (2010) it was discovered that leaders' strategic monitoring of time spent by teachers on school and classroom duties enhances the pass rate. In this study, data were collected in semi-structured interviews through participants' points of view, and by reviewing documents such as attendance records, policy documents, and records of school results. In this case, the data collection methods were valid and credible. This shows that once there is effective management of time, positive outcomes can be expected.

Qteat and Sayej (2014) state that the effective control over the amount of time spent on specific activities increases efficiency and productivity. Similarly, Khan et al. (2016) recommend time management as an important skill one ought to acquire in order for an organisation to be successful.

2.6 How leadership manages time

Since time is an important resource, leaders from various sectors are anxious to manage it so that they will be able to meet their deadlines (Victor, 2017). Planning beforehand, categorising activities, timing projects, delegating duties, developing time management systems and monitoring educators' attendance are presented as procedures used by leadership to manage time. These elements are discussed in the next section.

2.6.1 Planning beforehand

Planning beforehand is viewed by scholars (Al-Zoubi, 2016; Khan, et al., 2016; Meiring, 2017; Farrell, 2017)) as advance planning made by the school leadership in ensuring to ensure that all activities take place in the set time. Meiring (2017) and Al-Zoubi (2016) posit that leaders conduct advance planning in order to programme time for various activities to achieve the objectives of the organisation. Khan et al. (2016) state that the school leadership plans beforehand, making decisions about tasks to be tackled and time to be allocated on those particular tasks. Leadership ensures that the year ahead is planned, and it is all about distributing learning areas, and working out the timetable and the number of periods taken by the educators (Farrell, 2017).

The above scholars contribute similar suggestions on the leaders' advanced planning as the means of managing time in order to achieve the objectives of an organisation. However, very little is said about the actual activities leaders plan in advance. The researcher agrees with Farrell (2017) that planning in advance, ensuring that timetables are formulated, and work is distributed among staff members, are the vital tools to guarantee that every activity is conducted on time. Leaders plan in order to have a proper decision on the timing requirement for each school activity in order to eliminate time wastage.

2.6.2 Categorising the activities

Having done advance planning, leaders categorise activities to ensure that each is given suitable time. The process involves grouping tasks according to their nature and required length of time. Khan et al. (2016) state that to manage time, leaders classify all activities according to the amount of time needed in order to deal with organisational demands. Strom, Strom and Sindel-Arrington (2016) state that leaders classify curricular activities such as tasks and projects as well as extracurricular activities such as sports, drama and music. They group activities together so that they will be granted similar time frames in order to eliminate unnecessary time wastage.

Prinsloo, Joubert and Prinsloo (2013) mention that leaders scrutinise each activity's objectives to confirm its requirements, and allocate its time according to its category. This suggests that the category of short-term daily tasks may not be the same as the one for weekly or monthly tasks in terms of time allocation. By scrutinising the activities' objectives, the

leadership can ascertain and allocate the time required for a particular activity, and avoid wasting time on tasks that require less of it.

2.6.3 Timing of projects

Scholars (Botha, 2013; Alzoubi, 2016; Grissom, Loeb & Mitani, 2015; Gardner, Chongwony & Washington, 2018) point out that the timing of projects is one of the roles played by school leadership in considering the time needed to complete each activity. Alzoubi (2016) and Gardner, Chongwony and Washington(2018) state that school leaders plan the time frame for each task to ensure that the deadlines are met. Grissom, Loeb, and Mitani (2015) recommend that the school leaders make decisions about how time should be allocated among scheduled activities and other competing demands. These scholars concur that the school leaders must ensure that all assigned tasks are given the appropriate time. Botha (2013) states that it is the responsibility of the school leaders to schedule working time and leave the implementing details to subordinates so that all school activities may be handled. This shows the importance of collaboration between the leaders and all the other stakeholders as they, the leaders, are the part of the school governance responsible for promoting the organisation's time management (Young & MacPhail, 2016). Allocation of time for each project may thus enhance time management, as everyone will understand the duration allocated for planned activities.

2.6.4 Delegation of duties

In the previous section the researcher argued for the involvement of others in time management. As a way of involving others, school leadership should delegate duties so that time will be better managed. Duties can be delegated by distributing workloads to staff members. Khan et al. (2015) suggest that school leadership use their delegating power and authority to ensure staff members' focus on their delegated work to overcome procrastination. By delegation of duties, all activities can be attended to on time. Qualitative studies conducted by Victor (2017) on education in Nigeria discovered that school leaders assign responsibilities to those who are best and able to manage time on those particular tasks. However, if, when delegating duties, leadership considers one's ability to complete tasks on time, how possible is it to ensure good time management by those who lack time management ability? The fact is, leadership ought to delegate duties equally so that everyone will learn required time management for each and every scheduled duty.

2.6.5 Development of time management systems

Once the duties are delegated, leadership also develops time management systems in ensuring the proper management of time in those delegated duties. In the educational context, the studies conducted by Bahadori et al. (2015) and Bonenberger et al. (2015) revealed various systems used by leadership to manage time. For instance, in the study conducted in Iran by Bahadori et al. (2015) it was discovered that, leadership uses the system of allocating time frames for various tasks. Different views from the findings of the study conducted in Ghana revealed planning, monitoring and resourcing as systems developed by leaders to manage time (Bonenberger et al., 2015). The system of monitoring is what leadership uses to manage time.

South African studies (Mothiba et al., 2015; Coetzee & Venter, 2016), in different contexts, have also revealed monitoring time usage as the system used by leaders to manage time. In the educational context, in the findings of the study conducted by Coetzee and Venter (2016), it was discovered that period registers are the time management systems used by school leaders to determine the presence of both the learner and educator during teaching and learning time. A database of learners and teachers is kept in order for leadership to deal with those who absent themselves during teaching and learning time. In the health context, the study conducted by Mothiba et al. (2015), revealed monitoring and evaluation of time usage as systems used by health leadership to manage time. Leaders monitor if time is being properly managed in rendering quality care to the community. Even though these South African studies were conducted in different contexts, they present agreement on monitoring as a tool used by leadership to manage time.

This is similar to the study conducted internationally, in the London health context, by McElwee et al. (2018), where it was found that leadership develops time management systems by monitoring, organising and scheduling the work pace of staff members, ensuring that no time is wasted. In the study conducted in South Carolina, in the librarianship context, by Farrell (2017), it was revealed that leadership manages time by using their authority as a system to determine the use of time in order to benefit the organisation.

Nevertheless, although it is apparent from these studies that there are various time management systems developed by leadership in different contexts, yet time management still appears to be a challenge. These systems seem not to be adequate to address the issue of time management.

2.6.6 Monitoring of educators' attendance

With the use of the above time management systems, educators' attendance is also monitored. This is because they influence the conduct of the school's critical task, which is teaching and learning (Ndungu et al., 2015). The school leadership supervises educators' class attendance to ensure that all tasks, such as teaching and learning, are conducted on time. McElwee et al. (2018) suggest that to monitor time usage, leadership uses self-reporting methods where people describe the proportion of time spent on different activities. Similarly, Mishra (2014) claims that maintaining a daily log of how much time the teacher spent on each activity   promotes effective time management. Leadership monitors if educators attend and leave classes at the scheduled times, and their effective time management in programed tasks, ensuring that all the duties are completed on time. In this, school leadership involves educators, as they are also school stakeholders, having an influence on time management.

2.7 Challenges affecting time management

As mentioned in the previous section, various stakeholders have an influence on the management of time in schools. Since time is a critical commodity handled by these stakeholders in different ways, this may result in a number of challenges (Bahadori et al., 2015). In most organisations, it is part of human nature for employees to waste time according to their interests (Zafarullah et al., 2016).   There are external and internal challenges affecting time management in schools, as explained in the section that follows.

2.7.1 Internal challenges affecting time management

Internal challenges are described as those that take place inside the school premises, affecting teaching and learning time. Extracurricular activities, teachers' and learners' unwanted behavior, gender and stress are viewed as some of the internal factors affecting time management. The following section outlines these internal challenges.

2.7.1.1 Extracurricular activities

Extracurricular activities are those that do not involve teaching and learning, but take place during teaching and learning hours (Schwartz, Cappella, & Seidman, 2015). These are activities such as arts, sports, music, and other clubs (Im, Hughes, Cao, & Kwok, 2016). They may be important in learners' psychological development (Ringley, 2017), hence they challenge teaching and learning time. According to Driessens (2015), extracurricular activities disrupt the impact of school as learners discover their talents and spend less time in school activities. The above scholars reveal extracurricular activities as a challenge in teaching and learning time that may occur if they were not involved when advance planning took place. Contrary to that, Bakoban and Aljarallah (2015) argue that learners taking part in extracurricular activities understand the importance of time management and critical thinking skills. Extracurricular activities are recommended for inclusion in learners' time management skills, but there is no indication of the time when these activities should take place. To counter this challenge, Farrell (2017) recommend accommodating a variety of tasks, apart from teaching and learning, when planning time in order to avoid interruptions.

2.7.1.2 Unwanted educators' behaviour

Speaking of the internal challenges, educators' poor behaviour is also mentioned as one of the challenges affecting time management. Unwanted behaviour refers to unethical actions that may disrupt the functioning of the school, especially the timetable, such as disrespecting teaching and learning time, which has a huge effect in interrupting time management. Numerous scholars (Khan et al., 2016; Zafarullah et al., 2016; James & Davies, 2017) view teachers' late coming and absenteeism as two major disruptors of time management. Lee, Goodman, Dandapani and Kekahio (2015) mention that teacher absenteeism is harmful as it lowers learners' achievements and damages the school's reputation. Similarly, Reddy et al. (2010) state that with a high rate of teachers' absenteeism there is no compensation for loss of learning time in the school. The results of the study conducted in Texas, by Harrison, Labby and Sullivan (2015) revealed that many teachers conduct their family responsibilities during teaching and learning time. In educators' field of work, their time management is the predictor of learners' outcomes; thus, once there is a lack of time management, there will be unfortunate results.

2.7.1.3 Gender imbalance in time management

Gender imbalance is also viewed as having an impact on time management, where one gender is the majority in the school. Studies conducted by Botha (2013) and Alsalem et al. (2017) reveal that the way males and females handle time is not the same. The results of the study conducted in Saudi Arabia by Alsalem et al. (2017), based on student's management of their time for studying, revealed that female students are better managers of the amount of time spent studying than male students. What makes the findings of the study authentic is that it was conducted in a cross-sectional design which contained no assumptions, as it described what had been suggested by the surveyed population, responding freely in their own spaces. In the study conducted in South Africa by Botha (2013), it was found that male principals have fewer effective time management skills and abilities than female principals. Nevertheless, when Botha (2013) conducted this study, the participants were randomly selected. This implies that a few males with an inability to manage time might had been randomly selected. Most importantly, Botha might have used a feminist paradigm when conducting the study, where discourse was gendered, focusing on empowering women as effective in time management. The researcher therefore argues that regardless of the gender imbalance, time management is a challenge in South African schools.

2.7.1.4 Academic stress as an Effect in time management

Apart from the gender imbalance, literature (Khan et al., 2016; Fouche, 2017) documents that stress may affect the way in which time is handled. Stress may be due to both internal and external pressures experienced by the staff, and they end up procrastinating. Khan et al. (2016) suggest that emotions such as stress may disrupt one's timing of projects and general time management. This may be due to some challenging circumstances one may be going through, and ending up losing focus in managing time when conducting tasks.

Similarly, in the South African context, the findings of the study conducted by Fouche (2017) revealed that students who do not have sufficient breaks because of working long hours suffer academic stress, and end up procrastinating. The results of this study conducted by Fouche (2017) were trustworthy and authentic as they were validated through both the qualitative approach that elicited data from the participants' points of view, and quantitative approach which yielded statistical validation. Some may turn a blind eye to stress as a challenge since it is a variable phenomenon, yet it disturbs the same mind used when planning and timing

activities. In the school organisation, there may be a lot of stress disrupting leadership in managing time, yet time is a critical resource essential for the functioning of the school. Academic stress, for example, may be caused by declining matric results, a shortage of teachers and insufficient learning resources. Owing to academic pressure, school leadership may lose focus when conducting other activities. This may then be a huge challenge as there may be persistent difficulty in meeting deadlines, which will disrupt efficient time management.

2.7.2 External challenges interrupting time management

External challenges refer to the unexpected interruptions coming from outside the school premises, resulting in school disturbance. Unexpected visits from Department of Basic Education officials and administrative programmes introduced by the Department are mentioned as some of the external challenges affecting time management. The following section outlines how they do so.

2.7.2.1 Unexpected delegation of duty by Department of Basic Education officials

Research conducted in the United Kingdom by Bennett and Burke (2018), and the study by Qteat and Sayej (2014) found unexpected delegation of duty as a challenge that disrupts the functioning of the school. For instance, Bennett and Burke (2018) found that external pressures on the leadership's workload disrupts time management. Similarly, the study conducted in Hebron by Qteat and Sayej (2014) revealed that the Departmental norms of unplanned delegation, principals' meetings and unexpected visits may disrupt time management. This is when the Departmental officials call for an unplanned meeting or ask for certain documents to be submitted by the school leadership during school time. Time management is challenged as leaders have to leave what was scheduled for the day, including teaching and learning, to comply with what the Department requires.

According to Victor (2017), the state Ministry of Education is the body that is supposed to capacitate the school to manage time. Surprisingly, the Department of Basic Education seems not to value time, as it appears to be one of the factors that interfere with the running of a school. Bahadori et al. (2015) emphasise the importance of time management in all sectors irrespective of the position one is holding. In other words, regardless of his/her position, everyone is supposed to be a time manager in order to avoid unforeseen interruptions.

Moreover, when officials conduct their programmes, the proper use of resources such as time is recommended (Eiselen, Govender & Eiselen, 2010). In that way, school leadership's management of time will not be interrupted by unexpected Departmental visits and delegated tasks during school hours.

2.7.2.2 Programmes introduced by the Department of Basic Education

Apart from unexpected delegation, the introduction of new educational programmes also challenges time management. As it is mentioned in the background of the study, the education system changes owing to the introduction of various developmental programmes. The study conducted in Nigeria by Victor (2017) reveals that some of the schools do not cope with transformation, and therefore fail to manage time. When educators attend training to cope with a newly introduced programme, learners may be left unattended, and teaching and learning time is wasted. However, training is described as essential for educators so that they can cope with transformation of the education system, yet it interrupts time management (Zafarullah, et al., 2016). According to Jones (2017), it is educators' responsibility to absorb new programmes and manage their time skills in them. In this instance, it appears that there is no stipulated time for educators' workshops and training, which may result in teaching and learning time being lost. This may also disrupt the school leadership's role in managing time, as some educators may take too much time trying to adapt and familiarize themselves with the new educational system.

2.8 Effective time management

In spite of the above-mentioned situations that detract from sound time management, the effective way of managing time is also documented. To determine the role played by school leadership in managing time as a resource in schools, it is vital to know what scholars describe as effective time management. Goal setting, ensuring staff dedication, and proper allocation of time are some of the techniques recommended to promote the effective use of time. In the next section, these techniques are presented and discussed.

2.8.1 Goal setting

Effective time management may be determined by goal setting. It is said that goal setting is recommended as one of the ways to realise the vision of an organisation, so that there will be effective use of time. Mei (2016) suggests that effective time management is enhanced by

setting goals so that outcomes such as meeting deadlines may be improved. Setting a goal always goes with aiming to obtain a positive outcome in every planned task. Correspondingly, Abraham et al. (2018) state that the goal-setting process is the key to managing time, as it is the determination of one's action to meet a deadline. This may be noticed when one is going the extra mile to attain the set goal. Johnson (2018) suggests that effective time management is when school leadership ensures that employees set their goals in all activities – for example, when educators set their goals in various learning programmes, aiming to submit their tasks on time and produce excellent school results. Goal setting is essential as one of the keys for the school to show its mission by ensuring the proper management of time when conducting tasks.

2.8.2 Ensuring staff dedication

Once the goal is set, staff dedication is ensured by leadership in order to guarantee their commitment to time management. People who fail to manage time are deemed to be disorganized (Bennett & Burke, 2018). Bahadori et al. (2015) contend that effective time management is determined by commitment in controlling the use of time, breaking down time for each scheduled task. Qamar, Aziz and Mehboob (2017) state that effective time management is one's adaptation and management of a certain amount of time in a given activity. Al-Zoubi (2016) claims that dedication in managing time effectively is shown by one who is enthusiastic in finishing tasks on time. In other words, effective time management may be enhanced by one's loyalty in handling time, showing dedication in the effective use of time when conducting duties, so that there will be no time wastage.

Studies have also confirmed that effective time management depends on one's commitment in valuing time. In the studies conducted in Australia by Bennet and Burke (2017), and the one conducted in Pakistan by Khan et al. (2015), it was revealed that time management depends on one's personal dedication, discipline and commitment in time usage.

Speaking of dedication in effective time management, scholars (Qama et al., 2017; Farrell, 2017) state that one's commitment in managing time is determined by one's time handling background. Qamar at al. (2017) suggest that time management is a skill that varies from person to person because of their different backgrounds. Farrell (2017) adds that because of their background, some people have poor time management habits. This basically means that

when one comes from a family background where time is not valued, one is likely to lack time management abilities. For effective time management, irrespective of one's background, dedication and commitment in conducting duties on time should result in an organised school.

2.8.3 Prioritising teaching and learning

Scholars (Prinsloo, Joubert & Prinsloo, 2013; Khan et al., 2016; Victor, 2017) also recommend prioritising teaching and learning as one of the techniques to enhance effective time management. According to scholars, when teaching and learning are given more time, it must not be wasted. For instance, Victor (2017) recommends that teaching and learning be treated as a critical task by being prioritised so that time can be effectively managed. Prinsloo, Joubert & Prinsloo (2013) maintain that school leaders need to ensure that the priorities are set to indicate which tasks are critical so that they will be given the maximum time. In this regard, teaching and learning should be prioritised as critical taska as they are the programmes by which learners' future is determined. Similarly, Khan et al. (2016) believe that, prioritising teaching and learning as daily tasks that require more time may enhance effective time management. In every school, teaching and learning is central to its existence, they are crucial tasks through which the school effectiveness in time management is assessed. Therefore, in schools where teaching and learning are a priority, a work programme scheduled in various learning areas will be finished within its allocated time.

2.8.4 Allocation of required time

Despite the prioritising of teaching and learning, it is said that all other programmed school activities require appropriate time allocation. This may be done when time is allocated according to the needs of that particular task to guarantee its completion.

Various studies (Zakarevicius & Zukauskas, 2008; Al-Zoubi, 2016; Richiteanu-Nastase & Staiculescu & Lacatus, 2018) point out that when time is properly distributed amongst all scheduled tasks, it may be effectively managed. In a study conducted in Jordan, Al-Zoubi (2016) found that the allocation of required time, when every task has a due time to be finished, enhances effective time management. Similarly, in the study conducted in Romania by Richiteanu-Nastase, Staiculescu and Lacatus, (2018), it was found that estimating time correctly determines the effectiveness of an organization, as all tasks are handled timeously.

For instance, during the course of the year, there are teaching and learning activities to be conducted per term. Once those activities' completion has been accurately estimated, time will be effectively managed. The findings of the study conducted in European countries which were the United Kingdom, Germany, Malta, Spain and Lithuania, by Zakarevicius and Zukauskas (2008) revealed that, rational distribution of work time is one of the important elements in promoting effective time management. This indicates that to manage time effectively, it is vital to distribute time according to the needs of a given activity, demanding tasks to be given more time and less demanding tasks granted less time. Distribution of required time per task may therefore assist leadership in the effective management of time as a resource in schools.

2.9 Emerging issues from literature

This is to identify the gap in the literature that convinced the researcher to conduct this study. This is discussed below.

2.9.1 Literature gap

Literature shows a gap in how it presents the leadership role in managing time as a resource in schools. There are contesting viewpoints on the role. In the study conducted in Kenya by Ndungu et al. (2015) based on the influence of monitoring and evaluation by principals, it was discovered that leadership monitors school attendance for teachers and students to improve time management. In the study conducted in India by Khan et al. (2016), the findings revealed that the school leadership role is rooted in the time control activities based on management of school operations, including supervision and staff-related issues. Gardner, Chongwony and Washington (2018) point out that school leadership's role is to manage timing of projects which result in a productive school organisation.

The above literature demonstrates different leadership roles in time management. However, nothing is said about the leadership's role in managing time as a resource in schools. This demonstrates a gap on literature which makes it important for this study to be conducted. Studies have outlined other resources as effective for the running of schools, yet as one of the critical resources, time is not being prioritised. For instance, in a study conducted in America, based on investigating instructional design management and leadership competencies,

Hamlin and Patel (2017) assert that leadership is responsible for the physical and financial management of resources. In the findings of the study conducted in Korea, Onik et al. (2018) state that leadership manages the human resource system as it influences effective resource management. The study conducted in Ghana investigated what district health managers in Ghana use their working time for, Bonenberger et al. (2015) state that leadership's role is to manage data, attend workshops and manage financial resources. These studies show that even though they are concerned with leadership roles in schools, time management is not mentioned. The findings of this study will thus open leadership minds to valuing time as one of the critical school resources.

2.9.2 Location gap

Judging by the location of previous studies, there seems to be a very noticeable gap in empirical research into time management in parts of Africa other than South Africa, and internationally. Furthermore, the research that has been conducted in South Africa is still fairly limited in both its depth and scope as far as the school leadership role in managing time is concerned. This indicates a need for such study to be conducted in this country. The findings will examine the challenges affecting time management, how the school leaders understand their role in managing time, and the roles they play in managing time that are not covered in the previous studies.

2.10 Theoretical framework

This study is underpinned by two theories – time management theory and practice, and time use efficiency theory – that form the framework of the study.

2.10.1 Time management theory and practice

Time management theory and practice focus on the irreversibility of time (Kirillov, Tanatova, Vinichenko, & Makushkin, 2015). It posits that since time is irreversible, it is essential for every organisation to use different techniques to manage it. Given that this study examines the role of leadership in managing time as a resource, the theory is an appropriate lens to gain understanding of this phenomenon. The theory has seven principles. They are: self-management, timing, the Law of Pareto, goal setting, setting of priorities, verification and balance – principles as assumption used for time management (Kirillov et al., 2015). Below the researcher discusses each of these principles and shows their applicability in this study.

2.10.1.1 Self-management principle

The self-management principle refers to the ability to manage and organise oneself in order to be able to manage time (Kirillov et al., 2015). What this principle suggests is that once you manage yourself, it is possible to manage time. Kirillov et al. (2015) state that self-management entails the ability to plan, organise, motivate and control oneself. This assumption claims that once you manage yourself, you may then be able to plan and control time. In this study based on the leadership role in managing time as a resource in schools, the self-management principle is applicable. In the school context, leadership using self-management techniques will be well organised in terms of proper planning and control over scheduled work so that it will be completed on time.

2.10.1.2 Timing principle

This principle states that timing is a technique to study time expenditure by means of fixing an amount of time for carried-out actions (Kirillov et al., 2015). What this theory claims is that timing is the allocation and control of time spent on a specific given task. According to time management theory and practice, timing indicates when the activity starts and ends. In the school context, timing of tasks may be indicated by a siren which signals the beginning and the end of the period, as well as submission dates to indicate the deadline for a certain activity. School leadership using the timing principle may convince learners and teaching staff to comply with managing time as a resource in schools.

2.10.1.3 Law of Pareto

Apart from the timing principle, the Law of Pareto defines the sequence in which actions are performed (Kirillov et al., 2015). The Pareto Principle says 80% of tasks can be solved by 20% of the time spent. According to Kirillov et al., this law states that the majority of successful events are connected with the action of a small number of high-performance forces. This principle suggests that within a short period of time a lot of activities may be covered, and time may be better managed. In the school context, there are school calendars with sequences of work scheduled for a day, week, term and year. Scheduled work may be accomplished within the limited time given. According to the Pareto Principle, time management is the sequential performance of school activities to be covered within a given short time.

2.10.1.4 Goal-setting principle

Goal-setting is the initial principle of time management (Kirillov et al., 2015). These scholars state that according to the purpose of management, a fixed result for a certain goal should be reached. This principle states the importance of managing time in order to achieve good results. In the school context, the school leadership may reinforce goal-setting so that time will be allocated and managed according to set tasks. At the beginning of the year, when everyone pledges to achieve a goal based on the academic results, time should be managed on the basis of when the set goal should be accomplished. Furthermore, since the school is an organisation comprising different projects and programmes, with specific allocation of time frames for completion, goal-setting is necessary.

2.10.1.5 Principle of setting priority

Once the goal is set, prioritising tasks takes place. According to Kirillov et al. (2015), prioritising is the arranging of tasks according to their importance. Effective management of time is based on the list of the main priorities, thus the available time should be distributed depending on the importance of the work According to this principle, an effective school leadership prioritises important tasks to be covered in order for a school to be productive. The evidence is seen when teaching and learning time is set as the priority, whereas less time is scheduled for extramural activities.

2.10.1.6 Verification principle

Once the prioritised tasks are given more time and the less important tasks given less time, time management theory and practice recommend verification to take place. Verification is an ability to check and confirm if tasks are conducted according to set requirements (Kirillov et al., 2015). This principle is mostly applied to the school leadership as it is their role to verify effectiveness and time spent for every set task so that time will be properly managed. This is, for example, when school leadership verifies and tracks the work pace as far as the work schedule is concerned. According to time management theory and practice, the verification principle also verifies time spent on scheduled schoolwork in order for time balance to be maintained.

2.10.1.7 Balance principle

The balance principle is necessary to support optimum balance among all spheres of life, by applying effective management of time (Kirillov et al., 2015). In the school organisation, school leadership needs to ensure that time is allocated for all activities such as meetings, sports and so on, so that balance will be maintained. Zafarullah, et al. (2016) mention the importance of construction and implementation of a timetable in advance, and distribution of subjects period wise in order to set equal time and balance for all learning areas. The balance principle states that for proper time management each learning area should take place within its allocated time in order for balance to be maintained. Additionally, to balance all spheres in the school context, there may be time allocated for extracurricular activities, religion and entertainment to guarantee the efficient use of time without interrupting teaching and learning.

2.10.2 Time Use efficiency theory

Time management may be viewed as the effective use of time. This study, therefore, is also developed according to time use efficiency theory. Time use efficiency can be defined as making the best use of one's time (Kelly, 2002). This theory has been used to foreground this study as the focus is on exploring the leadership role in managing time as a resource in schools. The theory is based on three primary assumptions: individuals must be aware of time, have an awareness of the elements that fill time, and have positive work habits.

2.10.2.1 Awareness of time

The first assumption of this theory is that individuals must be aware of time and be able to use it effectively (Kelly, 2002). Thus, time is not a thing but a cognitive commodity that is experienced by the individual. According to Kelly (2002), this theory states that time provides a structure to organise behaviour and events to take place with some degree of order. This therefore implies that time management is a mental concept which school leadership should acknowledge and be aware of. School leadership should be aware of time, and it should be within their mindset so that it will be properly managed as a crucial commodity.

This theory states that individuals who use time efficiently are aware of time, and able to consciously process current, past, and future time (Kelly, 2002). This means that people must be able to recall how much time similar activities have taken in the past, in order to predict

how much time will be needed in the future (Kelly, 2002). On those grounds, according to this theory, school leadership should remember the previous activities and also time spent on those activities. By so doing, if time was previously wasted in certain events, it may be reallocated appropriately. According to this theory, school leadership that is aware of time may use it efficiently, and can be the best in avoiding its wastage.

2.10.2.2 Awareness of the elements that fill time

Despite the awareness of time, time use efficiency also claims the importance of being aware of the elements that fill time. This means that in order to manage time as a resource in schools, leadership needs to be familiar with the tasks and activities carried out in an organization, since they need time. Kelly (2002) states that awareness of tasks and activities should include at least three parts: understanding the elements of time attended to, concentrating on these elements, and planning an approach to activities. Kelly (2002) states that understanding might be from experience or from cognitive analysis of the activity. This suggests that to be efficient, individuals must give attention to the task or activity at hand in order to be aware of their required time allocation. For this study, the school leadership that understands the tasks and activities, as well as the time to be allocated to them, may be effective in time management.

Apart from understanding time requirements, another model of attention developed by Kelly (2002) suggests the importance of concentrating on the task in hand in order to avoid wasting time. It is assumed that concentration helps to estimate the time demanded by the task. Kelly believes that the less attention the task demands, the more time efficient the individual. School leadership concentrating on scheduled tasks can therefore manage time for tasks demanding a lot of time. The final crucial component of awareness of the elements that fill time is planning (Kelly, 2002). For school leadership, as mentioned in previous sections, planning the amount of time needed for a task might require knowledge of the amount of time required in the past to complete a similar task. The school leadership using the time management planning tool is likely to know the amount of time to be allocated to activities and tasks, and by so doing, time will be properly managed.

2.10.2.3 Positive work habits

Time use efficiency theory states that, awareness of time management requires one's positive work habits. The assumption of this theory is that, individuals who use time efficiently possess positive work habits (Kelly, 2002). According to this theory, positive work habits include at least three elements: motivation, self-discipline, and time management behaviour. On motivation, Kelly's theory indicates that motivated school leaders are likely to have positive work habits and attend to time management for the task or activity in hand. This means that the school leadership can be praised because of their good work, motivated by staff and learners' positive behaviour. Good academic results may result from their positive work habits, and therefore time may be better managed.

Time use efficiency theory also points to self-discipline as the important element of positive work habits (Kelly, 2002). According to this theory, individuals who are self-disciplined are more likely to be able to focus on an activity and the time it occupies. Self-disciplined leaders can analyse and complete tasks in an allocated amount of time. Therefore, since they are self-disciplined, they are more likely to be dedicated in their assigned duties and thus properly manage time.

The third element of positive work habits is the use of time-management behaviours (Kelly, 2002). Time-management behaviours include planning, organising and goal setting. School leadership with time management behaviours plans, schedules and sets goals. By so doing, tasks may be conducted timeously, and the school may have positive academic results.

The theoretical framework of time management theory and practice and time use efficiency theory is based on effective use of time. This framework emphasises the effective use of time since it is an irreversible resource. It is therefore relevant to this study as it seeks to understand the leadership role in managing time as a resource in schools. By being aware of how time should be used, school leadership can balance all spheres when allocating time, and time may be effectively managed.

2.11 Chapter summary

This chapter has discussed the existing literature on and around the school leadership role in time management, including national and international empirical studies. Through this

discussion, what is known and unknown with regard to the phenomenon of time management has been highlighted. In the last section, the theoretical framework used to guide and frame this study has been presented. The next chapter will be based on the research design and methodology used in this study.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter of this dissertation, the researcher reviewed national and international academic literature, and empirical studies on school leadership and time management. She also explicated the theoretical framework for the study. This chapter outlines the research design that guided the generation of the data needed to respond to the research questions. According to Blanche, Durrheim and Painter (2006), research design refers to the plans used to generate data with the aim of understanding the phenomenon. Research designs are plans and the processes for research that span the decisions from broad assumptions to detailed methods of data generation and analysis (Creswell, 2009). This chapter begins by explaining the research paradigm within which the study is located, followed by a discussion on qualitative research and selection of the participants, the data generation method, and the data analysis method. Ethical issues and the trustworthiness of the findings are then discussed.

3.2 Research paradigm

A paradigm is a set of assumptions about fundamental aspects of reality which gives rise to a particular world view (Nieuwenhuis, 2008). According to Basit (2010), research paradigms refer to models, perspectives that help the researcher to organise his/her thoughts, beliefs, views and practices. This study was located within the interpretive paradigm. Ontologically, the interpretive paradigm states that there are many claims made about the nature of social realities (Mack, 2010). Therefore, in terms of this paradigm, the researcher expected different responses from participants on the leadership role in time management, and factors affecting time management. As an interpretivist, the researcher studied the social actions of the participants to generate large volumes of detailed data to acquire in-depth understanding of the reality of the role played by school leadership in managing time. In pursuit of this, she observed and interviewed participants in their various leadership positions to collect large quantities of detailed evidence (Guba & Lincoln, 1994; Scotland, 2012).

The epistemological assumptions of the interpretive paradigm state that knowledge is socially constructed and co-created through interaction between the researcher and the participants (Scotland, 2012). The paradigm provides insights, deeper knowledge and understanding of human behaviour and relationship that originate through human interaction (Creswell, 2009;

Cohen, Manion, & Morrison, 2012; Scotland, 2012; Bertram & Christiansen, 2014). By interviewing her participants, the researcher generated, understood and used the knowledge that was deemed to be acceptable and valid. Thanh and Thanh (2015) claim that being interpretivist, the researcher is considered part of the research process which takes a holistic view of the subject under examination. In this, she was part of the study and able to get more knowledge on the role played by leadership in managing time as a resource in schools. What this study also sought to inquire about, was deeper knowledge on the nature of challenges affecting time management.

Interpretivist researchers prefer to interact and have a dialogue with the studied participants in order to understand the social world in a subjective manner (Wahyuni, 2012). In this instance, discourse was dialogic as during interviews there was conversation in a dialogic format between the researcher and the participants. The researcher then asked questions to deeply develop understanding on how the school leadership understands and experiences their role as time managers, how leadership believes time may be better managed, and the challenges affecting time management.

The interpretive paradigm was therefore appropriate for this study because the researcher's main aim was to understand how leadership views and experiences their role as time managers in schools. The researcher was therefore able to develop in-depth understanding and experience of how leadership makes sense of their role in managing time as a resource in schools.

3.3 Qualitative research

A qualitative research design was used in this study. Qualitative research is a type of educational research in which the researcher depends on the view of the participants (Creswell, 2008; Hammarberg, Kirkman, & de Lacey, 2015).

The qualitative approach is concerned with describing and understanding human interactions and lived experiences (Henning, Van Rensburg, & Smit, 2004). By using the qualitative approach, the researcher sought to understand the leadership role in managing time as a resource in schools. Furthermore, since her participants occupied leadership positions, she sought to understand their lived experiences as time managers. This research approach also seeks to get depth of information to provide a way to gain insights through discovering

meanings (Nieuwenhuis, 2007; Punch, 2013). The researcher then got in-depth understanding of school leadership experiences in their role of managing time by investigating participants in the school context (Krauss, 2005; Maree, 2011; Agius, 2013).

Cohen et al. (2011) state that qualitative research gives a detailed, if perplexing, power to understand meanings, actions that are observable and those that are non-observable. In this regard, it was owing to semi-structured interview data collection that the researcher understood her participants' perceptions and experiences.

Briggs, Morrison, Coleman (2012) declare that this approach seeks to understand social actions rather than generalising them to the broader community. Therefore, findings that are generated from the sampled schools are context-bound, and as such they cannot be generalised.

3.3.1 Case study methodology
This study adopted a case study methodology. According to Rule and John (2011), a case study is a systematic and in-depth study of one particular case in its context. Yin, Merriam and Stake (2015) point out that a case study is an intensive, holistic description and analysis of a bounded phenomenon such as a programme, an institution, a person, a process, or a social unit. In this case, the researcher intended to obtain an understanding of a holistic description of the role played by school leadership in managing time as a resource. To this, Bertram and Christiansen (2014) add that, case studies are descriptive in nature, and aim to describe what it is like to be in any particular situation.

A case study was undertaken in three schools, located within one circuit in Pinetown District, where the cases were three selected semi-rural high schools in the province of KwaZulu-Natal. The reason for the study's location was that it was convenient to generate data as these schools, being close to the researcher's area, were easily reachable. Moreover, their matric results are fluctuating, and the schools are termed "yoyo schools", which might be based on the manner in which time is managed. The unit of the study was the schools' leadership, comprising the principals, deputy principals and departmental heads. The rationale for using the case study method was to actively engage participants in constructing their unique understanding of their roles in managing time as a school resource, and how they believed

time could be better managed. The aim was to capture the reality of school leaderships' lived experiences in terms of challenges affecting time management.

3.4 Selection of participants

In this study purposive sampling was used. Punch (2013) claims that purposive sampling means selection in a deliberate way, with some purpose or focus in mind. According to Durrheim and Painter (2006), purposive sampling is used to select information from the participants who are to address issues that are central to the purpose of inquiry. Cohen et al. (2011) posit that, purposive sampling is used in order to access people who have in-depth knowledge about the particular issue.

To gather data based on what the study sought to understand, the researcher deliberately selected three schools, as mentioned above, from Pinetown District, where she chose 10 participants to address the issue of time management in schools. The participants were all part of the School Management Teams in schools that had a problem with time management as they experienced late coming, absenteeism and late arrival as far as educators and learners were concerned; thus their matric results were fluctuating. Sampling was purposive, in that the researcher selected the participants that could provide rich and in-depth information to assist in answering her research questions based on the role played by leadership in managing time as a resource in schools. On the basis of their fields of study, these participants were school leaders responsible for management roles in schools – three principals, two deputy principals and five departmental heads. Having sampled 10 participants, the researcher was able to capture their different perspectives and experiences from different vantage points on the basis of their roles.

In order to reach the participants, the researcher first sought permission from the District's Senior Education Office. She then contacted the school principals to ask for permission to meet the participants. It was not easy as the school Principals were always busy but finally they made time. Before selection, she developed a cordial relationship with the participants and held informal discussions about the study. This was done to ensure that the participants were informed about the cases to be studied in relation to the research questions (Wahyuni, 2012). During the discussions, the confidentiality of the study was specified as well as the fact of participation being voluntary. The participants were then given the opportunity to ask

questions. Once everything was clarified, the researcher outlined the procedure and ethical considerations. The participants showed great willingness to be involved in the study, and that became the main criterion for their inclusion (Teddlie & Yu, 2007). The researcher then handed out the informed consent letters so that the participants would sign for their voluntary participation as well as guarantee their commitment to an agreement with the study conditions.

3.5 Data Generation Methods

Data generation is the procedure used when collecting data relevant for one's study, and choosing appropriate tools for generating it (Yazan, 2015). Initially, the study was planned to use observations and interview methods but at the end, observations were deemed unhelpful as no important data issues could be identified. Hence, they were dropped as a methodology. Then, the technique the researcher used for data generation was semi-structured face- to-face interviews. By using this data collection method, the researcher was able to support the validity of the findings that emanated from the generated data.

3.5.1 Individual semi-structured face-to-face interviews

Semi-structured, face-to-face interviews were also used to generate data. Newcomer, Hatry and Wholey (2015) describe semi-structured interviews as open-ended questions that require follow-up queries. According to Wethington and McDarby (2015), semi-structured interviews are used in situations where there are open research questions. They offer the merit of using a list of prearranged questions, while keeping enough flexibility to enable the interviewee to talk freely about any topic raised during the interview (Dina, 2012).

Before the interviews, piloting took place when the researcher took interview questions to three SMT members not sampled for the study, to ensure that those questions would lead to answers. This was done to give the researcher the confidence and assurance that the chosen investigation procedures were suitable for the study (Creswell, 2014). She then held discussions with those pilot study participants to ascertain the appropriateness of the instruments.

The process followed in setting up the interviews was as follows: The researcher phoned the participants to make appointments for the interviews. The interviews were going to take place

as per their convenient dates and times. In one research site, the interviews were to be conducted on the same date, but at different times, yet in the other two research sites, interviews were set to be conducted on different dates of the participants' choice. On those various set dates, the researcher arrived at the schools and reintroduced herself. All the participants were available as per agreement. She then provided the research information package, including the research questions and the recorder, and explained the purpose of the study, which was to explore the leadership role in managing time as a resource in schools, and informed the participants about issues of confidentiality and consent. She also asked for permission to tape-record the interviews, because it would not be easy to write everything down. Interviews were recorded in order to secure an account of the investigations, and avoid losing data (De Vos, 2005). All the participants agreed to be audio-recorded.

During interviews, the researcher used an interview schedule, but tried as much as possible to maintain a conversational atmosphere with the participants. The interview questions were structured to include open-ended main questions, follow-up questions and probes (Wahyuni, 2012). This flexibility was important because it allowed the researcher to probe new issues that arose, delve deeper into issues, and elicit more information that could be relevant to the study (Creswell, 2012). Moreover, guided by the interview questions, the participants freely discussed their thoughts and feelings about the leadership role in time management. The maximum time for each interview was scheduled to be 35 minutes. Since the interviews were audio-taped, the researcher also took notes during the interviews to increase validity (Bertram & Christensen, 2014). Interviews were the best strategy as the researcher was particularly interested in the conversations in which the participants made sense of their role in time management. Another reason for using semi-structured interviews was that they offered sufficient flexibility to approach the participants differently while covering the same area of data collection (Adams, 2015).

3.6 Data analysis

Thematic data analysis was used. According to Yukhymenko, Brown, Lawless, Brodowinska, and Mullin (2014), thematic analysis is a form of pattern recognition within the data, where emerging themes become the categories for analysis. Maree, (2007) describes thematic analysis as an orderly way to analyse data that classify and outline the content of the message.

After completing the interview process, the researcher orgainised data so that they could be subjected to qualitative data analysis. Cohen et al. (2011) describe qualitative data analysis as a process whereby the researcher organises, accounts for and explains the data. For the purpose of analysis, the researcher transcribed the audio-recorded data from the audio-voice recorder to the computer system. During the analysis process, the researcher repeatedly played the voice recorder to capture the exact words used by the participants. Data transcriptions provided accurate accounts and verbatim records of what transpired during the interviews (Creswell, 2009; Cohan et al., 2011). During the transcription, pseudonyms were used to protect each speaker's identity. Fictitious names were also given to the schools to protect their identities. After transcribing all the interviews, the researcher cross-checked them, and cleaned the data by editing out repetition and vernacular terms, and applying a common format to all data files. She then created codes for which templates were developed as a coding tool. According to Duma (2013), coding is tough intellectual work that involves generating categories and themes. Cohen et al. (2001) define coding as translating respondents' information and categorising it by assigning category labels to segments of data such as phrases and themes. The interview data were coded on two levels. Firstly, deductive framework analysis was used. The researcher coded the data using predetermined themes by identifying parts of data that fitted under each theme. Secondly, she did the inductive thematic network analysis. This was an exploratory perspective whereby she coded all the data, and allowed new codes to emerge. During the coding process, transcripts were thoroughly read and themes were marked and labelled. The identified themes were analysed using a hybrid approach of induction. According to Yukhymenko et al. (2014), basic inductive analysis is a technique of qualitative analysis that involves reading raw data and making sense of it by deriving categories, themes, and sometimes even a model.

The researcher broke the data into smaller units of analysis that were guided by the emergent themes, then reduced through the identification of similarities, contradictions and inconsistencies. She then fitted data under the following themes: understanding leadership roles, leadership views on how time can be better managed, and challenges affecting time management. The main themes were developed to align with the research questions of the study; for example, all the data that revealed the participants' views on how time could be better managed were grouped together. Similarly, all the data where the participants

expressed the challenges affecting time management were also grouped under the same theme, as well as data where leadership claimed a role in managing time. Interpretation was done based on the qualitative results. Emerging findings were discussed and conclusions drawn. In view of the ethical requirements for conducting field research, the hard copies of collected data were stored in a locked filing cabinet, and electronically on the researcher's password-protected computer (Wahyuni, 2012).

3.7 Ethical considerations

Ethical principles were properly observed. Cohen et al. (2011) indicate that in conducting research, it is important to observe ethical principles to minimise problems that may arise during fieldwork, and secure the rights of the participants. To make sure that she complied with ethical requirements, the researcher first applied for ethical clearance to the Ethics Committee of the university. In her application, her scheduled research instruments were enclosed. The research instruments should be submitted for ethical; clearance from the researcher's organisation (Wahyuni, 2012). Permission was first obtained from the relevant authorities (the Department of Basic Education district office, and the selected school principals) before the research was undertaken. Instead of using their names, pseudonyms were used to enhance the confidentiality of the participants (Bertram & Christensen, 2014). Considering the ethical concerns about anonymity and confidentiality, all information that could identify both the participants and the organisations they represented was concealed (Wahyuni, 2012).

3.8 Trustworthiness

These are criteria to be used in qualitative research to govern the trustworthiness of the study. According to Loh (2013), there are four criteria of research trustworthiness for qualitative research that are conventionally used: credibility, transferability, dependability and confirmability (Shenton, 2004). The following section outlines these elements of trustworthiness.

3.8.1 Credibility

Credibility means that the findings show the reality and experiences of the participants (Bertram & Christensen, 2014). Credibility also deals with the accuracy of data to reflect the observed social phenomena (Shenton, 2004). This is the criterion for evaluating the truth

value of qualitative research (Hammarberg, Kirkman, & de Lacey, 2015). To generate credible data the researcher used triangulation where the observation and interview were used as strategies to enhance credibility (Shenton, 2004). For example, she managed to evaluate whether the research findings from the data on the challenges leadership encounter when managing time as a resource in schools represented a credible interpretation. Verbatim quotations from the data were supplied to illustrate and support the interpretations (Hammarberg et al., 2015). According to Cohen et al. (2011), direct conversations can be immensely rich in data.

3.8.2 Transferability

Transferability is the extent to which the findings of the study can be conveyed beyond the limits of the project (Bertram & Christiansen, 2014). According to Hammarberg et al. (2015), transferability of the research findings is the criterion for evaluating external validity. Lincoln and Guba (1985) view transferability as the extent to which the results of the research can be applied in similar contexts. Although the intention was not to generalise the findings of the study, but provide a thick description of the context, those interested in understanding the leadership role in managing time as a resource in schools may learn from the study.

3.8.3 Dependability

Dependability is what an enquirer is seeking in asking whether the research process is logical, well documented and audited (de Vos et al., 2002). According to Hammarberg et al. (2015), dependability is the criterion to assess reliability. To enhance dependability, the researcher presented a detailed and step-by-step explanation of the research processes undertaken, as well as providing the main instruments used to gather empirical data. Furthermore, she ensured the correlation between data collection and data analysis. On those grounds, findings from the semi-structured interviews could be checked against those elicited from the observation.

3.8.4 Confirmability

According to Bertram and Christiansen (2014), confirmability can be enhanced by making the research process transparent. Confirmability is when the researcher provides evidence that corroborates the findings and interpretation by means of auditing (de Vos et al., 2002). This refers to the extent to which others can confirm the findings in order to ensure that the results

reflect the understanding and experiences of observed participants, rather than the researcher's own preferences (Wahyuni, 2012). To confirm that the researcher's interpretation of what emerged from the interviews was accurate, she did member-checking. After completing the records, she gave transcripts of the interviews to the participants to confirm authenticity.

3.9 Limitations

Since the study was confined to three high schools in Pinetown District, the findings may not be generelisable to other contexts. A limitation of a study design or instrument is the systematic bias that the researcher could not control, and which could inappropriately affect the results (Price& Murnan, 2004).

3.10 Chapter summary

In this chapter, the interpretive paradigm based on the qualitative approach by means of which the study was conducted, was discussed. This was to provide a comprehensive understanding of the research topic, which is the role of leadership in managing time as a resource in schools. This chapter also discussed the data collection tools and the sampling techniques used to select the participants. The main objective of using purposive sampling in this study was to obtain rich data. The research design and methodology were discussed, outlining the methods employed during the data generation process, which included observation and interviews. The chapter also explained the issues of trustworthiness and ethical considerations to ensure the probity of the research before the study began. Finally, the limitations of the study were presented. The following chapter will focus on data presentation and discussion.

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter provided a detailed explanation of the research design and methodology employed in this study. This chapter presents findings of this study and the analysis thereof. As is stated in Chapter One, the aim of this study was to explore the role played by school leaders in managing time as a resource in schools. In this chapter, the researcher will firstly provide the profiles of the school leadership members who participated in this study. She will then present the data gathered through face-to-face, semi-structured interviews. The data are presented in three main themes which are aligned to the three research questions of this study: school leaders' role in managing time, challenges to effective time management, and strategies for effective time management. To ensure that the voices of the participants are not lost, verbatim quotes are used in data presentation and discussion. For confidentiality, a pseudonym was assigned to each participant, and the schools were also given fictitious names.

4.2 Table: A profile of participants

Names	Designation	School	Highest Qualification	Teaching Experience
Mr Jele	P	A	BEd	27
Mr Ndwandwe	DP	A	BEd	23
Mrs Khums	DH	A	MEd	26
Mr Shozi	DH	A	BEd (Hons)	25
Mr Gama	DH	A	BEd	23
Mr Mthethwa	DH	B	MEd	28
Mr Zondi	P	B	MEd	26
Mr Mkhize	P	C	BEd (Hons)	28
Mrs Mnyandu	DP	C	BEd	26
Miss Phakathi	DH	C	BEd (Hons)	6

P=Principal; DP=Deputy Principal; DH=Departmental Head; BEd=Bachelor of Education; BEd (Hons)=Bachelor of Education Honours; MEd=Master of Education

4.2.1 Profiling research sites and participants

The profiles below aim to provide detailed characteristics of each research site in order to contextualise data presentation and discussion. Contextually, the research sites are situated in a semi-urban area in the Pinetown District. They are all no-fee schools managed by male principals. The tables below present Schools A, B and C participants.

4.2.1.1 Profiling School A

School A is located in the Mhlathuzana Circuit of the Pinetown District in KwaZulu-Natal. It offers schooling from Grade 8 to Grade 12. The school has a learner population of 669. There are 35 teachers, including SMT members. It is a quintile two school and have adequate resources to do things on time. The geographical position of the school gives some of the teachers and learners easy access to transport, but others do not have this advantage as they come from remote areas.

4.2.1.2 Profiling School B

School B is a quintile two school located in the Umngeni Circuit of the Pinetown District in KwaZulu-Natal. The school has a learner population of 368. The small enrolment was caused by the fact that the school was once closed owing to some challenges. As it is in a state of recovery, parents are reluctant to enrol their children. Those who enrol them, do not value time because of previous political experiences. The school offers schooling from Grade 8 to 12. There are 18 teachers, including two SMT members. The location of the school do not gra teachers and learners the advantage of having access to transport to take them to school and they end up arriving late.

4.2.1.3 Profiling School C

School C is a quintile two school located in the Umngeni Circuit of the Pinetown District in KwaZulu-Natal. It offers schooling from Grade 8 to Grade 12. The school has a learner population of 688. There are 22 teachers, including SMT members. The geographical position of the school gives teachers and learners easy access to transport and arrive on time.

4.3 School leaders' understanding of time management

The aim of the study was to explore the role of leadership in managing time as a resource in schools. In trying to understand this role, it was important to first gain insight into the participants' understanding of time management. From the discussion, what emerged was that participants perceived time management as multi-layered in that it involved interrelated practices. These included time management being understood as a process of planning the distribution of time. Additionally, it was understood as controlling the use of time to ensure that all activities are done timeously so that deadlines will be met.

4.3.1 Time management as a process of planning the distribution of time

The view presented by the participants was that time management is a process that entails planning how the time available will be allocated for the various tasks that need to be conducted. In this regard, Mr Mthethwa (School B) offered the following, *"Time management is the planning of time for each task to ensure that the work target is met."* Similar sentiments were expressed by Mrs Mnyandu (School C) who stated the following

> *"Time management is the planning and allocating time for all goals that need to be achieved for a particular day. It is also about ensuring that all tasks are carried out timeously."*

Both these comments suggest that the participants believed that planning was imperative so that the activities planned would be completed within the stipulated time. This point was further emphasised by Mr Mkhize (School C),

> *"Time management entails doing things according to the time they have been allocated. It is about starting and finishing activities within a stipulated time."*

This comment highlights another dimension of how time management serves as a guide to direct actions and activities.

The understanding of time management as a process of planning the distribution of time is shared by various scholars. Qteat and Sayej (2014) propose that time management refers to doing lists of activities, and being conscious of the amount of time distributed. Similarly, Botha (2013) suggests that time management is all about planning in order to get what is wanted in the limited time available. Mothiba et al. (2015) state that time management means planning and organising activities, considering the time frame. These scholars also

state that time management is a constrained activity because the available time is limited. This is similar to the constraint identified by the participants, who understood that in the planning process, certain considerations need to be taken into account to ensure that the time available is distributed accordingly.

One of the considerations mentioned by Mr Ndwandwe (School A) was that the process of planning the distribution of time had to be in line with policy:

> *When planning time distribution, we ensure that the management of the teaching and learning process is in compliance with regulations and legislation: the South African Schools Act, the PAM document, and the CAPS policy document, where the length of the programmed periods is discussed.*

Mr Gama (School A) concurred with what Mr Ndwandwe said in terms of distributing time in line with other school plans, for example, the Annual Teaching Plan (ATP):

> *In the Annual Teaching Plan it is specified what we are supposed to do every week as well as the time allocation for each task, and time management should be done in line with this.*

Mr Mkhize (School C) expanded on the issue. He emphasised that the plans that are made must be accommodated within the parameters of the day. He said that exams were also among the considerations that needed to be taken into account, including the time reserved for the setting of papers, the examinations and all the other activities connected with these. All planning needed to keep this in mind, and ensure that teaching and learning was completed before these set dates. He commented as follows,

> *"We plan time for the school programmes to begin and end. In terms of the school's daily programmes, we plan how time should be allocated for each task. For instance, we plan time for lessons, breaks and also extracurricular activities. We also distribute time for exams. For instance, time for exams to start, time for teachers to start setting their exam papers, and also moderation dates."*

Mrs Mnyandu (School C) also commented about having to plan and allocate time so that they could adhere to the overall deadlines. *"Our planning is guided by the dates when we conduct tasks as well as submission dates."*

Sharing the same view, Mr Mthethwa (School B) emphasised that when planning, they consider the length of the particular task at hand.

> *"We plan time to be spent on each scheduled task. For instance, we consider the length of a period as we plan and allocate time to be spent in seven school working days."*

The considerations made in the process of planning are in line with what has been found elsewhere. According to Strom, Strom and Sindel-Arrington (2016), when the school activities are conducted in line with the policy, time can be managed. Similarly, Mao, Alizadeh, Menachey and Kandula (2016) state that time is positively managed when the management of resources is in line with policies. Planning time distribution in line with school policy is also mentioned in Chapter One of this document. The National Education Policy Act, No. 27 (1996) states that for the educational programmes to be completed, the number of school days must be sufficient.

This corresponds with what the participants said as they mentioned policies as what guide them to plan time distribution.

4.3.2 Time management as controlling time usage

It was apparent from the participants that time management is also about controlling time usage in all organisational aspects. This, according to participants, is done by ensuring that all planned tasks are done on time. They emphasised that, controlling time usage is when the order in which time should be managed is maintained. The objective behind this is to ensure that the time allocated is used efficiently and effectively for the activity it is assigned to (Al-Zoubi, 2016).

Mr Jele (School A) stated the following in this regard,

> *"The objective of managing time us to ensure that it used to accomplish planned duties. Time management is thus the way in which time is effectively used when conducting activities, showing it respect to avoid its wastage."*

In the same vein of time management as the control of how time is used, Mr Shozi (School A) offered the following view,

> *"Time management refers to the ability to ensure that all activities are conducted at the right, allocated time. It helps to keep the work pace and avoid procrastination."*

Mr. Mkhize from School C concurred with what Mr. Mthethwa said, and stated that,

> *"Time management is the ability to use the teaching and learning hour profitably to avoid stress in working extra hours".*

The view offered by these participants corresponds with the views of various authors. Aeon, Aguinis (2017); Farrell (2017) and Mukwevho (2018) maintains that time management is the practice that involves controlling time by adopting procedures and making schedules of appropriate use of time. Similarly, Farrell (2017) suggests that time management is the management of scheduled work with advanced planning and implementation, to achieve the objectives of the organisation.

4.4 Significance of time management

The participants' views suggest that the value they attached to time management was related to the significance of time management for school effectiveness. They considered that when time was managed effectively, full curriculum coverage could be achieved. This view was driven by the high level of productivity that was associated to with effective time management. In turn, this productivity yielded positive outcomes for school effectiveness. Miss Phakathi (School C) offered the following view,

> *"The core business of being at school is teaching and learning. Thus we must ensure that we complete the curriculum at the stipulated time, since the lost time cannot be recovered."*

In a similar vein, Mrs Mnyandu (School C) voiced the importance of handling given time properly.

> *"In terms of syllabus completion, it is important to ensure that time is used effectively. The only way we can achieve this is by using the prescribed time on what it was meant for."*

Mr Zondi (School B) outlined how they ensured that the curriculum was fully covered,

> *"We ensure that we work according to the set time. If we are supposed to work for seven hours, we try not to waste any time so that we can fully cover the curriculum."*

Mr Gama (School A) commented on the use of the Annual Teaching Plan as a guide to track progress and ensure that the objectives set were achieved.

"We use the Annual Teaching Plan (ATP) in order to track educators' work progress and to ensure that they complete the syllabus within the required time. ATP goes with time frame; once they waste time, they will never get it back."

In line with these findings, Victor (2017) makes the point that time management is essential for schools to meet deadlines and curriculum targets. Similarly, Subramanian (2016) and Jackson, Holtzman and Roberts (2017) note that time management involves proper methods of completing work scheduled in the curriculum. Farrell (2017) adds that the significance of time management lies in the management of the curriculum, spending scheduled time without compromise in order to cover the workload. The consensus seems to be that when time is managed effectively, the full curriculum is covered School leaders therefore need to adhere to time management responsibilities in order to manage the curriculum in compliance with applicable legislation and personnel administration measures (Mampane, 2017).

What further emerged is that full curriculum coverage was linked to productivity, which ultimately resulted in effective schooling. Mr Ndwandwe (School A) stated the following,

"Efficiency is about ensuring that that every task is done smoothly and effectively. It is achieved when tasks are done timeously. In turn, this leads to better school outcomes. It is therefore important to manage time because when efficiency is achieved, this also results in increased productivity. In our case we measure our productivity by our achievement in the Grade 12 results, which should be eighty five percent or more."

Other school leaders added the following views:

Time management ensures order, discipline and proper monitoring of tasks to enhance positive academic outcomes" (Miss Phakathi, School C).

Time management is significant because it assists in goal setting. Goal setting gives us targets. We then manage time effectively so we can meet these targets and achieve good results" (Mr Shozi, School A).

Mrs Khums (School A) considered the proper work pace to produce positive outcomes:

When we plan duties, we consider the time frame for every task. By so doing we ensure that we use the proper pace in order to produce good results.

The findings that emerged are consistent with the work of various scholars. According to Abraham et al. (2018), time management is vital in order to meet the demand for activities striving for better results. Qteat and Sayej (2014) state that it is important to control the amount of time spent on specific activities to increase efficiency and productivity. Khan et al. (2016) state that time management is an important skill everyone needs in order to be successful in life. The scholars' views correspond with time use efficiency theory used in the study, assuming that time is a crucial commodity on which the success of resources relies (Kelly, 2002). Time use theory thus perceives time as an important resource conducting other school resources to benefit the organisation. This is similar to what the participants alluded to, as they emphasised the importance of managing time for a school to produce positive outcomes.

On the same issue, when outlining the importance of managing time, participants explained how they manage time to ensure that there was efficiency and productivity. The following participants had this to say,

> *"We encourage our learners, especially matric learners, to do things on time so that they will be successful; for instance, to arrange study groups, attend extra classes and cover every duty assigned to them, with the aim of producing a good pass rate"* (Mrs Mnyandu).

> *"We show the importance of managing time by using the Annual Teaching Plan in order to track educators' work progress to ensure that they complete the syllabus in the required time. This may also promote the production of positive results"* (Mr Gama).

In the light of these responses, it is clear that time management is essential to create an order in which tasks should be conducted so as to obtain positive results.

4.5 School leaders' role in managing time

It has already been mentioned that school leaders have an interest in managing time. This is because time management ultimately results in curriculum coverage, increased productivity and overall effectiveness and efficiency, which improve school results. In this part of the discussion the researcher interrogates the school leaders' experiences in managing time through looking into the roles they play. Leadership roles refer to their responsibility in

ensuring that time is managed in schools. Leadership is about influence (Ingersoll, Sirinides, & Dougherty, 2017), and herein the researcher examines how school leaders understand and experience their leadership role in managing time. The views presented by the school leaders show that they execute this role by engaging in multiple activities. These activities include planning beforehand, delegating duties, and monitoring educators' attendance. Each will be discussed as a subtheme below.

4.5.1 Planning beforehand

One of the activities the participants engaged in when executing their role in managing time was planning ahead. Planning is an important management function because it assists in setting directions, asserting goals and finding ways to attain them (Strom et al., 2016). In all cases, what emerged was that it was done in advance, with some schools choosing to plan the previous year for the next academic year, and others opting to plan in the previous term for the upcoming term. Even though the timing differed, the goal was the same. Planning was done in advance so that leadership could ensure that time would be properly allocated for the various tasks that were planned. Mr Mthethwa (School A) and Miss Phakathi (School C) said that before the year ends, they plan what is to be done in the following year so that they can allocate time according to the expected tasks. The following comments were provided in this regard,

> *"We plan before the end of the year for the upcoming year. Using school policies, we provide guidance and recommendations based on how time should be allocated in all activities that must be conducted in that year. This is because it is our role to ensure that time is allocated accordingly.*" (Mr Mthethwa)

> "*As the year ends, we lead in the strategic scheduling of the following year plan. We also empower all the school's stakeholders to plan beforehand using the year plan, as it is what guides us to manage time. To guarantee that time is allocated properly, we check all time frames for the planned events so that we will be able to meet the deadlines.*" (Miss Phakathi)

As already mentioned, planning ahead was the common feature, but schools engaged in this at different times of the year. Mr Shozi (School A) pointed out that they plan all the programmes of the year when the year begins. He had this to say,

"When the year begins, we normally lead in planning what is going to be done per term. We check if each and every department has a schedule of meetings, class visits and monitoring of teachers work."

Commenting on planning which happens when the year begins, Mrs Khums (School A) expressed how stressful it is as they encounter some challenges in a short space of time, which threatens the success of the plans they have.

"Planning at the beginning of the year is very stressful on our side. This happens when we discover that according to what has been planned, there is a certain teaching material to be used, yet we are running short of it. We then have to use school time and go to other schools to ask for that particular material. It becomes hard as the collection of material kills time. It would be better if planning was done earlier."

School leaders also shared their experiences in managing time by means of advance planning. Miss Phakathi (School C) expressed what a relief it is to plan on time.

"When planning beforehand, we draw up the year plan, which makes it easy as it guides us in most things. It is an umbrella plan we have for the school, from which other plans derive. We do our level best to try and adhere to what has been planned so that we will avoid unnecessary challenges. Planning in advance thus gives us peace of mind, since all activities are scheduled beforehand."

While planning usually produced desirable outcomes, it was subject to unforeseen disruptions, which altered what had been planned. This meant that at times, schools had to deviate from what was planned to accommodate these unforeseen circumstances. Mr Zondi (School B) mentioned unexpected conditions which become a barrier to their advance planning:

As we plan in advance, unforeseen circumstances such as meetings and workshops become a challenge as some of the activities may not be conducted at their stipulated time. Since planning is disrupted, failure will obviously cause a delay. In some instances, the challenge is caused by people who fail to do things as they were planned, and they end up procrastinating. Then it becomes a huge challenge, as time will never be brought back.

The available literature suggests that preplanning is an important component of managing time in schools (Meiring, 2017). This is because it provides a working frame of the tasks and goals, and gives school leaders the opportunity to make decisions on the amount of time that is needed and should be allocated to achieve the tasks and goals that are planned (Khan et al., 2016). Time use theory identifies planning as a crucial component that fills time (Kelly, 2002). It recommends advance planning that assumes that it is likely that planning the amount of time needed for a certain task might require knowledge of the amount of time required in the past to complete similar tasks (Kelly, 2002).

Having shared their roles and experiences when planning beforehand, the school leaders also shared how they execute this role, and the part they play in the planning activities. One of the things they do is fostering collaboration and participation in planning. This is important because collaboration and participation are now central pillars in the transformation of education (Bhengu, 2012). Participants revealed that when they do planning they involve multiple stakeholders as they are part of the school governance (Abreu & Gomes, 2018). They also mentioned that they involve educators as well as the School Governing Body, and they sit down as a team and plan collaboratively. For example, Mr Jele (School A) provided this insight:

> *We start by sitting down as the principal and deputy principal, as it is our role to lead and draw up a plan for the coming year. As part of our planning, we bring documents such as the Caps documents, work schedule and school policies to consider the time frame per scheduled programme. We then draw up what is known as the school calendar and the year plan, and share them with the departmental heads to ensure that each department has the minutes of what we have planned. Using the school calendar and year plan, all the departments, under the supervision of departmental heads, also do their preplanning.*

Mrs Khums (School A) mentioned the parental involvement when planning in advance. This is because parents are an essential governing body component for the governance and functioning of the school (Hartell, Dippenaar, Moen, & Dladla, 2016). She said that:

> *We invite the School Governing Body when doing advance planning. We do this so that we will plan the school projects cooperatively with parents, represented by the SGB, to ensure that every programme is done at a set time. This is because they are the key role players of the school and must know the school's scheduled activities.*

Similarly, Mr Zondi (School B) mentioned events they include in their planning programme:

> *Before the year ends, as the school principal I call the school stakeholders meeting so that we sit down and schedule activities for the coming year. This includes planning for learners' admission, considering the number of learners to be enrolled, distribution of duty loads, class visits as well as other educational programmes.*

The manner in which school leaders expressed their plan suggests that school leaders plan so that they can allocate workloads and make provision for timetabling (Farrell, 2017). The next discussion turns to how through the planning that is conducted, school leaders are able to delegate duties and responsibilities so that all stakeholders are aware of what they have to do and when they have to do it.

4.5.2 Delegation of duties

Delegation of duties refers to the distribution of work among staff members so that it will be carried out and finished on time (Mei, 2016). As such is it a crucial part of planning. As we conversed, participants said that this was also part of the management function they executed when they managed time. The views they expressed suggested that school leaders distribute workloads so that all teachers are allocated a duty load, and are able to plan ahead for their teaching. Mr Ndwandwe (School A) mentioned that as school leaders it is their duty to distribute various roles to ensure that there is no task left unattended.

> *"Our role is to distribute workloads at the various school levels to ensure that teaching time is honoured. Using school policy documents based on staffing, it is our role to give guidance on how time should be allocated in all delegated duties."*

Mr Jele (School A) emphasised that as the school principal he first meets with the deputy principal so that they can assess the duties in terms of their time allocation, and they then distribute them to the relevant departmental heads.

The duty load, however, was not the only responsibility and duty that was delegated. Additional tasks like extra class facilitation and supervision were also part of the responsibilities that school leaders had to delegate. Mr Shozi (School A) pointed out that this was done so that critical learning areas could be given more time.

"We plan holiday classes and delegate educators to conduct them, especially in critical learning areas such as maths, physical science and life sciences, as they demand more time."

In some instances the role of delegating duties was not challenging because teachers were dedicated to work beyond the call of duty. Mrs Mnyandu (School C) shared this experience:

Delegating duties becomes easy as we have dedicated educators who even sacrifice their time by coming early or stay after school in order to teach matric learners. They do this in order to finish their duties on time. Bear in mind that they are not paid for teaching extra hours.

Even though there were cases where delegating was not challenging, in some instances this role was challenging because of understaffing, which made it difficult to allocate responsibilities and duty loads equitably. Decisions were therefore questioned through union interventions. Mr Mkhize (School C) had this to say:

Delegating duties is a huge challenge because of the unions. In this school, unions politicised the way we delegate duties. This is because sometimes we have a shortage of educators, then some have to be overloaded. This is where the unions intervene, asking the criteria used in the delegation of that particular duty. Now we have to delegate in a way that pleases them.

On the same issue, participants revealed what guided the process when they delegated duties. From the conversation, it emerged that certain considerations were followed in the allocation of these duty loads. School leaders' role was to ensure that the duty loads were distributed fairly amongst educators, considering appropriate load and a reasonable time frame.

Mr Zondi (School B) stated that the distribution of duty loads was guided by what is stipulated in the school policy on percentages of teaching time that should be allocated.

"When delegating duties we ensure that post level 1 educators have at least 95% of teaching periods, and post level 2 have 85%, The deputy principal and the principal must teach 60%."

Miss Phakathi (School C) mentioned that teachers' specialisations also guided the allocation of duty loads, and were one of the considerations that were taken into account.

"We distribute the workloads according to the teachers' specialisations. We also remind them to honour their duty of teaching learners. By so doing we encourage them to respect seven hours of their teaching duty, not to leave learners unattended as the period takes an hour."

Mr Mthethwa (School B) described how the process of delegation was cascaded from the principal and deputy, to the departmental heads, and all the way to the teachers.

"We start by sitting down with the deputy principal and seeing what we need to do about workloads. We then meet with the departmental heads so that we can delegate duties to them. Each departmental head will then delegate workloads to educators in their departments to ensure that there is no time wasted as no task is left unattended. We consider each educator's subject specialisation so that there will be no time wastage."

Numerous scholars (Khan et al., 2015; Lyons, 2016; Eaton, 2017; Victor, 2017) also suggest that leadership assesses the workload and delegates duties to subordinates, in order to ensure that all tasks are done timeously Khan et al. (2015) state that it is school leadership's role to delegate duties using delegating power and authority to ensure that staff members focus on their delegated work to overcome procrastination.

4.5.3 Monitoring educators' attendance

When duties are delegated, school leaders also monitor the educators' attendance. This is done in order to track if they perform the delegated duties. Mr Jele (School A) pointed out that the issue of attendance was not just about what teachers did, but as school leaders they also led by example.

"As the head of the school, it is my role to communicate with the school leaders the idea of arriving before others at school. This is done in order to monitor the beginning of the day, so that if there are any hiccups caused by educators' late arrival or absenteeism, we can ensure that we take control of that."

In terms of monitoring educators' attendance, Mr Mkhize (School C) said;

"As the principal of the school, I monitor the staff attendance, making sure that every member signs the time book as soon as he or she arrives. By so doing, I identify staff members who arrive late and those who are absent. With the school leaders, it is our

role to use the leave register to record those people so that they will be reminded how important time is."

Miss Khums (School A), who mentioned a lack of compliance, also shared her experience in monitoring educators' attendance. She also mentioned that some teachers are not manageable:

Some teachers do not cooperate in arriving on time; there are those who always ignore what is said. When there is a tendency for a certain educator to arrive late, as the principal of the school I talk to his or her immediate supervisor so that they will have a one-to-one conversation about his or her behaviour. If it happens that that habit escalates, I personally meet with that particular teacher and use the leave register to keep the record. Using these monitoring procedures makes it easy to monitor educators' school attendance as they minimise their latecoming.

School leaders also monitored teachers' class attendance and punctuality for lessons. This was done to ensure that there was no loss in instructional time. Mr Gama (School A) explained their experience when doing this:

Teachers have a register that they sign on arrival and departure for every lesson. Even though we do this we still have a problem because some teachers sign incorrect arriving and departing times, which makes it difficult for us to monitor their actual class attendance time. The most challenging issue is that, even some of us as school management are not saints. We sometimes prioritise our paperwork over teaching.

Having expressed their roles and experiences on the same issue, I asked the participants how they monitor staff attendance. They responded that as school leaders they use monitoring tools to encourage educators to arrive on time. Data reveal time books and leave registers as major tools used to monitor educators' attendance. On this issue, Mr Ndwandwe (School A) stated that they use attendance monitoring tools in line with the legislation documents.

"The tools that we use to monitor educators' attendance are in line with the regulations and legislation documents such as the time book and late arrival and early departure books. We then keep the records of educators' attendance patterns."

Mr Mkhize (School C) mentioned how this monitoring took place:

> *We usually have a morning briefing where it is our responsibility to check if there is an absent teacher. This is so that we can delegate a teacher who can occupy the learners by means of giving them activities to do during teaching and learning time. I personally also monitor if teachers honour their teaching periods.*

Mr Zondi (School B) emphasised the use of policy as a way to manage teacher absenteeism.

> *Since absenteeism affects time management, we also enforce what the policy says about educators' leave. This is done for educators to know the risks of taking unauthorised leave. In cases where the leaves should be granted, we lead the procedure to ensure that leaves are granted properly, and learners are not left unattended.*

The practice related to monitoring coincides with what has been previously observed and done elsewhere. Various scholars (Mishra, 2014; Coetzee & Venter, 2016; McElwee et al., 2018) state that leadership develops time management systems in order to monitor staffs' working pace. They suggest that to monitor time usage leadership should use self-reporting methods whereby people describe the proportion of time spent on different activities; for example, writing regular reports on time spent on an ongoing project. Similarly, Mishra (2014) claims that leadership maintains a daily log of how much time is spent on each activity in order to promote effective time management. Coetzee and Venter (2016) have observed that school leadership uses period registers to determine the presence of both the learner and educator during teaching and learning time. The observed practices can be understood through the lens of time management theory and practice, which claims that, monitoring should be done on the bases of a timing principle. According to this theory, timing is a technique of studying time expenditure by means of fixing an amount of time spent on the actions carried out (Kirillov et al., 2015).

Nevertheless, what the researcher also noticed was that, even though school leaders claimed that they used the time book as a monitoring tool, there were educators who were observed still coming late. The measures of ensuring compliance seem not to be achieving the desired goal because late coming is still prominent.

4.6 Challenges to effective time management

The previous section dealt with school leaders' role in time management, and the various ways in which these roles are enacted. What was apparent was that school leaders encountered various challenges in effectively managing time. According to the participants' point of view, challenges are those factors disrupting the smooth running of the school and affecting time management. The interviews revealed that there are internal and external challenges affecting time management in schools. These factors will be discussed as subthemes below.

4.6.1 Internal challenges to time management

School leaders noted that there were multiple internal factors that disrupted time management. These related to extracurricular activities as well as unwanted teachers' and learners' behaviour. These are discussed in the following sections.

4.6.1.1 Disturbance caused by extracurricular activities

From the discussion, what emerged was that extracurricular activities interrupt the functioning of the school. Im, Hughes, Cao and Kwok (2016) describe extracurricular activities as activities such as arts, sports, music and various clubs. During interviews, participants revealed that, these activities interrupt the smooth running of the school as they take place during teaching time. Mr Mthethwa (School B) said that extracurricular activities are important in a child's development, but disturb the school time from the preparatory activity up to the day for that particular event.

> *"We know we have to conduct extracurricular activities, but they consume a lot of teaching and learning time. For instance, cultural activities are important, but there is no proper time planned for them, they are just being conducted anytime."*

Mr Ndwandwe (School A) concurred with Mr Mthethwa, and emphasised the disturbance caused by extracurricular activities competitions.

> *"Extracurricular activities such as cultural, musical and sports events cause a huge injury in teaching and learning time. This happens from the day they start preparing for an event up to the actual day of the competition."*

The researcher asked the participants how extracurricular activities challenge time management. They made it clear that when these activities take place, the learners and teachers concerned have to attend them during school time, and teaching and learning are therefore interrupted. For example, Miss Phakathi (School C) said:

> *The duration for these activities is not in a school calendar because it depends on how learners perform. If they have won in the ward, they will proceed to the district, then to national cultural activities. Since the school programme does not accommodate the duration of those activities, a lot of teaching and learning time is lost.*

This view was further stated by Mr Ndwandwe (School A):

> *Time is interrupted because learners have to attend these activities during teaching and learning time. Moreover, there are some teachers who have to accompany learners to the competitions instead of being in their classrooms. Their teaching time is then affected as they leave their classes unattended.*

Contrary to what the above participants expressed, Bakoban and Aljarallah (2015) argue that learners taking part in extracurricular activities understand the importance of time management and critical thinking skills. Nevertheless, the view expressed by Driessens (2015) corresponds with the findings from the participants' views. He states that extracurricular activities disrupt the impact of school as learners discover their talents and spend less time on school activities. These findings seem to contradict what school leaders previously expressed regarding planning ahead and factoring time for various activities that need to be conducted. Now they claim that extracurricular activities infringe on their plans. This indicates that there is no balance of time for multiple activities, and therefore teaching and learning are disrupted.

Time management theory recommends the balance principle to support optimum balance among all school activities, applying effective management of time (Kirillov et al., 2015). Regarding what was found from the participants, there is no time allocated for extracurricular activities. This means that, the balance principle claimed by time management theory and practise is not applied in school activities, which therefore becomes the challenge in leadership management of time.

4.6.1.2 Teachers non-compliance

Another factor that emerged as a challenge to time management was the culture of non-compliance. Even though school leaders used policy and legislation, what was evident was that it was at times difficult to enforce these, and this resulted in teachers and learners alike behaving in ways that undermined effective time management

Mr Jele (School A) stated that, "*Some teachers do not have a sense of urgency in work matters. They do not respect the seven hours stipulated in education regulations.*"

On the same issue, participants revealed how educators' unwanted behaviour affects time management. In their responses, they revealed that teachers' late arrival and early departure to attend their personal matters interrupt teaching and learning. For instance, Mr. Mthethwa (School B) commented on how educators disrespect teaching and learning times, specifically focusing on arriving and departing times. He had this to say,

> "*There are teachers who live far away from the school, and therefore use public transport to come to work. Since the taxis arrive hourly, they will use that as their excuse to leave early, claiming that they are rushing for the taxis. For instance, if the school departs at 15h00, they will abscond and rush for the taxi which comes at 14h00, since the other one will come later. Thus, they may miss some periods and teaching and learning will be disturbed.*"

Sharing the same sentiments, Mr Mkhize (School C) focused on how teachers waste time when they are supposed to go to class.

> "*There are educators who come late for their classes, and that affects time management, as they will not be able to finish what was planned for that period. They waste teaching time, for instance by dragging their feet when they are supposed to go to teach, or else wasting time by disciplining learners during teaching and learning time.*"

Mrs. Khums (School A) described how teachers misbehave when they are supposed to submit certain tasks,

"On paper we are supposed to be at school by 7h30, but some of us do not do that. The lessons are supposed to start by 7h45, yet most of the teachers arrive at that time. This indicates that, very few teachers take time seriously. Even the submission dates are not taken seriously as teachers end up procrastinating and submission times and dates will be disrupted. Moreover, a lot of leaders' time is wasted asking for those documents the teacher was supposed to submit."

The findings show that educators' non-compliance becomes a challenge for effective time management. Nevertheless, the following literature (Khan et al., 2016; Zafarullah et al., 2016; James & Davies, 2017) elucidates what teachers should do in order to avoid unwanted behaviour. For instance, James and Davies (2017) claim that in order to avoid teaching and learning disturbances, teachers should always attend class, as attendance is one of the focal points for school improvement strategies. Similarly, Khan et al. (2016) consider that more than other professions, teachers' time management is very important because they are the mother of all professions. Zafarullah et al. (2016) claim that teachers should teach the content efficiently according to the interests of the students; it must be done through good planning and regular punctuality. This study's data have revealed that educators' non-compliance such as late coming, early departure and dodging of the teaching periods disturb time management. Yet literature does not specify any challenge. Instead, it recommends how unwanted behaviour should be avoided.

4.6.2 External challenges to time management

Time infringement and loss also come from disruptions such as unplanned meetings or submissions by the DBE. The participants made it clear how stressful it is on their side as they have to leave what was scheduled for the day to attend to what the DBE officials require them to submit. This is what Mr Gama (School A) said about this:

Our planning is being disorganised by the Department of Basic Education itself, as they sometimes give us unplanned duties.

This was echoed by Mr. Mthethwa (School B):

Time management is sometimes disturbed by external factors such as the Department of Basic Education's orders.

During the interviews, the researcher asked the participants how the Department of Basic Education's unplanned programmes affect time management. They revealed that unplanned programmes are assigned to them during teaching and learning time, and therefore, time is disrupted. For instance, Mr Gama (School A) and Mr Mthethwa (School B) said that the call for unprepared submissions affects their time. Mr Gama had this to say:

> *Sometimes we receive a circular stating that there is something urgent that ought to be submitted. It happens during teaching and learning time, when we will then be requested to remain in offices to prepare what is required. So we will not be focusing on what has been planned for the day, and therefore time will be affected.*

Mr Mthethwa (School B) explained,

> *"The Department asks us to submit something at short notice, so we then have to leave what we were doing and comply with that particular command. It is quite challenging, as we have to split our self in terms of finishing all aspects in that given short period. We find ourselves in a stressful condition as time is interrupted."*

Such incidents and occurrences are also documented by Qteat and Sayej (2014), who highlight that the Departmental norms of unplanned delegation of tasks, principals' meetings and unexpected visits seriously affect time management. Mishra (2014) states that Departmental culture has a huge influence on time management. In this case, the findings correspond with what literature documents as stating how disruptive it is for the school when the Department calls for an unplanned event.

Speaking of the interruptions caused by the Department of Basic Education, Mr Mkhize (School C) complained that the Departmental staffing disturbs time management in schools. He commented on the present setup whereby a sick teacher has to submit a sick note first, then it takes time for the matter to be taken to the Departmental administrators.

> *"Disturbance comes from our employer, the Department of Basic Education, on the issue of an educator's employment. It takes two to three weeks for the Director to issue an appointment for a substitute teacher."*

The researcher then enquired how staffing affects time management, and Mrs Khums (School A) explained that the shortage of educators is a huge challenge to teaching and learning time:

If an educator is not well and has been granted one month's sick leave, unlike before, it is difficult for the Department to give us a substitute educator. Learners are then left unattended, and their learning time is wasted.

What the above participants suggested is in line with what Goldhaber et al. (2019) state, that school staffing is the most challenging issue as an insufficiency of educators affects teaching and learning time. Lloyd and Ferguson (2017) mention that shortage in staffing results in poor outcomes as learners spend teaching and learning time without being taught. In this regard, literature corresponds with the participants' view that the shortage of educators disrupts time management. However, although the participants blame the Department of Basic Education for the shortage of educators, the literature does not specify the Department.

4.6.2.1 New programme introduced by the Department of Basic Education

The introduction of new systems was also raised by the school leaders as a factor that affected time management. Some experienced these new technologies and systems as barriers to effective time management, while others expressed positive sentiments, because in the long run the systems were able to increase efficiency.

Miss Phakathi (School C) expressed her dissatisfaction with the SA-SAMS programme introduced by the Department of Basic Education. She pointed out that this system had brought disturbance to the school programmes in that, teachers spend lot of time trying to get used to the system in terms of loading the marks per task instead of going to class. She pointed out that,

"One of the things that affect our school in time management is the introduction of SA-SAMS. Not all of us are technologically inclined, which makes this programme challenge us a lot."

Contrary to what Miss Phakathi said, Mrs Khums (School A) commended the Department for introducing SA-SAMS, as the programme enhances time management. She stated that there is no time wasted by teachers compiling marks on schedules and writing report cards, since the programme prints everything.

"We are using SA-SAMS in our schools, and everything is done electronically and done on time. There is no time wasted by teachers trying to compile mark sheets. This programme saves our teaching and learning time in schools."

When the researcher asked the participants how SA-SAMS affects time management, Miss Phakathi (School C) said:

Almost everyone in our school needs to master how to use SA-SAMS, but as educators our core duty is to teach, and now we have to learn this system which, with its complications, consumes a lot of time.

Victor (2017) states that some schools do not cope with transformation, and therefore fail to manage time.

Contrary to Miss Phakathi's argument, Mrs. Khums (School A) commended SA-SAMS as a programme assisting in time management:

Through SA-SAMS, every administration programme is done on time. Even issuing reports is done on time. Teaching and learning are therefore not being disturbed, as every mark allocation is done electronically.

Contrary to some participants' views, the literature does not specify any programme and the effect it has on time management. Instead it suggests that it is educators' responsibility to absorb new programmes as their attitudes have a huge influence on the programmes' outcome (Jones, 2017). Sahito et al. (2016) suggest that training can bring positive change in the attitude and behaviour of teachers to manage their time skills in new programmes. Even though some participants complain of inconvenience caused by SA-SAMS as it demands a lot of time, it is obvious from the literature that educational programmes are essential, and educators need training so that they can absorb them and overcome the challenges.

4.7 Strategies for effective time management

The school leaders noted that in the contexts in which they served, some practices that adversely affected time management had been somewhat normalised. They said that effective time management could be restored by unlearning certain behaviour, and getting back to basics. This involved reshaping the culture of commitment to time, effective goal setting, and putting teaching and learning first.

4.7.1 Culture of commitment to time

Staff commitment to time was revealed as one of the techniques to enhance effective time management. This, according to participants, referred to staff commitment in valuing time as a crucial resource in schools. During our conversation, it was clarified from the participants' point of view that effective time management may be promoted when teachers commit themselves to conducting tasks on time.

In this instance, Mrs Khums (School A) claimed that staff dedication in conducting activities timeously can lead to effective time management. *"Time can be better managed if everyone values time cooperatively, working as a team in conducting tasks on time."* The researcher also asked the participants how staff dedication in managing time could be shown. In their responses, punctuality was revealed as the main tool to show commitment in managing time. Mr Zondi (School B) pointed out that staff members may show their dedication in managing time by always being punctual in school and class, and also by honouring submission dates.

> *"Dedication in managing time effectively may be seen from the staff's ability to value time, when they arrive early in school and honour their teaching time in class. It may also be shown by a teacher who is able to conduct all activities timeously, ensuring that the deadlines are met."*

This was also emphasised by Mr Gama (School A), who recommended the arrangement as to how periods may be occupied during an educator's absence or late arrival as the means to show one's dedication in managing time.

> *"Teachers' commitment in time management may be seen by their ability to arrive at school on time, occupy periods on time, and teach until the end of the period. It may also be noticed when the teachers make sure that when they are absent, they arrange how their periods will be occupied in order to avoid a waste of time."*

Findings drawn from the interviews were in line with what scholars suggest. Bahadori et al. (2015) consider that effective time management may be enhanced by one's commitment to control the sequential use of time, breaking down time for each scheduled task. In the same vein, Qamar et al. (2017) state that one's adaptation to the management of a certain amount of time in a given activity may help in managing it effectively. Al-Zoubi (2016) claims that

dedication in managing time in all organisations may help one to attain positive outcomes and professional growth. On the basis of the theoretical framework, time management theory and practice define self-management as an ability to manage and organise oneself in order to be dedicated in managing time (Kirillov et al., 2015). This theory claims that once you manage yourself, it is possible to be committed in managing time effectively. What the researcher found from the participants' suggestions is in line with what the above sources claim. Data reveal that one's self-management in being dedicated in time expenditure may enhance effective time management. However, in the literature's perspective, everyone should be committed to the effective management of time. Yet participants only recommended educators' dedication as the one to enhance time management.

4.7.2 Effective goal setting

During our conversation, participants revealed that dedication in managing time, influences the setting of goals. Goal setting, according to participants, is an arrangement of what you want to achieve with the aim of obtaining positive results. Setting goals results in meeting deadlines and therefore effectively managing time. Mrs Khums (School A) emphasised the importance of effective goal setting, and said that it must be done in all spheres of an organisation.

> *"For effective time management, there must be commitment to and compliance with the set goals. These must extend from the school leadership to teachers, and then to learners."*

During the interviews, the researcher asked the participants how setting goals enhances effective time management. From their responses, data show that goal setting may be communicated to everyone within the school organisation so that everyone will strive to achieve positive outcomes. In this regard, Mrs Khums revealed that goal setting is communicated to learners in ensuring that they work hard in achieving positive results.

> *"Learners may be encouraged to set their goals in terms of aiming to meet the deadlines and getting good marks in their activities. They may also be encouraged to commit themselves in reaching those targets. For instance, when they are writing formal tasks, they must strive to do their best, submit those tasks on time, and get positive results."*

Apart from the above participants' suggestions, different views were captured from what Mr Shozi (School A) said, when he specifically recommended the need for educators to set their goals on the basis of keeping time in teaching and learning.

> *"Teachers may be encouraged to set their goals by targeting their time to conduct formal tasks scheduled in their various learning areas per term, and also the time for their completion. By so doing, they will make sure that they work on time in order for all the scheduled work to be covered. They may also be encouraged to set targets, stating their subjects' pass percentages they are going to achieve at the end of each term. In doing this, they may manage time effectively so that they can achieve their goals,"*

The above findings are in line with what scholars have recommended. Victor (2017) suggests that for effective time management, managers should adopt time management strategies by setting goals that are achievable and focus on tasks. Mei (2016) concurs that school leadership should set goals to improve outcomes and meet deadlines. Johnson (2018) suggests that school leadership should ensure that employees set their goals in all activities, like those in their respective learning programmes of submitting tasks on time, and producing excellent school results. Similarly, in the reviewed literature, time management theory and practice recommends goal setting as the initial principle of time management (Kirillov et al., 2015). This theory states that, in accordance with the purpose of management, a fixed result for a certain goal should be reached. In this regard, participants' views on the need to set goals in order for time to be effectively managed is in line with what the above scholars suggest. Nevertheless, there are differences about who is supposed to set goals in an organisation. Data reveal only educators and learners as the ones to set goals in order for time to be effectively managed in schools, yet the literature suggests a need for school leadership to set organisational goals. This may be the reason for a lack in schools' effective time management, as goal setting should be the vision of the whole school.

4.7.3 Putting teaching and learning first

It was found from the participants that, prioritising teaching and learning is another vital tool to enhance effective time management. The participants revealed that teaching and learning is the central education business for everyone in the school, and should therefore be given more time. For example, Mr Gama (School A) pointed out:

For effective time management, teaching and learning should be the mission for all stakeholders, and be given the first priority in time distribution. As the core of our business, teaching and learning should be a priority.

Miss Phakathi (School C) said that even though teaching and learning is what ought to be prioritised most, she believed that learners should not only be developed academically, but also cognitively. She pointed out that:

As much as teaching and learning ought to be prioritised, we must bear in mind that some learners do not perform well academically. Thus, we must also priorities any platform where learners showcase their talents, as it results in self-awareness.

From the interviews and conversations we had, participants also revealed how teaching and learning should be prioritised. They mentioned that when planning takes place, teaching and learning ought to be given more time. The following participants alluded to various ways in which teaching and learning may be prioritised. For instance, Mr. Zondi (School B) said,

"For effective time management, we must begin every year, every week and every day with the top priority, which is teaching and learning. Teaching and learning tasks should be tackled first in order to ensure their completion timeously. Furthermore, we need to ensure that teachers and learners also prioritise teaching and learning."

The above views are similar to what Prinsloo, Joubert and Prinsloo (2013) recommend in stating that school leaders need to ensure that the priorities are set so that the critical tasks will be given maximum time. If teaching and learning are treated as critical tasks, time can be effectively managed (Victor, 2013). Similarly, Khan et al., (2016) emphasise that teaching and learning are daily tasks that requires more time so that the workload can be completed. According to Kirillov et al. (2015), time management theory and practice also emphasise arranging tasks according to their importance. Even though the theory does not specify the task to be prioritised, its assumption aligns with the scholars' and participants' specifying teaching and learning as the priority.

4.8 Chapter summary

This chapter outlined and discussed data and findings that were found through the use of observation and semi-structured interviews. The researcher began by providing the profiles of the school leadership members who participated in this study. She then presented the data

gathered through the two data collection methods, and the participants' views in verbatim quotes. For confidentiality, pseudonyms were assigned to each participant, and the schools were labelled A, B and C, Data were presented in three main themes aligned to the three research questions of this study: school leaders' role in managing time, challenges to effective time management, and strategies for effective time management. A summary of findings and recommendations will be presented in the next chapter.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
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5.1 Introduction

The previous chapter presented a detailed discussion of the data that were generated through semi-structured interviews and observation. In this chapter, after restating the research questions, the researcher provides a summary of the findings and the conclusions that emanated from them. Lastly, the chapter provides recommendations based on the findings and conclusions.

5.2 Study summary

This study was conducted to explore the role of leadership in managing time as a resource in schools. The school leaders whose views were sought were those who constituted the SMTs, and include the principals, deputy principals and departmental heads. The rationale behind the study was that, as a high school teacher, the researcher has noticed that time is not valued as a crucial commodity, since some high school learners and educators do not comply with its demands. Conducting the study was therefore to examine the role played by leadership in managing time. Chapter One provided an overview of the study by providing the background of the study, a rationale (as briefly outlined above), the research objectives and research questions, and an outline of what would be discussed in the subsequent chapters.

Chapter Two provided an interrogation of both local and international literature that would extend the researcher's understanding of the leadership's role in managing time as a resource in schools. The expansive literature that was examined focused on how leadership manages time and challenges to effective time management. The theoretical framework was then discussed. This section entailed the discussion of time management theory and practice and time use efficiency theory as the two theories which framed this study.

Chapter Three offered the steps the researcher followed in order to generate answers to the research questions. Here, discussions centred on the interpretive paradigm, the qualitative research approach, and the case study methodology that were used in this study. Issues surrounding trustworthiness and ethical considerations were also discussed.

In Chapter Four the data that were generated from semi-structured interviews and observation were presented and discussed. The themes that emerged and guided the discussion were: school leaders' role in managing time, challenges to effective time management, and strategies for effective time management

As mentioned above, this final chapter presents a summary of the study, conclusions drawn from the findings, and the recommendations that emanate from them. This will be done through stating the research question in the section that follows.

5.3 Findings and conclusions

This section summarises the findings of this study as discussed in detail in Chapter Four. The key research questions are used to summarise the findings. The summary provides a clear picture about how the research has answered the key questions asked in this study.

5.3.1 How do school leaders understand and experience their leadership role in managing time?

The findings that emerged illustrate that school leaders have multiple negative and positive experiences when executing their leadership role in managing time. They shared that planning beforehand was one of the ways in which their role was executed. This planning was done collaboratively with the involvement of multiple stakeholders. The idea behind this was to promote good governance through people's participation and shared decision making. Even though planning usually produced desirable outcomes, it was found that there were unforeseen disruptions which altered what had been planned. These meant that at times schools had to deviate from what was planned to accommodate the unforeseen circumstances that had arisen.

The second finding was that, having planned in advance, school leaders delegate duties to subordinates. This is done to guarantee that every task is attended to, and there is no time wastage (Lyons, 2016). In their responses, some school leaders perceived the role of delegating duties as not challenging, because teachers were dedicated to work beyond the call of duty. This was when they worked for extra hours to complete their duties on time. In some instances this role was challenging because of understaffing, which made it difficult to allocate responsibilities and duty loads equitably.

The last finding was that in ensuring that delegated duties are carried out on time, leadership monitors staff attendance as well as their work pace. In this regard, it uses tools such as the time book, leave register and periodic register. It was stated that these tools were used to track educators' school and class attendance patterns, so that they would be encouraged to manage time as a crucial resource. However, school leaders cited a lack of cooperation regarding educators' compliance with time management. In this instance, it was found that some educators do not cooperate in arriving and departing on time; and when they sign the register, school leaders still have a problem because some teachers sign for incorrect arriving and departing time.

From this it can be concluded that school leaders have multiple conceptions of and experiences in their role in managing time as a resource. It is also evident that managing time as a resource requires them to execute various roles which at times are challenging. School leaders are purposeful in their management of time, but there may be unforeseen circumstances that hinder their plans.

5.3.2 What challenges do school leaders believe affect their leadership role as time managers?

The school leaders shared a myriad of challenges that affected their role as time managers. These challenges were leveraged by internal and external factors. Each of the factors is summarised below.

5.3.2.1 Internal factors

During our conversation, data revealed that there were internal factors that obstruct the management of time. Extracurricular activities such as cultural activities and sports events were revealed as time disturbances, because they take place during teaching and learning time. According to what school leadership stated, teachers and learners who are involved in extracurricular activities cannot manage time, as they spend teaching and learning time preparing for events. The researcher concludes that even though school leaders claim that they plan beforehand, extracurricular activities are not accommodated, so they interrupt teaching and learning time. The question arises whether this challenge can be mitigated, as it is the school leaders themselves who fall short of factoring in time for these activities.

Educators' non-compliance was another challenge that was identified. Non-compliance was in the form of late coming, early departure and dodging of teaching periods, which all disrupt teaching and learning time management.

From this, it can be concluded that the mechanisms that school leaders put in place to deal with non-compliance are not effective; yet educators' failure to manage time is a challenge since it may disrupt teaching and learning,

5.3.2.2 External factors

External factors were also mentioned as being challenges that affected school leaders' time management. The DBE's unplanned meetings and programmes were identified as challenges, in that school leaders sometimes had to leave their planned work to attend them. In other instances where teachers were also expected to make submissions, teaching and learning time was lost to ensure that the submissions were made. What was not clear was whether or not school leaders conveyed that these practices had harmful consequences so that the DBE could plan beforehand, and duly notify schools of the dates for meetings and submissions.

The introduction of new systems like SA-SAMS was also raised as a challenge. It was found that some experienced this new technological system as a barrier to effective time management, because of time spent by teachers who are not technologically inclined trying to understand the programme. Others, however, expressed positive sentiments because in the long run, SA-SAMS was able to improve time management as it assisted in procedures such as loading learners' marks and issuing report cards. It can be concluded that the introduction of new systems is not disruptive per se, but what may assist is additional support and training so that those who operate the system are able to make the best use of it.

5.3.3 What are the views of school leaders regarding how time management in school can be enhanced?

Participants had multiple views on how time management can be enhanced. One of the ways was encouraging an environment where there was a culture of commitment to time. This means normalising practices and behaviour such as timeous completion of tasks, sticking to deadlines, punctuality and attendance. It may be concluded that educators' commitment in managing time may result to an efficient, productive organisation.

Another practice that was perceived as enhancing time management was effective goal setting. School leaders said that educators and learners must set and strive to reach their targets at the stipulated times, as their commitment to achieve positive results. This goal setting was encouraged for both teachers and learners alike as this autonomy would encourage the individuals to achieve the goals that they had set for themselves. To conclude,

goal setting is a key factor in performing tasks on time. Moreover, the school organisation comprises goal-oriented members, so it is likely to effectively manage time.

Lastly, data also revealed that time may be effectively managed when teaching and learning are put first. This is because teaching and learning were cited as the core duty, and thus require more time. Findings therefore show that prioritising teaching and learning enhances effective time management, as they are given more time for their completion. Drawing from the findings in Chapter Four, the following recommendations are made:

5.4 Recommendations

This section offers recommendations based on the findings discussed in Chapter Four and summarised above. Recommendations offered in these sections are: directed to school leaders and the DBE.

5.4.1 Recommendation directed to school leaders

5.4.1.1 The leadership role in managing time

Findings reveal the school leadership's role of monitoring staff attendance and work pace as the criterion to ensure that time is well managed. As school monitors, leadership's role in ensuring accountability is recommended to enhance time management. This means that leadership should be accounted to about time usage, ensuring that there is no procrastination. Through multiple stakeholder engagement, school leaders need to craft an accountability framework that all stakeholder adhere to, so that everyone can know about the implications of their actions. According to the findings, one of the school leadership's roles in managing time as a resource in school is to delegate duties. Leadership should ensure that duties are delegated fairly, considering related time frames. Where this is not possible owing to staffing constraints, school leaders need to be transparent and find means to navigate this so that staff members do not feel that they are being treated unfairly.

5.4.1.2 Challenges affecting time management

In regard to internal factors affecting time management, findings reveal extracurricular activities as time disturbances, as they take place during teaching and learning time. It is apparent that most schools have sports, cultural activities, music competitions and other extracurricular activities. It is therefore recommended that when planning, leadership must allocate time for these activities to ensure that teaching and learning time is not disrupted.

Educators' non-commitment to time management was also revealed as one of the factors affecting it. It is therefore recommended that the school leadership implement accountability measures to mitigate this practice.

5.4.1.3 Recommendations on how time management in school can be enhanced

Findings reveal that effective time management can be better enhanced by a culture of commitment to it. School leaders should foster and create a climate where such a culture can thrive. This should extend from the top levels of management in the DBE to the subordinates. In this regard, it is recommended that school leaders become vocal about the DBE's practice of interrupting the culture of managing time in schools.

5.4.2 Recommendations to the DBE

On the matter of external factors affecting the management of time, findings reveal that, it is sometimes interrupted by unexpected delegation of duties by the DBE, and by the DBE's launching of meetings and programmes It is therefore recommended that the DBE should consider time when delegating duties, visiting schools and organising workshops. Since educators' time management was also revealed as a challenge, it is also recommended that the DBE organise workshops to unpack policies on time management in order to capacitate all stakeholders.

The findings also reveal SA-SAMS as a programme implemented by the DBE, yet affecting time management. When new systems are introduced, the DBE should provide opportunities for ongoing training for teachers. School principals can then set up structures in their schools where this training can take place so that further capacity-building opportunities can be made available for staff.

5.5 Chapter summary

This chapter has presented a summary of the study and its findings, the conclusions drawn them and recommendations based on the findings and conclusions. The intention was to suggest how school leaders may extend their roles in managing time as a resource in schools, and ways to eliminate time management disturbances. Techniques for effective time management were also suggested.

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Appendices

Appendix 1: Turnitin Report

Final Thesis

ORIGINALITY REPORT

7%	6%	1%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	onlinelibrary.wiley.com Internet Source	1%
2	researchspace.ukzn.ac.za Internet Source	1%
3	girlsru.com Internet Source	1%
4	cmawebline.org Internet Source	<1%

Appendix 2: Interview schedule

DATA COLLECTION INSTRUMENT

Research Title: Leadership role in managing time as a resource in schools: the study of three high schools.

Instrument: Semi-structured interview schedule

This interview schedule was designated to examine the role of leadership in managing time as a resource in schools.

Critical questions

- How does School Leadership understand and experience their role of managing time?
- What factors do school Leadership believe affect their role as time managers?
- How does School Leadership think time can be better managed?

Interview questions

1. What do you understand about time management?

2. Do you consider time as a crucial resource in schools? Why?

3. Do you think it is important for school leaders to manage time? And why?

4. What do you understand to be the role of school leaders in time management?

5. What factors do you believe affect time management in schools?

6. What role do you play in ensuring that all stakeholders manage time as a resource in school?

7. How do you think time can be better managed in schools?

Appendix 3: Declarations by School Principals

Declaration

I... ....the principal of... .. ..

give the consent to Gloria Busisiwe Malunga to conduct her study at my school provided that the study will not interfere with the official business of the school. I also confirm that I understand the contents of this document and the nature of the research project for the study: School Leadership role in managing time. I am fully aware that there is no financial benefit from this research.

Signature of the princip........................... Date: 5/05/2019

Signature of witness: .... Date: 05/08/2019

Thank you in advance

Declaration

I.. .... principal
of...

give the consent to Gloria Busisiwe Malunga to conduct her study at my school provided that the study will not interfere with the official business of the school. I also confirm that I understand the contents of this document and the nature of the research project for the study: School Leadership role in managing time. I am fully aware that there is no financial benefit from this research.

Signature of the principal: .... Date: 21/07/19

Signature of witness: .... Date: 21.07.19

Thank you in advance

Declaration

I...the principal of...
give the consent to Gloria Busisiwe Malunga to conduct her study at my school provided that
the study will not interfere with the official business of the school. I also confirm that I
understand the contents of this document and the nature of the research project for the study:
School Leadership role in managing time. I am fully aware that there is no financial benefit
from this research.

Signature of the principal: ....███████........................... Date: ....16 / July / 2018
Signature of witness: ....███████............................... Date: ....16 / 07 / 19

Thank you in advance

Appendix 4: Declarations by participants

DECLARATION FOR PARTICIPANTS

I... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I fully understand that there are no financial benefits from this study. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby declare that:	YES	NO
I agree to participate in the study.	X	
I understand that participation is voluntary.	X	
I understand that I may withdraw from the study at any time with no penalties.	X	
I understand that there will be no financial or material gain during and after participation.no financial benefits from the study.	X	
I understand and consent that audio recorder will be used during interviews.	X	

Signature _____ Date _22/07/2019_

DECLARATION FOR PARTICIPANTS

I.. (Full names of
participant) hereby confirm that I understand the contents of this document and the nature of
the research project, and I consent to participating in the research project. I fully understand
that there are no financial benefits from this study. I also understand that I am at liberty to
withdraw from the project at any time, should I so desire.

I hereby declare that:	YES	NO
I agree to participate in the study.	✓	
I understand that participation is voluntary.	✓	
I understand that I may withdraw from the study at any time with no penalties.	✓	
I understand that there will be no financial or material gain during and after participation.no financial benefits from the study.	✓	
I understand and consent that audio recorder will be used during interviews.	✓	

Signature_____▓▓▓▓_____ Date 22/07/19

DECLARATION FOR PARTICIPANTS

I.. (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I fully understand that there are no financial benefits from this study. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby declare that:	YES	NO
I agree to participate in the study.	✓	
I understand that participation is voluntary.	✓	
I understand that I may withdraw from the study at any time with no penalties.	✓	
I understand that there will be no financial or material gain during and after participation.no financial benefits from the study.	✓	
I understand and consent that audio recorder will be used during interviews.	✓	

Signature ████████████   Date 05/05/2019

DECLARATION FOR PARTICIPANTS

I... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I fully understand that there are no financial benefits from this study. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby declare that:	YES	NO
I agree to participate in the study.	✓	
I understand that participation is voluntary.	✓	
I understand that I may withdraw from the study at any time with no penalties.	✓	
I understand that there will be no financial or material gain during and after participation.no financial benefits from the study.	✓	
I understand and consent that audio recorder will be used during interviews.	✓	

Signature ▓▓▓▓▓▓ Date 01|08|2019

DECLARATION FOR PARTICIPANTS

I: ………………………………………………………………………… (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I fully understand that there are no financial benefits from this study. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby declare that:	YES	NO
I agree to participate in the study.	✓	
I understand that participation is voluntary.	✓	
I understand that I may withdraw from the study at any time with no penalties.	✓	
I understand that there will be no financial or material gain during and after participation.no financial benefits from the study.	✓	
I understand and consent that audio recorder will be used during interviews.	✓	

Signature ████████████ Date 5 /08/ 2019

DECLARATION FOR PARTICIPANTS

I.. (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I fully understand that there are no financial benefits from this study. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby declare that:	YES	NO
I agree to participate in the study.	✓	
I understand that participation is voluntary.	✓	
I understand that I may withdraw from the study at any time with no penalties.	✓	
I understand that there will be no financial or material gain during and after participation.no financial benefits from the study.	✓	
I understand and consent that audio recorder will be used during interviews.	✓	

Signature _____ Date 30 / 07 / 2019

DECLARATION FOR PARTICIPANTS

I, ... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I fully understand that there are no financial benefits from this study. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby declare that:	YES	NO
I agree to participate in the study.	✓	
I understand that participation is voluntary.	✓	
I understand that I may withdraw from the study at any time with no penalties.	✓	
I understand that there will be no financial or material gain during and after participation.no financial benefits from the study.	✓	
I understand and consent that audio recorder will be used during interviews.	✓	

Signature ___█████████___   Date ___22 - 07 - 2019.___

DECLARATION FOR PARTICIPANTS

I.. (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I fully understand that there are no financial benefits from this study. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby declare that:	YES	NO
I agree to participate in the study.		
I understand that participation is voluntary.		
I understand that I may withdraw from the study at any time with no penalties.		
I understand that there will be no financial or material gain during and after participation.no financial benefits from the study.		
I understand and consent that audio recorder will be used during interviews.		

Signatur ████████   Date 06 | 08 | 19

DECLARATION FOR PARTICIPANTS

I... (Full names of

participant) hereby confirm that I understand the contents of this document and the nature of

the research project, and I consent to participating in the research project. I fully understand

that there are no financial benefits from this study. I also understand that I am at liberty to

withdraw from the project at any time, should I so desire.

I hereby declare that:	YES	NO
I agree to participate in the study.	✓	
I understand that participation is voluntary.	✓	
I understand that I may withdraw from the study at any time with no penalties.	✓	
I understand that there will be no financial or material gain during and after participation.no financial benefits from the study.	✓	
I understand and consent that audio recorder will be used during interviews.	✓	

Signature █████████████   Date 22 -07 -2019

DECLARATION FOR PARTICIPANTS

I.. (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I fully understand that there are no financial benefits from this study. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby declare that:	YES	NO
I agree to participate in the study.	✓	
I understand that participation is voluntary.	✓	
I understand that I may withdraw from the study at any time with no penalties.	✓	
I understand that there will be no financial or material gain during and after participation.no financial benefits from the study.	✓	
I understand and consent that audio recorder will be used during interviews.	✓	

Signature ███████████ Date 21· 07· 19

Appendix 5: Permission to conduct research in KZN schools.

education
Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma   Tel: 033 392 1063   Ref.:2/4/8/1765

Mrs GB Malunga
246563 Manqoba Rd
Botha's Hill
3660

Dear Mrs Malunga

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ROLE OF THE SCHOOL LEADERSHIP IN MANAGING TIME",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 22 April 2019 to 01 September 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Pinetown District

Dr. EV Nzama
Head of Department: Education
Date: 23 April 2019

Appendix 6: Ethical Approval

UNIVERSITY OF ™ KWAZULU-NATAL

INYUVESI YAKWAZULU-NATALI

26 July 2019

Mrs Gloria Busisiwe Malunga (981234042)
School of Education
Edgewood Campus

Dear Mrs Malunga,

Protocol reference number: HSS/0245/019M
Project title: School Leadership role in managing time

Approval Notification – Expedited Application

In response to your application received on 27 March 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only <u>valid for a period of 1 year</u> from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Rosemary Sibanda (Chair)

/ms

Cc Supervisor: Dr PE Myende
cc Academic Leader Research: Dr Ansurie Pillay
cc School Administrator: Ms Sheryl Jeenarain

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

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Appendix 7: Language Editor's certificate

<u>CERTIFICATE</u>

This is to certify that I edited the dissertation written by Ms Busisiwe Gloria Malunga for the Master of Education degree at the University of KwaZulu-Natal entitled *Exploring the Role Played by Leadership in Managing Time as a Resource in Schools.*

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