The Time Management Task of the School Principal

By
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Supervisor: Dr M.A.N Duma
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DEDICATION

This work is dedicated to
my late father

ABSOLON MSHOLOLO

for the wonderful support

he gave me throughout my education.
DECLARATION

I FELIX HLANGANANI ENGELBERT MSCHOLOLO declare that the dissertation "The time management task of the school principal" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

F H E MSHOLOLO
DURBAN
October 2014
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I thank God for being gracious.

I also wish to thank the following people who contributed in different ways to put this work together:

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ABSTRACT

Effective time utilisation leads to greater freedom to use time as one would like to: to do more of the things one has always wanted to do; in short, to enjoy life more. Like in any other business organisation, time for planning, organising, leading and controlling is managed carefully. The principal needs time to perform all of the abovementioned tasks.

In this study the author accentuates that it is disconcerting that from time to time there are schools that do not even have a timetable when the schools open at the beginning of the year. It would be interesting to know how much time might be wasted as a result of a lack of planning, lack of priorities, paperwork and reading, meetings, unclear objectives, procrastination, lack of delegation, incompetent subordinates and many other time-wasters.

The purpose of the study was to determine the school principal's understanding of the time management task and explore how effective school principals manage time in performing their different tasks. Fifty principals from Phumelela and Umbumbulu Circuits, under the Umlazi District, completed a survey questionnaire and semi-structured interviews were conducted. The researcher was able to determine the pattern of time usage.

The findings revealed that factors hampering time management include among other things meetings that principals have to attend, departmental expectations, visitors, the organisational stress, administrative obligations, and inability to differentiate between urgent and important matters to attend to that hampers the principal's time management tasks.

The study among other things recommended that the provincial education departments need to provide appropriate training for school governing bodies that a well organised and goal directed system should operate to control school visitorsin the school's interest.
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<th>Description</th>
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<td>RSA</td>
<td>Republic of South Africa</td>
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<tr>
<td>ELRC</td>
<td>Educators' Labour Relations Council</td>
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<td>IQMS</td>
<td>Integrated Quality Management System</td>
</tr>
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<td>SASA</td>
<td>South African Schools Act</td>
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<td>SGB</td>
<td>School Governing Body</td>
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<td>SMT</td>
<td>School Management Team</td>
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<td>PPN</td>
<td>Post Provisioning Norm</td>
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CHAPTER 1

1 ORIENTATION

1.1 INTRODUCTION

Schools generally have the mammoth task of undertaking teaching and learning under the leadership of principals. The activities that are performed in every school are reflected in the school timetable, a year plan with an average of 200 days of 7-9 working hours per day. According to Steyn and Van Niekerk (2002:15), the school manager is a key figure in the optimal utilisation of available time in the school year.

Like in any other business organisation, time for planning, organising, leading and controlling is managed carefully. The principal needs time to perform all of the abovementioned tasks. Steyn and Van Niekerk (2002:15) point out that it is disconcerting that from time to time there are schools that do not even have a timetable when the schools open at the beginning of the year. It would be interesting to know how much time might be wasted as a result of a lack of planning, lack of priorities, paperwork and reading, meetings, unclear objectives, procrastination, lack of delegation, incompetent subordinates and many other time-wasters.

1.2 STATEMENT OF THE PROBLEM

As a principal for the past 27 years, 24 of which spent at the current school, the researcher has observed that with each New Year, to his puzzlement, the tasks – new and routine – require ever larger amounts of time. This means that he has less time available in order to maintain the standards he has to achieve.
The researcher's concern over this challenge has prompted him before to approach other school principals so as to establish if this is a problem unique to his school, or if it can be generalised to other schools. The researcher began by brainstorming the issue informally.

Having found community among principals on this issue, the researcher then undertook a survey among a few of them on the basis of the generally accepted yardstick for judging principals' performances by the public, the Non-Governmental Organisations, parents and the Department of Education, namely: the matriculation pass rate. The researcher carefully classified the principals according to poor, mediocre and outstanding performers, and then set out to observe them managing their time through formal interviews.

This then led to a full-scale, formal and structured bigger-scale survey with principals of schools generally, irrespective of school phases or gender.

It was found that there indeed is a growing concern among school managers that there is a gradual decline in the time available to cover the responsibilities they have to deal with. There are indicators that confirm that the aforesaid problem is a reality and impacts the core business of schools, namely teaching and learning, negatively.

The hypothesis subsequently formulated is that time management should precede all managerial functions.

✓ Timetabling problems in some schools

Some schools start classes without any composite timetable. Even where they happen to be available, they are often found to have clashes, for instance, that no provision has been made for examinations.
✓ Late admissions

Late admissions that should have been done the previous year take place at the beginning of the new school year, thereby impacting on valuable time to learn and to teach.

✓ Late requisitions and procurement

Late requisitions and procurement of resources similarly impact negatively on the time that should be spent on teaching and learning.

The problem that is of major concern in this study:

✓ What does the average school principal understand about the time management task?

In dealing with this problem, it is necessary to subdivide the problem into the following:

✓ Factors that facilitate time management.
✓ Factors that hamper time management.

In terms of the Employment of Educators’ Act, Act 76 of 1998 (RSA, 1998), all educators should be at school during the formal school day, which should not be less than 7 hours per day. The school principal departmentally falls under the category of educators and should thus be in attendance for the duration of these hours. The maximum time is 9 hours per day.

The effective utilisation of these official hours poses a tremendous challenge to the principal, a challenge that could easily be missed, possibly due to, *inter alia*, a lack of prioritising and consequent forfeiting of the benefits of optimal time utilisation which, according to Van Deventer and Kruger (2003:229), are the increase of productivity and the realisation of aims.
Scheduling the school's time is done by means of timetables. The school timetable is the key to ensuring the flow of teaching and learning. The principal as head of the institution has an obligation to manage the latter. The collective agreement No. 8 of 2003 (ELRC, 2003) was reached to improve the quality of public education. The instrument, driven by the principal, is strict in terms of timeframes. It would be interesting to ascertain how the principals cope with the ideal IQMS under the current working conditions.

The financial management in schools becomes a time consuming exercise to principals and governing bodies that need to be trained thoroughly for this task. In this regard the principal's accountability cannot be delegated. Van Deventer and Kruger (2003:121) say that principals are responsible for their own performance, as well as that of all the educators in the school. The principal needs time to train the members of the school governing body for their role in school finances and such training cannot take place during teaching hours.

Yet another time consuming but worthy task for the principal is, according to Davies and Ellison (1997:207), the marketing of his institution in terms of how it addresses the needs of its clientele through its curricula content. The principal takes the lead in organising as per time available some community outreach programmes that benefit both the school and the local community. Time usage thus has to be managed properly.

The governance of the school, with representatives from all stakeholders in terms of the South African Schools Act, Act No. 84 of 1996 (SASA) (RSA, 1996), does not receive effective training from the Department of Education. The parental governors need extra training from the school principal, an activity that requires effective time management.

Schools as organisations have their own unique operational problems, making stiff demands on the principal.
1.3 PURPOSE OF STUDY
The purposes of this research are:

✓ To determine the average school principal's understanding of the time management task.
✓ To determine factors that facilitates time management.
✓ To determine factors that hamper time management.

1.4 METHOD OF INVESTIGATION
A dual approach will be adopted in researching this topic.

✓ A literature review will be conducted to provide a theoretical framework highlighting the best time management strategies that could be employed by school principals.
✓ An empirical study which seeks to determine the average school principal understands of the time management task.

1.5 ELUCIDATION OF OPERATIONAL CONCEPTS

1.5.1 Time management

The BNET Business Dictionary (www.bnet.com) defines time management as “conscious control of the amount of time spent on work activities, in order to maximise personal efficiency. Time management involves analysing how time is spent and then prioritising different work tasks.”

Merrill and Merrill (1994:27) define time management as a set of competencies. Schreuder et al. (103:33) prefer to use the term time utilisation to time management. In this study, time management refers to the meaningful use of time by the school principal.
1.5.2 Task

Soanes and Stevenson (2004:1474) define task as a piece of work. In this study, task refers to duty to be performed.

1.5.3 School principal

The BEE online Dictionary defines the term school principal as the educator who has executive authority for a school. This study will use the school principal in the same context.

Mampuru and Spoelstra (1994:22) define principal as a leader, using negotiation skills to fulfil objectives.

Cawood and Gibbon (1985:3) describe the principal as the key figure in administrative, organisational and instructional leader of a school and teaching personnel.

CHAPTER DIVISION

Chapter 1 – The problem under investigation is introduced and highlighted in terms of the school and its character. The problem is stated and the operational terms are defined.

Chapter 2 – The conceptual framework will reflect a literature study done on the time management task of the school principal.

Chapter 3 – Presents the Research Methodology and Research Design which will deal with the design of the research, data collection and presentation, and a description of the methodology used for this research.
Chapter 4 – Introduces Data Analysis, Presentation and Interpretation of Empirical Data will briefly summarise the study, present findings and propose recommendations.

Chapter 5 – Presents only Summary, Conclusions and Recommendations.

1.6 CONCLUSION

An explanation of the problem, statement of the problem and aims of the study were presented in this chapter. The research procedure and certain relevant concepts were also explained. The next chapter will focus on the literature study.
CHAPTER 2

THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE

2.1 INTRODUCTION

Mullins (1993:242) asserts that the more or less effective performance of subordinates depends largely on the style of leadership adopted by their manager. Whichever leadership style is practised by the principal as school manager, the management of time will be of prime significance to get the management task done as effectively as possible.

This chapter will review literature on the time management task of the school principal.

2.2 THE PRINCIPAL’S LEADERSHIP ROLE AS AN EXECUTIVE MANAGEMENT TASK

According to Fowler and Fowler (1990:408) define an executive as a person with managerial or administrative responsibility in a business on a day-to-day basis. The principal has a duty of executing laws and agreements entered into between the Department of Education and the school.

Rudolph (2002:70) asserts that nothing boosts self esteem in a leader more than taking charge of his responsibilities in his area of management. Botha (2004:239) quotes Hill (1996a) saying that one of the principal's tasks is to help the school achieve the best performance through the utilisation of all its human and material resources through effective leadership. Furthermore, he states that the main function of principals in the previous decade was the improvement of teaching and learning. Today, principals spend more time
establishing the appropriate organisational climate and following through with interventions aimed at improving teaching and learning.

Botha (2004:240) asserts that the principal's role in the new educational dispensation represents a balance between instructional leadership and management. The KwaZulu-Natal Department of Education and Culture (KANDEC) Manual 1 (2002:18) defines educational leadership as the process by which school managers direct and influence educators and learners to perform educational tasks. In order to make this happen the school principal must create and establish an environment to assist all educators and learners to work to their full potential.

Leadership focuses on areas such as supervising the curriculum, improving the instructional programme of the school, working with staff to identify a vision and mission for the school, and building a close relationship with the community (Botha, 2004:240). Management, on the other hand, includes factors such as supervising the budget and maintaining the school. The principal has to organise time to perform all the tasks that are assigned to him regarding leadership and management.

Lemmer (1994:1) asserts that the level at which educators and learners perform, is deeply affected by the principal's style of management. It has been noted that today, administrative roles and tasks of principals are becoming increasingly complex and diverse, and this suggests that the time management skills of principals have to be effective as part of their leadership/management profile.

2.3 TIME AS AN ASPECT OF MANAGEMENT

Van Deventer and Kruger (2003:231 explain that the management of time forms an integral part of the current school system. Schools are organised, functions are defined and time is allocated according to the organisational dimension of schools. Planning the annual activities of the school according
to the requirements set by the Department of Education is the essence of managing school time.

Naidu, et al (2008:185) contends that the management of learning and teaching at all school levels can make school effective if scheduled time is not wasted by both teachers and learners.

The main purpose of time management in schools is to maximise the time devoted to educational activities. Planning the school's time is done by means of timetables. Even if the task of scheduling the school's time and programmes can easily be delegated, the principal is involved to ensure the execution of departmental requirements as well as constantly seeking ways to improve the implementation of the school's plans.

According to Van Deventer and Kruger (2003:23) the principal and the management team draft an annual programme for that particular year, which reflects all the activities that will take place during the year. The principal will have to manage the time usage in this regard.

The National Education Policy Act, Act No. 27 of 1996 (RSA, 1996a) allocates time in the school calendar for the number of school days per year, and the number and length of terms and school holidays. School principals use these days for planning school activities and manage the use of time.

Section 4 of the Employment of Educators Act, Act 76 of 1998 (RSA, 1998) specifies the number of teaching and learning hours for educators at different post levels. This allocation of time periods makes planning an utilisation of human resources effective and should be managed by the principal.

The SA Schools Act (RSA, 1996) compels school governing bodies (SGB) to meet parents at least once a quarter, which makes it possible for all stakeholders to participate in serious matters such as school budgets. The principal has to monitor time used for these meetings.
The examination timetable ensures that educators and learners work towards achieving the aims of the Department of Education for promotional purposes. The timetable naturally focuses on time allocation and restrictions are to be monitored by the principal.

The utilisation of time has to be managed effectively. The features posed by the British National Commission as typical of effective and successful schools demarcate the time management task of the principal in the school context (Van der Westhuizen, 1996:73):

✓ Mutual trust based on common values and aspirations.
✓ High quality leadership by the School Management Team (SMT).
✓ Vibrant and focused learners.
✓ Full-scale teaching and learning.
✓ Well-designed clear policies of examination.
✓ Willingness to learn by all learners.
✓ Voluntary commitment of learners to school activities.
✓ Incentives to enhance performance by learners.
✓ Parental involvement towards achieving the goals of the institution.
✓ Sport and recreational activities that reinforce cooperation for success among the learners.

2.4 A POST-TRANSFORMATION VERSUS PRE-TRANSFORMATION SYSTEM REGARDING THE PRINCIPAL’S TIME MANAGEMENT TASK

The post-democratic approach to school leadership and management gave the principal very little power in making policy decisions (KZNDEC, Manual 1, and 2002:7). Whilst the principal has to run the school on a day-to-day basis, the Department of Education makes the managerial decisions. For example, the Department's prescription of 5 day periods per conflict resolution involving learners suspended for misconduct, is a let down for principals who for some reason or other cannot honour such times, with the result that the defence team simply capitalises on the failure of principals to present their case. In
cases like these the principal has no recourse and the troublemaker stays in the school. This prescription overlooks the fact that the SGB might not always be readily available for special meetings.

During the pre democratic era, learners were left out of the governance of the school. Exclusion of the Representative Council of Learners from participation in school matters, and the outlawing of the representative structures, led at least to less respect for state property and at most to targeting of attacks (Nuttall, 1998). Resources and relationships that make up school institutions were destroyed. Since the 1976 student uprisings until the early 1990s, violence accompanied all mass action. A strong culture of resistance also developed among staff and learners in many schools and this undermined the legitimate role of the management and leadership. Many schools became dysfunctional and the culture of learning deteriorated. The chaos in schools ruled out the management of time in all areas of management. This was because of the mandate to render schools ungovernable and the chief target for attack would have to be any form of order which presupposes effective time management (Nuttall, 1998:103). Students and staff therefore deliberately arrived late and departed earlier than stipulated times.

The South African Schools Act (RSA, 1996) created a new approach to leading, managing and governing schools. Principals no longer hold all the responsibility for running schools. They are expected to form school management teams (SMT) made up of senior level staff.

Van Deventer and Kruger (2003:6) say the principal, as instructional leader, has an important role to play as far as the organisational culture of the school is concerned. He influences the organisational culture of the school through aspects such as staff development programmes, involving educators in decision-making, making resources available, supervision and protecting instructional time. Educators become more motivated as their need for self-expression autonomy is addressed (Kruger & Van Schalkwyk, 1997). Time is effectively utilised in situations where participants understand clearly what is
expected of them and decisions are acceptable and owned because the time frames for delivery are set beforehand.

As stakeholders, learners were previously not given opportunities to participate in the governance of the school and they did not learn how to solve problems or think critically. This resulted in distrust and undue polarisation between learners and school management teams. Failure of learners to solve problems through negotiation led to the destruction of resources and a considerable amount of time for learning was wasted (Nuttall, Hoffman & Sishi, 1998:109).

In the present dispensation sharing in the decision-making process ensures smooth and open channels of communication that create an atmosphere that proactively prevents conflict and conflict resolution. Thus time is saved. On the other hand conflict is time consuming. The principal has to set meetings with learners and with educators to solve problems without encroaching on learning and teaching time.

2.5 INSTRUCTIONAL PROGRAMME MANAGEMENT

Badenhorst (1995:81) argues that the principal in his didactic leadership role should ensure that teaching time is optimally utilised. Instructional programme management would simply not be achieved without an effective and efficient timetabling exercise. With themes, learning areas and modules set, to be completed within given periods in the year, and educators allocated work portions according to qualifications and / or interest, the prerogative of the principal is then to synchronise the activities on an integrated composite timetable for the school.

The whole education system in the previous dispensation in the RSA emphasised rote learning and was examination oriented (RSA, 1996b). The school principal had to manage time as regards the instructional programme as prescribed by government syllabi.
Van Deventer and Kruger (2003:9) assert that instructional leadership occurs when the principal provides direction, resources and support both to educators and learners with the aim of improving teaching and learning in a school. To achieve that, then the researcher believes that time-management skills of the principal are required.

Van der Westhuizen (1996:174) supports the idea by asserting that the initiation and maintenance of sound human relations are of paramount importance for school effectiveness and contribute directly to a positive and healthy school climate. As a researcher, one of the ways to achieve this harmonious environment is to carefully synchronise the school machinery through proper time management. For example, a year planner such as seen in the university calendar is ideal for any school. Committed staff with a clear understanding of what the school wants to achieve, within a specified time frame, ensures quality performance.

The creation of a positive school climate has a positive influence on the culture of learning and teaching. Educators enjoy maximum opportunity to teach and learners maximum time to learn. The school will become a safe and good place in which to teach and learn if, for example, a code of conduct that includes time reference e.g. starting time, breaks, study time, etc. ensures a disciplined and orderly environment in which academic pursuits are not disrupted. Learners should also actively take part in extracurricular activities at times convenient for participation. Van der Westhuizen (1996:119) says the manager (principal) who fails to focus on the role of the organisational climate when planning, plans poorly.

Downs (2008:66) asserts that time is lost when one tries to work without the necessary tools. It is important for the educators to have sufficient means at their disposal to attain the goals set for educational teaching. In organising, there is grouping of tasks, assigning duties, authority and responsibility and determining the relationships between people in order to attain the goals. The establishment of appropriate time frames for delivery is of utmost importance. For the principal to keep unique characteristics and abilities of each staff
member in mind, and assign duties accordingly, is important for the teacher to experience work satisfaction. The measure of success the principal attains in correctly grouping people with common interests during the organising phase influences the extent to which a positive climate is experienced, particularly because this ensures less squabbles, more agreements and quick discharge of work, and thus time-saving.

Van der Westhuizen (1996:112) agrees that if positive working relationships are established among staff (the time management task of the principal) then personal differences among staff members will not hinder the attainment of the set goals – an aspect that will induce a positive organisational climate, which will benefit the instructional programme. Kruger and Van Schalkwyk (1997:204) assert that participation releases creative energy and generates contentment. Productivity increases under such a climate and productivity is delivery of service per time.

2.6 ASPECTS OF TIME MANAGEMENT

The importance of time management and the impact thereof on the institution is reflected in the following aspects:

2.6.1 Meetings

Smith (1997:88) asserts that one of the top time wasters in business organisations, yet an important tool to keep people informed, is meetings. He further contends that such meetings, if not properly planned, can leave people irritated. Van Deventer and Kruger (2003:233) state the management and procedures at meetings are demanding aspects of the principal and educator’s duties, and should therefore be dealt with effectively. According to Hawkins(2008:ii),effective meetings cause participants to feel energised and honoured. A variety of meetings may be held in the course of the school programme, for instance staff meetings, management meetings, subject and learning programme planning meetings, parents’ meetings and departmental
meetings. According to Van Deventer and Kruger (2003:233) the following may serve as guidelines for the effective utilisation of time during meetings:

✓ Meetings should be convened when a real need arises, and not as a matter of routine -- clear outcomes should be set for each meeting.

✓ The structure of the meeting should be carefully planned and the way the meeting is conducted should follow the agenda.

✓ Invite only those people who are involved in the purpose of and issues on the agenda of the meeting. Hawkins (2008:87) endorses the invitation of relevant people only. Smith (1997:90) contends that if all participants see it as their responsibility to seek clarity, less time will be wasted and fewer misunderstandings will occur.

✓ Time limits should be set for discussing the various items on the agenda and the principal as the chairperson should monitor these time restrictions and ensure maximum effectiveness within time limits.

Law and Glover (2000:104) quote Everard and Morris (1996) suggesting that meetings should be structurally classified along the following lines in order to determine appropriate communication strategies and ensure maximum economic time usage:

✓ Decision-making regarding policy and practice (e.g. departmental meetings to plan developmental appraisal).

✓ Collecting views, information and proposals (e.g. events committee organising a special event).

✓ Giving information and briefings (e.g. updating staff on departmental circulars). Such meetings could be short and take place before morning assembly. Hawkins (2008:60) concurs with the idea by referring to such meetings as stand-up meetings.
Generating ideas (e.g. cross-institutional transformation). Law and Glover (1996:104) quote Bell and Maher adding “persuasion / influence” as a very important meeting in education where professional relationships are emphasised.

Forsyth (2008:128) asks questions about meetings, whether such meetings for debates, consultation or other alternatives could be appropriate for dissemination of information. He reminds principals that meetings are not just taking one person’s time but everyone’s at the meeting.

As regards the principal’s attendance of other meetings, delegation is preferred due to own time limitations. However, Mullins (1993:525) mentions the following reasons for lack of delegation:

- A manager’s fear that the subordinate is not capable of doing the job well and this fear might result in a manager endeavouring to attend too many meetings personally, impacting on his overall time management function.

- Dependence upon other people. As an effort to prove that he is not dependent on other people, he may find himself doing less urgent work at the expense of an urgent matter for his attention.

- The manager may fear that the subordinate will do too good a job and outshine the manager. This fear might likewise result in a manager endeavouring to attend too many meetings personally, impacting on his overall time management function.

- Lack of training.

2.6.2 Curriculum

Van Deventer and Kruger (2003:249) contend that the primary task of the school is a curricular one, that is, to offer instruction. The following five principles of Outcomes Based Education (OBE) are guidelines for managing
the curriculum and instruction within the parameters of time constraints (Van Deventer & Kruger, 2003:249):

✓ Content teaching should promote values and skills that need to be discussed and shared by the teaching staff at meetings that ought to be managed by the principal.

✓ Knowledge should be taught in an integrated way.

✓ The teaching and learning process should have a bearing on outcomes.

✓ Curricular activities should be learner-centred.

✓ Evaluation must be part of the learning process.

According to the Education Labour Relations Council (ELRC, 2003:23) structures like a staff development team which places the principal at the centre of curriculum and staff development, should be introduced. The principal has to monitor the implementation of the whole curricular and development process and find appropriate time to do this effectively.

The principal plays an important role in organising and structuring the school curriculum through drawing up a timetable for the curricular and extracurricular activities. Within this framework, different educators must take responsibility for different tasks so that a potential education leader can gain experience across the whole spectrum. Talented parents and outside people should be involved in the programme.

According to Van Deventer and Kruger (2003:250), the effective use of teaching time can be ensured by allocating the correct time and periods according to departmental prescription, introducing fixed test periods and avoiding unnecessary encroachment upon lesson periods. This will have to be monitored by the principal.
When drawing up the school timetable, the principal must ensure that classes have been composed as efficiently as possible. The principal must ensure that there is an effective provisioning system to support the learning and teaching programme. The principal’s distribution of work must be balanced and fair so that staff can proceed unhindered with their teaching task.

2.6.3 Visitors

Visitors to a school could be time consuming, but also a valuable asset that would be and indeed could be managed correctly. One way to manage this aspect time-wise is to reduce the drop-in visits. Alexander (1982:30) recommends that assistants should take messages for callbacks. Forsyth (2000:66) suggests the following strategies to reduce the number of drop-in visitors and consequently save managerial time:

✓ Insist on appointments whenever there is a need.

✓ A notice on the office door to indicate “do not disturb” times.

✓ Acknowledge the visitors, but schedule another time for meeting them.

✓ Advise the secretary and other educators to deal with them and be firm, where necessary.

✓ Use effective means of communication.

Time limits should be set and kept as regards the awkward or difficult drop-in visitors. The principal should ensure that time for visitors is properly and effectively managed.

2.6.4 Conflict and problem-solving demands

Van Deventer and Kruger (2003:26) state that conflict is an inevitable feature of all organisational life. Lemmer (1994:148) says that, in a school
incompatible goals occur for a variety of reasons, including a clash of personalities and limited resources.

Conflict relates to behaviour intended to obstruct the achievement of some other person's aims. Van Deventer and Kruger (2003:27) quote Everard and Morris (1996:89), emphasising that the absence of conflict may indicate a lack of interest or lazy thinking.

Lemmer (1994:154) poses as guideline for preventing school conflict that principals should adopt an open door policy towards educators as well as a participative management style, which allows for communal decision-making.

Van Deventer and Kruger (2003:30) mention the main sources of organisational conflict as being:

✓ **Individual differences**: People differ in respect of their socio-economic backgrounds, values, attitudes, expectations, personalities and perceptions, and because there is usually little respect among people regarding their differences, the potential for conflict is increased.

✓ **Scarce resources**: Most organisational resources are limited, and schools are no exception. Individuals and groups have to fight for their share.

✓ **Departmentalisation and specialisation**: Because of familiarity with the manner in which they undertake their activities, departments tend to be selfish and concentrate on their aims.

✓ **Inequitable treatment**: A person's perception of unjust treatment such as in the implementation of policies can lead to tension and conflict.

✓ **Violation of territory**: People tend to become attached to their own "territory" within work organisations.
✓ Communication: Communication problems frequently lead to conflict between people.

Kruger and Van Schalkwyk (1997:120) identify three principal ways of managing conflict:

✓ Peaceful coexistence with two approaches, i.e. avoiding conflict by retreating from the area of confrontation and smooth conflict by accentuating their common interests.

✓ Compromise that result in neither party winning nor losing.

✓ Problem-solving that seeks the resolution of disagreements through face-to-face confrontation of the conflicting parties.

The management of conflict can be time consuming but could benefit the school. Some new ideas that come out of conflict situations help in reorganising other aspects of management. The school principal has to manage time for conflict resolution.

2.6.5 Organisational stress factor

Van Deventer and Kruger (2003:49) quote Spangenberg and Orpen-Lyall (2006:6), emphasising that more than R500-million is lost in South Africa through absenteeism and loss of productivity as a result of stress. The stress factor in schools, according to Van Deventer and Kruger (2003:49) is caused by a rapid rate of increase of responsibilities regarding school management. Principals have to manage their own stress levels in order to succeed in reducing the stress levels of the educators.

Difficult situations, such as labour disputes, strikes and the polarisation of staff on union issues put educators under excessive stress (Lemmer, 1994:185). The team spirit, which boosts the performance of workers in any work
situation, is affected and under-performance by the educators frustrates the
time management efforts of the principal.

According to Mullins (1993:532), poor delegation can also be the source of
work stress. Downs (2008:114) contends that delegation can minimise stress
levels and encourage trust and collaboration. The principals may find
themselves doing more work, instead of giving less challenging work to
subordinates and utilise that time on challenging tasks.

2.6.6 Planning function

Schreuder, Du Toit, Roesch and Shah (1993:38) define planning as
scheduling tasks in priority order, daily and weekly, so that time is not wasted
on unimportant matters, but that those matters of importance are attended to.
Lemmer (1994:126) asserts that this essential activity requires a lengthy
period of time. Van der Westhuizen (1991:138) regards planning as one of
the most important tasks of the principal, which forms the basis of all other
management tasks. He further mentions that good planning should take
place within the framework of the formulated national and provincial
educational policy. According to the KZN Department of Education
(KZNDEC, Manual 1, 2002:15), the new education policies require school
principals to work in democratic and participatory ways in ensuring efficient
and effective delivery of quality education for learners.

The school principal, in his planning, provides enough time for meeting all the
stakeholders. The school governing body meetings are held on matters of
school governance. The school management team (SMT) also meets for
professional matters, and matters concerning educators and learners.

The school governing body has a duty to draft the mission statement that is
based on provincial and national policy. The mission statement, according to
West Burnham (1997:79) indicates what the school wants to achieve, what it
does, and most importantly how it seeks to do it.
The Strategic Plan 2005-2010 for the Department of Education in KwaZulu-Natal (2005:3) is an important document for the principals in this province to base their plans on. A school uses important documentation such as these as a guideline for school planning.

Correct use of, for example, the following could ease the planning function:

✓ The school policy, which directs all the activities of the school.

✓ The Post Provision Norm (PPN) certificate that indicates the number of teaching posts allocated to the school, based on the enrolment of learners.

✓ The school calendar that shows the number of school days and holidays.

The school management team (SMT) has to divide the total workload for educators, set dates for tests, examinations and prize giving ceremonies. The school principal must manage the timetable for all these activities.

2.6.7 Decision-making

Effective policymaking means that every policy should reflect the value that will be taken into account in making decisions. The principal and his SMT are responsible for drafting the school policy that regulates the professional obligations of the school.

If the principal involves staff and learners (in the decision-making process), he will benefit by achieving a high level of motivation, greater effectiveness, open lines of communication, a free, honest and complete flow of information, and a motivation by reward instead of penalty (Lemmer, 1994:86). This inevitably enhances the effectiveness of management and the time spent on it.

Every management task, be it planning, organising, leading or controlling, involves a decision on a problem that must be solved. Van Deventer and
Kruger (2003:96) contend that participative decision-making yield, *inter alia*, the following benefits:

✓ A higher level of motivation where educators perform their tasks at best levels without supervision.

✓ Greater effectiveness and every participant do the correct thing at the right time.

✓ Top-down, as well as down-top communication, because ideas flow from all stakeholders, irrespective of their positions or post levels.

✓ A greater awareness of grassroots problems since everybody’s voice is heard.

✓ Motivation by reward instead of penalty.

The democratic rights of all learners, educators, parents and the members of the school governing body mean that they have to be involved in decision-making on all matters that affect them, with the principal being an indispensable figure in all structures. This must be upheld and treasured by the principal as manager within the confines of available time.

### 2.7 MANAGEMENT HAZARDS THAT HAVE AN IMPACT ON TIME MANAGEMENT

Time management in the budgeting sense is obviously a vitally important task as regards financial management by the school principal.

#### 2.7.1 Financial management

A school's financial operations underpin much of what happens in all schools and the principal (KZNDEC, Manual 4, 2002:44) must ensure that all documents are processed in the time and manner officially specified. In terms
of the KwaZulu-Natal Department of Education (KZNDEC Manual 4, 2002:7), the South African Schools Act, Act 84 of 1996 (SASA) requires the governing bodies of all schools to administer school funds in accordance with the directions given by the heads of department. The school funds originate from two sources, the school community and the state. Both stakeholders have a right to know how this money is being used.

The budget is prepared during the third term and finalised for presentation at a meeting during the fourth school term. All the stakeholders are consulted. For example, the departmental heads meet subject heads for their requisitions and the sports organiser meets individual coaches. Venter and Kruger (2003:242) contend that the budget is a continuous process throughout the year. The process is time consuming but failure to consult and control may lead to dysfunctional conflict.

The Department does the procurement of resources for section 20 schools while section 21 schools buy the goods of their choice directly. Section 21 status schools are self-reliant with recognition from the Department of Education of a sound financial control with less top-down control according to KZNDEC Manual 5 (2002:17). Failure to buy in time may delay the progress on learning at the beginning of the year.

The schools operate one banking account and make payments only by cheques with supporting documents as proof of payments. The audited financial report is submitted to the department within a six months period after the end of the financial year, which ranges from January to December. Disciplinary action is taken against school principals who fail to submit within the given period. This management task obviously requires precise time management by the principal.

2.7.2 School governing body issues

According to the SA Schools Act, Act 84 of 1996 (RSA 1996), school governance is the function of the school governing body, the only legitimate
structure comprising stakeholders that are democratically elected by their constituencies every three years, and the principal, by virtue of his position.

In terms of the governing body constitution, the principal must attend at least seven meetings over four school terms and three separate meetings, each with learners, educators and parents present. The question is: Do principals have the necessary time to serve all the stakeholders?

Lemmer (1994:99) emphasises that SGB activities include developing a school policy, drafting the school budget, liaising with the parent community, meeting and taking part in fundraising. According to Steyn and Van Niekerk (2002:308) the training period for the important parent component of the governing body is limited and this leaves some of them incompetent and difficult to work with.

The adoption of the mission statement of the school by the governing body is an activity following a consultation process in which the governing body features. The process takes time whilst running a school and without the policy encapsulated in the school’s vision it could be more chaotic and time consuming.

2.7.3 Classroom management issues

Lemmer (1994:122) maintains that classroom observation by the principal is the most common part of staff appraisal. Educators need to create an environment that is conducive to learning. As a manager of his school, the principal has to see that it is done.

A governing body must adopt a code of conduct for the learners after consultation with learners, parents and educators of the school. Kruger and Van Schalkwyk (1997:28) contend that classroom policy may not be in conflict with the general policy of the school, the country’s educational policy and the political policy of the country.
A principal with a participative leadership style involves every member in drawing up discipline policy. According to Lemmer (1994:58) a classroom discipline policy consists of three parts:

- A code of conduct that must be observed by learners.
- Sanctions.
- Benefits of good behaviour.

Lemmer (1994:61) stresses that creating order has to do with creating effective teaching and management skills more than dealing with misbehaviour. Without effective classroom management, the goals of the school cannot be achieved and time for creating order must be managed in order to avoid disruption of learning and teaching.

### 2.7.4 School attendance

In terms of the South African Schools Act 84 of 1996 (SASA), every parent must urge every learner for whom he is responsible to attend a school from the first school day of the year in which such learner reaches the age of seven until the last day of his fifteenth year or reaching grade nine (RSA, 1996).

The principal must investigate circumstances that lead to learners’ absence from school. The class teachers use attendance registers to administer attendance and period registers are also used by subject teachers to monitor attendance. Every subject teacher has to sign that period register on arrival and again on departure. Time for attendance by both learners and educators should be well managed. Unnecessary absence by learners or staff obliges follow-up and corrective measures causing a time management hazard.

### 2.7.5 Legal issues

Venter and Kruger (2002:291) point out that the school principal must be conversant with the Constitution of the Republic of South Africa and other legislation, which regulates his performance and that of other human
resources in the school. Failure to apply the correct procedures may cause problems for the school, which may be costly in terms of time and money.

According to SACRED (1999:76), the South African Schools Act defines school as a juristic person, meaning that the school can sue or be sued. This alone gives the school the right to sue anybody whose actions undermine the learning and teaching process.

The application of corporal punishment is viewed as a criminal offence by SASA (RSA, 1996b). According to Article 10 of Act No. 53 (RSA, 2000), disciplinary procedures are clearly formulated for principals to apply to educators who may be wasting time by under-performing or misconduct. Such procedures have an impact on the principal’s time usage and management.

According to the Employment of Educators Act, Act No. 76 of 1998 (RSA, 1998) educators must be able to account for 1800 actual working hours per annum. Section 3.2(a) of the same Act stipulates that the formal school day should not be less than 7 hours. Whether principals apply the stipulations of laws could possibly be questioned. However, as manager, the principal must find time to be well informed in this regard to keep on the right side of the law.

Loock et al (2006:14) emphasises that school principal must find time to draft a policy on HIV/Aids for the safety of learners in laboratories, workshops and in extra-curricular activities and educators should be made aware of legal implications in case of negligence.

2.8 FACTORS THAT DETERMINE EFFECTIVE AND INEFFECTIVE TIME MANAGEMENT

Time can be managed effectively or ineffectively. Effective time management will impact positively on the school as organisation whereas ineffective time management will badly reflect on the principal as time manager.
Whether time management appears to be effective or ineffecti ve would be determined, among other things, by factors such as organisation, delegation, motivation and communication.

✓ **Organisation:** This concept simply explains who does what in an organisation. Every educator has his duties clearly defined, including required quality and time of completion.

According to Van Deventer and Kruger (2003:10) organisation claims to encapsulate the following principles:

✓ The principle of sharing work according to capabilities, in that each educator has his task(s) in which he is an expert.

✓ The SMT divides the total workload, especially the curriculum, in terms of departments, and in different curriculum streams. They manage the educators under them. There is no time wastage and everybody is a specialist in his task.

✓ Sound work relations are established that promote the team spirit and group morale. Smooth running of teaching improves quality of learning and teaching and facilitate time use and management thereof.

Van der Westhuizen (1991:163) refers to clashes in the performance of activities which may cause chaos and a waste of time. Steps should be taken to avoid this:

✓ Everybody should know what he and others are to do.

✓ Realising goals becomes easier by using created structures.

✓ Poor organisation, according to Van Deventer and Kruger (2003:117), leads to problems such as:
- Highly qualified and paid staff not being utilised effectively to the detriment of the organisation.

- Responsibility not being exercised appropriately.

- Time being wasted and not used to the optimal advantage of education.

The time management task of the principal will urge him to ensure intact organisation.

✓ **Delegation:** Here, the principal gives responsibilities and authority to his subordinates to perform certain duties for which the subordinate has competency.

Mullins (1993:524) contends that delegation relieves the principal of certain tasks and creates more time for him to concentrate on more serious duties. By doing so (delegating), the principal ensures that his own time is managed better by omitting certain delegated tasks from his own obligation schedule. However, such delegation must ensure affectivity of function and has to be monitored by the principal. If not, consequences might impact negatively on the principal's time management. It is important for the principal to understand that delegation is no abdication; he remains accountable, and therefore the delegated subordinate must deliver the quality service required.

Whatever the reason for under- or over-delegation, delegation as such remains a factor as regards time utilisation by specifically the principal. Effective time usage will depend on, *inter alia*, the monitoring aspect of time management. The fear that the subordinate may outshine him or lack of confidence in the subordinate, and consequently refraining from delegation, will impact negatively on the principal's time management.
✓ **Motivation:** This is the complex inner force or drive that keeps one committed towards achieving a personal goal. Effectiveness or not of time management in the school context will depend, *inter alia*, on the degree of motivation, particularly on the part of the principal. An unmotivated principal might not care to manage time since the effectiveness of his organisation as well as work satisfaction of himself and other human capital in his care will not be a determining factor in his professional apparel.

The motivated principal, on the contrary, will, according to Van Deventer and Kruger (2003:154):

✓ Respect the uniqueness of individual educators

✓ Help educators to realise that the goals set are achievable.

✓ Be ready to delegate duties to well-trained, competent people in order to save time.

Motivation could be positive or negative and will impact on time management. Positive motivation will imply, *inter alia*, a participative management style. This will ensure greater work satisfaction but will also obligate the principal to monitor time usage of participative members of his staff in whatever activity that might be at stake as regards the particular participation.

Negative motivation is characterised by scolding the staff when someone errs, or issuing written warnings, which can eventually lead to a school being seen as an unpleasant place in which to live and work. The latter will obviously impact negatively on the use of time and management thereof.

Forsyth (2000:123) sees motivation as a strong force. People working or using their knowledge and ability can better their performance, efficiency and work rate, if motivated. This does save time and time will also be invested to get the best out of people, since it does not just happen by itself. The
principal on his own is unable to manage the school and contribute alone to its effective functioning. It should always be his duty to motivate and assist the educators and learners in executing their task as effectively and efficiently as possible in the most economical timeframe possible. The principal will have to monitor the latter and capitalise on staff’s motivation.

✓ **Communication:** Kruger and Van Schalkwyk (1997:58) define communication as the imparting or interchange of thoughts or ideas, orally, in writing or in signs. Emerson and Goddard (1993:161) assert that both formal and informal communication is important and each form has its own merits and demerits. Both claim the management time of the principal. Communication that lacks clarity causes undue strain on a manager’s time management as well as the effectiveness of the organisation.

Forsyth (2000:112) concurs with Emerson and Goddard (1993) on the following as features of good communication:

✓ **Clarity of purpose:** All those involved in a particular communication process should be aware of its purpose; otherwise confusion can be time consuming. The "why" or objective in any form of communication is important.

✓ **Clarity of outcome:** In the case of action to be taken, sufficient details of work to be done have to be communicated without being ambiguous. The participants should be clear on to the purpose of the action, what is to be done, how it is to be done, who will do it, and by when.

The school has to communicate through documents that are unambiguous such as mission statements, code of conduct, circulars and letters to parents. Again, clear purposes and agendas for meetings must serve as good forms of communication and time necessary for such communication must be managed.
Poor communication features, according to Emerson and Goddard (1993:168) surface in the form of faulty systems like poor filing, which may misplace important documents. Tracing such documents might impact negatively on time usage, affect the principal's communication and reflect adversely on his time management skills.

2.8.1 Advantages

Some advantages of effective time management highlighted by Merrill (1994:28) are the increase in efficiency and personal productivity through prioritisation.

2.8.2 Time wasters

Schreuder, Du Toit, Roesch, and Shah (1993:34) listed the treatment of important tasks instead of urgent tasks as one of the time wasters. Other time wasters mentioned were ineffective delegation, lack of priority tasks, planning and unexpected visitors.

2.8.3 Conclusion

This chapter reviewed some relevant literature on management in the school context, with the focus on the management of time and some aspects which are relevant to time management. The next chapter will present the research methodology and research design.
CHAPTER 3

RESEARCH METHODOLOGY AND RESEARCH DESIGN

3.1 INTRODUCTION

This chapter outlines the research methodology that the researcher employed in order to obtain data from respondents about the time management tasks of the school principal. The study made use of a survey to gather questionnaire-based data in a real-life setting. The research design, which includes the delimitation of the field of survey, the acquisition of permission from the Department of Education to conduct research, the selection of respondents (size of the sample and sampling procedures), the research instrument, namely the questionnaire, a pilot study, the administration of the questionnaires, processing of data, as well as ethical considerations are discussed in this chapter.

3.2 DELIMITATION OF THE STUDY

The study was conducted within Umbumbulu and Phumelela circuits under the Umlazi district. Umbumbulu circuit has four wards, namely Umbumbulu Central, Mafa, Folweni and Amanzimtoti. Phumelela circuit has four wards, namely Maphundu, Umlazi East, Isipingo and Dukumbane.

3.3 PERMISSION TO CONDUCT RESEARCH

The researcher requested permission from the District Director of Umlazi (Appendix B) to conduct research within Phumelela and Umbumbulu Circuits. The content of the letter clearly stated the purpose of conducting research. Permission was granted (Appendix C).
3.4 SAMPLING PROCESS

Various methods of sampling can be utilised to select a representative sample, including simple random sampling, cluster sampling, systematic sampling, and stratified sampling. In this study, the researcher used the cluster and simple random sampling method. Ary et al. (1990:163) also favour this method (1990:163) for its simplicity, unbiased nature, and its closeness to fulfilling the major assumption of probability, namely that each element in the population stands an equal chance of being selected. No element is either deliberately or inadvertently excluded from the selection by chance.

Fifty school principals were randomly selected. The researcher deemed this to be a convenient sample size. To conduct the research at all the schools would have been a difficult and expensive venture. Cohen and Manion (2000:87) believe that it is often not practical to study the entire population. Choosing less than 50 school principals, on the other hand, could have meant the risk of acquiring less accurate information.

3.5 RESEARCH TOOLS

3.5.1 Choice of Methodology

There are essentially four major paradigms in modern social sciences, each with its own methodology, namely the positivist, interpretive, critical, and constructive paradigms. Quantitative methodology, which is used in this study, is traditionally associated with the positivist paradigm which, according to Terreblanche and Durrheim (2006:6), refers to the acceptance of a stable, unchanging, external reality, which can be investigated objectively – usually by using an experimental, quantitative methodology, including the testing of hypotheses. In this study, the researcher chose the quantitative methodology, taking into account the purpose of the study, the questions being investigated and the available resources.
According to Terreblanche and Durrheim (2006:6), the positive paradigm is well suited for attempting to gain this type of knowledge due to its methodology, which involves the testing of the hypothesis. This methodology was chosen because the researcher believed that it would lead to some knowable truths about the time management tasks of the school principal. It would also provide information on whether certain generalisations presented in the literature were also true for this population.

3.5.2 Format of the questionnaires

The literature study informed the design of the questionnaires. The construction of the questionnaire was guided by the general principles suggested by various authorities on social science research, such as Terreblanche and Durrheim (2006:10) and Duma (2006:96), who submits that there is a considerable range of opinions about what constitutes the optimum length of the questionnaire. However, it is generally agreed that, provided the purposes of the research are met, shorter questionnaires are more effective.

According to Van Rensburg, Landman and Bodenstein (1994:505) a questionnaire is a set of questions dealing with some topic or related group of individuals for the purpose of gathering data on a problem under consideration.

Van den Aardweg and Van den Aardweg (1998:190) describes this form of gathering data in research as a prepared question form submitted to certain persons (respondents) with a view to obtaining information.

The questions (items) for this research were divided into two sections. Section A (items 1-5) dealt with what the researcher deemed to be relevant biographical information about the respondents. Section B (items 6-14, some of which are subdivided into a number of sub-items) dealt with the different aspects of the time management task of a school principal as educational manager.
Respondents had to indicate their responses by choosing agree, disagree or uncertain. Where deemed necessary for the sake of greater clarity, respondents wishing to have greater flexibility could use the “other” option and be asked to specify.

3.5.3 Validity and reliability of the questionnaire

Huysamen (1998:1) propounds that there are two concepts that are of utmost importance in understanding issues of measurement in social science, namely validity and reliability. In order for the quantitative findings to form an appropriate basis for the design of a parent involvement program in school administration of public schools on private properties, they must be valid and reliable.

Validity

Validity has to do with whether an item in the questionnaire measures or describes what it is supposed to measure or describe (Bell, 1999:104; Van Rensburg, Landman & Bodenstein, 1994:560).

Pillay (1998:115) defines validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent to which it correlates with some criterion external to the instrument itself. The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers also to the extent to which interpretations of the instrument’s results, other than the ones the researcher was hoping to find, can be ruled out.

Kumar (2005:24), McMillan and Schumacher (2006:166) and Chetty (2003:96) affirm that validity is concerned with the soundness or the effectiveness of the measuring instrument, focusing on the result of the measurement. Validity detects some real ability, attitude or prevailing situation that the researcher can identify and characterise. If the ability or
attitude is stable, and if respondents’ answers to the items are affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results. On the same note Chetty (2003:95) submits that validity is essential to give credibility to a research questionnaire.

The researcher, guided by the criteria for a valid questionnaire and the careful planning of questions, was convinced that the questionnaires to a great extent measured that which it was designed to measure.

Reliability

Pillay (1998:117) describes reliability as a statistical concept that relates to the consistency and dependability of obtaining the same relative answer when measuring phenomena that have not changed. A reliable measuring instrument is one that, if repeated under similar conditions, would present the same result or a new approximation of the initial result.

Pillay (1998:118) argues that the reliability of the questions is no proof that answers given reflect the respondent’s true feelings. In essence, reliability of the question refers to consistency, but consistency does not guarantee truthfulness.

Reliability in this study refers to the consistency of measurement, the extent to which, if this study were repeated, it would give the same results (McMillan & Schumacher, 2006:168). The researcher believes that the questionnaires in this study were completed with the necessary honesty and sincerity required to render maximum possible reliability.

3.6 ADMINISTRATION OF THE QUESTIONNAIRE

The greater percentage of questionnaires was distributed through circuit offices with the assistance of departmental officials.
3.6.1 The Pilot Study

The draft questionnaires were piloted. A pilot study is necessary for ensuring validity and reliability of the research instrument. Duma (2006:47) claims that a pilot study is an abbreviated version of a research project in which the researcher practices or tests the procedures to be used in the subsequent full-scale project. Politt and Hungler (1999:442) postulate that it is necessary, in the pilot study, to find the best means of identifying problems before the main study begins. In the same vein, Chetty (2003:89) argues that for a questionnaire to be successful, it has to undergo pre-testing to ensure that it is perfect in all aspects. Specialists should check the questionnaire using a procedure designed to identify problems and omissions before the final questionnaire is completed. All necessary changes should be undertaken right up to the stage of administering the questionnaire. This will eliminate flaws, ambiguities, and misinterpretations.

A pilot test, which uses two male principals from two high schools and one lady primary school principal, will not be part of the sample. Using this consideration, a pilot study was conducted in the neighbouring schools that conformed to the characteristics present in the sample used in the final study. This pilot test was conducted within the first week of September 2006. There were no ambiguous questions and instructions and as a result, no change was made.

3.6.2 The actual study

The questionnaires were distributed by hand and the researcher collected them within a period of fourteen days. Most of the respondents are principals of schools that conducted grade 12 examinations at the time. The questionnaires were numbered before distribution in order to assess and ensure outstanding numbers. The data was presented in frequency and further exposed as a percentage of the total number of responses.
3.6.3 Data processing

After all the questionnaires had been returned, the important task was then to reduce the mass of data obtained to a format suitable for analysis. The respondents' responses were coded. Frequency distribution was used. Van den Aardweg and Van den Aardweg (1990:75-76) strongly support the use of frequency tables, as they believe that frequency tables provide the answers to the following important questions:

✓ How many times does the response occur?
✓ What is the percentage of that response to total responses?

Detailed information on the data processing, analysis, and interpretation is provided in Chapter 4.

3.7 ETHICAL MEASURES / CONSIDERATION

Ethics in research is very important, particularly with regard to research involving human beings. It is essential that the respondents' rights to privacy be protected.

The researcher obtained permission from the Department of Education. The respondents were assured of confidentiality in handling their opinions through the questionnaire since anonymity has been guaranteed. The researcher took special care to make it explicit in the questionnaires that information would be treated in strictest confidence.

3.8 CONCLUSION

In this chapter, a detailed description of the method used in the research was presented. The appropriateness of using the questionnaires as research instrument was critically evaluated. The chapter also discussed sampling
procedures used and methods of data analysis employed. In the next chapter—an analysis and interpretation of collated data is provided.
CHAPTER 4

ANALYSIS, PRESENTATION AND INTERPRETATION OF EMPIRICAL DATA

4.1 INTRODUCTION

In Chapter 3, the focus was on research design. This chapter focuses on analysis, presentation, and interpretation of the empirical data that was elicited from the respondents by means of the items that were part of the questionnaires. The first step that the researcher took was to give each response an identification number. The second step was the scoring of the questionnaires.

The scores were systematically recorded. Each item was assigned its column. Since the data analysis involved item analysis, the scores for each item were tabulated. After the statistical analyses had been completed, all the data was rechecked. The original scores were rechecked together with the data sheets. Gay (1967) in Duma (2006) recommends rechecking and states that it is advisable to recheck the scores in order to assure reliability.

Presented below are statistical tables drawn up from the replies to the questionnaires, together with brief analyses and interpretation of the data.

4.2 PRESENTATION, ANALYSES, AND INTERPRETATION OF DATA

4.2.1 Biographical information of respondents

Table 4.1: Gender of respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Male</td>
<td>38</td>
<td>76</td>
</tr>
</tbody>
</table>
An analysis of the data shows that 76% of respondents were males. This indicates that in the particular targeted area of this research male principals are in the majority.

### Table 4.2: Age range of respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>31-40</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>Over 40</td>
<td>41</td>
<td>82%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Data analysis indicates that 41 (82%) of respondents are older than 40 years while 9 (18%) are between 30 and 41 years of age.

### Table 4.3: Experience as principal

<table>
<thead>
<tr>
<th>Experience</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>14</td>
<td>28%</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

The data shows that fifty percent of principals have over 10 years experience, twenty-eight percent between 6-10 years and twenty-two percent of these with 0-5 years experience. This majority of more experienced principals do render the response more significant on the whole, since it could be expected that these principals encapsulated in their response many years of personal experience of the time management dilemma.

### Table 4.4: School type

<table>
<thead>
<tr>
<th>School type</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>22</td>
<td>44%</td>
</tr>
<tr>
<td>Secondary</td>
<td>28</td>
<td>56%</td>
</tr>
</tbody>
</table>
The data reflects a fairly balanced view between primary and secondary managers.

Table 4.5: Location of schools

<table>
<thead>
<tr>
<th>Schools</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>Township</td>
<td>22</td>
<td>44%</td>
</tr>
<tr>
<td>Urban</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

The data shows that schools from urban areas are 10%; township schools are 44% while 46% are situated in rural areas.

4.2.2 Responses regarding the time management task of the school principal

Table 4.6: Responses regarding the time management task of the school principal

Table 4.6 is a consolidation of sub-tables from 4.6.1 to 4.6.6

<table>
<thead>
<tr>
<th>4.6.1</th>
<th>I am of the opinion that time management refers to:</th>
<th>Agree</th>
<th>Dis-agree</th>
<th>Uncertain</th>
<th>No Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.1.1</td>
<td>Managing my own time usage</td>
<td>N</td>
<td>38</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>76</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>4.6.1.2</td>
<td>Managing the time usage of my subordinates</td>
<td>N</td>
<td>21</td>
<td>0</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>42</td>
<td>0</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>4.6.1.3</td>
<td>Both 1.1 and 1.2</td>
<td>N</td>
<td>42</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>84</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
</tbody>
</table>
### Table 4.6 (continued from previous page)

<table>
<thead>
<tr>
<th>4.6.1.4</th>
<th>Other (please specify)</th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>No Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.6.2</th>
<th>My daily schedule allows enough time for effective time management.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.6.3</th>
<th>I find that the following factors hamper my time management task.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.6.3.1</th>
<th>Meetings I have to attend.</th>
<th>N</th>
<th>41</th>
<th>5</th>
<th>1</th>
<th>3</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>82</td>
<td>10</td>
<td>2</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.6.3.2</th>
<th>Administrative obligations.</th>
<th>N</th>
<th>30</th>
<th>14</th>
<th>0</th>
<th>6</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>60</td>
<td>28</td>
<td>0</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.6.3.3</th>
<th>Staff attitudes regarding time management</th>
<th>N</th>
<th>25</th>
<th>20</th>
<th>2</th>
<th>3</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>10</td>
<td>40</td>
<td>4</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.6.3.4</th>
<th>Conflict.</th>
<th>N</th>
<th>25</th>
<th>0</th>
<th>11</th>
<th>5</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>10</td>
<td>18</td>
<td>22</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.6.3.5</th>
<th>Departmental expectations</th>
<th>N</th>
<th>38</th>
<th>5</th>
<th>3</th>
<th>4</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>76</td>
<td>10</td>
<td>6</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.6.3.6</th>
<th>Visitors (expected and / or unexpected)</th>
<th>N</th>
<th>45</th>
<th>4</th>
<th>1</th>
<th>0</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>90</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.6 (continued from previous page)

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>No Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.3.7 The organisational stress factor</td>
<td>N 25</td>
<td>15</td>
<td>6</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 10</td>
<td>30</td>
<td>12</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>4.6.3.8 Lacking of planning due to constraints.</td>
<td>N 20</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>% 40</td>
<td>34</td>
<td>14</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>4.6.3.9 Other (please specify)</td>
<td>........................................</td>
<td>........................................</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6.4.4 Open communication.</td>
<td>N 45</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 90</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>4.6.4.5 Professionalism (myself and my staff)</td>
<td>N 38</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 76</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4.6.4.6 Proper planning.</td>
<td>N 46</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 92</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>4.6.4.7 Inspirational planning.</td>
<td>N 44</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 88</td>
<td>4</td>
<td>0</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>4.6.4.8 Other (please specify)</td>
<td>........................................</td>
<td>........................................</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6.5 I have a need for guidance as regards effective time management.</td>
<td>N 26</td>
<td>14</td>
<td>9</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 52</td>
<td>28</td>
<td>18</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Question</td>
<td>Agree</td>
<td>Disagree</td>
<td>Uncertain</td>
<td>No Responses</td>
<td>Total</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
<td>----------</td>
<td>-----------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>4.6.6 I see time management as a motion of no confidence in staff professionalism.</td>
<td>N 12</td>
<td>27</td>
<td>9</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 24</td>
<td>54</td>
<td>18</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>4.6.7 My staff sees time management as a motion of no confidence in them.</td>
<td>N 7</td>
<td>27</td>
<td>13</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>% 14</td>
<td>54</td>
<td>26</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>4.6.8 The principal's time management function could be delegated to other members of his management staff.</td>
<td>N 35</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 70</td>
<td>20</td>
<td>10</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>4.6.9 I simply do not have enough time to manage the school effectively.</td>
<td>N 10</td>
<td>33</td>
<td>7</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 20</td>
<td>66</td>
<td>14</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>4.6.10 Strategic task planning</td>
<td>N 47</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 94</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>4.6.10.1 Strategic task planning.</td>
<td>N 47</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 94</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>4.6.10.2 Participative decision-making.</td>
<td>N 49</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>% 98</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>4.6.10.3 Other (Please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 4.6 (continued from previous page)

<table>
<thead>
<tr>
<th>4.6.11</th>
<th>I find enough time to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.11.1</td>
<td>Workshop governing body members regarding their task fulfilment.</td>
</tr>
<tr>
<td>( N )</td>
<td>50</td>
</tr>
<tr>
<td>( % )</td>
<td>100</td>
</tr>
<tr>
<td>4.6.11.2</td>
<td>Read and research regarding my time management task.</td>
</tr>
<tr>
<td>( N )</td>
<td>40</td>
</tr>
<tr>
<td>( % )</td>
<td>100</td>
</tr>
<tr>
<td>4.6.12</td>
<td>My personal time is not severely affected by my management task.</td>
</tr>
<tr>
<td>4.6.13</td>
<td>I often take official work home</td>
</tr>
<tr>
<td>( N )</td>
<td>50</td>
</tr>
<tr>
<td>( % )</td>
<td>100</td>
</tr>
<tr>
<td>4.6.14</td>
<td>I find that the following have an impact on my time management</td>
</tr>
<tr>
<td>4.6.14.1</td>
<td>Financial management</td>
</tr>
<tr>
<td>( N )</td>
<td>50</td>
</tr>
<tr>
<td>( % )</td>
<td>100</td>
</tr>
<tr>
<td>4.6.14.2</td>
<td>Governing body issues</td>
</tr>
<tr>
<td>( N )</td>
<td>50</td>
</tr>
<tr>
<td>( % )</td>
<td>100</td>
</tr>
<tr>
<td>4.6.14.3</td>
<td>Classroom management issues (e.g. discipline)</td>
</tr>
<tr>
<td>( N )</td>
<td>50</td>
</tr>
<tr>
<td>( % )</td>
<td>100</td>
</tr>
<tr>
<td>4.6.14.4</td>
<td>Legal issues.</td>
</tr>
<tr>
<td>( N )</td>
<td>50</td>
</tr>
<tr>
<td>( % )</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>4.6.14.5</td>
<td>N 28</td>
</tr>
<tr>
<td></td>
<td>% 56</td>
</tr>
<tr>
<td>4.6.14.6</td>
<td>Other issues (Please elaborate)</td>
</tr>
</tbody>
</table>

**What time management refers to?**

Sub-table 4.6.1 reveals that a majority of the respondents (76%) indicated that they agreed that time management for them refers to managing their own time usage. Although no respondents indicated that they disagreed or were uncertain, a 24% nil-return occurred on this item. The three-quarters response could thus not be seen as a fully representative majority view.

Sub-table 4.6.2 indicated that time management for them refers to managing time usage of subordinates. No respondent disagreed with this view while 12% were uncertain. A 46% nil-return was indicated. The latter response must be seen in the light of the response to items 4.6.3 hereunder.

✓ My daily schedule allows enough time for effective time management

The data analysis shows that 34% agree, 42% disagree, 10% were uncertain and 14% gave nil responses.

✓ Factors hampering the time management task of respondents

Table 4.6.3 reveals that 62% respondents agree that their time management task is hampered by the difficulty to differentiate between urgent and important matters to attend to, while 28% disagree, 10% were uncertain and 14% nil returns were received.
Establishing which management tasks are important, and which are urgent appears to be a managerial issue.

**Table 4.6.3.2: Meetings to attend**

Data analysis shows that 82% agree, 10% disagree, 2% are uncertain and nil responses totalled 6%. The high percentage is in agreement with Smith (1997:88) in Chapter 2 regarding meetings as the top time wasters in business organisations.

**Table 4.6.3.3: Administrative obligations**

When analysing data 60% agree, 28% disagree, 0% were uncertain and 12% nil responses. The greater percentage concurs with Lemmer (1994:1) in Chapter 2 in his statement that today, administrative roles and tasks of principals are becoming increasingly complex and diverse.

**Table 4.6.3.4: Staff attitudes regarding time management**

The data analysis shows that 25 (50%) agree, 20 (40%) disagree, 2 (40%) uncertain and 3 (6%) nil responses.

**Table 4.6.3.5: Conflict**

The data analysis shows that 25 (50%) agree, 9 (18%) disagree, 11 (25%) uncertain and 5 (10%) shows nil responses.

**Table 4.6.3: Departmental expectations**

The data shows that 38 (76%) agree, 5 (10%) disagree, 3 (6%) uncertain and 4 (8%) nil responses. The higher percentage agrees with Van Deventer and Kruger (2003:49) in Chapter 2, which refers to the stress factor in schools that is caused by the rapid rate of increased responsibilities, particularly administrative in nature, on school management.
Table 4.6.3.7: Visitors (expected / unexpected)

The higher percentage of respondents, i.e. 45 (90%) agrees, 4 (8%) disagree and 1 (2%) is uncertain. The high percentage of respondents who agree justifies the actions suggested by Forsyth (1996:66) in Chapter 2 as a means of reducing the number of visitors.

Table 4.6.3.8: The organisational stress factor

The data analysis shows that 25 (50%) agree, 15 (30%) disagree, 6 (12%) uncertain and 2 (4%) nil responses. The higher percentage of respondents concurs with Van Deventer and Kruger (2003:49) quoting Spangenberg and Orpen Lyall, that more than R500-million is lost in South Africa through absenteeism and loss of productivity as a result of stress.

Table 4.6.3.9: Lack of planning due to constraints

The data analysis shows that 20 (40%) agree, 17 (34%) disagree, 7 (14%) uncertain and 6 (12%) nil responses do not agree.

Factors facilitating the time management task of respondents

Table 4.6.4.1: Total commitment (self and staff)

The data shows that 36 (76%) agree that total commitment facilitates his time management, 3 (6%) disagree, 3 (6%) uncertain and 8 (16%) nil responses.

Table 4.6.4.2: Effective delegation

The data analysis shows that 41 (82%) agree, 9 (0%) disagree, 4 (8%) uncertain and 5 (10%) nil responses. The higher percentage of respondents agree with Mullins (1993:524) in Chapter 2, in that delegation relieves the principal of certain tasks and creates more time for him to concentrate on more serious duties.
Table 4.6.4.3: Motivation (self and staff)

The data analysis shows that 36 (72%) agree, 6 (12%) disagree, 3 (6%) uncertain and 5 (10%) nil responses. The result holds true according to Van Deventer and Kruger (2003:154) in Chapter 2, in that the motivated principal will be ready to delegate duties to well-trained, competent people in order to save time.

Table 4.6.4.4: Open communication

The data analysis shows that 45 (90%) agree, 2 (4%) disagree, 0 (0%) uncertain and 3 (6%) nil responses. The idea is supported by Lemmer (1994:154) as referred to in Chapter 2 where an open door policy by principals to educators is presented as a guideline for preventing school conflict and to facilitate management.

Table 4.6.4.5: Professionalism (self and staff)

The data analysis shows that 38 (76%) agree, 2 (4%) disagree, 5 (10%) uncertain and 5 (10%) nil responses. Management time is saved in any situation where everybody does his duties correctly and practises professionalism.

Table 4.6.4.6: Proper planning

The data analysis shows that 46 (92%) agree, 0 (0%) disagree, 2 (4%) uncertain and 2 (4%) nil responses. Schreuder, Du Toit, Roesch and Shah (1993:38) as referred to in Chapter 2, define planning as scheduling tasks in priority order, daily and weekly, so that time is not wasted on unimportant matters.
Table 4.6.4.7: Inspirational leadership

The data analysis shows that 44 (88%) agree, 0 (0%) disagree, 2 (4%) uncertain and 2 (4%) nil responses. Mullins (1993:242), as referred to in Chapter 2, asserts that the more or less effective performance of subordinates depends largely on the style of leadership adopted by their manager.

Table 4.6.5: The need for guidance regarding time management

The data analysis shows that 26 (52%) agree, 14 (28%) disagree, 9 (18%) uncertain and 1 (2%) nil responses. This response must be interpreted as a need for guidance regarding effective time management.

Table 4.6.6: Respondents seeing time management as a voice of no confidence in staff professionalism

The data analysis shows that 12 (24%) agree, 27 (54%) disagree, 9 (18%) disagree, 9 (19%) uncertain and 2 (4%) nil responses.

Table 4.6.7: Staff seeing time management as a voice of no confidence in them

The data analysis shows only 7 (14%) agree, 27 (54%) disagree, 13 (26%) uncertain and 3 (6%) nil responses. From the data obtained in items 6 and 7, it is obvious that time management is not seen as a sign of no confidence at all.

Table 4.6.8: Delegation of time management functioning

The data analysis shows that 35 (70%) agree, 10 (20%) disagree and 5 (10%) are uncertain about the delegation of the principal's time management function to other members of his management staff. The result agrees with
Mullins (1993:524) as referred to in Chapter 2, that delegation relieves the principal of certain duties and creates more time for him to concentrate on more serious tasks.

**Table 4.6.9: Not enough time to manage school effectively:**

The data analysis shows that 10 (20%) agree, 33 (66%) disagree, 7 (14%) uncertain. These results should be interpreted as an indication that the availability of time as such is not necessarily the stumbling block regarding time management. It must, however, be kept in mind that the 34% respondents who were uncertain and those who agreed with the fact that available time is a debilitating factor to effectively manage their schools, indicates a need to seriously attend to this aspect of management.

**Table 4.6.10: Solutions that work for respondents**

**4.6.10.1: Strategic task planning**

The data analysis shows that 47 (94%) agree, 1 (2%) disagree and 2 (4%) nil responses. This agrees with Van der Westhuizen (1991:138), as referred to in Chapter 2, where planning is regarded as the most important task of the principal, which forms the basis of all other management tasks.

**Table 4.6.10.2: Participative decision-making**

The data analysis shows that 49 (98%) agree and 1 (2%) disagrees. Van Deventer and Kruger (2003:96), as referred to in Chapter 2, assert that participative decision-making yields a higher level of motivation where educators perform their tasks at best levels without supervision.
Item 11: Finding enough time to workshop and research

Table 4.6.11.1: Workshop governing body members

Enough time to workshop governing body members regarding their task fulfillment shows through the data that 11 (22%) agree, 29 (58%) disagree, 7 (14%) are uncertain and 3 (6%) nil responses. It is obvious that this function most probably could not be appropriately attended to.

Table 4.6.11.2: Read and research regarding respondent's time management task

The data analysis shows that 19 (38%) agree, 28 (56%) disagree, 1 (2%) uncertain and 2 (4%) nil responses.

Item 4.6.12: Personal time of respondents not severely affected by time management task

The data analysis shows that 16 (32%) agree, 33 (66%) disagree, 9 (0%) uncertain and 1 (2%) nil responses. Personal time of school managers obviously suffer under their management task.

Item 4.6.13: Official work taken home by respondent

The data analysis shows that 34 (68%) agree and 16 (32%) disagree. The results are in contrast with item 12, which shows no severe effect on personal time. However, Schreuder, Du Toit, Roesch and Shah (1993:33) confirm the situation (cf. Statement of Problem, Chapter 1).

Table 4.6.14.1: Factors impacting on time management

With regard to financial management, the data analysis shows that 29 (58%) agree, 11 (22%) disagree, 2 (4%) are uncertain and 8 (16%) nil responses.
The financial management according to KZN DOED Manual 4 (2002:7), as referred to in Chapter 2, is the responsibility of governing bodies of all schools to administer school funds in accordance with the directions given by the head of department. Some inevitable impact here is thus a given fact.

**Table 4.6.14.2: Governing body issues**

The data analysis shows that 32 (64%) agree, 12 (24%) disagree, 0 (0%) uncertain and 6 (12%) nil responses. These issues being part and parcel of the manager’s responsibility will obviously have an impact on his management task.

**Table 4.6.14.3: Classroom management issues (e.g. discipline)**

The data analysis shows that 37 (74%) agree, 12 (24%) disagree, 1 (2%) uncertain and 0 (0%) nil responses. The results agree with Lemmer (1994:61) as referred to in Chapter 2, where she says that creating order has to do with creating effective teaching and management skills more than dealing with misbehaviour.

**Table 4.6.14.4: Legal issues**

The data analysis shows that 17 (34%) agree, 24 (48%) disagree, 5 (10%) uncertain and 4 (8%) nil responses. It appears that a fair balance exists between those viewing legal matters as an important factor impacting on time management and those who do not or are uncertain.

**4.6.14.5: Labour issues**

The data analysis shows that 28 (56%) agree, 18 (36%) disagree, 0 (0%) uncertain and 4 (8%) nil responses, indicating that labour matters impact on time management.
4.3 CONCLUSION

This chapter dealt with an empirical investigation into The Time Management Tasks of the School Principal. The research tools used in this investigation were questionnaires. Once the statistical data had been interpreted, the researcher brought in supplementary information from a literature study, as well as from his own experience. Where statistics revealed a tendency in one direction or another, the searching question: "Why is it like that?" was posed.

The next and last chapter discusses the summary of the findings (conclusions) in detail, including the summary of the whole study project. An attempt will be made to collate responses to individual aspects, to arrive at specific conclusions, followed by a set of recommendations.
CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this chapter is to provide a summary of the study together with findings, conclusions and recommendations derived from it. The empirical research conducted in Chapter 3 and the data analysis that follows in Chapter 3 and the data analysis that follows in Chapter 4 are integrated in order to present the conclusions and recommendations. An attempt has been made to collate responses to individual aspects so as to arrive at specific conclusions and recommendations that may hopefully help to assuage the problems identified in the study.

5.2 SUMMARY

In Chapter 1 the study investigates the apportionment of time and the prioritisation of functions by the school principal to ensure effective time management. Management of time necessarily focuses on such prioritising and appropriate apportionment in an effort to ensure effectiveness and optimal time utilisation. The research problem under investigation in this study is the very fact that school principals seem to lack the necessary time to manage schools effectively. Principals' responses regarding, inter alia, this view regarding time management and implications of ineffective time management all form dimensions of the research problem.

In Chapter 2 a variety of relevant literature, including literature from the field of business studies was reviewed. Basic time wasters in any area of management like lack of prioritisation and proper planning were identified. Good practices such as motivation, effective delegation and communication
were highlighted as means of effective time management. The hazards such as poor communication and motivation were also viewed as causes of poor time management. The style of management or manner in which decisions are made, play a role in the time management task of the school principal according to literature consulted. The new versus an old system of management were used as approaches to tasks of principals and how each impacted on principals’ time to be managed.

In Chapter 3 basic guidelines for the construction of a good questionnaire like simple worded and short questions were presented. The questionnaire reached a large sample and was completed anonymously (Van den Aardweg & Van den Aardweg, 1988). The instrument was reliable as it produced constant results in different geographical areas and at different levels. Ethical measures were observed.

A questionnaire (cf Appendix A) was used as an instrument for the collection of data. The questionnaire for this investigation consists of two sections, i.e. Section A (Biographical information of respondents) and Section B (Responses regarding the time management task of the school principal).

In Chapter 4 the empirical data is analysed. Factors hampering and facilitating time management are analysed and responses reveal how school principals manage time. Principals’ daily schedule does not allow them enough time for effective management. Meetings and unexpected visitors appear to be prime time wasters.

Chapter 5 reviews the entire study project. It provides a summary of the findings (conclusion) from the literature and the empirical survey, as well as a set of recommendations, which it is hoped may help to solve the problems identified.

In this chapter the salient findings of the empirical research are presented by way of summary. Insights from the literature review (Chapter 2) and the empirical investigation (Chapter 4) are married in order to draw conclusions
and to make recommendations towards strengthening parent involvement in school governance.

5.3 FINDINGS

5.3.1 Findings from the literature study

✓ The principal’s leadership role as an executive management task involves executing policies of the department at school level and helps the school to achieve through effective utilisation of resources.

✓ Time as an aspect of management. The principal and his management team draft an annual programme that shows all school activities within allotted time frames.

✓ Post-transformation versus pre-transformation system regarding the principal’s time management task. The new leadership role of the principal demands more time for meetings with all stakeholders for decision-making on various issues.

✓ Management hazards that have an impact on time management - effective and ineffective time management. Van der Westhuizen (191:163) sees time management as a recipe for good organisations where everybody knows what he and others are doing. Van Deventer and Kruger (2003:117) see poor time management resulting in responsibility being exercised inappropriately to the disadvantage of the school.

5.3.2 Findings from the empirical study

Meaning of time management

The majority of the respondents are of the opinion that time management refers to both managing their own time and that of their subordinates.
Factors hampering time management

The study found that the following factors hamper time management:
✓ meetings that principals have to attend,
✓ departmental expectations,
✓ visitors,
✓ the organisational stress,
✓ administrative obligations, and
✓ inability to differentiate between urgent and important matters to attend to hampers the principal’s time management tasks.

Factors facilitating time management

The study found that the following factors facilitate time management:
✓ effective delegation,
✓ motivation,
✓ open communication,
✓ professionalism,
✓ proper planning, and
✓ inspirational leadership.

The need for guidance as regards effective time management

The study found that the majority of respondents have the need for guidance as regards effective time management.

Strategies that work for effective time management

The study found that, inter alia, strategic task planning and participative decision-making work effectively regarding time management.

Availability of enough time for training governing body members
The study found that the majority of principals do not have enough time to train governing bodies.

*Factors impacting on principals’ time management task*

The study found that the majority of respondents see financial management, governing body issues, classroom management issues (e.g. discipline), and legal issues impacting on the principal’s time management task.

*Impact on respondents’ personal time*

The majority of respondents who often take official work home are indicative of poor time management and the need for guidance in this area becomes obvious.

5.4 **RECOMMENDATIONS**

Flowing from the above findings the following recommendations are suggested:

- ✓ Untrained and uninformed governing body members seem to require much time of principals, impacting negatively on their time management.
  - **Recommendation:** Provincial education departments need to provide appropriate training for school governing bodies.

- ✓ The financial management as a factor impacting adversely on principals’ time management.
  - **Recommendation:** A well organised and goal directed system should operate to control school visitors in the school’s interest.
5.5 CONCLUSION

The study has been successful in showing the school time management by principals and difficulties they experience. Improvement can be achieved by exposing more principals to more workshops on time management. A further study on time management is recommended.
REFERENCES


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University of Zululand (undated) Faculty of Education. Educational Research Methods.


APPENDIX A

LETTER TO RESPONDENTS REGARDING
FILLING-IN OF QUESTIONNAIRE

QUESTIONNAIRE FOR PRINCIPALS

CONFIDENTIAL

Dear Respondents

Thank you for your time to answer my questionnaire. Your being a respondent is coincidental. The schools have been selected randomly for the purpose of this study.

Be assured that all the information furnished by you would be treated confidentially. Thus in order for me to obtain reliable, scientific information, it is necessary that you answer the questions as honesty as you can. Your opinion is important.

Your co-operation is appreciated.

Thank you

........................................
F.H. Mshololo
APPENDIX B

QUESTIONNAIRE

SECTION A

BIOGRAPHICAL INFORMATION

Please fill in the following information by placing a cross (X) in the appropriate column.

1. Gender of principal
   - Male
   - Female

2. Age group
   - 25 - 30 yrs
   - 31 - 40 yrs
   - Over 40 yrs

3. Years of experience as a principal
   - 0 - 5 yrs
   - 6 - 10 yrs
   - Over 10 yrs

4. Type of school
   - Primary
   - Secondary

5. Location
   - Urban
   - Township
   - Rural
SECTION B

THE TIME MANAGEMENT TASK OF THE SCHOOL PRINCIPAL

INSTRUCTIONS TO RESPONDENTS

1. Please read each statement carefully before giving your opinion.
2. Please ensure that you respond to all questions.
3. Please mark your response with a cross (X) in the appropriate block as shown in the example.
4. Please be honest in your response.
5. Please do not discuss your responses with your colleagues.
6. Please return the questionnaire as soon as you have completed your responses.

Please consider the following example before expressing your opinion regarding a specific statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>School have to be formulated within the confines of existing laws (if you agree)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School rules to be formulated within the confines of existing laws (if you disagree)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School rules have to be formulated within the confines of existing laws (if you uncertain)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

1. I am of the opinion that time management refers to:
   1.1 managing my own time usage.
   1.2 managing the time usage of my subordinates.
   1.3 both 1.1 and 1.2
   1.4 other (specify)

2. My daily schedule allows enough time for effective time management.
3. I find that the following factors hamper my time management task:
   3.1 differentiating between urgent and important matters to attend to.
   3.2 meetings I have to attend
   3.3 administrative obligations
   3.4 staff attitudes regarding time management
   3.5 conflict
   3.6 departmental expectations
   3.7 visitors (expected and/or unexpected)
<table>
<thead>
<tr>
<th>3.6 The organisational stress factor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9 Lack of planning due to constraints</td>
<td></td>
</tr>
<tr>
<td>3.10 Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. I find that the following factors facilitate my time management:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Total commitment (myself and my staff)</td>
<td></td>
</tr>
<tr>
<td>4.2 Effective delegation</td>
<td></td>
</tr>
<tr>
<td>4.3 Motivation (myself and my staff)</td>
<td></td>
</tr>
<tr>
<td>4.4 Open communication</td>
<td></td>
</tr>
<tr>
<td>4.5 Professionalism (myself and my staff)</td>
<td></td>
</tr>
<tr>
<td>4.6 Proper planning</td>
<td></td>
</tr>
<tr>
<td>4.7 Inspirational leadership</td>
<td></td>
</tr>
<tr>
<td>4.8 Other (specify)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>5. I have a need for guidance as regards effective time management</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>6. I see time management as a matter of no confidence in staff professionalism</td>
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<tr>
<td>7. My staff see time management as a matter of no confidence in them</td>
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</table>

<table>
<thead>
<tr>
<th>8. The principal's time management function could be delegated to other members of his management staff</th>
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</thead>
<tbody>
<tr>
<td>9. I simply do not have enough time to manage the school effectively</td>
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</tr>
<tr>
<td>10. Although managing time can be problematic at times, I find that the following solutions work for me:</td>
<td></td>
</tr>
<tr>
<td>10.1 Strategic task planning</td>
<td></td>
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<tr>
<td>10.2 Participative decision making</td>
<td></td>
</tr>
<tr>
<td>10.3 Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

| 11. I find enough time to:                                                                  |                  |
| 11.1 Workshop governing body members regarding their task fulfillment                       |                 |
| 11.2 Read and research regarding my time management task                                    |                 |
| 11.3 My personal time is not severely affected by my management task                        |                 |
| 11.4 I often take official work home                                                         |                 |
| 11.5 Other (specify)                                                                         |                 |

| 12. I find that the following have an impact on my time management:                          |                  |
| 12.1 Financial management                                                                    |                 |
| 12.2 Governing body issues                                                                  |                 |
| 12.3 Classroom management issues (eg: discipline)                                           |                 |
| 12.4 Legal issues                                                                            |                 |
| 12.5 Labour issues                                                                          |                 |
| 12.6 Other issues (elaborate)                                                                |                 |

| 13. I often take official work home.                                                         |                  |

| 14. I find that the following have an impact on my time management:                          |                  |
| 14.1 Financial management                                                                    |                 |
| 14.2 Governing body issues                                                                  |                 |
| 14.3 Classroom management issues (eg: discipline)                                           |                 |
| 14.4 Legal issues                                                                            |                 |
| 14.5 Labour issues                                                                          |                 |
| 14.6 Other issues (elaborate)                                                                |                 |

| 15. I find enough time to:                                                                  |                  |
| 15.1 Workshop governing body members regarding their task fulfillment                       |                 |
| 15.2 Read and research regarding my time management task                                    |                 |
| 15.3 My personal time is not severely affected by my management task                        |                 |
| 15.4 I often take official work home                                                         |                 |

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APPENDIX C

LETTER TO DISTRICT MANAGER
UMLAZI DISTRICT
REQUESTING PERMISSION TO CONDUCT RESEARCH

PO Box 54112
UMLAZI
4031
October 10 2006

The District Manager
UMLAZI DISTRICT
4031

Dear Sir / Madam

REQUEST TO CONDUCT RESEARCH

I am doing a Master of Education Degree in the Department of Educational Planning and Administration at the University of Zululand under the supervision of Dr H J Vermeulen.

I would appreciate it if I could be granted permission to conduct research in some of the Primary and Secondary Schools under Phumelela and Umbumbulu Circuits. The questionnaire will target school principals only.

My research examines The Time Management Task of the School Principal.

Thanking you in anticipation.

Yours faithfully

[Signature]

P.H. Mashololo
APPENDIX D

LETTER FROM SUPERINTENDENT GENERAL
KZN DEPT OF EDUCATION
GIVING APPROVAL TO CONDUCT RESEARCH

To: Mr. F.H. Mshololo

RE: APPROVAL TO CONDUCT RESEARCH

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution is not obliged to participate if the research is not a departmental project.

Research should not be conducted during official contact time, as education programmes should not be interrupted, except in exceptional cases with special approval of the KZNDoE.

The research is not to be conducted during the fourth school term, except in cases where the KZNDoE deem it necessary to undertake research at schools during that period.

Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Resource Planning.

The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the Research Directorate.

Lastly, you must sign the attached declaration that you are aware of the procedures and will abide by the same.

For SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

5 Mar. 2017 16:33
APPENDIX E

LETTER FROM SUPERINTENDENT GENERAL
KZN DEPT OF EDUCATION
GRANTING PERMISSION TO CONDUCT RESEARCH

To: Mr. F.H. Mshololo

RE: APPROVAL TO CONDUCT RESEARCH

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution is not obliged to participate if the research is not a departmental project.

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A copy of the completed report, dissertation or thesis must be provided to the Research Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.

[Signature]

for SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

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The Time Management Task of the School Principal

By

F.H.E Mshololo

Submitted in partial fulfilment of the requirements for the degree of Master of Education

In the Department of Social Science Education

At the UNIVERSITY OF ZULULAND

Supervisor: Dr M.A.N Duma

October 2014
The Time Management Task of the School

Principal

By-

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October 2014

Spine = Hlanganani

Felix Hlanganani