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THE INFLUENCE OF TIME MANAGEMENT ON TEACHING AND LEARNING AT

LUVHENGOS SECONDARY SCHOOL

FACULTY OF EDUCATION

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DECLARATION

I declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature ______________            Date _______________
DEDICATION

This project is dedicated to my husband Mr Avhatakali Tshifularo, my children Mbavhalelo, Edzani, Livhalani and Murembiwa who have inspired and supported me throughout my study up to completion of this study.
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ABSTRACT

A secondary school has been declared dysfunctional based on the poor matriculation results they have produced over a number of years. This has resulted in teachers’ negative attitude towards the school activities, thus creating management challenges for the school management team. The aim of this study was to investigate the influence of time management behaviour among teachers and learners on learning and teaching environment. This case study intended to achieve three objectives, which are to identify time management practices among teachers and learners having impact on learning and teaching; to establish the effect of time management on learning and teaching as well as to suggest strategies that may have positive impact on time management behaviour among teachers and learners. To achieve the objectives of the study, I used qualitative research design collecting data through interviews and observation. I used purposive sampling to select participants for this study. Data analysis was done through ATLAS.ti, which coded data into themes and subthemes. Result of this study showed that learners and teachers were found to have poor time management behaviour which had a negative influence on the quality of teaching and learning.

Key words: Time management, learning, learner, school and teach
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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1. INTRODUCTION

This chapter presents the introduction. It is composed of the problem statement, preliminary literature review, definition of major concepts as well as the major research question. The chapter also presents the research design and methodology, data collection method and instrumentation, data analysis and interpretation, significance of the study, delimitation of the study, ethical consideration, division of the study and references.

1.2. BACKGROUND AND RATIONALE OF THE STUDY

Time is the most valuable and scarce resource available to schools and it requires effective management, together with all other resources. The utilisation of time is a significant aspect of teaching and learning. According to Afful-Broni (2013), time is a measured or measurable period during which an action, process or condition exists or continues; it is a duration, a continuum which lacks spatial dimensions and in which events succeed or overlap one another from past through present to future. Time may also be defined as a measurement used to express the space or period within which an event occurred. Time refers to the totality of every period; past, present and future. Time can also be defined as a portion of the moment between two points. In many ways, it can be said that we are able to locate an event or its length of existence with the help of time. Time management refers to the techniques and strategies that individuals use in utilizing and maximizing the work that they do.

According to Mantha, and Sivaramakrinsha (2010), time management is more than just managing time. It is about controlling the use of the most valuable - and undervalued - resource. It is managing oneself in relation to time. It is setting priorities and taking charge of the situation and time utilization. It means changing those habits or activities that cause waste of time. It is being willing to adopt habits and methods to make maximum use of time.
According to Crutsinger (1994), time management involves determining what one should do by setting goals, deciding which events are the most important and realizing that other activities will have to be scheduled around them (prioritizing), making decisions about how much time to allow for certain tasks (time estimation), adjusting to the unexpected (problem solving), reconsidering goals and priorities on a regular basis (evaluation), and observing patterns and trends in behaviour.

According to Metzker (2003), ineffective ways of time management diminished learning time and consequently affected student learning. Teaching learners' time management skills, according to Mayers (1999), increased their organizational skills, communication, adapting and coping with change, problem solving, and critical thinking.

Time management in this perspective has been considered one necessary tool for educational improvement. Encouraging proper use of time enables passing academic knowledge by the teacher to the learners appropriately without obvious danger. Considering the element of time in discharging the academic substance makes the process more democratic (Ugwulashi, 2013).

Ability to manage time determines success or failure. Time is the one indispensable and irreplaceable resource of accomplishment. It is a precious asset. It cannot be saved, nor can it be recovered once lost (Tracy, 2013).

1.3. STATEMENT OF THE PROBLEM

According to Royse (2008), statement of the problem is a proposal that describe the magnitude of the problem that your compelling idea would address and furnishes background information about the reason for the finding request.

The statement of the problem for this study was to investigate impact of time management behaviour among teachers at Luvhengo Secondary School. It was within this context that a study of this nature be conducted. Poor time management practices
and lack of control of time wasters has affected the use of the precious resources time. It is necessary to explore time management skills that are used by teachers and learners at this school.

1.4. AIM AND OBJECTIVE OF THE STUDY

This section discusses the aim and objectives of the study

1.4.1. Aim of the study

The aim of this study was to investigate the impact of time management behaviour among teachers and learners on learning and teaching environment at Luvhengo Secondary School.

1.4.2. Objectives of the study

According to Gray (2009), objectives are clear statements of intended outcomes which can be measured in some way. Babbie (2001) highlighted that an objective is a feature of the procedures and methods employed in the practice of research.

The objectives of the study were as follows:

- To identify time management practices among teachers and learners having impact on learning and teaching at Luvhengo Secondary School.
- To establish the effect of time management on learning and teaching at Luvhengo Secondary School.
- To suggest strategies that may have positive impact on time management behaviour among teachers and learners.

1.5. RESEARCH QUESTIONS

Research question is a general question about the phenomenon under study and what I wish to learn or understand about it (Holloway, 1997). According to De Vos et al. (2008), the major research question is all about the topic that I wanted to find out. The question might involve a highly specific and precisely drawn hypothesis, or it might be proposed in the much more general manner typical of exploratory research.
The study was being guided by the following questions:

- What are the time management practices that influence teachers and learners at Luvhengo Secondary School?
- What are the effects of time management on school operations at Luvhengo Secondary School?
- What appropriate strategies that can teachers put in place to ensure that they manage their time effectively?

1.6. SIGNIFICANCE OF THE STUDY

The study was significant in the following ways:

- It will inform teachers and learners on the strategies to use in dealing with issues of time management;
- Teachers and learners may benefit from this study as it may be used as a reference material;
- Teachers and learners may review their time management strategies in order to come up with effective time management strategies; and
- It may also inform policy makers in dealing with the issue of time management.

1.7. ASSUMPTIONS OF THE STUDY

i. Teachers and learners would provide reliable responses.

ii. Poor time management have the great negative impact on learners’ academic performance and also on teachers' teaching performance.

ii. Learners and teachers' participation and interaction would be an indication of having good attitude towards Luvhengo Secondary School.
1.8. LIMITATIONS OF THE STUDY

The study did not involve all learners from Luvhengo Secondary School. I encountered transport problems because of bad weather especially during the period of data collection. For any research to be conducted there are financial implications. Therefore, I faced financial constraints due to the cost of travelling, printing adequate research instruments and provision of enough stationery for final report writing.

1.9. DELIMITATION OF THE STUDY

According to Best et.al (1993), delimitations are the boundaries of the study. This study was conducted at Luvhengo Secondary School within Mudawali Circuit in Limpopo Province. The study confined itself to a limited number of nine (9) teachers and six (6) learners, of the Luvhengo Secondary School in Vhembe District. This was because of lack of time and financial constraints which would not have allowed wider coverage to include all learners at Luvhengo Secondary School and teachers and learners from different secondary schools in Vhembe District.

1.10. DEFINITIONS OF TERMS

- **Time management** - is the process of arranging, organizing, scheduling, and budgeting one’s time for the purpose of generating more effective work and productivity (Garcia-Ros et al., 2004).
- **Teacher** - A duly member of staff appointed by the teachers’ service commission to teach in a school.
- **Schools** - is an institution designed for the teaching of learners (or “pupils”) under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory
- **Learner** - someone (especially a child) who learns (as from a teacher) or takes up knowledge or belief
- **Learning** - The act, process, or experience of gaining knowledge or skill
• **Management**: Achievement of Educational goals (learning teaching) through effective leadership.

### 1.11. DIVISION OF THE STUDY

Chapter 1: Introduction and background of the study
This chapter outlines the introduction, problem statement, delimitation, aims and objectives of the study and the intended contribution to the body of knowledge and preliminary chapter division.

Chapter 2: Literature review
The chapter reviews and discusses relevant historical, theoretical and research issues. Reference to relevant data and views of other authors. Ensure correlation with major research questions and research instrument.

Chapter 3: Research design and methodology
Systematic discussions of the nature and type of research methods and choices, selected research instrument, population and location and ethical issues. Clear explanation of how the study is conducted.

Chapter 4: Presentation of data and discussions
Use of systematic methods and technical presentation of study data. Relationship and correspondence with issues in the research instrument, and clear Presentation of the data and results.

Chapter 5: Summary of the findings and recommendations and conclusions
Concise interpretation of the findings. Own interpretation of the findings and linkages with reviewed literature. Presentations of the recommendations and implications of the findings.

### 1.12. SUMMARY

This chapter outlined the introduction, Literature review, Problem statement, delimitation of field and substantiation method, aims and objectives of the study and
also intended contribution to the body of knowledge. It also outlined the research methodology, et and preliminary chapter division. The next chapter is about the literature review.
CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

This chapter reviews literature on the behaviour of teachers and learners on time management in schools and how it affects the school operations and learners’ performance. Problems relating to poor time management, suggested solutions and a summary are included in this chapter.

Time management is the process of wise organizing and planning how to divide time between activities and tasks (Gajewska & Piskrzyńska, 2017). Good time management means optimal work and enables people to work smarter. Today managing time is a critical issue both for individuals and organizations. The value of time management is not controlled by time per se, but the ways people can use time to improve their lives.

Time management is an art and a science (Adebayo, 2015). According to Adebayo, everybody has to learn how to do it. Some people have a good skill at it but not everybody. Time is a priceless source. Time is the single resources that can’t be changed, can’t be taken back once it is used and is used completely at the appreciation of the owner. Adebayo (2015) writes further that no one can control the moving of time, but everyone is able to decide how to use it. Time management is self-management with an explicitly focus on time in deciding what to do; on how much time to allocate to the activities; on how activities can be done more efficiently and on when the time is right for particular activities (Adebayo, 2015).

According to Ekundayo, Konwea and Yusuf (2010), there are instances where teachers complain of lack of time to do certain jobs which they would have done. Good teachers must make effective use of their time to have time for everything they plan to do. Olaniyi (1998) opined that the most important asset a teacher should possess is the skill in managing his time. Such skill enables the teacher to devote a balanced attention to interpersonal relations and production (Kayode & Ayodele, 2015).
Ferdus, Kabir and Akter (2015) found that time is invaluable. Managing time efficiently may make people more effective in completing their compulsory tasks, and thus help individuals to avail more time to spend on things which are important to them next to their occupational boundaries. In the academic context, effective time management is sturdily unavoidable for any one’s successful academic career, especially for the university students whose lives are characterized by frequent deadlines of class texts, quiz tests, assignments and presentations (Ferdus, Kabir & Akter, 2015). One’s indifferent attitude towards effective time management may usually cause significant negative consequences in their future life.

2.2. THEORETICAL FRAMEWORK

The study adopted the prickle jar theory of effective time management. The study adopted Wright’s (2002) Pickle Jar Theory of Effective Time Management. According to Wright the Pickle Jar Theory of Effective Time Management is based on the fact that if one starts by putting stones into a pickle Jar, then pebbles and then sand will fit more into the pickle Jar than if it is done the other way around. By first doing the important tasks an individual may also be able to complete more tasks and do the things they want to do. Effective time management is similar to this pickle Jar theory, if a person starts with the big important tasks in his/her day, then work on smaller tasks and then finally fill in small, unimportant tasks then will find that they can fit in everything they need to do.

The pickle Jar theory of effective time management means focusing on the important things. In order to get the important tasks done first one needs to minimize distractions. When doing the big important tasks close the door and focus on the task at hand. By doing this one gets the large tasks done quickly and will have more time for the smaller or less important tasks. The pickle jar theory of effective time management requires prioritizing. One needs to know the most important tasks and the filler tasks that don’t really need to be done or are not as important.

In order to manage time effectively one needs to make room for rest and relaxation. First focus on doing things in order to enjoy and have time to do important tasks and
still leave time to rest and relaxation to avoid wearing out. The pickle Jar theory of effective time management therefore allows room for sand. In conclusion, the pickle Jar theory of effective time management states that, by first focusing on the big important tasks one needs to complete tasks to have plenty of time to do other smaller, less important activities as well as the other things. The pickle Jar theory of effective time management is based on prioritizing task list, focusing on the more important aspects and then still allowing room for rest and relaxation. Following this principle, will ensure effective time management and the completion of all tasks on time and with as little stress as possible (Ngowa; 2011). Ngowo (2013) concludes that the pickle jar theory is a simple and effective time management theory. It can be used by anyone to create an effective time management schedule.

2.3. BACKGROUND OF TIME MANAGEMENT

Time is the most valuable and scarce resource available to schools and it requires effective management, together with all other resources. Sahito, and Vaisanen (2017) point out that time refers to indefinite and continued progress of existence and events that occur in apparently irreversible succession from the past through the present and, finally, leads towards the future. It is very difficult to explain what time it is, after all, it is such an obvious and pervasive aspect of everyone’s life (Gajewska & Piskrzyńska, 2017). Time is critical for providing human beings opportunities to think about their status, conditions and environment and to make, change, create and maintain various systems. Time is a universal phenomenon that cuts across all spheres of human life. It is constant and fixed, that is why it is popularly said that “time waits for no man”, an indication that man cannot manage time rather he can only manage himself to suit the time (Adiele, 2017).

The utilisation of time is a significant aspect of teaching and learning. Adebayo (2015) argued that time management is the art of arranging, organizing, scheduling and budgeting one’s time for the purpose of generating more effectiveness work and productivity. Adebayo argues further that time management is a priority-based structuring of time allocation and distribution among competing demands - since it cannot be stored, and its availability can neither be increased beyond nor decrease
from the 24 hours. Green and Skinner (2005) defined time management as “the use of time to achieve work and life goals”. This definition is based on the assumption that recording and managing time has the potential to help a person effectively deal with his or her time. Koch and Kleinmann (2002) offered a second definition. They looked at time management as “the self-controlled attempt to use time in a subjectively efficient way to achieve outcomes”. This definition highlights three important dimensions of time management. First, time management behaviours are intended to achieve some goal. Second, prioritizing is necessary for time management to be meaningful. Finally, knowing what to work on, when and how much time to finish the work creates efficiency by getting more done in less time with more quality outcomes.

In addition to goal setting, prioritization and effective estimation of time (Sattayawaksakul, Maidom, & Cheewaprakobkit, 2016). According to Afful-Broni (2013), time is a measured or measurable period during which an action, process or condition exists or continues; it is a duration, a continuum which lacks spatial dimensions and in which events succeed or overlap one another from past through present to future.

Time can be strong, transparent and practical, comprising. Since proper implementing rules and regulations are critical for both individuals and nations, time is considered a great cure for all types of problems. With time, people can overcome all hurdles, issues and difficulties, sometimes even turning sorrows into happiness (and vice versa). Good intentions, time management, passion and hard work are all fundamental for achieving positive results. All stakeholders must make decisions allocating time to every activity. These decisions can determine a leader’s popularity and effectiveness, which leads the institution and employees towards quality education.

Sahito and Vaisanen (2017) argue that human history shows that people who adopt some fundamental rules and successfully manage their time are more successful. These are rules that govern our daily lives and help members of society achieve success. Time and Time Management are particularly important in the field of education and their management strategies especially critical for teachers. Professionals which include teachers need to perform well to improve their performance. Teachers work as architects, building children’s future and, thus, the future of the world. Similarly, principals must invest their time in different curricular
activities, such as developing and transmitting instructions and coaching and supporting teachers’ professional development, all of which are directly associated with positive student outcomes, teacher satisfaction, motivation and quality education.

Adiele (2017) identified two types of time, clock time and event time. The clock time helps to co-ordinate the activities of individuals and groups. The event time as explained by Ebong (2011) is historic and is used to mark the period when an action or event took place, for example in human history the birth of Christ was used to redefine time into BC- (Before Christ) and AD, (After Christ). These two periods in time has been used to describe major occurrences and events that took place in world history within the different era.

The perception of time, its importance and management in organizational contexts leads towards the experience of time pressure among employees (Zafarullah, Khawaja, Panhwar, Siddiqui & Saeed, 2016). According to Dahie, Osman and Mohamed, (2015), time may be described as a measure of the duration and order of events in the past, the present and the future.

Students’ time management practices and personal development have been the research interests of educational researchers in time past. Although time management have been empirically linked with academic performance, there is a dearth of empirical literature on the impact of time management practices on character development and the link between such characters and academic performance (Ojo & Olaniyan, 2008).

Mantha and Sivaramakrinsha (2010) pointed out that time management is more than just managing time. It is about controlling the use of the most valuable - and undervalued - resource. It is managing oneself in relation to time. It is setting priorities and taking charge of the situation and time utilization. It means changing those habits or activities that cause waste of time. It is being willing to adopt habits and methods to make maximum use of time.

Zafarullah et.al. (2016) pointed out that time management is a process of managing the time according to the need and requirements of work and activities in order to utilize, save for an effective organizational progress and success. Time management
includes the construction and implementation of time table, distribution of subjects, total number of periods taken by teachers, lesson planning, regularity and punctuality of teachers in school and class, advance planning of class activities, counselling and guidance of teachers, time allocation to students individually, organization and preparation of co-curricular activities for students. Examining many various definitions in the literature, Claessens, Van Eerde, Rutte and Roe (2007) define the time management as behaviours that intend to use the time effectively while performing certain goal directed activities which emphasize that the use of time is not the aim itself but it is like a "tool" while fulfilling a work or academic task.

Zafarullah et al. (2016) continue to say that time is probably the most valuable asset available to people and organizations to understand the process of the management of time and the contribution of one’s success of personal and professional lives. It may be human nature to waste time according to interests and easiness in order to deviate from the work and responsibility in any organization. But on the other side some people have good time management skills to develop their habits to get success in their life.

Successful time management which can be explained as realizing the best use of time in the highest level in a way that will provide productivity, balance and self-satisfaction can be really compelling because of foreseeing an insufficient amount of time to complete their duties/responsibilities or preferring the completion of short-term tasks with less gain to long-term but with more gain ones (Oettingen, Kappes, Guttenberg & Gollwitzer, 2015). Time management is simply more than planning the time; it also includes a high level of awareness in terms of use of time and determining, planning, monitoring and organizing of goals and (Van Eerde, 2015).

According to Crutsinger (1994), time management involves determining what one should do by setting goals, deciding which events are the most important and realizing that other activities will have to be scheduled around them (prioritizing), making decisions about how much time to allow for certain tasks (time estimation), adjusting to the unexpected (problem solving), reconsidering goals and priorities on a regular basis (evaluation), and observing patterns and trends in behaviour. Metzker (2003), opined that ineffective ways of time management diminished learning time and consequently affected student learning. Teaching learners’ time management skills,
according to Mayer (1999), increased their organizational skills, communication, adapting and coping with change, problem solving, and critical thinking.

Time management in this perspective has been considered as one necessary tool for educational improvement. Encouraging proper use of time enables passing academic knowledge by the teacher to the learners appropriately without obvious danger. Considering the element of time in discharging the academic substance makes the process more democratic (Ugwulashi, 2013). According to Mupa and Chinooneka (2015), time management is raised as a factor that contributes towards effective teaching. School efficiency is a measure of how well resources are being utilised to produce outputs. The most important resource which schools should effectively use is time. Day (1999) argued that without routinely engaging in reflective practice, it is unlikely to understand the effects of motivations, prejudices, and aspirations upon the ways in which we create, manage, receive, sift, and evaluate knowledge; and as importantly, the ways in which we are influencing the lives, directions, and achievements of those whom are nurtured and taught.

Kayode and Ayodele (2015) opined that the issue of declining academic performance in examinations signifies a critical impediment in any country since education is a major contributor to economic growth. Thus, teachers’ time management is an important input to students’ academic performance. If teachers fail to manage their time effectively, it may lead to them not finishing syllabus, learners not being taught everything they were supposed to be taught. This all will affect their performance negatively during examinations. It is universally recognized that the teacher is the key person in an education system. Quite often, teachers fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill scheduled, and at times teachers procrastinate on events (Kayode & Ayodele, 2015). All these might have negative impact on the students’ academic performances.

An individuals’ ability to manage time will determine success or failure in life. Time is the one indispensable and irreplaceable resource of accomplishment. It is one’s most precious asset. It cannot be saved, nor can it be recovered once lost. Everything a
person has to do require time, and the better use of time, the more one will accomplish, the greater are the rewards (Tracy, 2013).

Gray (2009) defined literature review as the selection of documents on a topic that contains information, ideas and evidence and the evaluation of these documents in relation to a particular piece of research. It is the process of obtaining information mainly by reading whatever has been published that appears relevant to the research topic (Bless, Higson-Smith & Kagee, 2006).

Lack of time is a common complaint in western society. In response, there has been a proliferation of “books, articles, and seminars on time management, along with their assertions, prescriptions and anecdotes” (Macan, 1994). Hellsten (2005) has argued that there is lack of a theoretical model of time management.

According to Crutsinger (1994), time management involves determining what one should do by setting goals, deciding which events are the most important and realizing that other activities will have to be scheduled around them (prioritizing), making decisions about how much time to allow for certain tasks (time-estimation), adjusting to the unexpected (problem-solving), reconsidering goals and priorities on a regular basis (evaluation), and observing patterns and trends in behaviour. According to Metzker (2003), ineffective ways of time management diminish learning time and consequently affected student learning. Teaching learners time management skills, according to Mayers (1999), increased their organizational skills, communication, adapting and coping with change, problem-solving, and critical thinking.

The management of time forms an integral part of the current schools’ system. Schools are structured, roles are defined, and time is allocated according to the structural dimension of schools. Scheduling the annual educational activities of the schools according to the requirements set by the Department of Education is the essence of managing schools’ time. The primary purpose of time management in schools is to maximise the time devoted to educational activities (Deventer, Kruger, Merwe, Prinsloo & Steinmann, 2012).
Becky and Spivey’s (2011) book titled “Handy Handouts: Free, educational handouts for teachers and parents” lists strategies for improving time management; these are: beginning and ending class periods/instruction on time, using a timer or clock as a visual for teacher and learners, sticking by the time designated for tasks, having learners predict the time needed to complete certain tasks and having learners use an assignment book or planner that presents each week at a glance.

Time management is more important than money because time is a very precious thing; it has wings and as such, passes very fast. Time management is a set of principles, practices, skills, tools and systems that help people use time to accomplish what they want. It refers to the techniques and strategies that individuals use in utilising and maximising the work that they do. Managing time effectively helps to develop a better personality in an organisation (Abban, 2011).

Time management saves resources, space and conflict resolutions in terms of scarce resources and enabling the administrators (instead of the teachers) to solve the school’s pressing needs. The time table schedule is an instrument that helps in achieving complete execution of school activities without conflicts among staff and students. A growing body of literature indicates that many educational professionals under the pressure of accountability engage in practices that enable their schools to survive but do not adequately support high quality education (Heilig, Young & Williams, 2012).

Time management is used for educational system analysis for required improvement. Educational planners need relevant information to enable effective plans for the future growth of the national, state and local educational systems. This task needs effective time management for it to be accomplished (Ugwulashi, 2013).

This is not an easy task as staffs are required to plan ahead, to judge priorities against personal and program goals to determine the most effective and efficient methods to reach objectives (Benchmark Institute, 2010). Several researchers have published on the issue of time management. These include: Shapiro, Ingols, Blake-Beard (2013).
2.4. TIME MANAGEMENT PRACTICES AMONG TEACHERS AND LEARNERS

Time management practices include economic use of principals, teachers and students time. Proper planning for the years ‘work and having a school routine, which has to be followed by the supervisors, teachers and students. The teachers must schedule for their day. Principals should delegate the urgent to motivate teachers.

Classrooms are assigned particular subjects and teachers in given periods and duty roles are assigned to different teachers to perform respectively and periods assigned to other extracurricular activities like sports, labour, prep, devotion, debate and other social gatherings all require effective time management process (Ugwulashi, 2013).

Ugwulashi (2013) points further that a manager who is supposed to head members of his school organization is working diligently and appropriately, could engage in bad practices, thus, constitute a cog in the wheel of progress leading to national hope in education be a mirage. The implication is that instead of planning, organizing, evaluating and utilizing limited time in improving the school, the effort is channel to unproductive activities that will not yield result. Therefore, school managers who are supposed to be time managers are wasting the available and other resources to the organization without recourse to probity and accountability. Time management practice is the best way to manage resources appropriately especially now that quality and cost of education are time dependent.

Lebedeva, Shchipanova, Konovalova, and Kutyin, (2016) opined that the problem of time management acquires high topicality especially in the context of considering the activities of vocational teacher. Presence of external limits of time planning (allocated for lesson) and the necessity to arrange time resources in agreement with the audience’s capabilities pose extensive requirements to the aptitude of the future graduate’s time management. When considering the time professional competence of a teacher, Yenkova (2011) means that it is a strategy of organising professional activities, skills and abilities in solving time problems, the structure of time professional experience, determining development of specialist's professional competence. Considered in combination, these time structures serve as an essential characteristic.
of teacher's professional consciousness and as a component of his/her professional culture.

Ngowa (2011) stated that in Nigeria time management is shown by the daily routine which begins with morning assembly followed by lessons, midday meals and the end of the school day with an assembly in some schools. They have the timetable, which they call the magic chart that regulates the pulse of the school. The timetable dictates when class begins when break occurs and when a day’s work is done, (Fagbulu, 1972). This is the same in Kenyan schools. The daily routine and timetabling is done according to the curriculum and instruction.

2.5. EFFECTS OF TIME MANAGEMENT ON SCHOOL OPERATIONS

The teacher will be faced by last minute crisis and always racing against time. He is not aware that time is a resource we can manage effectively (Ngowa, 2011)

2.5.1. Time Management and Academic Achievement

Students’ academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers (Kayode & Ayodele, 2015). It is the ability to study and remember facts and being able to communicate the knowledge verbally or down on paper. Thus, academic performance is the outcome of education, that is, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance generally refers to how well a student is accomplishing his or her task and studies, but there are quite a number of factors that determine the level and quality of students’ academic performance included grades, attendance, standardized test, extracurricular activities, Behaviour. Individual differences in academic performance have been linked to difference in intelligence and personality (Dahie, Osman, & Mohamed, 2015).

Time management plays a vital role in improving student’s academic performance and achievements. Each and every student should have time management ability which includes setting goals and priorities, using time management mechanism and being
organized in using time. Here time management is only possible through self-motivation; performance, ability and motivation (Brigitte, Claessens, Eerde, & Rutte, 2005). These are the few activities performed by today’s university students, which act as a barrier between them and their academic performance. Due to miss management of time they gap behind. There is no one right way to manage time; however; it is important to get to know self, to can make good decisions about how to use time. Likewise, in the process of providing educational services issue has been a subject of interest discussed and emphasized in several platforms and an attempt has been initiated to assess and analyse time and the time management attitudes and behaviours of students in educational institutes (Nasrullah & Khan, 2015).

The individual that gives great attention to their tasks always shows higher outcomes. Better time management will enhance the worker’s productivity and enables them to work in smarter ways (Green & Skinner, 2005). Likewise, Jamal (1984) studied that effective time management reduces job stress and increases the job performance of employees. Claessens (2004) acknowledged that better time management give more control of individual to his time and resultantly decreases the work anxiety and higher the job performance. Good time management can be proved as a good predictor of other factors that are associated with job performance. All those professionals who have good time management showed lower emotional exhaustion and have less job-related fatigue contributors of time management training also exhibit higher level of balance between work and home (Green & Skinner, 2005).

Scholarly literatures have shown that time management is among the contributing factors which impinge upon students’ academic performance and achievement. Balduf, (2009) recognized that poor time management can contribute to academic underachievement, and effective time management can contribute to higher levels of college achievement (Britton & Tesser, 1991). Izawa (2002) reported that in learning the text materials, the skill of time management is essential. Moreover, studies show that the time organization and time management behaviours are significantly related to academic performance. If the ability to effectively manage one’s time was indeed positively related to academic performance, then, presumably, interventions that improve time management would be of value to students (Al Khatib, 2014).
Borg (1980), in his summary of the research on the relationship between time and schools learning, noted a consistent finding: "The amount of time that learners are engaged in relevant reading and mathematics tasks is positively associated with academic achievement". Affectively, empirical research has related poor time management to increase stress, anxiety, and schools-related tensions on the part of teachers and learners alike. For example, poor time management has been correlated with schools-related tensions and feelings that one is less in control of time than is desired (Macan, 1996). Similarly, Esters and Castellanos (1998) related poor time management of teachers to increase levels of apprehension leading to loss of self-confidence, which in turn, affect their teaching practices and consequently their learners' learning.

According to Metzker (2003), ineffective ways of time management diminished learning time and consequently affected student learning. Teaching learners' time management skills, according to Mayers (1999), increased their organizational skills, communication, adapting and coping with change, problem solving, and critical thinking. Time management demands a key shift in emphasis: concentrate on results, not on being busy. There are a lot of cases with people who waste their lives in discoloured doings and attain very small since they are placing their labours into the incorrect responsibilities or weakening to focus their activity successfully, established that two-time management workings directly affect the collective academic achievements. The perception of how their time requires to be used up or planning including utilizing short and long period goals and time attitudes or students accomplished that both planning and encouraging time attitudes initiated that they had much more time to finish their everyday jobs because they experience more in control of how their time was exhausted therefore knowing when they had to state no to activities (Nasrullah & Khan, 2015).

Chapman (2012) discussed that poor time management also affects performance by reducing productivity and efficiency. When a person is having trouble managing time, they often become frustrated and short tempered. Whether they are part of a family or a work team, their contributions are reduced, and tasks often fall through the cracks. A growing body of literature indicates that many educational professionals under the
pressure of accountability are engaging in practices that enable their schools to survive but do not adequately support high quality education (Heilig, Young, & Williams, 2012).

Adebayo (2015), stressed that academic performance is the outcome of education, that is, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are more important. Academic performance seems to increase when time management skills are well-handled. Time management is a skill that perhaps impacts the students’ academic performance. Prioritization of tasks may make studying and schoolwork less overwhelming and more enjoyable. Academic stress occurs when students feel the pressure of cramming for exams, rushing through homework and getting minimal sleep because of disorganizations and worry. Effective time management techniques should not only be applied to the students’ academic life but to their overall schedule to achieve success and peace of mind.

Laguador and Agena (2013) discussed that teachers must also be aware that punctuality is one trait that they should value. They cannot implement a policy and impose punishments to those students who always come to class late if these faculty members are the number one law breakers. In addition, class periods must also be managed effectively and efficiently with respect to time to give justice to the time spent by the students who expect that teachers must spend the time of the class in the most productive manner for quality education. Laguador and Agena (2013) added that, teaching performance is somehow affected by how one manages his time. Effectiveness of teaching can also be measured through managing the time suitably to the kind of situations that may possibly ensue in or out of the classroom setting. It is therefore necessary to compare the level of teaching performance and the level of time management of the faculty members.

Time management has a positive impact on academic performance (Nadinloyi et al. 2013). Academic success has, on another perspective, a positive impact on motivation (generating motives) and on work time (which will be shorter if the task aims rapidity, and longer if the task is complex and requires continuous effort) performance. The
advantages associated with effective time management in education are reportedly numerous and form the crux of many advisory pieces and counselling services given both to incumbent and at-risk students. Moreover, poor time management practices such as not allocating time properly for work assignments, cramming for exams and failing to meet deadlines set by academic staff are frequently cited as a major source of stress and poor academic performance.

2.6. STRATEGIES FOR TEACHERS AND LEARNERS TO IMPROVE TIME MANAGEMENT BEHAVIOUR

This section outlines the discussion on the time wasters that lead to poor time management among school operations together with the ways to deal with or avoid them as the strategies for time management. The discussion on time waster is followed by the strategies to assist learners and teachers to improve time management behaviour. There are several time wasters that lead to poor school operations in schools. The time wasters such as procrastination, shifting bubbles, interruptions, poor planning and also disorganisations are amongst other eaters of time that most teachers and learners waste their time. The discussion below focuses on the time wasters and the strategies in dealing with them.

2.7. TIME WASTERS AMONG SCHOOL OPERATIONS

Ngowo (2013) stipulated that time wasters are interruption such as people, events actions and processes that prevent people from making the most use of time. Time wasters though a high level of interaction between people at work can normally be considered as a healthy phenomenon, there are never less potential disadvantages for one individual’s personal effectiveness. An example of these time wasters at workplace can be like, too much time in socializing, misplacing information and forgetting information. This is to say that socializing in a reasonable amount boots job satisfaction, morale and consequently productivity.

There are many potential time wasters that lead to poor time management and they have a negative impact on teaching and learning, e.g. lack of planning, meetings, lack
of delegation, unnecessary meeting, and incompetent subordinates (Steyn & Van Niekerk, 2013). These are discussed in this sub-section:

### 2.7.1. Procrastination

Procrastination means needlessly postponing tasks until some future time. Although procrastinating once in a while may not hurt a person, if students delay studying or performing duties and put off doing important assignments too often, it will sabotage the student’s efforts to succeed (Ngowa, 2011). The habit of delaying accomplishments of any tasks to the very last minute is the most important barrier to time management. Once the person knows what they need to do, they must accomplish it as soon as possible. The only way to overcome procrastination is to be determined and understand the task ahead (Abban, 2011).

Ocak and Boyraz (2016) indicated that academic procrastination, which is a kind of procrastination, includes delaying school-based tasks and can be described as procrastinating academic tasks due to some reason. Assignments that are not done or tasks that are not fulfilled can cause negative consequences such as disturbed sleep, stress, anxiety to manage time effectively and might result in giving up or partially fulfilling the task. Klingsieck (2013) describes academic procrastination as postponing an academic task that is to be done voluntarily or necessarily and/or which is personally important although a person is aware of possible positive short-term consequences will be overwhelmed by long-term negative ones. In another way, it is described as delaying the completion of an academic task/assignment or postponing studying for the examinations and this is very common among the students all over the world (Kim & Seo, 2015). Although it is common nowadays, it’s not a new issue.

Gafni and Geri (2010) pointed that procrastination is wide spread in academic contexts, where students are required to meet deadlines for assignment completion in an environment full of events and activities which compete for the students' time and attention. Student syndrome refers to the phenomenon that many students will begin to engage themselves in a task just before a deadline. Studies conducted in academic environments found that procrastination affects 46% to 95% of undergraduate students.
Faisal, Abdulla, Mohammad, Shadid, and Nabil (2014) discussed that procrastination means to put off doing something, especially out of habitual laziness, is a result of a cultivated habit, and it impacts everyone. A lot of students tend to procrastinate at college, (Lisa & Roberts, 2009), and they tend to do so mainly because of task-aversion. Studying, generally, is the last thing that a student would think to do. Having all kinds of entertainment and distractions, such as video games, social networks, and heard media, would really not make students get into study. It is most likely the student’s responsibility, in other words, their ability to control their passion that makes the student progress and complete their tasks.

Lisa and Roberts (2009) further state that the student’s uncertainty can really affect his progression at college. Hesitation may not make a student any better. A lot of students spend a huge amount of time thinking about the topic they will discuss or write about, and sometimes about the way they are going to present it, and this will certainly lead them to procrastinate. Eventually, the student’s Grade Point Average (GPA) may start to decrease the more he puts off the work. However, when he keeps delaying his work, stress will rise up and more pressure may be on the student, which will lead him to late submission and his grades may decrease.

It is easy to put off tasks if they are not due right away (Mantha & Sivaramakrinsha, 2010). The trouble is, tasks pile up and can force managers to run into a time crunch later. Procrastination is generally triggered off by the fear of failure / success, perfectionism, wanting to do it all or incorrect priorities. It is a virtue to want to do a good job. But some people become so anxious about getting a job done perfectly but they never complete it. Managers should examine whether their efforts to get the job done perfectly are really improving things or preventing them from getting the job done.

Adebayo (2015) stressed that procrastination plagues people of all occupations and that we all procrastinate at one time or another in our life. Hence, procrastination is everybody’s problem which implies that everybody delays in one way or the other. Though, the levels of procrastination vary from one person to another. The truth is that
everybody has a way of day-dreaming and a way of not respecting time; but some do it to the extent of abandoning urgent task.

Ferdus, Kabir and Akter (2015), point that procrastination is not a neutral or innocuous form of time management but a complex process that involves affective, cognitive, and behavioural components which implies that, to procrastinate is “to voluntarily delay an intended course of action despite expecting to be worse-off for the delay”. In contrast to this common cognition, procrastination is the ‘new master skill of time management’, and it is a behavioural approach of making sure that the right items are procrastinated by knowing how to select between what gets put off and what must be done on time. Likewise, not all procrastination behaviours either are harmful or lead to negative consequences, and thus, they have theorized that there are two types of procrastinators, namely: passive procrastinators and active procrastinators.

Passive procrastinators are procrastinators in the traditional sense who are paralyzed by their indecision to act and fail to complete tasks on time; and active procrastinators are a ‘positive’ type of procrastinator who prefers to work under pressure and make deliberate decisions to procrastinate (Chu & Choi, 2005).

Ngowo (2013) stressed that people like teachers and students, have the tendency to postpone their work. They have the required skills and talent to carry out the task, but they are either too lazy to do it or due to multi-tasking, some activities are held to be done ‘tomorrow’. This eventually piles up pending work assignments over a considerable amount of time. When the teacher or a student knows that a certain teaching or learning activity has to be done in a way he/she is aware of, he/she has to start off immediately.

2.7.1.1. Stop procrastinating

Managing procrastination is among the most important keys to time management and career success. If one is stepping into the corporate world, he necessarily has to learn about time management in the workplace. In a teaching environment, avoiding procrastination certainly enables both the teacher and the student to perform the
assigned work in the time allocated, and manage future assignments as required (Rampur, 2011).

Putting off tasks for a variety of reasons seems overwhelming or unpleasant. Breaking down the task into smaller segments that require less time commitment and result in specific, realistic deadlines (Chapman & Rupured, 2008). Ngowo (2013) opined that procrastination may be seen as a particular time management problem that involves the delay of activities. Procrastinating steals time and chases one from achieving goals. In order to achieve something, one needs to start doing it and to finish it without procrastination. Thus, the reasons of procrastination should be determined and the will of problem solving should be present.

2.7.2. Poor Planning

Failure to see the value of planning and getting impatient to get something done are the causes of poor planning. Absence of a plan of action is likely to trigger off a false start, resulting in unproductive time utilization on the critical path of the task being undertaken. Consequently, the managers might not find enough time for completing the task (Mantha, & Sivaramakrinsha, 2010). Chapman and Rupured (2008) stipulated that time management experts recommend using a personal planning tool to improve your productivity. Examples of personal planning tools include electronic planners, pocket diaries, calendars, computer programs, wall charts, index cards and notebooks. Writing down tasks, schedules, and memory joggers can free the mind to focus on priorities. Auditory learners may prefer to dictate their thoughts instead. The key is to find one planning tool that works and use it consistently. Jotting notes elsewhere that has to be transferred later is inefficient. Planning needs to be reviewed daily.

2.7.2.1. Planning the year's Work in Relation to Time Management

Planning involves the formulation of goals and definition of practical ways or steps to be taken to achieving same (Adejojo, 2012). Commitment to bridging the gap between potential and performance may be a lifestyle. Proposed three facets of time
management: short-range planning, long-range planning, and time attitudes (Grissom, Loeb & Mitani, 2016). Short-range planning is the ability to set out and organize tasks in the short run (e.g., within a day or a week). Short-range planning was defined as time management activities surrounded by daily or weekly time structure and cover the activities such as setting objectives at the commencement of the day, planning and prioritizing daily behaviours and creation work contents. Numerous studies invented that short-range planning behaviour, forecasting of time in the short run, surrounded by the time enclose of a week or less, established a constructive relationship to grade point average. Short range planning in interface with accomplishment determined was optimistically associated to dealing performance as well. Likewise, most of the studies that control for the student time do so by determining total time committed to the course, a variable normally found to be unimportant. Academic achievement means the educational objective that is accomplished by a student, teacher or institution realize over a definite short period (Nasrullah & Khan, 2015).

Long-range planning is the capacity to manage tasks over a longer time horizon (e.g., in a quarter or a year) by setting goals, keeping track of important dates and limiting procrastination. Nasrullah and Khan (2015) opined that long-range planning means to have long-range objectives and having disciplined routines. Various researchers named it as having perception of a preference for organization and it is comparable to long range planning. To acquire a summary on the everyday jobs that necessitate to be executed, time limits and priorities which increases the perception of having control over time so, in the long run, planning enables one to deal with all activities. It directs to have less perception of control over time because it may be tackling to be familiar with how much effort requires to be completed within hours, days or weeks; it may even be the immediately measurable effect of planning. This gives the impression to indicate that time management practices accomplish to have an influence on educational achievement, but that’s not all they affect (Brigitte et al., 2005). It was also found that the students had advanced overall academic achievements who accounted using goal-oriented time management practices. Positive time attitudes indicate that a person is oriented towards using their time constructively and maintaining agency over how their time is spent.
Principals need to for their year’s plan (Ngowa, 2011). Ngowa (2011) states further that the way in which the school opens may have a profound effect on student teacher and patrons. For proper management of time, the ideal is to have the new term open as though schools were being resumed from a weekend recess. Most schools in the division open without students, which is a tradition that states, the first week is for the teachers to organize themselves and collecting school fees but no proper learning. The trend consumes students' time hence time required for syllabus coverage is overtaken by actual teaching time (Ngowa, 2011).

2.7.3. Crisis Management

Crisis management is a process designed to prevent or lessen the damage a crisis can inflict on an organization and its stakeholders (Mantha & Sivaramakrinsha, 2010). Mantha, and Sivaramakrinsha (2010) found that as a process, crisis management is not just one thing. Crisis management can be divided into three phases: (1) pre-crisis, (2) crisis response, and (3) post-crisis. The pre-crisis phase is concerned with prevention and preparation. The crisis response phase is when management must actually respond to a crisis. The post-crisis phase looks for ways to better prepare for the next crisis and fulfills commitments made during the crisis phase including follow-up information. The tri-part view of crisis management serves as the organizing framework for this entry (Coombs, 2007). Mantha, and Sivaramakrinsha (2010) pointed that most often, crisis management is an offspring of lack of prioritization of tasks. As a result of the inability to distinguish between the urgent, the important and the unnecessary tasks, unimportant tasks are likely to get done first at the cost of important tasks. Consequently, the managers are not likely to find enough time to get around to the important things.

2.7.3.1. Classroom greeter and management

- Classroom greeter

Assign and rotate the job of “classroom greeter” to students on a weekly basis. This person's responsibility is to greet any and all persons who come into your classroom. This frees you to continue with a lesson rather than taking time out to attend to the
visitor. Most visitors are there to deliver information (the buses are late) or obtain information (student absences). Students can easily handle these tasks (Francis, 2008).

- **Classroom management**

Brophy (2006) presents that classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities). Korpershoek, Harms, de Boer, van Kuijk and Doolaard (2014) stressed the classroom management to the actions teachers take to create a supportive environment for the academic and social-emotional learning of students. They describe five types of actions. To attain a high quality of classroom management, teachers must (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students’ access to learning. It seems that effective management of the whole classroom population (including adequate response to disruptive individual students) is a prerequisite for dealing with students requiring additional behavioural support. Korpershoek et al. (2014) describe four types of actions, which are as follows:

1) **Teachers’ behaviour-focused interventions.** The focus of the intervention is on improving teachers’ classroom management (e.g., keeping order, introducing rules and procedures, disciplinary interventions) and thus on changing the teachers’ behaviour. Both preventive and reactive interventions are included in this category.

2) **Teacher-student relationship-focused interventions.** The focus of the intervention is on improving the interaction between teachers and students (teacher-student interactions), thus on developing caring, supportive relationships. Only preventive interventions are included in this category.

3) **Students’ behaviour-focused interventions.** The focus of the intervention is on improving student behaviour, for example, via group contingencies or by
improving self-control among all students. Both preventive and reactive interventions are included in this category.

4) Students’ social-emotional development-focused interventions. The focus of the intervention is on improving students’ social-emotional development, such as enhancing their feelings of empathy for other children. Both preventive and reactive interventions are included in this category.

Since classrooms are complex social and cultural settings with multiple events occurring simultaneously, classroom management is considered to be key to effective teaching. That is, teaching is a complex endeavor which requires teachers not only be effective in delivering the instruction but also maintaining the order. Effective classroom management has been characterized as the process of establishing, maintaining, and restoring the classroom environment in an effective way for teaching and learning (Brophy, 1986).

2.7.3.2. Lining up

Francis (2008) argued that many students waste a lot of time if they must line up to wait to see if their work has been corrected. Francis (2008) argued further that in most instances it is more efficient for teachers to go to learners. If they need to see the teacher, they need to set up a routine such as a list on the board when they are ready. Once they are the next in line they rub their name off the list and stand in the queue. That way the teacher has only has a maximum of two students waiting. Other students return to their seat when their name is on the list and continue their work.

2.7.4. Interruptions

Mantha and Sivaramakrinsha (2010) stipulated that interruptions and distractions arise due to lack of planning, poor concentration and lack of control over environment. They are unnecessary thieves of a manager’s time and come in many forms – drop-in visitors, telephones, e-mails unscheduled meetings, poor communications and confused chain of authority etc. Managers should be less willing to automatically give away their time just because they demand it. They should learn to avoid distractions if
they are to get work done. They should work in areas where they are less likely to be disturbed and tell people when they are busy and cannot be disturbed.

2.7.5. Not Delegating

Adebayo (2015) opined that a person who refuses to delegate will very likely be a very busy and frustrated person. For anyone to personally handle every item is unnecessary and unwise. Mantha and Sivaramakrinsha (2010) stipulated that wanting-to-do-all by oneself is yet another thief that could let the managers lose control. Managers feel that employees can never do anything as well as they can. They fear that something will go wrong if someone else takes over a job. They lack time for long-range planning because they are bogged down in day-to-day operations.

2.7.5.1. Delegation of Responsibility and Authority

Delegation means assigning responsibility for a task to someone else, freeing up some of time for tasks that require expertise. Delegation begins by identifying tasks that others can do and then selecting the appropriate person(s) to do them. Select someone with the appropriate skills, experience, interest, and authority needed to accomplish the task. Be as specific as possible in defining the task and your expectations but allow the person some freedom to personalize the task. Occasionally check to determine how well the person is progressing and to provide any assistance, being careful not to take over the responsibility. Finally, don't forget to reward the person for a job well done or make suggestions for improvements if needed (Dodd & Sundheim, 2005). Another way to get help is to “buy” time by obtaining goods or service that save time investment. For example, paying someone to mow the lawn or clean the house, using a computerized system, or joining a carpool to transport children to their extracurricular activities can allow free time to devote to other activities (Chapman & Rupured, 2008).

A good leader must know when to delegate to next in position responsibility and authority or other staff. Timeline is very necessary for efficient and effective control of organizational members. A school leader should be conscious about organization accountability for the overall progress or failure of the school". Even while obeying the
principles of delegation, administrators must not indefinitely leave important tasks on their subordinates. Delegation should not be abused because of administrators’ incompetence. School administrator is absolutely responsible to show accountability for the school resource (Ugwulashi, 2013).

Delegation involves assigning responsibility to another person to carry out a specific task and is one of the most important management skills. Effective delegation saves time, develops people, grooms a successor, and motivates. If offloading ’work’, make sure to let the team know the process gone through, the fact that their help is needed, and the relevance and value of the tasks being delegated (White Paper on Personal Time Management, 2010). Delegating authority includes assigning duties and responsibilities to those whom the principal expects to aid in doing the work of the school. This delegation involves granting the authority to act in such a way as to fulfil these responsibilities (Fox & Schwarts, 1965).

Weld and Psych (2008) warned that failure to delegate is a major failing of many managers, and parents for that matter. The failure to delegate wastes time because the manager (or parent) performs tasks which interfere with the tasks of greater importance he or she should be doing. Assign tasks or parts of tasks to the children for home tasks, and to clients for work tasks, thereby making them partners in getting them what they want faster. Three factors are involved in successful delegation: the delegate, the delegator, and the situation. The delegate may need training but can continue to be delegated to for other tasks in the future. The delegator must be willing to share control and give up small amounts of control. When delegating, the situation must be such that proper credit can and will be given. Some situations involve only the manager as the one who would be rewarded for the delivery of the work. Those situations don’t work for delegation.

2.7.6. The “shuffling blues”

Managers often waste much time because of disorganization. Keeping things that they need in a specific place, eliminating clutter, making sure that they have all the materials or information that they need before starting on the task and following a day-planner
or schedule will help keep the ‘shuffling blues’ away at the work place (Mantha & Sivaramakrinsha, 2010).

2.7.7. Poor Physical Setup

Mantha and Sivaramakrinsha (2010) argue that not having things that managers need frequently within easy reach and having lot things that they seldom require close-by results in wastage of a lot of time, wearing out the carpet, retrieving what they frequently need. And of course, as they pass others they will often pull them aside to steal some of their time. According to Document 2 of the World Health Organisation’s Information Series on School Health, The physical school environment encompasses the school building and all its contents including physical structures, infrastructure, furniture, and the use and presence of chemicals and biological agents; the site on which a school is located; and the surrounding environment including the air, water, and materials with which children may come into contact, as well as nearby land uses, roadways and other hazards.

2.7.8. Poor Networking

Quality relationships with employees and others can be a substantial time-saver as they open doors for the managers with all kinds of opportunities. Failing to develop a good network base will cause them to waste time creating what they might have had through their network (Mantha & Sivaramakrinsha, 2010).

Ngowa (2011) stipulated that the key to having more time for individual self and everything and everyone they care about is effective time management. The four biggest time gobblers and the best ways to control them (strategies) are:

a) Trying to do everything at once- Its strategies is set priorities. Decide on the single most important task to do at any one moment. Create clear, specific goals for each day or even each hour-writing those down, if necessary do not go to the second goal until the first one have been completed. Adeojo (2012), discussed that feeling overwhelmed by all that need to be done? Stop and Think--which item must be
completed today. This does not include items an individual would like to get done today, but only the item(s) that must be completed today.

b) Trying to do everything - Learn to delegate with authority, delegating caution. Make sure a task is completed to standards even if the work is done by someone else.

c) Being reluctant to say "No" - Decide what wants to be done and realistically can do and then say —No to everything else. Adeojo (2012), opined that many people have a tough time saying no. They allow themselves to become members of every committee even ones that are outside their particular talent. People, who can’t say no, quickly discover their life is out of balance; it is being pulled in the opposite direction. No matter how important the obligations maybe, do not allow your family priorities to suffer. Ngowo (2013) also argued that if it is not a job requirement and only by courtesy for not being able to say “No”, face the problem of being retained of doing the job. If it is hard to learn to say “No”, a to-do list is going to get longer. Build own boundaries and learn how to refuse unnecessary work in a kind way.

d) Putting things off - Use the energy spends putting off an unpleasant task to get it done and off mind. Decide in advance the day's priorities and reward yourself for completing the tasks.

Ngowa (2011) stipulated that strategies are used to control time by the use of a diary and outlining priorities. There should be proper use of the transition time to avoid time wastage. Teachers should allocate time for the urgent and important. Principals should delegate the urgent to motivate teachers. They should set start and stop times.

According to Crutsinger (1994), time management involves determining what one should do by setting goals, deciding which events are the most important and realizing that other activities will have to be scheduled around them (prioritizing), making decisions about how much time to allow for certain tasks (time estimation), adjusting to the unexpected (problem solving), reconsidering goals and priorities on a regular basis (evaluation), and observing patterns and trends in behaviour.
However, seven-time management skills or behaviours can be considered essential to effective time management due to their repetitive prominence in the literature: (a) time analysis, (b) planning, (c) goal setting, (d) prioritizing, (e) scheduling, (f) organizing, and (g) establishing new and improved time habits (Hellsten & Rogers, 2009). Although, time management documentation activities such as making lists, writing down goals, and utilizing calendars have been identified by many authors as necessary for effective time management, they tend to cross all seven skills.

According to Becky and Spivey (2011), teachers can incorporate time management skills by: (a) Beginning and ending class periods/instruction on time. Structure class periods in short increments: 1-2 minutes for materials prep, 15 minutes for instruction, 15 minutes for follow-up activities, etc, (b) Using a timer or clock as a visual for students (and teachers) and sticking by the time designated for tasks. Ask parents to provide a visual timer/clock for homework assignments as well, (c) Having students predict time needed to complete certain tasks. Record predictions and compare to the actual time spent, (d) Having students use an assignment book or planner that presents each week at a glance. Subject blocks should have room and lines to write assignments or short notes for each class period, (e) Reviewing the planner/agenda, helping students prioritize time within each subject.

Becky and Spivey (2011) continue to say (f) Insisting students “check off” completed assignments and reset the timer for the next one, (g) Assigning projects in stages. For example, have Vocabulary due on Monday, Introduction on Tuesday, Drawings on Thursday, and (h) Using the planner/agenda to keep open communication with parents. For students struggling with time management, sign initials on planners/agendas at the end of the day to confirm assignments have been written correctly and add comments or suggestions. Have parents review and initial the planner/agenda upon assignment completion. Homework is the student’s responsibility; however, parents are instrumental in monitoring the student’s time management at home.
Campbell, Nystrand and Bridges (1971) cited by Ngowa (2011) on the use and abuse of time say; it's very easy to be very busy doing the wrong things. Teachers who are perpetually racing against time are seldom the most effective and it should be recognized that just thinking is one of the most positive uses of time. Some teachers are always seen doing something urgent. Often the urgency has arisen because they have failed to think ahead of time or act earlier and they find themselves on the treadmill of crisis management. Head teacher will often find them doing things which they could and should have delegated if they would have given the matter their attention earlier but then they were too busy with the last crisis.

Campbell, Nystrand and Bridges (1971) on establishing priority continues to say, in determining how we use our time we should be clear about our priorities and relate our activities to these. We should recognize that there are different kinds of priority and the different categories have to be created differently. The critical distinction is between what is urgent and what is important.

Prioritisation is the ability to make the best, most effective use of your time, ability, and resources as well as those of your team (Management Training and Development Training, 2010). Prioritisation helps in spending time wisely. At its simplest level, prioritising is straightforward. Prioritising determines the criteria that are most important and most related to goals and then uses those criteria to order the tasks at hand.

Scheduling Activities: After identifying the activities and prioritizing them, it is time to create a schedule. When scheduling, it is important to plan a weekly schedule as well as a daily schedule. The weekly schedule is important for the overall success of the activities and tasks, but it is the daily planning that will help one to track one’s progress and determine whether one is on schedule. Managers should try using significant project milestones in their weekly planning but for daily planning break each milestone down into the necessary components and plan the completion of those components daily.

Managing time effectively requires a distinction between what is important and what is urgent (Covey, Merrill, & Merrill, 1994). Covey, Merrill, and Merrill (1994) argued
further that experts agree that the most important tasks usually aren’t the most urgent tasks. However, people tend to let the urgent dominate their lives. They categorize activities into four quadrants in their Time Management Matrix: urgent, not urgent, important and not important. While activities medium and low, number them in order, or use a colour coding system. However, the goal is not to mark off the most items; rather to mark off the highest priority items (MacKenzie, 1990).

Having a prioritized “to do” list allows an individual to say “no” to activities that may be interesting or provide a sense of achievement but do not fit basic priorities. One of the easiest ways to prioritize is to make a “to do” list. Whether the individual needs a daily, weekly or monthly list depends on individual’s lifestyle. Do not allow the list-making to get out of control and do not keep multiple lists at the same time. Rank the items on “to do” list in order of priority (both important and urgent). Choose to group items in categories such as high which are both urgent and important must be done. Covey et al. (1994) suggest that less time is spent on activities that are not important (regardless of their urgency) in order to gain time to focus on activities that are not urgent but important. Focusing on these important activities allows for gaining greater control over time and possibly reducing the number of important tasks that become urgent (Chapman & Rupured, 2008).

The management of time forms an integral part of the current schools’ system. Schools are structured. Roles are defined, and time is allocated according to the structural dimension of schools. Scheduling the annual educational activities of the schools according to the requirements set by the Department of Education is the essence of managing schools time. The primary purpose of time management in schools is to maximise the time devoted to educational activities (Deventer, Kruger, Merwe, Prinsloo & Steinmann, 2012).
2.7.9. TIME MANAGEMENT STRATEGIES FOR TEACHERS

2.7.9.1. Making Resources

Whilst making resources is time consuming, it is better to take a little extra time to ‘do it right’ and be able to re-use resources again. For example, laminating a sheet (e.g. a number facts grid) and using whiteboard markers to practice allows an individual to re-use the sheet. Using any available teacher aide time efficiently is vital. It is efficient to group task together when making resources or asking an aide to prepare resources. If there is no any teacher aide time allocated to support, ask for some ‘one off’ support to prepare some resources (e.g. on a pupil free day). If that isn’t possible, pay an aide to do a couple of hours of work. It is important to consider how much time is worthy (Francis, 2008).

2.7.9.2. Moving Between Lessons

Try to use transition time between specialist lessons effectively. Chanting number facts or playing mental games (e.g. buzz) can engage children, help them to embed learning and use time efficiently (Francis, 2008).

2.7.9.3. Getting organised

Chapman and Rupured (2008) argued that most people find that disorganization results in poor time management. Professional organizers recommend that first get rid of the clutter. for holding temporary information. (5) File it permanently where it can easily be found.

Whilst organisation is one of the keys to time management, many teachers find it very challenging. It seems to be part of a personality profile. Some are at the buried in piles of “stuff” end and are way too disorganised. Some others are anal about organisation, can retrieve even the most trivial piece of paper in a Nano second and spend way too much time sorting and filing. "A place for everything, and everything in its place," is their motto (Francis, 2008).
Kelly (2004) says according to a study commissioned by the temporary employment firm Account MPs, executives waste about five weeks a year looking for lost items.” Thus, there is no doubt that getting organized saves a lot of time. However, the most effective method of managing disorganization according to (Kelly; 2004) is “ruthlessly” getting rid of what is not needed. As a result, by following these steps students will find it much easier to manage their time through organization.

2.7.9.4. Make Lists

Making a list can be a legitimate time manager. Using this process can help to avoid familiar sinking feeling when individuals realize they forgot something important and help to feel on top of things daily while freeing mind to concentrate on the job at hand (Adejo, 2012).

2.7.9.5. Schedule your time appropriately

Scheduling is not just recording what must be done (e.g., meetings and appointments), it is also making a time commitment to the things want to be done. Good scheduling requires one to know oneself. leaving time for creative activities such as planning, dreaming, thinking, and reading (Chapman & Rupured, 2008).

2.7.10. TIME MANAGEMENT STRATEGIES IN NIGERIA

Ugwulashi (2011) pointed seven-time management strategies for Nigerian teachers, which are as follows: (1) Use of proper time schedule: This helps to avoid conflict among major actors carrying out school activities and ensure each task is fully accomplished as planned, (2) Avoid too much procrastination: All planned activities must be carried out according to specific time allocated like subject periods, labour, sports, prep and siesta etc. no particular activity should be put off without sufficient reasons because this may affect time allocated for other activities, (3) Adopt good method of task delivery: Planned activities can only be accomplished timely if the process of performing the task is well defined. This tends to put self-confidence on the people undertaking the task. This is the basis for equal opportunity of academic and non-academic personnel participation in school decision process.
(4) Use of appropriate tools for the job: For instance, classroom, blackboard or pen board, table, chairs, desks, books etc, those are required for effective teaching and learning by the teacher and pupils. Basically, where they are lacking accomplished of result will take to time to actualized, (5) Evaluate different task levels: For instance, the senior classes require more teachers and time because of different courses than junior classes’. Likewise, larger classes are to be allocated larger classroom than smaller class. This gives room for proper management of school time, (6) Initiate good school climate: Good climate allow appropriate us of time than sterile climate. Good school climate here refers to the favourable conditions prevailing for effective participation of members in realization of school set out goals. A school where time is not organized there is bound to be poor relationship existing and wastage of resources, and (7) Simplified time evaluating process: Assessment procedures must be standardized, reliable and valid in testing what it intends to test within the allocated time. If the process is ambiguous much time will be wasted for the activity to be achieved (Kayode & Ayodeles, 2015).

2.7.11. Time Management strategies for teachers in South Africa

The manager’s utilisation of time is one of the most important resources of any organisation; therefore, the manager should not be involved in unimportant tasks, but should focus on those areas where a significant impact can be made and then do the things that count (Steyn & Van Niekerk, 2013). Jones (2007) a veteran educator in journal classroom management archive in rule number six namely; lack of planning for transition time says Plan appropriately for transition time; set time limit for transition. Wait to begin lesson until all students have completed transition. Tell the students there is only three minutes to set the timer ringing the bell. Tell students it’s time for the next activity".
2.7.12. TIME MANAGEMENT STRATEGIES FOR STUDENTS

Time Tracking is straightforward (Poser, 2003). Poser (2003) indicated further that at the end of every hour jot a quick note about how the time actually spent for that hour. Review patterns that emerge in the use of time and make adjustments to improve productivity. Modify the planning page to facilitate tracking time. The modifications are easy enough: make two columns on a paper for each day of the week. In one column, write down the plan to follow; in the second column, make notes on what was actually done with time. The side-by-side comparison is very telling and an excellent way to figure out where the time is not used in an intended way.

2.8. Summary of the chapter

This chapter presented the issues related to time management. It outlined the impact of time management practices that influence teachers and learners at Luvhengo Secondary School. The effects of time management on school operations were also presented in this chapter. The chapter further outlined the strategies to improve time management in schools. The next chapter will focus on the research methodology, which will include research design, sampling and procedure, population, and research instrument.
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The study was aimed at investigating the impact of time management behaviour among teachers and learners on learning and teaching environment at Luvhengo Secondary School. This chapter deals with methodology that was used in the study. It included the research design, locale of the study, data collection, research instrument, sample and sampling procedure, target population, data collection procedures and data analysis. The study was guided by the following objectives:

- To identify time management practices among teachers and learners having impact on learning and teaching at Luvhengo Secondary School.
- To establish the effect of time management on learning and teaching at Luvhengo Secondary School.
- To suggest strategies that may have positive impact on time management behaviour among teachers and learners.

The study was guided by the following primary research question: how lack of time management by teachers’ affects teaching and learning at Luvhengo Secondary School?

The following secondary questions were used to guide the study:

- What are the time management practices that influence teachers and learners at Luvhengo Secondary School?
- What are the effects of time management on school operations at Luvhengo Secondary School?
- What appropriate strategies that can teachers put in place to ensure that they manage their time effectively?

3.2. Research design

Maree (2007) defines research design as a plan or strategy which moves from the underlying philosophical assumptions to specify the selection of respondents, the data
gathering techniques to be used, and the data analysis to be done. According to Bless, Higson-Smith and Craig (2006), research design is a specification of the most adequate operations to be performed in order to test specific hypotheses under given conditions. The purpose of a research design is to specify a plan for generating empirical evidence that would be used to answer the research questions (McMillan & Schumacher, 2006).

The study was conducted using qualitative research design wherein a case study was used as type of qualitative research design. Qualitative research refers to an inquiry process of understanding where a researcher develops a complex, holistic pictures analyses words, report detailed views of informants and conducts the study in a natural setting (Maree, 2007).

In this study face to face interview and observation were used to collect data from respondents. I conducted face to face interviews with the participants using structured interview that intends to get views and opinions from the participants (Cresswell, 2003). An in-depth interview approach involved one to one interviews in which individual respondents are questioned at length about issues and experiences (Henn, Weinstein & Foard, 2006). Observation was coupled with interviews in this study. Observation helps in the construction of a picture of what transpires during the classroom (Henn et al., 2006).

3.3. Research methodology

Research methodology refers to the methods or techniques that are employed in the process of implementing the research design or research plan as well as the underlying principles and assumptions that underlie their use (Babbie, 2001). In this section, the research methodology showing the population of the study, sampling procedures, interview and observation data collection processes and analysis are discussed.

A qualitative research approach was used in conducting this study. The approach offered natural observation rather than controlled measurement. Qualitative research
also views the subject’s exploration of reality from the perspective of an insider (Leedy & Ormrod, 2010).

Population of the study

According to Neuman (2006), population is the abstract idea of a large group of many cases from which the researcher draws a sample and to which results from a sample are generalised. Mogorosi (2009) defines population as all possible cases, subjects or objects of what a researcher is interested in studying, not necessarily people. It could be records, cases, programmes or activities. The population comprised teachers and learners of Luvhengo Secondary School in Vhembe District within Limpopo Province.

Sampling procedure

A sample is a small portion of the total set of objects, events or persons from which a representative selection is made (Barker, 2003). Purposive sampling procedure was used to select participants for this study. The logic of purposeful sampling lies in selecting information-rich cases from which one can learn a great deal about issues of central importance to the purpose of research (Babbie & Mouton, 2009).

The participants were nine (9) teachers and six (6) learners from the school. Participants were selected based on the distances they travel to school. Two learners who stay close to the school, two learners who walk long distances and two learners who use any mode of transport were selected to take part in the study. Five of the teachers selected were those who use own transport to school while four of the selected teachers were those who daily use a bus to travel to the school. The sample consisted of 15 interviewees.

Qualitative data collection

Data collection methods refer to procedures specifying techniques to be employed, measuring instruments to be utilized and activities to be conducted in implementing a research study (Grinnell, 1993). Holloway (1997) argues that data collection methods involve gathering of information for a research project through a variety of data sources.
According to Moreover and Dawson (2007), interviews are mainly used in qualitative studies, in addition to other instruments. Observation helps in the construction of a picture of what transpires during the classroom (Henn et al., 2006). Face-to-face interview and observation were used to collect data from respondents in this study. Observation was also done to record some events during interviews. These are discussed to give a picture of how qualitative data was collected.

Before collecting data, I firstly conducted a pilot study with the respondents with the aim of knowing the participants I was working with. This also assisted the respondents in knowing how to respond to the interview questions accurately. During this process, learners and teachers completed the interview questions while I was observing the respondents.

Once the permission from the circuit manager was granted, I further requested for permission from the principal, teachers and learners participating in the study. Once permission was granted, I requested them to sign the informed consent forms before I started collecting data. I used observation and interview schedules to guide me while I collected data. The data was recorded and transcribed immediately after the interviews to assure the aspects of reliability and validity.

**Face-to-face interview**

Interviews are considered useful to get the experiences related to the practices (Alvesson, 2011) and they provide rich data (Hamilton & Corbett-Whittler 2013). I held in-depth interviews with the teachers and learners to get a deeper insight into the experiences of the respondents.

**The interview process**

The interview was based on face to face interaction with the respondents. The interview was conducted during 2017. In the process I ensured that the respondents’ other activities were not disturbed by negotiating with them a convenient time that
suited them. De Vos, Strydom, Fouche and Delport (2005), encourage researchers to find a quite setting where there would be no interruption as possible. In the interview process I asked the principal to assist me by giving me an office where I put a “no disturbance” sign at the door.

I obtained permission to record the interviews from the participants and thereafter, conducted the interviews. The interview was recorded using data recorder. The interviews were conducted using English. I also used the home language of the respondents who do not understand English. Each interview session lasted for 30 minutes. During interviews, all observations made about the reactions, movements regarded as critical to the study and any related issues deemed to be relevant were recorded. The follow-up questions were asked during this study to obtain in-depth information to achieve the richness and the depth understanding.

Data analysis

Data analysis is the process of bringing order, structure and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming but fascinating process. (De Vos et al., 2001). According to Holloway (1997), data analysis means breaking down the data and searching for codes and categories which are then assembled to form themes.

For the purpose of this study, I used Atlas.ti, a programme for qualitative data analysis. Data analysis was carried out soon after the data collection process, and each interview was transcribed verbatim and labelled as soon as it was done. Each collected data was edited and loaded into Atlas.ti which codes according to themes and sub-themes, separate and organise in different categories as well as sub-categories.

Observation

Observation helps in the construction of a picture of what transpires during the classroom (Henn et al, 2006). Observation helps to obtain information that describes events (Cipani 2009). Observation was done when collecting data through interviews
for this study. While the respondents were busy answering the interviews, I observed their facial expressions and body language. The ways of teaching and the time management activities of teachers and learners were observed. All observations recorded were considered during data analysis where they were deemed relevant to the study.

3.4. Trustworthiness

Trustworthiness was obtained through a process of testing the data analysis findings and conclusions and obtaining how credible the data is (Nieuwenhuis, 2011). With this in mind, Guba and Lincoln (2005) claim that the strategy to ensure trustworthiness of qualitative research was therefore applied, which include: credibility, transferability, dependability and confirmability. Credibility is an evaluation of whether or not the research findings represent a credible interpretation of the data drawn from the participants’ original data (Guba & Lincoln, 2005).

According to Morrow (2005):

- Transferability refers to the extent to which the reader is able to generalise the findings to his or her context.
- Dependability refers to the way the study is conducted and states that the study should be consistent across time.
- Confirmability is based on the acknowledgement that the research is never objective.

For the purpose of this study, more than one data collection tool was used in order to strengthen the data. Instruments were examined by more than one person to check if they are covering the area of teachers’ and learners’ time management. Participants were also asked to read their transcripts once they had been transcribed so that they could verify that the information was interpreted accurately. A colleague was also asked to observe classrooms so that there was more than one observer to compare notes and strengthen the data.
Reliability

Maree (2007) stresses that when we speak of the reliability of an instrument, we mean that if the same instrument is used at different times or administered to different subjects from the same population, the findings should be the same. In other words, reliability is the extent to which a measuring instrument is repeatable and consistent.

To ensure that the interview questions measure what they are supposed to have measured they were tested in a school that was not included in the sample, the split halves techniques were used to assess the reliability of the research instrument.

Validity

The validity of an instrument, according to Maree (2007), refers to the extent to which it measures what is intended to measure. In the human sciences, this is particularly problematic since instruments need to measure human emotions like anger and motivation.

The internal and external validity of the instrument for this study was tested by discussing them with my peers and consulting the experts in the Faculty of Education. Their suggestions were used to improve the instruments. These instruments included interview questions for both teachers and learners.

3.5. ETHICAL CONSIDERATION

The principle of informed consent arises from the subject’s right to freedom and self-determination. Being free is a condition of living in a democracy, and when restrictions and limitations are placed on that freedom, they must be justified and consented to, as in research (Cohen, Manion & Morrison, 2007; McMillan & Schumacher, 2001). Consent thus, protects and respects the right of self-determination and places some of the responsibility on the participant should anything go wrong in the research. As part of the right to self-determination, a prospective participant has the right to refuse to take part, or to withdraw once the research has begun.
To comply with the ethical requirements, permission to conduct the study was sought from the District offices of the Department of Education, the school principals, learners, parents and the school governing body (SGB). The recruitment of the learners and the teachers who were the main participants in the research was conducted in an open and democratic way. Ethical issues including informed consent, confidentiality, respect, anonymity and discontinuance were observed. All the participants were asked to sign a consent form, and the following was observed: a description of the attendant discomforts and risks to be expected; a disclosure of appropriate alternative procedures that might be advantageous to the participants; an offer to answer any inquiries concerning the procedures; an instruction that they were free to withdraw consent and to discontinue participation in the project at any time without prejudice.

The issue of confidentiality was stressed. Confidentiality means that although researchers know who has provided the information or able to identify participants from the information given, they would, in no way, make the connection for public identification of the participants; the boundaries surrounding the shared secret will be protected (Cohen, Manion & Morrison, 2007; McMillan & Schumacher, 2006). To ensure confidentiality, the following was done: deletion of identities, crude report categories and micro-aggregation (that is, the construction of average persons from data on individuals and the release of these data, rather than data from individuals).

The principle of equal respect demands respect for the equal worth of all people (Cohen, Manion & Morrison, 2007). To ensure that the principle was observed, the following was promoted: equality, public self-expression, humaneness, client-benefit and respect for autonomy. I treated all participants with equal respect regardless of the participants’ age or gender. The participants were granted right to privacy whenever they wanted since some felt free to express their views in a private environment or privately. All information provided by the participants were not shared to the school principal or other participants.

The essence of anonymity is that information provided by participants should, in no way, reveal their identity (Cohen, Manion & Morrison, 2007; McMillan & Schumacher, 2001, 2006). A participant or subject is, therefore, considered anonymous when the researcher or another person cannot identify the participant or subject from the
information provided. To ensure anonymity, the expressions like teacher A or learner A in data analysis and information that would directly or indirectly help identify the participants was not used.

Discontinuance is the freedom of a participant to withdraw at any time during the research without penalty (Altermatt, 2011). To ensure discontinuance, a consent form included a statement explicitly informing participants that they were free to discontinue with their participation any time without penalty.

3.6. Summary of the chapter

In this chapter I outlined the research designs and methodology that was engaged this study. Interview schedule and observation were used to collect data. The sample was described, and the sampling procedure explained. Steps that were followed in preparation for the field investigation were elucidated. Procedures that were followed when conducting interviews was explained validity, reliability of data collection as well as generalizability of findings were also discussed, and ethical issues were considered. The next chapter presents an analysis of results and discussions collected through interviews schedule and observation.
CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1. Introduction

Chapter 3 presented the research design and methodology of this study. This chapter presents findings of the study, analysis and discussion based on the aim and objectives. This chapter presents results showing the impact of time management on teaching and learning among teachers and learners at Luvhengo Secondary School. The data presentation focuses on the specific objectives.

The objectives of the study were:

- To identify time management practices among teachers and learners having impact on learning and teaching at Luvhengo Secondary School.
- To establish the effect of time management on learning and teaching at Luvhengo Secondary School.
- To suggest strategies that may have positive impact on time management behaviour among teachers and learners.

The results are presented in the sections that follow.

4.2. DEMOGRAPHIC INFORMATION

The demographic characteristics of the respondents who were interviewed which correlate best with their responses regarding the impact of time management behaviour among teachers and learners on learning and teaching environment at Luvhengo Secondary School are presented. The variables, which include gender, age and level of respondents are presented and discussed.
4.2.1 Gender

Table 1 presents gender distribution of respondents in this study.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>7</td>
<td>47%</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>53%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 1 Gender

Table 1 shows gender distribution of respondents interviewed which include teachers and learners. Interview respondents consisted of 15 participants; 9 of those were teachers and the other 6 were learners. Of those, 7 participants were female and 8 were males. All participants were interviewed face to face.

4.2.2 Age

Table 2 presents the age distribution of the respondents who were interviewed.

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Level</th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
<td>Learners</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-17</td>
<td>0</td>
<td>3</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-20</td>
<td>0</td>
<td>2</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-23</td>
<td>0</td>
<td>1</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 and older</td>
<td>9</td>
<td>0</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>6</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 Age of respondents

Table 2 shows the age distribution of the respondents who were interviewed. The study assumes that learners from secondary schools are aged between 15 to 17 years.
while teachers are more than 21 years of age. In secondary schools, learners aged between 15 and 17 years are of the normal secondary school age. However, there are learners who are over the age 17 years. Three learners aged between 15-17, two learners aged between 18-20 and one learner aged between 21-23 participated in the study. Teachers aged between 28 and 46 formed part of the respondents in the study.

4.2.3. Academic position of respondents

Table 3 represents the academic position of respondents who participated in the interview.

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>Learner</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3 Academic position of respondents

There were more teachers (60%) than learners (40%) who participated in the study. Each participant participated willingly. The study sought to establish the impact of time management behaviour among teachers and learners on learning and teaching environment at Luvhengo Secondary School. Teachers and learners were interviewed. The teachers and learner’s response will be the study findings. Each of the participants provided his/her opinion on the impact of time management at Luvhengo Secondary School. The study identified different academic positions, which include teachers and learners.

Teachers

Teachers teach, and learners learn. Teachers need to keep up to date with the developments in their teaching subject area, need to be able to use new resources. A large number (60%) of respondents are teachers. School Courses and Career Development (2017) stresses that a goes beyond simply lecturing a class of students. Although a large amount of the day for a teacher is spent in the classroom, the actual
teaching aspect is only a part of the role. A real teacher knows that teaching includes multitasking to makes sure the school day runs smoothly and all pupils receive a quality education. Aside from simply teaching in the classroom, teachers are implementers of learning, providing pupils with the material and tools they need to excel a subject. Teachers work with small groups of pupils or one to one with pupils in the classroom or after. Teachers also play the part of assessors, constantly evaluating students’ skills through official and informal assessments, providing propositions for development and assigning marks.

School Courses and Career Development (2017) further stressed that the most significant roles teachers fill include interacting with pupils. Teachers must be leaders in the classroom and in the school, earning the respect of students and setting a positive example. They must be disciplinarians, giving out just and steady punishments to students who break the rules. At the same time, teachers must show care and concern for students. A teacher can build up or tear down a student’s self-esteem and make a student’s day or ruin it in an instant. When interacting with students, a teacher must fill the role of a therapist, a surrogate parent, a nutritionist, and someone who has the best welfares of every child at heart.

During the school day and over the sequence of the school year, teachers take on other roles, as well. They are assistants at school functions and tutors of school sports. They are watchers at lunch and break and help as fundraisers for school trips and school provisions. Teachers also play the role of interior designer, making sure their classrooms are set up to support learning and act as artists when they update their bulletin boards and other displays. The Ministry of Education (2011) stresses that in schools where there are clear structures to equip the teachers with the necessary competence and the schools where the teachers are engaged in the school’s activities the school are found to be more effective. Teachers support, observe, share knowledge, provide instruction, and create and maintain stimulating learning with the aim to provide quality teaching and learning. Teachers are the main players in the teaching and learning environment.
Learners

Results from Table 4.3 show that 40% of the respondents were learners. All learners want to learn, to experience achievement and understanding their principles and desire. Learners participate in the learning act whereby they acquire knowledge and skills. In regard to study, learners must engage and participate for the establishment of the level of quality of teaching and learning processes in dysfunctional secondary schools.

Learners should be active participants in their own education. This means that learners should contribute to classroom discussions by not only answering direct questions posed by the teacher, but answers questions posed by their peers. Learners should feel free to ask questions, and express their own views about a subject, not only to their teacher, but also their peers. These allow learners to construct their own knowledge about their learning and apply if to their education.

A learner’s role is also motivated about their learning. This role is also tied to a teacher’s role as well. However, if learners are truly interested in learning, it is their job to think. When thinking, learners should be able to find some prior experience and knowledge to apply this new learning to. When doing so, they should mentally prepare themselves to learn more about this new concept or idea. This does not always happen, but a learner who wants to be actively involved in his/her education should think.

In the following section, I discuss the impact of time management behaviour among teachers and learners on learning and teaching environment at Luvhengo Secondary School. The discussion is categorised by different sections based on the objectives. I first presented the results on section 4.3 and analysed and discussed the results on section 4.4
4.3. TIME MANAGEMENT FOR TEACHERS AND LEARNERS AT LUVHENGO SECONDARY SCHOOL

This section consists of the presentation of the results and the results discussion and interpretation.

4.3.1. Time management practices that influence teachers and learners at Luvhengo Secondary School.

Through this objective, I wanted to understand the teachers’ time management practices during and after working hours that, in one way or another, in a way that it affects their teaching activities. I also wanted to find out learners’ time management practices that could be affecting their academic performance. The general time management practices that impact on teaching and learning among teachers and learners at Luvhengo Secondary School were investigated to establish how time management impacts on school performance.

The time management instrument was administered to both teachers and learners. The respondents (teachers and learners) completed the interview and their responses are as follows.

Use of time tables

The study found that at Luvhengo Secondary School, teachers use time tables to control the classes and time. Teachers plan the work before going to classes. Learners are taught based on the time table set. The HOD of the school makes sure that teachers and learners follow the time table. The timetable allows learners to know the exact time and duration of each class period.

The time table helps the learners to prepare for the day, how much transit time they have before they are late for class, and who their teachers are. The reason for using timetables is to develop a routine for all learners and staff. Teachers need to develop routines for their learners to build a class structure, and administrators must use the
timetable to clearly delineate exactly when and where learners go to class and when teachers are scheduled to teach. This is confirmed by the following remarks:

Learner B: time tables are designed and HOD’s make sure that they are followed correctly by both teachers and learners by making themselves available in class on time.

Teacher F: plan your activities for a week. Planning activities for the week and allocate each activity time to complete those activities. Also scheduling time for interruptions. Planned time helps to be pulled away from what you are doing

Punctuality

Results show that some teachers and learners are punctual. Some of the teachers and learners respond well to the bell during break and transition time. If teachers and learners go to their respective class on time, the lessons will commence in time and there will be no disruptions from late comers, enhancing teachers and learners to finish their planned work on time. Few learners are late to class during transition time, the teacher gets out of the class and the other one enters for the next lesson. If a teacher enters the class early, this will prevent trouble some students from carrying out their disturbances. This is good because the teacher will immediately go ahead with the day’s lesson without the need to focus on maintaining order and discipline.

Laguador and Agena (2013) discussed that eventually, teachers must also be aware that punctuality is one trait that they should value. They cannot implement a policy and impose punishments to those students who always come to class late if these faculty members are the number one law breakers. In addition, class periods must also be managed effectively and efficiently with respect to time to give justice to the time spent by the students who expect that teachers must spend the time of the class in the most productive manner for quality education. This remark confirms the findings:
Teacher D: punctuality; the punctuality of both teachers and learners can make it possible for finishing the set work in time. That is coming to school in time and going to classes in time.

Furthermore, it is to the teacher’s advantage because the feelings of relaxation before the commencement of the lesson will eventually enhanced productivity. Mubarak (2011) stipulated that imagine the syllabus that must be completed before the end of the semester and to allow for revision and exams; all these require enough time. If the teacher is not smart enough to be organized and punctual, valuable time will be wasted. So punctuality and good time management will produce a class that is well focused and organized and in this way, the target of the semester or the academic year will be achieved. By being punctual, the teacher would have set an excellent example for the learners to follow. It would send a positive signal to the learners of what is expected of them from the beginning. This makes control easier and the pace of teacher-success would have been in motion. This is confirmed by the following remarks from both learners and teachers.

Teacher B: punctuality, both teachers and learners are expected to be in class as well as at the school on time. This helps both learners and teachers to finish planned school programme per subject on time. But failing to be on time results on delaying in some of work to be finished on time.

Teacher E: both teachers and learners are punctual to school and during breaks.

Teacher G: punctuality. If you can't manage your time, both teachers and learners will probably be late for things, including classes, office hours and delay appointments and meetings.

Teacher I: Teachers and most learners respond well to the alarm during breaks and transition time. When break is over everyone is expected to be in class and teachers to commence with their daily lessons. During transition time, the teacher gets out of the class and the other one enters for the next lesson. There are few learners who sometimes are being forced to enter in the class after break. They take their time walking to the class.
Learners think that both learners and teachers manage their time well. They both respect and obey the given time. They do what they are intended to do at the exact given time, which is teaching and learning. The school does not experience problems created by learners related to time management. The following remarks from learners attest to this:

Learner A: Teachers make sure they come to class on time and do what they are supposed to do which is to teach and learners cooperate and listen to their teachers.

Learner F: Teachers and learners respect and obey time allocated to them and the rules to manage time.

However, the comments from other teachers and learners suggested otherwise, it is found that not all learners and teachers go to school on time. Some of teachers and learners go to school late. They do not respect the bell during breaks and transition time. Learners take their time going to class after break. The study also revealed that some of the teachers do not go to class on time and the learners are doing as the teachers since they are copying the behaviour from the teachers. When teachers and learners are late to their respective classes, it means that they will be late to commence with the lessons leading to uncompleted planned lessons for the day thus uncompleted syllabus. Some of the learners took their time going to class after break, taking long discussion walking in groups. This leads to the learners being late to the class and it infringe with the working hours. The findings are confirmed by the following remarks:

Teacher A: Late coming for both teachers and the learners. Teachers come to school late and they don’t come to class in time, and if the teacher were to improve on this so will the learners because learner looked up to the teachers.

Learner E: Some learners come back late from break. Taking long discussion, walking in groups misusing their time and they infringe with working hours. Teachers will be behind them, trying to make them to go into their respective classes.
These results suggest that some learners and teachers have poor time management behaviour which may not promote teaching and learning in the school. Most of the teachers fail to manage to go to their respective classes to help the learners with the lessons, leading to learners not having enough time for learning and sometimes is due to some learners' lateness to school and absenteeism. The following remarks confirm these findings:

Learner D: Most teachers do not manage to come and help us with our lessons. Sometimes we can come to school and went back home without any lesson being taught. Us as learners, we do not get enough time for learning and sometimes it’s because some other learners come late to school or become absent.

Results show that lack of transportation and time management skills as the major problem leading to lateness of both teachers and learners. While some learners manage their time well, they however arrive late for school as a result of transport having arrived late to take them to school. Time management by learners who use public transport is therefore dependent on other factors. Learners are late due to lack of transport or transport arriving late. Most of teachers do not use their own cars to go to their work place because they travel long distances which may be too expensive for them to use their cars. They therefore resort to public transport of which they unfortunately do not have control.

In addition, the roads are bad and make travelling to the area a challenge especially when the weather is bad. Teachers being late to school mean that they may miss lessons, leading to learners not being taught and this has a negative effect on teaching and learning. The transports sometimes fetch them late from their respective stations resulting to them being late for school. Some learners who stay far from school do not afford transport fees, so they walk long distance (approximately seven kilometres) to school, arrive to school tired and lack concentration which have negative impact on teaching and learning; and sometimes they fail to arrive to school on time. The following remarked from the teacher is the confirmation of the results:
Teacher C: Lack of transport facilities. Long distance to and from school, and Ignorance (fond of sleeping)

The findings indicate that most teachers at the school manage their time well. They are punctual most of the times. It is said that learners respect teachers so as the teachers. One of the teachers remarked the issue of procrastination. Procrastination by both teachers and learners procrastinate their work leading to doing work late and under pressure. Each learner is expected to be in class after breaks and transition times.

Results also indicate that both learners and teachers are given enough time to for break which can be used for refreshments. When break is over everyone is expected to be in class and teachers to commence with their daily lessons. During transition time, the teacher gets out of the class and the other one enters for the next lesson. There are few learners who sometimes are being forced to enter in the class after break. They take their time walking to the class. Others will go to the class which is not theirs.

Teachers and learners take responsibility for their time. Teachers follow their set time table to run their lessons. Learners are being punished for doing wrong or misbehave in class. The punishment excludes corporal punishment as it is forbidden by the Department of Education, but includes cleaning the class, collecting paper around school and also summoning the parent/guardian if it comes to that.

Discussion

Time management practices that influence teachers and learners at Luvhengo Secondary School

Teachers are being influenced positively by time. Teachers are punctual and also respond well to alarm during break and transition time. Teachers plan their work before going to the classes. (Ugwulashi, 2013). Time management practices include economic use of principals, teachers and students time. Proper planning for the years’ work, and having a school routine, which has to be followed by the supervisors,
teachers and students. The teachers must schedule for their day. Principals should delegate the urgent to motivate teachers. Classrooms are assigned particular subjects and teachers in given periods and duty roles are assigned to different teachers to perform respectively and periods assigned to other extracurricular activities like sports, labour, prep, devotion, debate and other social gatherings all require effective time management process (Ugwulashi, 2013).

This is also backed by one of the teachers who completed the interview. The teacher remarked that “Teachers and most learners respond well to the alarm during breaks and transition time. When break is over everyone is expected to be in class and teachers to commence with their daily lessons. During transition time, the teacher gets out of the class and the other one enters for the next lesson. There are few learners who sometimes are being forced to enter in the class after break. They take their time walking to the class”.

One learner remarked that “Teachers make sure they come to class on time and do what they are supposed to do which is to teach and also learners cooperate and listen to their teachers”.

**Bad Teachers**

According to Meador (2017), there are bad teachers, though they represent a small sample size that generates the most publicity. Meador (2017) states further that a bad teacher can set a student or group of students back considerably and can create significant learning gaps making the next teacher’s job that much harder.

Bad teachers can foster an atmosphere full of discipline issues and chaos establishing a pattern that is extremely difficult to break (Meador, 2017). They can shatter a student’s confidence and overall morale. According to Meador (2017), the effects of a bad teacher can be disastrous and nearly impossible to reverse.

**Discipline Issues**

Discipline issues cause distractions (Meador, 2017). Distractions add up and limit learning time. According to Meador (2017), every time a teacher has to handle a
discipline issue they lose valuable instructional time. Meador (2017) argues further that lost time adds up quickly. Each time a student is sent to the office on a discipline referral that student loses valuable instruction time. The bottom line is that any discipline issue may result in the loss of instruction time, which limits a student’s learning potential. Teachers and administrators must be able to minimize these disruptions (Meador, 2017).

Lack of Student Motivation

According to Meador (2017) there are many students who simply do not care about attending school or putting in the effort necessary to maintain their grades. It is extremely frustrating to have a pool of students who are only there because they have to be. An unmotivated student may initially be on grade level, but they will fall behind only to wake up one day and realize it is too late to catch up. According to Mbulaheni (2015), teaching and learning activities are filtered through learner’s motivation. Motivation brings life in the class, sustain positive energy and increase in ability to learn.

Learners need more quality instruction input, interaction and opportunities for meaningful output. Teachers strengthen learners’ ability and empowering their ability to learn while learners control the flow of the classroom. Meador, (2017) further said a teacher or administrator can only do so much to motivate a student. Ultimately it is up to them as to whether or not they decide to change. There are many students in schools across America with tremendous potential that choose not to live up to that potential (Meador, 2017). This is confirmed by the following remark:

Teacher D: Some of the learners are like a being forced by their parents or guardian to come to school. I mean they do not take attending classes seriously. They do not really care about their academic performance. It is like they are going to school for somebody else.
4.3.2. The effects of time management on learning and teaching at Luvhengo Secondary School

This section presents results showing the effects of time management practices on promoting the quality of teaching and learning. I also wanted to establish how teachers and learners manage time so that they should be able to promote teaching and learning positively.

Time management as perceived by the teachers as one of the causes of poor performance of learners and teachers. Results show that lack of time management skills results in poor performance of learners. Some of the learner lack discipline. The learners and teachers struggle to finish the school work on time due to poor time management. Some teachers tend to not attend their periods leading to poor academic achievement of learners. This confirmed by the following remarks:

Teacher D: Poor results and lack of discipline. The challenges experienced are delinquent learners

Learner A: Failing to do school work on time. Challenges of running out of time and fail to finish work on time. Having hard time on finishing work because of time

Learner C: Teachers not attending their periods lead to learners failing.

Learner F: Learners end up failing or not doing school work on time and even not at all. This results to poor performance, repeating classes and also drop outs.

Some learners who took part in the study did not agree that teachers manage their time well. The results show that there is a shortage of book leading to learners to receive some of the text books in pairs. This means learners have to wait for each other to do school work and others end up failing to do school work such as homework and assignments because the partner failed to finish on time.
Learner E: Due to shortage of books at school, we are forced to wait for one learner to do school work like homework and assignments this tendency results in doing school work on the last minutes.

Availability of teaching resources improves success of secondary schools, as these are basic effects that can bring about good academic performance in the learners. Secondary education is level of basic education at which learners are expected to acquire proficiency in both academic and some applied subject. Yadars (2007) indicates that learning materials such as textbooks, classrooms, teaching aids (chalk, board, ruler and protector) stationeries and laboratories affect performance of learners. Gamoran, Secada and Merrett, (2000) emphasize that what matters for learners’ performance and other education outcomes is not necessary for the availability of resources, but the quality of those resources and how effectively they are used. The following comment confirms the results:

Teacher G: Procrastination, both teachers and learners must complete that tasks on hand at a scheduled time and refrain from doing tasks on the last minutes.
The study also found that teachers experience the difficulty in completing the syllabus leading to learners failing their exams and repeating classes due to their mismanagement of time. Some learners fail due to their absence from the class during lessons. The following remarks confirm the study findings:

Learner D: The effects are that at the end of the year learners fail and repeat the same class because during examination, they do not know what to write as they were not taught, and others fail because they were absent during lessons.

Learner E: The effects are that teachers do not finish their syllabus leading to us learners to fail exams.

Teachers have to offer extra lessons while they are tired, and this has a negative effect on teaching and learning. Learners get the chance to get an insight from the teachers about their lessons through the extra classes. Learners can get clarity and deeply explanation of what they do not understand from teachers. Learners get the chance to discuss some complex questions to the teacher. Besides that, learners will do more exercises or practices at the extra classes. Otherwise, learners can study together with their friends at extra classes. It can encourage learners to have form study groups and gain skills to perform in a good team work. This is confirmed by the following remarks:

Teacher A: Most teachers do not love to work after hours such as volunteering work.

Teacher B: If time is not managed, it leads to working extra time. Teachers do not want to work extra time.

Teacher C: If time is not managed well this result incomplete work per term, so this leads to working extra time, for the sake of completing syllabus

Learners have to attend extra lessons being tired and lack of concentration and it has negative impact on teaching and learning. Some learners do not like attending extra
classes. Some learners may feel tired and do not join in sport activities. Learners need to stay back after school in order to attend extra classes. This is very tiring for them because they cannot go home early and sacrifice their remaining time of the day. On the other hand, attending extra classes might be a waste of time. Some learners may not be serious at class and disturb others. Disturbing learners may hinder teacher to teach. So, it will waste the time of children to stay back after school. This result is confirmed by the following remarks:

Teacher C: Learners do not want to attend the extra time, e.g. Saturday schools.

Teacher B: Learners do not want to enjoy extra classes, they don’t want to attend.

Teaching extra classes

However, the study found that teachers and learners face challenges while trying to deal with mismanagement of time. Besides of extra hours after schools had closed for the day, there are classes being organised at the weekends. These extra classes are advertised as final push for had up learners to brush up their lessons, to enable the pass their examinations. It has become an integral part of the school curriculum that many parents fear that if they do not pay for these extra classes, their children may not be able to pass class examinations.

Some extra classes are a burden to some parents since they struggle to pay but they are forced to pay as they fear their children may not get the necessary academic grounding. The extra classes include the lessons after the school hours, this may be extra hours, Saturday schools and holidays. Some learners develop negative attitudes towards extra classes such as Saturday and holiday classes, resulting to poor attendance and some do not take classes seriously. The findings are confirmed by the following remarks:
Teacher A: Disciplinary measures that are set aside for those who are late are not taken seriously and have eyes, and also learners this of nowadays it's hard to oppose discipline on them because they do not respect authority.

Teacher I: Learners always outside the class, they don’t take school as important. Learners joined juvenile delinquency. Parents moved their children out of the school. Homework not done by all learners and some of them neglect school work

Learners pointed the effects of time management. They remarked that some learners repeat classes due to failure of teachers to complete syllabus and also for learners not attending extra classes. Failure to complete syllabus by teachers affects them during exam time since some of the things on exams, they were not taught since the syllabus was not completed or learners did not attend the extra classes and never bothered to take notes from those who attended. One of the learners stresses the issue of shortage of book, from what I observed, learners are being paired for one book and the books are not enough for all learners. This leads to the learners to wait for each other to do school work like homework and assignments and end up not doing those work. This is confirmed by the following remark:

Learner E: The effects are that teachers do not finish their syllabus leading to us learners to fail exams.

Discussion

The effects of time management on learning and teaching

Results show varied effects of time management on teaching and learning. Eighty eight percent (88%) of the respondents mentioned the same effects. Poor time management may result to negative effect on both learners and teacher’s performance. The negative effect of poor time management on learners is that learners may underperform due to lack of time management of time by themselves
and teachers. Teachers may fail to complete syllabus resulting to high rate of failure of learners.

Balduf, (2009) recognized that poor time management can contribute to academic underachievement, and effective time management can contribute to higher levels of college achievement. Esters and Castellanos (1998) related poor time management of teachers to increase levels of apprehension leading to loss of self-confidence, which in turn, affect their teaching practices and consequently their learners’ learning. According to Metzker (2003), ineffective ways of time management diminished learning time and consequently affected student learning. This is confirmed by the following remarks:

Teacher A: Some of the learners are the victims of the poor time management of teachers. Their performance drops and the end up failing.

Learner D: Poor academic performance. When the teacher fails to teach us effectively, it affects us as learners on our studies. This results to failing.

**Failure to complete syllabus**

However, time management have positive effects on both teachers and learners. If teachers manage their time effectively, teachers will finish the syllabus on time and have time to do revision with the learners, leading to learners achieving high marks, and their academic performance increases. If learners have good time management, do school homework and assignments on time; give themselves time to study and prepare for the next day lessons, tests and examinations; learners obtain excellent results which result to increases, good academic performance.

Kaushar (2013) stipulated that time management plays a vital role in improving student’s academic performance. Each and every student should have time management ability which includes setting goals & priorities, using time management
mechanism (such as making “TO DO LIST”) and being organized in using time. This is confirmed by the following remarks:

Teacher A: if teachers were to improve on time management, it can have positive impact on the learners, and also volunteer to teach during weekends and studies so that they can increase the time for teaching because usually those periods are usually not enough.

Teacher B: If time is not managed well this results in incomplete work per term, so this leads to working extra time, for the sake of completing syllabus. Learners do not want to enjoy extra classes, they don’t want to attend.

**Procrastination**

However, one of the teachers interviewed mentioned procrastination as the effect of time management on teaching and learning. The remark shows that both teachers and learners refrain from doing the given work aside and to them at the last minutes. Procrastination means needlessly postponing tasks until some future time (Ngowa, 2011). Procrastinating may sabotage efforts to succeed (Ngowa, 2011), and this may have negative impact on teaching and learning. Procrastination suggests poor time management.

The habit of delaying accomplishments of any tasks to the very last minute is the most important barrier to time management. Ocak and Boyraz, (2016) stressed that academic procrastination which is a kind of procrastination includes delaying school based tasks and can be described as procrastinating academic tasks due to some reason. Assignments that are not done or tasks that are not fulfilled can cause negative consequences such as disturbed sleep, stress, anxiety to manage time effectively and might result in giving up or partially fulfilling the task.

According to Marie (2017), time management helps people get more out of the day. By making a schedule, the tasks that need to be completed are set out and the person
is aware of what needs to be done. Scheduling in tasks allows for the person to understand when a task needs to be completed and the amount of time it should take to finish the job. This schedule also allows for time not to be wasted wondering which task should be completed and also ensures that tasks aren't forgotten. By scheduling out the day, procrastination can be avoided because people are less likely to put off tasks when they are written down.

Accountability to the daily tasks helps them to be finished in a timelier manner. Even though it doesn't seem that by nature a schedule would help someone be more flexible, that is not the case with time management. Knowing which tasks must be completed helps a person to know how much free time he or she has to spare during the day. For surprise plans, having a schedule allows a person to know what he/she can do and how much time can be spent. The following remark by the teacher confirms this:

Teacher G: procrastination, both teachers and learners must complete that tasks on hand at a scheduled time and refrain from doing tasks on the last minutes.

Learners also responded on the interview on the effects on time management and the following are some of the remarks made by the learners.

Learners A: Failing to do school work on time. Challenges of running out of time and fail to finish work on time. Having hard time on finishing work, due to poor time management

**Poor planning**

According to (Mantha, & Sivaramakrinsha, 2010), failure to see the value of planning and getting impatient to get something done are the causes of poor planning. Absence of a plan of action is likely to trigger off a false start, resulting in unproductive time utilization on the critical path of the task being undertaken. Consequently, the managers might not find enough time for completing the task. Poor planning and bad time management are part of the learning experience for most of the learners in
schools. However, poor planning can become a habit. This is confirmed by the following remark:

Teacher F: Not following your plan; if you don’t complete your planned activities on time, it will have a negative impact on the quality of teaching and learning.

4.3.3. Suggested strategies that may have positive impact on time management behaviour among teachers and learners

The motive behind the examination of this objective is the identification of the strategies that would impact the performance of both teachers and learning positively in the teaching and learning environment. The suggested strategies would assist in improving the positive time management of teachers and learners in school; hence, adequate academic performance for learners and teaching performance for teachers. The objective was also examined to identify ways to avoid late coming and absenteeism of learners.

Teaching during Saturdays and holidays

The study found that the strategies that are being employed at the school involve teaching learners during Saturdays and holidays to deal with the time wasted during weekdays. Saturday and holiday classes are free at school. If learners attend these classes, they will help their parents to save money and reduce their parents’ expenses. Learners will also get improvement on their studies by attend the Saturday and holiday classes being offered at school. The following are some of the remarks from teachers who took part in the study that confirms the findings:

Teacher B: Teaching learners during holidays and Saturdays. Parents should also be involved in monitoring learners if they are attending classes on time.

Teacher C: Extra lessons. If continuous call the parent

Teacher D: Teaching learners in extra hour i.e. after school and on Saturdays. They are also taught during school holidays.
Preparing and planning

Teachers plan and prepare for the next lessons before going to classes. Preparing for a class, in which you want learners to act on, think about, scrutinize, or practice using material requires a different form of preparation. Preparation and planning are the most components of effective teaching. Poor planning and preparation will lead to failure. Every teacher should be over prepared for the lessons when going to classes. Good teacher will always in a continuous state of preparation and planning. They are always thinking about the next lesson. The impact of preparation and planning is tremendous on learners’ learning.

The most obvious and important difference is that class can truly succeed only if everyone is prepared. You therefore need to focus your preparation around the preparation and the learning of your learners. Before school opens: the principal must have an opening schedule, plan and execute the year’s work. Problems of opening of school: the way in which the school opens will have a profound effect on student teacher and patrons.

In extreme cases there are teachers without students ‘, classes without teachers, class sections with enrolment twice the capacity of the room. For proper management of time, the ideal is to have the new term open as though schools were being resumed from a weekend recess. Most schools in the division open without students, which is a tradition that states, the first week is for the teachers to organize themselves and collecting school fees but no proper learning. The trend consumes student time hence time required for syllabus coverage is overtaken by actual teaching time (Ngowa, 2011).

According to School Courses and Career Development (2017) at the planning phase, teachers play numerous roles. They are, continuously taking classes and joining sessions to learn the latest and approaches for effective teaching. Many teachers frequently work together with one another to adopt new philosophies for
teaching, planning and joining subjects to improve the learning experience. They examine test results and other information to help determine the course of their instruction and make changes in their classrooms. Teachers also plan lesson plans to teach the standards and deliver engaging activities, while considering each student’s safety and instructional needs. This is confirmed by the following remark:

Learner D: That teachers and learners should set their priorities well, they must be organised, avoid procrastination and distractions. They must also plan their work beforehand.

Parents’ involvement

Parents are being involved on their children’s work. Parents should stay involved in their children’s education from preschool through to high school. Parental involvement can make a positive difference at all age levels. Parental involvement tends to be the greatest with young children and to then taper off as children get older. Studies have shown, however, that involvement of parents of middle and high school students is equally important. In high school, for example, a parent's encouragement can determine whether a child stays in school or drops out. Similarly, a child may consider going to college more seriously when parents show interest in the child's academic achievements and talk with the child about the benefits of a college education (Maluleke, 2014). The following are some of the remarks from teachers who took part in the study:

Teacher B: Parents should also be involved in monitoring learners if they are attending classes on time. Parents should be involved; they should make sure that their learners leave home earlier on time. Monitor their children’s school work every day.

Setting aside personal issues

One of the teachers said the issue of teachers setting aside their personal issues. Teachers need to learn to separate their professional issues and personal issues for
the benefit of their professional performance. Teachers have personal problems from time to time like everyone else. Teaching is a highly personal act. What the teacher is personally and how he/ she feels affects what happens in the class. The supervisor needs to respond to the teacher as a person, if he/she is experiencing personal issues and it will affect teaching and learning. The result is confirmed by the following remark:

Teacher A: Teachers must learn to set aside personal time because most teachers have a tendency of bringing their personal things at work and do them here at work. Also improve in organising by setting priorities and do the once

**Use of timetables**

Results show that teachers and learners use time tables to manage their time. The time table indicates the time to go to class and also the period to be taught in that particular time. The use of time tables creates order in the school. The school time table is made in a way that each class has only one teacher during normal learning hours. This prevents clashes of lessons and also prevents teachers from teaching more than one subject at the same time in the same classroom thus creating order in the school. Time tables also reduce wasting time. The school timetable informs the learners to read on a particular subject during normal learning hour except during breaks. This prevents idling around during learning hours thus allows learners to study more and saving time.

The following remarks confirm the results:

Learner A: There is a timetable indicating at what time a teacher is supposed to go in and out of the class. There is an alarm ringing after each lesson, alerting teachers that their time is up

Learner C: Time table are set for teachers’ daily activities. Alarm is available, and it helps notify teachers that the time is up and also there are security guard or gate keepers to monitor the gate. The class registers are being marked in class in order to see who is in and who is not.
**Time register**

I observed that teachers sign in and out in a book called the time register. Teachers write the exact they arrive and leave school. Teachers who become absent to school and did not fill a leave form, he/she must provide the proof of where he/she was during working hours. If they fail to do so, there should be deductions on their monthly salary for that day. Time register helps to provide information on when staff report and or close at work. It promotes regular attendance and punctuality of teachers. They help checking truancy and gross indiscipline in staff. This is confirmed by the following remarks:

Learner B: There is a time register that all teachers sign before the allocated time and if learners are late there is a certain rule that states that they must call a parent or guardian.

**Punishment**

The results show that measures of discipline are taken for both teachers and learners who just vanish with no good explanation. The measures include calling parents or guardians for learners who are absent from school or vanish from school whenever he/she wants, giving late comers and the absentees a letter to call the parents or guardian, and also not allowing late comers to enter the school gate without their guardian or parent. Those who are late to go to class on time during breaks and transition time get punished. Learners who come to school late are sent back home to summon their parents or guardian.

The punishment involves picking papers around the school yard and cleaning classes’ floor. The punishment excludes corporal punishment since it has been forbidden by the Department of Education. It is also suggested that the Department of Education should come with other alternative to curb absenteeism and late coming since corporal punishment is no longer allowed in school. Learners who come to school late are sent back home to summon their parents or guardian. This is confirmed by the following remarks:
Teacher A: Serious measures of discipline must be taken for both learners and teachers that just vanish with no explanation such as calling a parent for a learner who is absent with no reason.

Learner B: Concerning late comers, a learner must be given a letter to call his/her parent or guardian. In absenteeism, if a learner has no valid reason, he/she must also be given a letter to call a guardian.

Learner C: Late comers should not enter the gate without parents, so that parents should be aware of the tendency of their children.

Teacher B: Parents should be involved; they should make sure that their learners leave home earlier on time. Monitor their children’s school work every day.

Teacher C: Parents should phone the principal about his or her child’s absenteeism or late coming.

Teacher D: Parents should be involved in monitoring their children as late coming and absenteeism are concerned.

Teacher C: The department should come with other alternatives to curb absenteeism and late coming as corporal punishment is forbidden.

Teacher E: Motivate the learners to be punctual. Punish those who come late by giving manual work.

**Provision of a proof for absence and lateness**

The study findings show that teachers and learners must provide the proof of their lateness or absence from school. If they fail to do so, they get punished. A letter of absence offers written validation for a previous absence, usually from the workplace
or school. It provides a verifiable reason why and individual was not able to attend. There is a security guard at the gate monitoring learners. If learners are late or absent from school, he/she must provide proof to validate where he/she was. Teachers sign in and out in the log book. The log book helps to record the time in and out of the teachers to school.

A parent would also write a teacher a short note if their child had been off school sick, and a college student would have to write something more formal to their professor for missing a lecture. There is a security guard at the gate monitoring learners. If learners are late or absent from school, he/she must provide proof to validate where he/she was. Teachers sign in and out in the log book. The log book helps to record the time in and out of the teachers to school. The following remarks confirms the findings:

Teacher A: Coming with the proof of where they are coming from. For teachers who will not come to work and did not fill a leave form, measures such as deducting money on their pay for that day”.

Learner A: Learners when they are late, they get punishment other than corporal punishment. There is a security guard monitoring the gate. If the learner is absent from school, he/she provide proof or validated reason for his/her absence. If the learners fail to do so, they get punished.

Learner C: The day after absence of a learner, the learner should bring the proof why she was not in school. If there is no valid reason, that learner must get punishment.

**Class register**

Teachers take records of the learners who are late or absent from school. There is a class register wherein all learners in the class register their names every day. The class register assist in identifying learners who are absent from class. The results are confirmed by the following remarks:
Teacher B: Teachers should keep record of learners who come to school late and also alert parents during meeting if learners are not coming to school on time.

Teacher G: For absenteeism, attendance and period registers should be marked every day. Learners who are always absent must be punished and their parents must be informed.

Teacher F: For absenteeism, maintain detailed, accurate and up-to-date absence record and implement disciplinary procedures where necessary.

A class register is a book in which the presence or absence of learners in a school is recorded on a daily basis. It is a record that is being kept by most of the school. This record is kept on individual class basis. The class teacher is the one responsible for taking this record. Class register is important in providing necessary data that may be requested in future by researchers or ministry officials. The information carried by the class register may be used to determine the amount of grant to be given to a particular school. Class register is also helps to identify sick students, truants, absentees and learners who attend school regularly.

**Do not entertain latecomers**

The school must not tolerate late comers and introduce progressive discipline. Some of the learners are missing valuable teaching periods because of tardiness. If a learner cannot provide a proof as to why he or she is late, then action needs to be taken and the same rule must apply to the teachers. Latecomers interrupt the teaching and learning of the rest of the class, give negative attention to the latecomer, disturb the teacher's train of thought, and often become disturbing talkers after they sit down. They also ask questions about what have been just explained. When learners come to class late, it disrupts the flow of a discussion, other learners, impede learning, and generally erode class morale. These results are confirmed by the following remark:

Teacher D: teachers must not tolerate or entertain late comers. They should be punished. They disturb the whole class, with all that being said, they must be dealt with fast to avoid passing it to other learners in the class.
Ministry of Education (2010) stipulates that being tardy to class can cause a major disruption for all students in the class and negatively impact the academic progress of the student who is tardy. When a student is tardy, he enters the classroom after instruction has begun, and the attention is drawn away from the teacher to the door when the student enters the class. Instruction is halted momentarily while the student finds his desk, settles in and the teacher catches the student up to the current point in the lesson. Additionally, information that was missed as a result of being tardy is not always completely conveyed in the catch-up period.

Moreover, if left not attended, lateness can spread to other learners in the class. Since there are a number of possible reasons learners arrive to class late, considering which causes are at the root of the problem can help guide instructors to appropriate responses and strategies. Understanding the reasons, however, does not require tolerating the behaviour. Early-morning buzzer of an alarm clock can be one of the worst sounds in the world to a sleepy high school learner, repeatedly muffling it via "snooze" button is never a good idea.

Show up on time to high school each day benefits learners' academic performance and future professional habits. Learners who arrive to school early have an advantage over the learners who stumble through the door after class has begun. Consistent unexcused tardiness can mean short-term penalties and lifelong consequences. High school learners are well-advised to learn not just the advantages of showing up early but also the pitfalls of showing up late. The following remark confirms the findings that show that educators should not entertain late comers and excuses of being absent. The following remark confirms the findings that show that educators should not entertain late comers and excuses of being absent

Teacher F: Educators should not give or accept excuses for being late. Educators should avoid scheduling too many activities around the same time.

**Provision of free school transport**

One of the learners participated in the study suggested that in order to deal with late coming and absenteeism, the school have to provide free transport and teachers must
use their car to go to school or find a place to stay near school. The following remark confirms the findings:

Learner B: Some are late to school due to poor transportation, so school transport must be provided. For teachers who live far from school, they must find a place to stay nearby school.

Discussion

**Suggested strategies that may have positive impact on time management behaviour among teachers and learners**

Both teachers and learners stipulated the strategies that are being employed at Luvhengo Secondary School and also suggested the strategist that they think will assist in dealing with the effects of poor time management, thus improving time management. Both teachers and learners mentioned more or less the same strategies being employed at Luvhengo Secondary School. Teachers and learners follow the time tables to control the class.

One learner remarked that there is a time register that all teachers sign before the allocated time and if learners are late there is a certain rule that states that they must call a parent or guardian. For absenteeism, class teachers must keep record all the time for absent learners. Teachers must also involve the parent of those who are victims of absenteeism. Wales and Ifanc (2011) remarked that evidence has shown that tackling absence can be most effective when a number of different approaches are adopted. The initiatives used by schools to encourage attendance are partly dictated by a number of factors including the age of pupils, parental interest, geographical location and social and economic circumstances. Individual schools need to respond to their own particular problems in their own way.

The study found that teachers and learners need to stop procrastinating. They must do the work as soon as they get it. Teachers and learners must not put the work for the next day. Rampur, (2011) found that managing procrastination is among the most important keys to time management and career success. If one is stepping into the
corporate world, he necessarily has to learn about time management in the workplace. In a teaching environment, avoiding procrastination certainly enables both the teacher and the student to perform the assigned work in the time allocated, and also manage future assignments as required.

Failure to see the value of planning and getting impatient to get something done are the causes of poor planning. Absence of a plan of action is likely to trigger off a false start, resulting in unproductive time utilization on the critical path of the task being undertaken. Consequently, the managers might not find enough time for completing the task (Mantha, & Sivaramakrinsha, 2010). The following remark confirms the findings:

Teacher F: Educators should avoid scheduling too many activities around the same time.

Teacher H: All educators and learners must do their work on time or at the right time. The challenge is that learners will not come on time, so we will use the appropriate time when doing things in the classroom.

**Dealing with late comers and absenteeism**

Teachers and learners remarked more or less the same strategies they think can be employed to deal with late comers and absenteeism in Luvhengo Secondary School. In dealing with late comers, a learner must be given a letter to call his/her parent or guardian, or they must be sent back home to call their parents so that parents will be notified about the tendency of lateness of their children. In absenteeism, learners are asked to provide a proof of being absent from school, if a learner has no valid reason, he/she must also be given a letter to call a guardian. This is confirmed by the following remarks from one teacher and one learner of those who completed the interview:

Teacher B: Teaching learners during holidays and Saturdays. Parents should also be involved in monitoring learners if they are attending classes on time. Parents should be involved; they should make sure that their learners leave home earlier on time.
Monitor their children’s school work every day. Teachers should keep record of learners who come to school late and also alert parents during meeting if learners are not coming to school on time.

According to Meador (2017), students cannot learn if they are not at school. It is frustrating that so many parents allow their children to stay home for no legitimate reason other than they do not want to come to school. Missing just ten days of school each year from Kindergarten to twelfth grade adds up to missing almost an entire school year by the time they graduate. Meador added that there are some students that have the ability to overcome poor attendance, but many who have a chronic attendance problem fall behind and stay behind. Meador (2017), further state that schools must hold students and parents accountable for consistent excessive absences. Schools should have a solid attendance policy in place that specifically addresses excessive absences. Teachers cannot do their jobs if students are not required to show up on a daily basis.

Learner F remarked that late comers should not enter the gate without parents, so that parents should be aware of the tendency of their children. They must also get punishment, but not corporal punishment since it is no longer allowed in school. Absenteeism should not be tolerated in schools. The day after absence of a learner, the learner should bring the proof why she was not in school. If there is no valid reason, that learner must get punishment.

According to (Agaba & Bamwita, 2014), there are fears that some students deliberately reach school late so that they are turned away to find time to indulge in personal activities and non-academic affairs. This, some say, can actually expose students to illicit drugs, alcoholism and pre-marital sex since they have a lot of time on themselves until they return home in the evening. Because of the fear of going back home to be reprimanded for getting to school late, most students go about their personal activities that may not necessarily relate to class work.

Learners D remarked that the motive behind their lateness is due to poor transportation, so school transport must be provided. To overcome this, the
Department of Education must provide free transport to those leaving far away from school and cannot afford transportation fees.

Parents must keep closely in touch with the school about their child's health. They must inform the school about the absence of their children. They should also notify the school about the appointments or any ongoing treatment of the child. If the child fails to go to school due to health conditions, parents must inform the school and the learner must provide a letter from a medical practitioner as a proof of their absence. Wales and Ifanc (2011), state that communicate frequently with parents about positive achievements and improvements and in ways which emphasise the responsibility and role of parents in partnership with the school.

Ensure parents are welcomed into the school and can gain easy access to staff. It can be helpful to issue regular reminders to parents of school procedures for notifying the school of a pupil's absence. Some schools have installed a dedicated ‘attendance’ telephone line specifically for parents to inform the school of absences. To overcome attendance problems, it can be useful to have meetings with parents to discuss strategies in school and at home which encourage regular school attendance and the production of an action plan for improving attendance. This is confirmed by the following remark:

Teacher C: Parents should phone the principal about his or her child’s absenteeism or late coming.

Meador (2017) opined that parents are typically the most influential people in every aspect of a child’s life. This is especially true when it comes to education. There are exceptions to the rule, but typically if parents value education, their children will be academically successful. Involvement is essential to educational success. Meador (2017) continue saying that parents who provide their children with a solid foundation before school begins and stay involved throughout school will reap the benefits as their children will likely be successful.
Likewise, parents who are minimally involved with their child’s education have a significant negative impact. This can be extremely frustrating for teachers. It is a continuous uphill battle. Meador (2017) further states that these students are often behind when they start school due to a lack of exposure. It is extremely difficult to catch them up. These parents believe it is the school’s job to educate and not theirs when in truth it has to be a dual partnership.

4.4. Summary of the chapter

In the above section the study presented the issues on impact of time management on teaching and learning among teachers and learners at Luvhengo Secondary School. This study discussed the time management practices that influence teachers and learners at Luvhengo Secondary School. The study also presents the effects of time management on teaching and learning at Luvhengo Secondary School. Lastly the study presents the suggested strategies that may have positive impact on time management behaviour among teachers and learners. The next chapter consists of the summary of all chapters, conclusion and recommendations.
CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the findings, followed by recommendations for both the context of the study and future research study on similar research field. The outline of the study is presented based on the research objectives, followed by the research design and methodology, summary of the findings, conclusion and recommendations.

5.2. SYNTHESIS OF THE STUDY

The aim of the study was to investigate the impact of time management behaviour among teachers and learners on learning and teaching environment at Luvhengo Secondary School. This study was guided by the following research objectives. To identify time management practices among teachers and learners having impact on learning and teaching at Luvhengo Secondary School, to establish the effect of time management on learning and teaching at Luvhengo Secondary School and also to suggest strategies that may have positive impact on time management behaviour among teachers and learners.

The study was guided by the following primary research question: how lack of time management by teachers affects teaching and learning at Luvhengo Secondary School?

The following secondary questions were used to guide the study:

- What are the time management practices that influence teachers and learners at Luvhengo Secondary School?
- What are the effects of time management on school operations at Luvhengo Secondary School?
- What appropriate strategies that can teachers put in place to ensure that they manage their time effectively?

The study had the assumptions that teachers and learners would cooperate and provide reliable responses. However, the study was limited in that it was involving a
few selected learners at Luvhengo Secondary School in Vhembe District and did not involve all learners from school.

The literature review was presented in form of sections which included background of time management, time management practices among teachers and learners, effects of time management on school operations, time wasters of time management and appropriate strategies that could help teachers and learners to improve time management behaviour. The sections consist of the subsections.

The population was Luvhengo Secondary School in Vhembe District. Only nine (9) teachers and six (6) learners in this school were used as samples. The study had one set of interview schedule for both teachers and learners which were used to collect data. The interview schedule had both open ended and closed ended questions. The data collected in this study was analysed using qualitative procedures. Each collected data was compiled, edited, and loaded into Atlas.ti which codes according to themes and sub-themes, separate and organise in different categories as well as sub-categories.

The study was outlined in five chapters. Chapter 1 outlined the introduction, Literature review, Problem chapter also outlined candidate’s declaration, supervisor declaration and preliminary chapter statement, delimitation of field and substantiation method, aims and objectives of the study and also intended contribution to the body of knowledge. It also outlines the research methodology, ethical and safety issues, resources, feasibility, intellectual property and knowledge dissemination. The division

Chapter 2 Presented relevant literatures that are related to the impact of time management behaviour among teachers and learners on learning and teaching environment is documented in this chapter. The chapter presented the general theoretical background for investigation, which involves the systematic identification, location and analysis of documents that contain information, which is related to my research problem.

Chapter 3 discussed the research design and methodology that was used to investigate the impact of time management behaviour among teachers and learners
on learning and teaching environment at Luvhengo Secondary School. Qualitative research design and methodology used in this study are provided in this chapter. Data collection procedure, sampling procedure, description of the research instruments, delimitation of the study, significance of the study and ethical consideration were presented.

Chapter 4 provided results of the study and discussion. In this chapter, a presentation, analysis and interpretation of data obtained through qualitative methods was made. The data were presented with the help of discussions of interpretations from data. Other data is presented with the help of remarks from interviews. The chapter concluded with the provision of a summary of the main ideas.

This chapter presents the main findings, conclusion and recommendations of the study.

5.3. SUMMARY OF THE RESEARCH FINDINGS

The research findings are as presented in chapter four. The following are summaries made from the data collected and as per the objectives of the study.

Time management practices among teachers and learners having impact on learning and teaching at Luvhengo Secondary School.

The findings indicate that most teachers at Luvhengo Secondary School practice good time management. They are punctual most of the times and also manage their time effectively. Some teachers remarked the issue of lack of transportation and time management skills as the major problem leading to lateness of both teachers and learners. It is said that learner’s respects teachers so as the teachers. The other teacher stipulated the issue of procrastination. Procrastination by both teachers and learners procrastinate their work leading to doing work late and under pressure. Each learner is expected to be in class after breaks and transition times. Through observation, I observed that, during breaks, everyone is allowed to go out to eat. When break is over everyone is expected to be in class and teachers to commence with their
daily lessons. During transition time, the teacher gets out of the class and the other one enters for the next lesson. There are few learners who sometimes are being forced to enter in the class after break. They take their time walking to the class. Others will go to the class which is not theirs.

Teachers and learners take responsibility. Teachers follow their set time table to run their lessons. Learners are being punished for doing wrong or misbehave in class. The punishment excludes corporal punishment as it is forbidden by the Department of Education, but includes cleaning the class, collecting paper around school and also summoning the parent/guardian if it comes to that.

**The effects of time management on learning and teaching at Luvhengo Secondary School**

The effects of time management as perceived by the teachers leads to poor performance of learners and teachers. Teachers mentioned several effects of time management such as poor performance of learners, learners are under performing due to lack of time management skills. Learners procrastinates their work and end up doing work under pressure leaving some of work not done. Teachers failing to complete syllabus also contribute to poor performance of both learner and teachers. They face challenges while trying to deal with the effects of mismanagement of time. Some learners develop negative attitudes towards extra classes such as Saturday and holiday classes, resulting to poor attendance and some do not take classes seriously.

Learners pointed the effects of time management. They indicated that some learners repeat classes due to failure of teachers to complete syllabus and also for learners not attending extra classes. This affects them during exam time since some of the things on exams, they were not taught since the syllabus was not completed or learners did not attend the extra classes and never bothered to take notes from those who attended. The other learner pointed the issue of shortage of book, from what I observed, learners are being paired for one book and the books are not enough for all learners. This leads to the learners to wait for each other to do school work like homework and assignments and end up not doing those work.
Suggested strategies that may have positive impact on time management behaviour among teachers and learners

Both teachers and learners mentioned the same strategies being employed at Luvhengo Secondary School. Teachers and learners follow the time tables to control the class. One learner remarked that there is a certain book register that all teachers sign before the allocated time and if learners are late there is a certain rule that states that they must call a parent or guardian. Concerning late comers, a learner must be given a letter to call his/her parent or guardian. In absenteeism, if a learner has no valid reason, he/she must also be given a letter to call a guardian. Some are late to school due to poor transportation, so school transport must be provided. To absenteeism, class teachers must keep record all the time for absent learners. Teachers must also involve the parent of those who are victims of absenteeism

5.4. CONCLUSION

Based on the study finding, the following conclusions are made:

1. Teachers use time table to control time at Luvhengo Secondary School
2. Some learners are late to school due to lack of transportation
3. Parents or guardians are being summoned to school if the learner is late to school or were absent from school with no valid reason
4. Learners get punishment for doing wrong at school. This excludes corporal punishment as it is forbidden.
5. Some learners share text books leading to them being late to do school work
6. Most teachers go to classes prepared; they plan their lesson before going to class
7. They experience challenge of learners joining juvenile delinquency when trying to deal with the negative effects of time management
8. Teachers sometimes spend time in their stuff room attending meetings
5.5. RECOMMENDATIONS

Based on the research findings, I came up with the following recommendations would help in addressing the time management practices of teachers and learners that impact teaching and learning at Luvhengo Secondary School in Vhembe District and other schools in Vhembe District and in other Districts.

The study recommends that all the stakeholders in the education sector such as the school administrator, teachers, learners, parents, the school governing body and the community as a whole to be involved in time management practices to achieve meaningful performance of that particular school. The study recommends that there should be the time management workshops for the stakeholder in the sector of education such as principals, teachers and learners in order to have more insight on time management. The Department of Education must provide learners who live far away from school with free transport so that they will no longer be late to school. The department should also provide adequate books for learners so that they may do school work on time and this will enhance learner-teacher performance.

The education stakeholders should lay down the strategies that will assist them in controlling the use of time. Principals and teachers should deal with the important issue and avoid urgent issues. They should also avoid unnecessary meetings during school hours. Teachers, principals and learners must analyse, plan and balance their time, set their priorities well, implement time management strategies, and also deadlines for their work.

5.6. Recommendations for further research

This study was done on only one secondary school in Vhembe District. The study recommends that similar study should be done on other schools within Vhembe District and in other districts to establish on how time is being managed on those districts.
Abban, K. (2011). *Understanding the Importance of Time Management to Assistant Registrar’s in the Registrars Department of the University of Education: Division of Academic Affairs*, Winneba: University of Education


Al Khatib, A. S. (2014). *Time Management and Its Relation to Students’ Stress, Gender and Academic Achievement among Sample of Students at Al Ain University of Science and Technology*, United Arab Emirates (UAE): Al Ain University of Science and Technology


Kormla, E. (2010). *Principals’ Strategies for Improving the Academic Achievement of Students of Disadvantaged Rural Junior High Schools in Ghana*; Perth, Western Australia: Edith Cowan University


White Paper on Personal Time Management, 2010, Mosaic

World Health Organisation’s Information Series on School Health; *The Physical School Environment*: An Essential Component of a Health-Promoting School


APPENDICES

Appendix A: INTERVIEW SCHEDULE

RESEARCH INSTRUMENT

IMPACT OF TIME MANAGEMENT BEHAVIOUR AMONG TEACHERS AND LEARNERS ON LEARNING AND TEACHING ENVIRONMENT AT LUVHENGO SECONDARY SCHOOL

INTERVIEW SCHEDULE

- What are the time management practices that impact on teachers and learners on their quest to promote the quality of teaching and learning at Luvhengo Secondary School?
- What are the effects of time management on school operations at Luvhengo Secondary School?
- What appropriate strategies that can teachers put in place to ensure that they manage their time effectively

To identify time management practices among teachers and learners having impact on learning and teaching at Luvhengo Secondary School.

- Share with me the time management practices that impact on teachers and learners on their quest to promote the quality of teaching and learning

- How do you evaluate time management practices being employed in this school based on learning and teaching.
To establish the effects of time management practices that impact on teachers and learners on their quest to promote the quality of teaching and learning at Luvhengo Secondary School.

- Tell me, what are the effects of time management practices that impact on teachers and learners on their quest to promote the quality of teaching and learning in your school?

- What challenges do you experience while dealing with the effects of time management practices that impact on teachers and learners on their quest to promote the quality of teaching and learning?

- In your opinion, do you think there are the time wasters of time leading to the negative impact of teaching and learning?
What are the strategies being employed in dealing with the time wasters leading to negative impact on teaching and learning?

What do you think can be done to deal with the time wasters in order to have positive impact on teaching and learning?
To suggest strategies that may have positive impact on time management practices that impact on teachers and learners on their quest to promote the quality of teaching and learning.

- In your opinion, what are the strategies that are being employed in your school to deal with time management impact on teaching and learning environment?

- Tell me, under the issues of late coming and absenteeism what strategies can you put in place to avoid them?

- What do you think can be done to alleviate or reduce the impact of time management of teachers on teaching and learning?
Appendix B: PERMISSION LETTER

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT

REF: 14/7/R
ENG: RAVELE N.P
TEL: 015 962 1029

Mrs. TSIFULARO V.G
P O BOX 898
THOHOYANDOU
0950

27 JUNE 2016

APPLICATION TO CONDUCT RESEARCH AT VHEMBE DISTRICT SCHOOLS

1. The above matter refers.

2. You are hereby informed that your request for permission to conduct research titled, "THE IMPACT OF TIME MANAGEMENT BEHAVIOUR AMONG TEACHERS AND LEARNERS ON LEARNING AND TEACHING ENVIRONMENT AT LUVHENGOM7 SECONDARY SCHOOL" has been granted.

3. We appreciate your commitment to ensure confidentiality, anonymity and voluntary participation by research subjects.

4. Kindly inform circuit manager and principal of selected school prior to commencing your data collection.

5. Ensure that your research activities do not disturb teaching and learning in the school.

6. Wishing you the best in your study.

DISTRIBUTOR DIRECTOR

DATE

APPLICATION TO CONDUCT RESEARCH AT VHEMBE DISTRICT SCHOOLS: TSIFULARO V.G.

The heartland of southern Africa - development is about people!
### Appendix C: RESEARCH BUDGET

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