THE IMPACT OF TIME CONSCIOUSNESS IN SCHOOLS AND ON TEACHING AND LEARNING

BY

BONGINKOSI ABEL MTSETFWA

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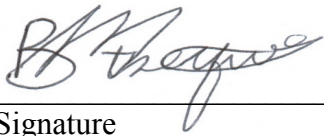**SUPERVISOR: DR. R. JOUBERT**

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DECLARATION

I, BONGINKOSI ABEL MTSETFWA, declare that "The impact of time consciousness in schools and on teaching and learning" is my own work. All the resources used and quoted have been indicated and acknowledged by means of references.

Signature

ABSTRACT

This research study's premise was to compare and contrast two schools in the Elukwatini area in the Mashishila Circuit in Mpumalanga. One school has a strong culture of learning and teaching, whilst the other school has a weak culture of learning and teaching. The study has endeavoured to find all the similarities and differences in the two schools, in relation to time consciousness and its impact on learning and teaching.

This study compares the schools' cultures with respect to organizational culture, culture of learning and teaching (COLT), school management approaches, how times conscious these schools are and their time management levels. It captures what learners, educators, School Management Teams (SMTs), principals and parents do in relation to time management in the schools. Furthermore, it investigates the roles of all mentioned stakeholders in improving time consciousness, the culture of learning and teaching, effective time management, self-discipline, planning, goal setting, prioritizing, motivation and being responsible.

For this research study, data was collected through observations, field notes, interviews and an audio tape. Illumination, understanding and insight of the schools' time management were achieved in context, by taking the views, facts and ideas of participants into account. Moreover, it will enable school managers to develop programs and policies to alleviate tardiness.

The research findings conclusively showed that there was a difference in the cultures of the two schools. In one school the principal, educators and learners were more time conscious, disciplined and concerned about effective learning and teaching. The management approach of the principal and SMT was clearly guiding, motivational and firm. In the other school, however, the principal, educators and learners were less time conscious. They tardily attended classes, there was less concern for learning and teaching, the management approach of the principal was weak, instructions were not taken seriously and a laissez faire approach was prevalent.

OPSOMMING

Die basis van hierdie ondersoek was om die kontras tussen twee skole in Elukwatini in die Mashishila kring in Mpumalanga te vergelyk en te kontrasteer. Die een skool het 'n sterk kultuur van leer en onderrig, terwyl die ander skool 'n swak kultuur van leer en onderrig het. Dit het daarna gestreef om al die ooreenkomste en verskille tussen die twee skole in verband met tyds-bewustheid en die impak daarvan op leer en onderrig te identifiseer.

Die studie vergelyk die skole se kulture met betrekking tot organisatoriese kulture, die kultuur van leer en onderrig (KVLO), skool bestuursbenaderings, hoe tydsbewus hierdie skole is en hul tydsbestuur vlakke. Dit neem waar wat leerders, onderwysers, skoolbestuurspanne (SBS'e), hoofde en ouers ten opsigte van tydsbestuur in die skool doen. Dit ondersoek ook die rol van al die belanghebbende partye in die verbetering van tydsbewustheid, die kultuur van leer en onderrig, effektiewe tydsbestuur, selfdissipline, beplanning, doelwitstelling, prioriteite, motivering en verantwoordelikheid.

Data vir hierdie studie is versamel deur observasie, aantekeninge, onderhoude en bandopnames. Illuminasie, begrip en insig van die skool se tydsbestuur is in perpektief gebring, deur die sienings, feite en idees van deelnemers in aanmerking te neem. Dit sal die skool bestuurders in staat stel om programme en beleide te ontwikkel om traagheid te verminder.

Die studie se bevinding het oortuigend gewys dat daar 'n verskil in die twee skole se kulture is. In een skool was die hoof, onderwysers en leeders meer tydsbewus, gedissiplineerd en besorg oor effektiewe leer en onderrig. Die bestuursbenadering van die hoof en skoolbestuurspan was duidelik gerig, motiverend en ferm. In die ander skool was die hoof, onderwysers en leerders egter minder tydsbewus en traag om klas by te woon. Daar was minder besorgheid oor leer en onderrig, die bestuursbenadering van die hoof was swak, instruksies is nie ernstig opgeneem nie en 'n traak-my-nie-agtige houding het geheers.

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CHAPTER ONE

CONTEXTUALISATION AND PROBLEM STATEMENT

1.1   <u>INTRODUCTION</u>

In a certain school, I have observed learners' response when the bell rang. The sound of the siren elicited quick responses from both learners and educators. Learners swiftly moved to assembly and stood in queues, wearing full school uniform, then promptly started a chorus. Those who were two hundred to five hundred metres away from the school gate started running. In less than five minutes, all the learners were in the assembly, attentively listening to what the educators had to say. These same orderly patterns happened when the bell rang for the start of lessons. Learners quickly went to their classes and started with their work immediately. Their behaviour resembled that of a deer that longs for water; in the same manner, these pupils also longed for education. Educators in this school, when the bell rang, were already at the assembly spot. The educator in charge of the assembly stepped forward to control the assembly until the learners were dispersed. There was a five-minute interval between assembly time and the start of lessons, during which time the educators spontaneously went via the staff room to collect their lesson presentations and teaching media. When the bell rang for the start of lessons, they were already at their classroom doors. The time conscious behaviour displayed by both educators and learners in this school made one feel and think that effective teaching and learning was taking place. Stone in Westhuizen (1981: 31), stresses that timeliness is important if it is kept in mind that education aims at accelerating provision and that economical use of time is called for.

On the contrary, in another school I have observed, learners responded differently when the bell rang. They continued to stroll along the road, not being bothered by the bell, and continued chatting to one another. The assembly was chaotic and disorderly, with no straight queues and most learners not in uniform, with some wearing hats. No sense of respect and discipline was observable. There was not a single educator in front of the learners. After some time, some educators reluctantly came to the assembly. Some did not come and part of the group of learners still flocked to the school late. Learners sang, a few instructions were given

and they were dispersed. When the bell rang for the start of lessons, reluctant attendance of classes was observed. There was chaos in most classes, with most educators not attending to their classes. It seems the educators did as they please. In this school, one felt there was no effective teaching and learning. Papworth (2003: 10) argues that time management is based on having a clear plan and understanding of how to apply resources to production. Thus, education managers must have clear plans and duty rosters that indicate who controls the assembly, what should be done about late coming and what disciplinary actions will be taken against wrongdoers.

Personally, I think the difference between the two schools is a product of the different management approaches employed in these schools. It would seem that in the orderly school, education managers ensured that there was order, discipline, time management, respect, effective teaching and learning at all times. There were clear guidelines and procedures of doing things in this school, whilst in the other school, the education managers seemed to let both educators and learners do as they pleased. There were no disciplinary procedures and guidelines that were followed in this school. Lack of time consciousness and management was observed in both learners and educators. Hence, it was important to conduct this research and be able to go into the different schools and discuss, interview and observe them closely, thereby getting a better understanding of their actions and ways of doing things. Moreover, it was an opportunity to hear their interpretations, ideas and views about the schools' time management.

Time consciousness and time management in schools should be ensured by School Management Teams (SMT), educators and learners. An ideal school that guarantees quality education is the one that uses time effectively, i.e. where both educators and learners are disciplined and conduct themselves professionally. Papworth (2003: x) asserts that: "In order to change from poor time management to good time management habits, you have to break the old ones and replace them with new, good ones". It is clear that the learners and educators in the disorderly school indeed needed to change their bad habits of not respecting and not managing time well. Linking time consciousness with discipline, Porter in Jessica (1997:9) investigated get-tough policies to prompt learners' punctuality. Twelve Boston public high schools tried locking out chronically tardy learners - they simply locked habitually late learners out of school.

Learners at school are being prepared for the roles they have to take in the real world, particularly at work. Hence, a study conducted in Idaho in the U.S.A. asked businesses how many times an employee could be late and unexcused from work during a 60-day period, before the employee would be dismissed. The results indicated that employers tolerated an average of 2.9 tardies during that time (Durr 1991, cited by Kosokowski 1998: 113).

1.2 CONTRIBUTION TO SCHOLARSHIP

This research study will contribute to scholarship in the following ways:

- Illumination, understanding and insight of the puzzle will be achieved in context, for example, reasons for learners' tardiness, reluctance and irregular attendance of classes and on the other hand reasons for learners being punctual, active and orderly attending classes.

- It will enable school managers to develop programs and policies to alleviate tardiness.

- There is lack of sources on time management in education; hence, this research will contribute to literature in the South African context.

1.3 RATIONALE

In the schools under study, lessons were scheduled to start at 07:30 am, but due to learners' late coming, the first period was affected. Educators also tended to delay going to class in the first period. This caused a management problem and it affected learning and teaching in the schools. Hence, Rutter quoted in Teddlie and Reynolds (2000: 146) proved right when he stressed that ensuring lessons start and finish on time determines the effectiveness of teaching.

According to Papworth (2003: 8), "a plan without a deadline is just a pipe dream; your plan, remember, is all about getting things done on time and in time". It was therefore important that this research be done in an effort to understand tardiness in context and be in a position to assist stakeholders to develop relevant intervention plans and strategies.

1.3.1   STATEMENT OF PURPOSE

I have observed a difference in two schools situated a stone's throw away from each other. Learners of one school attended punctually and orderly, whilst learners at the other school attended tardily and reluctantly. The class attendance of the latter learners was irregular and chaotic. The purpose of this research is to compare two school cultures with respect to time consciousness, i.e. how time conscious principals, educators and learners in the schools are and how it affects teaching and learning. It will also explore the role of school culture on the time consciousness of educators and learners and what can be done to create time consciousness in them. Moreover, the role of SMT's in improving time management in schools will be discussed.

1.3.2   RESEARCH QUESTIONS

The main question of the research is:

(i)   What role does a school's culture play on the time consciousness of educators and learners?

The supporting sub-questions of the research are:

(ii)   How time conscious are learners and educators in the two schools included in the research?

(iii)   How does time consciousness affect teaching and learning?

(iv)   What do SMT's do to improve time management?

(v)   What can be done to create time consciousness in learners, educators and parents?

1.4.   RESEARCH DESIGN

According to Higgs (2004: 223), one has to understand hermeneutics as the "art of interpretation". Schleiermacher defined hermeneutics as a "general teaching and art of understanding"; he speaks of language and of the speaking and the perceiving person. Understanding has to happen in two different ways: Grammatical understanding, which focuses on the direct (verbal) matter, and psychological understanding, which is directed at

the individual in order to comprehend from his life context what has to be understood (Higgs 2004: 224).

This theoretical framework fits into this research study, because the study aims to understand and interpret time consciousness in context. Indeed, in this research study, one had to understand and interpret what would be observed and said by interviewees in context.

1.5   THEORETICAL FRAMEWORK

The broad educational theoretical framework of this research study is the hermeneutic theory. The term 'hermeneutics' stem from the Greek verb hermeneuein, which has three meanings: to make something explicit (to express), to unfold something (to explain) and to translate (to interpret) (Danner in Higgs 1994: 31-34).

This research deals with time consciousness and time management in schools; hence, its theoretical framework can be diagrammatically represented as follows:

Figure 1.1:   Research Theoretical Model

Motivation ← Effective Time Management → Setting priorities
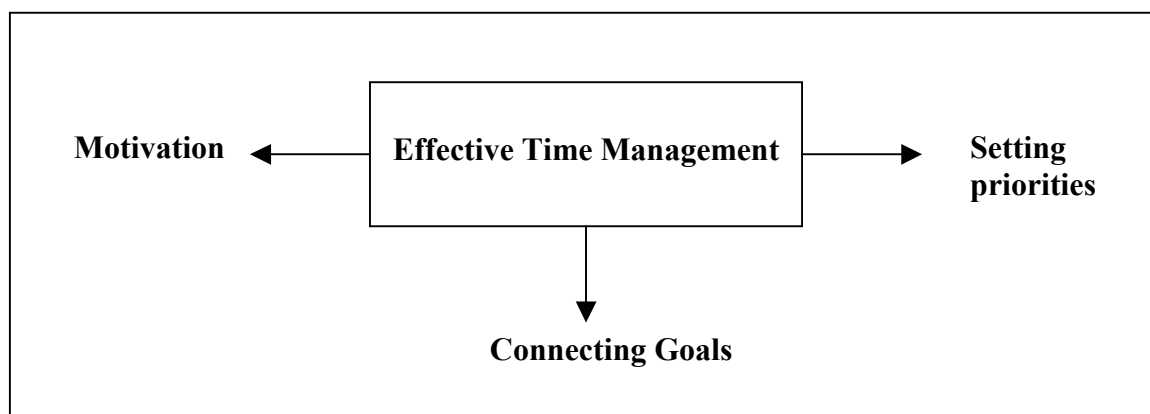
Connecting Goals

1.5.1   CONNECTING GOALS WITH TIME CONSCIOUSNESS

Knowing the importance of one's goals and creating goals that are aligned with time consciousness, is a good strategy for educators and learners to engage in before they develop plans for managing time effectively. Educators and learners do not want to spend extensive time on activities that do not coincide with the goals they admire most. Likewise, one does

not want to spend a great deal of time in activities that do not mesh with one's most important short-term and long-term goals. Therefore, a key aspect of effective time management is to manage time in accordance with one's values and goals (Davis, Eschelman & McKay in Huber 2000:73).

Important goals for educators and learners could be goals such as being a moral person, being competent in one's work, being well educated, being well-off financially, living a healthy lifestyle, having a good spiritual life, be good in managing time and be self-disciplined. If education is one of the learners' highest goals but they are spending the bulk of their time socializing with friends and participating in school organizations, something is wrong. They might want to think about developing a time management plan that involves more hours devoted to studying. Knowing what is most valuable to them gives direction to their lives. Their energy should be oriented first towards things that reflect the values that are most important to them, with other least important goals taking a backseat. When one has to choose between alternatives in managing one's time, examining one's goals assists in making a decision.

1.5.2   **SETTING PRIORITIES**

Covey in Stoll and Fink (1989: 74), a management expert, created a time matrix that can help one set priorities. The time matrix of four quadrants involves how important and how urgent the activities are that educators and learners need to do. **Important** activities include those linked to one's goals and values. **Urgent** activities are activities that require immediate attention.

On-target tips, 'first things first', present some good strategies for using the time matrix to help education managers, educators and learners manage their time effectively. It will help if they get into the habit of using the time matrix on a regular basis, since it is an organizing tool that assists educationists in setting priorities, both at school and in their daily lives.

1.5.3   **MOTIVATION**

According to Van der Westhuizen (1994: 194), motivation is the spark that ignites and influences the course of human action. It is important for education managers in schools to

take it upon themselves to motivate educators, learners and parents to be time conscious and be good in time management. Hence, Marx in Westhuizen (1981: 193) stresses the importance of motivation by saying that motivation is all the efforts used by a business leader (education manager/principal) to encourage his/her staff and colleagues (educators and learners) to willingly achieve to the best of their abilities.

In a school, education managers, particularly the principal, must make the goals of the school known, i.e. let everyone in the school know what the school's mission, vision and goal is, e.g. to be a time conscious school. Both educators and learners in the school have to know that being time conscious is the ideal the school is striving to achieve as a collective. Hence, Owens (1981: 106) states that to be able to understand motivation, the needs (goals) which initiate behaviour and actions in people (educators and learners) should be understood. Motivation is goal-directed behaviour and is characterized by the process of selecting and directing certain actions among voluntary activities to achieve goals. Educators have to prepare lessons thoroughly, attend classes on time, teach effectively and always ensure discipline in their classrooms and around the school. Learners on the other hand have to be time conscious, arrive in time for school, be punctual in attending classes, be self-disciplined and concentrate on their schoolwork.

Educators not only differ in their skill and capacity to carry out tasks, but also with regard to their **will to do them**; in other words, with regard to the intensity and quality of their motivation. Motivation is such an important educational management task of school managers that it led Gannon in Zierold et al (1977: 225) to remark that management activities such as planning, organising and decision-making are **dormant cocoons** until the leader (Principal) triggers the power of motivation in people (educators and learners) and guides them towards their goals. In the school, it is the sole responsibility of the principal and education specialists to always motivate educators and learners to act in a way that will make the school achieve its goals. In a school where time consciousness is a goal, educators and learners are good in time management (Gannon in Zierold et al 1977: 225).

To fully understand motivation, the needs of educators and in particular the factors that initiate their behaviour and actions, should be understood very well. Motivation focuses largely on goal-directed human activity and thus bears the stamp of dynamic perseverance and vocational satisfaction. A successful education manager will make use of the connection

between an educator's actions and his real motives by employing it in a motivated way to achieve the aims of educative teaching.

DeMarais & Lapan (2003: 6) stressed that understanding and interpretation of phenomena in context are vital when they stated that: "Social reality and society from the perspective of the actors who interpret their world through and in social interaction". The symbolic interactions in the theoretical framework is also appropriate to this research, since I will be focusing on all the above-mentioned school stakeholders and how their interaction influence or contribute to the culture that exist in each school, e.g. whether learners perceive the lack of time consciousness of educators to be a contributing factor to their tardiness and passive class attendance. The major concepts involved in symbolic interactionism include, amongst others, the 'actor' and social reality as the 'stage' (Henning, Van Rensburg & Smit 2004: 13). My research deals with - the actors being the learners, educators and community members, and the social reality being their actions in the school, including the learners' tardiness, regular and irregular class attendance, the start of lessons, meetings (checking if they start on time, if not, why?), and the culture of teaching and learning in the schools.

1.6   METHODOLOGY

1.6.1   QUALITATIVE RESEARCH

A qualitative approach will be used. Henning, Van Rensburg and Smit (2004: 5) define the term qualitative as: "The term that donates the type of inquiry in which the qualities, the characteristics or the properties of a phenomenon are examined for better understanding and explanation".

This definition explicitly captures what this study aims to achieve. The study will compare qualities and characteristics of two schools, that is; the way the programmes of the schools are planned, organized, monitored and controlled. This will be done to gain a better insight and understanding of the phenomenon. If the information gained through observation and interviews is similar, it will validate the research results and ensures triangulation.

The main purpose of my two case studies is to understand the interpretations of learners, SMT's, educators and community members of the two schools, in relation to their time

consciousness. All the participants will be given a chance to give their subjective understanding of the school set-up and what causes it to be as it is and how it may be improved if needs be.

Participants will be observed and interviewed in their natural setting. Their viewpoints, facts and understanding of the situation will be vital to this research. Insight, understanding and meaning will be constructed in their social context, e.g. learners' beliefs of what causes them to be tardy; hence being late for school.

1.6.2   WHY A CASE STUDY DESIGN WILL BE USED

The research will concentrate on what causes learners to be either tardy or punctual and educators' keeping of schools' starting time, i.e. do educators and SMT's start meetings in time and do lessons start in time, and if not, what causes that? Interviews will be conducted with the principals, Grade 12 learners, educators and education specialists, parents and persons selling at the school gates. The person selling at the gate to represent the views of parents and the community.

According to McMillan and Schumacher (2006: 219), comparative research investigates the relationship of one variable to another by simply examining whether the value of the dependant variable in one group is different from the value of the dependant variable in another group. In short, comparative research examines the differences between two or more groups on a variable.

In this research study, the two schools' culture as it relates to time consciousness and late coming will be investigated. The roles of school managers, educators, learners and parents in the two schools will be compared and the similarities and differences in the two schools derived. Understanding, insight and illumination will be achieved in context, since the participants will be given a chance to state their views, facts and ideas about the phenomenon under study, which is time consciousness in the schools.

1.6.3   METHODS

Research methods to be used to collect data in this research are observation and field notes, interviews and an audio tape for recording.

According to Morrison (1993: 80), observations enable the researcher to gather data on the physical setting, the intersectional setting and the program setting. During the research process, I will visit the schools to collect the information on the physical environment. The schools will be following their normal routines when observed and I will be a complete observer. The observations will be recorded as field notes.

An interview is an interchange of views between two or more people on a topic of mutual interest (Kvale, 1996: 14). The participants, who are principals, educators and learners, will interchange their ideas, views and facts with the researcher about their school cultures. During the interview process, questions will be asked, since Bailey (1987: 187) states that every respondent is asked the same questions. The same questions will be asked to all the participants; even if it may be rephrased, the content will not be changed. All interviews will be audio recorded, so that the facts of the interviewees are captured verbatim.

1.6.4   DATA COLLECTION CATEGORIES

According to Henning et al. (2004: 5-6), the three main categories of data collection or gathering methods in qualitative research are: observation, documents, studies and interviewing.

1.6.5   OBSERVATIONS AND FIELD NOTES

Observational data are good as they afford the researcher the opportunity to gather 'live' data from 'live' data situations. The researcher is given the opportunity to look at what is taking place in situ, rather than second-hand (Cohen, Manion and Morison 2002: 305). In this research, the learners' tardiness, punctuality and class attendance will be observed, as well as how educators keep to the starting and finishing times of periods, and the general behaviour of both learners and educators when the bell rings.

1.6.6   SEMI-STRUCTURED INTERVIEWS

De Vos (1998: 299) defines interviews as face-to-face interaction between an interviewer and interviewee, where the purpose is to understand the interviewee's life experience or situation as expressed in his/her own words.

According to Kvale (1996: 14), an interview is an interchange of views between two or more people on a topic of mutual interest. Indeed, in this research there will be an interchange of ideas, facts and views between people about the topic, which relates to the school's culture of teaching and learning in relation to time consciousness.

1.6.7   RECORDING

Audiotapes will be used to record information. Transcription will be done after interviews. Trutty, Rothery and Grinnell (1996: 95) maintain that transcripts should be produced verbatim to allow the context of the conversation to provide as much meaning as possible. This will minimize misinterpretation of what interviewees have said during the interviews.

1.7   CLARIFICATION OF CONCEPTS

In this research the following terms will mean the following:

(a) 'Learner' means a person receiving education in a school.

(b) 'Educator' means any person who teaches, educates or trains another person at an education institution.

(c) 'School Management Team' (SMT) means educators in the school who are appointed or acting in a management position in the school. They include the:

   (i)   Principal;
   (ii)   Deputy Principal; and
   (iii)   Heads of Departments (HOD's).

(d) 'Parent' means:

(i)   The parent or guardian of a learner, or

(ii)   The person legally entitled to custody of a learner.

(iii)   The person who undertakes to fulfill the obligations of a person referred to in paragraphs (i) and (ii) towards the learner's education at school.

(e) 'School Governing Body (SGB) member' means a parent elected by other parents to represent them in the School Governing Body in terms of SASA Section 23(2)a.

(f) 'School' means public school, which enrolls learners from Grades 8 to 12.

(g) 'School culture' means the stable, underlying social meanings that shape beliefs and behaviour over time (Deal & Peterson 1990: 7).

(h) 'Detached member' is a parent or person selling at the school gate or next to the school.

1.8   DATA ANALYSIS

According to Henning et al. (2004: 21), the interpretive paradigms does not concern itself with a search for broadly applicable laws and rules, but rather seek to produce descriptive analysis that emphasize a deep, interpretive understanding of social phenomena. In my research, this will be the focus, since the observations and interviews will have to be analyzed descriptively to deduce overt and covert meaning from the participants' responses.

1.9   RELIABILITY, VALIDITY AND TRIANGULATION

The researcher would like to assure all officials and participates that the research will be conducted in the following principled and ethical manner:

- Informed consent of participants will be fully guaranteed;
- Participants' involvement will be voluntary;
- Participants' privacy, anonymity and confidentiality will be ensured;

- There will be a fair explanation of the procedures to be followed and their purposes;
- Reasonable description of the benefits can be expected;
- There will be an offer to answer any inquiries concerning the procedures;
- All participants will be ensured that they are free to withdraw consent and to discontinue participation in the research at any time, without prejudice to the participant;
- All information will be treated with the strictest confidentiality;
- The research will attempt to explore educational management in practice. It is hoped the final report may be of benefit to the school and to those who take part (United States Department of Health, Education and Welfare, Institutional Guide to DHEW Policy, 1971; Bell, 1991).

According to Cohen et al. (2002: 112), triangulation may be defined as the use of two or more methods of data collection in the study of human behaviour. This research study is concerned with the study of human behaviour as it relates to time management in schools. Moreover, the proposed research will use interviews, observations, field notes and documents. Triangulation will be achieved by considering data collected through interviews, observation and documents. Facts or findings on which the methods concur/overlap/produce the same information will be the meeting point of the different methods, which will constitute triangulation in this research and enhance validity. For example, if the SMT members, when interviewed, state that they meet regularly and you check their minute's book, you will find that there are indeed minutes proving the regular meetings they hold.

1.10   LIMITATIONS OF THIS STUDY

The limitations of this research study are the following:

- The finding of the research cannot be generalized, since the sample is too small, i.e. only two schools.
- The research is only focused on rural schools, because they were near and accessible.

1.11 <u>CONCLUSION</u>

The contents covered in this chapter lays the foundation for this research study; it ensures that everything needed to carry out the research successfully are in place. Motives and aims of the research were clarified, and the methodology and methods to be used were explicit. The implementation stage will be discussed in the coming chapters.

CHAPTER TWO

SCHOOL CULTURE, LEADERSHIP AND TIME CONSCIOUSNESS

2.1   INTRODUCTION

"This time, like all times, is a very good one, if we but know what to do with it" (Emerson 2004:5).

Nothing affects the bottom-line of a school more than the time consciousness of its educators. Yet, most education managers do nothing serious about it. This inattention suggests that most education managers feel that time management issues will take care of themselves, yet they will not.

If education managers want to create a time conscious school, they will have to do something. They must take deliberate steps to make sure that individuals in the school become more time efficient, and that the school streamlines its functionality.

Principals may be good at time management, but their staff may be slowing them down and cancelling out much of their good work. Even in those rare cases in which most of the educators have well-developed time management habits, the school may have inefficient processes that short-circuit everybody's best efforts.

Johnson in Jessica (1998:9) puts it explicitly clear when she states: "In the real world, people lose jobs if they're not punctual, and that should be part of the training in high school". In twelve Boston public schools, a tough new policy to promote student punctuality was tested. Habitually late students were simply locked out of school. Students were barred from entering the building if they were more than 25 minutes late, and more than three times without a written excuse from a parent. Tardiness is a problem in schools; hence, it is important to conduct a study on tardiness, punctuality, late coming, and time consciousness and how it affects learning and teaching. According to Johnson, the system seemed to have worked, as the number of persistently late learners dropped during the first month of school from 145 to 45 (22%). Patricia Tremblay, Assistant Headmaster at Boston High confirmed that she had also observed tardiness decline since their school decided to lock out any learner who shows up more than 20 minutes late without a legitimate excuse, even if it was a first offence. "This

has worked great", Tremblay said; when she saw learners running to get into the building, she knew the policy had an impact (Johnson in Jessica 1998:9).

Zierold, Garman, Herry and Anderson (2005: 217) set out their research to evaluate the effect on after-school employment of absenteeism, school tardiness, late coming and class cutting. A cross-sectional anonymous questionnaire was completed by 7,506 high school learners. Findings of their research were that a higher percentage of females cut classes and a higher percentage of females were late for school. Male and female learners were equally likely to be absent from school one or more times a year (Zierold et al. 2005:217).

The results from the Zierold et al's research gave me the insight that during data collection and analysis for my study, gender should be considered, since boys and girls might have different circumstances and therefore different reasons for their tardiness. It is very important to strive to understand the cause behind their acts, e.g. get the reasons that cause the learners to be late for school. It could be home chores they have to do before going to school, or baby-sitting and caring. Hence, it was vital that the research I proposed to do, be done so as to understand the causes of tardiness and place me in a better position to plan intervention strategies and programmes to help all school stakeholders, i.e. learners, educators and parents, fight the problem of not being time conscious.

2.2   THE SCHOOL AS AN ORGANISATION

According to Basson, Van der Westhuisen & Niemann (1994: 597), an organisation is characterised by a certain structure, oriented towards aims and objectives, accustomed to following prescribed methods to arrive at these goals, and characterised by the continuity of events in the organisation. These general characteristics are evident in schools, which may therefore be defined as organisations. Moreover, it is important to note that according to Werner (2005: 22), the organisation is perceived as a collectivity, a social entity, more emotional in nature, to which members belong. The school is an organisation; therefore organisational culture is manifested in school culture.

2.3   ORGANISATIONAL CULTURE OF A SCHOOL

The organisational culture of a school is a very important aspect of school life and it has a profound effect on all the other elements of a school. More and more people realise the effect that the organisational culture of the school has, both on the effectiveness of the teaching and learning process in a school, and on the school as a whole. The organisational culture influences the attitudes and work practices of educators as well as learners; it has a determining influence on the culture of learning and teaching in a school.

Basson et al. (1991: 619-620) identify the following important functions of school culture that have a direct bearing on the culture of learning and teaching:

- The school's organisational culture can help define staff tasks;
- The organisational culture influences the commitment of educators to their teaching tasks;
- It is cohesive by nature and binds the educators and learners in a common fate and vision;
- It is directive by nature and plays an important role in decision-making in the school;
- It determines behaviour and indicates proper and ideal behaviour for educators, parents and learners;
- It gives clear guidelines of school times that need to be kept; and
- It influences educators and learners to be on time for school and class periods.

2.4   LINKING THE SCHOOL'S ORGANISATIONAL CULTURE AND THE CULTURE OF TEACHING AND LEARNING

In a school where the organisational culture is one in which educators have a shared sense of collegiality and a collective desire to achieve, they will, as a result, create a more constructive, productive and positive environment, which is conducive to teaching and learning. Moreover, in a school where there is an established teaching and learning culture, there is a well-developed instructional programme that focuses on all aspects of academic achievement and the professional development of educators (Kruger 2003: 5).

Weisner & Millet (2000: 123) defines organisational culture as a three-layered entity, consisting of:

- Basic assumptions people in an organisation hold;
- These gives rise to shared feelings, beliefs and values; and
- This is manifested in symbols, processes, forms and some aspects of group behaviour.

In addition, Sergiovanni and Starratt (1988: 105) typify organisational culture as consisting of rules, norms, values, beliefs and discipline, which determine the behaviour of learners and educators in the school. Moreover, Mentz (1990: 80) defines organisational culture as all the convictions, values and norms common to those involved in the school and which serve as motivation for their behaviour. Owens (1991: 171) in turn defines organisational culture as the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms that knit a school together, while Janson (2005: 119) argues that organisational culture influences both educators and learners in their academic, sporting and cultural achievements, time management and their attitudes towards the school. Owens (1991: 204) further emphasises the influence of organisational culture on all participants in the school.

Davidoff & Lazarus (1997: 42) suggest a link between organisational culture and the culture of teaching and learning by pointing out that both the written and unwritten rules and norms of the school determine a certain pattern of behaviour. It means that the organisational culture ratifies what is proper and ideal for the school; it exerts pressure on both learners and educators to conform to the standards and validate the high expectations or performance as outlined in the school's mission statement and policy.

The principal, as an instructional leader, has an important role to play as far as the organisational culture of the school is concerned. By means of the principal's instructional leadership task, he can influence the organisational culture of the school through aspects such as staff development programmes, involving educators in decision-making, the provision of resources and supervision and protecting instructional time.

2.5   SCHOOL CLIMATE

The effectiveness of schools does not depend merely on aspects such as more resources, better curriculum programmes and improved buildings, but it also depends on the nature of the school climate and time management of school stakeholders (Kruger & Steinman 2003: 14).

School climate is the quality and frequency of interactions between all the stakeholders involved in the school. School culture, on the other hand, is the belief system or values of those stakeholders. School climate may be seen as those interactions that underpin the school culture, which include typical patterns of activities that are characteristics of the functioning of a particular school. The culture of the school is reflected in its climate. If the belief that underpins the culture of the school is one whereby learners are the most important focus of education, it is invariably the case that the mode of interaction between educators and learners reflect such value. These interactions reflect the school climate. The climate, in turn, reflects the quality of interactions, and they are interrelated because the way in which things are done influences the quality of the interactions (Savo 1996:15).

According to Sergiovanni and Starratt (1988: 83), interpersonal relationships reflect the school's climate in the attitudes, motivations and academic achievements of all school managers and educators who work at the school. Lastly, it is clear that school climate can be observed in all aspects of the school. It is seen in the nature of the work and the educators, in the architecture of its buildings and environment, and in its history and culture. It is also evident in the school structure and the management and leadership style.

2.6   SCHOOL CULTURE IN RELATION TO THE CULTURE OF LEARNING AND TEACHING (COLT)

One of the most important issues that face education in South African schools today is the restoration of a sound culture of learning and teaching and time consciousness. The majority of schools continue to reflect characteristics of poor culture of learning and teaching. According to Kruger (2003: 3), the central role that a principal plays in all the programmes of a school, and the impact that he has on the development of a tone and ethos that are conducive to teaching and learning, are crucial to the process of building a second culture of learning and

teaching in a school. Effective time management will assist in cultivating a culture of learning and teaching.

Janson (2005: 124) simply defines culture as "how things are done around the school". For example, Atkinson (1990: 6-10) explains school culture as reflecting the underlying assumptions about the way work is performed; what is "acceptable and not acceptable", and what behaviour and actions are encouraged and discouraged. McLean and Marshall in Kruger and Steinman (1993: 14) define culture as the collection of traditions, values, policies, beliefs and attitudes that constitute a pervasive context for everything we do and think in a school.

According to Murgatroyd and Morgan (1993: 65), school culture refers to the implicit rules, assumptions and values that bind a school together, i.e. a learning and teaching culture in which rewards are shared through the work of teams. Commitment should become normative, rather than exceptional. Educators need to be committed to their work, to their departmental teams and to the shared vision and goals of the school. Schools must change and be vitalized; they must become more effective and more efficient. The school system must be structured in a way that it works smarter by using collaborative and a team management approach. This is the only way in which one can guarantee commitment by all persons involved in the school (i.e. principals, SMTs, educators,parents and learners) to achieving effective time management and being accountable for effective teaching and learning. All educators in the school must be committed to continuous improvement.

According to Deal and Peterson (1990: 7), culture consists of the stable, underlying social meanings that shape beliefs and behaviour over time. This makes one understand that the type of order, discipline and time management a school exhibits is not an event or a day's work, but is developed and shaped over a period of time. For example, if learners and educators stick to keeping to school time, being disciplined and orderly at all times, that becomes the culture of the school. Schein (1985:45) and Deal and Peterson (1990:7) elucidate further on this when they state that school cultures are complete webs of traditions and rituals that have been built up over time as educators, learners, parents and administrators work together and deal with crises and accomplishments.

The concept of a culture of learning and teaching is widely used in the context of education in South Africa. In general, it refers to an attitude of all the role-players towards teaching and

learning, and the presence of quality teaching and learning processes in schools. Davidoff and Lazarus (1997: 43) in Kruger identified the following aspects of a sound culture of learning and teaching:

- All role-players value the process of teaching and learning and are time conscious;
- Practices reflect a commitment to teaching and learning, and time management;
- The resources needed to facilitate this process are available; and
- The school is structured to facilitate these processes.

According to Werner (2005: 24), the function of school culture can be summarised as follows:

- It creates a corporate identity that distinguishes one school from another;
- As a result, it gives members of the school an identity;
- Identifying with the school creates greater commitment to school goals and objectives;
- School culture guides educators and learners in terms of acceptable behaviours and attitudes, especially in relation to time management, decision-making and solving problems;
- It creates social system stability with associated emotional security; and
- It serves as a yardstick for evaluating and correcting deviant behaviours and for rewarding desired behaviours.

According to Stoll and Fink (1996: 15), effective schools have a culture that harnesses the positive elements and removes or lessens the effects of those that inhibit teaching and learning. The physical environment is a visible sign of a school's culture; the tangible evidence of its values, norms and behaviours; the stage upon which the rituals and ceremonies that make up the school culture are played out (Deal 1988). Support and involvement from parents and the community will be encouraged where the physical environment is welcoming and pleasant. Hargreaves and Fullan (1988: 67) argue that a school's structure and culture habits often go hand-in-glove; thus, schools have created all kinds of structural and cultural habits of keeping people out. For example, locking school gates symbolises that the community is not welcome, yet it is done in the interest of safety. Kantner (1996: 91) states this clearly: "Leaders of the past often erected walls. Now they must destroy these walls and replace them with bridges".

Figure 2.1:   **Characteristics of the effective school**
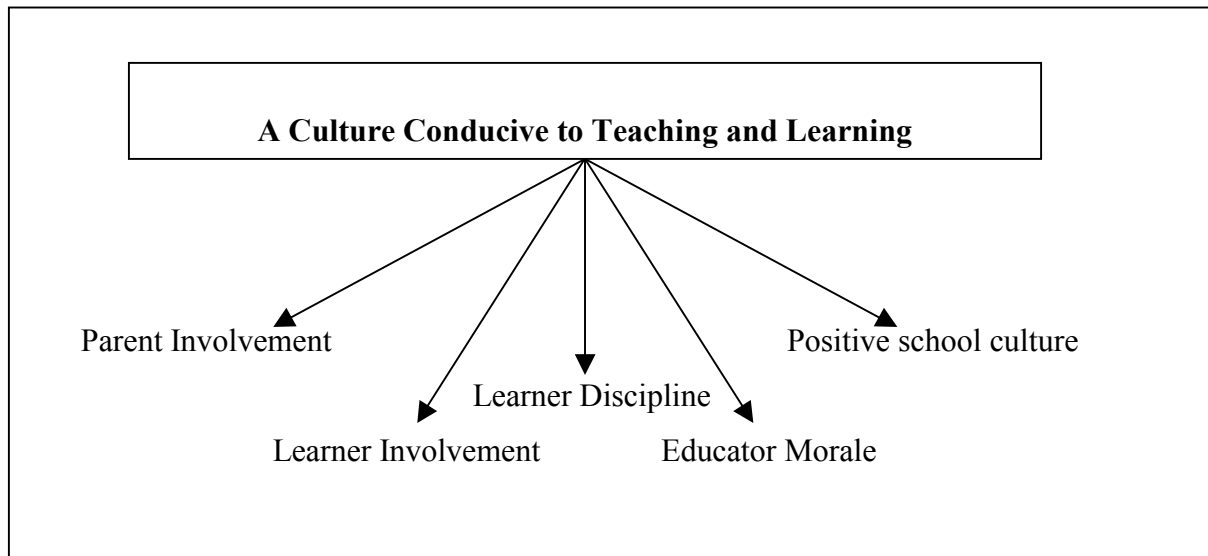
Source: Stoll and Fink, 1996: 15 (adapted).

2.6.1   <u>PARENT AND LEARNER INVOLVEMENT</u>

Mnisi and Shilubane in Kruger (1998: 11) assert that parent and learner involvement and support have a profound influence on the culture of teaching and learning. Research on parent involvement in recent years (Hess 1992: 131; Van Schalkwyk in Kruger 1990: 27) has revealed two important facts:

- Parent involvement has a significant effect on the quality of the learners' experience of teaching and learning in the school, and on their results.
- Without cooperation between the parent and the educator, the child cannot be sufficiently educated. The parent and the educator each have a special and important role to play in the education of the child.

According to Squelch and Lemmer (1994: 93), benefits of parent involvement include improved school performance, reduced dropout rates, a decrease in delinquency, positive attitude towards the school and time consciousness.

2.6.2 THE RELATIONSHIP BETWEEN SCHOOL CULTURE AND LEARNER DISCIPLINE

A positive school culture assists learners along a number of developmental pathways. In an educator-learner relationship that is characterised by respect, a positive school culture manifests in motivation, self-discipline, time consciousness, critical thinking and goal focus.

A positive climate will have the following effects on the teaching and learning situation and time management of learners:

- The reduction of late coming, absenteeism and drop-out rates because learners want to be at school;
- The promotion of learner motivation and their will to learn;
- Increased willingness on the part of educators to be innovative, to step outside the defined boundaries, and to make the classroom more exciting and challenging for learners; and
- The encouragement of learners to continue with confidence in their efforts, even if they fail to keep time or succeed the first time (Savo in Kruger and Steinman 1996:15)

2.6.3 THE RELATIONSHIP BETWEEN EDUCATOR MORALE AND LEARNERS' LEARNING

Morale is generally considered to be a feeling, a state of mind or a mental attitude, and also an emotional attitude. According to Bently and Rempel in Kruger and Steinman (1980: 15), morale is conceptualised as the professional interest and enthusiasm that a person displays towards the achievement of individual and group aims of the job in a school situation. Morale may also be defined as an educator's perception of his tasks, based on the perception the educator has of himself in the school, and the extent to which the educator's own needs and expectations are met.

Hay and Miskel in Kruger and Steinman (1987: 112) stress that if a good school climate exists and educator morale is high, educators feel positive about each other and, at the same time, experience a sense of accomplishment from their jobs. Raising educator morale not only

makes teaching more pleasant for learners, it also creates an environment that is more conducive to learning and contributes to a positive time management and school climate.

2.6.4 THE IMPORTANCE OF A POSITIVE SCHOOL CULTURE

The creation of a healthy school culture involves developing a school community where all members share a set of essential values, participate in decision-making, and support a common purpose or aim. It encompasses the way in which things are done and is a reflection of the values, beliefs and shared understanding of school managers, educators, learners, parents and community members.

A positive school climate is enhanced when the following exist (Education System Directory in Kruger and Steinman 2000-2001: 1):

- A clear school mission, which promotes quality teaching and learning;
- Well-established expectations for effective time management;
- Consistently delivered quality classroom instructions and self-discipline;
- Effective communication among school managers, educators and learners;
- A strong school morale;
- Maintenance of a safe and well-ordered learning environment;
- Demonstrated effective instructional leadership and motivation; and
- Clearly communicated expectations regarding learner behaviour, which are constantly enforced and fairly applied.

2.7 ASPECTS OF A STRONG SCHOOL CULTURE

The philosophical aspects of a strong school culture comprise philosophy, mission, goals, ethos, norms and values, hidden curriculum and discipline (Janson 2005: 125).

Philosophy

According to Du Plooy, Griessel and Oberholzer (1983: 206), the true value of education in a school is not determined by the types of buildings and other facilities, but the philosophy of the school and the attitudes of educators. Educators should have a positive attitude about the

school, be good in time management and always ensure that effective teaching and learning is taking place. Hence, Wynne (1985: 68) argues that the philosophy of the school is the result of views on the essence and true meaning of that which comprises the school. Thus, one concurs with Sashkin (1988: 247), who declares that the best philosophy of a school will come to nothing if it does not generate deeds; deeds that indicate that they are time conscious, for example they arrive at school in the morning on time, start and end lessons on time, and start staff meetings on time.

Mission

Schools with effective school cultures are marked by the degree of commitment shown by the staff to the goals and mission of the school (Sergiovanni 1987: 40). The mission of a school influences the school culture, but, similarly, the mission of a school is influenced by the school culture. Without a well-formulated mission, everything in a school happens haphazardly and it is impossible to create an effective school culture. Thus, Rachel & Myer in Sergiovanni (1985: 75) conclude that a school without a mission is structured according to intuition, preconceptions and perceptions and provides no primary set of goals with which all involved can be associated.

Goals

Wilson and Corcoran (1988: 74) declare that a strong school culture is always endorsed by the common goals of those involved with the school. Effective schools motivate educators and learners to pursue the goals of the school and to keep the school culture intact (Zaaiman 1990: 79). School culture includes aspects such as:

- The philosophical basis of goals, for example the time consciousness of educators and learners; and
- The intensity with which these goals are pursued and their attainability, for example how the school managers, educators and learners are managing time.

Ethos

Ethos is the image and charisma of a school (Larson 1989: 59). Ethos is the spirit and attitude of a group of people and acts as basis for their behaviour. Ethos has to do with the trust of the community in the school, because of the image the school projects. In this image, a specific role is played by the school culture. A school like Radcliff in the U.S.A has a good name without having had any outstanding achievements, basically because the school's ethos and culture project a positive image of the school (Deal 1985: 208). The ethos of a school, that is, the spirit and attitude of those involved, is therefore a contributing factor to the effective culture of teaching and learning.

Norms and Values

According to Westoby (1988: 217), norms and values form an integral part of a school's culture. It is the school's task to enhance the good norms and values of the learners and to fight against undesirable norms and values (Entwhistle 1978: 111). Undesirable norms may include late coming by both educators and learners, not attending classes in time and bad behaviour.

The Hidden Curriculum

The hidden curriculum comprises the norms, values, assumptions and traditions that are maintained in a school year by year. For instance, the hidden curriculum of a school might be: "We must accept that we are poor in time management". Maybe nobody says this aloud, but it will certainly have a great influence on the performance of the school (Spindler 1982: 245). The hidden curriculum is also that which is unintentionally taught - the example that educators set is paramount. The personality of the educator and the norms and values he or she personifies, have a greater influence on the school culture than the knowledge he or she tries to pass on to the learners (Sergiovanni 1987: 121).

Discipline

All schools have some kind of discipline. In some cases, it has little effect, while other schools have effective discipline. The discipline of a school is a manifestation of the type of

culture the school has (Harlow & Hanke 1975: 560). Learners in secondary schools are often critical about the discipline at their schools and are likely to become alienated from the school if they are subjected to the following (Harlow & Hanke 1975: 565):

- Lack of influence – these learners have the perception that they have no say in their own affairs; they feel they are being manipulated by the educators;
- An absence of norms – these learners do not identify with the norms of the school. In the presence of the staff they often behave positively, but behind the educators' backs they are troublemakers;
- Social isolation – these learners do not identify with the goals and ideals of the school. They have other priorities and to them school culture is meaningless; and
- Withdrawal – these learners try to excel in activities beyond the parameters of the school curriculum.

According to Hall and Strike (1986: 153), discipline is an important aspect of school culture. Discipline in a school has the best chance of being successful if learners are free to make choices and they fully understand why they are expected to behave according to certain norms (Janson 2005: 131). Moreover, Holt in Kruger and Steinman (1986: 4) stresses that effective teaching and learning is impossible in an atmosphere of chaos.

2.8 THE ROLE OF EDUCATORS, LEARNERS AND PARENTS IN ENSURING A CULTURE OF TEACHING

Educators have a variety of roles that are essential in ensuring a strong culture of teaching in a school. It is of paramount importance that educators fulfil their roles to their best ability and potential as professionals. Careful planning and preparation of lessons are important. Lessons must be pre-planned, interesting, stimulating, appropriate and challenging. Educators must use a variety of teaching methods and strategies. The lessons must be learner-centred. Educators must also start and end in time, all the time, be good time mangers, disciplined and time conscious. These attributes will ensure learners are kept interested in the learning experience and the culture of teaching is ensured.

According to Section 32 of the Constitution of the Republic of South Africa (Act 108 of 1996), regular consultation with learners' parents is a requirement. Therefore, educators are expected to report to parents regularly, organise parents' meetings and open days for parents to access their children's work and activities, timeously report learners' progress to parents and call on individual parents to attend to the learning barriers of their children. Ensuring the safety and well being of learners is important, according to Section 24 of the Constitution, which states that a safe school is a healthy school in that it is physically and psychologically safe.

According to Section 8(4) of the South African Schools Act (Act 84 of 1996), learners have to comply with the code of conduct of the school they attend. This requires them to respect, be honest, fair, democratic, value-centred, time conscious, self-disciplined, committed and dedicated to schoolwork, motivated, principal and passionate. They need to commit themselves to attend school regularly and timeously, to do their schoolwork during classes and to complete assigned work. Since the school has been developed for the use of all learners attending the school, it is the privilege and obligation of every learner to protect and carefully use the facilities and equipment, so that others that come after them can also enjoy the privilege (Department of Education 1988: 248). However, a right is an entitlement – a claim by learners against parents, educators and community members, but the exercise of their rights should not prevent someone from exercising his/her rights. It has been said that one person's rights is another person's duty. For example, a learner's right to qualify for basic education gives rise to the duty of parents to ensure that children attend school on time and educators have a duty to provide a quality and effective teaching and learning school culture (English and Stapleton, 1997: 1).

According to Section 8(1) of the South African Schools Act (Act 84 of 1996), the governing body of a public school must adopt a code of conduct for learners after consultation with learners, parents and educators. Section 8(2) states that the purpose of a code of conduct is to establish a disciplined and purposeful school environment, dedicated to the improvement and maintenance of a teaching and learning culture (Joubert & Prinsloo 2000: 179). In conclusion, Dlamini (1997:40) argues that having a bill of rights does not mean that it is guaranteed to succeed. Whether it will succeed or not depends on the establishment of a human rights culture in a school. A bill of rights is not a magic wand or a self-executing document. It has to

be applied by all principals, SMTs, educators, parents, learners and community members in a school.

2.9 FEATURES OF SCHOOLS WITH WEAK AND STRONG CULTURES OF LEARNING AND TEACHING

A weak culture of learning and teaching in a school refers to a school situation where proper teaching and learning has been broken down. According to Chisholm and Vally (1996: 1), the collapse of a culture of learning and teaching is most pronounced in secondary schools. Although schools with a lack of a culture of learning and teaching should be regarded within their contexts, the following are some of the most common observable features of a weak culture of learning and teaching:

- Poor attendance of both educators and learners;
- Educators do not have the desire to teach;
- Tensions between rival educator organisations;
- Tensions between the various elements of the school community;
- Vandalism, gangsterism, rape and drug abuse;
- High drop-out rate;
- Poor school results;
- Weak leadership, management and administration;
- General feelings of hopelessness and apathy amongst educators;
- Demotivation and low morale; and
- The poor state of buildings, facilities and resources.

The following are some common features of schools with strong cultures of learning and teaching:

- A positive school climate;
- Sound classroom environments;
- Sound home-school relations;
- Effective leadership, management and administration;

- Neat buildings and facilities;

- Availability of resources;

- High professional standards amongst educators;

- Healthy relationships between all role-players;

- Order and discipline;

- Effective instructional leadership; and

- A shared sense of purpose.

2.10 SCHOOL LEADERSHIP AND MANAGEMENT – THE LEADERSHIP STYLE OF THE SMT AND THE WAY A SCHOOL IS MANAGED DETERMINES THE SCHOOL CULTURE

According to Yukl (2002: 432), an alternative perspective [to the heroic single leader] that is slowly gaining more adherents, is to define leadership as a shared process of enhancing the individual and collective capacity of people to accomplish their work effectively. Instead of a heroic leader who can perform all essential leadership functions, the functions are distributed amongst different members of the team or organization.

The main lesson for my research from the above definition of leadership is that all school stakeholders, i.e. the principal, SMT, educators, and parents should all provide leadership to learners in respect of time management. Moreover, it is important to note that schools have to prove leadership and manage change; hence many of the attendant courses have focused on agendas such as the need for leadership, the meaning of leadership, the role of the transformational leader, the importance of vision or moral purpose, of determination and persistence, of clear communication and the energizing of followers (Koller in Yukl 1998; Fullan in Yukl 2001; Yukl 2002). In most literature, the focus has been on the school leader or principal as the only person to lead in everything by virtue of being the principal. As pointed out by Harris (2003: 126) and by Gunter & Ribbins (2003: 130), in the context of school leadership, the official orthodoxy has been that it is the role of the head teacher, which is paramount and critical. Indeed, leadership in schools has at times been virtually equated with head-teachership (DFEE 1997, 1998; Woodhead in Yukl 1996).

The proposition that the principal is the key leader in a school may derive, in part at least, from the desire of government officials to identify clear accountability and reporting lines. In

the case of instilling time consciousness and self-discipline, the educators also become crucial as they see, discuss and have more contact sessions with learners. However, at the same time, many workers in the public sector have remained uneasy about aspects of this message – especially in relation to centralized assertive leadership. Accordingly, the public services have an especially fertile and receptive ground for the spread of ideas concerning distributed leadership and in the context of school leadership, there has been special conceptual attention to the idea (Spillane, Halverson & Skaplan in Gunter and Ribbins 2001; Gunter & Ribbins 2003; Gronn 2003a, 2003b; Harris 2003). Harris (2003: 125) argues that the idea of distributed leadership is currently at the cutting edge of thinking about leadership activity in schools. It is very important that leadership programmes and initiatives be started at school level to ensure sustainability and the change of learners and educators' behaviour towards time consciousness. Therefore, at school we need educators and SMT members who have these positive qualities and have plans and programmes to develop learners holistically, e.g. have class rules that encourage time keeping from the first bell to the last bell of school and ensure that learners and educators respect the time stipulated for all periods and breaks.

I concur with Adair (1983:251) and Teleford in Adair (1996) when they state that key attributes of a leader are clear vision, an ability to inspire others with that vision, a capacity to create new meanings, the ability to see the big picture and the skill of winning commitment from others. The passion that is building in my life as a person because of this research is enormous; the more I read about time consciousness and time management, the more I strive to keep to the times of meetings and workshops. It is gratifying to see educators ensuring that their meetings and parents' meetings start on time. The new emerging wisdom is that no single head or sole leader can handle the enormous complexity of leadership; hence the attraction of the concept of distributed leadership. Parents, education managers, SGB members, educators and community members can take responsibility to guide, monitor, motivate, inspire and ensure that kids learn to be time conscious, self-disciplined and motivated at an early age. This will be achieved by addressing learners about keeping time and late coming and how it affects their achievements in school and life. The package of school characteristics associated with an effective school are usually linked with variables such as strong educational leadership, an emphasis of basic skills, an orderly and safe environment, high expectations of learner attainment and the frequent assessment of learners progress (SOED 1990).

2.11 THE ROLE OF THE PRINCIPAL IN RELATION TO TIME CONSCIOUSNESS

Blasé and Kirby in Kruger and Steinman (1992: 15) argue that effective principals serve as guardians of educators' instructional time, assist educators with learner discipline matters, allow educators to develop codes of conduct for learners, and support educators to develop authority in enforcing policy. Although educators can themselves take steps to present their professional satisfaction and morale, they must be nurtured, supported and valued by the broader school community. By influencing educators' morale and thereby contributing to a positive school climate, principals also ensure the quality of the teaching and learning activities and the realisation of learner achievement.

According to Brophy (1986: 4) learners achieve more in classes where they spend most of their time being taught or supervised by their educator, rather than working on their own or not working at all. This will be the key in this research, as the behaviour of learners when no educator is present in class and when there is an educator present, will be observed. Transition time occurs when educators change from one activity to the next or from period 1 to period 2, where the educator has to leave one class and go to the next. Time management is crucial in such situations. Hence, Kounin and Doyle (1975) report that misbehaviour is most likely to occur when there is a log in the continuity of a lesson. Gump (1976) found that educators dealt with more deviant behaviours during transitions than during any other time. Thus, Ross in Kounin and Doyle (1983) states that the management of transitions is one of the critical time management tasks faced by educators. Time management goes beyond getting in time at the school for assembly; it covers keeping the starting times of all periods and school activities throughout the day, e.g. lessons, meetings and sports activities. Even in out-of-school activities, such as going to community meetings or church services, one has to keep to its starting time, then you would have mastered time management.

School principals and management teams may play a special role in interpreting government initiatives and supporting education in their implementation. Schools that have a culture that is supportive of effective teaching and learning may be more successful in incorporating and implementing new policies. Time management initiatives that emanate from government policy have considerable impact on curriculum management and thus on learning and teaching in schools. In South Africa, these relate to the introduction of an Integrated Quality

Management System (IQMS) for educators. An agreement was reached in the Education Labour Relations Council (ELRC) (Resolution 8 of 2003:1) to integrate the Development Appraisal System (DAS), the Performance Measurement System (PMS) and the Whole-School Evaluation (WSE). These programmes are implemented in an integrated way in order to ensure optimal effectiveness of a school as well as the quality of teaching and learning. This programme checks the basic functionality of a school, which includes how time conscious educators and learners in the school are when attending curricular activities and it assesses how good they are in time management.

According to Huber (2005:45), managing our available time is crucial, and it could be one of the biggest challenges facing education managers. Based on limited hours dedicated to maintenance activities, education managers need to become very efficient time managers. However, before we can become efficient managers of time, we need to learn to be efficient managers of our own time. The first step is to identify the things that waste our time. It is important that learners, educators, principals and parents learn to manage with available time and be able to identify the things that waste their time. For example, learners must do their schoolwork and arrive in time for school, but they waste time playing, visiting friends, socializing and watching television; hence the need to be able to manage and prioritize their activities and be time conscious.

After identifying time wasters, one can try to manage them to give oneself more available time each day. However, the key to getting control of our time is to ensure our plans are translated into our day-to-day time allocations. Being true to your goals and making goals-based decisions could help you manage your time more effectively (Huber 2005:45).

2.12   <u>CONCLUSION</u>

In this chapter, the literature was reviewed in relation to time consciousness. Organisational culture, school culture, the culture of learning and teaching, the role of principals, educators, learners and parents in relation to the school culture, the school climate and the general aspects of schools with a strong and weak culture of teaching and learning were the topics covered. These topics were read to get more information on how they influence the culture of learning and teaching. The information provided in this chapter will assist me when dealing with the research findings in Chapter Four, as I will compare and contrast the facts, views

observations and field notes in research sites with what the literature says about time consciousness and its impact on the culture of learning and teaching in schools. The next chapter will discuss the methods used in the research study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

According to Fraenkel and Wallen (2006: 430), if a researcher is interested in investigating the quality of relationships, activities, situations or materials, he/she can use qualitative research. The main premise of my research is to understand the school cultures of the two schools that will be studied; thus the relationship of activities in the two schools will be compared analytically.

In this chapter, the research methods to be used will be looked at, i.e. the qualitative research method, the case study method, the comparative method, and the data collection strategies to be used, e.g. observations, field notes, semi-structured interviews and recording.

3.2   ONTOLOGICAL AND EPISTEMOLOGICAL ASSUMPTIONS

The broad educational theoretical framework of this research study is the hermeneutic theory. The term 'hermeneutics' stem from the Greek verb hermeneuein, which has three meanings: to make something explicit (to express), to unfold something (to explain) and to translate (to interpret) (Danner in Higgs 1994: 31-34).

According to Henning et al. (2004: 21-22), "ontologically, the interpretive paradigm denies the existence of an objective reality independent of the frame of reference of the observer". With reality in mind, dependant and influenced by the process of observation, this research study is accommodated in this paradigm. Since it aims to discover the multiple perspectives of all the players in a social setting, it will allow the participants to voice their social reality in the education system. I subscribe to the fact that reality is given 'out there' in the world and it is created by one's own mind. For example, within the phenomena of the culture of teaching and learning in the two schools, I intend to research the different things happening 'out there', i.e. which constitute the reality and which the participants, and I should find, create and

interpret. Hence, I agree with Henning et al. (2004: 22), who state that qualitative methods specifically enable the researcher to gain an understanding of the perceptions, values, actions and concerns of the educational psychologists under study.

Henning et al. (2004: 15) define epistemology as the philosophy of knowledge or "how we come to know". Epistemological assumptions concern the very basis of knowledge; its nature and forms, how it can be acquired, and how it can be communicated by other people. Epistemology is thus based on experience and insight of a unique and essentially personal nature (Cohen et al. 2002: 6).

There are key elements that are suggested in the above statements, i.e. knowledge is softer, subjective and based on experience and insight of a personal nature. This means that in my research, the responses and actions observed would be in the subjective understanding and interpretation of each participant, which will be based on his/her personal bias, experience and nature. This is aligned to what Henning et al. (2004: 21) clarify with the following statement: "The foundational assumption of the interpretivist is that most of our knowledge is gained, or at least filtered, through social constructions such as language, consciousness, shared meanings, documents and other artifacts". In addition, Truth (2001: 219) stresses that interpretive research attempts to understand phenomena through the meanings that people assign to them.

This research will attempt to understand the school cultures according to the meanings that participants attach to what is happening in their schools. In the process, insight of the phenomena will be gained in context and participants will be in a better position to initiate or start awareness programmes to improve timeliness in the school environment.

3.3   QUALITATIVE RESEARCH METHOD

Henning et al. (2004: 5) define the term qualitative as: "The term that donates the type of inquiry in which the qualities, the characteristics or the properties of a phenomenon are examined for better understanding and explanation".

This definition explicitly captures what this study aims to achieve. The study will compare the qualities and characteristics of two schools; that is, the way the programmes of the schools are

planned, organized, monitored and controlled. This will be done to gain a better insight and understanding of the phenomenon. If the information gained through observation and interviews is similar, that will validate the research results and ensure triangulation.

According to Denzin and Lincon (1999: 2), qualitative research is "multifold, involving an interpretative, naturalistic approach to its subject matter". This means that qualitative research study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people ascribe to them. Moreover, Cohen et al. (2002: 22-23) state that interpretive researchers start with individuals and set out to understand their interpretations of the world around them. The control endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience. To retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand from within.

These definitions suggest key issues that are appropriate to what this study seeks to accomplish. This study seeks to build a detailed and holistic picture of what happens in schools that account for their cultures with regard to time consciousness and how it affects teaching and learning. The schools will be observed or studied in their natural settings during their school days and meaning will be given to the phenomenon in terms of the views of the participants. I intend to be in each school for two days, to observe and interview learners, educators, SMTs, and community members in their natural setting.

Mouton and Marais (1996: 204) clarifies qualitative research by stating: "The qualitative paradigm is based on induction, holism and subjectivism. A qualitative research strategy is inductive in that the researcher attempts to understand a situation without imposing pre-existing expectations on the setting. Qualitative designs begin with specific observations and build towards general patterns".

Mouton and Marais' definition will help me to be cautious when conducting the study, for example to be neutral and not to try and prove my views through the research, and allow respondents to air their views and facts without being influenced by my pre-existing expectations, assumptions, beliefs or what I would like to prove. Instead, the research should spontaneously follow the respondents' views and facts to reach genuine results. Cohen et al. (2002: 120) argue that qualitative research, being holistic, strives to record the multiple

interpretations of intentions and meanings given to situations and events. This means that in this research, all participants (e.g. learners, educators, SMTs, parents and the researcher) will contribute to the findings of this research. No stakeholders' facts, views, interpretations and interests will be left out. This will be done to ensure that the findings are holistic and interpretations are truly multiple.

3.4   A CASE STUDY METHOD

According to Stake (1988: 255), a case study's main assumption is that a phenomenon is investigated as a "bounded system". The crux of the definition is having some conception of the unity or totality of a system with some kind of outlines or boundaries. The researcher looks for the systematic connections among observable behaviours, speculations, causes and treatments.

In this research study, the case is indeed a bounded system, since its focus is on school cultures, and it has specific stakeholders, i.e. learners, educators, and parents. For example, one cannot collect data outside the bounded system of a school, like interviewing taxi drivers. In this research, a comparative case study will be used to compare the culture of learning and teaching (COTL) in the two schools. My intentions are to be in each school for two days, to observe and interview participants and documents, and have casual conversations with the people in the schools. The research will concentrate on what causes learners to be either tardy or punctual, educators' keeping of schools starting time, if educators and the SMT start meetings in time, and if not, what causes that, and do lessons start on time? I will conduct interviews with the principals, Grade 12 learners, educators and education specialists, parents and persons selling at the school gates.

The main purpose of this research will be to gain a deep understanding of what happens with regard to time consciousness and how it happens the way it does in each institution. Hence, I concur with Sharan Merriam (1999: 18-19), who states that a case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is in the process rather than the outcomes; in context rather than a special variable; in discovery rather than confirmation. In this study, I will spontaneously follow the participants' views, inputs and feelings about their situations, in order to be led to discover the social reality through their viewpoints. In addition to the viewpoints of the participants, the social

researcher is the main meaning maker of an inquiry and is the one who tries to present a balance between "some sort of reality 'out there', and the rhetorical and narrative natural of our knowledge of this reality" (Alvesson & Sköldberg 2000: 289). This means that as the researcher, I will analyze and interpret the data to create meaning.

Stake in Cohen et al. (2000:435-454) states that case studies use a report format that includes vignettes to provide vicarious experiences for the reader. Few key issues are presented, so that the reader can appreciate the complexity of the case. Issues are drawn from a collection of instances in the data to detect issue-relevant meanings. Lastly, the researcher develops summaries or 'lessons learned', which are useful to participants or readers when applied to similar cases.

In this research study, summaries of similarities and differences in the school cultures will be recorded. These summaries will help the reader to easily apply them in similar situations.

3.5   COMPARATIVE RESEARCH METHOD

According to McMillan and Schumacher (2006: 219), comparative research investigates the relationship of one variable to another by simply examining whether the value of the dependant variable in one group is different from the value of the dependant variable in another group. In short, comparative research examines the differences between two or more groups on a variable.

In this research study, the two schools' culture as it relates to time consciousness and late coming will be investigated. The roles of school managers, educators, learners and parents in the two schools will be compared, and the similarities and differences in the two schools derived. Understanding, insight and illumination will be achieved in context, as the participants will be given a chance to state their views, facts and ideas about the phenomenon that is being studied, namely time consciousness in schools.

Fraenkel and Wallen (2006: 11-12) define casual-comparative research as another type of research intended to determine the cause for or the consequences of differences between groups of people. The difference in behaviour will be observed in the two schools under

study. The casual-comparative studies are of value in identifying possible causes of observed variations in the behaviour patterns of participants in the research.

3.6   PLANNING SCHEDULE OF RESEARCH

In both schools under study, the following guide will be used, which specify who will be interviewed and observed in the schools.

Teaching and learning: The culture of learning and teaching (COLT) of both schools will be compared.

In School X & Y:

To interview:
Principal;
Heads of Departments (HODs)
Educators;
Grade 12 learners;
Community members.

Observation:
To be in each school for two days, observing educators' and learners' punctuality or tardiness while being part of their daily activities, and observing as they attend meetings and do their routine work.

Documents:
SMT minute book, staff minute book, SGB minute book, Learner Representative Council (LRC) minute book, school year plan, timetables, school mission and vision.

3.7   SAMPLING METHODS

Cohen et al. (2002: 92) defines a sample as the smaller group or subset of the total population. Knowledge gained is representative of the total population under study.

The choice of schools was done with the help of the Mashishila Circuit Management. They were given the information that the study intended to compare two schools - one with a strong culture of learning and teaching and the other with a weak culture of teaching and learning. It is important to point out that the two schools, which seem to have a different COLT's, are similar in many other things:

- Both schools are in the same region, i.e. the Gert Sibande Region in Mpumalanga Province;
- Both schools have Grade 8 - 12 learners;
- Both schools have fully fledged SMTs; this means that they both have principals, HOD's and educators;
- Both schools have functional SGB's;
- The learners travel the same distance to their schools and are from similar communities, e.g. they all have transport problems or the same walking distance; and
- In both schools the interviews will concentrate on the SMT members, educators, parents and Grade 12 learners.

The above will ensure that there is no unfair generation and it is a way of controlling other variables, as to clearly understand the differences of the two schools as it relate to the culture of teaching and learning, tardiness and punctuality.

Purposive sampling is where researchers handpick the judgment and typical (Cohen et al. 2002: 103). In my research, the groups of people to be sampled will be chosen because of their typicality, i.e. they are SMT members, educators, parents, learners and detached members (those selling at the school gate). The persons selling food at the school gate are parents of learners learning in the schools, hence the are part of the school they are concerned about what is happening in the school. Therefore their views are vital to get the perspective of parents and community about the school. Learners buy from the person selling at the gate during breaks and after school, as gates are locked when classes start and opened during breaks.

Convenience sampling involves choosing the nearest individuals to serve as respondents. The researcher simply chooses the sample from those to whom he/she has easy access (Cohen et

al. 2002: 102). Indeed, for this research study, the sample will be chosen from those who are easily accessible in each school, e.g. the educators, SGB members closer to the school and a person selling at the school gate. The sampling will be done with the help of the principals and educators in each school.

3.8   DATA COLLECTION METHODS

According to Henning et al. (2004: 5-6), the three main categories of data collection or gathering methods in qualitative research are observation, document studies and interviewing.

3.8.1   OBSERVATIONS AND FIELD NOTES

According to Creswell (2005: 211), observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.

Observational data are good as they afford the researcher the opportunity to gather 'live' data from 'live' data situations. The researcher is given the opportunity to look at what is taking place in situ rather than second-hand (Cohen et al. 2002: 305). In this research, learners' tardiness, punctuality and class attendance will be observed, as well as how educators keep to the starting and finishing times of periods and the general behaviour of both learners and educators when the bell rings.

Morrison (1993: 80) states that observation enables the research to gather data on the physical setting, the human setting, the intersectional setting and the program setting. Patton (1990: 202) states that the observations available to the researcher lies on a continuum. In this research, the observation will be semi-structured. The participants will be observed in their natural settings, on normal schools days, while following their usual routines.

Kidder (1981: 264) argues that observation is a research tool when it: serves a formulated research purpose, is planned deliberately, is recorded systematically and is subjected to checks and controls on validity and reliability. The observation in this research study tallies with Kidder's argument, as it serves a formulated research purpose, i.e. to find the differences and similarities in the two school cultures. The observation is planned deliberately, as there will be an observation sheet for recording what I will be observing and field notes. Key areas

will be observed, for example, the reaction of learners and educators when the bell rings. The observations will be recorded systematically and will be subjected to checks and control on validity and reliability, e.g. verify if the research observation captures what the research aims to find out, and it is reliable because other researchers have found the same and even if other research is done, they will get the same results.

According to Fraenkel and Wallen (2006: 450), in a non-participant observation study, researchers do not participate in the activity being observed, but rather 'sit on the sidelines' and watch. They are not directly involved in the situation they are observing. In this research study, I will be a non-participant observer. The participants will be observed in their natural school setting and I will make no effort whatsoever to manipulate variables or to control the activities of individuals. I will simply observe and record what happens as things naturally occur in the school.

 Bogdad and Biklen (1992: 120-1) and Le Compte and Preissle (1993: 224), quoted in Cohen et al. (2002), point out that observations are recorded in field notes. In the descriptive level they might include:

- Quick, fragmentary jottings of keywords/ symbols;
- Transcriptions and more detailed observations written fully;
- Descriptions that, when assembled and written out, form a comprehensive and comprehensible account of what has happened;
- Pen portraits of conversations;
- Reconstructions of conversations;
- Descriptions of the physical setting of events;
- Descriptions of events, behaviour and activities; and
- Descriptions of the researcher's activities and behaviour (Cohen et al. 2002: 311).

Moreover, Creswell (2005: 223) states that researchers use an observational protocol to record information during an observation. He defines an observational protocol as a form designed by the researcher before data collection, which is used for taking field notes during an observation.

In this research study, I will be writing down all main points that are worth noting in the observational protocol. This will serve as field notes, e.g. when I observe the learners' punctuality or tardiness in the morning at the school gate or even along the road as they approach the school, I will write down the observations as field notes. This procedure will apply to all research participants, as it relates to the topic of my research

3.8.2   SEMI-STRUCTURED INTERVIEWS

According to Creswell (2005: 214), a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. In this research study, participants will be asked open-ended questions so that they can voice their ideas and experiences about the topic.

One-on-one interviews is a data collection process in which the researcher asks questions and records answers from only one participant in the study at a time (Creswell 2005: 215). In this research study, one-on-one interviews will be conducted and recorded. The principal, educators and learners in each school will be interviewed individually.

De Vos (1998: 299) further defines interviews as face-to-face interaction between an interviewer and interviewee, where the purpose is to understand the interviewee's life experience or situation as expressed in his words. According to Kvale (1996: 14), an interview is an interchange of views between two or more people on a topic of mutual interest. Indeed, in this research study, there will be an interchange of ideas, facts and views between people about the topic, which relates to the school's culture of teaching and learning in relation to time consciousness.

Kvale (1996: 4) further turns to a Latin word for 'conversation', which means "wandering together with", when discussing the designing of interviews. Warren (2002: 86) explore and analyze Kvale's metaphor of 'traveling with the interviewees', which means to 'travel or wander with' the respondent who has agreed to respond. She stresses that it is important to select interviewees to travel or wander with, who in this study are the learners and parents, who are the people who knows what happens in each school; hence they will be the best companions in understanding the school cultures of teaching and learning.

Cohen et al. (2002: 279) points out that the interviewer will need to establish an appropriate atmosphere so that the participant can feel secure to talk freely. In this research study, the interviews with educators will be at school, and learners will be asked if they liked to be interviewed at school or elsewhere. These arrangements will ensure that every participant is free and in a relaxed environment, for maximum participation and input in the interviews.

According to Denzin and Lincoln (2000: 649), in semi-structured interviews the interviewer asks all respondents the same series of pre-established questions. De Vos (1998: 229) endorses that pre-formulated questions are carefully arranged and put to all the interviewees in a fairly similar sequence.

3.8.2.1 Categories of Interview Questions

The same questions will be asked to the principal, educators and learners of both schools:

CATEGORY A:
What effect do you think late coming has on:
(i) Teaching, and
(ii) Learners' learning?

CATEGORY B:
1.   What (do you) the Principal do if teachers arrive late for their classes?

PROBING QUESTIONS:
- Who supervises learners if teachers are late?
- Do you have catch-up programmes to cover work left behind?
- How is the safety of learners ensured in the school?
- Is the year's syllabus always completed?
- How does late coming affect learners' rights to education?
- Is a register for educators' late coming kept? If not, how are educators' late coming records kept?
- What are the reasons for educators' late coming?

2.   What do educators do when learners come into class late?

PROBING QUESTIONS:

- What disturbance is caused?
- Is there a catch-up programme for late comers?
- Is a register for learners' late coming kept? If not, how are learners' late coming records kept?
- Do parents see to it that learners attend school in time? What role do you think parents should play?
- What are the reasons for learners' late coming?

3.   What do learners do when they have arrived at school late?

PROBING QUESTIONS:

- Do they (you) go to class as soon as possible?
- How do you (they) catch up?
- Reasons for doing what you (they) do?
- What is the reaction of educators' on learners' late coming?
- What do educators do to reduce learners' late coming?

CATEGORY C: The role of school culture on the school's time consciousness.

- How would you describe your school's culture?
- What is the mission and vision of the school in relation to late coming?
- How would you describe the attitude of the principal, educators and learners on late coming?
- What is the attitude of the principal, educators and learners towards discipline? How do they deal with bad behaviour and late coming?
- What are the achievements of the principal, educators and learners in this regard?

CATEGORY D: What can be done to improve time consciousness?

1.   As the principal, what do you do to instill time consciousness?

PROBING QUESTIONS:

- How do you control educators' late coming, late submission of portfolios, attending meetings late?
- How do you control learners' late coming?
- How would you instill time consciousness in learners?

3.8.3   RECORDING

An audiotape will be used to record information. Transcription will be done after the interviews. Trutty et al. (1996: 95) maintains that transcripts should be produced verbatim to allow the context of the conversation to provide as much meaning as possible. This will minimize misinterpretation of what interviewees have said during the interviews.

3.9   DATA ANALYSIS AND INTERPRETATION

According to Henning et al. (2004: 21), the interpretive paradigms does not concern itself with a search for broadly applicable laws and rules, but rather seek to produce a descriptive analysis that emphasizes a deep, interpretive understanding of social phenomena. In this research study, this will be the focus, as the observations and interviews will have to be analyzed descriptively to deduce overt and covert meaning from the participants' responses.

Flick (1998: 192-196) refers to conventional, straightforward 'qualitative coding and categorizing', which means that data are divided into small units of meaning, which are then systematically named per unit and then grouped together in categories that contain notes of observations. The data in this research will include interviews, audio recording and field notes of observations. The interviews on audio tapes will transcribed, with classifying codes to form themes, categories and study trends of the themes, and to arrive at facts that give understanding and insight to research on time consciousness in schools.

Spradly (1980:135) states that for comparative analysis, a researcher can create a comparison table, in which a visual image of the information is in the form of a comparison table. In addition, Miles and Huberman in Cohen et al. (1994:127) propose a matrix, i.e. a table that compares groups on one of the themes. For my research study, the comparison methods are

also important, as I will be comparing two school's cultures in relation to time consciousness and time management.

Creswell (2005: 230) argues that analysing qualitative data requires an understanding of how to make sense of text and images, so that you can form answers to your research questions. He further enlists six steps involved in analysing and interpreting qualitative data:

- Preparing and organizing data;
- Exploring and coding database;
- Describing findings and forming themes;
- Representing and reporting findings;
- Interpreting the meaning of findings; and
- Validating the accuracy of the findings.

3.10 <u>CONCLUSION</u>

In this chapter, I have discussed the qualitative methods and case study to be used in my research study. It was gathered that qualitative research is interpretive, naturalistic and aims to gain a better understanding and explanation of a phenomenon. Boundaries of the case to be researched were outlined.

CHAPTER FOUR

RESEARCH FINDINGS AND DATA ANALYSIS

4.1   INTRODUCTION

This chapter is the gist of the research study, since it contains the actual data collected from the research sites.

According to Henning et al. (2004: 20), inquiry is undertaken in natural settings in order to collect substantial situational information. This was also the case with this research study, since substantial information was collected in natural settings. Two schools were visited and they were following their usual routines when the data was collected.

Rothery and Crinnell (1996: 95) also stress that transcripts should be produced verbatim to allow the context of the conversation to provide as much meaning as possible. This also minimizes misinterpretation of what interviewees have said during the interview. The data analysis was done using real data transcribed verbatim. This ensured that the analysis was as factual as possible.

From the data collected, I found answers to the research questions through content analysis. According to Fraenkel and Wallen (2006: 483), content analysis is a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communications. This technique was of utmost importance in my research analysis. Out of the interviews and observations of participants of both schools, the content analysis technique was used in analyzing the data. A person or group's conscious and unconscious beliefs, attitudes, values and ideas are often revealed in their communications.

The two schools that were investigated are in Mashishila Circuit in the Gert Sibande Region in Mpumalanga Province, and they are both public schools. In School X, on arrival I saw that the school was organized, that most learners were in school uniform and that the school atmosphere was orderly, with a clean campus with no papers lying around. When I got onto

the school premises, there was someone from the staff eager to assist me (the researcher) as a visitor. He asked if I had been helped and showed me into the principal's office. I received a warm welcome and was told that I was free to conduct my business of the day. When the principal was asked to describe the community around the school, he stated that the community was supportive, helpful and very co-operative. Moreover, when he was asked to say something about the school, he stressed that the school was performing very well academically, and that discipline and dedication were okay with regards to both learners and educators. Lastly, when I asked one of the parents selling at the school gates to tell me about the school, she stressed that the school was good, that they taught very well and that they involved the parents if there was a problem. In summary, she said the school was good.

In School Y, the situation was different on arrival. The situation was not welcoming; most learners were not in school uniform, with some wearing hats; there were papers lying around in the schoolyard; and the staff members found on the school premises ignored me and did not bother to assist me. I was attended to only on the principal's arrival. She addressed me outside and had a tough time asking the educators and SMT members to be interviewed. When asked to comment about the community around the school, she stressed that parents were not involved and not co-operating, but stated that there was a vegetable project that was used to try and bring the parents closer to the school. When asked to say something about the school, she stated that the school was impoverished, with no teaching resources, no electricity and broken classroom doors and windows. She also said the situation was not conducive to teaching and learning. A parent who was on the school premises quietly stressed that things were bad in the school - everything was chaotic and educators were not serious about teaching and order in the school activities. Hence, I was also of the opinion that the culture of teaching and learning in the school was weak.

4.2   THE ROLE OF SCHOOL CULTURE ON TIME CONSCIOUSNESS

The culture of a school has an influence on the time consciousness of education managers, educators and learners. For example, from Table 4.1 below for School X, it is clear that the school's educators and learners were time conscious. Learners arrived at 7:00am, most educators at 7:20am, and the principal and deputy principal by 7:00am. They were prompt in attending the assembly and there was order and discipline in doing things. At the assembly, the principal taught the learners, guided them on the day's activities and motivated them to do

their schoolwork. It was clear that the learners, educators and school managers had guidelines that kept the school orderly. Thus, the definition of school culture by Murgatroyd and Morgan (1993: 65) matches this school, since it states that school culture refers to the implicit rules, assumptions and values that bind a school together.

It was also clear that in School X, the principal motivated learners and educators to be time conscious, committed to work and disciplined. This evidently kept the school going and confirmed the remark by Gannon in Zierold et al. (1977: 225) that management activities such as planning, organising, and decision-making are dormant cocoons until the principal triggers the power of motivation in educators and learners and guides them towards their goals.

Table 4.1:   Observation sheet: School X

ACTIVITIES / BEHAVIOUR	LEARNERS	EDUCATORS	SMT/PRINCIPAL
Tardiness when coming to school:	First arrived at 7h00am.	Most arrived at 7h20am.	Arrived at 7h00am and Deputy Principal.
Reaction when bell rings:	Run, rush into assembly.	Smoothly moved to assembly.	Go in front of learners and encourage them to move faster.
At the gate:	Controlled by educators.	Control learners' late coming and encourage them to run.	Supervise late coming.
When attending assembly:	Attend orderly and promptly.	Attend promptly.	Active and vigilant.
Do they move around aimlessly?	No.	No.	No.
The order at assembly:	Stand in queues orderly, singing and praying.	Stand in front and excused first after assembly.	Controls the assembly.
Time spent at assembly:	± 15 Minutes.	± 15 Minutes.	± 15 Minutes.
Role of educators/SMT at assembly:	N/A	Give orders and guide learners.	Teach, guide, encourage and motivate learners.
What they do after assembly:	There is a break of ± 10 Minutes.	Prepare for classes.	Prepare for classes.
Promptness in class attendance after assembly:	Good.	Good.	Good.
Promptness after breaks:	Good.	Good.	Good.
Promptness when changing periods:	Good.	Good.	Good.
General discipline and order around the	Most learners wear uniform and no	Good.	Good.

school:	roaming around. It is good.		
The role of the SMT in maintaining order and discipline:	N/A	N/A	Supervise after assembly and breaks.
Classroom discipline / order / noise:	There is order and no noise.	N/A	N/A
Other comments:		The school is very orderly, disciplined, clean and organized. Everybody seems committed to work. Windows and doors okay.	

In stark contrast to School X, the observation and field notes for School Y in table 4.2 below, shows clearly that learners, educators and the principal arrived late for school. A few learners arrived at 7:30am, educators first arrived at 7:25am and the principal arrived at 7:40am. It was also observed that the learners and educators tardily went to classes. Educators took their time chatting to colleagues before going to class, and it would seem they all did as they pleased. It was clear that this behaviour have been continuing for some time; hence Deal and Peterson's assertion in Kruger and Steinman (1990: 7) that culture consist of the stable, underlying social meanings that shape beliefs and behaviour over time, is true. Moreover, it emerged from casual conversation with educators in School X that they loved their school, appreciated its orderliness and would love to continue teaching in the school, whilst in School Y, it emerged that educators did not like their school because it was chaotic and not orderly. They cited feelings of being depressed, frustration and wishing to change the school.

Table 4.2:   Observation sheet: School Y

ACTIVITIES / BEHAVIOUR	LEARNERS	EDUCATORS	SMT/PRINCIPAL
Tardiness when coming to school:	First arrived at 7h30am.	First arrived at 7h25am.	Arrived at 7h40am.
Reaction when bell rings:	Tardily went to class.	Took time chatting with colleagues.	Passively gave instructions.
At the gate:	No gate control.	No-one at the gate.	No SMT supervision.
When attending assembly:	There was no assembly.	N/A	N/A
Do they move around aimlessly?	Yes.	Not attending periods timeously.	Tries to persuade educators to attend periods.
The order at assembly:	N/A	N/A	N/A
Time spent at assembly:	N/A	N/A	N/A
Role of educators at assembly:	N/A	N/A	N/A

What they do after assembly:	N/A	N/A	N/A
Promptness in class attendance after assembly:	Tardily go to classes.	Take time to attend classes.	They try but in vain.
Promptness after breaks:	Tardily.	Tardily.	Tardily with concern.
Promptness when changing periods:	Slowly.	Slowly.	Slowly.
General discipline and order around the school:	Order and discipline not good.	Do as they please.	Seem to be letting learners and educators do as they please.
The role of SMT in maintaining order and discipline:	N/A	N/A	Seem to be letting learners and educators do as they please.
Classroom discipline / order / noise:	If there is no educator there is chaos and noise in the class.	N/A	N/A
Other comments:		The classrooms have no doors, they are not locked and windowpanes are broken. During tuition time, learners are washing educators' cars; both boys and girls.	

4.3   HOW TIME CONSCIOUS WERE THE LEARNERS, EDUCATORS AND PRINCIPALS?

An observer who moves from school to school develops an intuitive sense that each school is distinctive and unique in some almost indefinable, yet powerful way. This sense, seemingly palpable when we are in a school, more than describes that school. Many different terms have been used to identify that sense of the unique characteristics that a school have. People sometimes use terms such as 'atmosphere', 'personality', 'tone', or 'ethos' when speaking of these unique characteristics of a school. However, the term 'organisational climate' has come into rather general use as a metaphor for this distinctive characteristic of schools/organisations.

The research question, i.e. how time conscious are learners and educators in the two schools, was mainly answered by the observations and field notes.

Learners in School X were more time conscious, because if one looks at Table 4.1, by 7:00am a few learners were already at the school. When the bell rang, learners ran to get into the gate and rushed to assembly. This confirmed that educators at the school encouraged learners to be

on time. On the other hand, learners in School Y, as indicated in Table 4.2, were less time conscious, because the first few learners arrived at 7:30am and when classes started, they tardily went to their classes. Moreover, in School X there was gate control to ensure that learners came to school timeously, but in School Y, there was no gate control for learners. It seemed nobody cared about timelines in the school.

Educators in School X were more time conscious, because from Table 4.1 it is clear that they moved smoothly to assembly and they were prompt to attend to their classes, whilst in School Y, educators were less time conscious. As indicated in Table 4.2, they took their time chatting to colleagues, did not attend periods in time and were not prompt in attending classes after breaks. It is important for one to point out that learners, educators and principals interviewed in the research all stressed that Grade 12 learners, educators and school managers should be exemplary and keep school time, so that followers, meaning learners in lower grades, can follow suit and strive to keep to school time.

The SMT and principal of School X were very time conscious, since the principal and deputy principal were already at the school by 7:00 am, as indicated in Table 4.1. They were active and vigilant and encouraged learners at assembly to be time conscious, orderly and disciplined around the school and to do their work. At the gate, other SMT members were controlling and motivating learners to be at school on time. This proved the point stressed by Yukl (2002: 432), that instead of a heroic leader who can perform all essential leadership functions, the functions are distributed amongst different members of the team. In School X, it was clear that the functions were distributed amongst the educators, SMT members and the principal. It was also evident that the principal used clear communication and energized followers, as emphasized by Koller in Yukl (1998), Fullan in Yukl (2001) and Yukl (2002). On the other hand, the SMT and principal of School Y were less time conscious. As indicated in Table 4.2, the principal arrived at 7:40 am and passively gave instructions. At the gate there was no SMT supervision, and although the principal tried to motivate educators to attend classes, it was in vain, as they continued to tardily attend to their periods. This shows that in School Y, there was a lack of the key leadership attributes as stated by Adair (1983:251) and Teleford in Adair (1996), who stress that the key attributes of a leader were seen to be clear vision, an ability to inspire others with that vision, a capacity to create new meanings and the skill of winning commitment from others. It would seem learners and educators did not mind or take the principal's instructions seriously.

4.4 THE EFFECT OF TIME CONSCIOUSNESS ON TEACHING AND LEARNING

The research question on how time consciousness affects teaching and learning, was answered through both the observations and interviews. In both schools, participants' responses concurred that not keeping to time schedules have a negative impact to teaching and learning. They all cited that when a learner comes late to class, it disturbs the educator and learners. They loose concentration and the educator stops teaching and attends to the late comer. If he moves to sit down there is noise, i.e. the pulling and pushing of desks and chairs. A learner in School X commented that you would hear an educator asking, "where were we, what was I saying?" These comments clearly prove that teaching and learning is disturbed by late coming or not being time conscious. Therefore, it is important for educators and learners to do as Wadsworth in Huber (2000: 6) advises, i.e. that educators and learners must be able to set priorities for their tasks and complete them in that order.

On the other hand, teachers also affect teaching and learning if they come late or attend classes tardily. This emerged in both the schools, but it was worse in School Y. It is vital that lessons start and finish on time. Hence, Rutter quoted in Teddlie and Reynolds (2000: 146) was right when he stressed that ensuring lessons start and finish on time determines the effectiveness of teaching. Both the learners and the principal of School Y, when asked about what educators do when learners are late and their general concern about discipline in the school, stated that: "It would seem educators do not care". It is imperative that both learners and educators manage their time appropriately from home to school. A learner must be able to arrange all the things he has to do in order of priority and be able to follow that plan throughout the day or week. That will make them keep to school times. This concurs with Huber's (2005:45) statement that managing our available time is crucial and it could be one of the biggest challenges facing education managers. I also concur with Huber's statement, because indeed in my own observation, education managers in the schools were battling to ensure effective time management, especially in School Y. It would seem that in School X educators and learners were trying their best to manage time effectively.

4.5   WHAT SMT'S DO TO IMPROVE TIME MANAGEMENT

What SMTs were doing to improve time management was deduced from the observations and interviews. As indicated in Table 4.1, the SMT members of School X, particularly the principal, came early to the school, i.e. at 7:00am. The principal encouraged learners to be on time for school, attended to classes timeously and seemed very organised, disciplined and dedicated to his work. Time management seemed to be his lifestyle. His way of managing time confirmed what Davis, Eschelman and McKay (2000:73) stressed, i.e. a key aspect of effective time management is to manage time in accordance with your values and goals. His time management around the school showed that it was his value and goal to keep time in school activities.

In School Y, the principal arrived late and seemed to allow educators and learners to do as they pleased. Class attendance was tardy and learners washed educators' cars during tuition time, as indicated in Table 4.2 of the observations. The SMT members and the principal of this school resembled education managers and educators who do not say 'no' to a request for their time, possibly because of their desire for approval, fear of offending or false sense of obligation (Yager 1999). It was unnecessary and wrong to let learners wash educators' cars during tuition time.

4.6   THE EFFECT OF TIME CONSCIOUSNESS ON LEARNERS' RIGHTS, SAFETY AND EDUCATION

All the interviewees in the two schools stressed that late coming negatively affect learners' right to education. If learners are late for class, their rights are affected, because they lose the opportunity to learn. It is even worse when educators lock learners out of the school grounds or keep them out of class because they are late. These actions grossly violate learners' right to education. Both schools were guilty of tampering with learners' rights, as in both schools, there were educators who made late comers stand outside of the classroom whilst tuition continued inside. It is vital for education managers and educators to bear in mind that Section 29 of the Constitution of the Republic of South Africa (Act 108 of 1996), states that every person in South Africa has the right to basic education. In addition, the South African Schools Act 84 of 1996, Subsection 4.7.5 stresses that the right to education includes the right to attend all classes, and to learn and be taught in all approved subjects. Thus, it is not proper for

educators to keep learners out of class while tuition continues, just because they were late. School managers and educators should ensure the effective execution of this basic and fundamental right of learners.

What is happening in the schools confirms Dlamini's (1997: 40) argument that having a bill of rights does not mean that it is guaranteed to succeed. The learners' right to education should be implemented by educators, learners and education managers. Everybody must ensure that they are implemented, particularly at school level, because that is where everything is happening, specifically the violation of learners' rights to education due to learners' or educators' late coming and locking out of learners. Hence, I share Dlamini's (1977: 40) warning and sentiment that a bill of rights is not a magic wand or a self-executing document. It has to be applied by principals, educators, parents and learners in the school situation.

It was worth noting that in School Y, the learners that were locked out of school went back to the community to do a variety of activities that ranged from looking after cattle to truancy. Many might also be involved in sexual activities. This was deduced from an interview with a learner, who said that "learners who are locked out go jollying". These actions by learners who are locked out of school because of late coming confirms what Jessica (1998:9) found out in Boston, i.e. that many of the learners who were locked out became truants; they were responsible for a broad range of crimes from minor disturbances to car theft, vandalism and robbery.

In both schools, gates were locked to ensure the safety of learners, but it soon became clear that the learners of School X felt safer than the learners of School Y. For example, when they were asked about their safety in school, the response by a learner in School X was: "It is safe because after we are all in, the school gates are locked. I do not think somebody would do something wrong to a learner inside the school premises". This answer shows they feel protected and safe when they are at school. This condition meets the requirements of a school environment as stated in the South African Schools Act 84 of 1996, Section 4(b), which emphasises that learners have the right to a clean and safe environment that is conducive to education. In addition, the safety and wellbeing of learners is emphasised in Section 24 of the Constitution (Act 108 of 1996). A safe school is a healthy school, in that it is physically and psychologically safe. This was the case in School X. On the contrary, the response given by a

learner in School Y was: "Oh, well, it is a little bit safe, but I worry about those who carry knives, because when they fight we are in danger". This response clearly shows that the learners did not feel completely safe at the school and that there were instances of fighting in the school, thus rendering it not safe or conducive for teaching and learning at that time. When educators were asked in casual conversations about learners fighting in the school, they confirmed that at times learners fought and produced knives. They have confiscated some but they knew some learners still carried knives.

School X was a safe environment, as can be deducted from Table 4.1 under other comments. The school was very orderly, disciplined, clean and organised, and the windows and doors were in a good condition. This school met the requirements in Sub-section 4(6) of the South African School's Act, which requires the security of property, well cared for school facilities, school furniture and equipment. However, in School Y, it was a different story. The classrooms had no doors, some classrooms were not locked and the windowpanes were broken. The condition of the school led one to conclude that it was not conducive to teaching and learning; thus the education of learners at the school was affected negatively, also because cold weather got into classes.

4.7   <u>CONCLUSION</u>

In this chapter, the content data analysis was done and the key research questions answered. The level of how time conscious learners, educators and principals in the two schools were was dealt with. The effect of time consciousness on learners' rights, safety and education were discussed, as well as the role of school culture on time consciousness and what SMTs do to improve time management.

The next chapter will focus on recommendations, further fields of study and conclusions.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The research study findings confirmed what was pointed out by Harris (2003: 126) and by Gutter and Ribbins (203: 130), i.e. that in the context of school leadership, the official orthodoxy has been that it is the role of the principal that is paramount and critical. This was evident from the principal taking the lead in School X, playing a key role in assembly and monitoring learners and educators throughout the day. For example, after break, he was out of his office to make sure learners went swiftly to their classes.

As the research progressed, it became explicitly clear that what Harris (2003: 125) argues for, is correct. He stresses that the idea of distributed leadership is currently at the cutting edge of thinking about leadership activity in schools. Hence, it is vital for all stakeholders, i.e. educators, SMTs, learners and parents to take it upon themselves to lead the school and to collaboratively take leadership responsibility in the school.

This chapter offers recommendations, possible further fields of study and final conclusions of the research.

5.2 WHAT CAN BE DONE TO CREATE TIME CONSCIOUSNESS IN LEARNERS, EDUCATORS AND PARENTS?

The participants from the two schools suggested certain things that can be done to create or instill time consciousness in learners, educators and parents. One method would be to give prizes to those who are always on time, as example and motivation to others to also come early and get tokens of appreciation. Yelon and Weinstein (1977: 396) support this, stating that token economics, whereby learners receive tokens, coupons or points that can be exchanged for privileges, are important for behaviour change. These behaviourists believe that desirable behaviour is thereby reinforced, and the pleasant feelings associated with

reinforcement naturally lead to self-control. As learners enjoy the results of appropriate behaviour, they voluntarily continue to behave well (Yelon & Weinstein 1977: 395).

The suggestion was that the prizes should be offered for learners, educators and parents and should be issued in assembly once a month or quarter, during parents' meetings or parents' days. The prices maybe in a form of praises, Certificates, trophies, gifts and thank you cards. The marking of a register in the morning for late coming for learners and educators would be of great help. The register should indicate the time of arrival for each educator or learner. This will make learners, educators and parents attain the four secrets of time as suggested by Papworth (2003: 2), i.e. having an excellent reason, having an excellent plan, doing the right thing and doing the things right. Learners, educators and parents will have a motive for being always on time for school. The keeping of registers and presenting of prizes to punctual learners, educators and parents will make them true to their goals of keeping time. This concurs with what Huber (2005:45) has to say, i.e. that being true to your goals and making goals-based decisions could help school managers, educators and learners manage their time more effectively.

It is important that educators and learners be motivated to change a weak school culture into a strong school culture and maintaining a positive culture of learning and teaching. This assertion is supported by Van der Westhuizen (1996: 194), who stresses that motivation is the spark that ignites and influences the course of human behaviour. Marx in Westhuizen (1981: 193) also stresses the importance of motivation by saying that motivation is all the efforts used by a leader to encourage his staff and colleagues to willingly achieve to the best of their abilities. Thus, motivation is the key to instilling a positive school climate by changing the culture of learning and teaching.

According to Mentz (1990: 80), an organizational culture is all the convictions, values and norms common to those involved in the school and serves as a motivation for their behaviour. Therefore it is vital that educators, learners and parents are encouraged to be time conscious. This can be done during the assembly, staff meetings, parents' meetings and classes. Changing the organizational culture influences both educators and learners in their academic, sporting and cultural achievements, time management and attitudes towards the school (Janson 2005: 119). Furthermore, it is crucial to ensure that the positive school culture

consists of aspects like mission, goals, ethos, norms and values and a hidden curriculum (Janson 2005: 25).

5.3   RESEARCH RECOMMENDATIONS

School principals and SMTs align themselves positively with a strong school culture that cultivates, harness, nurtures and guarantee that everybody in the school is time conscious and learning. The following are recommendations to assist schools in improving time consciousness and the culture of learning and teaching:

- The school's mission and goals should be clear and known to all staff members to ensure commitment and an effective school culture (Seriovanni 1987: 40);

- Education managers and educators need to reinforce desirable behaviours. Both learners and educators like to repeat behaviours that were memorably pleasant and avoid those that were memorably unpleasant (Yelon & Weinstein 1977: 395);

- Principals should motivate educators, learners and parents to be time conscious, since motivation is the spark that ignites and influences the course of human action (Van der Westhuizen 1996: 194);

- Time management meetings, workshops and sermons at school should be conducted and must include school managers, educators, learners, parents and SGB members;

- Schools should ensure that they annually have prize-giving days and parent days to reward good behaviour (Stols, Wienckowski & Brown 1975); and

- Parents must be involved, since parent involvement is significant in ensuring cooperation and quality of teaching and learning in the school (Hess 1992: 131; Van Schalkwyk 1990: 127).

5.4   FURTHER FIELDS OF STUDY

This research study concentrated on the time management of learners, educators and principals, the effects of time management on teaching and learning and the effect of school culture on the school's time management in public schools.

The following aspects of the topic can be further explored:

- Learners' discipline and behaviour in relation to time consciousness;
- The role of parents in learners' school time management; and
- The role of class managers in learners' discipline and time management.

5.5   CONCLUSION

Chapter One of the research stated aims and motives of doing the research study. The purpose of the study was to compare two school cultures with respect to time consciousness and its impact to learning and teaching. It explored the role of school culture on how time conscious are educators and learners. In Chapter two the literature was reviewed in relation to time consciousness. Organisational culture, school culture, the culture of learning and teaching, the role of principals, educators, learners and parents in relation to the school culture, the school climate and the general aspects of schools with a strong and weak culture of learning and teaching. Chapter Three of the research study clarified the research methodology to be used, the qualitative and case study methods were used. It was gathered that qualitative research is interpretive, naturalistic and aims to get a better understanding and explanation of a phenomenon in context. In chapter Four, the content data was analysed and research questions answered. The level of how time conscious learners, educators and principals in the two schools were dealt with. The role of school culture on time consciousness and what SMTs do to improve time management in the schools was explored.

Chapter Five dealt with what can be done to create time consciousness in learners, educators and parents, as well as provided recommendations and suggestions for further fields of study. The main purpose of this research project was to compare two school cultures in relation to school management approaches, school climate, school culture and the impact of time consciousness on learning and teaching.

The research findings conclusively showed that the leadership and management approaches of the two schools were different. In one school, the principal, SMT members and educators were controlling, monitoring and supervising all school activities. This confirmed the alternative perspective by Yukl (2002: 432) that leadership is a shared process of enhancing the individual and collective capacity of people to accomplish the work effectively. In other words, leadership functions are distributed among members of the team. In the other school, the principal and SMT members tried to control and give instructions in vain. The liassez fair management approach prevailed. It is vital that school managers take the lead, as emphasized by Harris (2003: 126) and Gunter and Ribbins (2003: 130), who points out that in the context of school leadership, the role of the principal is paramount and critical. There was no effective teaching and learning in this school, because disorder was the order of the day. Holt (1986: 4) was therefore right when he stressed that effective teaching and learning is impossible in an atmosphere of chaos.

According to Janson (2005: 134), a school climate refers to the team spirit in the school and the social interaction between educators and learners, between learners and teachers and between learners and parents. The climate in the two schools was different. In one school the principal and educators controlled learners' late coming, attended classes timeously and ensured there was effective teaching and learning. In the other school, there was no team spirit. The principal complained that educators were not co-operative and responsible and educators said the SMT was disorganised and without a clear vision. This led to them not being time conscious and it had a negative impact on teaching and learning in the school.

This study concludes that time consciousness of principals, SMTs, educators, parents and learners in schools, as manifested in the school climate and school culture, has an impact on teaching and learning.

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ANNEXURE 1

LETTERS OF ASKING PERMISSION

ENQUIRIES: MR B.A MTSETFWA
          082 946 3929

                                        P.O. BOX 2108
                                        ELUKWATINI
                                        1192
                                        12-12-2005

THE CIRCUIT MANAGER
MASHISHILA CIRCUIT
P.O. BOX 178
ELUKWATINI
1192

Dear Sir

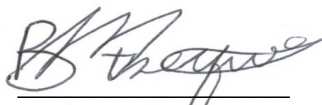**RE-APPLICATION TO CONDUCT RESEARCH AT TAKHENI AND HOLEKA HIGH SCHOOL**.

On behalf of myself, Mr. BA Mtsetfwa (student no. 22170546), I would like to apply for your permission to conduct a research study in the above-mentioned schools. Details of the research and ethical statement have been included in attached addendum B.

I further request your permission to conduct interviews with educators, School Management Team members, School Governing Body members, Learners and parents.

This research will form part of Mr. Mtsetfwa's Masters Degree (Education Law and Policy) at the University of Pretoria.

Banking on your co-operation in this regard.

Yours sincerely

_____
B.A. MTSETFWA

ENQUIRIES: MR B.A MTSETFWA
082 946 3929

P.O. BOX 2108
ELUKWATINI
1192
12-12-2005

THE PRINCIPAL
HOLEKA H. SCHOOL
P.O. BOX
ELUKWATINI
1192

Dear Sir / Madam

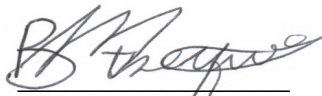**RE-APPLICATION FOR CONDUCTING RESEARCH AT HOLEKA HIGH SCHOOL**

On behalf of myself, Mr. BA Mtsetfwa (student no. 22170546) I would like to apply for your permission to conduct a research study in the above-mentioned school. Details of the research and ethical statement have been included in attached addendum B.

I further request your permission to conduct interviews with educators, School Management Team members, School Governing Body members, Learners and parents.

This research will form part of Mr. Mtsetfwa's Masters Degree (Education Law and Policy) at the University of Pretoria.

Banking on your co-operation in this regard.

Yours sincerely

B.A. MTSETFWA

ENQUIRIES: MR B.A MTSETFWA
082 949 3929

P.O. BOX 2108
ELUKWATINI
1192
12-12-2005

THE PRINCIPAL
TAKHENI H. SCHOOL
P.O. BOX 317
ELUKWATINI
1192

Dear Sir

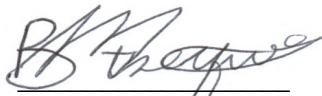**RE-APPLICATION FOR CONDUCTING RESEARCH AT TAKHENI HIGH SCHOOL**

On behalf of myself, Mr. B.A. Mtsetfwa (student no. 22170546) I would like to apply for your permission to conduct a research study in the above-mentioned school. Details of the research and ethical statement have been included in attached addendum B.

I further request your permission to conduct interviews to educators, School Management Team members, School Governing Body members, Learners and parents.

This research will form part of Mr. Mtsetfwa's Masters Degree (Education Law and Policy) at the University of Pretoria.

Banking on your co-operation in this regard.

Yours sincerely

_____
B.A. MTSETFWA

Eerstehoek Magistrate Office
ELUKWATINI
1192

Republic of South Africa

P. O. Box 178
ELUKWATINI
1192
 South Africa

T el no.(017) 883 0096
Fax no.(017) 883 0250

MPUMALANGA PROVINCIAL GOVERNMENT

DEPARTMENT OF EDUCATION
GERT SIBANDE REGION
MASHISHILA CIRCUIT OFFICE

Litiko leteMfundvo IIST	Umnyango weFundo	Department van Onderwys	Umnyango Wezemfundo

|	
ENQUIRIES	: Mr N.L.R Sibanyoni(017-883 0096)
TO	: THE MANAGEMENT UNIVERSITY OF PRETORIA
FROM	: CIRCUIT MANAGER MASHISHILA CIRCUIT
DATE	: 15 JUNE 2006
SUBJECT	: **PERMISION TO CONDUCT RESEACH: MR BA MTSETFWA**

This serves as a notice that Mr BA Mtsetfwa has been granted permission by the Circuit Manager of Mashishila Circuit (Department of Education) to conduct research on education.

Hope you find this in order.

CIRCUIT MANAGER

MPUMALANGA PROVINCE
GERT SIBANDE REGION
MASHISHILA
CIRCUIT OFFICE

2006 -06- 1 5

P.O. BOX 178
ELUKWATINI 1192
DEPARTMENT OF EDUCATION
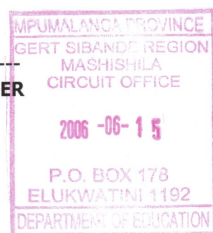
TAKHENI HIGH SCHOOL
P O BOX 371
ELUKWATINI
1192

Our ref :

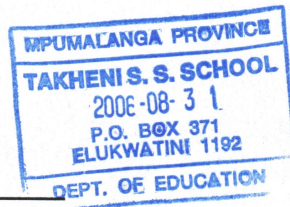Enquiries: Mkhatshwa T.G/sdm

Tel fax: 017 8831092

TO WHOM IT MAY CONCERN

Please note that Mr B.A Mtsetfwa was granted permission to conduct research at the above named school during 19/06/2006 to 23/06/2006.

The school was happy about his conduct and participation. Everything went well.

Thank you

(P R I N C I P A L)

Mashishila Circuit
P. O. Box 1903
ELUKWATINI
1192

Republic of South Africa

Tel 0733068 440
Tel ~~(072) 713 1965~~

Fax (017) 883 0250

Holeka Secondary School
DEPARTMENT OF EDUCATION
Gert Sibande Region

Litiko leteMfundvo	umnyango weFundo	Department van Onderwys

TO: MR BA MTSETFWA (Student No 22170546)

REFERENCE: APPLICATION FOR CONDUCTING RESEARCH AT HOLEKA.

Your request to the above mentioned School is accepted. You can notify us whenever you will be coming.

Thank You.

VA Mdluli
PRINCIPAL

HOLEKA SECONDARY SCHOOL
P.O. BOX 1903 ELUKWATINI 1192
PRINCIPAL

2006 -06- 1 5

SIGN
DEPARTMENT OF EDUCATION