Management of time banditry in public senior secondary schools in Botswana

by

Boitshephelo Tombondo Mbwe

Submitted in fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR

in

Education Policy Studies

in the

Faculty of Education

UNIVERSITY OF PRETORIA

Supervisor: Professor Maitumeleng Nthontho

6 December 2023

Declaration of Originality

I, Boitshephelo Tombondo Mbwe (Student Number: 18108998), declare that the thesis entitled: **Management of time banditry in public senior secondary schools in Botswana,** which I hereby submit for the degree Philosophiae Doctor in Education Policy Studies at the University of Pretoria, is my own work and has previously been submitted by me for a degree at this or any other tertiary institution.

Boitshephelo Tombondo Mbwe

Signature: 

Date: 8th December, 2023

Ethics Clearance Certificate

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DEGREE AND PROJECT	PhD Management of time banditry in public senior secondary schools in Botswana
INVESTIGATOR	Mr Boitshephelo Tombondo Mbwe
DEPARTMENT	Education Management and Policy Studies
APPROVAL TO COMMENCE STUDY	18 December 2020
DATE OF CLEARANCE CERTIFICATE	12 December 2022
CHAIRPERSON OF ETHICS COMMITTEE:	Prof Funke Omidire
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- Compliance with approved research protocol,
- No significant changes,
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- Data storage requirements

Fakulteit Opvoedkunde
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Ethics Statement

The author, whose name appears on the title page of this thesis, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that he has observed the ethical standards required in terms of the University of Pretoria's *Code of Ethics for Researchers* and the *Policy Guidelines for Responsible Research.*

Name: Boitshephelo Tombondo Mbwe

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Abstract

The purpose of my study was to investigate how school principals of public senior secondary schools in the North-west, North-east and Central Districts of Botswana manage time banditry intheir schools. The time banditry model as proposed by Martin, Brock, Buckley and Ketchen (2010)was adopted as the conceptual framework for this study. A qualitative approach was used, while interpretivism was employed as a research paradigm. Fifteen school principals from the three districts mentioned were interviewed. The computer-assisted qualitative data analysis software (CAQDAS) called Atlas.ti version 9 was used to identify and code quotations. It further analysed and synthesised these to form higher themes, some of which emerged to address the research questions. The findings indicate the prevalence of banditry behaviours of technological time banditry (cyberloafing), classical time banditry and social time banditry. School principals indicated that time banditry practices paralysed them administratively, as it affected not only teaching and learning processes in terms of syllabi coverage but also their schools' extramural activities. Moreover, to mitigate this negative result of time banditry, school principals employed both positive and punitive measures to reduce the practices of time banditry in schools. For instance, they endeavoured to motivate teachers by promoting their educational and professional growth and discourage their misconduct. The reasons advanced by school principals in managing time banditry were to improve teachers' effectiveness and wholeheartedly devote themselves to their work which in turn would improve students' academic performance.To this end, coach and mentor of teachers was put in place, in the hope of achieving personal and professional development, effectiveness, efficiency and productivity in the workplace. By curbing time banditry in this way, school principals hoped to improve the schools' performance.

Language Editor's Disclaimer

DECLARATION

I herewith declare that I,

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Management of time banditry in public senior secondary schools in Botswana

which had been submitted to me by

Boitshephelo Tombondo Mbwe
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in fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR
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UNIVERSITY OF PRETORIA

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Please note that no responsibility can be taken for the veracity of statements or arguments in the document concerned or for changes made subsequent to the completion of language editing. Also remember that content editing is not part of a language editor's task and is in fact unethical.

Dedication

I dedicate this study to my late father, Khwai Mbwe; my late brother, Emang Mbwe; and my late sister, Sebogilwe Mbwe. You will always be treasured in my memory and heart. I also dedicate this work to my dearest mother, Tomeletso Mbwe, who has supported me throughout my entire life and made many sacrifices for my sake; my beautiful wife, Olorato Mbwe, who has stood by me against all odds; our lovely daughter, Amorena, and our three splendid sons, Setefane, Onkgoge Maranatha and Momphitisi.

Thank you so much for your love, care, support, and the sacrifices that you all made to render the completion of this study possible.

Acknowledgement

First and foremost, I offer my heartfelt and immeasurable gratitude to God Almighty for grantingme the health and the energy to commence and complete my studies. Indeed, Lord, you have no equal. You enabled and sustained me throughout this project.

My profound gratitude and appreciation are extended to the following experts:

- My supervisor, Professor Maitumeleng A. Nthontho, for her exceptional expertise, academic and professional support, tolerant guidance, motivation, as well as top-notch advice throughout my academic journey.
- Scholars from the University of Pretoria in the Department of Education Management and Policy Studies and abroad for all the research support sessions that afforded me the opportunity to sharpen and broaden my research knowledge, skills and perseverance tools.This enabled me not only to soldier on, but to cope with the challenges and use the resources availed to me to attain this degree. Just like a seed sown in good soil, harvest is certain.
- Other scholars – Professor Bulawa, Dr. Oats, Dr. Mohiemang, Dr. Mbongwe, Dr. Orapeleng, Dr. Seeletso, Dr. Isaiah, Mr Kote, Mr Banda, Mrs Banda, Anesu Banda and Goboanaone Cassien Armando – for your support, advice and expertise throughout my study.
- Isabel Claassen for the professional language editing of my thesis.
- My prayer team: Mrs Mugonda, Mrs Monnaatsie, Mrs Samaphodisa, Mrs Molosi, Mr Mokoya, Mr Kamedi, Mr & Mrs Kebonyemodisa and Ms Shone.
- My uncles and aunts for your encouragement throughout this journey.
- My brothers-in-law and sisters-in-law for your support and encouragement.
- All my grandsons and granddaughters for your resilience, support and prayers.
- To all that I might have missed in this acknowledgement due to space and time.
- Also, all school principals in the North-western, North-eastern and Central Districts ofBotswana who participated in the study.

- Lastly, the Ministry of Basic Education and Regional Education Directors in Botswana for granting me research permission and study leave to undertake this study.

List of Abbreviations and Acronyms

BEC	Botswana Examinations Councils
BOFINET	Botswana Fibre Network
BOSETU	Botswana Sector of Educators Trade Union
BOTEPCO	Botswana Teaching Professionals Council
BTU	Botswana Teachers Union
HOD	Head of Department
SACE	South Africa Council for Educators

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CHAPTER 1

INTRODUCTION

1.1. Background of the study

The education system in Botswana has drawn its regulations mainly from two policy documents –Education for Kagisano (1977) and the Revised National Policy on Education (1994). The countrydeveloped its first education policy, commonly known as Education for Kagisano, in 1977 (Government of Botswana, 1977). Although it recommended that each child should have the right to education, regardless of disability, race, ethnicity, culture or background, this policy was not enforced consistently (Government of Botswana, 1993; Otlhogile, 1998). The Second National Commission on Education was established in 1992 to review the education system in Botswana and to address its shortcomings. Following the submission of its report in 1993, the Revised National Policy on Education (RNPE) was formulated and approved by the National Assembly as Government White Paper No. 2 of 1994 (Government of Botswana, 1994). The RNPE lists specific provisions for the education and training of all children and young people (including those with disabilities) and aimed at transforming educational goals from an agro-based economy to an industrial economy.

According to subsection 2(32) of the Botswana Public Service General Orders (1996), which deals with the subject of hours of work and punctuality, the following rules apply:

(a) Government offices are open for eight hours.
(b) Officers are required to report to duty punctually.
(c) Officers arriving late at work or leaving early shall report to their supervisor to determine whether reasons advanced constitute unpunctuality or not.
(d) Deliberate absences shall not be entertained; instead, officers should be proactive so that their personal errands do not interfere with their full working day.
(e) Absence from duty without permission, failure to observe specified office hours or other lapses may render an officer to disciplinary action, including

dismissal from the service (Botswana Public Service General Orders, 1996).

Therefore, when teachers engaged in any of the above types of misconduct, they are liable to disciplinary action.

Conversely, subsection 2(33) of the same General Orders on personal conduct highlights that office hours should be devoted to government business. Public officers are permanently in the service of Government and should maintain acceptable standards of behaviour, both in and out ofthe office (Botswana Public Service General Orders, 1996). Additionally, the conduct of public employees must comply with specific principles. In this Act, public servants are guided by eight principles as prescribed in the Public Service Charter, namely regard for public interest, neutrality,accountability, transparency, freedom from corruption, continuity, the duty to be informed, and due diligence (Botswana Public Service General Orders, 1996).

Johnston (2016) concludes that the public interest "is best considered within specific social, legal, cultural and time contexts". My own view is that public interest is what is good for the public, regardless of affiliation or station in life. Therefore, if the conduct of educators is not in line with the public interest – in this case providing quality education to all children, then intention of imparting quality education may not be realised. Public servants should be transparent when they share information that is pertinent to government activities with citizens (Yu et al., 2017; Meijer et al., 2015). Fung (2013) understands transparency as availing information to citizens and stresses that it should be done in a fair and equitable manner. Porumbescu (2015, p. 2) agrees that transparency involves providing information of such a nature that the public could utilise it to hold the government accountable.

In adhering strictly to the above principles of the Public Service Charter of the Republic of Botswana, school principals should ensure that teachers and other members of staff maintain a high level of commitment to the continued improvement of education of our children in schools. Teachers, on the other hand, should execute these principles to uphold standards of professionalismin teaching.

The Botswana Education Act (1967) outlines the duties of principals in public senior secondary schools with regard to the management of their schools. Section 46 stipulates that the principals are responsible for the development and good management of the school as an educational institution. The Act further provides that, for all aspects of its organisation, and for the better discharge of those responsibilities, the principal shall have the power to enforce the school rules by all reasonable means and exercise control and supervision over other members of the staff (Botswana Education Act, 1967, p. 56). Section 36 of the Public Service Act of 2008 summarises misconduct and unsatisfactory service, while section 37 outlines particular types of misconduct applicable to a public officer. These are (a) being absent from duty without leave or reasonable excuse; (b) being insubordinate, and (c) using, without the consent of the prescribed authority, any property or facilities provided for the purposes of the public service for a purpose not connected with the officer's official duties (Botswana Public Service Act of 2008).

South Africa also has a regulatory instrument that regulates local educators' conduct, namely the Employment of Educators Act 76 of 1998. In subsection 18(j), the Act stipulates that an educator commits misconduct if they absent themselves from work without a valid reason or permission. This type of misconduct is similar to that mentioned in subsection 37(a) of Botswana Public Service Act. Furthermore, in 2019 the Botswana Parliament passed the Botswana Teaching Professionals Council (BOTEPCO) Act 22 of 2019 to regulate the teaching profession, professional and ethical standards, and other related matters. South Africa has the South African Council for Educators Act 31 of 2000, which allows for the creation of the South African Councilfor Educators (SACE). Once BOTEPPCO is in operation, it will liaise with SACE to share ideas about how to move teachers' standards forward.

The Botswana Education and Training Sector Strategic Plan (2015) highlights critical challenges facing secondary education, such as a lack of teacher professional standards to manage teacher professionalism and under-utilisation of teaching hours and teaching staff. This concurs with findings in a report on Botswana's 2030 education status, which highlights associated challenges facing the country's education system. These include the

absence of a teacher regulatory body as well as lack of a specific Act to regulate the teaching profession (Botswana National Commission for UNESCO 2018).

In March 2016, Mascom Telecommunications collaborated with Botswana Fibre Network (BOFINET) to provide internet connectivity to all government schools in Botswana in terms of the eSchools connectivity project. This project is a partnership between the Ministry of Transport and Communications, the Ministry of Basic Education and the Ministry of Local Government and Rural Development. Mascom Telecommunications, as part of their social responsibility, promotes the use of the internet and Information and Communications and Technology (ICT) for the benefit of the students of Botswana. Altogether 623 schools around the country have since been connectedto the internet.

However, rather than embracing and making use of these internet facilities for the benefit of the schools and learners in particular, teachers in some schools misused the data to their personal benefit. It was noted with great regret that some teachers removed sim cards from the schools' Wi-Fi devices and modems for use on their personal phones. This defeats the original intention, as data was now diverted away from official devices and abused for personal gain by such teachers.

Furthermore, some teachers shared Wi-Fi passwords with the community, which resulted in high usage of data that impacted the speed of the internet. Mascom identified 48 schools that misused data meant for learners – 24 primary schools, 21 junior secondary schools and three senior secondary schools (Sebego, 2018). Teachers deliberately disregarded the eSchools' internet usage policy that was meant to manage the use of internet in public schools. This misuse not onlydeprived the students of internet facilities and usage aimed at improving their learning, but also soured the relationship between Mascom, BOFINET and the Ministry of Basic Education.

1.1.1. The schools and contexts in which participants function

In accordance with the Botswana education system, public senior secondary schools are mandated with the provision of education to learners in Form 4s and 5s, which are equivalent to Grades 11 and 12 in neighbouring South Africa and Zambia. Most of the schools are fully funded by the government of Botswana in terms of human resources (staffing of teachers and support staff), infrastructure, equipment, materials and finance. The management of these resources is the sole responsibility of the school principal. A few public senior secondary schools are mission schools which are governed by a Board of Governors who exercise stewardship functions, but they are fully funded by the government of Botswana. Parents are expected to pay an amount of P900 for the duration of the programme – either three years of junior secondary school education or two years of senior secondary school education. If parents fail to pay, children are not disadvantaged in any way. Junior secondary education consists of Forms 1 to 3 after transition from primary schools. This is similar to Grades 8 to 10 in other countries. Some secondary schools offer both junior and senior secondary education (with the mushrooming of junior secondary schools in the entire country), but they later focused on the provision of senior secondary education only.

It is important to highlight briefly how Botswana schools are organised. The formal education system in Botswana is structured as follows; preschool / pre-primary education for one year; primary education for seven years; Out of School Education (OSET) divided into 3 levels, namely, level one (standard 1 to 3), level 2 (standard 4 to 5), level 3 (standard 6 to 7), junior secondary education for three years and also two years of senior/upper secondary education as well as vocational education, technical vocational training and tertiary education.

Schools' ownership falls into three types; Government (public) schools, Government Aided and Private schools. Public schools are under the management of the Ministry of Education and Skills Development, Government Aided are owned by Missions such as Roman Catholic Church and United Congregational Church of Southern Africa (UCCSA) but funded by the Government of Botswana while private schools are owned by individuals and companies (Botswana Revised National Policy on Education, 1994).

The concept of time banditry as coined by Ketchen et al. (2008) was later defined by Martin and colleagues as “the propensity of employees to engage in unsanctioned, non-work related activities during work time” (Martin et al., 2010, p. 27). Similarly, time theft is defined by Henle and colleagues as the “time that employees waste or spend not working during their scheduled work hours” (Henle et al., 2010, p. 53). Time banditry is a type of counterproductive behaviour that is also related to time theft.

Definitions of time banditry take the form of time waste, time loss, time misuse and time theft, because it points to the fact that the amount of time that employees waste at work has steadily increased in recent years. Time theft is a nonaggressive form of production-oriented, organisationally targeted, deviant behavior (Robinson & Bennett, 1995). The subject of Counterproductive Work Behavior (CWB) is predominant in nearly all workplaces (Spector et al., 2006) and even educational institutions such as schools are no exception (Hu et al., 2015). It is for this reason and others that in this study, I intended to investigate how school principals manage time banditry in Botswana’s public senior secondary schools.

One form of time banditry that has become prevalent in recent years is internet misuse (referred to as cyberloafing). Organisational leaders face serious threats to the productivity of their daily operation because employees are misusing internet in the workplace (Saraç & Çiftçioğlu, 2014). When employees misuse internet in the workplace, they violate institutional policy, which may lead to adverse consequences such as wasted work hours and a reduction in worker productivity. Most importantly, internet misuse may expose organisations to serious security and financial penalties (Grover, 2014).

Gözü et al. (2015) aver that almost all organisations and individuals alike run the risk of losses inproductivity due to workers’ engagement in counterproductive behaviours such as internet surfing.The latter is related to technological time banditry. Workers spend about 60% to 80% of their working time on cyberloafing or surfing the internet for personal benefit (Gözü et al., 2015), whichresults in serious productivity losses. In the case of educational institutions, 60% to 80% can be translated to about 6 hours of school time that could be wasted because of cyberloafing by teachers.

1.2. Problem statement

Between 2012 and 2017, a total of 89 misconduct cases were officially registered in Botswana's North-west, Ghanzi and Kgalagadi Districts handled by the Industrial Relations Officer from the Botswana Sector of Trade Union (BOSETU). The most serious acts of misconduct were habitual neglect of duty, disobedience of lawful orders, absence without permission, cases of sexual relationships with learners, cases of absence without leave, or excuses and cases of conducting oneself disgracefully (BOSETU Industrial Report, 2019). Conversely, the Botswana Teachers Union (BTU) Industrial Relations Officer confirms that cases of absenteeism and negligence of duty (particularly unauthorised absence) topped the agenda as they wrestled with disciplinary hearings of teachers in schools at national level (Moring, 2014). These types of misconduct committed by some teachers clearly paint an unpleasant picture with regard to teacher professionalism and students' learning when resources are diverted for personal use.

Additionally, when speaking at the annual conference of BOSETU in Palapye on 30 August 2019, Dr. Mokgweetsi Masisi, President of the Republic of Botswana, highlighted the need to improve Botswana's economic performance. He stated that poor work ethics constituted one of the factors that consistently impacted the country's rankings over the years (Botswana Daily News, 2019). He further encouraged unions to remain committed to issues of productivity, ethics and discipline, adding, "you should also encourage your members to work diligently for the prosperity of the country" (Botswana Daily News, 2019). Poor work ethics also include time banditry practices as highlighted by Horman and Kenley (2005), as employees tend to waste time on activities that will not result in the production of valuable goods or services.

A number of studies globally and continentally support the current study. A study conducted by Rossouw (2003) opined that the incidences of misconduct among teaching staff in public secondary schools in South Africa are increasing at a disturbing rate and that cases of misconduct include insubordination, dishonesty, absenteeism and late coming, among others. Mothemane (2004) also carried out a study on how principals manage educators' misconduct in public secondary schools in the Bochum District of the Limpopo Province in South Africa. The results indicated that late coming is the most

common form of educator misconduct in the schools that participated in the study. Finally, it emerged that absenteeism ranked right next to late coming, and that both forms of misconduct were more frequent on Mondays and Fridays (Mothemane, 2004).

Time is an essential resource. It is irrecoverable, limited and dynamic (Osawe, 2017). As a valuable resource, achievement of organisational goals can be difficult to obtain unless time is managed properly. Bregman (2013) describes time as “a unique resource, it is indispensable, intangible, irreplaceable, irretrievable and therefore invaluable. It is equitably and uniformly distributed”. For any organisation to achieve its goals, the effective management of time through good strategies and planning is essential. This view is in line with that of Grissom, Loeb, and Mitani (2015) who argued that time use decisions are fundamental for the success of the organisations.

Ideally, the teaching time allocated to secondary schools should be utilised optimally to obtain maximum educational gains where every minute is accounted for. It calls for self-discipline and self-management to channel time as a non-renewable resource for the benefit of the learners by ensuring time schedules and deadlines are adhered to. Deliberate time banditry of teachers is unacceptable. Teachers’ time banditry remains a challenge for the Ministry of Basic Education, as they wrestle with this problem in secondary schools across the country.

Learners look up to teachers as their custodians and role models for their own socio-economic and career advancements. Since the introduction of the Public Service Act in 2008, which brought all public servants under the same regulation, dealing with the problem of teachers’ misconduct, including time banditry has apparently gained momentum (Botswana Public Service Act, 2008). This study seeks to investigate time banditry, types of time banditry, their effects on school life, suggest feasible strategies to address the phenomenon, issues realised as they manage time banditry in their schools.

1.3 Rationale for the study

My experience as a teacher since 1993 and as the Head of Department (HOD) in a junior secondary school in recent years exposed me to time banditry. I have personal

experience of this problem as exhibited by teachers, which dates back as far as 1993 when I joined the teaching profession as a mathematics and science teacher, and later as the HOD in a junior secondary school. It was common, for instance, for teachers to come late for lessons, to conduct meetings during lesson times, to spend time chatting socially, or to be on their mobile phones during lesson times. These findings are consistent with Henle et al.'s (2010) argument on time banditry. They maintained that banditry such as arriving late at work, leaving work early, taking extra or longer than acceptable breaks, on-the-job daydreaming, using the internet for personal reasons, taking long lunch breaks, and excessive socialising with co-workers are prevalent and costly in many organisations globally.

From a professional perspective as HOD in another junior secondary school, I experienced the phenomenon of time banditry generally the same. During management by walking about (MBWA), I found that some classes were unattended. This resulted in management dealing with misconduct of teachers who were robbing learners of their precious education time. Some were engaged in prolonged social chatting sessions, leading to their failure to attend to their classes.

This concurs with Henle et al. (2010) who noted that the phenomenon of time banditry is prevalent and also costly in many organisations globally. Wayward actions include arriving late at work, leaving work early, taking extra or longer than acceptable breaks, on-the-job daydreaming, using the Internet for personal reasons, taking long lunch breaks, and excessive socialising with co- workers.

While several of these activities can cause low performance of students in national examinations, it cannot be stated categorically that time banditry is a major contributor to low performance in schools. Loss of time may well be one of the factors that can

contribute to low performance. In 2016 and 2017, only two schools' learners achieved an average of higher than 50% in the Botswana General Certificate of Secondary Education (BGCSE), while the performance of the rest was below 50%. In subsequent years (2018 to 2020), however, students in all the schools achieved less than 50%.

Table 1.1 Learner Results for 2016- BGCSE (candidates awarded 5Cs or better)

S/N	Centre Name	Number ofcandidates	%
1	St Joseph College	510	60.86
2	Mater Spei College	332	40.00
3	Selibe Phikwe SSS	284	35.63
4	Masunga SSS	256	35.26
5	Naledi SSS	301	34.09
6	Mogoditshane SSS	287	32.25
7	Letlhakane SSS	250	29.80
8	Lotsane SSS	254	29.43
9	Molefi SSS	231	27.86
10	Lobatse SSS	200	25.81

Source: Botswana Examinations Council (BEC), 2016

Table 1.2 Learner Results for 2017- BGCSE (candidates awarded 5Cs or better)

S/N	Centre Name	Number of candidates	%
1	St Joseph College	489	52.52
2	Mater Spei College	326	39.95
3	Ledumang SSS	302	35.91
4	Naledi SSS	320	35.83
5	Masunga SSS	249	33.74
6	Lotsane SSS	281	32.00
7	Selibe Phikwe SSS	256	30.96
8	Swaneng Hill School	250	30.53
9	Francistown SSS	232	28.43
10	Mogoditshane SSS	237	26.33

Source: Botswana Examinations Council (BEC), 2017

Table 1.3 Learner Results for 2018- BGCSE (candidates awarded 5Cs or better)

S/N	Centre Name	Number of candidates	%
1	St Joseph College	393	47.75
2	Mater Spei College	321	39.73
3	Masunga SSS	210	36.02
4	Naledi SSS	305	34.86
5	Lotsane SSS	212	33.02
6	Selibe Phikwe SSS	224	31.33
7	Gaborone SSS	225	26.25
8	Lobatse SSS	191	25.39
9	Tutume McConnell College	194	25.39
10	Moeding College	165	24.95

Source: Botswana Examinations Council (BEC), 2018

Table 1.4 Learner Results for 2019- BGCSE (candidates awarded 5Cs or better)

S/N	Centre Name	Number ofcandidates	%
1	St Joseph College	401	46.14
2	Masunga SSS	250	45.05
3	Naledi SSS	321	40.18
4	Matsha College	105	38.75
5	Mater Spei College	326	36.75
6	Selibe Phikwe SSS	223	32.65
7	Letlhakane SSS	189	30.93
8	Gaborone SSS	201	28.88
9	Ghanzi SSS	113	28.39
10	Swaneng Hill School	205	28.04

Source: Botswana Examinations Council (BEC), 2019

Table 1.5 Learner Results for 2020- BGCSE (candidates awarded 6Cs or better)

S/N	Centre Name	Number ofcandidates	%
1	Masunga SSS	252	43.45
2	St Joseph	320	36.78
3	Naledi SSS	252	29.65
4	Mater Spei College	228	27.77
5	Matsha College	93	27.27
6	Mahupu Unified	56	26.54
7	Ghanzi SSS	105	26.32
8	Lotsane SSS	181	24.30
9	Letlhakane SSS	158	23.55
10	Tutume College	171	22.83

Source: Botswana Examinations Council (BEC), 2020

From a theoretical perspective, the reviewed literature reveals that theories such as the Theory of Planned Behaviour (TPB) and Theory of Interpersonal Behaviour (TIB) were employed in conducting similar studies. For instance, cyberloafing, which occurs when employees use the organisation's internet for non-related activities at the workplace during work hours, is classified by scholars as work deviance behaviour (WDB). It belongs to the category of technological time banditry, as classified by Brock et al. (2009). The advent of smart phones revolutionalised the world, workplace, and the home.

A study conducted by Kasap (2019) on behaviour and management practices in the workplace reveals that employees will be less likely to engage in cyberloafing behaviours if they perceive that the chances of being discovered are high and that serious sanction will follow. In the same study, Kasap (2019) acknowledged that although the study focused only on cyberloafing behaviour involving the workplace / office computer, future research should also consider investigating cyberloafing behaviour in the workplace via smartphones. Hence, studies intended to identify time banditry practices at selected senior secondary schools should include the use of smart phones by teaching and other employees during school time.

In the reviewed literature, most studies and articles published on time banditry targeted companies, businesses, retail companies, university lecturers and undergraduate students (Coskun & Gokcearslan, 2019; Oosthuizen, 2016; Butt et al., 2019). Very few, if any focused on the teachers at senior secondary schools.

Furthermore, research designs gave more weight to statistical or quantitative methods than to qualitative methodology (Martin, 2009; Brock, 2010; Kiho, 2018). Hence, I adopted a qualitative research approach to underpin the research design. In addition, I conducted research about major issues involving school attendance policy, local and national ICT policies, the effectiveness of time usage in the workplace, models of supervising time banditry, and its effect on productivity.

It is assumed that a blurred boundary between work life and personal lives has promoted the increase of time banditry behaviours in the workplace (Jian, 2013). According to Lim and Chen (2012) 75% of employees admitted to cyberloafing for 51 minutes per workday to make work more interesting. The general management problem posed by this is that employees' time banditry behaviours negatively affect employee productivity. The specific management problem is that school principals often lack effective strategies to control the time banditry behaviours of their employees. Hence, I have concluded that this is a relevant study to undertake.

1.4 Purpose of the study

The purpose of this study is to explore how school principals manage the phenomenon of time banditry in schools in Botswana, strategies and issues faced by the schools principals as they manage time banditry behaviours in schools. Briefly, the purpose of the study consists of aim and objectives.

1.4.1. Aim of the study

The aim of this study was to explore the management of time banditry at selected senior secondary schools in Botswana. While the majority of research studies have been carried out in private sector companies, only a few focused on the government education system in Botswana in particular.

1.4.2 Objectives of the study

To realise this aim, the following objectives were stated:

(a) Determining how the concept of time banditry is understood by school principals in secondary schools.

(b) Identifying the time banditry practices that affect the day-to-day running of the schools.

(c) Investigating the strategies that school principals use to manage time banditry practices attheir schools.

(d) Determining the reasons why school principals use strategies they use to manage time banditry.

(e) Examining the support that school principals get in managing time banditry in schools.

1.5 Research questions

The research questions that guided the focus of my research comprised the main and secondary questions.

1.5.1 Main research question

How do school principals manage time banditry in public senior secondary schools in Botswana?

1.5.2 Secondary questions

(a) How do school principals understand the concept of time banditry?
(b) How do time banditry practices affect the day-to-day running of the schools?
(c) What strategies / interventions do school principals use to manage time banditry practices?
(d) Why do school principals manage time banditry the way that they do?
(e) What support do school principals get in managing time banditry in schools?

1.6 The concept of time banditry

Chapter 2 contains a detailed review of the relevant literature related to the concept of time banditry. The rest of Chapter 1 now addresses the research aim that intends to explore the management of time banditry at selected senior secondary schools in Botswana. Next follows subsections dealing with examples of time banditry, dimensions of time banditry, time banditry at school, the effects of time banditry, types of time banditry occurring in the workplace and the management of time banditry.

1.6.1 Examples of time banditry

Non-productive behaviours of employees during their working time can be described as time banditry (Martin et al., 2010). It was estimated that time loss in organisations ranges between one hour and four and a half hours per week (Henle et al., 2010; Martin et al., 2010; Ahmed, 2018). A survey by Malachowski (2005) revealed that employees wasted about two hours in a day.

Time theft (also referred to as time banditry) takes place within organisations, governmental, non- governmental, private and non-profit entities, banks, state-owned enterprises, as well as public and privately held companies (Lim & Chen, 2012; Henle et al., 2010; Grover, 2014). Individual, organisational and workplace factors have the potential to contribute to time banditry behaviours in the workplace (Martin et al., 2010).

A study in the United States of America (USA) revealed that time banditry not only resulted in billions of dollars being lost, but also led to internal incompetence, late delivery of services or products (Owens, 2018). In Pakistan, at the University of Lahore, lecturers wasted lecture time by being late or exiting lessons before scheduled times (Butt et al., 2019). In Saudi Arabia, a study showed that participants unlawfully accessed internet facilities via their mobile phones (Saleh & Daqqa, AbdulRahim, & Sakallah, 2018). Turkoglu and Dalgic (2019) conducted a study on hostel managers in which they highlighted causes of time banditry as a lack of job commitment by employees, a lack of good control mechanisms, low salaries, and job dissatisfaction. These findings were similar to those found by Ding et al. (2018) and Kiho (2018).

Hussain and Parida (2016) conducted a study at the Madda Walabu University in Ethiopia focusing on cyber loafing / technological banditry of female secretaries in South-central Ethiopia. The study revealed that the majority of these employees who engaged in technological time banditry favoured using the employer's internet connection for their private use, while a minority were guilty of wasting university time for unofficial activities. The latter drained official resources. In Ghana, the regional manager of Catholic schools raised concerns with regard to loss of instructional time in schools and argued that loss of instructional time resulted in the low performance of students. Issues of absenteeism, late coming, attending meetings at circuit, district and regional levels during teaching hours, and other engagements led to misuse of instructional time (Regional News, 2008).

Most of the available studies focused on the private rather than the education sector, in spite of incorporating Information and Communication Technology used predominately in the teaching profession (Page et al., 2014). The phenomenon of time banditry has however not been explored or researched in Botswana.

1.6.2 Dimensions of time banditry

The literature review highlighted three dimensions of time banditry – classic, social and technological banditry. Examples of classical time banditry, as described by Kulas, McInnerney, DeMuth, and Jadwinski (2007), are late coming, exiting the workplace before the stipulated time, and pretending to be sick. Secondly, technological time banditry or cyberloafing occurs when employees use computers in the workplace for personal purposes (Al-Shuaibi et al., 2014). The frequent use of mobile phones on social platforms has exacerbated the situation in the workplace. For example, personal Facebook and WhatsApp use, surfing the internet, online shopping, and online activities have taken many institutions by storm. Thirdly, social time banditry occurs when workers engage in excessive talk, making personal calls, discussions/verbal socialising with colleagues or customers on non-work issues, and gossip (Omar et al., 2011).

Lebbon and Sigurjunsson (2016) argue that employees at work use their cell phones to send and receive instant messages, thus causing interruptions and negatively affecting job commitments. McBride (2015) agrees that frequent distraction by cell phones and other devices decreases productivity (Lebbon & Sigurjunsson, 2016). According to Brooks (2015), employees' excessive use of social media resulted in low task performance and accounted for 40% of their working time interrupted. Social media was found to influence individuals' performance and well-being and the results confirmed that excessive use of personal social media is related to low task performance, low efficiency, high techno-stress and low happiness (Brooks, 2015). On the flipside of the coin, Kidwell (2010) suggests that socialising in the workplace is regarded as a morale booster and promoter of comradery.

In light of the aforementioned arguments, it is apparent that time banditry is a major problem for most organisations as a result of its frequency and financial implications. This view is supported by Henle et al. (2010), who purport that in the construction industry alone, evidence suggests that 53 minutes (about 1 hour) per employee is lost daily due to time banditry for personal gain. They also found that 84% of employees admitted to stealing time at least once over a two-month period. If the above scenario of one hour lost per employee were to be translated to the teaching profession – where there are 120

teachers in a public senior secondary school – one teacher stealing one hour per day could translate to 600 hours of lost time in a single week.

1.6.3 Time banditry at school

Missing of lessons, late coming, failure to honour deadlines and leaving the workplace too early are some of the behaviours exhibited by workers in schools. Most of these behaviours correspond with the findings reported by Orapeleng (2017), where teachers would clock in and leave early, or come late. The findings were confirmed by Khan (2017) who noted that teachers' counterproductive work behaviour (CWB) was prevalent in a public sector university in Peshawar. This deviant behaviour – for instance, using phone during lessons – had an undesirable impact on the performance of students.

1.6.4 Effects of time banditry

The negative effects of time banditry include decreased productivity, high costs and the possible loss of organisational reputation or image (Nasir & Bashir, 2012). Employees probably engage in time banditry because of monotony, idleness, perceived injustice, blurred tasks, or inappropriate allocation of personal time during working hours (Ketchen et al., 2008). Hassan et al (2015) found that internet use for personal purposes during working time affected work productivity negatively, while Coker (2011) and Ugrin and Pearson (2013) found that cyberloafing affects the work environment, management of tasks and the performance of employees.

In contrast, technological time banditry / cyber loafing has been demonstrated to have positive effects on organisations in the form of increased social capital, transfer of knowledge, better work performance, improved emotional states, as well as protection against work stress and the promotion of a healthy work-life balance (Cao et al., 2016; Lim & Chen, 2012; Mercado et al, 2017). Some researchers actually argue that employee time theft may result in numerous helpful organisational outcomes (Brock et al., 2013; Baskin et al., 2017). Bock and Ho (2009) revealed that non-work-related activities indeed had a positive effect on job performance. While some organisations stated that the negative effects of time banditry were pressing them down, others reported that they were

reaping the benefits of time banditry to some extent. They noted that time banditry behaviours could be rather valuable to the organisation, as it could help build social relationships and allow employees to engage in pro-organisational actions – all of which could boast the overall morale of all staff members. Hence, time banditry habits could assist employees to reap positive benefits.

Regarding cyberloafing reports in different countries, Lim and Chen (2012) stated that, in the UK, personnel devoted half of their working hours to cyberloafing activities, which cost businesses roughly £150 million per year. More recent research by Verton (2000) shows that when employees engage in cyberloafing activities, their productivity may reduce by up to 37%. Although the use of internet and smart phones cannot be avoided in the workplace, it is vital for managers to come up with strategies to minimise negative impacts.

Although the suggested benefits of time banditry in the workplace are important, it is unfair when time meant for the advancement of learning is misused to benefit the individual teachers and harm many students under the stewardship of the school management. It is for these reasons that I decided to investigate the impact of time banditry behaviours of teachers on the performance of the learners in their schools.

1.6.5 Types of time banditry in the workplace

Martin et al. (2010) suggest that the typology of time banditry is grounded on the employees' level of engagement and productivity. They contend that employee engagement in work-time theft can be both productive and non-productive, with employees either engaged or not engaged in their work. Thus, employees' level of engagement and productivity leads to four different types of time bandits, referred to as weasels, mercenaries, sandbaggers, and parasites (Martin et al., 2010; Baskin et al., 2017). The four types will be discussed in more detail in Sub-section 2.4.

1.6.6 Management of time banditry

While time banditry behaviours can be both detrimental and beneficial to the organisation in the workplace, it is logically proper to manage time loss so that returns or profits could be optimally harvested. At the same time, organisations can be expected to encourage employees to engage in activities that will bring a positive and productive change to the organisations. Attempts geared towards the management of time banditry in the workplace (as contributed by Ahmed (2018)) include the following:

(a) Evaluate company culture and policies so that they are in line with employees' expectationand goals

(b) Set a transparent organisational structure by revisiting roles and responsibilities to assist employees and managers to understand overall expectations

(c) Codify policies and procedures that dictate fair employment practices

(d) Enhance accountability by introducing technological solutions that will ensure proper technological encouragement and data-driven insights that will help make up for any deficiencies.

1.7 Conceptual Framework

The conceptual framework of this study focused on time banditry as well as dimensions of time banditry, such as classical (traditional), social and technological time banditry. Classical time banditry behaviours consist of late coming, leaving work early, taking extended breaks, pretending to be sick, and reading books not related to work while on the job. Technological time banditry behaviours include surfing the internet at work for personal use, receiving and sending non-work- related emails, and checking for and replying to such e-mails. Lastly, social time banditry behaviours comprise discussions of non-work issues, gossiping, and answering phone calls during working hours (Martin et al., 2010; Lorinkova & Perry, 2017; Ding et al., 2018).

Organisational factors, individual factors and workplace factors were considered paramount in my study, as well as the justifications advanced by principals in managing time banditry behaviours in their schools.

1.8 Research methodology used in this study

The research methodology used is likened to the blueprint for research or the master plan of an architect. Methodology essentially involves a research strategy that outlines how the study is to be carried out and, among other things, identifies and explains the methods to be used to conduct research. Research methodology is defined by Leedy and Ormrod (2010) as an approach according to which a researcher undertakes to carry out the planned research. The methodology involves the interpretive research paradigm, qualitative approach, research design, sampling procedure (sample and site; data collection method); data analysis and interpretation, trustworthiness, and ethical principles.

1.8.1 Research paradigm: Interpretivism

Interpretivists view the world through the perceptions and thoughts of study individuals and their interpretation of reality (McQueen, 2002). The interpretive paradigm therefore focuses on getting insights and in-depth information or data about a particular phenomenon. According to the proponents of interpretivism, qualitative methods are used to examine reality. My study is based within an interpretivist paradigm, because it focuses on obtaining the perspectives and views of principals regarding how they manage time banditry in their schools.

1.8.2 Research approach: Qualitative approach

Maree (2013) maintains that qualitative methods are based on developing an understanding of the phenomenon under study, and how individuals understand or view their own world or natural context. I used a qualitative approach in carrying out the study, which allowed me to gather rich descriptive data on the management of time banditry in public senior secondary schools in Botswana. A qualitative study is appropriate when the goal of research is to explain a phenomenonby relying on the perceptions/experiences of

a person in each situation (Stake, 2010). I was able to gather richer and thicker data by employing a qualitative approach (Creswell, 2013), as it accorded me the opportunity to interact with school principals to solicit their views, knowledge, and attitudes as they managed time banditry in their schools.

Since I wished to explore the management of time banditry at selected senior secondary schools in Botswana based on the experiences, thoughts and perceptions of school principals, I considered a qualitative approach as most appropriate for my study. The qualitative approach provided fertile ground for the collection of data in its natural setting, namely in the schools where I examined the phenomenon of time banditry.

1.8.3 Research design

The research design chosen was a case study as it serves to investigate a phenomenon in depth and systematically. I decided on a single case study that involved 15 public senior secondary school principals. A case study can be of a single person or phenomenon, an institution, a group, a programme, a specific policy, or a community (Merriam & Tisdell, 2016). The case study approach was suitable because it enabled the participants to share with me their experiences, knowledge and attitudes concerning the management of time banditry in their schools. I was also able to investigate the phenomenon of time banditry on site in schools (Murchison, 2010).

1.8.4 Sampling procedure

For this study, I used a purposive sampling technique (Creswell, 2014 p.189) to select principals who have been in the education system of Botswana for 1 year or more years as I wished to gather their knowledge, skills, attitudes and feelings in addressing the phenomenon of time banditry in schools. I purposively selected school principals because of their availability and position as central managers of the schools.

1.8.4.1 Research sample and sample site

There are 35 public secondary schools in Botswana of which I selected 15 in three out of a total of ten Districts. Since the selected regions displayed rural, semi-urban and urban characteristics, they were hoped to give a representative picture of time banditry. The participants in the study consisted of school principals in public senior secondary schools in the North-western, North-eastern and Central Districts of Botswana. Being the managers in schools, their selection was based on their invaluable knowledge, experiences and information concerning the management of time banditry. Secondly, participants shared a fair representation of important elements related to my research questions. The 15 schools are referred to as SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN and SO, and they comprise 15 principals. This total is line with suggestions by Creswell (1998) and Morse (1994) who respectively favour between five and 20, and at least six participants in a case study.

1.8.4.2 Data collection methods used

Individual semi-structured interviews were used in this study. According to Creswell (2009), an interview is a face-to-face conversation between the researcher and the participant with the aim of conveying information to the interviewer. Onwuegbuzie and Byers (2014) define an interview as a vibrant conversation between a participant and a researcher who accumulates data in order to answer the research question. Interviews are generally used in qualitative research when the researcher asks one or more participants open-ended questions and record the responses. At times audio recordings are used to allow for accurate transcription (Creswell, 2009). The primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods, such as surveys. Secondly, they provide a more comfortable atmosphere in which to collect information. Individuals may feel more relaxed having a direct conversation with the researcher.

1.8.5 Data analysis and interpretation

Data was transcribed and coded, and thus themes were generated that were aligned to research questions and theoretical framework. Atlas.Ti version 8 software was used to analyse data. According to Flick (2013), qualitative data analysis has the following general aims:

(a) Describing a phenomenon in some or greater detail;

(b) Comparing several cases regarding what they have in common or the differences between them;

(c) Developing a theory regarding the phenomenon under study based on the analysis of empirical material.

1.9 Trustworthiness

The criteria for trustworthiness of qualitative research involve the principles of credibility, transferability, confirmability, dependability, and reflexivity. In complying with each principle of trustworthiness, I employed specific strategies. Each is discussed briefly below.

This principle of credibility is defined by Holloway and Wheeler (2002), as well as Macnee and McCabe (2008) as the assurance that the research findings are truthful. To satisfy this principle, I employed the strategies of prolonged and varied field experience (where I understood the core concerns better because of trust with study participants) and of peer debriefing. The principle of transferability implies that the results of qualitative research can be transferred to other contexts and other respondents (Bitsch, 2005; Tobin & Begley, 2004) by ensuring and maintaining a concrete provision of sufficient details that make that transfer possible. The dependability principle refers to the stability of findings over time (Bitsch, 2005). Dependability involves reporting the findings of the study systematically that other researchers could arrive at similar interpretations.

The principle of confirmability is described Tobin and Begley (2004) as establishing that interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data. I kept audit in a reflexive journal to record all events that occurred in the field, and to record my personal reflections in relation to the study. The principle of reflexivity involves self- awareness (Lambert, Jomeen, & McSherry, 2010), which means being actively involved in the research process. It is about the recognition that as researchers, we are part of the social world that we study (Ackerly & True, 2010; Morse, 1994; Shaffir & Stebbins, 1991).

1.9.1 Ethical considerations

In accordance with ethical considerations, school principals as participants in this study were accorded the rights as outlined by Mouton (2001), namely the right to privacy (including the right to refuse to participate in research); the right to anonymity and confidentiality; the right to full disclosure about the research (informed consent); and the right not to be harmed in any way (physically, psychologically, or emotionally). All school principals voluntarily participated in the study throughout the interview sessions and nobody withdrew during the course of discussions. To protect the identities of participants, I used pseudonyms and assured the principals that their participation would be protected and not revealed to anybody. For instance, the schools were referred to as SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN and SO to protect their identities, and the principals were designated P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14 and P15.

Permissions as well as ethical clearance to conduct the study was obtained from the University of Pretoria. Locally, research permits were requested and granted by the Botswana Ministry of Basic Education, while school principals who agreed to participate also signed consent forms to confirm their participation.

I minimised all potential risks and harm to the research participants and put measures in place to maximise the potential benefits of my research. I made every effort to benefit the individual participants and to ensure that the knowledge gained for society, educational institutions and the nation at large would far outweigh the risks at individual level. Potential

risks could be related to the participants' refusal to participate, their feeling pressured to participate out of a sense of duty, or their belief in the 'good' of the researcher (Holloway & Wheeler, 1999). Other associated risks could include emotional stress caused by an interview. Since the research involved school principals, special care was taken to protect them against any potential risk or harm – whether social or psychological – to ensure that their human dignity, privacy and autonomy were upheld. To address potential mental stress, referral services were planned for the participants where they could be provided with stress management and counselling sessions.

1.10 Limitations of the study

Since I conducted semi-structured interviews with only a small sample of 15 principals to collect data on how school principals manage time banditry in public senior secondary schools, the findings cannot be generalised. Conversely, my research findings could be transferred and applied in similar contexts.

1.11 Conclusion

Chapter 1 provided the background and an overview of the study, and also stated the problem, rationale, purpose and objectives of the study. It formulated the research questions to be addressed and offered a preliminary literature review of the phenomenon of time banditry, the research methodology used, and the limitations of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The main aim of this study was to explore the management of time banditry at selected public senior secondary schools in Botswana. In order to address this aim, the following objectives were identified: To

(a) Determine the understanding of the concept of time banditry by school principals in the selected secondary schools.
(b) Identify the time banditry practices that affect the day-to-day running of the schools.
(c) Investigate the strategies that school principals use to manage time banditry practices at their school.
(d) Determine the issues that influence school principals' management of time banditry.
(e) Examine the support that school principals get in managing time in schools.

Chapter 1 discussed the background to the study, entailing the problem statement, rationale, aims and objectives of the study, and research questions. In Chapter 2, I reviewed the relevant literature related to the concept of time banditry. In so doing, I explored the international, continental, and local literature to address my research aim, namely to explore the management of time banditry at selected senior secondary schools in Botswana. I therefore presented and discussed my argument in seven sub-sections.

In sub-section 2.2, I discuss in detail the concept of time banditry, followed by the dimensions of time banditry in sub-section 2.3. Next, I argue the types of time banditry in the workplace (2.4) Time banditry at school level is dealt with in sub-section 2.5, the effects of time banditry at school in sub-section 2.6, and the management of time banditry at school in sub-section 2.7.

2.2 The concept of time banditry

Ketchen and colleagues (2008) first conceptualised time banditry as a form of counterproductive work behaviour that happens when workers engage in non-work activities during working hours. As such, non-productivity behaviours of employees during their working time can be described as time banditry (Martin et al., 2010: 27). When employees spend a significant part of their work hours and engage in non-work-related behaviours such as taking unapproved breaks, making personal phone calls, or even leaving work early (Brock et al., 2013), they are exhibiting time banditry behaviours. Researchers have labelled these off-task behaviours “time banditry”, likening them totheft from the organisation (Ketchen et al., 2008; Martin et al., 2010). Indeed, these behaviours aretantamount to theft, because organisational or institutional time and resources are abused for personal errands. Tardiness – when employees arrive late or leave before the workday is completed(Koslowsky, 2000) – is one of the examples of time banditry. Since schools run on a fixed timetable, tardiness also refers to a teacher’s lack of arriving on time to present a class or leaving the class before the end of the lesson.

Time banditry does not occur from a vacuum but is a product of multiple and multifaceted factors. According to Martin et al. (2010), a number of factors contribute to time banditry, such as individual factors, organisational factors and workplace factors. Organisational factors involve the work culture, emotional contagion and organisational policies that directly affect the employees, while individual factors involve the employee’s level of commitment, tenure in an organisation, age, level of job satisfaction, perception of (in) justice, and personality.

Workplace factors such as job integration, frustration, positions, and resources also have an impact on time banditry (Martin et al., 2010, pp. 27-31). In a different study, Brock (2010) classified the factors of time banditry under three headings: working environment, organisational climate and individual factors. Working environment factors comprise job uncertainty, job conflict, autonomy and feedback.

Organisational climate factors include justice perception (reward and punishment), communication flow and performance expectations, while factors such as emotions, commitment to the organisation, and personality traits affecting time banditry are categorised as individual factors (Brock, 2010).

Freimark (2012) argues that workers who experience conflict in the workplace are more likely to engage in cyberloafing. This implies that conflict in the workplace may contribute to time banditry. It is therefore imperative that school principals try to resolve conflicts as a way of reducing time banditry in the school environment and promoting educational achievements – which in turn may improve the social and economic conditions of the beneficiaries.

Workers are conscious that the time used for online activities for personal benefit is excessive and disrupts their productivity, particularly during work time. They also realise that they are wasting their work time and could face legal penalties for violations of company policy, yet they choose to continue their misconduct (Baumeister, 2014; LaRose & Eastin, 2004).

It was revealed that, on average, employees steal time from the employer for approximately 4 hours and 30 minutes per week, which translates to almost six full weeks in a year, costing hundreds of billions of dollars for the businesses in a year on a global scale (Ahmed, 2018). In a school setting, the cost of time banditry could lead to reduced educational gains, thus negatively affecting the future life of the students who may look at quality education from teachers as their sole chance of socio-economic advancement.

2.2.1 Time banditry: Global contexts

In the USA, it is estimated that organisations lose time in the range of one to two hours per day (Henle et al., 2010; Martin et al., 2010). Another study in which 10 444 employees were asked to estimate the amount of time spent on non-work-related activities showed a higher increase in time banditry according to America Online and salary.com (Malachowski, 2005), and the survey revealed that an employee wastes about two hours in an eight-hour workday. This shocking number indicates that nearly one quarter of an eight-hour period of institutional time is wasted by the perpetrators of time theft in every

organisation. My study therefore tries to look into incidents and manifestations of time banditry in senior secondary schools in Botswana with a view to suggest feasible strategies to address the situation.

In the USA, where employees experience classical, technological and social time banditry at their work places, scholars favour the use of the terms ‘time banditry’ and ‘time theft’ interchangeably. (In Africa, the same pattern applies.) Time theft in the USA occurs within corporations, the federal government, non-profit entities, banks, state-owned enterprises, and in public and privately held companies (Lim & Chen, 2012; Henle et al., 2010; Grover, 2014). This costs American organisations hundreds of billions of dollars annually (Henle et al., 2010, Liu & Berry, 2013; Omar et al., 2011; 2011; McKee, & Buckley, 2017). Time bandits are in essence part-time workers, because of the number of work hours that cannot be accounted for. Thus, it is essential to raise questions about the issue of time banditry and what motivates time bandits to continue purloining time belonging to the organisation.

Cyberloafing results in an estimated loss of productivity of between 30% and 40% (Lim, 2002; Lim & Teo, 2005; de Lara, 2007), costing the USA between $54 billion (Jia et al., 2013) and $178 billion annually (Wang et al., 2013). This implies that USA employees wastes up to an average of 10.7 hours per day through cyberloafing (Liberman et al., 2011), whereas the corresponding figure in the Asian Pacific region is 4.2 hours a week and in China an average of 5.6 hours (Wang et al., 2013). The statistics indicate that cyberloafing prevails globally and has productivity and financial implications for both employees and organisations. It is therefore imperative to investigate this behaviour and its contributing factors.

In Estonia, workers spend most of their time online and find it easier to communicate via technological devices such as smart phones and internet facilities (Andrea et al., 2016). This scenario milks organisational time, services and the completion rate of products. It was found at the University of Lahore in Pakistan that the majority of the sampled lecturers absorbed classical time for private use – in the region of 17.28% to 75.31% (Butt et al., 2019). This suggests that teaching time is seriously misused by the lecturers who are, by

function, the custodians of quality education. It appears that teachers do not only use computers in the workplace, but their personal smart phones as well. This calls for school principals to tackle time banditry behaviours holistically. In Saudi Arabia, time banditry or cyberloafing is referred to as technological time banditry, where participating employees mainly access the internet with their mobile devices (Saleh et al., 2018).

Owens (2018) conducted a qualitative study using a phenomenological approach for his dissertation. He targeted ten business owners and subjected them to open-ended questions during interviews conducted via face-to-face contact, phone and email. Participants' responses were analysed and categorised through open coding. The results indicated that although time theft existed within their firms to varying degrees – costing American companies hundreds of billions of dollars and leading to internal incompetence and late customer service response – the majority of business owners were against putting up monitoring measures over their organisational leaders. The study confirmed to paint a picture of acknowledging the existence of time theft in almost all organisations, including schools.

In a study conducted by Martin (2009) and reported in her dissertation entitled 'Time Banditry: Validation of a Measure of Counterproductive Work Behaviour', undergraduate students were targeted to establish the validity of the measure of time banditry as a type of counterproductive work behaviour. Quantitative research was used, and instruments employed in the study were both reliable and valid. The results indicated that employees who are productive and engaged are less likely to engage in time banditry. This suggests that school principals need to actively supervise teachers who are less productive and engaged, so as to encourage them to devote their full time to the education of their students to gain knowledge and skills in the changing global world order.

In a study conducted by Turkoglu and Dalgic (2019), the target sample was managers in hostels in Turkey. Both qualitative and interview methods were employed to collect data. The findings from the study revealed that the reasons for time banditry were a lack of job commitment by employees, lack of good control mechanisms, low salaries, and job dissatisfaction (Turkoglu et al., 2019). These findings are related to those of Ding et al. (2018) and Kiho (2018). Stress, burnout and a shortage of effective control mechanisms

can result in workers engaging in non-work activities. Furthermore, the existence of effective control mechanisms can assist any organisation to effectively reduce time banditry. Suggestions offered from studies regarding the prevention of time banditry included the restricted use of mobile phones, an increase in control mechanisms, having constant communication with workers, the introduction of a rewarding policy and enhancing job commitment by attaching greater value to workers.

The above findings differ from the results of Ketchen et al. (2008) and Owens (2018). The former proposed potential solutions to time banditry, namely clear job descriptions and expectations, and instant intervention. Conversely, Owens (2018) suggested the introduction of written job policies, sharing written expectations with employees, plainly declaring the consequences of time banditry, giving out verbal and written warnings, as well as (regrettably) dismissal as ways of dealing with time bandits in the workplace.

Despite control measures put in place to curb the prevalence of time banditry behaviours in organisations globally, some employees continue to engage in these behaviours. However, when employers initiate strategies to reduce stress, burnout and other work-related problems, there is always the possibility of reducing time banditry in the workplace. Highly productive and engaged employees tend to have less time to indulge in time-wasting behaviours. The cost of time banditry in businesses and companies has a negative bearing on the overall performance and production of organisations. The results of studies conducted by international scholars are in harmony and agree that this phenomenon has a detrimental effect on organisations.

2.2.2 Time banditry: African contexts

Hussain and Parida (2016) conducted a study at Madda Walabu University to investigate cyber loafing / technological time banditry in South-central Ethiopia. Their study, which focused on employees' attitudes, opportunities and addictions to cyberloafing, targeted female secretaries working in 11 different departments at the university and having an internet connection on their office computer. The results of the study as advanced by the respondents can be summarised as follows: the computer was suitable medium of official

communication at work; lenience and permission assisted officials in accessing information more quickly; smaller workload allowed for more free time, diversion, creativity, improved technical know-how, refreshing breaks for fun and entertainment and overall enhanced professional competence.

This also resulted in clear benefits. Cyberloafing was important for their efficacy, professionalism, healthy mood, a congenial atmosphere and technical enhancement. Few participants indicated that time and energy are lost for unofficial activities (Hussain & Parida, 2016). It is regrettable that participants who favoured the use of organisational time justified their behaviour on personal and entertainment grounds, rather than organisational gains.

According to the Regional News of 21 April 2008, Dr. Addai Boateng, Regional Manager of Catholic Schools indicated (in his address to the teachers during the inauguration of the Catholic Teachers Association) his concern about the manner in which some of the teachers were misusing instructional time in Ghana. He mentioned how this loss of instructional time attributed to low performance of students and pupils. He highlighted that the issues of absenteeism, lateness at school, regular circuit, district and regional meetings, and engaging in other business contributed to teachers' misuse of instructional time (Regional News, 2008).

Lateness is classified under classical time banditry, which has the potential to derail students' academic progress in school and cause economic, social and academic disadvantage to learners. This is one of type of time banditry that I specifically intend to investigate in public senior secondary schools. In the newspaper article, Dr. Boateng lamented on teachers' misuse of students' instructional time, but could not provide tangible strategies on how the problem should be tackled.

However, my study aimed to suggest how late coming could be minimised as a classical time banditry behaviour. It was interesting to note that teachers in Catholic schools, who are morally and culturally held in high esteem by the communities and society, could commit such behaviour. The obvious question would then be – what about teachers in secular schools? Unless school principals are vigilant about the effective management of time, students may be deprived of a good future by their teachers.

Oosthuizen (2016) conducted a study investigating cyberloafing, organisational justice, work engagement and organisational trust of South African retail and manufacturing employees. The population of this study was drawn from South African office workers within the retail and manufacturing industry who use their organisations' internet access as part of their daily work operations. Altogether 244 participants were selected via a convenience non-probability sampling method. The results of the study indicated that there was a negative correlation between work engagement and cyberloafing. Work engagement also played a mediating role in the relationship between organisational trust and cyberloafing. Oosthuizen's study suggested that cyberloafing was prevalent among retail and manufacturing workers. No research focusing on education was available, therefore suggesting a gap that would be worth exploring. The phenomenon of time banditry in general, including cyberloafing as a form of technological time banditry, so far, is a neglected field of study.

2.2.3 Time banditry: Local contexts

In their study, Olatokun and Moremedi (2011) indicated that employees in most organisations in Botswana are given access to perform work related activities. They reported major concern in the workplace about employees' productivity and knowledge asset management, and suggested that unless proper internet management strategies were put in place, workers would continue to misuse internet access at the workplace and use their work time for private activities (Olatokun & Moremedi, 2011). Internet misuse as a construct of technological time banditry was found to affect employees' productivity. The study by Olatokun and Moremedi (2011) generally focused on misuse of the internet in the workplace by employees in government departments and non-governmental

organisations. They did not suggest strategies for addressing internet misuse and solutions are therefore lacking. My study intended to address this gap.

An article in the Sunday Standard Reporter (2019, December 3) entitled 'It's likely Botswana has Africa's worst Facebook addiction problem' suggested that Botswana faces the most peculiar challenge in the world with regard to Facebook use. The article stated that the country had beaten Nigeria and Kenya in terms of the highest rates of internet access in Sub-Saharan Africa, and that users particularly accessed Facebook via their smartphones. Further to that, the amount of time users devote to Facebook activities (e.g., posting statuses and photos, commenting on and "liking" posts) also snowballed with the expansion of Wi-Fi networks across the country (Sunday Standard Reporter, 2019).

Successive publications of the Global Competitiveness Report have shown that Botswana has the worst labour productivity in the world. This scenario is compounded by the use Facebook, because many civil servants spend huge amounts of their work time online, rather than on actual work. Botswana, with its relatively small population of about 2 351 627 people in 2020, had 830 000 Facebook subscribers in December 2019, estimated at 35.3% penetration rate (Internet World Statistics, 2020). Although there is no empirical evidence to substantiate this figure, the phenomenon of Facebook addition lingers on. This picture suggests a serious problem that calls for urgent solution. Little research has, however, been conducted concerning this issue, particularly within the Botswana context.

In the literature reviewed, most study participants were business managers, hotel managers, university lecturers and undergraduate students. None of the studies focused on time banditry committed by teachers in senior secondary schools globally, continentally and even locally. My study therefore wished to extend the scope of existing studies by exploring the management of time banditry at public secondary schools in Botswana.

2.3 Dimensions of time banditry

As indicated before, my review of the literature pointed to three dimensions of time banditry, namely classic, social and technological banditry. The use of computers in the workplace has gained ground and employees increasingly exploit opportunities to avoid work by using technology for personal purposes (Al-Shuaibi et al., 2014). The growing use of mobile phones via social platforms has further exacerbated such abuse in the workplace. Personal Facebook and WhatsApp use has taken many institutions by storm, and school managers are struggling to contain this trend.

Kulas et al. (2007) describe classic time banditry as pretending to be sick, coming to work late and leaving work early. Furthermore, taking excessive or frequent breaks and not applying much effort in one's work are some of the examples of classic time banditry. Schools are also not immune to such banditry and school authorities regularly need to confront teachers about these kinds of behaviour. Some teachers exhibit characteristics such as going to lessons late, taking long breaks, and not putting enough effort into the academic performance of their students. These employees steal time that belongs to the organisation and misuse it for personal profits, products and overall attainment of personal goals.

Technological time banditry includes a variety of computer-related behaviours such as sending and receiving personal emails and surfing the internet. However, managers need to verify beyond doubt that employees are using the internet for personal errands before blaming and labelling them. Online activity that is not related to one's job effectiveness is also a form of technological time banditry or cyberloafing that can be determined by public job analysts. While the benefits of internet use at work must be appreciated, its excessive use for personal gain can rob students from their teachers' time in school and contribute to low performance of students (Brock et al., 2009).

Social time banditry occurs when employees take or make personal calls at work, or when they have conversations with colleagues or even their employers on issues that are not related to work. Brock et al. (2009) concur and suggest that social time banditry is when

time bandits steal time socially by involving others in lengthy talks about personal matters at work. They may also steal time by excessively talking to customers and clients about issues that are not related to work or by making personal phone calls to family members and friends during work hours. Managers should be alerted to such behaviours of employees and ensure that their energies are devoted to work accomplishments. As has been alluded before – while this may indeed be social time banditry, there is a great need to ascertain certain behaviours before we could blame employees.

The growing tendency of smart phone abuse has resulted in impaired social interaction. End et al. (2010) found that the disruptive ringing of mobile phones impaired student performance during the lesson.

In view of the aforementioned arguments, it is apparent that time banditry is a major problem for most organisations in terms of its frequency and financial implications. It would be interesting to see the results in secondary education, but unfortunately no such studies have been conducted. To repeat: if the scenario (see subsection 1.6.2) of one hour lost per teacher were to be applied to the teaching profession – where there are 120 teachers in a public senior secondary school – one teacher stealing one hour per day would translate to 600 hours of time lost in a week and not used to better students' academic progress.

2.4 Types of time banditry in the workplace

Martin et al. (2010) suggested that the typology of time bandits depends on employees' level of work engagement and productivity. They contended that employee engagement in work-time theft can be both productive and non-productive, with employees either engaged or not engaged in their work. This level of engagement and productivity engendered four different types of time bandits, namely weasels, mercenaries, sandbaggers, and parasites (Martin et al., 2010; Baskin et al., 2017). The first-time bandits are weasels who are both productive and engaged, yet they continue to steal time by manipulating the environment. Mercenaries are workers who are productive but unengaged. They usually do what is required to keep their job, but they can do much better.

Although engaged and excited about their work, sandbaggers are not productive and do not realise that more effort is required to accomplish job commitments. Employees in this group do not like their jobs. They can come late to work, make jokes to other employees, slow down their colleagues, and yet meet business expectations (Martin et al., 2010, p. 32). They usually help other workers while their own tasks are not fully executed. The last type of bandit is parasite workers. They are both unproductive and unengaged, and they mostly waste company time and resources for personal gain. In schools, these employee behaviours manifest where school principals battle to reduce the adverse impacts of time banditry. Therefore, it is important for school principals to identify the types of time banditry that prevail in their institutions, and to combat and manage their impact. Figure 1 below illustrates the four different types of time banditry (Martin et al., 2010).

Figure 2.1: Types of time banditry

	High Productivity	**Low productivity**
High Engagement	Weasel: Engaged – Productive	Sandbagger: Engaged – Unproductive
Low engagement	Mercenary: Unengaged – Productive	Parasite: Unengaged – Unproductive

Source: Martin et al., 2010

2.5 Time banditry at the school level

There was a report by one school principal where he outlined how time for students was lost in a particular year at a public senior secondary school in Botswana. Missing of lessons, late coming, failure to meet deadlines, exiting lessons early, and use of mobile phones, Facebook and WhatsApp were characteristic of the indiscipline of teachers (School Head report, 2019). These types of time banditry belong to classical and cyberloafing banditry, suggesting that when school managers fail to contain this type of

banditry, students' learning would be seriously constrained. This is confirmed by Khan (2017) who noted that teachers' Counterproductive Work Behaviour (CWB) was prevalent in a public sector university in Peshawar and that such deviant behaviour (e.g., using phone during lesson time) had an undesirable impact on the performance of students. It is, however, essential for school management to provide evidence of the indulgence of teachers in such incidences to allow the Ministry of Education or other authorities to take appropriate action, as opposed to acting on allegations. The fact is that, in the current era, the likes of WhatsApp, Facebook, LinkedIn, Instagram, Snapchat, Twitter, and Pinterest can be used for the positive exchange of knowledge with other teachers and students, and therefore it must first be ascertained what the teacher is doing on Facebook, before jumping to conclusions.

In her dissertation entitled 'Innovative leadership in managing conflict at selected senior secondary schools in Botswana', Orapeleng (2017) reported that most of the teachers would just sign out of the clocking system immediately after signing in, which implies that the clocking system did not serve its intended purpose of monitoring the adherence of teachers to knock-off time. In the same study, a teacher reported that teachers' physical presence at work did not in any way imply effective teaching and learning in the classrooms. This suggests that the lack of attendance of teachers in selected senior secondary schools compromised effective time meant for teaching and learning.

Orapeleng (2017) also reported that an official who had been interviewed commented that there was a lack of accountability among teachers, which was apparent in their going late to class and their lack of diligence in carrying out their core business (Orapeleng, 2017). Late coming belongs to the category of classical time banditry, which I intended to investigate at selected senior secondary schools in Botswana. The Botswana Public Service General Orders (1996) discourages the late coming of teachers. It is imperative that principals and supervisors devise ways of ensuring that teachers' inadequate attendance is dealt with so as to reduce the adverse effects of time banditry behaviours in schools.

Butt et al. (2019) suggested that university lecturers manifest time banditry behaviours in different ways, such as arriving late in the classroom, leaving class before the actual end of class time, taking extended breaks, passing time by engaging in irrelevant discussions, being on their mobile phones during class time, and making excessive personal phone calls during school time. Their study was conducted in Pakistan and focused on in-class time theft behaviour of university teachers. Appelbaum et al. (2005) agreed that coming late to school and leaving early had undesirable consequences for the affected schools. It is clear from previous studies that time banditry is prevalent in schools (Kaptein, 2011) and it is affecting the teaching environment negatively (Andreoli & Lefkowitz, 2009).

In East Africa, another study conducted by Ndung'u (2017) dealt with 'Teacher indiscipline and the effectiveness of disciplinary measures employed by head teachers in public secondary schools in Githunguri, Kiambu County, Kenya'. Ndung'u noted that coming to school late and absenteeism manifested as the main forms of indiscipline among teachers, and recommended that the causes of persistent late coming, missing classes and complete absenteeism from school among teachers in public secondary schools be investigated further. This finding reinforced my intention to investigate the same. Meanwhile, a similar study conducted in West Africa by Oghuvwu and Okpilike (2012) observed unethical conducts among school teachers in Nigeria, such as truancy, lateness to school, drug abuse and improper dressing. This study sought to address the phenomenon of classical time banditry. Lateness of teachers to schools could eventually result in absenteeism, which would upset principals and students, distract from the smooth flow of school programmes, and reduce academic performance of the students.

When school management informs a parent that their child is ill at school, such parent may make a phone call at work – this act is of an understandable and reasonable nature. However, when a worker uses the employer's time to engage in unnecessary conversations that are not time sensitive, such employee is abusing time that should have been used optimally for the benefit of the enterprise (Liu & Berry, 2013).

When Botswana gained independence in 1966, all secondary schools provided both junior and senior secondary education. They operated as unified secondary schools. As the population grew, junior secondary schools were introduced to admit only Form 1 up to Form 3 students, and these were later admitted to senior secondary schools, which also increased over time. I selected senior secondary schools for my study, because students transition from senior secondary education to tertiary institutions for higher education, or into the world of work.

2.6 Effects of time banditry

Time banditry has both positive and negative effects across most organisations. Some researchersposit that time banditry is wasteful, while others envisage it as beneficial.

2.6.1 Negative effects of time banditry

The time banditry phenomenon has major effects on educational institutions where learners' time is not fully used for their academic benefit. If time banditry is not controlled, it can have seriously harmful effects on the organisations. For instance, Nasir and Bashir (2012) warn that in organisations where time banditry is practised or condoned, its effects can lead to decreased productivity, exponential costs, and the possibility of losing status and reputation. In a school setting, the possible effects can include requests for working overtime to complete syllabi and the subsequent financial costs of overtime; not meeting school deadlines; and the late submission of test marks, thus holding other teachers at ransom because school marks cannot be analysed.

Many employees across the world use company or institutional time for personal benefit, with far- reaching repercussions for the productivity of their organisations. Employers need to put in place structures to reduce time theft by employees as such theft could be motivated by monotony, idleness, perceptions of (in)justice, poorly defined tasks, or an inappropriate allocation of personal time during work hours (Ketchen et al., 2008). Time banditry may result in bad time keeping, poor task management and generally poor management, which has a detrimental effect on the realization of organizational goals.

Other effects of time banditry include undermining the organisational mission – something that all organisations- need to meet. This mission may not be realised due to time banditry. The morale and productivity of employees may be undermined through their copying of what time bandits are practising, and this emotional contagion may affect the corporate work of the organisations negatively. Lastly, institutional support may be undermined where support agencies pull out or reduce their full support in terms of funds, equipment or other valuable resources to the institutions where time banditry is rampant (Ketchen et al., 2008).

Conlin (2000) contends that cyberloafing as technological time banditry can lead to a decline in productivity. Sipior and Ward (2002) agreed that it can also lead to problems associated with information systems and data security (e.g., network bandwidth overload, spyware infections, viruses and malware), which can result when employees download illicit software and surf unsecure websites. Equally, loss of intellectual property, sexual harassment lawsuits and security threats may befall the businesses whose employees indulge in such behaviours (Lim, 2002; Bock et al., 2010). Griffiths (2003) suggests that excessive use of the internet for cyberloafing derails employees' focus on their tasks, which results in poor productivity and loss of time. Armstrong et al. (2000), Debt (2006), Lim (2002) and Jia et al. (2013) argue that cyberloafing means that valuable work time is wasted and this may cause loss of business.

2.6.2 Positive effects of time banditry

Surprisingly, technological time banditry – also known as cyberloafing – has been demonstrated to have positive effects on organisations such as enhanced social capital, transfer of knowledge, better work performance and emotional states, protection against work stress, and the promotion of a healthy work-life balance (Cao et al., 2016; Lim & Chen, 2012; Mercado et al., 2017). While some organisations complain that the negative effects of time banditry are pressing them down, others seem to reap the benefits of time banditry to some certain extent. They argue that time banditry behaviours could be quite valuable to the organisation such as through building social relationships. Employees then engage in pro-organisational actions, which can boast the overall morale of all staff

members. Researchers such as Brock et al. (2013) and Baskin et al. (2017) argue that employee time theft may even result in innumerable helpful organisational outcomes. In actual sense, Bock and Ho (2009) revealed that non-work-related activities indeed have a positive effect on job performance. These authors indicated that positive benefits can be gleaned from time banditry acts such as sharing knowledge and skills for both the individual and the organisation.

Some researchers contend that cyberloafing activities can have a positive effect on the workplace environment. For instance, they can decrease stress, worry and exhaustion in the workplace (Anandarajan & Simmers, 2005; Oravec, 2004; Stanton, 2002); inspire collaboration and the sharing of knowledge among workers (Ferreira & Plessis, 2009); enable mental recovery; create fresh ideas (Ivarsson & Larsson, 2011); increase workers' satisfaction and escalate their productivity (Coker, 2011; Quoquab et al., 2015; Stanton, 2002); aid the accomplishment of balance between work and personal life, with the extra benefit of managing time better (Anandarajan & Simmers, 2003; Konig & Guardia, 2014); restoring employees' attentiveness (Coker, 2013); and enabling employees' connection and communication (Cheung et al., 2011; Lara et al., 2006; Richards, 2012).

Belanger and Van Slyke (2002), as well as D'Abate and Eddy (2007) argue that when employees engage in technological time banditry on non-related tasks just for a brief time, it may yield benefits such as relief from stress and boredom, refreshment, greater motivation (Vitak et al., 2011), and an increase in productivity (Block, 2001). Blanchard and Henle (2008) contend that spontaneous internet browsing can assist employees to develop skills that may in future be of great benefit to the company. Sunoo (1996), Belanger and Van Slyke (2002), and Anandarajan et al. (2004) suggest that workers who are engaged in research-oriented tasks through cyberloafing tend to acquire skills that will add value to their organisations. Employees who engage in regular internet activities at work for personal use tend to be more satisfied in the job than less frequent users (Stanton, 2002). Belanger and Van Slyke (2002) mention that when employees use computers for online fun and playing online games, they tend to increase their personal learning and use of computer applications.

Blanchard and Henle (2008) contend that cyberloafing has the ability to stimulate employees' creativity and provides the ground for creating a learning environment. When employees use recreational activities via the internet for fun, playing games and online shopping, it tends to boost their creativity, restore their personal energy, reduce anxiety, enhance experimentation and increase the individual's wellbeing (Ovarec, 2002a; 2002b).

To summarise, scholars such as Nasir and Bashir (2012); Ketchen et al. (2008); Conlin (2000); Sipior and Ward (2002); Lim (2002); Bock et al. (2010); Armstrong et al. (2000); Debt (2006); Lim (2002); Jia et al. (2013), and Griffiths (2003) emphasise the negative effects of cyberloafing in organisations. In contrast, Cao et al. (2016); Lim and Chen, (2012); Mercado et al. (2017); Brock et al. (2013); Baskin et al. (2017); Bock and Ho (2009); Anandarajan and Simmers (2005); Oravec (2004); Stanton (2002); Ferreira and Plessis (2009) and others highlight the benefits of technological time banditry in the workplace. Although their studies focused on different types of organisations, none focused on the management of time banditry at secondary school level.

Having discussed the positive and negative effects of time banditry in the workplace, it is evident that the time used by teachers in the workplace to source educational information and materials for students is of paramount importance – not only to them collectively, but especially to the students as the world embraces 21st century advancements. Nonetheless, since teachers have ample time outside working hours to satisfy their personal needs, it is essential to maximise school time to the benefit of the learners.

2.7 Management of time banditry at school

Management, an ancient concept that first manifested in the 19th century, is when a person achieves goals of the organisation through organising other people for the optimal use of finance and material. In other words, management is the pulling and putting together of all resources to ensure successful accomplishment of the organisational goals. Management stems from the Latin words manu agere, meaning leading by hand, and implying providing directions. Bracker (1980) argues that management is the

provision of well-calculated guidance, as well as the control of resources to ensure programmes are well executed. Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims (Koontz & Weihrich, 1990, p. 4).

Based on the above definitions, it can be assumed that the common feature of management involves the acquisition of organisational objectives through people and means. In order for any organisation to fulfil its intended goals, management functions should be applied to achieve the aims of planning, organising, staffing, leading, and controlling. I briefly discussed these functions and their implications if time banditry behaviours are not reduced.

Litman (2013) defines planning as a process where decisions are on how and what of action to do in order to achieve the set goals. Planning is the first block upon which other functions of management are built on. It implies that if the school treats time management lightly, by not crafting specific strategies to monitor its occurrence, then there is a likelihood of reaping minimum benefits of teaching and learning outputs for the students presently and in the long run, instead of maximising educational gains. Organising can be viewed as a management task resulting in the establishment of an organisational structure through the distribution of tasks, the allocation of resources, as well as the coordination of activities that will allow the organisation to achieve organisational goals (De Beer, 2012). Harnessing all the supervisory staff and other resources as well as ensuring all are in gear to close gaps of time loss, then time management will result in educational gains.

While leading is believed that self- discipline in time management is something subordinates readily emulate for the overall success of the organisation. It is universally accepted that a leader leads by examples, therefore if supervisors are committed to their work and do not engage in time banditry practices there is likelihood that their supervisees would follow suit. Controlling is thus regarded as a mechanism that determines accomplishments, evaluates performance and applies measures to allow goals and objectives to be reached (Kimani, 2015). Without control systems put in place to reduce acts of time banditry by the management, educational goals may not reach full potential.

The reviewed literature revealed a gap in the form of an absence of studies that specifically address the management of time banditry in public senior secondary schools in Botswana. Hence, my study intends to address the phenomenon. A specific gap that was identified is that there is limited information on the topic of managerial and supervisory oversight in organisations (Kerns, 2014; Pryor et al., 2014).

Time banditry is defined as the employee's use of the employers' work time for personal or private use. When employees consciously or unconsciously use time belonging to the employers for personal benefit, they are committing time banditry. The purpose of my qualitative study is to investigate how school principals manage the time banditry phenomenon in secondary schools in Botswana.

In the next chapter, I present a conceptual framework for the management of time banditry in public senior secondary schools in Botswana and discuss the concepts that underpin the study.

CHAPTER 3

CONCEPTUAL FRAMEWORK FOR TIME BANDITRY

3.1 Introduction

Chapter 2 reviewed literature dealing with time banditry globally and continentally, its dimensions, and the positive and negative effects of time banditry in the workplace. Chapter 3 now makes a deliberate move to consider the conceptual framework that underpins the topic of time banditry. Although the latter has a serious impact on the field of education, it appears to be under researched. I believe strongly that aligning time banditry with relevant theories and conceptual frameworks is a core requirement of high-quality education provision in Botswana. Theories and conceptual frameworks inform practice.

In section 3.2, I start by providing a detailed framework for studying time banditry. Section 3.3 presents a brief overview of studies related to time banditry, while section 3.4 details how the conceptual framework informs the phenomenon under investigation. In Section 3.5, I outline five categories of individual factors related to time banditry, while Section 3.6 elaborates on the organisational factors relevant to time banditry. Section 3.7 addresses work or environmental factors pertaining to this phenomenon, and section 3.8 presents an overview of my expectations of the conceptual framework used in this study.

3.2 Framework for studying time banditry

The conceptual framework is the lifeline of the research process where concepts related to the study are glued together to inform the direction to be taken. Jabareen (2009) defines the conceptual framework as a network or “a plane” of interlinked concepts that together provide a comprehensive understanding of a phenomenon or different phenomena. The concepts that constitute a conceptual framework support one another, articulate the respective phenomena, and establish a framework- specific philosophy.

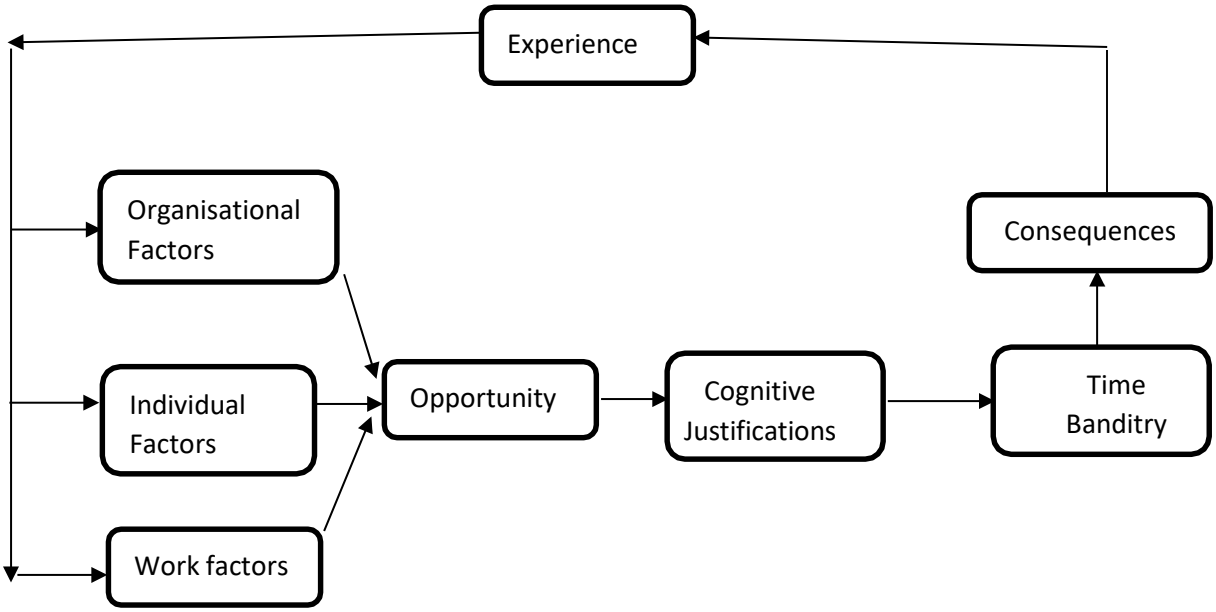
The conceptual framework of this study involved a system of concepts, assumptions, expectations, beliefs, and theories that support and inform one's research (Maxwell, 1996). Ravitch and Riggan (2012) view the conceptual framework as an argument that states the importance of undertaking the study and that explains how the topic to be studied matters and why the means proposed to study it need to be appropriate and rigorous. In this sense, the conceptual framework is a guide for empirical research. It formulates specific questions for and designs the roadmap for exploring the study. Simply put, the conceptual framework is a thread that connects the different research parts. Although time banditry is the major focus of my study, the literature reviewed also dealt with other studies conducted in the field to better position and authenticate this study. My study is compatible with a model of time banditry developed by Martin et al. (2010).

According to proponents of the above conceptual framework, organisational factors, individual factors and workplace factors are independent of each other and contribute to time banditry. Singularly, it is believed that for time banditry to occur, one or more of these three major factors must collaborate to move an employee to engage in time banditry in the workplace. Factors associated with organisational factors include the work culture, climate and organisational policies. Individual factors include the employee's period of tenure in the company, their age, perceptions of (in)justice, level of commitment, level of satisfaction and personality, while workplace factors include job engagement, frustration, interpersonal issues, specific tasks, and lack of resources, adequate training and supervision (Brock, 2010).

Brock et al. (2010), who extensively researched the issue of time banditry, developed a conceptual framework in 2010 so as to measure time banditry of employees in the workplace. The intention of study was to explore situational and dispositional antecedents of time banditry; the frequency of time banditry on a daily basis; cognitive rationalisations offered for the misuse of time; and factors that contribute to the classification of time bandit types by different participants (e.g., students majoring in introductory psychology courses and business courses). The results indicated that a system could be used to assist in the development of organisational interventions and serve to inform future

research on the concept of time banditry. This model or framework of time banditry was developed by Martin, Brock, Buckley and Ketchen in the United States of America in 2010.

Figure 3.1: Martin et al. (2010)'s model of time banditry



Source: Martin et al. (2010)

3.3 Brief overview of studies related to time banditry

The findings of a study by Kiho (2018) on time banditry at work and its predictors indicate that young employees engage mostly in technological time banditry. This supports the view that members of generation Y (born between 1980 and 1995) were born into the world of technology and are therefore generally highly skilled in digital knowledge. Furthermore, it is said that generation Z or the "Facebook generation" (born between 1995 and 2010) are always online and find it easier to communicate through technological devices than face to face. It seems that cyberloafing as technological time banditry is a trend with gradual growth that will keep on growing among employees. Furthermore, it is implied that young workers are more prone to technological time banditry than mature employees.

Thaddeus et al. (2020) conducted a study on personal and job level predictors of employee time banditry. The two samples were drawn from Amazon's Turk adult workers and college students majoring in psychology, science and engineering from a public university in the South-eastern region of the United States of America. The results revealed that in all the samples used in the study, technological time banditry was found to be more dominant than classical and social time banditry behaviours. As most workers have internet access, whether through computers or mobile devices, it becomes fairly easy for them to engage in this type of time banditry. Moreover, results found that individual/ personal factors of workers tend to engage in time banditry than job factors (Thaddeus et al., 2020). Job boredom emerged as the strongest and the most consistent predictor of time banditry in all three forms of time banditry (Thaddeus et al., 2020).

Olatokun and Moremedi (2011) conducted a study on internet access, use and monitoring policies in Botswana organisations. The results indicated that many organisations do not have organisational policies on personal internet use. On the issue of disciplining employees for misuse of email and internet facilities, respondents indicated that the majority of organisations had never disciplined their employees on the misuse or private use of office internet. With regard to disciplinary measures taken against employees for private email misuse, the results indicated that most organisations had never disciplined their employees for company email misuse. Those who had been disciplined, had been merely reprimanded (Olatokun & Moremedi, 2011).

3.4 How the framework informs the phenomenon under study

I found the conceptual framework suitable because it covers quite a number of aspects with regard to research questions, such as organisational factors, individual factors, workplace factors, opportunities, consequences/outcomes and experiences. Experiences can embrace lessons or interventions that could be put in place to reduce time banditry in the workplace, specifically in the school environment (Brock et al., 2010).

Specifically, I intended to use the dimensions of classic, social and technological banditry, as well as individual, organisational and workplace factors to investigate how school principals manage time banditry in their schools. All of these dimensions informed my study because individual factors, organisational factors and workplace factors are related to time banditry (Kiho, 2018). I also examined the types of time banditry manifested in schools and investigated the experiences, opportunities and outcomes / consequences of time banditry behaviours at the schools (Brock et al., 2010; Brock, 2009).

I anticipated my conceptual framework to reveal that individual, organisational and workplace factors are more prevalent in schools. This would be in line with Thaddeus et al. (2020) who found that individual characteristics of employees, rather than jobs characteristics, were predictors of employees engaging in time banditry. Technological banditry (cyberloafing) was found to be more popular than classical and social banditry behaviours in public secondary schools of Botswana. The framework revealed what kind of opportunities were open to manipulation in terms of individual, organisational and work characteristics, as well as the lessons that could be learned from time banditry – either to the detriment or benefits of schools.

3.5 Individual factors associated with time banditry

Individual factors are those factors within the employee's power and control, such as whether to engage in a particular behaviour or restrain from it. Individual (personal) factors include the employee's tenure, level of commitment, perceptions of (in) justice, level of satisfaction and specific personality traits.

3.5.1 Tenure of employee

The literature shows that the employee's length of service is associated with their time theft behaviour. It is also assumed that length of service and ethical behaviour of the employees is positively related (Appelbaum et al., 2005). Malachowski (2005) found that mature employees tend to waste less time during work hours than young employees. Therefore, managers should devise ways of supervising young employees because they are prone to time wasting in the workplace.

3.5.2 Level of commitment

Time banditry can be affected by the perception of commitment to one's own place of work. Workers who are committed to their workplace will less likely engage in time banditry and stay longer with their organisations (Johnston et al., 1990; Spector & Fox, 2002). Begin (1997) defines employee commitments as the loyalty and support of the workforce to the goals of the organisation. It is assumed that if individuals are committed to their organisations, they will be less likely to engage in time banditry and therefore stay longer with the organisation (Johnston et al., 1990; Spector & Fox, 2002). This assumption is in line with a study conducted by Kiho (2018) which shows that committed employees engage less in time banditry.

3.5.3 Perceptions of (in)justice

Research suggests that employees who have experienced injustice are more likely to be involved in time banditry behaviours (Aquino et al., 1999; Greenberg, 1990). Several studies (Joe-Akunne & Oguegbe, 2019; Tucker, 1993; Crino, 1994) have mentioned injustice as the antecedent of negative behaviours. Ahmed and Hashmi (2013) indicate that perceptions of injustice can lead to strong reactions and cause deviant work behaviour in the organisation. Kelloway et al. (2006) suggest that injustice is perceived when employees believe that they have been treated unjustly, thus leading to their negative behaviour.

Furthermore, this perception of unfairness may lead to deviant work behaviour by employees (Aquino et al., 1999; Spector et al., 2002). Jones (2009) found that such employees have a tendency to take revenge as a reaction to perceived injustice. Skarlicki, Van Jaarsveld, and Walker (2008) suggest that the employee's perception of injustice stimulates thoughts of sabotage; a form of revenge that can affect the organisation negatively. These studies indicate that employees who consider themselves having been treated unjustly tend to react in ways that can harm the organisation. In the case of school principals who fail to take action against offenders, this may trigger other teachers to behave contrary to organisational aspirations and goals.

3.5.4 Level of satisfaction

The decision to engage in time banditry can be influenced by the employee's level of satisfaction. Research indicates that employees with low job satisfaction are prone to engage in counterproductive work behaviours such as time banditry (Lau et al., 2003). This calls for school managers to ensure an increase in employees' level of satisfaction to reduce the incidence of time banditry behaviours.

3.5.5 Personality traits

Zaidi and Tauni (2012) define personality traits as a constant pattern of feelings, actions or thoughts that distinguish one individual from another. Sadock et al. (2017) define personality as how an individual interacts with his or her environment and his or her inspiration with it, that shape their decision- making processes, while Vazifehdoost et al. (2012) see it as a set of psychological characteristics essential to individuals, which shape their actions in various spheres of life. Personality traits focus on five main domains: (i) neuroticism; (ii) extraversion; (iii) openness to experience; (iv) agreeableness; and (v) conscientiousness (Cooper, 2003; Deck et al., 2008; Vazifehdoost et al., 2012). These domains are at times referred to as the Big Five.

3.5.5.1 Neuroticism

Neuroticism, also known as emotionality, refers to the inclination of individuals to feel worried, unhappy, uncomfortable and self-doubting (Cooper, 2003). According to Devaraj et al. (2008), neurotic people tend to be anxious, self-conscious and paranoid, while McElroy et al. (2007) argue that highly neurotic people tend to be fearful, sad, embarrassed and distrustful, and they have difficulty in managing stress. On the other hand, Ehrenberg et al. (2008) states that neurotic individuals spend more time text messaging and they display stronger mobile phone addictive tendencies. Neuroticism or emotional stability illuminates personality traits like nervousness, short- temperedness, and anxiety. Richards (1996) suggests that neuroticism is normally related to living and working in an unfamiliar environment. Migliore (2011) contends that the emotional reactive behaviour of people who score high in neuroticism is associated with negative feelings like anger and anxiety, whereas low scores point to emotional stability and

calmness. This would suggest that teachers who are neurotic would spend much time texting or be prone to mobile phone addiction. This may derail their focus on the issues that matter most in the classroom, that is, facilitation of the delivery and assimilation of subject content. School managers should therefore be cautious of teachers who show such inclinations and try to minimise their abuse of time for teaching and learning.

3.5.5.2 Extraversion

This trait refers to individuals who are ambitious and highly confident, as well as individuals who are more talkative and companionable (Cooper, 2003). They are positive and pursue new opportunities and excitement (McElroy et al., 2007). Those who score high in extraversion are said to be social, active and outgoing, while they place a high value on close and warm interpersonal relationships (Watson & Clark, 1997). However, extraverts – just like neurotics – spend lot of time on text messaging.

3.5.5.3 Openness to experience

Openness to experience relates to the ability of an individual to be inventive, sophisticated, inquisitive and also unique (Cooper, 2003; Kaufman, 2013). Some researchers state that this construct also refers to individuals' ability to be open to new experiences, and their ability to accept change (Myers et al., 2010). Those who score high in openness are flexible of thought and they tolerate new ideas. They actively pursue new and diverse experiences and they value change (McCrae & Costa, 1997). Open individuals tend to devise novel ideas, hold unconventional values, and willingly question authority (McCrae & Costa, 1997). Workers with openness to experience have positive traits of innovation and inquisitiveness, so they can be tasked to help with the management of time banditry.

3.5.5.4 Agreeableness

Being agreeable, defined by Graziano and Eisenberg (1997) as a compassionate interpersonal orientation, is further described as being kind, considerate, likeable, helpful and cooperative. According to McElroy et al. (2007), people who score high on agreeableness are sympathetic, good- natured, cooperative and forgiving, while Devaraja

et al. (2008) states that agreeableness is positively related to beliefs about the perceived usefulness of technology. A study conducted by Ehrenberg et.al (2008) found that disagreeable individuals tend to spend more time on phone calls and instant messaging. This is in line with what Phillips et al. (2008) discovered, namely that people low on agreeableness are highly likely to use mobile phones to play games, thus wasting time. Mount et al. (1998) found that this personality trait can influence employees' job performance, while the opposite of agreeable workers are prone to spend more time on making calls and testing messages.

3.5.5.5 Conscientiousness

Cooper (2003) defines conscientiousness as the inclination of the individual to be systematic and careful, work hard, and be responsible. It is somebody who is organised, determined and who strongly adheres to norms and rules. Conscientiousness further refers to an individual being trustworthy, having self-control, as well as being goal-oriented (Myers et al., 2010; Roberts et al., 2014). Scholars such as Vazifehdoost, Akbari, and Charsted (2012) claim that conscientious individuals are also more strategic and display more organised behaviour, rather than being impulsive. Teachers who portray this trait in the workplace can be mobilised by school principals and managers to assist them in reducing time misuse in the classroom.

To summarise, personality traits contribute in many ways to time banditry behaviours – depending on individual factors. This suggests that managers of institutions should be alert when dealing with time banditry in the workplace to minimise its huge impact.

3.6 Organisational factors relevant to time banditry

Under this heading fall factors such as organisational culture, emotional contagion and work policies. Prior to discussing organisational culture, it is imperative to define culture. Lim (2002) argues that culture plays an important role in developing a norm in an organisation that will provide the grounds for employees to steal time. In this case, time banditry can be either an accepted or unaccepted cultural norm in an organisation. Culture generally defines what an organisation stands for and how it navigates to achieve its goals. In a school setting, culture can be viewed as a collection of behavioural patterns exhibited by the teachers as they carry out their responsibilities.

3.6.1 Organisational culture

This refers to the predominant, inherent values, attitudes and means of conducting oneself in an organisation / institution. Organisational culture is defined by Schlechter (2000) as values and behaviours portrayed by workers in an organisation. Aspects such as values, attitudes and behaviours are considered in my study. Employees seem to embrace time banditry behaviours in a lax environment where the norm suggests that time banditry practices are acceptable. The workculture of public workers in Botswana is generally considered ineffective in terms of speed and efficiency, primarily because of poor attitude towards work, where the workers do not aim for optimum performance on their part. It seems that there is lack of the necessary discipline and skills to work both industriously and religiously with regard to paid work.

3.6.2 Emotional contagion

Hatfield et al. (1994) defined primitive emotional contagion as the tendency to automatically mimic others and to synchronise one's facial expressions, vocalisations, postures, and movements with those of another person – consequently, to converge emotionally. Emotional contagion causes the copied behaviour to lead to an affective state similar to that of the demonstrator (Hatfield et al., 2009). This concept proposes that an individual may easily copy the unbecoming behaviour of another after realising that no action has been taken to address it.

3.6.3 Workplace policies

Policies are the intentions of the organisation to guide and steer processes in society. A policy is a plan or course of action by means of which a business entity intends to influence and determine decisions, actions and other related matters. No government organisation or any established entity can function well without having in place a policy to pronounce what to do in particular situations, as has been agreed to officially by the group of people. Therefore, schools as social organisations have policies that guide the overall management of the local processes.

3.7 Workplace factors

In any work environment, there are factors that have a bearing on the workers in the workplace. These factors, which may influence them either positively or negatively and persuade them to conduct themselves in a certain way, include engagement, frustration with the work environment, lack of resources, lack of adequate training, and supervision. This list is by no means exhaustive. Work factors are sometimes referred to as job factors.

3.7.1 Work engagement

Work engagement is defined and operationalised in its own right as “a positive, fulfilling, work- related state of mind that is characterised by vigor, dedication, and absorption” (Schaufeli et al., 2002), while Kahn (1990) defines employee engagement as members of an organisation, are jointly commit themselves to their work roles. One noticeable characteristic of work engagement is when employees express themselves physically, cognitively and emotionally. Kruse (2010) defines an engaged employee as emotionally committed to the organisation and its goals, and as exerting effort to obtain the desired results. On the other hand, Harter et al. (2002) describe engagement as what employers expect from their employees – namely to give their all in terms of productivity, creativity and innovation. Kahn (1990) describes engaged employees as worker who emotionally and mentally know that their best performance will be rewarded in terms of promotion and benefits. In contrast, disengaged workers become reserved and defensive.

Work engagement is an outcome of employees' organisational experiences that are characterised by behaviours that are grouped into three categories: say, stay and strive (Hewitt Associates, 2005). Hence, Seijts and Crim (2006) define employee engagement as when an employee is fully involved in and enthusiastic about their work. Engaged employees care about the future of the company and are willing to do what it takes to move the organisation forward. Brown (2006) regards engagement as an advanced combination of satisfaction, motivation, commitment and advocacy, resulting from employees' movement up the engagement ladder.

Mone and London (2010) define employee engagement when an employees is involved, committed, and passionate and empowered to carry out his or her work diligently. It shows the level of commitment and involvement an employee has towards their organisation and its values. The organisation must work to develop and nurture engagement, as it requires a two-way relationship between employer and employee. The employee's level of job satisfaction and organisational commitment will be increased and further enhance their dedication and commitment to their job (Dutton et al., 2010). According to Wellins and Concelman (2005) engagement is an amalgamation of commitment, loyalty, productivity and ownership, while Macey and Schneider (2008) argue that employee engagement involves organisational purpose, and suggests participation, obligation, desire, passion, focussed effort, and energy to meet individual expectations.

In light of the descriptions above, an employee who possesses the following characteristics is termed to be engaged: involved, active, passionate, motivated, committed, enthusiastic and energetic. Employees who are fully engaged in their work are less likely to be engaged in time banditry, while disengaged workers tend to engage in time banditry behaviours in the workplace. It is advisable that the personnel be monitored to minimise the occurrence of time banditry.

3.7.2 Frustration with the work environment

Individuals who are frustrated in the workplace tend to turn their attention to activities like cyberloafing, talking to co-workers in person or over phone. Frustrating situations induce negative emotions in employees and, in turn, these emotions influence employee behaviour (Spector & Fox, 2002).

3.7.3 Lack of resources

Cordes and Dougherty (1993) found that individuals with a shortage of appropriate resources to perform their jobs can become weighed down and fail to complete their responsibilities. As a result, they may engage in time banditry. Thus, to reduce time banditry behaviours in the workplace, employees should be provided with the resources to complete work tasks. Dart (2007) conducted a study in Botswana where the participants complained that the lack of financial resources experienced by the school authorities resulted from budgetary limitations. This lack of financial resources within the school system put strain on the provision of resources such as books, computers and other teaching aids, and hampered the implementation of inclusive education in the schools.

In a study that Gwala (2006) conducted in South Africa, teachers were found to be frustrated with the unavailability of time and resources for planning together and supporting personnel in the provision of training to staff members. The shortage of time for training and planning together has serious implications for the implementation of inclusive education in the classroom. When employees experience a shortage of resources, they are bound to engage in time banditry behaviours as a way of venting their frustrations. This calls for school and education authorities to ensure the full provision of valuable resources to minimise the occurrence of time banditry.

3.7.4 Lack of adequate training

In a specialised working environment, workers tend to engage in time banditry when they do not feel properly equipped to execute their duties. Supervisors should keep an eagle eye on workers who have a strong desire to pursue further study. One of the most

noticeable effects of a lack of staff training is that workers become less productive when they do not know how to do their jobs properly. When employees are inadequately trained, they tend to feel undervalued; hence they reciprocally reduce their workplace productivity, dependability and commitment.

3.7.5 Supervision

Supervision is defined by Abdul and Nurhayati (2010) as the support offered to subordinates with the aim of fostering growth – both personally and socially – for recipients to be grounded professionally. In terms of this study, a subordinate implies any employee who is under the superintendence of the school principal. While it is assumed that supervisors and managers do not engage in non-work-related activity, they often fail to hold supervisees accountable of the same (Lim & Chen, 2012; Pryor et al., 2014; Colquitt et al., 2011). Additionally, scholarly literature reveals that managers and supervisors are not an exception as they also engage in acts of time banditry at work as their subordinates or supervisees (Pryor et al., 2014; Brock et al., 2013); Duffy & Dik, 2013; Garrett & Danziger, 2008; Messarra et al., 2011); Grover, 2014). In an organisation where supervision is lacking, it becomes difficult for supervisors and managers to manage time banditry behaviours of their employees.

3.8 Overview of my expectations of the conceptual framework used in this study

The model or conceptual framework for time banditry used in this study laid a reasonable basis for the management of time banditry behaviours at selected public senior secondary schools in Botswana. Individual, work and organisational factors that contribute to the phenomenon of time banditry were discussed, as well as consequences of time banditry in the workplace. I was hopeful that the model would continue to provide guidelines for dealing successfully with time banditry in Botswana public senior secondary schools. Chapter 4 next deals with the research design and methodology that underlie this study.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

In the previous chapter, I discussed the conceptual framework that guided this study. Three elements are crucial to the whole research process, namely the research paradigm, the research approach, and the research methodology (Creswell, 2014). In this chapter, I give detailed descriptions of the research methodology and design that I used to guide the data collection process. I present the philosophical worldviews and suppositions upon which I based my study (research paradigm), the research approach that I correlated to this worldview, and the specific method (procedures) that I used to convert the approach into practice (Creswell, 2014).

4.2 Interpretivist research paradigm

According to Okeke and Van Wyk (2016), the research paradigm is a worldview that supports the concept and procedure of a study or phenomenon that one endorses, while Maree (2016) defines it as a set of assumptions or beliefs about fundamental aspects of reality that gives rise to a particular worldview. One of these assumptions is interpretivism, which is based on the supposition that social reality is characterised by a diversity of viewpoints, since different people explain events in different ways, which leads to diverse perspectives of the event. In this study, I engaged the interpretivism paradigm so as to understand knowledge related to human and social sciences (rather than physical sciences), because humans interpret their world and then act based on such interpretation (Hammersley, 2013).

Accordingly, as an interpretivist, I have become accustomed to a relativist ontology and believe that a single phenomenon may have several interpretations, rather than being a truth that can be determined by a process of measurement. In other words, an interpretivist paradigm enabled me to gain a deeper understanding of the phenomenon holistically and its complexity in its unique context, instead of generalising the basis for understanding the whole population (Creswell, 2007).

This paradigm of interpretivism has both strengths and weaknesses. I embraced its strengths based on the paradigm's capacity to diversify the views of the school principals to look into the phenomenon of time banditry. As, an interpretivist researcher, I gained an in-depth understanding of their views and social context, rather than attempted to describe objects, human or events only. I used an interactive interview as it allowed me to investigate and prompt things that I cannot observe – I probed the views, thoughts, perceptions, attitudes, perspectives of the participants (Wellington & Szczerbinski, 2007). Therefore, I gained better insights into the data collected for further action at a later stage.

The interpretivist paradigm also displays some weaknesses. As the interpretivist, I intended to gain a deeper understanding and knowledge of the phenomenon within its complex context rather than to generalise these results to other people and other contexts (Cohen et al., 2011). Therefore it is likely to fail in verifying the validity and usefulness of research results using scientific procedures. Interpretivism is also criticised based on its ontological view of being subjective rather than objective (Mack, 2010). I was openly interested in exploring the phenomenon of time banditry, how principals manage it in their schools and how they understand the time banditry behaviours of their subordinates (Sheppard, 2012; Rubin & Babbie, 2013). Thus, to address these limitations, I kept a clear record of the data that was generated using recorded interviews and my research journal. Another strategy that I used to address these limitations were my conscious awareness and reflectivity throughout the research process (Voyer & Trodman, 2015).

(a) Moustakas (1994) identified some strong qualities of the interpretivist paradigm that are applicablein my study:
(b) The research focuses on the whole experience rather than considering certain

parts of it.

(c) Questions, problem identification and the development of the research would be mainly influenced by the researcher in terms of interest, involvement and commitment.

(d) Researchers are enabled to explore individual experiences in greater depth through informal discussions and interviews, rather than considering generalised measurements orexpectations (as is the case in the positivist paradigm).

(e) Respondents' experiences are explored in depth through the adoption of qualitative designsand methodologies.

(f) Experience is used as a highly important aspect of and contribution to the support of scientific research.

(g) Experiences are purposefully integrated within subjects and objects, leading to valuable findings and insights.

It is suggested that the foundations of interpretivism lie in the works of Max Weber (1864–1920) and Alfred Schutz (1899–1959) who tried to institute an objective science of the subjective. The interpretive paradigms within the social sciences are different from the positivist approach. Additionally, the roots of interpretivism are often associated with critical thinkers such as Marx (1818–1883), Nietzsche (1844–1900), Simmel (1858–1918), Scheler (1874–1928), and Mannheim (1893–1947).

Moreover, in the research conducted by Lincoln and Guba (1985), as well as Morgan (2007), they identified the following characteristics located within the interpretivist paradigm:

(a) The admission that the social world cannot be understood from the standpoint of an individual

(b) The belief that realities are multiple and socially constructed

(c) The acceptance that there is inevitable interaction between the researcher and his or herresearch participants

(d) The acceptance that context is vital for knowledge and knowing

(e) The belief that knowledge is created by the findings, can be value laden and the values need to be made explicit.

(f) The need to understand the individual rather than universal laws
(g) The belief that causes and effects are mutually interdependent
(h) The belief that contextual factors need to be taken into consideration in any systematic pursuit of understanding

The current study is located within an interpretivist paradigm because it focuses on obtaining the perspectives, views, skills and knowledge of principals regarding how they perceive time banditry, its effects on school performance, and their overall management of the phenomenon in their schools. Thus, the aim of interpretive research was to understand these complex realities through the eyes of the social actors as remarked by Richards (2003, p. 38).

Actors are individuals with biographies, acting in particular circumstances at particular times and constructing meanings from events and interactions. An understanding of this develops interpretively as research proceeds, so the relationship between the researcher and the object of investigation is of fundamental importance.

The interpretive paradigm is criticised for disregarding scientific procedures for the authentication of findings and the generalisation of human behaviour (Willis, 2013). I took note of these criticisms or weaknesses, but realised that they do not really have a bearing on my research, because the purpose of my study was not to generalise the findings, or to create a study that could be replicated. Instead, I sought to understand the views and perceptions of the participants to gain a deeper insight into the management of time banditry in public senior secondary schools. Furthermore, my purpose was not to establish a generalisable solution to the problem or a causal explanation, but rather to understand the phenomenon (Grix, 2010).

Research evidence also suggests that research based on the interpretive paradigm is regarded as less precise in less organised structures that are flexible and this may therefore lead to incomplete and misleading results (Cohen et al., 2009). Nevertheless, interpretivism was considered as the most suitable paradigm because I focused on the subjective beliefs, experiences and knowledge of the participants, whom I investigated in their local contexts, that is, in their school environments.

4.3. Ontological, Epistemological and Methodological Assumptions

Ontology is the study of being (Crotty, 1998, p. 10). It addresses the question of "what is out there to know about" (Grix 2002: 1). Qualitative researchers have to assume that participants they investigate are human beings with different views, interpretations and meanings. For this reason even in this study school principals differed in their understanding of the concept of time banditry. Using the case study as a methodology of the present study focussed on views, thoughts, opinions, and experiences of the concerned school principals.

Epistemology is concerned with the nature and forms of knowledge (Cohen et al., 2007: 7) Epistemology is also 'concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate.' (Crotty, 2003: 8). The Epistemological stance used in this study is interpretive which maintains that the view of that all knowledge and therefore all meaningful reality as such is contingent upon human practices, being constructed in and out of interaction between human beings and their world and developed and transmitted within an essentially social context. Thus, meaning is not discovered, but constructed and as such school principals constructed and shared their understanding and experience of the phenomenon under study.

The reasons why the interpretive paradigm was used for this study are as follow: First, I wanted to find an answer to the question "How do school principals manage time banditry in their schools? Second, the construction of meaning is transmitted within an essentially social context this is shown in the interviews conducted. Finally, Interpretivists view that there is no true or valid interpretation hence school principals could differ in their

submissions. Methodology is “the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of the methods to the desired outcomes.” (Crotty, 2003: 3).

Accordingly, the ontological assumption of this study was that school principals have different experiences on how they managed the phenomenon of time banditry in their schools (Flick, 2018). For this purpose, I made an assumption that the management of time banditry could be understood from the participants’ experiences, views and beliefs (Noble & Heale, 2019). My epistemological stance was the belief that only school principals could actually reveal practices of time banditry of teachers in their daily school management (Gibbs, 2018). Regarding this, I performed the study based on the assumption that the interpretivist paradigm would provide guidance for me to create knowledge about the phenomenon from the “lived and felt experiences” of the participants (Porter & Robinson, 2011). I reported the findings of this in an interpretive manner (Hackley, 2019). Notably, I produced findings that are the reflection of the experiences, views and beliefs of the participants in this study (Merriam & Grenier, 2019).

4.4 Qualitative research approach

I chose a qualitative research approach because of its ability to move from the fundamental theoretical postulations to where I specified the choice of participants, the data-gathering techniques to be used and how the collected data was analysed (Maree, 2016). According to Holloway (1997, p. 1), it provides the researcher the opportunity to “focus on the way participants interpret and make sense of their experiences and the world in which they live” and to explore the behaviour, perspectives and experiences of the study participants.

A qualitative study is appropriate since the goal of my study was to explain a phenomenon (time banditry) by relying on the perceptions and experiences of a person (school principal) in a given situation (Stake, 2010). Another reason for my choice of qualitative research was to explore how time banditry as a social or human problem is being managed (Creswell, 2007). The design is viewed as descriptive in nature, hence I described the procedures that I followed in conducting research (Maree, 2010).

I built a complex, holistic picture, analysed words, reported details of informants, and conducted the study in a natural setting that is in a number of schools where they manage time banditry behaviours. The qualitative approach gave me the opportunity to interact with individuals or groups whose experiences with regard to time usage in public schools in Botswana I wanted to understand.

While qualitative research focuses on what is little known or where there is uncertainty about a phenomenon (Cronholm & Hjalmarsson, 2011), quantitative research aims to find cause and effector determine the relationship between variables – mostly to prove or invalidate a theory or hypothesis (Creswell, 2002; Teddlie & Tashakkori, 2012; Feilzer, 2010). Sekaran and Bougie (2010) suggest that quantitative research depends on deductive reasoning, while Saunders et al. (2009) add that researchers employ varying techniques to establish statistical relationships amongthe variables by the use of complex statistical modelling. Quantitative research requires typical research designs where the focus of research is to describe, explain and predict phenomena. It uses probability sampling and works with larger sample sizes as opposed to what is required for qualitative research designs (Cooper & Schindler, 2006). Since my study aimed to gain an in-depth understanding of principals' dealing with time banditry in their schools, a quantitative research approach was not applicable.

The qualitative approach requires that data be collected in a natural setting, which in this case was in schools where I examined time banditry as a phenomenon. Further reasons for my choice of qualitative research methods included the following:

(a) It provided me with the detailed perspectives of the 15 principals of the public seniorsecondary schools involved.
(b) The voices of participants could be heard.
(c) The context of participants could be understood.
(d) The dataset was built based on the views of the participants, not the researcher.

According to Creswell (2013), the limitations of a qualitative study include the following: its lack of generalisability; the fact that qualitative data is not as hard as numbers; only a small number of participants are studied; the findings are of a highly interpretive nature; and it relies largely on participants, which minimises the researcher's expertise.

To address the shortcomings of the qualitative approach, I adopted a strong design and incorporated methodological strategies to ensure trustworthiness in the process of data collection and analysis. Specifically, I accounted for personal biases which may influence data collection, and applied meticulous record keeping where I tried as much as possible not to influence the data collection exercise. I also demonstrated a clear decision trail and ensured that the interpretations of data were consistent and transparent. Lastly, I established a comparison case or sought out similarities and differences across accounts to ensure different perspectives were well represented (Guba & Lincoln, 1982; Creswell, 2013).

4.5 A case study research design

Bogdan and Biklen (2006) describe the research design as an outline, plan or strategy used by the researcher to address the research questions. Myers et al. (2011), in turn, defines it as a stipulated plan for an entire qualitative research project that involves deciding upon the various components of a given project. The research design involves the entire research method, including the research problem, the literature review, and the methodological underpinnings of the study and the conclusionof the study (Conrad & Serlin, 2011).

Yin (2017) describes the research design as a plan of action for moving from one point to another. A case study was considered appropriate for my research as it involved the management and interpretation of the time banditry phenomenon in public senior secondary schools in Botswana. Creswell and Creswell (2018)describe a case study as a qualitative research design aimed at providing a holistic and in-depth understanding of multiple realities within a research study.

According to Rule and John (2011) a case study design allows an in-depth investigation that is systematic in nature to generate knowledge within. According to Hyett et al. (2014), case study research is an increasingly popular approach among qualitative researchers – since its objectives are being not statistical and not aiming to produce outcomes that are generalisable to all populations.

The reasons why I chose case study research include the following:

(a) The focus of my study was to answer the ‘how’ and ‘why’ questions.
(b) I could not manipulate the behaviour of school principals.
(c) I intended to cover contextual situations that were relevant to the phenomenon of time banditry.

I conducted a case study consisting of 15 public senior secondary school principals in the North-western, North-eastern and Central Districts of Botswana. My goal was to explore how principals manage time banditry behaviours of employees in their schools. The case study design provided me with an opportunity to engage with real people in real situations, so as to provide readers with an adequate understanding of the phenomenon of time banditry as the subject of my study (Cohen et al., 2011). Yin (2009) argues that a qualitative case study is the central point that connects the empirical data to the research questions.

The case study allowed me to explore the knowledge, skills, perceptions and attitudes of school principals in managing time banditry in their schools. The case study design also enabled me to focus on the principals in their natural setting, that is, in their school environments, to describe their experiences of managing time banditry.

4.6 Sampling procedure

It is not possible to use an entire population for this study, thus it was logical to pick manageable number of participants, referred to as the study sample. I used purposive sampling as the technique (Creswell, 2014) to select principals who have been in a managerial capacity in the education system of Botswana for two or more years. I assumed that the longer they have been in the profession, the more certain it would be that they have experienced time banditry in their schools. By implication, they would be better placed to have rich experiences, and could share their own lived experiences with me (McMillan & Schumacher, 2014). I drew the participating study sample from 15 schools from the North-western, Central and North-eastern Districts of Botswana and ensured that they would display urban, semi-urban and rural characteristics so as to represent the 35 public senior secondary schools in the whole of Botswana. The rationale behind my choice of schools in these districts involved their proximity to each other which reduced the financial costs and saved much time. There were 17 public senior secondary schools in the three regions and 15 of them were included in the sample.

I applied the same strategy for the selection of participants from each of the 15 schools. Purposive sampling was used to select 15 school principals by virtue of their positions, since they were responsible for the overall management of the schools under their stewardship and supervision. Empirical research on the education production function has traditionally examined how teachers and their background characteristics contribute to school achievement (Hanushek & Rivkin, 2010; Todd & Wolpin, 2003). The rationale for the selection of this group of participants was their knowledge base and wealth of experience. They also possessed the information that was required in my study (Bernard, 2002; Creswell et al., 2011). The 15 school principals constituted an invaluable study sample as they offered me as the researcher a huge amount of experience and useful information with regard to the phenomenon of time banditry. They daily supervised and observed teachers in their day-to-day operations in the schools.

To summarise, my study participants were chosen because they had invaluable knowledge, experiences and information concerning the management of time banditry in a school environment. They offered a fair representation of important elements related to my research questions. The 15 schools (A, B, C, D, E, F, G, H, I, J, K, L, M, N and O) had 15 principals, and this number is in line with what is suggested for this type of study by Creswell (1998) – between 5 and 20 participants – and by Morse (1994) – at least six participants.

4.7 Data collection methods

I employed individual semi-structured data collection technique for this study as I discussed below. It afforded me an in-depth analysis on how the selected school principals in the Botswana secondary schools manage time banditry.

4.7.1 Individual semi-structured interviews

I chose the interview as it allows a face-to-face conversation between the participants and myself as a researcher. It also enables participants to convey the information to me personally and gave methe opportunity to collect the data that would answer my research questions (Creswell, 2009; Onwuegbuzie & Byers, 2014). Interviews are generally employed in qualitative research as they allow a one-on-one situation in which participants are asked open-ended questions and their responses are recorded. To ensure consistent transcription, I used an audio recorder to capture the interview process for each of the 15 interviews (Creswell, 2009). The primary advantage of these in-depth interviews was that they provided me with much more detailed information than what would have been available through other data collection methods, such as surveys. Secondly, they offered a more comfortable atmosphere in which I could collect information, and the interviewees felt quite relaxed during our discussions.

This view is in agreement with the finding of Collingridge and Gantt (2008), and Wimpenny and Gass (2000). They state that the in-person interview is commonly recognised as a suitable system for qualitative inquiry to seek insights of those who have experienced or are experiencing a particular phenomenon. Merriam (2009) adds that most data nowadays is collected using interviews, which permits the researcher to better understand the phenomenon from the interviewee's point of view.

Although Lincoln and Guba (1985) and Patton (1990) outlined the strengths and weaknesses of the interview method I chose to conduct interviews with the participants because it allowed me to -

(a) Move back and forth in time to construct the past, understand the present and predict the future;
(b) Access the otherwise inaccessible;
(c) Check observational information, and reflections
(d) Gather information somewhat systematically; and
(e) Gain new insights and perceptions.

Weaknesses also occur because information and answers gathered by means of an interview:

(a) Are highly reflective of the interviewee's perceptions and biases;
(b) Depend on the respondent's ability to recall;
(c) Can be affected by the interviewee's physical and emotional state;
(d) Can be affected by reactions to and interaction with the interviewee;
(e) Depend on the interviewing skills of the researcher.

The face-to-face administration of the semi-structured interview has both advantages and disadvantages, as outlined by Shuy (2001). An advantage is that the presence of the interviewer gives structure to the interview situation. Communication is enhanced because both verbal and non-verbal communication problems can be noticed immediately, and there is the possibility of clarifying complex questions that may be a bit confusing. The physical presence of the interviewer also allows some flexibility. If any discomfort or unease is detected on the part of the participant, the interviewer can offer a break or emotional support to ensure that energy is regained to resume the interviews (Shuy, 2001).

Disadvantages of the face-to-face interview may include the participant feeling shy when asked sensitive questions, and the physical presence of the interviewer affecting the participants and their responses negatively. This type of interview may also be costly in terms of time and money (Shuy,2001). I did not experience any of the limitations discussed above as the interviews were conductedin a conducive environment in their comfortable offices. I watched out for shyness or sensitivity of participants and noted nothing. As far as costs and time were concerned, I budgeted for transportand subsistence expenses, and kept time of appointments for interviews since I arrived 30 minutesbefore agreed times.

According to Partridge et al. (2010), the semi-structured interview is suitable for revealing previously unknown qualitative trends and issues; thus it permits new areas of the research interest to be explored. The semi-structured interview furthermore allowed me the flexibility to rephrase questions so as to dig for pertinent information (Irvine et al., 2013). With a relatively small sampleof 15 participants, this method helped not only to provide more useful data but also permitted thematic analysis of the qualitative data (Alvarez & Urla, 2002). The face-to-face interview was suitable because it had the strong advantage of the interviewee being prodded for rich data and information to address the research questions.

By conducting face-to-face interviews, I made certain that the participants responding to interview questions were the ones that I intended to target, something that I would not have been assured of when I had used a data collection instrument such as the questionnaire (Berends, 2006). Cohen et al. (2005) argue that an advantage of the

interview method is its potential for investigating in greater depth, in comparison to other methods of data collection such as the questionnaire. Additionally, the face-to-face interview lets participants become involved, thus increasing their response rate and enhancing their feedback about the research problem. The individual, semi- structured, face-to-face interview that was used in my study was generally useful because it enabled me to conduct exploratory work, seek a better understanding and identify themes and issues of a particular phenomenon, and dig deeply to find rich information. The participants in these interviews were school principals from 15 selected public senior secondary schools in Botswana.

Prior to each interview session, I communicated with the school principal concerned to confirm their availability on the date and time of the interview and the venue. In the case of one principal who was busy at the time of scheduled interview, I rescheduled our appointment to take place at a convenient date and time. Before the interview could commence, I requested each participant to provide me with demographic information regarding their job position, age, gender, marital status,professional qualifications and years of work experience. The venue and time of interview were determined by the participants at their convenience. Confirmations to continue with interviews were made and the purpose of the research was clearly explained.

All the participants agreed to be interviewed in their offices and there was no interference from other clients. Interview venues were suitable, with comfortable seating arrangement and enough space to comply with COVID-19 protocols. A voice recorder device was available, and privacy was ensured and minimal interruptions occurred (Guest, Namey, & Mitchell, 2013). All the participants signed consent forms as an acknowledgement of their agreement to participate in my study.

I used pseudonyms for the 15 school principals and refer to them as principal A to principal O in order to conceal their identities and respect the confidentiality of the schools. In each case, I asked for participant's consent to record our interview using a voice recorder. I was able to record all the interviews as no-one declined my request. I also took notes to capture gestures or facial expressions that could not be captured by the recording

device. During the interview process, I used an interview guide that I prepared with pre-determined questions related to my research questions (McMillan & Schumacher, 2014).

4.7.2 Study sites and participants

There are 35 public senior secondary schools in Botswana, but only 15 schools were selected from three districts out of a total of ten. Since the schools in these regions represented rural, semi-urban and urban sites, their characteristics could give a fair picture of time banditry. The distribution of regions is shown in table format below.

Table 4.1 Number of schools per District

District	School
North-west	2
North-east	3
Central	10
Total	**15**

Table 4.2 Number of schools per type of District

District	City	Town	Semi-urban/Rural	Total
North-west	0	0	2	**2**
North-east	2	0	1	**3**
Central	0	1	9	**10**
Total	**2**	**1**	**12**	**15**

Only two public senior secondary schools were located in a Botswana city in the North-east District, while a township school was situated in the Central District. The rest of the schools were located in the three regions with semi-urban and rural characteristics as well as a mix of ethnic and socio-economic features. The total number of public senior secondary schools in the three regions was 17 and a target group of 15 schools was selected.

Permission to conduct the research was sought from the Ministry of Basic Education's Research and Educational Planning office. Regional Directors in the North-west, North-east and Central Districts indicated that the study must be conducted in approved research sites.

Fifteen principals were selected out of a total of 35 in the whole country. The primary responsibility of a principal is to effectively lead and manage a public senior secondary school, its teaching and non-teaching staff, and its pupils. It is the responsibility of the principal to achieve the aims and objectives with regard to education as laid down by the Ministry of Basic Education, to adhere to teaching practice standards, school ethics, the Public Service Act, and to discipline all members of staff in the school he/she leads (Botswana Government Job Effectiveness Description Form MSD/10B, n.d.). The principals were purposefully selected to take part in the study based on their experience, values and knowledge of the phenomenon of time banditry as applied in their management of the processes of school life (Ravitch & Carl, 2016).

School principals' duties and responsibilities nowadays vary in complexity. The Botswana Primary School Management Manual (2000) asserts that the school principal is key in ensuring the proper management of the school, staff and pupils so as to ensure good school performance. Managing employees is one of these functions, by means of which principals develop people or restructure the organisation to attain organisational goals (Horng & Loeb, 2010). For principals to execute their functions assiduously and work with people, they are required to be knowledgeable about labour contracts and have skills such as conflict resolution, the capability to supervise multiple employee groups, and to address grievances (Norton, 2015).

4.8 Data analysis and interpretation

Data gathered from the interviews was transcribed, coded and generated into themes that could be aligned with my research questions and conceptual framework. Qualitative data refers to non- numeric information such as interview transcripts, notes, video and audio recordings, images and text images. In this thesis I used a computer-assisted qualitative

data analysis software (CAQDAS) called Atlas.ti. Atlas.ti version 9 was used to analyse my data. The software facilitated the analysis of the 15 transcripts that were made for the 15 school principals who had been interviewed. The software was used to identify and code quotations. The codes were further analysed and synthesised to form higher concepts and, in the course of this process, some themes emerged that answered the research questions.

The Atlas.ti software is very versatile in that it could be used to produce a code network, which provided a visual summary of and insight into how the codes are connected. According to Flick (2013), qualitative data analysis fulfils the following general aims: describing a phenomenon in some or greater detail; comparing several cases based on the commonalities or differences between them; and developing a theory of the phenomenon being studied based on the analysis of empirical material.

I employed thematic analysis as a method in qualitative research in order to identify, analyse and report patterns or themes within the data gathered (Braun & Clarke, 2006). My main purpose was to organise and describe data in a rich and detailed manner. I was guided by the model as proposed by Braun and Clarke (2006). The technique incorporates inductive analysis, a process through which qualitative data is organised into classifications and patterns. Inductive analysis was used as a technique to organise the data and identify relationships among the classifications (McMillan& Schumacher, 2014). The analysis mainly involved the following six steps of thematic analysis as identified by Braun and Clarke (2006) and summarised in Table 4.3.

Table 4.3 Steps in the process of thematic analysis

Steps	Description of the process
Step 1: Become familiar with the data	Reading, and re-reading the transcripts
Step 2: Generate initial codes	Organising data in a meaningful and Systematic way. Coding reduces lots of datainto small chunks of meaning.
Step 3: Search for themes	Involves identifying themes; a theme is a pattern that captures something significant or interesting about the data and/or research question.
Step 4: Review themes	During this phase themes will be reviewed and modified.
Step 5: Define themes	What is the theme saying? If there are subthemes, how do they interact and relate to the main theme? How do the themes relate to each other?
Step 6: Write up report	Reporting a thematic analysis.

Source: Braun and Clarke (2006)

As proposed by Martin et al. (2010), I analysed data obtained from the interview questions (having been aligned with my research questions and conceptual framework) to provide guidance in identifying themes and patterns. I merged some themes that were related to each other to form general themes.

4.9 Researcher as the primary instrument for data collection and data analysis

As a qualitative researcher, I got involved and interacted with the school principals through interviews as I collected data and became immersed in the research (Babbie & Mouton, 2001).

4.10 Quality criteria – Trustworthiness

As mentioned in Section 1.8.6, trustworthiness criteria in qualitative research are based on the following principles: credibility, transferability, confirmability, dependability and reflexivity. For each principle of trustworthiness, I employed specific strategies to ensure adherence to the specificquality criterion.

4.10.1 Credibility

The principle of credibility is defined as the assurance that the research findings are truthful (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). To achieve the credibility of data, I ensured prolonged and varied field experience. I understood the core concerns better because of the trust relationship that I had with study participants and my use of peer debriefing. According to Guba (1981), peer debriefing provides an opportunity for the researcher to test their insight intothe data collected and subject themselves to searching questions. In this strategy, I sought support from other experts to provide scholarly guidance. Valuable feedback from peers also helped me toimprove the quality of the investigation findings. I furthermore used member checking where I sent initial reports of transcribed data to the participants to check accuracy, identify gaps and add omission. Member checks imply that data and interpretations are continuously tested for accuracy (Guba, 1981). This strategy is supported by Lincoln and Guba (1985) and Leech and Onwuegbuzie (2007). They advocated that member checks constitute an important process that every qualitative researcher should undertake because it is the heart of credibility. I therefore sent back my analysed and interpreted data to the participants to allow them to assess my interpretation.

The first interview sessions covered some areas of the research questions while the follow up session closed the gaps. There were two interview sessions that I conducted. The first one was conducted physically in February 2021 while the second interviews ran from September to December 2023 telephonically. Length of time for the first session is as follows; Participant 1 for 1hour 8 minutes, Participant 2 for 1hour 21 minutes, Participant 3 for 1hour 15 minutes, Participant 4 for 45 minutes, Participant 5 for 54 minutes, Participant 6 for 24minutes, Participant 7 for 34minutes, Participant 8 for

36minutes, Participant 9 for 54minutes, Participant 10 for 1hour 13, Participant 11 for 54minutes, Participant 12 for 1hour 6minutes, Participant 13: 1hour 29 minutes, Participant14 for 54minutes, and Participant 15 lasted for 1hour 4minutes. While the second session for each participant lasted less than one hour. Their times as indicated; P1; 24 minutes, P2; 11 minutes, P3; 44 minutes, P4; 27 minutes, P5; 37 minutes, P7; 23 minutes, P8; 24 minutes , P9; 23 minutes, P10; 48 minutes , P11; 19 minutes, P12; 22 minutes , P13; 22 minutes, P14; 24 minutes and P15 lasted for 34 minutes.

4.10.2 Transferability

I provided detailed explanations and justifications on every step of this study so that other scholars can follow and be able to replicate it to similar phenomena in similar contexts in order to ensure findings of this study are transferable. It should be possible to transfer the results of qualitative research to other contexts involving other participants (Bitsch, 2005; Tobin & Begley, 2004). In quantitative research this is equivalent to generalisation. I provided thick explanations and reasons for such decisions in an attempt to ensure its transferability of the research findings. When the findings of the study are transferable to the related communities provided the researcher's role is that of providing clear and detailed explanation of the context of the study, participants' characteristics as well as the research design so that other readers can make their judgment concerning transferability (Jensen, 2008).

4.10.3 Dependability

Dependability implies that findings must be stable over time (Bitsch, 2005). Those who evaluate the findings, interpretations and recommendations of the study should conclude that these are all supported by the data received from the informants of the study. The participants in my study evaluated my findings, interpretations and recommendations to ensure that they were in alignment with data that had been received from them (Cohen et al., 2011; Tobin & Begley, 2004). Thesewere achieved through maintaining an audit trail where raw data, interview notes and records collected from the field and others were kept (Guba & Lincoln, 1982). Another strategy that I used involved peer examination

where the research process and findings were submitted to neutral colleagues such as doctoral scholars with experience in qualitative research. My supervisor played a significant role in this regard. According to Bitsch (2005) and Krefting (1991), peer examination would compel me to be honest about the study, it would contribute to reflexive analysis and it would help to identify categories not covered by the research.

4.10.4 Confirmability

Confirmability as described by Tobin and Begley (2004) involves establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but have been clearlyderived from the data. I kept an audit trail by recording all events that occurred in the field in a reflexive journal and added to it personal reflections on the study.

4.10.5 Reflexivity

I applied the principle of reflexivity by being actively involved in the research process and consciously maintaining self-awareness about my role throughout the study (Lambert et al., 2010). This principle of reflexivity suggests that as a researcher, I recognised that I am part of the social world that I studied (Ackerly & True, 2010; Morse, 1994; Shaffir & Stebbins, 1991). Reflexivity as a process is self-examination on the role of subjectivity in the research process. Also, I continuously reflected on my values in an attempt to recognise, examine and understand how social background, location and assumptions could affect my research practice (Parahoo, 2006; Hesse-Biber, 2007). Conversely, I maintained consciousness that my biases, preferences and preconceptions must not in any way influence the study (Lincoln & Guba, 1985).

4.11 Ethical Considerations

Because human beings are a central focus in educational research, it became my responsibility as the researcher to protect the right and safety of the participants (McMillan & Schumacher, 2014). Therefore, to comply with this ethical research principle, I followed the steps that I discussed below:

4.11.1. Permission

First, I obtained approval and ethical clearance for conducting the study from the Ethics Committee of the Faculty of Education at the University of Pretoria, South Africa. Subsequently, a letter was written to the Ministry of Basic Education and the Department of Research and Educational Planning in Botswana to apply for a research permit to undertake a study at 15 selected public senior secondary schools. Approvals were granted from both institutions. I wrote letters to the individual schools informing them of my intention to conduct my study there and followed it up through telephone communication. Having received approval from the school principals, I then proceeded in person to their schools. I met each school principal at their school to further solicit permission to conduct the study and showed them authorisation letters from both the Ministry of Basic Education and the University of Pretoria. These official letters acted as proof of authenticity of communication, thus all school authorities allowed me to undertake the study.

Ethical considerations were guided by principles that were key to ensuring quality research and yielding quality research findings. Within the context of research ethics, Mouton (2001, pp. 243- 246) lists some of the most basic rights of subjects in research and indicates how these rights affect the conduct of research. These rights involve the right to privacy (including the right to refuse to participate in research); the right to anonymity and confidentiality; the right to full disclosure about the research (informed consent); and the right not to be harmed in any way (physically, psychologically, or emotionally).

In order to deal with the above challenges, I held informal meetings and discussions with stakeholders, gatekeepers and key officials of organisations – such as regional education officers – with the aim of establishing rapport and ensuring the smooth conduct of the study. I complied with institutional procedures in their workplace to ensure that any potential risks to participants would be evaluated and sufficiently addressed, prior to commencement of my investigation (Devers & Frankel, 2000b, p. 266-267). In this case, the Research Ethics Committee of the University of Pretoria played a critical role in approving my ethical clearance application to undertake the proposed data collection exercise (Annexure A).

4.11.2 Confidentiality and anonymity

While anonymity refers to the principle that the identity of the individual is kept secret, the principle of confidentiality refers to the information gathered from subjects. Such information should be protected even if it enjoys no explicit legal protection or privilege (Mouton, 2001). On the other hand, Mugenda (2003) defines anonymity as not identifying the ethnic or cultural background of respondents, as refraining from referring to them by their names, and as not divulging any other sensitive information about a participant.

4.11.3 Voluntary participation and informed consent

Participants were informed that they were free to participate voluntarily in the research study and to withdraw from the study. No participant would be coerced to participate in the study. This was done through formal meetings with the school principals individually to rule out the possibility of influence. Each principal was given two letters – an invitation to participate and a consent letter. They were given enough time to go through the letters before commencement of the interview in order to satisfy the principles of voluntary participation and consent. Both letters highlighted the nature of the study and the role of the principals in the study.

In order to protect the identities of participants, I referred to them by pseudonyms – Principal 1 (P1); Principal 2 (P2), etc. The 15 schools were also named SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN and SO to protect their identities. This is in line with Mouton (2001) who notes that participants as providers of information have the right

to remain anonymous. Furthermore, participants' rights should be respected, both where these are promised explicitly and where no clear understanding to the contrary has been reached (Mouton, 2001). The informed consent documents were kept confidential during and after the study.

Permission to audio-record the interviews was sought with the participants before the start of each session. The anonymity of their contributions was assured by my use of the letters of the alphabet (A-O) to identify each of the 15 participating schools and principals.

I intended to minimise the risks associated with the research participants and to maximise the potential benefits to individuals. I also ensured that the knowledge to be gained by society, educational institutions and the nation at large would far outweigh the risks at individual level. Participants were at liberty to participate and would not be pressured to comply out of a sense of duty or because they believe in the good of the researcher (Holloway & Wheeler, 1999). Other potential risks, such as emotional stress due to interview, did not realise during my research study. Participants' protection was maintained and no emotional stress was observed during the interview exercise. Special care was taken to protect the school principals against any potential risk or harm (whether social or psychological), to ensure their human dignity, and to uphold their privacy and autonomy. To address mental stress, referral services were planned in advance for the participants where they could be assisted with a stress management plan and counselling sessions. None of the participants declined to take part, because they realised that the benefits of the research to the school management, educational institutions and the nation greatly surpassed the individual gains.

4.12 Follow-up questions

I asked follow-up questions to school principals via telephone between 28 September 2021 and December 2021 in order to further substantiate my research findings. My permit from the Ministry of Basic Education expired on 9 October 2021. I applied for its extension and this was approved and extended to July 2022. I only managed to telephonically interview 14 principals up to December 2021, as one principal had some pressing

commitments. After again obtaining permission from the participants to speak to them at a convenient time, I asked a number of follow- up questions, which were also audio recorded. There was no interference during all the sessions. Audio recordings were transcribed and then data was analysed.

4.13 Conclusion

This chapter provided detailed descriptions of the research paradigm, qualitative research approach, the case study research design, the data collection process and data analysis procedure, the applicable trustworthiness criteria, as well as ethical considerations that applied to the study. In the next chapter, I dealt with data analysis, interpretation and research findings.

CHAPTER 5

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 Introduction

In Chapter 4, I discussed the research procedures and strategies that were employed in this empirical investigation. In Chapter 5, I present, analyse and interpret the findings with an aim to explore how school principals manage time banditry at selected public senior secondary schools in Botswana. Firstly, it is imperative that I declare my personal position and provide the reader with the profiles of the participants in this study.

5.2 Personal declaration

My position during data collection was solely that of a researcher who wished to address the main and secondary research questions. I have previously worked as a teacher, senior sciences teacher and head of department (pastoral care) in three junior secondary schools in Botswana. At the time that I was collecting data, I worked as a principal education officer. This position is at a junior level compared to that of school principals in terms of authority and seniority. Principals are ranked at salary scale D1, while my position is ranked at salary scale D3, thus a junior position according to Botswana salary scale. With regard to authority and seniority, principals in public senior secondary schools have authority over principal education officers, and they report directly to Regional Education Directors in the districts. Since my position was that of a junior officer, it did not influence school principals and they participated voluntarily in this study.

I collected data from the North-west, North-east and Central Districts, which are a reasonable distance of between 460 km and 1230 km away from the Ghanzi District where I was based. Guided by ethical principles such as integrity and transparency, I decided not to collect data in the Ghanzi District where my influence might have compromised the quality and standard of the research.

5.3 Description of participants and the research sites

As stated in Section 4.10.3, I protected the identity of the schools and school principals participating in this study by using code names instead of real names. For instance, the schools were named School A (SA), School B (SB) up to School O (SO), and Principal 1 (P1), Principal 2(P2) up to Principal 15 (P15).

5.3.1 School A (SA) and Principal 1 (P1)

School A, a public senior secondary school located in the village area of Botswana's North-west District, was established in 2012 by the Ministry of Basic Education. The school was fully funded by the government of Botswana in terms of provision of all resources. As a senior secondary school, classes include Forms 4 and 5 (Grades 11 and 12). The school had a total enrolment of 1 431 students, 136 teachers and 67 support staff. It was a day school with boarding facilities for students whose residences were outside the school's premises.

Principal 1 (P1) was a male over 60 years of age. He had served as a teacher for 31 years, including 10 years in both junior and senior secondary schools as a school principal. He had a Bachelor's degree in education.

5.3.2 School B (SB) and Principal 2 (P2)

School B was a public senior secondary school located in a semi-urban area of the North-west District. It was established by missionaries on 1 January 1970 when classes ranged from Form 1 to 5. It has since changed status and admits only Form 4s and 5s (Grades 11 and 12) as a senior secondary school. The school had a total enrolment of 1 593 students, 136 teachers and 62 support staff. The school was fully sponsored by the Botswana government and it is a day school with boarding facilities for students whose homes are far from the school.

Principal 2 (P2) was a female of between 51 and 60 years old. She held Master's degree in educational management. She had 34 years of experience as a teacher in both rural and urban schools. For 16 years of those years she worked as a school principal.

5.3.3 School C (SC) and Principal 3 (P3)

School C was a public senior secondary school located in the Central District. It opened its doors for the admission of students in 2011. Being a public senior secondary school, its classes consist of Form 4s and 5s (Grades 11 and 12). This school had a total enrolment of 1 257 students, 114 teachers and 59 support staff. It was a day school with a boarding facilities for students whose homes are far from the school.

Principal 3 was a male aged between 45 and 50 years old. He held a Bachelor's degree in education and had teaching experience in both rural and urban secondary schools. As a deputy principal, he acted as principal when the previous incumbent was transferred to a junior secondary school. He had 21 years of teaching experience, nine years as a deputy principal, and 18 months in an acting capacity as a school principal.

5.3.4 School D (SD) and Principal 4 (P4)

School D, a public senior secondary school located in an urban area of the North-east District, was established on 1 January 1963. It is a Catholic school offering public senior secondary education and is fully funded by the government of Botswana. It has an enrolment of 1 845 students with 143 teachers and 54 support staff. The school admits Form 4s and 5s (Grades 11 and 12) and had boarding facilities for students whose homes are far from the school.

Principal 4 (P4) was a male aged between 51 and 60 years. He possessed a Master's degree in science education and had 33 years of teaching experience, including11 years as a school principal.

5.3.5 School E (SE) and Principal 5 (P5)

School E was a public senior secondary school located in an urban area of the North-east District. The school was established on 1 January 1978. It offered secondary education to Form 4s and 5s (Grades 11 and 12) and was fully funded by the government of Botswana. The total enrolment of students was 1 530, with 137 teachers and 48 support staff. School E was a day school.

Principal 5 (P5) was a male aged between 51 and 60 years old. He had a Bachelor's Degree in educational management and had 28 years of teaching experience, including 13 years as a school principal.

5.3.6 School F (SF) and Principal 6 (P6)

School F, a public senior secondary school located in a semi-urban area of the North-east District, started operating on 1 January 1994. It offered secondary education to Form 4s and 5s (Grades 11 and 12) and was sponsored by the government of Botswana. It had an enrolment of 1 345 students with a teaching force of 105 and 60 support staff. It was a day school with a boarding facilities for students whose homes are far from the school.

Principal 6 was a female of between 51 and 60 years. She held a Master's degree in educational management and had 35 years of teaching experience, including 10 years as a school principal. She taught in both rural and urban schools.

5.3.7 School G (SG) and Principal 7 (P7)

School G was a public senior secondary school located in a semi-urban part of the Central District. It was located 30km from an urban area. It was established on 1 February 1975 as a government school and currently had a total enrolment of 1 590 students, 135 teachers and 47 support staff. As a public senior secondary school, it admitted Form 4s and 5s (Grades 11 and 12) and it was fully funded by the government of Botswana. It was a day school and had a boarding facilities for students whose homes are far from the school.

Principal 7 was a male aged between 51 and 60 years who possessed a Bachelor's degree in education (mathematics). He had 30 years' teaching experience, including eight years as a school principal in both rural and urban schools.

5.3.8 School H (SH) and Principal 8 (P8)

School H was a public senior secondary school located in a rural area of the Central District, with a total of 1 340 students, 124 teachers and 51 support staff. It admitted Form 4 and 5 students (Grades11 and 12) and was situated 30 km away from a town. It was a government-funded school that opened its doors in April 2011. School H was a day school that also had boarding facilities for students whose homes are far from the school.

Principal 8 was a female aged between 51 and 60 years. She held a Bachelor's degree in education, with 29 years of teaching experience and 8 years as a school principal.

5.3.9 School I (SI) and Principal 9 (P9)

School I was a public senior secondary school located in an urban area in the Central District. The school was established on 1 January 1974 and had an enrolment of 1 478 pupils, 119 teachers and 46 support staff. It was sponsored by the government of Botswana. It admits Form 4 and 5 students (Grades 11 and 12) and it was a day school with a boarding facilities for students whose homes are far from the school.

Principal 9 was a male aged between 51 and 60 years. He held a Master's degree (Educational administration) with teaching experience of 33 years and 9 years as a school principal in both rural and urban areas.

5.3.10 School J (SJ) and Principal 10 (P10)

School J was a public senior secondary school located in a semi-urban area of Botswana's Central District. It had a total of 1 403 students, a staffing compliment of 127 teachers, as well as 56 support staff. It admitted Form 4 and 5 students (Grades 11 and 12). The school was also sponsored by the government of Botswana. It was established on 28 January 1979 as a junior secondary school but was later upgraded to a senior secondary school in the 1990s. School J was a day school with boarding facilities for students whose homes are far from the school.

Principal 10 was a male of between 51 and 60 years. He held a Bachelor's degree (Mathematics in Education) and 35 years of teaching experience. For 11 of these years he worked as a school principal.

5.3.11 School K (SK) and Principal 11 (P11)

School K was a public senior secondary school located in a semi-urban part of the Central District. It has 150 teachers and 68 support staff with a student component of 1 581. It admitted Form 4s and Form 5s (Grades 11 and 12). The school was also fully funded by the government of Botswana since its establishment on 11 February 1980. It accommodated both day and boarding students.

Principal 11 was a female aged between 51 and 60 years. She had 30 years of teaching experience, out of which 10 years were as a school principal in both rural and urban schools. She held a Bachelor's degree in educational management.

5.3.12 School L (SL) and Principal 12 (P12)

School L was a public senior secondary school located in a rural part of the Central District. It was fully funded by the government of Botswana with 102 teachers, 72 support staff and 903 students. It was established on 1 January 1962 as community school (admitting Form 1 to 5 students) by community members with the assistance of Kgosi Tshekedi Khama of the Gamangwato tribe. The school admitted Form 4 and 5 students (Grades 11 and 12) and it was a boarding school at the time the study was conducted.

Principal 12 was a male of between 51 and 60 years old, with a Bachelor's degree in educational management. He had 30 years of teaching experience, including 13 years as a school principal. He had taught and managed in rural and urban areas.

5.3.13 School M (SM) and Principal 13 (P13)

School M was a public senior secondary school located in a village in the Central District. It had a student population of 942, 106 teachers, as well as 47 support staff. It was established on 1 January 1994 and admits Form 4 and 5 students (Grades 11 and 12). The school had both day and boarding students.

Principal 13 was a male of between 51 and 60. He held a Bachelor's degree in educational management and had 31 years of experience, including 21 years as a school principal in both rural and urban schools.

5.3.14 School N (SN) and Principal 14 (P14)

School N was a public senior secondary school located in a semi-urban part of the Central District. It had an enrolment of 1 509 students, 130 teachers and 60 support staff. The school was established in 1972 as a community secondary school admitting Form 1 to 5 students, but since 1994 it only admitted Form 4s and 5s (Grades 11 and 12). It had both day and boarding students.

Principal 14 was a male aged between 51 and 60 years. He held a Bachelor's degree in education with 32 years of experience and had 1 year' experience of acting as school principal.

5.3.15 School O (SO) and Principal 15 (P15)

School O was a public senior secondary school located in a semi urban area of the Central District. It had 129 teachers, 1 506 students and 49 support staff. It started as a community junior secondary school in 1979 and later upgraded to senior secondary school status in 1983. It admitted Form 4 and 5 students (Grades 11 and 12) and it admitted both day and boarding students at the time the study was conducted.

Principal 15 was a male aged between 51 and 60, with 29 years of teaching experience and one year's experience as a school principal. He held a Bachelor's degree in secondary education (mathematics).

5.4 Schools' characteristics

The sampled public senior secondary schools in the North-west, North-east and Central Districts of Botswana were selected based on their vicinity to each other, although the schools were stretched over almost half the country. These schools showed urban, semi-urban and rural characteristics.

In the North-west District there are only two public senior secondary schools and both of them were selected. The three public senior secondary schools in the North-east District were all selected, whereas in the Central District, ten of the twelve were included in the sample. The two schools from the Central Districts were left out because the one school principal declined due to many official commitments, while the other declined due to ill health. Table 5.1 shows the districts, their characteristics and situation, as well as the schools' student, teacher and support staff numbers.

Table 5.1: Schools' characteristics

District	School Code	Status	# of Teachers	# of students	Support staff
North-west	SA	Rural	136	1431	67
North-west	SB	Semi-urban	136	1593	62
Central	SC	Semi-urban	114	1257	59
North-east	SD	Urban	143	1845	54
North-east	SE	Urban	137	1530	48
North-east	SF	Semi-urban	105	1345	60
Central	SG	Semi-urban	135	1590	47
Central	SH	Semi-urban	124	1340	51
Central	SI	Urban	119	1478	46
Central	SJ	Semi-urban	127	1403	56
Central	SK	Semi-urban	150	1581	68
Central	SL	Rural	102	903	72
Central	SM	Semi-urban	106	942	47

Central	SN	Semi-urban	130	1509	60
Central	SO	Semi-urban	129	1506	49

5.5 Biographical data

I interviewed 15 school principals. This number was manageable and fell within the recommended range of sample size for qualitative research (Guest et al., 2006). Thirteen of these were incumbent school principals, while two were in an acting capacity. The two deputy principals were chosen based on the fact that they were officially appointed as acting principals by the Ministry of Basic Education when the previous incumbents were transferred to other secondary schools as principals. Regarding qualifications, 11 school principals possessed a Bachelor's degree, while the other four were holders of a Master's degree. Out of the 15, 13 were in the age range 51 to 60 years old, while one was between 41 and 50 years old and another between 61 and 65. The 15 participants comprised 11 males and four females. Their years of teaching experience spanned over 21 to 35 years, while their years in the position of school principals ranged from 10 to 16.

My research findings suggest that, among them, the school principals amassed a considerable number of years of experience to enable them to manage time banditry practices in their schools. In Table 5.2, I present the participants and their characteristics that qualified them for participation in this study.

Table 5.2: Participants' biographic characteristics

Principal	Gender	Age range	Qualification (degree)	Years in teaching service
P1	Male	60 - 65	Bachelor's	31 (10 years as school principal)
P2	Female	51 - 60	Master's	34 (16 as school principal)
P3	Male	45 – 50	Bachelor's	21 (9 as deputy school principal)
P4	Male	51 - 60	Master's	33 (11 years as school principal)
P5	Male	51 - 60	Bachelor's	28 (13 years as school principal)
P6	Female	51 - 60	Master's	35 (10 years as school principal)
P7	Male	51 - 60	Bachelor's	30 (8 years as school principal)
P8	Female	51 - 60	Bachelor's	29 (11 years as school principal)
P9	Male	51 - 60	Master's	33 (19 years as school principal)
P10	Male	51 - 60	Bachelor's	35 (11 years as school principal)
P11	Female	51 - 60	Bachelor's	30 (10 years as school principal)
P12	Male	51 - 60	Bachelor's	30 (13 years as school principal)
P13	Male	51 - 60	Bachelor's	31 (21 years as school principal)
P14	Male	51 - 60	Bachelor's	32 (one year as acting school principal)
P15	Male	51 - 60	Bachelor's	29 (one year as school principal)

There were more males than females, purely because the choice of participants was based on the school principals' responsibility as managers of public senior secondary schools in the North-west, North-east and Central Districts of Botswana.

5.6 Data collection strategy and procedure

The COVID-19 pandemic disrupted teaching and learning globally. It was estimated that about 1.6 billion students in 190 countries worldwide were affected by the pandemic, with 94% of the world's school populations impacted by school closures (United Nations, 2020). In order to control the spread of COVID-19, many countries around the world instituted a shutdown of their economies, which resulted in the closure of traditional school services too. As a result, UNESCO recommended the use of distance learning programmes, and suggested open educational applications and platforms that both schools and teachers could employ to reach out to students and minimise the disruptions to education (Härmä, 2016; Obiakor & Adeniran, 2020; Rolleston & Adefeso-Olateju, 2014). In Africa, 262.5 million pre-primary and secondary school children – about 21.5% of the continent's population – were out of school because of COVID-19-related school closures (Save the Children, 2020).

The Botswana government imposed the country's first lockdown on 2 April 2020, resulting in kindergartens, schools, colleges and universities shutting down. This was initiated as a global measure to reduce the transmission of the coronavirus. The lockdown of schools for longer periods of time resulted in the loss of valuable teaching and learning time, delayed syllabi coverage and deteriorating student performance, as well as academic apathy (Andreas, 2020). Public, private and tertiary institutions shifted to the use of technological tools such as WhatsApp, Zoom and Microsoft Teams in order to compensate for lost time.

A major challenge encountered was internet access, which was limited in rural areas. In order to address the challenges imposed by COVID- 19, the Ministry of Basic of Education put in place a number of measures. Learners were provided with learning material for home study, radio lessons time was extended for primary school learners by one hour daily from Monday to Friday; and television lessons time was extended for both primary and secondary school learners by two hours, three days a week.

From April to May 2020, the Botswana government enforced lockdowns. Thereafter, red zones were identified where the spread of the virus was risky. Travel movements were restricted to essential services only, as well as for pressing reasons like death of close relative in some risky zones. In 2021, the government of Botswana relaxed the COVID-19 restrictions to allow the movement between zones, subject to the approval of permits. I then applied for a permit to travel between the zones and that was approved.

The interview schedule eventually commenced with school A (SA) on 8 February 2021 and ended with school O (SO) on 22 February 2021, while telephonic follow-up questions were asked from September 2021 to November 2021. I interviewed the 15 school principals as heads of their schools as per formal communication done prior to the day of the interview appointment. None of them declined to participate in the study. Throughout the interview sessions, I ensured that the COVID-19 protocols were observed by keeping a considerable social distance, wearing masks and sanitising our hands to minimise the spread of the virus.

As stated before, I communicated with each school principal via telephone to confirm the date of the interview. After obtaining assurance from the principals, I applied for study leave to start my fieldwork. Since school principals as participants shouldered up heavy responsibilities of managing schools, it was upon them to confirm when they would be available for interviews. All the interviews took place in their respective offices where there were no interruptions from other clients and a conducive environments was maintained throughout.

I did not force the participants to participate in the study. In fact, they rather easily consented to participate. All of them signed the consent letters to confirm their agreement to participate. I pointed out to them that they were not in any way obliged to answer all the interview questions. I did this to ensure the trustworthiness of my findings. By using the member checking technique, I was able to cross-check the collected data with the participants to confirm that the transcribed data truly portrayed their lived experience (DePoy & Gitlin, 2005: 250; Denzin & Lincoln, 2003).

To summarise, I conducted a semi-structured interview and asked open-ended questions to collect data. In each of the 15 schools, I interviewed the principal face to face. With the consent of the participants, I used an audio recorder to capture the interview sessions accurately. I conducted the interviews at the participants' respective schools, in their offices, based on times that were suitable for them. Each semi-structured interview session lasted about 60 minutes.

5.7 Data as collected from the participants

The study was guided by a main research question and five secondary questions (see Section 1.5), which provided direction to the analysis of my qualitative research findings. In order to address my research questions, I presented the findings thematically with the support of verbatim responses from the interviews and aligned them with the conceptual framework as proposed by Martin and others (2010).

I first transcribed the data, then coded it according to the main themes and afterwards used thematic analysis to analyse data and identify themes from the raw data. I went through six stages of analysis: familiarising myself with the data; generating initial codes; searching for themes; reviewing themes; defining and naming themes; and lastly, producing the report. The themes that emerged from data analysis were used as subheadings in the findings of the final report. In the following section, I present the responses of the participants to the main and secondary research questions.

5.7.1 Understanding the concept of time banditry

In this study, I sought to explore how school principals at selected public senior secondary schools in the North-west, North-east and Central Districts of Botswana understand the concept of time banditry. Generally, they understood it as the tendency to use official time for personal or private gain. However, the school principals all had their own ways (quoted verbatim) of defining the concept.

For instance, P1-SA defined time banditry as "*a situation where the employee makes use of officialtime, and spends it to pursue personal interest and personal chores*". Similarly, P3-SC defined time banditry *as "when workers abscond from duty or they do not maximise on the use of the available time for work. For example, if I am supposed to put in 8 hours, I give 2, without reasonable cause".* From a similar point of view, P4-SD understood time banditry as *"the situation where teachers use the time that is supposed to be used for work to do other things which are unofficial, or unsanctioned by the institution or the employer, and also leave the working place and pretending to be working from home".* Not much different from the three other principals, P13-SM considered time banditry as *"the concept in which the teachers use the employer's time for the activities that do not benefit the employer; like in a school situation, we are talking of a situation where people engage in different activities using the time for their own benefit or leisure, instead of doing the actual work".* Conversely, P6-SF said frankly that time banditry is "stealingof work time", while P9-SI expressed time banditry *as "the situation whereby during working hours, for instance, in a school set-up, where we are expected to work 8 hours from 7:30 to 4:30pm, instead of working 8 hours, one works for less than 8 hours doing one's personal chores instead of doing the government work, one instead engages on his or her own activities".*

Principal 14 of School N (P14-SN) shared the views of the above participants and put it this way:"*Time banditry is a situation where an employee or a teacher, spend much of the time within the eight hours occupied with personal matters*." Moreover, P8-SH summarised time banditry as "*stealing of time, attending to one's personal matters, instead of work-related matters*". In addition to P14-SN and P8-SH, P10-SJ defined time banditry as "*taking away the normal budgeted time of government, for personal use. For*

instance, shopping on the internet or if one has a company, let's say doing one's business or pushing one's personal life, during work time". In expressing her views on this concept, P11-SK found time banditry to occur "*when some teacherswaste time on something that is not related to the work"*. Furthermore, P12-SL defined it as "*whenworkers are not using time accordingly, as specified for a particular purpose, but for their personal purposes*". In addition to the definitions given by previous participants, P15-SO stated that time banditry is "*when using the time that have been allocated for employer's work to do something else for one's personal benefits*".

From a somewhat different angle, P5-SE described time banditry as "*the way an employee utilises the time, either positively, or negatively during working hours*". Put differently, but expressing a similar view, P7-SG referred to time banditry as "*how workers manage their time at the workplace*". Furthermore, P3-SC described time banditry as "*corruption, because at the end of the day, one gets a full pay, but what have you done?*" He added that "*people are saying that theydo not need the 8 hours, they need to be employed for 4 hours and the government can save half of what they are paying and direct it to other things*".

From the above narratives, a number of observations can be made with regard to school principals'understanding of the concept of time banditry. Firstly, school principals admit that time banditry exists in schools. However, school principals tended to use two or more lenses to view this behaviour. The first category of school principals viewed this behaviour using a negative lens.That is, they found time banditry to be a negative behaviour to the extent that they used terms such as "*stealing*", "*cheating*", "*wasting*", "*corruption*" and "*absconding*" to describe it.

The second category of school principals comprised those who used a positive lens to view time banditry. Theyused terms such as "*positive use of time*" and "*time management*". According to the second category of school principals, the time allocated for day-to-day school activities (eight hours) wasway too much and needed to be reduced in order to cater for other pressing issues in the educationsector and/or in the country. Based on school principals' views with regard to this investigation, one concludes that there is a

lack of collaborative participation in the planning of day-to-day activities in the school, where stakeholders (including teachers) should collectively contribute their views towards their school development.

The school principals' narratives also brought to the surface the forms of time banditry in which teachers engage. Even these expressions clearly indicate their understanding of time banditry, its implications and the damage it causes to the Ministry and the country at large. As they put it, teachers misuse the time that is set out for the day-to-day activities of the school. What these responses also suggest regarding teachers' behaviour, is that school principals understand the misconduct that teachers perform either knowingly or unknowingly. This demonstrates teachers' lack of understanding of the legislation that governs the teaching profession.

Having explored the principals' understanding of time banditry, it was necessary to establish the forms of time banditry that participants faced in their management of schools.

5.7.2 Time banditry practices that affect the day-to-day running of the schools

As is clear from their verbatim responses, most of the principals who were interviewed perceived that teachers were engaging in technological time banditry in their schools.

P1-SA indicated the time banditry practices that teachers apparently engaged in and commented as follows: "*Teachers spend a lot of time on social media. The use of cell phones in class on matters irrelevant from teaching and learning takes a lot of their time*." The issue of social media use being prevalent among teachers during teaching hours was lamented by P10-SJ. "*Teachers engage in Facebook and WhatsApp most of the time*." Supporting a similar point of view, P13-SM said: "*Teachers are addicted to the social media to the extent that they cannot leave their cell phones unattended. At times when a manager goes into the office, an employee would be on Facebook*." P15-SO agreed and emphasised that *"using the internet for personal matters during working hours is a huge problem in our schools. Most of the time, teachers are busy with online shopping and/or with foreign exchange kind of business. They come to school to do foreign exchange and that steals a lot of the teaching time"*. P15-SO added that "*most of the teachers are more*

into the issue of Information and Technology and social media. I have come across teachers who are busy with their devices instead of teaching during my random supervision times".

Agreeing with his colleagues, P3-SC noted that "*teachers spend a lot of time in the social media*", and P4-SD confirmed that "*teachers use cellphones at the workplace*". P5-SE complained that "*teachers' use computers for other things that are not work-related and people would be watching video during working hours*". In addition to the views shared by previous participants, P7-SG mentioned that *"teachers would sit and start manipulating their gadgets on WhatsApp or Facebook*". P9-SI confirmed this and stated that "*one would see teachers spending a lot of time on Facebook or WhatsApp, in short on social media*". P11-SK was dismayed about "*the improper use of cell phones and laptops" and her views were supported by P14-SN who complained about teachers using cellphones during working hours on Facebook*".

From the above narratives it was apparent that school principals acknowledged the technological time banditry practices of teachers. School principals saw that teachers were engaged in technological time banditry practices that manifested on three levels: social media, entertainment and business. Social media platforms such as WhatsApp, Facebook and Instagram appeared to be popular, whereas watching movies and videos seemed to greatly entertain teachers. Online business in the form of marketing and shopping, as well as foreign exchange transactions were found to be popular among the teachers during working hours. This clearly indicates that teachers in these schools were fully armed with gadgets such as laptops and smart phones. It also implies that these teachers were creative, innovative and technologically advanced, if only they would use their technological skills effectively in academia.

School principals in this study also witnessed forms of classical time banditry among the teachers in their schools. For instance, P1-SA highlighted: "*Early departure and late coming is a huge problem amongst teachers in my school*." Sharing similar sentiments, P2-SB said: "*Late coming, missing deadlines and lessons are a serious concern among teachers in my school*." In consent with P2-SB, P3-SC added: "*They would come late for*

work, and claim that they forgot that they had lessons to present." P9-SI mentioned "*attending lessons late by teachers in their classes*" and P6-SG complained about "*teachers arriving late for work*". Confirming what previous participants alluded to, P7-SG declared that "*teachers attending lessons late and many teachers missing lessons has become a tendency amongst teachers in this school*".

P5-SE confirmed this classical time banditry and mentioned, "*I have seen teachers outside the staffroom, selling some items during working time*". P6-SF had a similar view and commented, "*Teachers would do their own errands such as shopping and do home/family affairs during worktime*". P3-SC added: "*Doing personal errands, for instance, going to the bank, going to do their personal projects outside the school premises*." 10-SJ agreed with P6-SF that "*they go for shopping because they have money*". Commenting on the engagement of teachers in private business, P2-SB had this to say*: "Teachers run their businesses, seriously their lives are more dependent on their private businesses, than on their jobs. It is just that work is by the way, to a point where people apply for unpaid leave to run their businesses."*

Sharing the same sentiments, P9-SI added: "*There are situations where community members would report that your teachers, instead of being in class, are running a butchery or a bar, during working hours*." P1-SA echoed another example of classical time banditry as "*shopping during working hours*". P12-SL said that "*they are involved in their own business, especially selling*". P10-SJ remarked that "*when it's month end, there is that tendency that teachers dodge lessons; sometimes they ask other teachersto stand in for them and they go, especially month end on Fridays*".

In the above narratives, school principals acknowledged that they experienced teachers' engagement in classical time banditry behaviours. These included time management challenges such as late coming, missing lessons, departing from work early, and not meeting the deadlines set by their schools. It was evident that teachers often left their classes or the school premises to engage in business endeavors, such as selling. Leaving school and going for shopping appeared to be thecommon types of time banditry practiced by teachers during working (school) hours. It is evident that teachers lacked a proper understanding of their obligation to ensure a reasonable duty of carefor learners while in

the school environment. The teachers in these schools actually discard their role of acting as parents to learners under their care. In other words, they fail to adhere to the "*in loco parentis*" principle, which means standing in the place of a parent. Thus, they are disobeyingtheir terms of employment as teachers. Apparently teachers also endeavour to supplement their salaries to meet family needs / the demands of family commitments. Further, it may suggest the need to equip teachers with financial literacy skills.

School principals in this study furthermore witnessed many examples of social time banditry by teachers in their schools. For instance, P3-SC remarked: "*Teachers would be dialoguing over issues such as politics duringthe course of the day*". P11-SK affirmed: "*Teachers would be idling and chatting during their free periods and discuss issues that are not official in this school*." P13-SM echoed this: "*Chatting was experienced in this school where teachers move from one office to the other and chat with other teachers*". In agreement with P11-SK and P13-SM, P8-SH mentioned, "*There is too much chatting with colleagues during working hours such that teachers would leave their classes and visit other teachers in their classes and they would stand outside and talk when they are supposed to be teaching*". In addition, P5-SE stated: "*Nowadays, teachers spend most of the time discussing unionissues, instead of spending their time teaching*." Agreeing with his colleagues, P7-SH commented,"*Instead of going for a lesson, they meet each other in the corridors, and start chatting*".

From the above narratives it is clear that school principals admitted that social time banditry practices of teachers exist in their schools. It was found that teachers engaged in conversations during class time and were guilty of chatting, dialoguing and idling during school hours. Accordingto school principals, teachers seemed to make use of any lapses in supervision and monitoring by the school management team to engage in chatting, discussing unofficial issues, and idling. It would have been of great value if such discussions were related to their teaching and learning responsibilities. In a nutshell, the behaviour of teachers in these schools was found to be not in linewith their terms of appointment as teachers. They contravened the legislation that governed their day-to-day roles and responsibilities. After all, learners are at school to learn and it is the

responsibility of teachers to teach them. If teachers do not fulfil this responsibility, they are violating learners' right to education.

Having explored the different time banditry practices of teachers in schools, it was crucial to establish how time banditry affected the administrative tasks, teaching and learning, and extramural operations in their schools. The next section discusses these three aspects.

5.7.3 Time banditry practices that affect the administration of the schools

It was necessary for this study to establish the perceptions of the 15 principals regarding how teachers' time banditry practices affected their schools in terms of administrative operations. Below, I present the principals' responses.

Participants of this study were asked to indicate which administrative operations are affected by time banditry. Indicating how time banditry practices affected her day-to-day activities, P2-SB said: "*We spend a lot of time following up absentees, instead of concentrating on other managerial functions. As such, time is wasted*." In the same vein, P3-SC asserted: "*So when people are not atwork 100% of their time, other functions of the school other than teaching would suffer such as the procurement processes, and the maintenance works, all those are supposed to be catered for in day-to-day running of the school and it also delays progress in the school."* In addition, P13- SM commented that "*as administrators, we are obliged to closely monitor teachers, instead of allowing them to perform their duties professionally. That on its own, is extra work for us*".

Narrating how time banditry affected his school administratively, P4-SD remarked that "*senior management and supervisors lose control of the supervisees most of the time, particularly when immediate supervisors are also teaching; it makes supervision more difficult*". P3-SC continued and commented: "*And this season of COVID-19, teachers can work from home and they would besaid to be on duty, while not applying themselves fully, instead contributing / giving very little in the workplace in terms of using their time profitably*". P11-SK affirmed that "*it takes a lot of time from management because often times, teachers have to be called to the office to account for misuseof time*". Expressing similar sentiments as P9-SI, P1-SA commented: "*We concentrate on reminding people*

to attend to things they are required to do while we have administration issues to address." Moreover, P15-SO said, "*We would not get desired results as things are, because teachers would compel us to be always on the lookout to monitor academic standards regularly*".In agreement with P15-SO, P7-SG mentioned: "*As a school, there is not even a single day that runs with 100% of teachers, they would always have excuses that keep them away from work as such, and productivity at the workplace would never improve*". Furthermore, P10-SJ mentioned that "*at the end of the day, one would find out that a lot of things are partially done or not done at all because of time banditry. For instance, objectives of topics and certain standards within the institution are not met*."

The narratives of the principals quoted above proved that school principals felt that time banditrybehaviours affected their administrative functions. It was apparent that the time banditry behaviours of teachers would lead to reduced productivity and lower results, delayed progress, work partially executed, and reduced teacher output. Furthermore, school principals were not only compelled to monitor, supervise and follow up offenders for their misuse of time, but they also experienced a backlog of managerial functions brought about by the time banditry practices of teachers. It was found that managerial functions having a bearing on school principals would include overstretching of activities, and extra supervision and monitoring of teachers in these schools. The school principals' narratives also indicated that the daily planned administrative activities of their schools would be derailed as time was now diverted to curbing time banditry practices among school personnel.

Having explored how teachers' time banditry practices affected principals in terms of administrative functions, it was important to find out how they affected the schools' teaching andlearning. The next subsection discusses how time banditry affected the day-to-day activities at school in terms of teaching and learning.

5.7.4 Teaching and learning: Workplace factors

Principals remarked how time banditry affected the school's day-to-day activities in terms of teaching and learning.

For instance, P5-SE remarked: *"In a school set-up when teachers miss period one and two, then the students are going to miss some of the content that they were supposed to be taught at the end of the day. Students might not pass the examinations because teachers would be compelled to rush so as to cover up the syllabi in time."* P3-SC added: "*Syllabi not adequately covered, and projects not adequately done. On students' performance, one would not get the best out of your students because teachers did not give them enough time that they desperately needed to do well in their examinations. Hence, a poor performing school*." P13-SM also lamented about the fact that "*it implies that the effectiveness of teaching would not be there, as these time banditry activities would be taking more time that is meant for preparations*".

According to P2-SB, "*this has also resulted in students lagging behind in syllabi coverage; at the moment, we are spending a lot of time trying to push the syllabi instead of concentrating on other positive things*". P10-SJ agreed that "*the curricula would not be fully covered in the long run*". Sharing a similar view as P11-SK, P2-SB, P10-SJ and P3-SC, P9-SI said that "*the syllabi coverage becomes a real problem and it leads to students having to write their final examinations without having completed the syllabi*". Furthermore, P9-SI added: *"We would not able to complete the syllabi implying that we have done lot of injustice to our students because when the examinations are set, are based on curricula but the students would be disadvantaged and therefore the performance of the students and that of the school would be low*".

P8-SH echoed this view and referred to "*incomplete syllabi coverage, since most of the topics would not be covered*". P12-SL made a similar remark: "*At the end, teachers would not able to finish the work that is supposed to be covered within a given period*". In harmony with other participants, P1-SA commented that "*syllabi coverage would be compromised due to time banditry practices*". P15-SO agreed with P1-SA, P12-SL and P8-SH, and stated: "*The syllabi coverage would be affected. Presently, most subjects*

have failed to cover the syllabi in the allocated time and hence less revision time for students". Moreover, P7-SG remarked: "*Obviously syllabi coverage was affected, because even at the moment, teachers are still behind in the syllabi coverage*". P6-SF concluded that "*time banditry practices reduce teachers' productivity for any particular subject*".

The narratives of the principals quoted above show that they admitted that time banditry practicesaffected the teaching and learning in their schools. These academic operations were in the form of incomplete daily planned activities, incomplete projects, lagging behind in syllabi coverage, rushing up the syllabi coverage, compromising the effectiveness of teaching andlearning, and less revision time. All of these were indicated as the negative effects of teachers' time banditry practices that prevailed in their schools. The other aspects of teachers' behaviours that had a direct bearing on the students were indicated as hampering the performance of the students and the schools, as well as not getting the best from the students in terms of performance.The teachers' poor behaviours could result in students failing to reach their full potential and compromise the quality of education because of reduced academic time for the students. The views expressed by school principals seemed to paint a picture of very unfavourable conditions in the academic life of the students.

Having discussed how time banditry affected the participants in terms of teaching and learning activities in their schools, it was of equal importance to establish how time banditry affected the extramural operations at schools. The next subsection offers data in this regard.

5.7.4.1 Extramural operations/activities

Principals narrated how time banditry practices affected their day-to-day activities in terms of extramural operations. P5-SE suggested that "*the extramural activities suffered mostly because they are given less time*". P13-SM affirmed and remarked that, "*apparently, the students would not be receiving attention in the development of their skills because much of the time would be taken by time banditry practices*". P10-SJ agreed and stated that

"Extramural activities shape the minds of the students by keeping them occupied mentally and physically. Also, they contribute to students' personal development as we stretch them to know a lot of things beyond their world". P4-SD expressed the same sentiments and suggested "*Fairs, normally held by different subjects would suffer because students need assistancefrom the teachers who would not be available but engaged in their private businesses*".

Different from the previous principals, P11-SK remarked: "*For the past two years, we haven't had any, because of COVID situation*". P2-SB also lamented the fact that "*extramural activities have been put on hold due to COVID-19; there have not been much activity on extramural activities*". Similarly, P7-SG commented: "*Extramural operations are not operational at the moment, since the advent of COVID-19, everything is at a stand-still*". P15-SO also affirmed: "*We do not have time for extramural activities. Hence, the extramural activities were almost non-existent due to this issue of inadequate time".* P10-SJ agreed and remarked *"It's of a serious concern in our schools and it is even worrisome at the moment with the advent of COVID-19, that a lot of extra activities are not done. The time that is supposed to have been set for such activities is either not taken seriously or teachers do not go there*". From a different view, P9-SI maintained "*extramural activities are done outside normal teaching hours and in a way it's mostly done by teachers on voluntary basis*".

The narratives of the principals quoted above confirm that they acknowledged the negative effects of teachers' time banditry on the school's extramural operations. The school principals emphasised the value of extramural operations in the life of the students. Such activities improved students' personal development, enhanced their mental and physical abilities, and boosted the development of their skills. They also lamented the fact that, extra-mural activities were suspended due to the COVID-19 pandemic to safeguard both students and the teachers and prevent the transmission of the coronavirus. Based on the school principals' views, one concludes that extramural activities received less time and thus allowed less time for the students to benefit. The reason for reduced human contact was to prevent the rapid spread of COVID 19.

Having explored how time banditry affected the administrative tasks, teaching and learning, as well as extramural operations of the 15 schools, it was important to establish what strategies the participants used to address teachers' time banditry practices. In the next section, I present the strategies that school principals employed to manage such practices.

5.7.5 Strategies used by principals to manage time banditry

School principals were asked to share how they manage time banditry in their respective schools and their verbatim responses below indicate how they managed it. P3-SC affirmed: "*We have attendance registers where we monitor attendance of teachers, then they sign to indicate their presence*." P4-SD added that they did "*planning in such a way that when teachers are away from the workroom, the immediate supervisors know, or has given them the work for the students*". P10-SJ stated "*teachers have extra lessons and I do not pay overtime for having extra lessons for the students because it is the time that could have been used during that time*". P2-SB agreed and remarked as follows: "*I have avoided giving teachers overtime, to try and teach them to manage the 8 hours accorded to them, so that they should work*."

P9-SI commented *"when they do these things, they are not aware that they are stealing time; time is money. But in a situation where we're going to withhold one's salary for the day, because the teachers were not working, that is when they would lament, because they do not take dodging lessons to be stealing money from the government. Their documents say, "If you miss lessons or if you miss work that is corruption because one is going to be paid for the work that you have not done".* P13-SM recounted a similar experience: *"I found him now on Facebook, watching parliament session on Facebook, and I found him seated watching parliament and later he asked permission to do the overtime for other teachers! You did not do your work but was watching parliament session for the 2 hours. I want that work done, but I am not going to pay overtime."*

The narratives cited above show that the school principals employed not only different strategies, but also a mix of strategies to manage the time banditry practices of teachers. Firstly, they used positive measures such as monitoring, proactive planning, and supervision, which are management functions in nature. The second set of measures that school principals used was of a punitive nature, such as not authorising overtime for offenders on extra lessons and withholding the guilty party's salary for time lost. The strategies applied by the principals for managing teachers' time banditry behaviours were found to be of a dual nature – some were meant to build growth, while others were aimed at discouraging the misconduct of teachers in the workplace.

It is however important to note that, in responding to my main research question, none of the participants referred either to the Teachers' Employment Act, any related legislation, the United Nations' protocols, or treaties. This led me to believe that school principals themselves lack a clear understanding of the legislation that governs educational activities. It would then be not surprising to find that teachers do not adhere to the rules and regulations that govern their profession if the leadership component itself fails to put such legislation into practice in their day-to-day management of the schools.

Having taken note of the strategies used by the principals to manage time banditry, I considered it important to explore the reasons why they chose to manage such behaviours in the ways they did.

5.7.6 Why do school principals manage time banditry the way they do?

It was imperative to explore the reasons advanced by the participants for choosing to address time banditry practices in their schools in a particular manner. In the next subsection, I present the principals' verbatim responses indicating the reasons for and ways of managing time banditry as they did. P10-SJ responded: *"I employee the visibility method, others call it management by walking about. In the morning before registration I walk around, so as to set the tone for the school in the morning, and use of WhatsApp group of school management so that's where I communicate in the morning and indicated "Room 19, no class teacher" and then the relevant HOD would take up the matter with the teacher to find out about his or her whereabouts."*

On justifying why he managed time banditry that way, P10-SJ mentioned: “Because I realised that if I do not manage it, a lot of time would be lost, there should be deadlines to manage the everyday running of the institution.” P13- SM advanced a similar strategy: “I use school timetables, ensuring that teachers attend to their lessons, ensure that the allocated time is used for those activities and I monitor activities to ensure there is efficiency, and productivity at work and improved performance of the school”.

Sharing the views comparable to that of P13-SM, P11-SK stated*: “I use lesson attendance booklets that class monitors carry around with them to record instances of late coming for both students and teachers of missing lessons, or of misusing of time during teaching time, collected at the end of each day and then checked and compile on a weekly basis. I have instances where I have taken disciplinary action against teachers who persistently engaged in time banditry habits”*. P8-SH argued: *“I apply disciplinary hearing procedures by issuing a warning and then followed by a letter for correction purposes since I cannot run a school without managing time because I want performance and we have to make it a point that teachers attend lessons on time*”. P9-SI held a similar view and advanced: “*The school has syllabi which is time-bound, has to be completed and therefore if I fail to manage time banditry, the performance of my school would go down due to failure to complete the whole syllabi*”.

Agreeing with P8-SH, P12-SL pointed out: *“I have divided our school into five mini schools, each led by HODs plus senior teachers so that we manage these activities and teachers are always taken to task and appropriate measures are taken for such issues, so that they do not develop into big issues.*” The reason advanced by P12-SL was “*when I run the organisation, I am guided by policies, and procedures that require compliance, and at the same time, I need to grow teachers, to coach, and mentor them*”. P1-SA agreed and stated that *“it is our responsibility to ensure that the 8 hours of work is adhered to by monitoring school timetables*”.

P7-SG's strategy was to "*use a clocking system document, to make sure that a teacher is at work, and management by walking around, which resulted in improvement of time management*". He added "*otherwise, if they do not see management, they would not come to school, or if they can come, they would do nothing in classes*". Agreeing with participants P15-SO and P7-SG, P3-SC remarked: *"I use instruments such as attendance registers for teachers to sign to confirm lesson attendance and also took rounds around the school at certain strategic times to check if teachers are there on time, because some of the time that is lost, is not lost by total absence, but by late coming. So I go around to check time management – late coming so that I can make sure that our fellow colleagues come for their duties on time in order to give a sense of responsibility to the staff members to get relevant information to enforce the standards"* he explained.

Sharing a similar view as P7-SG, P2-SB maintained: "*I use log books for classes where teachers, log in and out when they go for lessons for each class and also I employ lesson attendance registers to manage lesson attendance since currently teachers are expected to work from home and working from home, becomes easier to stay away from work even when you have lessons now teachers come to school only when they have classes to attend."* Agreeing with P10-SJ, P4-SD affirmed that "*senior managers do move around the school checking whether the core business of teaching and learning is taking place in the classrooms and also make the teachers be aware that I am able to see to notice when they are not there or when they are not delivering on the school mandate so as to ensure compliance of time management standards".*

P14-SN held the same views as P8-SH and revealed that "*in our meetings, I caution and talk to our teachers to be punctual to work, we minimise the use of cell phones when they are in class, and I conduct disciplinary hearings, those who dodge lessons as well as those who are absent from work without valid reasons because I believe that is the best possible way that we can contain or manage our day to day running of the affairs of the institution, to excel in terms of academic performance".* P15-SO agreed and said, "*I use these methods, of disallowing teachers to carry their cellphones to classes unless having to do with teaching and learning, and roving around in the school to see and to monitor teaching and learning and deterred teachers from using official time for their own*

benefits". His reason for this was based on his belief that, "*with education and my regular visibility in the school it would not totally eradicate but minimise time banditry practices of teachers*".

The above narratives of the school principals indicate that they indeed used different ways of managing the time banditry behaviours of teachers. They applied ways such as management by walking about (MBWA); the use of timetables, lesson attendance registers and logbooks for clocking in and out; as well as monitoring and supervision. While all of these were proactive measures, they also employed disciplinary action as a deterrence method.

The reasons advanced by school principals for choosing such strategies to manage teachers' time banditry behaviours were based on positively maintaining and improving the status quo. Some applied disciplinary hearings procedures to promote compliance and demonstrate a sense of accountability. Others advanced justifications of their time banditry management practices and stated that the intention was to promote the individual growth of teachers by coaching and mentoring them so as to enhance their personal and professional development.

Furthermore, these management practices were aimed at specific gains for the schools to promote effectiveness, efficiency and productivity of teachers in the workplace, and to improve the schools' performanceas well as its credibility. It seems that school principals were of the view that compliance with regulatory statutes and improvement of their reputations were key elements towards protecting their credibility in society. The managerial functions such as monitoring, supervision and improvement of performance were also noted as important in reducing time banditry attitudes of teachers in schools.

Finally, it was also clear that the school principals realised that failure to manage time banditry practices would likely lead to the low performance of their schools. In the next sub-section, I discuss the support that the school principals got in order to better deal with teachers' time banditry practices.

5.7.7 What support do school principals get in managing time banditry?

It was clear that, without the support of all stakeholders, the school principals would not be able to manage time banditry effectively. Hence, it was necessary to establish from whom they got support and the kind of support it was.

P11-SK got support from "*other members of the management team within the school*", and P12- SL "*from my heads of departments and senior teachers*". P4-SD in turn declared that his support came "*from members of the senior management, head of houses and senior teachers*", that of P3- SC came "*from staff members*", and P5-SE was supported by "*the middle management*". Confirming these views expressed by previous participants, P2-SB mentioned that they supported "*one another as members of the top management*". P15-SO echoed this and stated that his support came "*from the senior management, mainly deputy school head, 5 HODs and twenty-three middle management which are senior teachers, both academic and not academic*". Regarding the support that the participants got from the student leadership in their schools, P3-SC remarked "*students are very supportive*". P13-SM agreed and mentioned that he got "*support from the students*". Reiterating what previous participants said, P15-SO reported that he had the support of the "*student leadership in the form of Student Representative Council (S.R.C)*".

P5-SE, P4-SD and P13-SM all had similar accounts and respectively stated "*the regional office give me a lot of support. As for the regional office, they support me and our regional education officials are very supportive*". P10-SJ reported that he got funds "*from the Ministry of Education*", while P14-SN maintained "*the sub-regional education office offer assistance to me*". P4-SD indicated that his support came "*from the trade unions*", as was also the case with P5-SE who stated "*I invite the trade union representative to support me*". P9-SI mentioned "*at times, parents support the school*", and P5-SE affirmed, "*I do get support from parents as external stakeholders*". P12-SL was in agreement with P9-SI and P5-SE, and indicated "*I get the support from the parents*", while P9-SI added, "*Also, the alumni support me*".

Regarding the specific kinds of support that the school principals received to assist them in managing the time banditry behaviours of teachers, they expressed the following views. P11-SK indicated that she got support from "*other members of the management team within the school, walking around the school to ensure teachers in their departments use time properly*". However, she added that "*there are two Heads of Department (H.O.D.s) who are not really pulling with the whole group, so they create a loophole in the system of running the school*".

Regarding other members of staff, P11-SK mentioned "*non-teaching staff are also supportive; for instance, we have the Supplies officers who process the procurement procedures for the timely provision of materials for the students*". P5-SE reported that "*senior management team plan for and monitor our different activities in the school and also supervise morning and Saturday studies*". Furthermore, "*I visit classes and check whether all teachers are present in school, in case of absenteeism, senior teacher organise a teacher to stand-in for the learners for those particular periods*".

P15-SO affirmed: "*I receive support in terms of hovering schedule to monitor teaching and learning and then correct teachers who are found doing other things other than teaching during their time where they are scheduled to teach. I work with the management team by the moment they detect that something is not right they easily come to the office and report and then I address the issue".* Furthermore, P12-SL reported that "*my heads of departments and senior teachers, they are the ones who checked the official records*". P2-SB stated that her support came "*from members of the top management by covering up for one another, when one is held up, the other goes around, and takes rounds, in that sense we complemented each other to manage teachers' attendance*". P4-SD agreed and said, "*I do get support from members of the senior management, head of houses and senior teachers from different subjects. They provide the necessary support of monitoring attendance registers that recorded teachers' attendance and surrendered the information to the relevant head of house at the end of each day for immediate action*".

Indicating the support they received from the students, P3-SC remarked "*students support me by providing feedback on work given by teachers and also teachers' attendance to classes*". P15- SO reported "*student leadership in the form of Student Representative Council (SRC), they have been given permission by school management to report non-attendance of teachers and use of cell phones during classes which is not related to their teaching*". In the same vein, P9-SI said, "*I have the monitors as well as the Student Representative Council who sit on the academic board and provide me with the information regarding time banditry practices*".

P3-SC mentioned "*the students provide relevant information to the Heads of Departments for further action*", and P13-SM agreed "*students really play a very important role in ensuring that time banditry is being reduced by the introduction of the attendance registers, noted the acts of time banditry during lessons and provide feedback to the heads of departments. For instance, when teachers use their cell phones during lessons*", she added. On student leadership, P11-SK indicated that she had "*a very productive team where they are assigned to different classes and provide me with immediate feedback on lesson attendance and appropriate use of time after classes' attendance*".

Commenting on the support they received from outside, P5-SE stated, "*I get support from parents as external stakeholders in the provision of transport for their children to arrive in time to school*". Likewise, P9-SI indicated that, "*at times, parents come to school and assist me with certain information which I may not be aware of, because their children share with them about their experiences at school and then visit the school to bring those issues to my attention*". P9-SI added "*the school alumni also update me on what they see happening around campus or even in town whereby some of teachers dodge lessons to go and do their own private things there*". P12- SL also indicated "*the parents provide me with immediate feedback because they question me to account for the performance of their children and said that, in this school, this subject is not performing but other subjects are performing very well*". P14-SN revealed that his assistance came "*from the tribal administration leaders who report teachers seen outside school premises in the village during the course of working hours to the school administration*".

Affirming support from the regional education office, P5-SE said "*the regional office give me a lot of support particularly issues of finance, human resources and other things that I get from them*". In the same vein, P4-SD stated "*as for the regional office, I do get support because they occasionally visit my school to offer support and to find out the challenges that I am experiencing, and they assist me to attend to these matters*".

P12-SL remarked that he "*occasionally get support from our regional education officers who appoint the chairpersons and secretaries to attend to disciplinary hearings of teachers*", while P13-SM affirmed "*regional education officials visit the school and address the teachers about these time wasters as well as motivating the staff so that they desist from time banditry practices and to exercise self- discipline*". He added "*some colleagues act as vigilant supervisors to discuss and discourage their colleagues from doing time banditry activities*". P10-SJ indicated, "*I get funds from the Ministry of Education for the procurement of school needs and buy the information and technology gadgets to reduce time waste in the school*". P14-SN mentioned "*the sub regional education offices organise some workshops for teachers*". Quite conversely, P1-SA indicated that he used "*statutes in order to monitor the adherence to time management*".

Regarding support they received from the trade unions, P5-SE said, "*I invite the trade union representative to assist me regarding the issues of non-performance because they are very clear on the issue of non-performance, not only to help the students, but also to help an individual teacher to grow professionally in an institution*". P4-SD concurred with P5-SE when he stated, "*I get support from the trade unions, and I have developed a good relationship with the unions; at times I call them to come and address their members on work ethics and usually there is a change*".

The narratives quoted above indicate that the school principals in my study freely acknowledged that the support they got from both internal and external stakeholders assisted them in managing the time banditry practices of teachers. Internally, support came in the form of recording non- attendance of teachers, supervising and monitoring teachers' attendance, checking of official records, and acting on data provided by the students. The school principals also admitted that they received support from external

stakeholders such as parents and former students regarding the provision of transport of children and also provided the school administration with relevant information concerning teachers' conduct and their whereabouts. The Ministry of Education and Skills Development provided the schools with finances and workshops and paid them visits to assist them professionally.

Although school principals were adequately qualified with minimum qualification of Bachelors' degrees, and highest being Masters' degrees and also amassed experiences over the years, they believed and admitted that they needed support to reduce time banditry challenges in their schools. Notably, these schools are situated in rural, semi-rural and urban areas implying that time banditry behaviours know no boundaries.

The Ministry is also guided by established statutes which appointed officials during disciplinary hearings of teachers' misconduct. Another package of external support came from teachers' trade unions where teachers were addressed on work ethics and warned that non-performance of teachers would not be condoned. Thus, school principals were provided with the necessary support to manage time banditry behaviours of teachers in their schools and to cope with challenges posed by the teachers in their daily mandate in the schools.

From the analysed interviews, the following conclusions were drawn:

(a) School principals admitted that time banditry exists in schools. One category of school viewed this behaviour through a negative lens, while another category used a positive lensto view time banditry.

(b) There is a lack of collaboration and participation in the planning of day-to-day activities of the school, where stakeholders – including teachers – can democratically contribute towards their school's development.

(c) The technological time banditry practices of teachers manifested itself in the form social media, entertainment and business endeavours. Teachers who are creative, innovative and technologically advanced should put their technological skills to effective use in academia.

(d) According to school principals, teachers seem not understand their obligation to ensure a reasonable care of learners while in the school environment – i.e. their duty of care. This implies that teachers in these schools neglect their role to act as parents to the learners under their care. In other words, they fail to adhere to the principle "*in loco parentis*", which means standing in the place of a parent. This implies that they are disobeying their basic terms of employment as teachers.

(e) The behaviour of teachers in these schools is not in line with their terms of appointment as teachers. They do not only contravene the legislation that governs their day-to-day roles and responsibilities, but also ignore the fact that learners are at school to learn and that it is their responsibility as teachers to teach them. By teachers not fulfilling this responsibility, they are violating learners' right to education and their right to quality education.

(f) School principals used positive measures such as monitoring, proactive planning, and supervision to mitigate time banditry practices of teachers. They also insisted on education and training, coaching and mentoring, and compensation of the lost time.

(g) However, it became generally apparent that school principals lacked a proper understanding of the legislation that governs educational activities.

5.8 Conclusion

The findings of this study indicated that -

(a) Principals have a conceptual understanding of time banditry;

(b) Principals found it hard to eliminate time banditry and rather tried to reduce its impact on the overall performance of the schools;

(c) Time banditry practices in schools involved technological, classical and social time banditry(Martin et al., 2010);

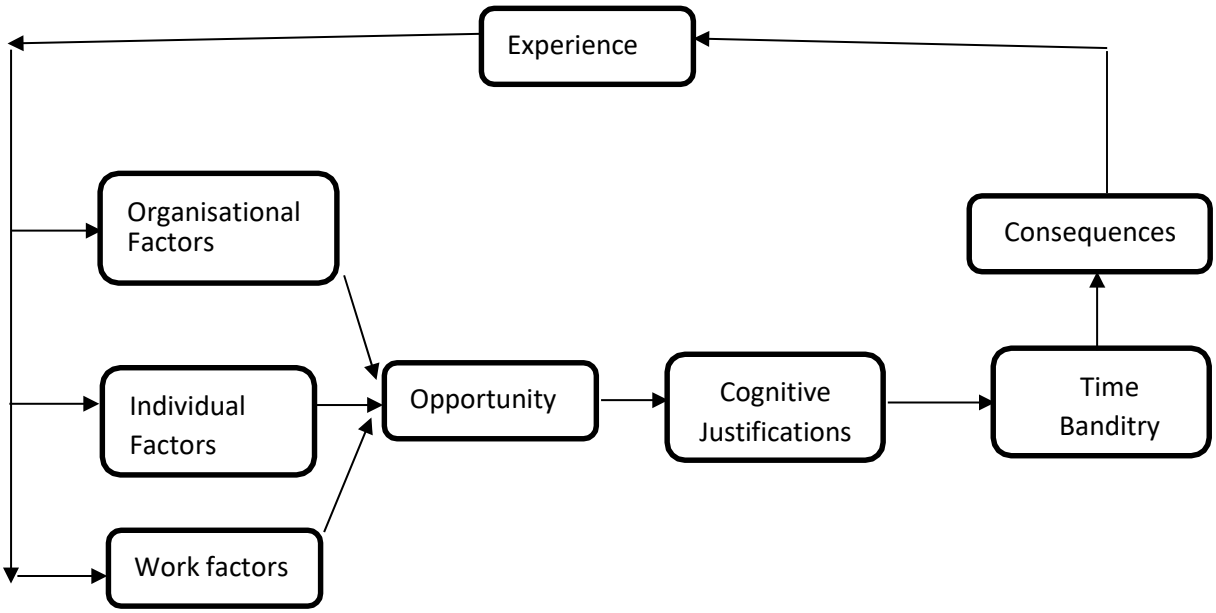
(d) Time banditry behaviours negatively affect the day-to-day running of the schools in terms of administrative tasks, teaching and learning, and extra-mural operations;

(e) Monitoring, supervision, education and training, and compensation of the lost time were highlighted as strategies used by principals to manage time banditry;

(f) Through the support of all stakeholders, time banditry practices can be reduced tomanageable proportions.

Notably, I employed time banditry model as proposed by Martin et al. (2010) as a conceptual framework to guide the study. This model is presented in Figure 5.1.

Figure 5.1: Martin et al. (2010)'s model of time banditry



Source: Martin et al. (2010)

Next, I present and discuss the current study findings in accordance with the model of Martin and colleagues above.

5.8.1 Understanding the concept of time banditry

The majority of school principals viewed time banditry as the misuse of the employer's time for non-work-related matters during working time. Only two school principals' understanding differed from the rest. All the respondents admitted that teachers committed time banditry in their schools. Participants in the research for Martin's model were recruited from introductory psychology courses and from business courses, resulting in a total of 446 students. In my study, the participants were school principals of public senior secondary schools in Botswana.In both cases, the participants experienced and witnessed time banditry behaviours in their work environment. In Martin's study, there was a cohort with management experience, as was also the case in this study because the participants were the managers of the schools. It is therefore stands out that both participants understood time banditry behaviours as they supervised their subordinates.

Having explored school principals' understanding of teachers' time banditry behaviours in terms of definition, technological, classical and social time banditry, I found it imperative to establish how time banditry affects the workplace.

5.8.2 Effects of time banditry on the workplace

In this study, time banditry was found to have its most prominent effect in the workplace. Martin's model suggests two more factors, namely the effects of time banditry at an organisational and individual level, and I found that time banditry practices negatively affected day-to-day activities of the school in terms of administrative tasks, teaching and learning, and extramural operations. In the two studies, the participants shared similar experiences in an education (school and university) setting. For instance, in both studies, the participants had a work experience, university experience as students, as well as school experience. This could result in similarities of workplace factors. Next, it is important to explore the study findings that did not correspond with Martin's model oftime banditry behaviours.

5.8.3 Dimensions of time banditry practices in schools

From the interviews it was clear that the school principals recognised the prevalence of technological, classical and social time banditry in their schools. They indicated that teachers engaged in technological time banditry behaviours such as using social media, Facebook, WhatsApp and the internet for personal matters, online shopping, foreign exchange transactions and entertainment. In fact, teachers in these schools actually portrayed their technological knowledge and skills, and if these could be correctly harnessed and applied to teaching and learning, students could well enjoy the benefit of such skills and fully become 21st century learners.

The school principals also indicated that they witnessed classical time banditry behaviours in the form of teachers' late coming, early departure, missing deadlines and lessons, selling, shopping, running businesses and doing their personal errands during working hours. Late coming was a very prevalent behaviour of teachers in these schools. On social time banditry, school principals highlighted behaviours such as dialoguing over non- work-related matters, chatting, idling and engaging in discussions on teacher union issues. Among these, chatting stood out as a common behaviour of teachers.

In Martin's study, participants rangedin age from 18 to 51, meaning that both the young and the old were included, while in the current study, participants' ages ranged between 41 and 65. In both studies, school principals assumed the responsibility of supervising young teachers who are especially prone to time banditry practices. Similarities are noted because findings in both studiesshowed that young people are more likely than the older people to engage in time banditry behaviours – particularly in technological time banditry.

5.8.4 Legislation and education policies

The study findings suggested that school principals seem to have a lack of understanding of policies, contracts, obligations and legislation intended for addressing dimensions of time banditryin their schools as exhibited by the teachers. As noted earlier, the main thrust of Martin et al. (2010) was to investigate the prevalence of time banditry practices as experienced by students. The differences in the two studies' findings may be based on the different contexts under which the studies were conducted.

5.8.5 Strategies

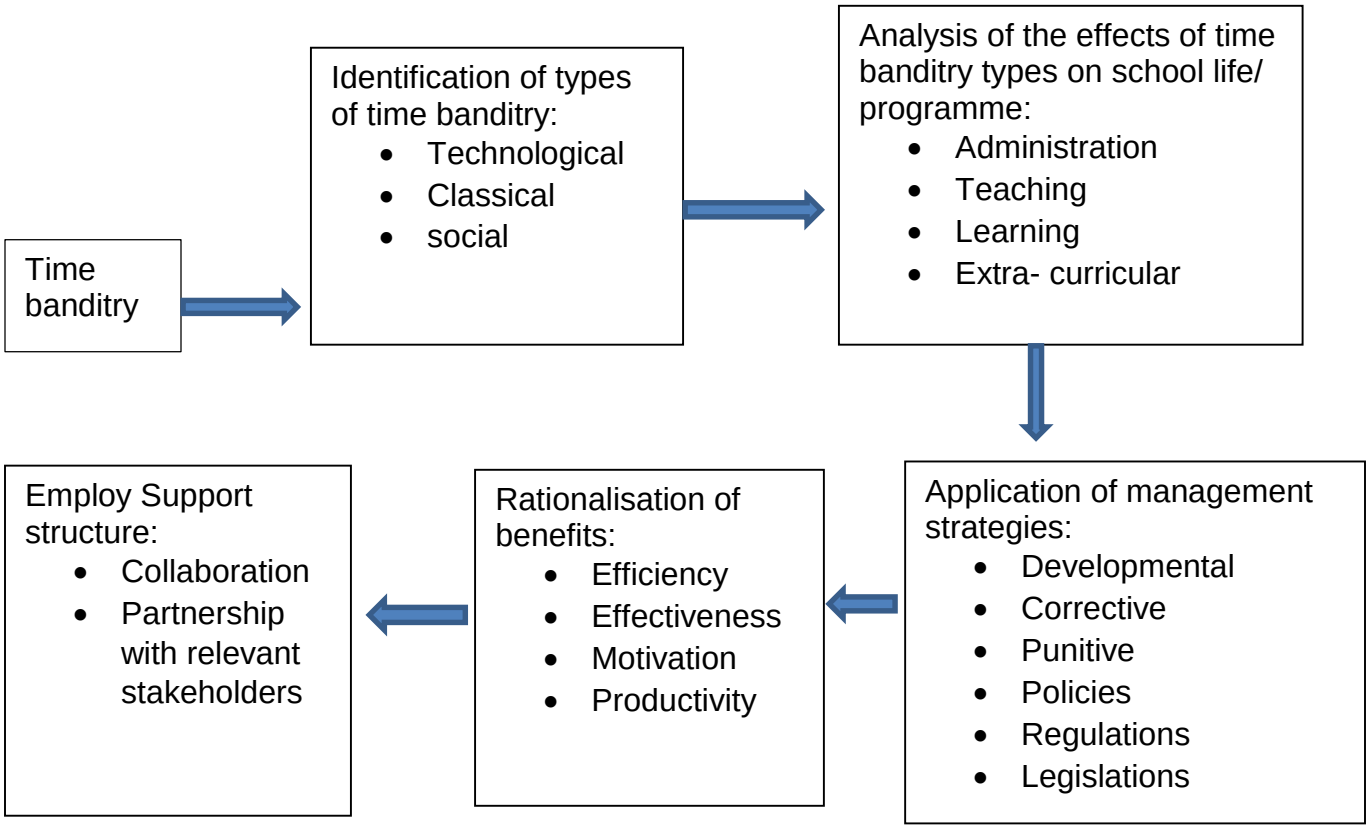
The principals employed a number of strategies to reduce time banditry practices in their schools, such as monitoring, planning, supervision, education and training, coaching and mentoring, and enforcing compensation for the time lost. It became clear that there are no strategies or interventions that can completely eliminate acts of time banditry in any organisation. In Martin's study, participants were involved in individual, workplace and organisational factors that contribute to acts of time banditry, whereas in my study, the main aim was to find out how school principals were managing time banditry practices in their schools. This distinction may have led to different results because the objectives were not related. It was not the intention of the model developed by Martin and colleagues to explore strategies for the management of time banditry, but rather to determine its prevalence as experienced by students with or without work experience.

5.8.6 Collaboration among stakeholders

It also emerged from the study that there seems to be little collaboration between school principals, teachers, parents, the Ministry of Education and Skills Development, teacher trade unions and non-governmental organisations in aiding schools to manage teachers' acts of time banditry. Another factor that could have contributed to this difference is that, in Martin's study, the participants were mainly students majoring in psychology and business courses, while in this study, the participants had education qualifications from tertiary institutions.

Figure 5.2 presents the model proposed in this study for managing time banditry practices of teachers. For clarity's sake, a brief discussion of each component is offered.

Figure 5.2: Proposed Model for Managing Time Banditry in Schools



Time Banditry is the engagement of employees in non-work-related activities during working hours. This study revealed three dimensions (types) of time banditry, namely classical (traditional), technological (cyberloafing) and social. Examples of classical time are late coming, early departure from work, taking extended breaks and conducting business transactions such asshopping and selling during work time. Technological time banditry behaviours involve the use of technological devices such as computers and smart phones to engage in unsanctioned work in the workplace. Social time banditry behaviours comprise engaging in dialogues, discussions and chatting about matters not related to work.

The first step is the identification of the type of time banditry that prevails in the school in terms of technological, classical and social time banditry as previously discussed in details in chapters 1 and 2. In order to reduce the occurrence of this phenomenon of time banditry in school, it is paramount importance to scan the type of time banditry and to deal with it directly.

Secondly, it is imperative for school principals to analyse the effects of such time banditry practices on the school life or programmes in the form of administration obligations, teaching, learning as well as extra curricula activities. Depending on the analysis of the effects, then apply possible remedies.

The third step in the proposed model is the application of management strategies such as developmental (training, education, workshops, seminars and mentoring), corrective (coaching), punitive for example, withholding one's salary, compensating for time lost and not authorising overtime as well as application of local and national policies and regulations aimed at minimising the occurrence of time banditry practices in schools. Contracts of employment, duties of employees, policies and acts play a critical role in the provision of guidance in the workplace.

In cases where no policies exist for the management of time banditry, schools as social organisations should engage all relevant stakeholders and invite them to the drawing board to draw up the relevant policies. It is accepted that not all unwanted behaviours are minimised by formal employment policies and acts. Some employees may still decide to continue engaging in time banditry practices. In that case, the proposed management model suggests that developmental, corrective, punitive methods as well as use of policies, regulations and legislations be instituted to address undesirable behaviour.

While the fourth step is the rationalisations of benefits to gain in dealing with time banditry behaviours, the school principal would get after application of management strategies. These may include efficiency, effectiveness, motivation, productivity and improvement of the work rate. It is imperative to realise holistically that the positive results in the minimization of time banditry would in turn enhance academic performance.

The fifth stage deals with employment of support structure to reduce acts of time banditry within and outside the schools. Engagement of relevant stakeholders such as school management team, senior teachers, student representative council (S. R. C.), alumni, parents, teachers' unions, non-governmental organisations and the Ministry of Education and Skills Development aimed at supporting schools to manage or to reduce time banditry behaviours. Collaboration is a working formula to resolve numerous problems. This subcomponent suggests that collaboration of all relevant stakeholders would reduce the impacts of time banditry behaviours in the workplace. Teamwork prevails against all storms. Combining collaboration with strategies of managing time banditry behaviours may tend to further minimise the occurrence of time banditry behaviours in the workplace.

Collaboration. This subcomponent suggests that collaboration of all relevant stakeholders would reduce the impacts of time banditry behaviours in the workplace. Teamwork prevails against all storms. Combining collaboration with strategies of managing time banditry behaviours may tend to further minimise the occurrence of time banditry behaviours in the workplace.

Strategies of managing time banditry behaviours. At this stage, employers may use corrective measures such as training, education, development, motivation, coaching, mentoring. In contrast, punitive measures may include non-payment of overtime and the deduction of one'ssalary to compensate for the lost time.

Having presented an overview of the proposed model of managing time banditry, I conclude by providing a brief summary of the entire chapter.

5.9 Chapter summary

Chapter 5 presented the findings of the study from interviews and the interpretations of such results. Themes that emerged from the data were analysed. The study results revealed that most of the principals had a reasonable understanding of time banditry practices. However, they believed that it was impossible to eradicate the phenomenon of time banditry and that it could only be minimised to lessen its negative effects on the running of the schools in terms of administration, teaching and learning activities, and extramural operations. Principals suggested possible strategies that could be employed to manage teachers' tendencies towards time banditry. In addition, the study findings revealed that collaboration among all stakeholders played an important role in assisting school principals to manage the time banditry practices of teachers in their schools.

Chapter 6 next presents a summary of the study's findings, the conclusions reached, recommendations made and the study's contribution to new knowledge.

CHAPTER 6

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The purpose of my study was to examine how school principals manage time banditry of teachers in public senior secondary schools in Botswana. Section 6.2 gives an overview of the study report and summarises the contents of each thesis chapter. In Section 6.3, I compare my findings with those that emerged from the reviewed literature and theoretical framework that informed the study. Section 6.4 presents the study findings, and in Section 6.5, I discuss the contribution that this study is making to the body of knowledge. Section 6.6 deals with the limitations of my study, while Section 6.7 presents the recommendations to the Ministry of Education and Skills Development regarding solutions to the management of time banditry behaviours in public senior secondary schools in Botswana as well as recommendations for further research. Section 6.8 concludes this study report.

The study participants were selected on the basis that they possess the views, knowledge and experiences to provide answers to the research questions that would enable me to assess how school principals manage time banditry practices in their schools. Based on the responses that I obtained from them, I formulated a time banditry management model for addressing the behaviour of school teachers. School principals in senior secondary schools could use this model to deal with acts of time banditry.

6.2 Overview of the study report

This thesis comprises six chapters. In Chapter 1, I discussed the background pertaining to time banditry, the rationale for the study, research aim, objectives, problem statement, a brief conceptual framework, the research methodology used in this study, as well as ethical considerations. In Chapter 2, I reviewed the relevant literature on the management of time banditry in public senior secondary schools. I reviewed international and continental literature related to the current study, guided by the research questions. In

Chapter 3, I presented and discussed the conceptual framework that underpinned the study according to the work done by Martin and colleagues (2010). Next, Chapter 4 was devoted to an outline and discussion of the research methodology used in this study, my choice of a qualitative case study design, the sampling procedures, research instrument, data collection and analysis. I also presented the ethical considerations that had been carefully taken note of in this study. In Chapter 5, I analysed the data that emerged from the narratives of the participants.

6.3 Comparison of the study findings with findings in the literature

School principals admit that time banditry exists in schools. This is in line with studies conducted by Khan (2017) and Kaptein (2011). A first category of school principals viewed this behaviour through a negative lens. For instance, the studies by Andreoli and Lefkowitz (2009) and Kaptein (2011) indicated that time banditry existed in schools and affected them negatively. The second category of school principals viewed time banditry through a positive lens and suggested that profitable benefits could be reaped from the teachers' non-work-related activities. This finding corresponds with studies by scholars (Bock & Ho, 2009; Brock et al., 2013; Baskin et al., 2017) who found that non-work-related activities indeed had a positive effect on job performance and on organisational outcomes.

The finding regarding a lack of collaborative participation in the planning of the school's day-to- day activities – where stakeholders (including teachers) democratically contribute their views towards their school development – is contrary to what scholars such as Udo and Akpa (2007) found. They corroborated that where teachers are adequately involved in decision-making processes, they would show commitment to and adequate support of the principal. The realisation of school goals would also be easy, and apathy towards and opposition within the school will be minimised. Involvement of teachers in decision making confirms that they are well empowered, and they are seen as resources with knowledge and experience that can be tapped. This is consonant with Wilkinson (1999) as well as Collins and Ross (1989) who posit that many managers believe that the involvement of workers in decision making will improve the quality of decision making in the organisation.

School principals' responses clearly indicated their understanding of time banditry and its implications, as well as the damage it causes the Ministry and the country of Botswana at large. My findings either demonstrated teachers' lack of understanding of the legislation in the Botswana Public Service Act of 2008, which governs the teaching profession, or perhaps the findings were an indication of the inadequate enforcement of the legislation. The Botswana Public Service General Orders of 1996 categorically stipulate that office hours for all government employees should be devoted to government work (General Orders, 1996). Furthermore, public officers are required to maintain acceptable standards of behaviour both in and outside office. If this is not adhered to, then such behaviour violates sub sections 33.2 and section 33.6 which deal with the personal conduct of public workers.

School principals acknowledged the technological time banditry practices of teachers which manifested on three levels: in the social media, entertainment and business. They suggested that teachers who are creative, innovative and technologically advanced, should use their technological skills effectively in the academic environment. This finding is consistent with studies that advocated for increased learning through the online use of computers for gaming, as well as for stimulating workers' creativity and engagement in research-oriented tasks (Belanger & Van Slyke, 2002; Blanchard & Henle, 2008; Ovarec, 2002a & 2002b; Anandarajan et al., 2004). The finding that teachers engage in technological time banditry also emerged from a survey that was conducted by Roman (1996) involving 150 executives in the United States. The survey showed that the majority of respondents reported that employee productivity was reduced because of workplace Internet use for non-work purposes.

Studies conducted by Andrea et al. (2016) on technological time banditry in Estonia, found that workers spend most of their time online and that they find it easier to communicate via technological devices such as smart phones and internet facilities. This finding also resonates with what Saleh et al. (2018) found when they conducted a study in Saudi Arabia. Employees who participated in their study acknowledged that they used their mobile devices to access the internet for non-work-related activities – thus admitting to technological time banditry.

My finding on the engagement of teachers in technological time banditry in schools is consistent with studies by Carlson et al. (2016), Young (2010), and Tarafdar et al. (2015) who reported that employees gain access to and visit non-work-related internet pages while at work. A survey that was conducted by Ribière et al. (2010) found that 48% of employers support the perception that social media usage at work impacts negatively on workers' productivity. Findings by Flynn (2011) and Kane (2017) also confirm that social networking platforms have a negative impact on employee performance.

According to school principals, my study found that teachers in the schools involved did not fully understand their obligation to ensure a reasonable care of learners (duty of care) while in the school environment. This implies that these teachers discarded their role of acting as parents to learners under their care. By so doing, they are in breach of their terms of employment as teachers. The term in loco parentis is a Latin word that means standing "in place of parents" or "instead of a parent" as described by the Oxford Dictionary of Rhymes (2006). Alexander and Alexander (1998) describe "*in loco parentis*" as a child -parent relationship where an individual undertakes parental status and responsibilities for another individual, and acting on behalf of a parent. In this case, teachers should – by virtue of their role and responsibilities at school – demonstrate the same duty of care towards students as would a sensible parent. Teachers indeed have a duty of care and protection to their students which flows from the in - loco parentis doctrine (Oosthuizen, 2003).

The behaviour of teachers in these schools is not in line with the stipulations (Act) of their appointment as teachers. As a result, they contravene the legislation that governs their day-to-day roles and responsibilities. Moreover, learners are at school to learn and it is the responsibility of teachers to teach them. By teachers not fulfilling this responsibility, they are violating learners' right to education as stipulated in the Botswana Government Job Effectiveness Description Form MSD/10B (n.d.). This document underscores the responsibilities of teachers in imparting knowledge and skills through the implementation of both curricular and co-curricular activities, as well as the provision of overall leadership and the management of resources.

Botswana's Revised National Policy on Education (1994) is another important policy that puts great emphasis on the education and training of all children, youth and adults. The policy calls for the provision of relevant, equitable and quality education and the main goals of the RNPE are as follows:

(a) Effectively prepare students for life, citizenship and the world of work

(b) Develop training that is responsive and relevant to the needs of the economy

(c) Improve and maintain quality in education

(d) Enhance the performance and status of the teaching profession

(e) Effectively manage the education system

(f) Improve cost-effectiveness and cost sharing in the financing of education

It is against the spirit of the RNPE (1994) that teachers in these schools partially neglect their responsibilities of providing quality education to students. Such behaviour also contravenes the Education and Training Sector Strategic Plan (ETSSP) of 2015-2020 of the Ministry of Education and Skills Development in which one of its strategic priorities anchored on the improvement of quality and relevance of education to Botswana students (Botswana Education & Training Sector Strategic Plan, 2015-2020).

The behaviours of teachers in my study negate the aspirations and intentions of Botswana Vision 2030. Pillar 2 envisions human and social development (with specific emphasis on education and skills development), which states that education and skills are the basis for human resource development. It provides citizens with competencies to realise their full potential, thus enabling them to compete assiduously in a global context (Government of Botswana Vision 2036, 2016).

Correspondingly, Goal 4 of the United Nations' Sustainable Development Goals (UNSDGs) in particular talks about inclusive and equitable provision of quality education, and yet teachers seem to be doing the opposite. It has been realised that education plays an important role in relieving people of poverty and helping them to be socio-economically stable. UNSDG Goal 1 of "no poverty" can partly be achieved through the provision of

quality education in our world – in Botswana in particular. The behaviours of teachers in this study contradict study findings by Kunter et al. (2013) who found that the success of education is grounded on teaching professional competence and commitment based on teachers' skills, knowledge, attitudes and values, as well as their accountability for effective teaching which can be measured in terms of their school performance. This goal may not be wholly realised, as teachers' behaviours in these schools seem to deviate from the path indicated for the provision of quality education.

Time banditry behaviour is contrary to the universal human right of quality education as espoused by Article 26 of United Nations Declaration of Human Rights:

(a) *Everyone has the right to education. Education shall be free, at least in the elementary andfundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*

(b) *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, andshall further the activities of the United Nations for the maintenance of peace.*

The current study clearly indicates that school principals lack a clear understanding of the legislation that governs educational activities. This is confirmed by Boniface and Ngalawa (2020) who found that head teachers are not cognisant of the acts and regulations that empower them to deal with ethical problems in their schools. In contrast, Kiprop (2012) argues that head teachers play a critical role in maintaining discipline in schools by setting the tone and morale of the school and through their remarkable influence over the teachers and students.

School principals perceive that administration functions are in some way affected by time banditry practices – for instance, in the form of low levels of productivity of teachers in content delivery and school principals being overstretched by their managerial

responsibilities. Participants in my study also perceived that time banditry behaviours hit them at the core of their mandate, that is, the provision of quality education to learners. With regard to teaching, school principals believed that time banditry practices take away time intended for content presentations, and result in students' sub-standard projects. On the subject of learning, they felt that students' learning is compromised, knowledge and skills gains are reduced, and incomplete syllabi may contribute to lower academic achievements.

School principals seemed to believe that time banditry behaviours deprive the students of holistic, physical, mental and skills development. This finding of detrimental effects of time banditry behaviours on administration tasks, teaching and learning as well as extramural operations negates studies indicating that students' academic performance seems to increase when instructional time is well managed, and that effective instructional time management fosters students' academic success (Lavy, 2015; Cattaneo et al., 2017). My study findings also agree with those of Ajayi (1997) who pointed out that teachers have been accused of abandoning their classrooms and not being as dedicated and committed to duty as they used to be in the past.

Participants used measures such as monitoring, proactive planning, effective supervision, as well as education and training, coaching and mentoring, and enforced compensation of the lost time to mitigate time banditry practices of teachers. Such positive measures introduced by school principals are in line with procedures in a study by Jeung et al. (2011), who claimed that training has the capacity to increase the skills level of employees and the overall performance of the organisation. Research shows that job satisfaction and commitment are affected by training (Lowry Simon, & Kimberley, 2002; Ocen et al., 2017; Dhar, 2015; Ehrhardt et al., 2011; Teck-Hong & Yong-Kean, 2012).

My study found that compensation for teaching time that was lost could act as a deterrent tool to those teachers who habitually engaged in time banditry behaviours. Blanchard and Henle (2008) endorsed this finding and argued that the management of technological time banditry should not only be based on monitoring activities, but also be coupled with disciplinary actions. Further, this finding supports studies by Ugrin et al. (2008) who found that employees tended to reduce time banditry after realising that other employees who committed similar behaviours of misconduct had received punishment.

School principals employed diverse monitoring measures such as management by walking about (MBWA), attendance records, log books and lesson observations to maximise the academic performance of students who had been strained by teachers' acts of time banditry in their schools. School principals suggested that the main reason for managing time banditry in their schools was not only to improve academic achievement, but also to enhance productivity of teachers and general time management so as to achieve professional outputs and maintain credibility, reputation and excellence. This finding is consistent with the study by Asiyai (2009), who reported that teacher attendance in classes, daily lesson preparation and lesson presentation, as well as their participation in school community and extra-curricular activities improved when they were regularly supervised by school heads.

Principals' awareness of combined support from relevant stakeholders to reduce time banditry practices was indicated as fundamentally important to minimise the prevalence of this phenomenon in schools. Stakeholders such as the school management team, student leadership, parents, the Ministry of Education and Skills Development and teachers' trade unions provided support in terms of human resources, funds, transport, supervision, monitoring of teacher attendance and provision of in-service workshops on professionalism and conduct. This finding is not supported by literature. However, such support, was limited to some extent as it does not really eradicate with technological (cyberloafing), classical and social time banditry behaviours.

In the next section, I present the findings that emerged from data analysis and that addressed the main and secondary research questions.

6.4 Findings of the study

In this section, I present the findings from the data that enabled me to offer answers to the main research question – "How do school principals manage time banditry in public senior secondary schools in Botswana?" – As well as the secondary research questions (see Section 1.5).

The main findings that emerged from my analysis of participants' responses to the questions addressed to them are presented below:

(a) School principals believed that they experienced different types of time banditry, namely, classical time banditry, technological banditry (commonly known as cyberloafing), and socialtime banditry behaviours. Engagement of teachers in time banditry practices demonstrates their negligence and disregard of the legislation and policies that govern their conduct in the workplace – whether consciously or unconsciously.

(b) Participants perceived that time banditry affected their administrative functions which could result in reduced productivity, decreased results, delayed school progress, and overstretchingactivities of monitoring and supervision. They also viewed incomplete daily activities,incomplete syllabi coverage and less time for revision for purposes of summative assessmentas possible effects of teachers' time banditry in schools. According to the school principals, acts of time banditry in their schools contributed to the personal, physical, mental and economic skills of students becoming not holistically developed.

(c) Varied applications of strategies for reducing time banditry practices – particularly those that promote training, growth and development, and those with long-lasting positive effects – as well as disciplinary actions were expected to lessen the prevalence of time banditry in schools.

(d) Participants were of the view that the regular assessment of documents such as logbooks and attendance records, as well as the physical presence of school management in schools tend to improve the academic performance of the students. This is because time is managed effectively by teachers who devote their energies to producing educational gains. The school principals pointed out that managerial functions such as monitoring, supervision and leading played a significant role in decreasing time banditry practices in their schools.

(e) The principals believed that undivided teamwork, collaboration and stakeholders' engagement both internally and externally in the form of the provision of funds, materials, equipment, workshops and seminars – would assist in minimising time banditry behaviours in theworkplace.

6.5 Contribution of the study

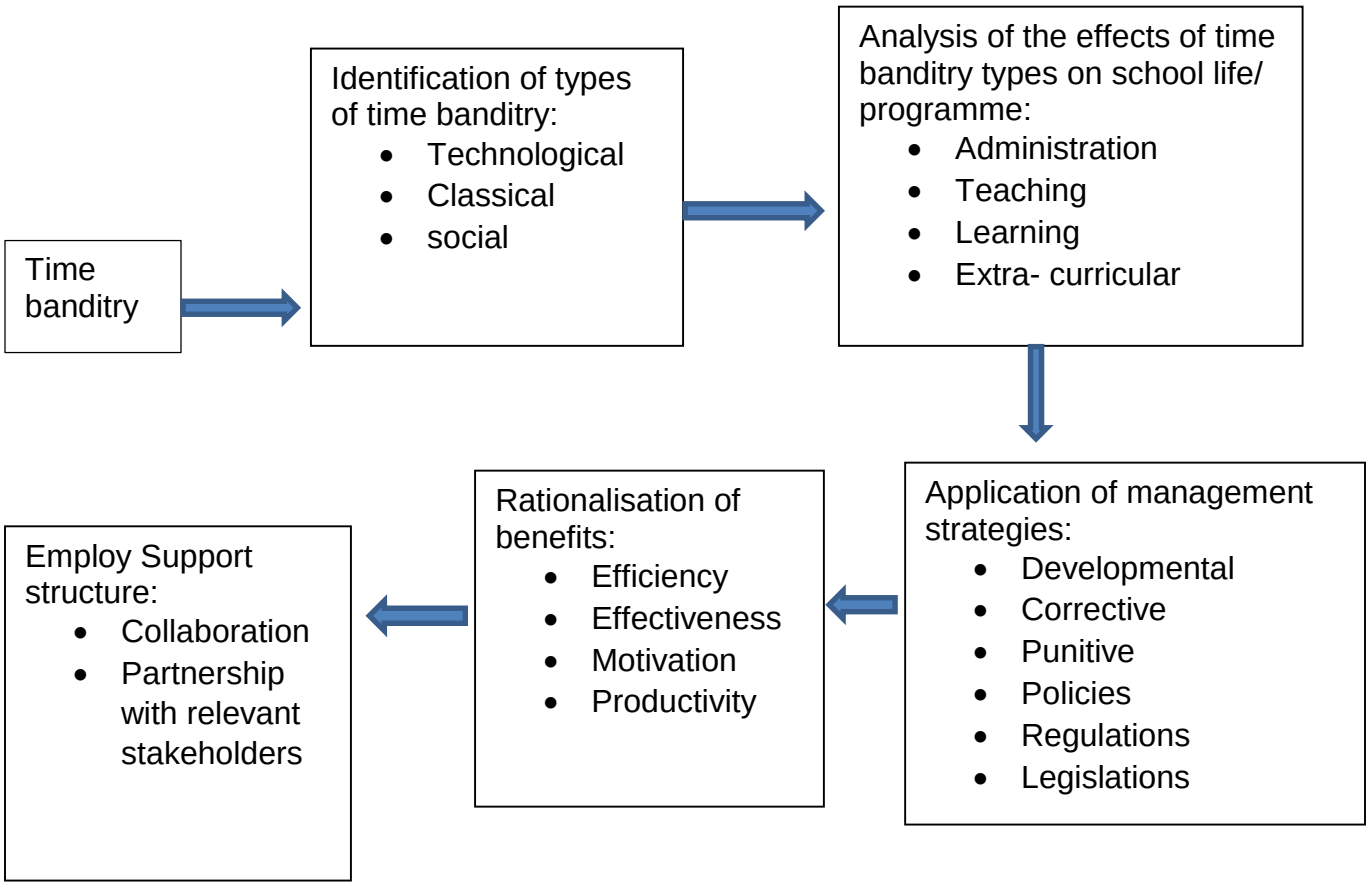
The current study demonstrated that collaboration of all the stakeholders would enable school principals to reduce teachers' time banditry practices and thus contribute towards the successful management of time banditry behaviours in schools. Without the support of senior management teams (SMTs), teachers, support staff, student leadership, regional education officials, the Ministry of Education and Skills Development, parents, trade unions, parastatetals, non-governmental organisations (NGOs) and private entities, school principals would find it difficult to reduce time banditry behaviours to manageable proportions.

As managers, the principals are required to keep abreast of policies and acts, as well as the vision, aims and intents of education so as to address time banditry in schools. Furthermore, my study suggests that the more regular use of incentives / rewards (training, coaching, mentoring, and motivation) would have far-reaching positive consequences, while punishments (penalty / punitive measures) could occasionally be employed. Teachers' engagement in technological time banditry behaviours could easily be channelled towards pedagogical practices to benefit the students in their learning, to gain personal knowledge and to enhance their development.

Results of this study reflected a new point of view regarding the importance to job satisfaction and organisational commitment in the fight against time banditry. It also showed how different work demands and the meaningfulness of work can have an effect on time theft in the workplace.

Chapter 5 shows that the model of time banditry by Martin and others (2010) in the prevalence of time banditry (see figure 5.1) while figure 5.2 deals with the management of time banditry practices. In addition, collaboration and strategies for managing time banditry were incorporated in the proposed model.

Figure 6.1: Proposed Model of Time Banditry Management in Schools



The model in Figure 6.1 implies that time banditry is classified into three classes or dimensions, namely technological, classical and social in one block, the next is the analysis of the effects of time banditry on school life in terms of administration, teaching, learning and extra mural functions. After the analysis of the effects, then the school principal need to select one or couple management strategies to apply to reduce the effects of time banditry. It is advisable to apply those that are meant to develop and correct as opposed to punitive measures.

The next stage is the rationalisation of benefits of managing time banditry behaviours and lastly is the solid support needed by the school management to reduce the effects of time banditry behaviours in the school life for the realisation of educational goals.

The contribution of the Time Banditry Management Model in Schools to the body of knowledge on this phenomenon is based on identification of types of time banditry practised by teachers namely technological, classical and social time banditry, followed by the analysis of the effects of time banditry types on the school life or programme regarding administration, teaching, learning and extramural functions so as to evaluate its magnitude for intervention. The third step involves the application of management strategies in terms of developmental, corrective, policies, regulations, policies and lastly punitive nature. All these are meant to positively minimise acts of time banditry in the school.

The next stage is the rationalisation of benefits for the schools by the management of the schools, to assess the value of gaining efficiency, effectiveness, motivation and productivity of teachers to improve the general performance in schools. The last stage is when school principals realise that the success of reducing practices of time banditry rely heavily on the employment of support structure through involvement of all relevant stakeholders. These stakeholders support with their resources such as funds, human, materials, equipment, training, seminars, and expertise to assist the schools in the management of time banditry. Senior management, school management team, senior teachers, prefects, monitors, parents, department of education officials, alumni, teachers' unions, and non- governmental organisations form part of support team as important

stakeholders in bringing change in schools. Collaboration and partnership are critical ingredients in supporting schools to lighten up the burden of managing this phenomenon in schools.

6.6 Limitations of the study

My study had a number of limitations:

(a) The qualitative research design was the only approach used in this research. A combination of researchdesigns might have yielded different findings.

(b) School principals were the only participants in the study. Results might have been different if teachers,support staff and students were included in the study.

(c) Only three Botswana districts participated in the study. Results might have been different if schools from all ten districts in the country were included.

(d) The findings of this study cannot be generalised, because they are based on the responses and perceptions of only 15 school principals from three districts.

6.7 Recommendations

6.7.1 Recommendations to the Ministry of Education and Skills Development

(a) The study revealed that the Ministry has limited policies in place to deal directly with the phenomenon of time banditry. It is recommended that more robust and direct policies and legislatives be developed to minimise its occurrence.

(b) The study indicated that, to manage their schools effectively and efficiently, school principals and SMT members had to be trained on labour relations, time banditry as a phenomenon, strategic management, professionalism, and human resource management.

(c) Furthermore, the Ministry should ensure that school principals should have a thorough knowledge of the acts, statutory requirements, education policies and mandatory instruments that govern the day-to-day activities of schools.

Principals should also implement them and understand the implications if they were to be neglected.

(d) The study appealed to the Ministry to provide adequate funds, technological equipment (surveillance monitors) and resource persons as facilitators for in-service workshops in schools.

6.7.2 Recommendations for further research

The study proposes that further research be carried out – both qualitatively and quantitatively – to investigate the prevalence of time banditry practices in public senior secondary schools by involving both teachers and students as participants.

6.8 Conclusion

This study explored how school principals managed time banditry practices in public senior secondary schools in the North-west, North-east and Central Districts of Botswana. The intention of the study was to inform the country's Ministry of Education and Skills Development about strategies for the management of time banditry in public senior secondary schools. It also intended to communicate what should be done to minimise the time banditry behaviours of teachers in these schools. It was imperative to undertake this study, because so little research as such wide knowledge gaps existed in our understanding of the management of time banditry by school principals in public senior secondary schools in Botswana.

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ANNEXURES

Annexure A: Ethics clearance certificate

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

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FACULTY OF EDUCATION
Ethics Committee

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: **EDU186/20**
DEGREE AND PROJECT	PhD Management of time banditry in public senior secondary schools in Botswana
INVESTIGATOR	Mr Boitshephelo Tombondo Mbwe
DEPARTMENT	Education Management and Policy Studies
APPROVAL TO COMMENCE STUDY	18 December 2020
DATE OF CLEARANCE CERTIFICATE	12 December 2022
CHAIRPERSON OF ETHICS COMMITTEE:	Prof Funke Omidire
CC	Mr Simon Jiane Prof Maitumeleng A Nthontho

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements

Fakuiteit Opvoedkunde
Lefapha la Thuto

Annexure B: Ministry of Basic Education Research Permit

TELEPHONE: 3655400/3655483
TELEX: 2944 THUTO BD
FAX: 3914271

MINISTRY OF BASIC EDUCATION
PRIVATE BAG 005
GABORONE, BOTSWANA

REF: DPRS 7/1/5 XXXV (85) SEO -Research

8th October 2020

Mr Boitshephelo T. Mbwe
P.O. Box 20826
Maun

Dear Sir

RE: APPLICATION FOR RESEARCH PERMIT

This serves to grant you permission to conduct your study in the sampled areas in Botswana to address the following research objectives/questions /topic:

Management of time banditry in Public Senior Secondary Schools in Botswana

It is of paramount importance to liaise with the regional Directors and School Heads of the sampled Schools from which you are going to collect data from. We hope that you will conduct your study as stated in your proposal and that you will adhere to research ethics. Failure to comply with the above stated, will result in immediate termination of the research permit.

The validity of the permit is from **8th October 2020 to 9th October 2021. You are requested to submit a copy of your final report of the study as stated in the Research Guidelines (para 4.5 - 4.6, 2007) to the Ministry of Basic Education, Department of Educational Planning and Research Services, Botswana.**

Thank you.

Yours faithfully

Sir Wonder Masebola
For/Permanent Secretary

Annexure C: Request to conduct research at schools

P.O. Box 20 826
MAUN

9th November, 2020

Dear School Principal

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I, Boitshephelo Tombondo Mbwe, a student at the University of Pretoria, currently studying towards a Doctoral degree, hereby kindly apply for permission to conduct the study titled **"Management of time banditry in public secondary schools in Botswana"** at your school. The purpose of this study is to explore and understand how the school principals manage time banditry behaviours in their schools. In this letter I would like to relate what will happen if such permission is granted. Once you understand what the study is about, such permission may or may not be granted. If you agree, you will be requested to release a signed letter permitting the study to take place in your school.

The following are the anticipated participants in this study:

- The school principal per school in four schools
- Only participants who agreed and signed the informed consent will be legible to participate in this study.

The process of fieldwork will involve:

- Semi-structured interviews where the school principal will be requested to share their experiences on how they manage time banditry in the school.
- If I am granted permission, I anticipate that data collection activities including member checking will last for two months. I estimate the research activities to take at least one hour 30 minutes and the member checking to last for at least 30 minutes.
- All the research activities will be conducted after formal school hours. "Free period" will not be considered as an incentive".
- To ensure the anonymity and confidentiality of the participants, I will keep the names of the participants and those of the schools and contribution to the study anonymous except if it is their wish to be named.
- Participants are free to withdraw their participation at any time should they wish to do so and their decision will not be held against them. In the event participants withdraw from the study, their data will be destroyed or discarded.
- It is unlikely that the participants in this study will be harmed. However, principals might feel uncomfortable during the interviews. For instance, Adult participants as principals might also fear discovery of mismanagement of time banditry behaviours existing in schools.
- "My role in this study is that of a researcher not a counsellor". However, if a problem does arise, they can speak to me and I will consult on the issue, and/or refer them to someone who is best able to help. If there is a serious problem about participants' safety, I am required to inform the school psychologist/counsellor and University of Pretoria. I therefore include contact details for the Counsellor and Psychologist and they are available free of charge:

  Psychologist: Ms Alexandra Norton, Physical Ed S06, Contact number: 061 005 1035

  Psychologist: Ronél du Toit, Physical Ed S06, Contact number: 082 568 5793
- Participants will receive no incentives for participating in this study. However,

Principals' possible reflection of their role in managing time banditry behaviours should make them feel good about their contribution towards policy implementation. Although I cannot guarantee this.

- Member checking sessions will be conducted to confirm if my understanding and interpretation of the data are consistent with that of the participant. The participants will only have access to their own data and not everyone else's, but my supervisor will have access to all the data.
- The member checking will be done once the data has been transcribed and after the preliminary report has been written.

Should you have any questions or concerns pertaining to this study, do not hesitate to contact my supervisor or me on the contact details provided below.

Yours sincerely

Researcher: Boitshephelo Tombondo Mbwe

Student number: 18108998 **Sign:** ___ *B T Mbwe* _____

Telephone: +267 6596 883 **E-mail**: btmbwe@gmail.com

Supervisor: Dr Nthontho **Sign**: _____

Telephone: +27 12 420 2499 **E-mail**: maitumeleng.nthontho@up.ac.za

Annexure D: Permission to conduct study in senior secondary schools in the North West Region

Telephone: 6860348
Fax: 6860629
Ref: NWRE: 1/12/1 IV (34)

REPUBLIC OF BOTSWANA
MINISTRY OF BASIC EDUCATION
"delivering the 21st century learner"

Regional Operations
North West Region
Private Bag 324
Maun
Botswana

January 26,2021

Mr Boitshepelo T.Mbwe
P.O.Box 20826
Maun

Dear Sir

PERMISSION TO CONDUCT STUDY IN SENIOR SECONDARY SCHOOLS IN NORTH WEST REGION

Your letter of November 18,2020, refers.

This serves to inform you that you have been granted permission to conduct a study on management of time banditry in public senior schools in Botswana, with particular interest in the North West Region.

We request that you submit a copy of your findings on the topic at the end of your research to our office, which may guide our future decisions on the matter. By this copy the Chief Education Officers and School Heads concerned are informed accordingly. Our belated response is highly regretted.

Thank you.

Yours faithfully

Baamogeleng J. Moteti (Mr)
For Director, Regional Operations North West Region

CC Chief Education Officer – Shakawe
Chief Education Officer – Maun
School Heads – Maun Senior Secondary
School Heads – Shakawe Senior Secondary

RESIST, REJECT AND REPORT CORRUPTION *TOLL FREE: 0800 600 990*

MoBE 16885 BOTSWANA

Annexure E: Permission to conduct study in senior secondary schools in the North East Region

TEL: 2412266
FAX: 2415606

REPUBLIC OF BOTSWANA

MINISTRY OF BASIC EDUCATION
PRIVATE BAG F251
FRANCISTOWN

FRE 1/12/1 V (66)

20 NOVEMBER 2020

Boitshepelo T. Mbwe
P. Box 20826
Maun.

Dear Sir,

PERMISSION TO CONDUCT A RESEARCH STUDY

Your letter dated 13th October 2020 regarding the above caption refers.

Permission is granted to conduct research at Francistown Senior Secondary School, Materspei College and Masunga SSS.

The topic of study is: **Management of time banditry in Public Senior Secondary Schools in Botswana**

It is important that you adhere to the research ethics.

You are requested to submit the final research findings to the Director, North East Region.

Yours faithfully,

J.Modie For/ DRO – North East.

Annexure F: Permission to conduct study in senior secondary schools in the Central Region

TELEPHONE: 4631820
FAX: 4632324/4631647

REPUBLIC OF BOTSW

MINISTRY OF BASIC EDUCATION
REGIONAL EDUCATION OFFICE
(CENRAL)
PRIVATE BAG 091
SEROWE

REF: 1/13/1 III (15) 25th November 2020

Mr Boitshephelo T. Mbwe
P O Box 20826
Maun

Dear Sir

PERMISSON TO CARRY OUT RESEARCH IN CENTRAL REGION SENIOR SECONDARY SCHOOLS

You have been granted permission to conduct your research in all the Senior Secondary Schools in Central region, to address the following research objectives/questions/topic:

Management of Time Banditry in Public Senior Secondary Schools in Botswana.

You are kindly advised to seek Assent and Consent from the School Heads and all participants of your study. Hopefully your research remains bounded by research ethics at all times. Failure to comply with research ethics will result in immediate termination of this research permit. The validity of the permit is from **8th October 2020 to 9th October 2021**.

You are requested to submit a copy of your final report of the study to the Ministry of Basic Education, Department of Educational Planning and Research Services (DPRES) and Regional Education Office upon completion.

Thank you.

Yours faithfully

Joshua Samuel
For / DIRECTOR, REGIONAL OPERATIONS – CENTRAL

Cc: **CEOs – All Sub Regions**
School Heads – All Senior Secondary Schools

Annexure G: INVITATION LETTER TO PARTICIPANTS

P.O. Box 20 826
MAUN

9th November, 2020

Dear participant

INVITATION TO PARTICIPATE IN RESEARCH

I, Boitshephelo Tombondo Mbwe, a student at the University of Pretoria, currently studying towards a Doctoral degree, hereby kindly invite you to participate in the study titled **"Management of time banditry in public secondary schools in Botswana".** The purpose of this study is to explore and understand how the school principals manage time banditry behaviours in their schools. In this letter I would like to relate what will happen if you agree to participate in this study. Once you understand what the study is about, you may or may not agree to participate. If you agree, you will be requested to sign the consent form attached to this invitation letter as an indication that you agree to participate in the study.

The process of fieldwork will involve:

- Semi-structured interviews where the school principal will be requested to share their experiences on how they manage time banditry in the school.

- If you agree, I anticipate that data collection activities including member checking will last for two months. I estimate the research activities to take at least one hour 30 minutes and the member checking to last for at least 30 minutes.
- All the research activities will be conducted after formal school hours. "Free period" will not be considered as an incentive.
- To ensure the anonymity and confidentiality of the participants, I will keep your names and those of the school and contribution to the study anonymous except if it is your wish to be named.
- You are free to withdraw your participation at any time should you wish to do so and your decision will not be held against you. In the event you withdraw from the study, your data will be destroyed or discarded.
- It is unlikely that you will experience any harm as you participate in this study. However, you might feel uncomfortable during the interviews. For instance, Adult participants as principals might also fear discovery of mismanagement of time banditry behaviours existing in schools.

“My role in this study is that of a researcher not a counsellor”. However, if a problem does arise, you can speak to me and I will consult on the issue, and/or refer you to someone who is best able to help. If there is a serious problem about your safety, I am required to inform the school psychologist/counsellor and University of Pretoria. I therefore include contact details for the Counsellor and Psychologist and they are available free of charge:

Psychologist: Ms Alexandra Norton, Physical Ed S06, Contact number: 061 005 1035
Psychologist: Ronél du Toit, Physical Ed S06, Contact number: 082 568 5793

- You will receive no incentives for participating in this study. However,
    a) Possible reflection of your role as the school principal in managing time banditry behaviours should make them feel good about their contribution towards policy implementation. Although I cannot guarantee this.

- Member checking sessions will be conducted to confirm if my understanding and interpretation of the data are consistent with yours. You will only have access to

your own data and not everyone else's, but my supervisor will have access to all the data.

- The member checking will be done once the data has been transcribed and after the preliminary report has been written.

Should you have any questions or concerns pertaining to this study, do not hesitate to contact my supervisor or me on the contact details provided below.

Yours sincerely

Researcher: Boitshephelo Tombondo Mbwe

Student number: 18108998 **Sign**: __*B T Mbwe*_____

Telephone: +267 6596 883 **E-mail**: btmbwe@gmail.com

Supervisor: Dr Nthontho **Sign**: _____

Telephone: +27 12 420 2499 **E-mail**: maitumeleng.nthontho@up.ac.za

INFORMED CONSENT FORM

I, _____ (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: _____

Annexure H: Informed consent forms signed by school principals

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 22/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: K. Mandlakazi Date: 08/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 9/02/21

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 10/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 11-02-21

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 11/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 12/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 12/02/21

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 15/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 15/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 16/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 17/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 17/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 18/02/2021

INFORMED CONSENT FORM

I, [redacted] (Full names and Surname), agree to participate in the research conducted by Mr Boitshephelo Tombondo Mbwe at my school. I am aware that the research has got nothing to do with my school and my participation is voluntarily. I am also aware that I am free to withdraw my participation at any time should I wish to do so, and my decision will not be held against me.

I understand that my daily duties will not be disturbed, and I grant the researcher permission to use some of my off duty hours.

I understand that my identity, that of my school and all that I will say in these research activities will remain anonymous and confidential.

I also understand that I will be expected to provide written and oral comments on the draft report of the interviews.

I am aware that permission for me to take part in this study will be secured from the Ministry of Basic Education (North West, North East, Central region) and University of Pretoria.

I grant permission that the research activities may be audio-recorded for research purposes and understand that these will be stored safely.

I have received contact details of the researcher and supervisor should I need to contact them about matters to this research.

Signed: _____ Date: 18/2/25

Annexure I: Interview Schedule for participants

Department of Education Management and Policy Studies

Date of interview:_____Time:_____

Duration of the interview:_____

Place of interview (convenient to principal): _____

Interviewer: _____

(Pseudonym Name)_____

Study title: Management of time banditry in public secondary schools in Botswana

Study purpose: To explore and understand how the school principals manage time banditry behaviours in their schools.

Interview procedure: The interview will consist of two sections. Section A requires your biographic information while section B consists of about 22 (twenty-two) oral interview questions of which you are not obliged to answer all of them should you feel uncomfortable to do so.

Note: There are neither wrong nor right answers in this interview.

Remember:

Everything we share and discuss will be treated as confidential and will not be revealed to a third party. I am interested in your personal understanding and management experiences of time banditry in your school and your responsibilities as the leader.

You are welcome to seek clarity should the need be.

Everything we share and discuss will be audio recorded.

You can stop participating at any time without giving any reason.

Are there any questions that you would like to ask for clarification before we start?

Section A

Please tick or fill in as appropriate

Status: School Principal ( )

Age in years : 31-40( ) 41-50 ( ) 51- 60 ( ) 61 – 65( )

Sex: Male( ) Female ( ) Other ( )

Marital Status: Married ( ) Single ( ) Divorced ( ) Widowed ( ) Separated ( )

Level of professional qualification

Bachelor Degree ( ) Masters' Degree ( ) Doctoral Degree ( ) Other (specify): _____

Years of service_____

5.2. Secondary questions

Research question	Interview question
How do school principals understand the concept of time banditry?	Share with me your understanding of the concept of time banditry

	What kinds of time banditry do you witness in your school What is the most common time banditry type? Please justify Please may you estimate time lost during the course of a school day due to time banditry per teacher in terms of lesson attendance and tardiness. Which lessons are mainly affected? Which days of the week are generally affected?
b) Why do teachers engage in time banditry practices in the Botswana senior secondary schools?	In your view, what are the reasons advanced for committing time banditry in the school? Which department in your school is commonly committing time banditry behaviours?

	What kinds of time banditry are there engaged in? What justifications are put forward for engaging in time banditry? How do you address them? Share the status of employees who exhibit these behaviours in your school(Permanent & Pensionable, Contract etc)
What factors contribute to teacher time banditry in senior secondary schools of Botswana?	Share with me contributors to time banditry behaviours in your school Who influences time banditry in the school? Please tell me what you do to minimise contributory factors of time banditry

How do time banditry practices affect performance of the schools? What policy documents are employed to mitigate time banditry phenomenon?	16. Share with me a system/ policy at your school / national level you use to reduce time banditry How effective are these instruments? What do you think it can be done to strengthen their effectiveness in managing this phenomenon?
	Do you have anything else to share pertaining to the subject of the study?

How do time banditry practices affect the day-to-day running of the school in terms of;

Administrative

_____

_____

_____

_____

_____

Teaching and learning

_____

_____

_____

_____

_____

Extra mural operations

_____

_____

_____

_____

_____

2. Please share with us the ways in which you manage time banditry

_____

_____

_____

Why do you manage time banditry the way that you do?

_____

_____

_____

Any challenges you face when managing time banditry in your school

_____

_____

_____

3. May you please share with me the kind of support you get in managing time banditry in your school?

From whom does the support come?

_____
_____

What kind of support?

_____
_____

Are you satisfied with the support? Please explain

_____
_____
__

What do you think can be done to give you the necessary support in managing time banditry in your school?

_____
_____
_____

THANK YOU FOR YOUR TIME