How do school leaders manage their time? Narratives from school practitioners in Masvingo, Zimbabwe

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Abstract

Time management is a critical factor in school leadership and management. Without school leaders who manage time effectively schools are likely to decay. Good people do not need laws to tell them to act responsibly or to manage their time effectively. This study investigates how school leaders manage time for effective teaching and learning in schools. The qualitative research approach as it is informed by the interpretivist paradigm was employed in this study. Purposive sampling was done to select school heads, deputy heads, teachers, college lecturer and parents in the School Development Committee from both primary and secondary schools in Masvingo Province. I employed semi-structured interviews for data generation. Results show that some heads fail to manage their time in schools by not scheduling activities, lack of goal setting, attending to unplanned activities, failing to prioritise tasks, lack of delegating work to subordinates, failing to manage unnecessary interruptions and do not schedule time to attend to subordinates. The study recommends the need for courses and workshops that introduce school leaders to time management skills, conduct seminars to in-service school heads and thus equip them with skills, knowledge and proper attitude on effective time management practices and prioritising tasks.

Keywords: school leadership, leadership; management; school; school head; time management

Introduction

Time management by school leaders is becoming a grave area of concern (Prakash, 2020) for quality teaching and learning. Time is the scarcest resource and unless it is managed, nothing else can be managed (Drucker in Prakash, 2020). School leadership needs knowledge of how to manage time effectively (Sainz, Ferrero & Ugidos, 2019) to deliver. Proficiency in time management is a fundamental cornerstone expected from a school leader (Bhattacharyya, 2009). There is nothing simple about being a school leader. So long as the schooling and education system continue to demand practices that are rich, school leadership does not have the luxury of professionals who simply let events manage themselves. Good leaders do not need laws to tell them to act responsibly or to manage their time effectively. The effective school leader is time conscious (Marincic & Maric, 2019). The goal of a school is to create learning, making effective use of time. The school leader's work is to ensure that

there are effective instructional practices, observe and support classroom learning, keep professional dialogue focused on learning, among others (Salleh, 2019). These are critical areas that require proper time management by school leadership. Time management is a critical factor in the scholarship of school leadership and management and requires school leaders with knowledge of time management and school improvement practices (Victor, 2017).

Without school leaders who manage time effectively schools are likely to decay (Day et al., 2020). Efficient management of time by school leaders brings deliverables but lack of that results in total disaster. Every school has its potential productivity which it can capitalise to get the best results ever possible. For schools to realise their dreams, school leaders have to manage the time resource as efficiently as possible. Effective curriculum implementation and coverage is the main concern of every school leader, and it is incumbent upon each school leader to ensure that time, which is a scarce resource, is managed

effectively to fully implement the curriculum (Bahtilla & Hui, 2020; Adebayo & Omojola, 2012).

School leaders who manage time and monitor progress, support teachers in delivering high quality instruction can significantly enhance the learning experience and promote academic growth (Culduz, 2024). Despite being exempted from classroom teaching, school leaders are failing to manage time for effective supervision, and this is impacting on the performance of learners.

Background

Historical trajectories of time management by school leaders date back to colonial times when school inspectors made a scrutiny of time management for quality teaching and learning (Matasci et al., 2020). During the colonial era in Zimbabwe, school inspectors visited the schools without prior notice in a bid to check whether school leaders managed their time effectively and efficiently for quality delivery of curriculum and instruction (Serunjogi, 2022). School leaders were charged and even dismissed from their jobs for failure to manage time efficiently (Robinson, 2016). School leadership was expected to manage time to lead learners to knowledge that matters and not to knowledge that does not matter (Taufik, 2020). After independence in Zimbabwe, school leaders were pilled with lots of responsibilities which include supervision of teachers, teaching a stipulated number of lessons per day and some manning a full class, financial management, school development programmes, attending local and district meetings, among others. School leaders' jobs have expanded and become more overloaded in recent years (Allen, 2022). With this increased number of responsibilities and workload, find it difficult to manage their time, and thus may risk being labelled as ineffective school leaders. The large set of job responsibilities with which school leaders are faced with make time a scarce resource. "It seems that the main reason some school administrators face challenges in meeting deadlines and curriculum goals is poor time management" (Akinyemi & Ajayi, 2020:3). Given this scenario, school leaders find it difficult to make decisions about how to allocate their time among the competing demands. The way school leaders manage their time motivates this study.

Accountability in school leadership includes the concept of time management (Smith & Benavot, 2019). If school leaders fail to be accountable for time, this might result in school decadence. It is argued that "internal-professional mechanisms of accountability substantially govern practice, and are more easily aligned with teaching and learning, and thus are more likely to improve student performance" (Brill et al., 2018; Adams & Kirst, 1999:470). What this means is that professionalism of school leaders must be anchored on best time management practices (Salleh, 2019). School leaders who fail to manage time effectively are likely to be failures in curriculum coverage by teachers and learners (Brill et al., 2018). Records and anecdotal evidence have indicated that successful leaders are individuals who are time conscious, they use time efficiently and profitably. It is on this premise that time is seen as life and time management is equated to self-management (Dickson & Ogar, 2021).

The need to ensure that teachers employ progressive teaching methods is emphasised by Pestalozzi when he notes that school leaders have the potential of reconstructing schooling in a more imaginative and participative way, while at the same time ensuring that teachers make full use of the teaching time. He argues that:

The teacher must enter wholly into the child's point of view, identifying himself completely with the purpose in hand, and march in company with the child from truth to truth, discovery to discovery. This is admittedly much harder than to stand at a desk with a textbook in your hand, dictating or demonstrating its content to the boys (Pestalozzi, 1807, in Green, 1912:350).

This is pointing to the need by school leaders to create time for supervision. Without adequate supervision by the school head, effective teaching by teachers might remain a dream. Of the vast body of scholarship of leadership and management, there are certain bits and pieces that can be called essential, that every leader should know, that of effective time management. It is the duty of school leaders, therefore, to get as much of

this essential knowledge as possible into the minds of teachers, learners and themselves. The argument advanced for this approach is that at the heart of the educational process lies on the child who must be effectively taught through proper time management and curriculum coverage. Lip service should not be paid in terms of curriculum coverage, which is a result of good time management.

Literature suggests that better time management skills which include the ability to set achievable goals, identify priorities, monitor one's own progress and remain organised (Claessens, Eerde, Rutte & Roe, 2007) can lead to more effective time use. Successful school leadership is not simply a function of what school leaders do in schools. Rather, successful school leadership involves the practice of effective time management (Crow, Hausman, & Scribner, 2002; Spillane, Halverson, & Diamond, 2001). For effective decision making, school leaders need time to interact with staff, parents and the community at large. Decisions are not made in a snapshot or by a single individual; rather, decisions emerge from collaborative dialogues between many individuals, engaged in mutually dependent activities (Spillane, Halverson, & Diamond, 2001) and this requires proper time management skills. If the school leader fails to create time for interacting with staff, students, and parents, then the school is in limbo. Leading the school as a learning organisation requires high level of competencies regarding time management. The school leader should thus be committed to school business and in business, time is money. If you lose any second, you lose the market and fail to achieve the goals of the institution. To sum it all, Blake & Mouton (1985:1) argued, "The character of leadership is a significant factor in organisation success or failure." A good understanding of time and time management strategies to keep up with meeting schedules is important to attain stated goals, hence, the saying that time wasted can never be regained, and time waits for no one (Ekwueme et al., 2018).

Statement of the problem

There are growing concerns on how school leaders manage their time not only in Zimbabwe but globally (Dongo & Mahlangu, 2022). Worldwide, time has become one of the most important limited resources (Ayeni, 2020) for school leaders. School principals, as instructional leaders, should know that any time lost is very unlikely to either be reclaimed or replaced (Bush in Culduz, 2024). School leaders in Zimbabwe have also been complaining about excess workload, increase in curriculum contents, increase in students' enrolments, and tendency of struggling to manage time in workplace to improve the standard of the school (Matowo & Tenha, 2023). These complaints have also led to high level of stress and low process of quality assurance in schools. It is prudent to investigate whether these complaints are caused by poor time management strategies adopted by principals of schools. This is because, when time is not well managed, schools will not be able to meet up with their daily, weekly, and yearly activities (Dongo & Mahlangu, 2022).

Effective time management in schools is one of today's overlooked yet essential characteristics of effective school leadership and management. School leaders who are responsible for creating time and space for academic discourses that inform school improvement are seen perming their duties lackadaisically and in a haphazard manner (Day et al., 2020). Against this background, school leaders are seen out of office in most cases in the name of attending meetings and workshops. Many schools seem to continue suffering from weak teaching and impoverished learning. All this is being attributed to poor time management by school leadership, the reason being that it is leadership that matters for school improvement. Time is the biggest resource that must be effectively managed, but one wonders whether all the school leaders have that level of consciousness (Marincic & Meric, 2019). School leaders who focus on time wasters and fail to manage time are considered as having a disability in a school organisation (Dongo & Mahlangu, 2022; Senge, 2006). It is the aim of this study to unravel how school leaders manage their time for effective teaching and learning in both primary and secondary schools. This study investigates how school leaders manage time manage for effective teaching and learning in schools.

Theoretical frameworks: the bucket of rocks theory of time management

This study is premised on the bucket of rocks theory of time management. The theory offers insight into the order in which a person should work on activities (Mancini, 2003). It proposes that you put big rocks in a bucket, and this will represent the important things and then you fill it up with pebbles followed by sand and then water. The smaller substances represent increasingly unimportant tasks (Forsyth, 2016). According to this theory, school leadership is supposed to do the important things first and then move on to less important things and finally the unimportant things. This theory is in line with Macan (1994)'s model which shows a correlation between training in time management programmes and control of time management by school leadership. Most clearly, time management helps improve job efficiency by enabling professionals to allocate adequate time to their job's most important tasks (Hall & Hursch, 1982; Orpen, 1994; Schuler, 1979).

Time management means those behaviours "that aim at achieving an effective use of time while performing certain goal-directed activities" (Claessens et al, 2007:262). Time management can be described as the effective and optimal use of available instruction time with the aim to achieve the intended main objective of the school which is teaching and learning (Bush in Dongo & Mahlangu, 2022). Time management is an art of arranging, organising, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity (Adebisi as cited in Ekwueme et al., 2018). As stated by Alan (2009), the key to successful time management is planning and protecting the planned time, which often involves re-conditioning one's environment, and particularly re-conditioning the expectations of others.

A definition of time management has been offered as "a form of self-management with a clear emphasis on time in understanding what activities to do; how to do them more efficiently; in what time it should be done and when is the correct time to the particular activity" (Alyami et al., 2021:472). It seems correct to highlight the fact that managing time concerns somebody's own life, meaning that it is an individual act. In other words, the person directs his or her own actions according to the plans he or she makes. Furthermore, for the whole process, four dimensions are considered, deciding which activities to complete, how to complete them more effectively, what is the needed time interval, what is the right timing for a specific activity (Silay, 2022).

School leaders can use time efficiently and productively by setting short-term and long-term goals, keeping time logs, prioritising tasks, making to-do lists and scheduling, and organising one's workspace (Claessens et al., 2007; Macan, 1994). Literature points to Macan (1994) as the one who presented a model of time management that comprised antecedent, mediating and outcome variables with respect to time management behaviours. Macan (1994) advanced the argument that time management training programmes lead to three types of time management behaviours which are setting goals and priorities, mechanics of time management (making lists and scheduling) and preference for organisation. These are critical pillars in school leadership. She hypothesised that these behaviours would result in perceived control of time by school leadership.

The value of the bucket of rocks theory of time management in this study is that it informs school leaders on how to eliminate waste in their time management practices and reduce unimportant tasks. The theory helps school leaders to increase performance, efficiency and effectiveness among themselves. School leaders are also informed of keeping focused on tasks that enhance school effectiveness and productivity among teachers and learners.

Literature

In a study that was carried out on principals' time management skills in Miami-Dade County Public schools, the fourth largest school district in the United States, it was found out that principals with better time management skills allocate more time in classrooms and managing instruction in their schools but spend less time on interpersonal relationship-building (Grissom, Loeb & Mitani, 2015). This shows that what the school principals plan on how to use time is not

what they do practically. In the same vein, Ugochukwu & Chukwuemeka (2021) investigated time management practices and job performances of head teachers in public primary schools in Anambra state and the findings indicated that head teachers do engage in time management practices through setting of goals, delegate management and control of wasteful organisational practices.

Victor (2017) conducted a study on time management strategies for principals' administrative effectiveness in secondary schools in Enugu State. The findings revealed that principals manage their time for administrative effectiveness in secondary schools by adopting meetings management strategies, it also revealed that principals do not adopt delegation strategies in managing time for administrative effectiveness in the areas of allowing assistants to make decisions regarding assigned tasks, having complete faith in staff ability when delegating tasks, delegating to staff according to their abilities, and placing a limit for task completion when delegated, among others.

Dongo & Mahlangu (2022) investigated challenges encountered by school principals and teachers in South African schools in ensuring that instructional time is optimally used during contact time. The study found out that many South African rural and township schools are performing poorly due to the ineffective use of instructional time. The ineffective planning and handling of school briefings, assemblies, and breaks appear to be a major factor in the reduction of instructional time in schools. Studies of principal time use using in-person observations and daily logs show that principals who spent time on organisational management (e.g., personnel, budgeting) and operations (Horng, Klasik, & Loeb, 2010; May, Huff & Goldring, 2012) improved efficiency in schools. Studies also find that principals' time investments in some instruction related tasks, including coaching and teacher professional development, are associated with more positive student outcomes (Grissom, Loeb & Master, 2013).

In a study that was carried out in Miami-Dade County Public Schools, it was found out that principals devoted relatively very little time for instruction. They spent about ten percent of time engaged in instruction related activities. Thirty percent was spent taking care of administrative responsibilities such as supervising students, managing schedules and fulfilling compliance requirements. They spent twenty percent of their day engaging in managing staff and managing budgets and hiring staff (Grissom, Loeb & Master, 2013). The main purpose of this study is making an ex-ray on how school heads manage their time in Zimbabwean schools.

Tenha (2022) conducted a study to examine how school heads' leadership practices influenced pass rate in Glenview Mufakose district in Zimbabwe. The findings indicated that school heads who managed their time ensured effective supervision and academic performance of learners. The study shows that time management is an effective leadership practice. The argument is that since time management is looked at as a form of decision making used by individuals to structure, protect and adapt their time to changing conditions (Aeon et al., 2021), this study becomes relevant in informing school leaders on how to make best decisions on time management.

Methodology

The qualitative research approach was employed based on the lived experiences of participants (Aten & Denny, 2023). The study was appropriately located in the interpretive research paradigm which sees reality as subjective and built from a person's life experiences and interactions (Junjie & Yingxin, 2022). Qualitative research places emphasis on understanding through looking closely at people's words, actions, and records (Nieuwenhuis, 2019). In the same vein, the qualitative study enhanced the generation of data that was relevant for the study. In this study, qualitative research inquiry aimed at describing and clarifying human experiences as they appear in people's lives and to gather data that serves as evidence for their distilled descriptions (Nieuwenhuis, 2019). Purposive sampling was done to select information-rich cases. Teachers and deputy heads from primary and secondary schools as well as lecturers from teachers' colleges who deploy student teachers in these schools were sampled as the information rich cases. For this study, semi-structured interviews were applied to

generate data in the form of narratives from participants. Narrative inquiry is the most basic of all inquiries. The primary objective of an interview in a qualitative study is to "see the world through the eyes of the participant" (Nieuwenhuis, 2019:108).

In keeping with ethical issues in narrative analysis, I ensured that as an ideal qualitative research interviewer, I was unbiased, objective, empathic, perceptive, a good listener, made the interview object relaxed and comfortable. I became knowledgeable about the subject in question, asked the right questions at the right time, noticed not only the words but also the body language, and the tone with which the candidates coloured the words. Balancing the professional approach with personal interest, creating and upholding a friendly approach and at the same time keeping a professional distance to the informants so that the interviews became as successful as possible to answer the research questions was also employed (Silverman, 2017). A thematic analysis was employed to discuss the findings.

Findings and Discussion

Narrative1 from a school teacher at school A: *I cannot tell what our school leader does because I do not see him doing anything all day long. He does not even go to classes to supervise teachers whatever the case might be. Even when he is in the office, I do not see him doing anything. He does not even scrutinise exercise books. Mostly he goes to town the whole day and you will see him the next day. The following day he comes late, and we do not know whether the business will have extended, if at all there will be any business to attend to because we do not see him bringing any new information. We are rather deprived of information which should benefit us as teachers and we get it from teachers in other schools. It is just like there is no school leader. You only see him run around attempting to do this and that if we hear that inspectors are coming to supervise the school. So if there is no information about visitors coming, each teacher is doing as they please. He does not even check on who is there on that day.*

The narrative is pointing to school leader who lacks proper time management skills. The responsibilities that are supposed to be taken by the school leader are just ignored and this is likely to lead into the decadence of the school in question. Yet, as Cross and Rice (2000) suggested, school principals need to spend the majority of their time in classrooms talking to teachers and students about teaching and learning. It is argued that "the nature and pace of events often appear to control principals rather than the other way around" (Manasse, 1985:442). Indeed, Hallinger & Murphy (2013) identify finding time to lead in the face of principals' job pressures as among the central challenges of leadership for school improvement. While it is argued that there is substantial evidence concerning the importance of school leadership in creating good schools (Blasé & Kirby, 2000; Donaldson, 2001; Sergiovani, 2001; Snowden & Gorton, 2002), lack of proper time management skills might not result in school improvement. In the same vein, Hoy, Tarter & Hoy (2006) advance the argument that school leaders can transform the school by their interactions with others. If they lack time to interact with others then the school is in a dilemma.

Narrative from a college lecturer at college A: The lecturer visits schools supervising student teachers on teaching practice and had this to say:

You find school heads doing quite a lot of things showing her presence. The head plans her tasks very well. You find her locked in meetings with teachers and sometimes the school development committee. On several occasions, I find the school leader attending to parents queuing at her office. You notice that at times I also find the head attending to financial records with the help of selected staff members or clerk. The school head is also seen walking around the school yard. It is also not surprising to find the school head on call chatting with different stakeholders. At times I see the head attending to contracted workers who will be working in the school yard. The head is also open, and you see her welcoming visitors. One of the most important duties I see the head doing is controlling learners and staff movement. The head is always trying to warn students not to roam around and be in class for lessons.

The narrative points to effective time use by the school head where interaction is heightened.

The quality of interactions between the school leader and teachers and between the school leader and parents provides necessary conditions for effective teaching and learning in the school (Antoniou, 2013:126). The school head should thus prioritise time to interact with teachers, learners and parents so as to provide the necessary guidance and instruction. Lack of such time affects the quality of teaching in the school.

Narrative from another college lecturer at college B: *Upon visit to schools during teaching practice I have made observations that some school heads engage in administrative duties inside their offices. When you get in the classroom some student teachers tell you that some of their exercise books have been collected by the head for scrutiny. Surprisingly, at some schools, a good number of them do not attempt to supervise students on teaching practice and are only reminded by the college. I do not understand whether some of them know their job descriptions.*

There is planned alignment being demonstrated by the school head in this narrative. Planned alignment involves leadership finding time for planning their actions, periodically reviewing the impact of these actions and revising them accordingly. School leaders should thus demonstrate academic optimism which is a composite of trust, leadership efficacy and organisational good citizenship, all of which are associated with effective time management (Bennett, Harvey, Wise & Woods, 2003). This is in line with Bush (2007) who contends that there is great interest in educational leadership today because of the widespread belief that the quality of leadership makes a significant difference to school and learner outcomes. Literature points to the fact that some school leaders spend large portions of their days in planned and unplanned meetings and on completing administrative duties (Horng et al., 2010) and such poor time management practices negatively affect the quality of outcomes by learners.

Narrative from a deputy head: *The school head has a diary where he lists activities for the day. Normally you see him chairing staff meetings. On assembly days, he gives opening and closing remarks. He chairs finance meetings in the school. The head supervises teachers as they teach and scrutinize exercise books thoroughly. He goes on to supervise non-teaching staff who are in the school. The head teaches two lessons per week and marks the work he gives to learners. At the end of each day, he goes for banking when learners are paying fees. He certainly attends to meetings at the district offices called by School inspectors. Often, you find him counselling staff and advising us on critical professional matters. At the end of every year, he presents a budget to parents. Consultation days are organised, and he talks to parents about the performance of their children. The gentleman is quite polished and organised in terms of time management.*

The above narrative clearly shows that the school head has not only efficient but effective time management skills. Tasks are scheduled and activities are planned for. Drucker (1966) as cited in Smith & Piele (1996) highlights that effective school leaders know where their time goes. The best way to know where your time goes is to document your use of time in a daily log and then track your time. However, the head in this case is overloaded with responsibilities probably due to lack of delegation. The school head is doing everything yet there are other teachers who could be delegated with responsibilities although accountability remains with the school head.

Narrative from a parent: *You find our school head just strolling around the school. You rarely find him/her supervising subordinates but in meetings all the time. In some circumstances the head is said to be away attending meetings all the time. They rarely do activities as planned on their itineraries.*

The parents who form the School Development Committee (SDC) frequent the school and are privy to see what the school head does almost on daily basis. Most of the parents who form the SDC are educated today and know what it is to manage time in a school. Despite the trust that is bestowed on school heads to manage time in sound ways, they are seen perambulating in the school by parents. It is note worth that school leaders should possess the integrity that is required in running schools, particularly at using the nexus of time management. It is important for school

leaders to realise that they are part of the knowledge society which determines a work scenario in which it is essential to manage time efficiently (Seinz, Frerrero & Ugidos, 2019). School leaders' behavioural integrity include, among others, keeping promises of time and enacting espoused values (Palanski & Yammarino, 2009). The values that stakeholders expect from a school leader are that of effective time management since this enhances ethical leadership.

Narrative from a teacher at school B: *The school leader does not have time to sit down with teachers here to find our concerns. When I went into the office one of the days requesting for textbooks to use in my lesson, I was just dismissed. We have nobody to attend to our requests. The head is always on errands or attending to visiting parents. Sometimes you find her in the office scrutinizing files, and I think these are files to do with finance. Her interests are much centred on finance, yet we do not see any development in the school. Merely concentrating on financial issues yet there is a lot of mist surrounding such issues is a sign of poor time management.*

Teachers' concerns matter (Day, Sammons, Stobart, Kington & Gu, 2009) on how school leaders spend their time. Failing to organise for learners so that they have a teacher all the time is tantamount to poor planning and mismanagement of time. The issue of attending to parental visits is a cause for concern for school leaders. Studies have shown that principals are often called on to meet with parents or deal with parental concerns (Miller, 2001). They spend large portions of their days in planned and unplanned meetings and on completing administrative duties (Horng et al., 2010).

Narrative from school head A: *I do not conduct lessons despite the Ministry's policy that l should deliver a stipulated number of lessons a day due to too many tasks that I need to do. Even in the absence of a teacher, I cannot take over the class as this puts me under immense pressure. It is not easy even to compile the narrative reports that I am expected to do by the inspectors. I have more than 40 teachers in the school, and this is quite a big task. Supervising lessons and scrutinizing exercise books for each class is quite taxing. This is coupled with unannounced visits by parents, and you feel like you do not know where to start from. It is difficult to plan for the day's work.*

The head is pointing out clearly that he is overwhelmed with the tasks to do and fails to plan for time use. The narrative points to the fact that some heads compromise the quality of teaching and learning in the schools due to poor time management skills. There is need for school heads to observe effective time management practices. It is also noted that school heads have too many responsibilities to take and might fail to finish up all the tasks set for them. Literature points to effective school leaders as those who observe a number of dimensions that are core in time management. These include, among others, using time for improving conditions for teaching and learning, redesigning and enriching the curriculum, restructuring the organisation and redesigning the roles and responsibilities of staff, enhancing teacher quality, building relationships inside the school community, enhancing teaching and learning and finally building relationships outside the school (Bryk & Schneider, 2002; Louis, 2007; Day & Johaneeon, 2008; Day, Sammons, Hopkins, Harris, Leithwood, Gu, Penlington, Mehta & Kington 2008; Day, Sammons, Hopkins, Harris, Leithwood, Gu, Brown, Ahtaridou, & Kington, 2009a; Day, Sammons, Leithwood, Hopkins, Harris, Gu, & Brown, 2010). School leaders with good time management strategies allocate more time in ensuring quality instructional delivery in their schools (Akinfolarin &Rufai, 2017).learning

Conclusion and Recommendations

School leaders have too many responsibilities and fail to do them all. School leaders fail to manage their time in schools by not scheduling activities, failing to set goals, attending to unplanned activities, failing to prioritise tasks, lack of delegation of work to subordinates, failing to manage paperwork, and failing to manage unnecessary interruptions. The main problems that they face regarding time management are a result of a myriad of responsibilities they are supposed to tackle on daily basis. The study therefore concludes that school heads have problems of poor

planning, unnecessary telephone calls, attending to frequent interruptions by visitors, multitask, unscheduled meetings, failure to delegate, dump of papers on desk, do not prioritise tasks, do not make "to-do" list, lack of training, junk mails, and do not know how to say "no" to subordinates. School heads need to focus on ways of deepening and extending time engagement and improving time management skills. They need to spend time on professional learning and development of teachers so as to build teacher capacity. There is need to show commitment to achieving the goals of the schools in which they lead. School heads should demonstrate beyond doubt that they have concern for successful teaching and learning process.

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