



INFLUENCE OF LEADERSHIP ON TEACHING AND LEARNING IN 21st CENTURY

IN ZAMBIAN JUNIOR SECONDARY SCHOOL

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By Sitwala Mabuku

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Approval of the Thesis

INFLUENCE OF LEADERSHIP ON TEACHING AND LEARNING IN 21ST CENTURY IN ZAMBIAN JUNIOR SECONDARY SCHOOL

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Abstract

INFLUENCE OF LEADERSHIP ON TEACHING AND LEARNING IN 21ST CENTURY IN ZAMBIAN JUNIOR SECONDARY SCHOOL

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The problem was perceived skill gap among headteachers in leadership and management of junior secondary schools presumed to have contributed to poor student outcomes. Six research questions informed the study whose main objectives were to explore leadership and management practices, conduct of continuous professional development and encouragement of conducive teaching and learning environment.

Mixed- methods research design was employed that commenced with quantitative survey followed by qualitative interviews. Target population were four hundred and forty- six teachers and twenty- one headteachers from junior secondary schools in Kalomo district. Purposeful sampling was applied to obtain sample of seven headteachers and one hundred and fifty (150) teachers. One hundred and two individuals (3 headteachers and 99 teachers) returned filled questionnaires. On the other hand, two headteachers and seven teachers took part in qualitative interviews. Sixteen students (who did not take part in survey) took part in Focus Group Discussions.

An edited (pre- validated) closed self- administered questionnaire based on the principal instructional management rating scale (PIMRS) was employed during the survey. The instrument achieved internal consistency reliability (coefficient alpha) of 0.97. Quantitative data collected from survey were analyzed using excel spread sheet. On the other hand, qualitative data collected

from interviews, observations and document reviews were transcribed and manually categorized. Data sets were then narratively integrated.

Main findings showed that headteachers neglected their instructional supervisory roles and shifted them to their subordinates and rewards were scarcely given to teachers and students. Main practical recommendation was that headteachers should be timetabled to teach to afford them an opportunity to closely supervise instruction and increase their visibility and level of interaction. Recommendation for future research was for the same study to be repeated on-line only to increase participation.

Findings will empower headteachers and staff with school leadership knowledge and skills expected to improve their practice and lead to better student outcomes. UNICAF has also been allowed to publish and disseminate the thesis in all forms of media. This will provide academic and scholarly benefit to students, lecturers and researchers and form a basis upon which further studies could be conducted.

Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgement, the work presented is entirely my own.

AI Acknowledgement

Non-Use of AI

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Dedication

To my wife and other members of the household for their patience and understanding.

Acknowledgments

Researcher wishes to thank the supervisor Dr. Muyunda Leahey Liambela for professional comments and guidance that made it possible to complete the study.

Researcher is deeply indebted to gate keepers at both district education office and secondary schools who permitted conduct of the study in the schools.

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Researcher also thanks all headteachers, teachers and students who volunteered to take part in the study and spared their precious time to respond to research questions.

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List of Abbreviations

AGM	Annual General Meeting
APA	American Psychological Association
BARS	Behavioral Anchored Rating Scales
BES	Best Evidence Synthesis
BESSIP	Basic Education Sub- Sector Investment Program
BNS	Barotse National School
CAMFED	Campaign for Female Education
CDC	Curriculum Development Center
CMML	Christian Missionaries in Many Lands
CPD	Continuous Professional Development
CPS	Creative Problem Solving
DEBS	District Education Board Secretary
DL	Distributed Leadership
ECE	Early Child Education
ECZ	Examinations Council of Zambia
EFA	Education for All
ELM	Educational Leadership and Management
EGSECE	Ethiopian General Secondary Education Certificate Examination

FGD	Focus Group Discussion
FNDP	Fifth National Development Plan
GPA	Grade Point Average
HOD	Head of Department
ICT	Information Communications Technology
JSSLE	Junior Secondary School Leaving Examinations
JSTOR	Journal Storage
KEMI	Kenyan Educational Management Institute
KESI	Kenya Staff Institute
MMD	Movement for Multi- Party Democracy
MOE	Ministry of Education
MOGE	Ministry of General Education
NGO	Non- Governmental Organization
NIF	National Implementation Framework
NISTCOL	National In- Service Teachers' Collage
OECD	Organization for Economic Corporation and Development
PIMRS	Principal Instructional Management Rating Scale
PEMS	Paris Evangelical Missionary Society

PMRC	Policy Monitoring Research Center
PISA	Program for International Student Assessment
PREP	Preparation
PTA	Parent Teachers Association
PTC	Parent Teachers Committee
SAP	Structural Adjustment Program
SMC	School Management Committee
SNDP	Sixths National Development Plan
TCZ	Teaching Council of Zambia
TG	Teachers Group
TVTC	Technical and Vocational Teachers' College
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNIP	United National Independence Party
UNZA	University of Zambia
UREC	University Research Committee
ZANEC	Zambia National Education Coalition
ZECF	Zambia Education Curriculum Framework

ZOCS Zambia Open Community Schools

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CHAPTER 1: INTRODUCTION

The study explored influence of leadership on teaching and learning in junior secondary schools in Zambia. Researcher employed a two- phase mixed methods research design to collect data to answer the research questions and achieve the aim and objectives of the study. A quantitative survey using closed self- administered questionnaires based on Hellinger and Murphy's designed Principal Instructional Management Rating Scale (PIMRS) was conducted in the first phase. The survey was only conducted among headteachers and teachers and was meant to collect objective data from a large group of respondents. The second phase (qualitative) involved a smaller group of respondents, that is, headteachers and teachers who had previously taken part in the survey. The headteachers and teachers were interviewed using open- ended and structured questions respectively. The qualitative interviews were meant to collect data that would add detail and context to the objective data and explain and clarify issues raised during the quantitative survey. Students were also included during the qualitative phase. They took part in focus group discussions (FGDs) facilitated by teacher guides. Data collected added more detail and context from a student perspective.

The study was informed by pragmatist philosophical assumption. The worldview is compatible with mixed methods research design as both paradigms embrace multiple perceptions to the research process. The study was thus centered on exploring leadership and management practices of headteachers of junior secondary schools in Zambia with a view of finding practical solutions to closing the skill gap perceived among them. Ultimately, the goal was to improve teaching and learning as well as student outcomes in the schools.

Structure of leadership in junior secondary school in Zambia comprises headteacher, deputy headteacher and heads of department. Headteacher assumes role of overall leader and is in

charge of setting and sharing school vision and goals to teachers, students, parents and members of the community. The headteacher is also the lead manager of the school and is responsible for managing the change process and ensuring that instructional programs run smoothly and follow the established routine. The headteacher is as well the chief administrator and attends to general duties and takes steps to ensure that scheduled leadership and management tasks are carried out in order to attain the school vision (Dembowski, 2007). Administrators, however tend to dominate the process of formulating school vision and mission and exercise of setting academic goals. Teachers, students, parents, local community members and other interested stakeholders are largely excluded. In some cases, they may not even become aware of the school vision, mission and academic goals that have been set. Teachers and students as a result do not tailor their teaching and learning respectively to the school vision, mission and set academic goals. Lack of knowledge of school vision, mission and set academic goals among teachers and students was reported by Bogale and Lodiisso (2019) to have contributed to poor student academic performance.

The headteacher provides instructional leadership in the school. The school leader as a result is expected to regularly observe and evaluate teaching and learning activities, promote continuous professional development (CPD) and encourage a conducive teaching and learning environment (Gurley et al., 2016; Hellinger & Murphy, 1985). Findings by Bogale and Lodiisso (2019) and by researcher in current study showed that headteachers were rated high on the task of managing teaching and learning activities. Headteachers, however received low rating on the task of encouraging a conducive teaching and learning environment in both studies. Studies have associated promotion of continuous professional development in school to marked improvement in student academic performance (Robinson, Hohepa & Lloyd, 2015). On the other hand, studies have shown that lack of encouragement of conducive teaching and learning environment in school

is most linked to poor student academic performance (Allen, 2015 as cited in Bogale & Lodisso, 2019).

Skill gap in leadership and management of school programs affects a headteacher's effectiveness in providing quality instructional leadership. Headteachers displayed skill gap in management of instructional programs in current study and in study by Kaume (2016) when they wholly left supervision of teaching and learning activities to deputy headteachers and heads of department. A headteacher is expected to closely monitor teaching and learning activities, observing and evaluating lessons and providing prompt feedback to teachers (The Wallace Foundation, 2013). It was neglect of duty for headteachers to assert that supervision of teaching and learning activities was responsibility for deputy headteachers and heads of department. In a secondary school due to specialization in specific teaching subjects and establishment of academic departments, a headteacher does delegate supervision of teaching and learning activities to heads of department. The headteacher, however retains overall responsibility and continues to supervise subordinate staff and ensures that they perform their duties accordingly (Bush, 2015; Dembowski, 2007; The Wallace Foundation, 2013).

Skill gap among headteachers in leading and managing a school may arise due to lack of training in educational leadership and management course prior to appointment. Most headteachers were appointed to their leadership positions based on their teaching experience and seniority in service. A baseline study conducted by Ministry of Education of the Republic of Zambia (2011) found that academic performance of students at schools administered by headteachers who attended educational leadership and management (ELM) course showed improvement compared to performance of students from schools administered by headteachers who did not attend the course. Training in educational leadership and management course appears

to have closed the skill gap that had existed among the headteachers. Acquisition of instructional leadership knowledge and skill among headteachers who attended the training in how to use examination results when making decisions related to teaching and learning is reported to have led to improvement in academic performance of the students (Ministry of Education of the Republic of Zambia, 2011).

The foregoing opening statement of introduction to the thesis shows the great influence school leadership (independent variable) exercises on the process of teaching and learning and student outcomes (dependent variables). To fully understand and appreciate Zambia's current education system, it is important to discuss how it developed over the years. Policies that underpinned each stage of development will also be discussed.

Pre- Independence Education

Pre- independence education was of two types, that is, traditional and formal schooling. Traditional education was conducted within the family setting and involved participation of the whole community. The child learned traditional values and practical skills needed for survival in the community such as cultivation of crops, fishing and hunting. Learning was done through imitating adults or their peers.

Traditional education started at an early stage in a child's life and much of it was transmitted informally. As soon as children started to make deliberate decisions, the family also commenced involving them in carrying out daily chores in the home. Mothers who were closest to young children were their main trainers in such activities as sweeping the house, surroundings, preparing food and cleaning utensils used for cooking and serving food. Training of the child, however, involved all the older members of the extended family including community as a whole

(Mutunda, 2020). Education of children also involved transmitting values and customs of the community or tribe from one generation to the next generation.

One effective way in which customs and values of the community were transmitted to the children was through storytelling and reciting of idioms. This would often take place in the evening when children were gathered around a fire place with an elderly person telling a story. Most of the stories told had interludes during when the teller would sing a song, often asking children to join in the song. Idioms were also recited during the gatherings. The stories and idioms apart from transmitting knowledge, customs and values from one generation to the next also carried a lot of wisdom which helped to shape responsible behavior among the children (Mwondela, 1972 as cited in Carmody, 2004).

Training of children started segregating according to gender as they grew older. Girls started getting closer and more attached to their mothers and other women folk while boys got closer and more attached to their fathers and other menfolk. Girls commenced learning and performing tasks such as drawing water from wells, cooking and serving food as well as taking care of younger siblings around home. Boys on the other hand started learning and performing tasks such as herding cattle and hunting wild animals in the forest. Often, young boys still much under care of their mothers, learned and performed tasks side by side girls (Pritchett, 2001 as cited in Mutunda, 2020). It was therefore not uncommon to find young boys learning and helping their mothers perform tasks around home. The tasks included pounding grain, cleaning cooking and serving utensils and cultivating crop fields using hand held tools such as hoes.

Boys and girls were subjected to long periods of more formal training as they approached puberty to prepare them for sexual life during adulthood. The training as well helped them acquire survival skills that would help them support themselves and their families. Boys, for example,

were secluded in an enclosure (Mukanda) in a nearby bush for a period of three months or longer. Special tutors taught them sexual education and skills needed to survive and contribute productively to their communities. The children also underwent a circumcision ritual (done at a health facility nowadays) during the training. The Mukanda enclosure was torched and burnt down at the end of the training period a day before the boys graduated (Biebuyck, 2017). A ceremony was then held on the graduation day to celebrate the coming of age of the boys. Parents, relatives and other people in general gathered for a feast characterized by drumming and dancing. The graduands (called tundanji) came out first. They danced and were later joined by their parents especially mothers. Parents were especially happy to see their children back in good health. This was because at times a child (or even more) was lost (died) during training. Makishi (masquerades) came out after tundanji had left the stage. They performed various types of dances and provided the main spectacle and entertainment for the day (Biebuyck, 2017; Mwanakatwe, 1968, Mwondela, 1972 as cited in Carmody, 2004). Mukanda training has continued to present day. The period of training stretches into school time. To avoid children losing valuable learning time, Mukanda management allows them to go to school in the morning and only report to the Mukanda after classes in the afternoon or evening.

Older boys got into apprenticeship relationships with adults. The relationship could involve a boy training on how to curve a canoe from a tree trunk or how to sow and cast a fishing net. Boys also trained on how to use long barbed spears to catch fish. Other boys got apprenticed in blacksmithing. The boys trained how to melt iron from iron ore rocks and forge various types of tools such as hunting and fishing spears, axes and hoes. Once graduated, young men employed their trades to support themselves and their families.

A girl upon reaching puberty was quickly secluded usually in a room within the main house. Sometimes a number of girls would be secluded at the same time. Two or more women skilled counsellors would be selected to tutor the girl. Girls learned sexual education, hygiene during menstrual periods, responsible and respectful behavior in public and how to look after their husbands and family once they got married. The period of training and counselling was quite long and could go up to six months (Fumpa, 2019; Mwanakatwe, 1968 as cited in Carmody, 2004).

A ceremony was usually held at the end of puberty training and counselling. It would commence in the evening and go on throughout the night. It was characterized by lots of drumming, singing, dancing and drinking of locally brewed beer. Celebrating women and men went round in circles dancing and singing. When morning came and the sun had risen, a chitenge (piece of cloth worn by women) would be hoisted up into a flag signifying the ongoing ceremony. The father would participate in the hoisting of the flag. The graduand (mwalanjo in silozi or mooye in chitonga.... other names are used by other ethnic groups) at the same time prepared to come out. Emergence of mwalanjo in public marked the climax of the ceremony. Mwalanjo would perform a dance to the jubilation of the crowd (Fumpa, 2019). The ceremony continued even after mwalanjo had left the arena. Some ceremonies lasted for two or more days.

Counselling girls who have attained puberty has continued to the present day and happens to all ethnic groups in Zambia. The girl, however is allowed to attend school during this period and only goes back to the counselling room after school. This ensures that the girl does not lose valuable learning time during the period of puberty training and counselling. Some scholars, however have contended that continuation of initiation ceremonies for girls to present day has brought with it negative consequences such as early marriages, increase in teenage pregnancies and high school drop- out rate among girls (Fumpa, 2019). To highlight the issue, Fumpa (2019)

pointed out that “When girls undergo training and graduate from these initiation processes, society con that they are ready for marriage, and therefore these girls can be married off” (p. 30). The author saw the problem to be that training on readiness for marriage is given to the girls when they were still too young and far from engaging in marriage. Author concluded that initiation ceremonies for girls should be delayed until they reached the legal adult age of 21 years old and were ready to make own choice of whether to get married or not.

Advent of formal education in Zambia can be traced back to early Christian missionaries who visited the continent to evangelize Africans. The first school was set up by Frederick Arnot of Christian Mission to Many Lands (CMML) in 1883 in Western Province which was then called Barotseland with the permission of King Lewanika. Basically, children were taught reading, writing, arithmetic and the New Testament. Other missionaries also followed, for example, Francois Coillard of the Paris Evangelical Missionary Society (PEMS) whose schools were more successful (Carmody, 2004). In 1890, the British South African Company (BSAC) under the leadership of Cecil Rhodes, through a treaty signed by King Lewanika, took control of Norther Rhodesia (named Zambia after independence). It encouraged more missionaries to set up stations and schools. Thus, by 1924 when the territory became a British colony, there were 15 different missionary societies all of which run schools (Carmody, 2004).

Management of schools from onset was left in hands of missionaries though they demanded that government of BSAC get more involved and provide financial assistance (Carmody, 2004). This compelled government to open its first school in Barotseland which was called Barotse National School (BNS) in 1906. Government introduced more control over administration of schools such as requiring all new centers to be registered. The measure was put in place in order to curb mushrooming of substandard schools, so called ‘village’ schools. Missionaries, however,

considered this measure an unwarranted interference since the Company did not provide any financial assistance to the schools (Snelson, 1974 as cited in Carmody, 2004). The period of BSAC administration was characterized by great neglect of schools (Carmody, 2004). In 1923 the Phelps-Stokes Commission was invited to assess schooling taking place in Northern Rhodesia. Its recommendations included appointment of a Director of Native Education, establishment of an Advisory Committee, training of teachers and provision of financial grants to mission schools (Berman, 1971 as cited in Carmody, 2004). This was a significantly positive development for schooling and guided further development of education in Zambia.

The emphasis of colonial government on education was mass education of children at primary school level. In 1954, there were about 175 000 children in primary schools and by 1960 there were 287 530 enrolled children which was approximately 62% boys and 45% girls of school-going age. Little attention was being paid to development of secondary education. If anything, the colonial government and settlers alike were against expansion of secondary education as they believed that highly educated Africans would not easily find employment in white dominated industries and may resort to steering resistance to white rule (Carmody, 2004). Coombe (1967) as cited in Carmody (2004) quoted Director of Native Education in 1936 stating that:

The policy of this government has always been to build a solid foundation of village education, to improve and develop the primary school and to diffuse education as widely as possible among the people rather than concentrate attention (and expenditure) on the higher education of a select few (p. 189).

Neglect of secondary education was in contravention of a directive issued by the Colonial Advisory Committee on Education in the colonies. Colonial governments were advised to develop higher education for Africans. Thus in 1938 five African Northern Rhodesia students were sent to study secondary education in neighboring countries. In 1939 the first secondary school was set up at Munali Training Centre in Lusaka and remained the only one until in 1946 when Chipembi

enrolled girls at secondary level and in 1948 when Chikuni was allowed to open a secondary school. Thereafter, the number increased so that by 1957 there were 17 secondary schools enrolling 939 boys and 549 girls and in 1963 the number of boys had grown to 2 275 and girls to 840 (Carmody, 2004). Meanwhile, children of expatriate workers and settlers attended racially segregated primary and secondary schools that were better constructed, well-staffed and fully stocked with school requisites (Mwanakatwe, 1968 as cited in Carmody, 2004).

Post- Independence Education

Zambia gained independence from Britain on 24th October 1964 and inherited an education system that excluded the majority of its citizens. In a population of about four million people, only 110 000 had received six years of education. Of those 32 000 or 58% had completed eight years primary course, 4 420 or 14% had passed Form two certificate and only 961 possessed the Form Five Certificate (Mwanakatwe, 1968 as cited in Carmody, 2004). The 1963 pre- independence population census had shown that 76.6% of men and 95.6% of women were illiterate (Alexander, 1983 as cited in Carmody, 2004). In response, the new government embarked on massive expansion of the education system. It quickly desegregated all schools and in 1965 introduced a Free Education Policy which prohibited fees in all government- controlled schools and ensured provision of free requisites to all students (Mobela, 2016). In 1966 government enacted 'Education Act of 1966' which mandated it to take control of provision of education in all schools. The policy shift resulted government taking over administration of most schools including those which were mission run (Carmody, 2004). Through the act, government revised the curriculum to meet the aspirations and needs of both learners and a developing nation. English language was introduced as the official language of instruction at all levels of education. At primary school level, some subjects were combined, for example, needle work, home craft and hospitality into home

economics. On the other hand, nature study and agricultural science were combined into general science. At secondary school level commercial subjects, agricultural science and practical subjects were introduced at schools that did not have any vocational learning areas (Curriculum DC, 2013). There was massive increase in enrolment which saw the number of primary school children increase from 378 417 in 1964 to 964 475 in 1978. Enrolment in Form I at secondary school increased from 4 639 in 1964 to 19 254 in 1974 (Mwanakatwe, 1968 as cited in Carmody, 2004). There was similar increase in number of teachers. In 1966, there was a total number of 10 864 teachers. The number of students undertaking teacher training rose from 1 063 in 1966 to 2 146 in 1970. Training of secondary school teachers also began at University of Zambia (UNZA) in Lusaka in 1966, Nkrumah Teachers' College in Kabwe in 1969 and Evelyn Hone College in Lusaka and Technical and Vocational Teachers' College (TVTC) in Luanshya in about the same period (Kelly, 1999). Camordy (2004), however, noted that 90% of secondary school teachers in 1970 were still expatriates.

In 1976, government proposed an education reform '*Education for Development*' that was intended to orient education towards 'hands on' practical activities such as agriculture with less emphasis on academic subjects. Stakeholders, however, rejected the reform. The rejection of the proposal was based on the fear that Zambian education would lose credibility internationally (Zvobgo, 1999 as cited in Carmody, 2004). Government then came up with the *Education Reforms of 1977*. School structure was changed. Previously primary education ran from Grade 1 to 7 and secondary from Form 1 to 5. The new structure comprised Basic Education from Grade 1 to 9 and High School education from Grade 10 to 12. No changes were proposed to tertiary education. The reforms, however, were only effected in the mid-1980s (Curriculum Development Center, 2013). Expansion of the education system continued. Enrolment at primary school increased from

872 392 in 1975 to 1 348 689 in 1985. Training of teachers also increased. Number of primary school teachers increased from 18 096 in 1975 to 29 841 in 1985. In the same year, 82% of teachers of the available 234 secondary schools were Zambians. The statistics are presented below in Figure 1:

Figure 1

Number of Pupils and Teachers at Primary School Level from 1975 to 1985

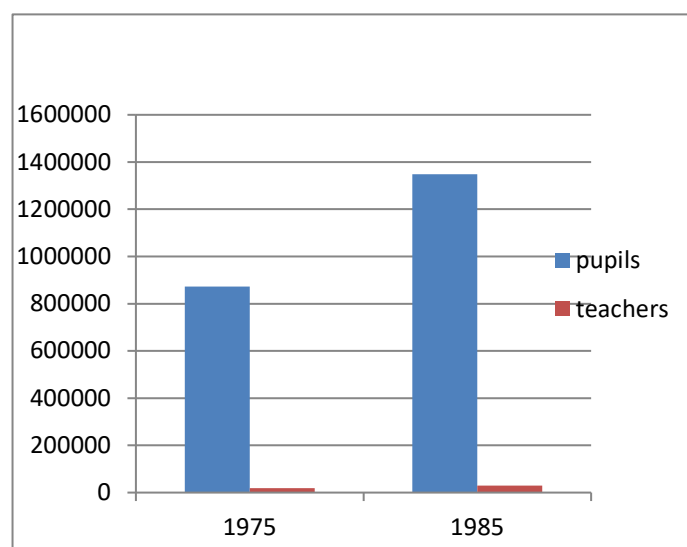


Figure 1 shows that the pupil to teacher ratio in 1975 was 48:1. In 1985 it had lowered to 45:1.

All these developments were taking place against a background of a declining economy due to fall in the price of copper (Zambia's main export commodity) on the international market.

A large number of young women and men were graduating from school without any prospect of ever getting employed. Government was running out of resources to finance the expanding education system. In 1986 government re- introduced school fees and encouraged operation of grant- aided and private schools. The reversal was done in order to act as cost- sharing measure to lessen burden of expenditure on government budget (Ndhlovu, Mtonga & Serenje, 2016).

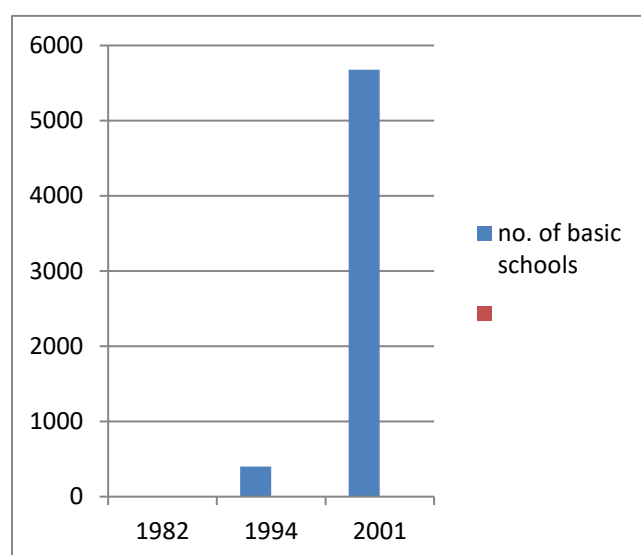
Continuing hardships in the country resulted in the socialist leaning United National Independence Party (UNIP) government that had been governing the country from independence in 1964 being ousted from power by the liberal Movement for Multi- Party Democracy (MMD). The new government continued with the Structural Adjustment Program (SAP) and implemented rapid privatization of state companies. The fiscal reforms led to massive retrenchment of workers. Many parents lost employment and could not afford to pay school fees. Many children dropped out of school. Primary school enrolment dropped from 95% in 1985 to 85% in 1994 (Carmody, 2004). Government further encouraged opening of private and grant- aided schools. Liberalization was further enshrined in the ‘National Policy on Education- Educating Our Future.’ which was launched in 1996 (Ministry of Education of the Republic of Zambia, 1996). The policy also emphasized nine years of education for every child and outlined that “A long- standing educational goal in Zambia has been that every child who enters Grade 1 should be able to complete Grade 9” (Ministry of Education of the Republic of Zambia, 1996, p. 9).

Inadequate places in Grades 8 and 9 classes in secondary schools resulted in massive upgrading of primary schools to ‘Basic Schools’ (Primary schools with Grades 8 and 9 classes). While there were seven basic schools in 1982, the number rose to 399 in 1994 and reached 5 677 in 2001(Carmody, 2004). A donor funded program; Basic Education Sub- Sector Investment Program (BESSIP) was launched in 1999. The program greatly contributed to the rapid increase in the number of basic schools (UNICEF, 2014). The quality of education offered to junior secondary classes at basic schools, however, was poor and could not be compared to that offered to junior secondary classes at regular secondary schools. This was because basic schools were not correspondingly staffed with qualified secondary school teachers and did not have infrastructure

suitable for a secondary school such as laboratories and departmental rooms. The rapid increase in the number of basic schools is illustrated in Figure 2 below:

Figure 2

Number of Basic Schools from 1982 to 2001



In 1995, Zambia attended the World Conference on Women in Beijing China. Participating countries agreed to support girl education. It was resolved that girls who fall pregnant should be allowed to resume their education after delivery. In support of this agreement and in order to increase access and retention of girls in school, Zambia declared a Re- Entry Policy in 1997. The policy allowed girls who fall pregnant to return to school 6 months after delivery (Banda & Nowanga, 2017; UNICEF, 2014). The policy was effective in increasing retention of girls in school. However, the number of girls that returned to school after delivery was far less than that of those who left school after getting pregnant (UNICEF, 2014). The statistics for basic schools between 2002 and 2010 are presented in Figure 3 below:

Figure 3

Number of Pregnancies and Re- admissions from 2002 to 2010 in Basic Schools

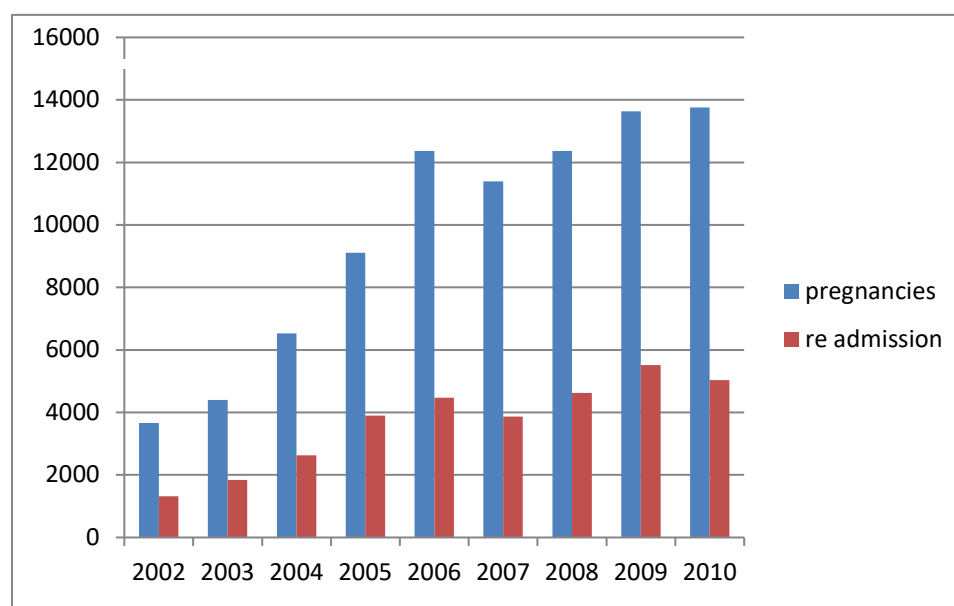


Figure 3 shows that less than half of the girls who fell pregnant were re- admitted in basic schools throughout the period under review. According to findings by UNICEF (2014), the low return rate was not due to parents refusing to send their children back to school or failing to pay for them. It was because the girls were stigmatized at school and not willing to return. Government had not adequately sensitized school leadership, staff and other stakeholders alike on the benefits and guidelines of the policy.

Mutombo and Mwenda (2010) reviewed the policy and similarly concluded that the limitations of the policy were arising largely due to government's inadequate sensitization of school leadership, staff and other stakeholders. Government depended much on issuing written directives instead of giving a comprehensive educational explanation of the policy guidelines to all stakeholders. In the same vein, Restless Development (2012), a youth- led development agency in partnership with ZANEC and Campaign for Female Education (Camfed) issued a position paper

in which they argued that “Despite the Re- Entry Policy, a number of girls who fall pregnant shun to go back to school either due to lack of supportive structures or high levels of stigma among fellow pupils and teachers” (p. 1). The agency and its partners therefore recommended that school leadership, teachers, pupils and parents be fully sensitized on the provisions of the policy and that more attention be paid to addressing the root causes of pregnancy and providing children with comprehensive sexuality health education. They added that children should be empowered with entrepreneurial skills to help them generate income and reduce their susceptibility to illicit sex. Banda and Nowanga (2017) observed that while the Re- Entry Policy was effective in increasing girl retention and school completion in secondary schools, the performance and moral behavior of most of the readmitted girls was unsatisfactory. In addition to sensitization of stakeholders, counselling and education of children as stated earlier, Banda and Nowanga (2012) recommended that some girls would do better if readmitted in open classes or adult education centers.

In 2002, government declared a free primary education policy. It entailed children enrolled from Grades 1 to 7 would not be levied any form of school fees (Carmody, 2004). The policy was declared against a background of falling enrolment numbers and rising drop- out rates. Government was also honoring and implement agreements Zambia had signed up to at the United Nations Educational Scientific and Cultural Organization (UNESCO) World Conference on Education for All (EFA) in Jomtien, Thailand in 1990 and at a follow up conference held in Dakar, Senegal in 2000 (Mobela, 2016). The free primary education policy was declared as continuation of BESSIP and resulted in an increase in enrolment from 1.6 to 2.6 million (Grades 1 to 7) from 2000 to 2006 (UNICEF, 2014). An assessment of the policy, however, showed that while enrolment increased, there was no corresponding increase in school requisites, classroom space and staffing (Sikwibele, 2003).

Meanwhile government allowed opening of community schools which run from ECE to secondary school level. The schools were constructed and managed by local communities which were also responsible for the remuneration of teachers. They were all affiliated to a non-governmental organization (NGO) called Zambia Open Community Schools (ZOCS) and once registered they received a government grant. Government supervises and monitors them to ensure that they adhere to ministry of education policy guideline, maintain standards and offer quality education. Some are provided with qualified teachers on government payroll. Periodically those that meet standards are gazetted and become government schools. In 2004, there were 1 338 community schools with total enrolment of 230 000 students (Ministry of Education of the Republic of Zambia, 2004).

The massive expansion of Grades 8 and 9 classes at basic school level was not matched by a corresponding increase in number of Grades 10 places at High Schools. Consequently, government allowed setting up of extra Grades 10 to 12 at all public secondary schools. The classes would receive instruction in the afternoon approximately from 13:00 to 17:00hs. They were named Academic Production Unit (APU) classes and by 2001, 25 000 students were enrolled in the extra grades (Carmody, 2004). Performance of APU students, however, was much lower than that of regular students. Two contributing factors appear to have been the low performance of most APU students in the Grade 9 examinations and the insufficient time of instruction which was restricted to four hours in the afternoon from 13:00hrs to 17:00hrs. Continued poor performance of APU students compelled government to abolish the classes in 2010. Students were incorporated into the regular morning classes.

The number of Grade 9 children being admitted to Grade 10 was still being decided by a cut-off point so that not all children with certificates were eligible to progress to the senior

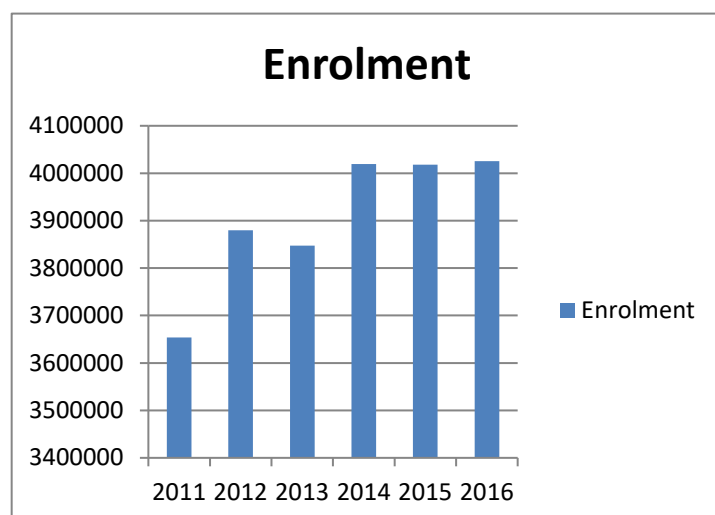
grades. BESSIP and free primary education policy had resulted in a huge increase in the number of children reaching Grade 9 and the cut- off point system blocked many of those with certificates from progressing to Grade 10. Government therefore abolished the Grade 9 cut off point system in 2009 to allow all children who obtained a certificate to proceed to Grade 10. The success of the policy, however, is dependent on government's ability to expand the senior secondary section to accommodate all children with Grade 9 certificates (UNICEF, 2014).

In 2005 government launched a five- year Fifth National Development Plan (FNDP) which comprised strategies for delivery of quality education as well as development of a curriculum and supply of educational materials. It also included Vision 2030 whose theme is for the country to become *A Prosperous Middle- Income Nation by 2030*. In 2008, government drew the National Implementation Framework (NIF) which comprised activities, work plans and budgets for the implementation of FNDP. In 2011, a five- year Sixth National Development Plan (SNDP) was launched for continuation of activities under FNDP (Curriculum Development Center, 2013).

Primary and secondary school enrolment increased from 3 653 709 in 2011 to 4 025 380 in 2016 (MOGE, 2016). The statistics are represented in Figure 4 below:

Figure 4

Primary and Secondary School Enrolment from 2011 to 2016



primary and secondary school children from
g the period. The Free Primary Education

Policy that was introduced in 2002 could have contributed to the increase coupled with both the rising number of community schools as well as primary schools that got upgraded to secondary schools.

Ministry of Education of the Republic of Zambia (2016) statistics also showed that there were 8 823 primary schools while the number of secondary schools stood at 851. The number of primary school teachers was 73 949 while that of secondary school teachers was 22 279. The pupil drop- out rate at primary school was 1.5% while at secondary school it was pegged at 1.2%. Pregnancies at primary school level numbered 11 765 while the number of re- admissions stood at 5 423. On the other hand, pregnancies at secondary school level numbered 3 457 while re- admissions stood at 2 230. The pupil- teacher ratio at primary school level was 43.1 while at secondary school level it was pegged at 36.9. School completion rate at primary school level was 68.8% while at secondary school level it stood at 52.7%. The pupil- class room ratio at primary school level was 42.1 while at secondary school level it was pegged at 45.6. Meanwhile the contact hours at primary school level stood at 5.1 while at secondary school level they were pegged at 6.5.

Important observations can be concluded from the 2016 school statistics. Drop -out rate of 1.5% at primary school and 1.2% at secondary school were high and resulted in 249 586 children aged 7 to 13 years old being out of school in 2016. The number of pregnancies pegged at 15 222 was huge and yet the number of girls re- admitted after giving birth pegged at 7 653 was just above half of the total. Pupil/ teacher ratio for primary pegged at 43.3 was high while that for secondary at 36.9 was fair. Completion rate of 68.8% at primary school level was low while that at secondary school level at 52.7% was even lower. The contact hours for primary at 5.1 and secondary at 6.5 were all low.

The current education system in Zambia is a 4- 7- 5- 4 model. There is an initial four years of Early Childhood Education (ECE) for children aged 3 to 6 years old. This is followed by seven years of primary education from Grades 1 to 7 for children aged 7 to 13 years. Secondary education runs for 5 years from Grades 8 to 12 catering for children aged 14 to 18 years old. College/ university education lasts 4 years for award of a first degree.

ECE was integrated in the Zambian school curriculum through the Education Act of 2011 (Curriculum Development Centre, 2013). Children were first enrolled in ECE centers at government schools in 2014 (Policy Monitoring and Research Centre, 2017). Thomas and Thomas (2009), however, observed that the call by stakeholders for introduction of ECE in the Zambian curriculum was being done prematurely. They contended that their assessment of primary schooling showed that this level of education was so strained with shortage of staff and resources that ECE would damage the former and leave it unsustainable.

In 2011, government repealed the Education Act of 1966 and replaced it with the Education Act of 2011. One important aspect of the new education law was to review the curriculum and emphasize knowledge, skills and values at all stages of education from ECE to college/ university level (Curriculum Development Center, 2013). The revised curriculum called Zambia Education Curriculum Framework (ZECF) was published in 2013 and introduced practical, entrepreneurial and Information Communication Technology (ICT) subjects. The newly introduced subjects would empower children with knowledge and skills relevant to the modern work place (Curriculum Development Center, 2013). ZECF was implemented in 2014 and has made instruction of Business and Computer Studies compulsory up to Grade 9.

In 2013, government enacted the Teaching Profession Act No. 5 of 2013. The law provided for the establishment of the Teaching Council of Zambia (TCZ). TCZ has the primary

responsibility of regulating the professional conduct and practice of teachers (Simuyaba & Chibwe, 2016). TCZ has since embarked on a nation- wide registration and certification of qualified teachers. The law, despite requiring that only registered and certified teachers practice, Simuyaba and Chibwe (2016) noted that there was still a large number of unqualified teachers practicing especially in community schools. They noted that staff shortages particularly in community schools could have led to engagement of unqualified teachers.

Secondary school teachers are awarded a Bachelor of Education Degree with specialization in specific teaching subjects. Colleges still offer a 3- year Education Diploma Course to both primary and secondary school teachers. Diploma secondary school teachers specialize in specific teaching subjects while primary school teachers are trained to instruct in all subject areas. A secondary school in Zambia has an administrative structure comprising a headteacher, deputy headteacher and heads of department (HODs). Only a teacher who holds a Bachelor of Education Degree with specialization in a specific teaching subject qualifies to be appointed headteacher, deputy headteacher or head of department. Years of teaching experience or seniority is an important prerequisite. A qualification in Educational Leadership, Management and Administration at Diploma, bachelor or post- graduate levels are considered an added advantage.

Statement of the Problem

The problem was perceived skill gap among headteachers in leadership and management of present- day junior secondary school in Zambia presumed to have contributed to poor student outcomes. Government enacted national policy on education of 1996 which required all headteachers to undergo school leadership course in order to mitigate the skill gap. Performance of students in public junior secondary school examinations however, has continued to be poor coupled with high absenteeism rate over the years.

In 2018, of the 255 449 students who entered for Grade 9 Junior Secondary School Leaving Examinations (JSSLE), 116 616 (45.65%) obtained certificates while 29 074 (10.22%) were absent (Zambia National Education Coalition, 2019). In 2019, of the 248 046 students who entered for Grade 9 JSSLE, 114 440 (46.14%) obtained certificates (Ministry of Education of the Republic of Zambia, 2022). In 2020 the pass rate for Grade 9 JSSLE was 53.09% (Zambia National Education Coalition, 2021). In 2021 of the 257 551 students who entered for Grade 9 JSSLE, 140 192 (54.43%) obtained certificates while 22 321 (7.96%) were absent (Examinations Council of Zambia, 2023). In 2022 of the 284 880 students who entered for Grade 9 JSSLE, 154 304 (54.16%) obtained certificates while 22 421 (7.3%) were absent (Examinations Council of Zambia, 2023). In 2023 of the 291 894 students who entered for Grade 9 JSSLE, 156 315 (53.55%) obtained certificates while 21 897 (6.98%) were absent (Ministry of Education of the Republic of Zambia, 2024).

A longitudinal baseline study conducted by ministry of education showed that academic performance of students in schools whose headteachers had attended a course in educational leadership and management (ELM) improved compared to performance of students at schools where headteachers did not (Ministry of Education of the Republic of Zambia, 2011). The study indicated that headteachers who had attended ELM acquired knowledge and skills that helped them manage and supervise instructional activities more effectively than their counterparts who did not. Consequently, better management and supervision of instruction resulted in improved student academic performance. On the other hand, headteachers who did not attend ELM lacked essential knowledge and skills required to effectively manage and supervise instructional activities. Student academic performance in their schools also did not show improvement observed in schools headed by trained headteachers.

A skill gap could therefore be distinguished between headteachers who attended ELM course and those who did not. The skill gap so established among headteachers who did not attend ELM training could therefore be filled by compelling them to attend the school leadership course. It is continued poor student outcomes in junior secondary schools in Zambia coupled with link to skill gap among headteachers that motivated researcher to undertake the study.

Purpose of the Study

The purpose of study was to explore leadership and management practices of headteachers in junior secondary schools in Zambia and perceptions of their influence on teaching and learning. The practices included management of instructional programs, conduct of continuous professional development and motivation of teachers and students.

Aim of the Study

Establish and resolve the skill gap perceived among headteachers of junior secondary schools in Zambia and empower them with school leadership knowledge and skills required for effective leadership and management of a present- day school in order to improve student outcomes.

Objectives of the Research

1. Explore how formulation and dissemination of school vision and goals are carried out in the school.
2. Explore management of instructional programs and curriculum.
3. Explore conduct of continuous professional development in the school.
4. Explore how an environment conducive to teaching and learning is encouraged in the school.

5. Identify skill gap observed among headteachers in leadership and management of junior secondary in Zambia.
6. Explore leadership and management improvement suggestions.

Research Questions

1. How is school vision and accompanying goals formulated and disseminated in the school?
2. How are instructional programs and curriculum managed?
3. How is staff continuous professional development conducted?
4. How is school environment conducive to teaching and learning encouraged in the school?
5. What skill gap is observed among headteachers in leadership and management of the school?
6. What should be done in order to improve leadership and management practices in the school?

Nature of the Study

The study employed a mixed- methods research design which comprised quantitative and qualitative approaches (Creswell, 2013). The first phase was a quantitative survey. It involved getting views from a sample of seven (7) headteachers and 150 teachers. Data was collected from respondents using anonymous closed self- administered printed questionnaires. The instruments were delivered to each one of them by hand. The survey was followed by a qualitative phase. It involved follow up interviews, observations and document analysis. Data was collected using semi- structured and unstructured interviews, Focus Group Discussions (FGDs), and structured and unstructured observations. It involved three (3) headteachers and nine (9) teachers who already

took part in the survey. On the other hand, 16 students (who did not take part in the survey) comprising two (2) groups of eight (8) students each coming from two (2) different schools took part in FGDs.

Headteachers were engaged in one-on-one unstructured interviews, teachers in one-on-one semi-structured interviews and students in FGDs. Observations on the other hand were conducted on all the groups. Observations were used in triangulating and validating interview data through cross checking what was said against what was observed (Saunders, Lewis & Thornhill, 2007).

The advantage of the mixed methods approach was that the survey captured a wide range of views from a large number of respondents while the qualitative phase provided context and detail to the survey data (Creswell, 2013). Quantitative data was analyzed deductively using statistical tools such as means, bar charts and graphs. Interpretation of the data could explain a theory or phenomenon. Qualitative data was analyzed inductively and synthesized into categories. The two sets of data were integrated. The integrated data was then summarized into themes. Creswell and Plano (2018) and Gay and Weaver (2011) have asserted that the use of mixed methods design is advantageous over the use of a single method as it combines the benefits of each method while at the same time offsetting their weaknesses.

Significance of the Study

The findings are expected to empower headteachers with school leadership knowledge and skills. Effective management of instruction and supervision of teachers is expected to lead to better classroom practice. Student outcomes such as academic performance, classroom attendance and completion rates are also expected to be improved. Thesis manuscript will be available to policy makers. They will be lobbied to implement proposed practical recommendation especially one

requiring headteachers to possess qualification in school leadership in order to be eligible for appointment.

The findings will contribute to the body of knowledge on the practice of instructional leadership in schools. The researcher has given consent to UNICAF university to publish and disseminate the thesis and its contents in all forms of media under Creative Commons BY License. This will provide academic and scholarly benefit to students, researchers and lecturers. They will be able to access and utilize the contents for reference and as a basis for conducting further research.

The researcher plans to produce a summary report of the findings and publish it through UNICAF Zambia. The publication is intended to bring to attention of policy makers practical recommendation for application. The report will include the Ministry of Education of the Republic of Zambia (1996) policy recommendation on training of educational administrators. National Policy on Education- Educating Our Future of 1996 highlighted need for school leadership training and stated that “Appropriate training will be a pre- condition for the appointment or promotion to a professional post as an inspector of schools or educational manager” (pp. 142- 143). The need to implement the policy will be emphasized in the report. The ministry will also be urged to give preference to individuals possessing qualifications in educational leadership and management when considering appointments to administrative positions in schools. The report will be made available to policy makers by posting it online on the ministry website.

The impact of proposed instructional leadership and management practices on student outcomes in secondary schools in Zambia will be measured by schools setting academic goals and targets aligned with the level of academic performance of students. A record of analyzed examination results for each grade level showing the pass percentage would be printed on a chart

and displayed on notice boards at key points in the school. A summary table which compares the actual pass percentage to the set targets would also be displayed. Additional columns would be added showing rates of absenteeism during examinations, class attendance, pregnancy and school drop- out. Comparison will show progress the school is making towards achieving set academic targets. It will also show how the school is faring in terms of other student outcomes such as rates of pregnancy and school drop- out.

Instructional leadership innovation will require a headteacher to be equipped with current school leadership knowledge and skills. It is therefore imperative for headteachers to undergo training in Educational Leadership and Management from any recognized institution of higher learning. In practice the headteacher will need to acquire skill in effective supervision and management of teaching and learning activities. Preferably, the headteacher should take part in classroom teaching itself. Participation in classroom instruction will enable the headteacher become more engaged in curriculum management.

The innovation will also increase the headteacher's visibility in the school and level of interaction with staff and learners. The headteacher should not only encourage continuous professional development among staff but should also participate in the program itself and become a life- long learner (Kaume, 2016; Retallick, 2005; Robinson, Hohepa, & Lloyd, 2015). The headteacher should be transformational and inspire creativity and problem- solving skills in both staff and learners. School leader should also build relationships with staff and students and be concerned with their welfare. Inspirational relationship between headteacher and others should serve to increase their commitment to work (Bush, 2008; Kaume, 2016). The headteacher should as well embrace net- working and promote responsible and productive use of information

technology including Artificial Intelligence (AI) in the school (Kaume, 2016; Robinson, Hohepa & Lloyd, 2015).

The main motivation behind the undertaking of the study was to establish and resolve skill gap that was perceived to exist among headteachers of junior secondary schools in Zambia and presumed to have contributed to poor student outcomes. The linking of school leadership to poor student outcomes at junior secondary school level in Zambia and the undertaking of a mixed-methods study guided by a pragmatist philosophical assumption in order to offer a practical solution to the problem was an original and unique conception by the researcher. It was an improvement to a similar study by Kaume (2016) which was a qualitative study that was primarily aimed at exploring a skill gap among secondary school principals in Kenya in relation to traditional practices of school leadership. The use of instructional leadership as guiding theoretical framework and the application of PIMRS during the quantitative phase of the study was original. Comparison to other studies that used it (Bogale and Lodisso, 2019; Gurley et al., 2016) was facilitated by literature review.

Self- ratings by headteachers and the ratings from teachers were all generally high, though those from the former were slightly higher expect for the task of monitoring student performance. In this case teachers gave headteachers higher ratings than they gave themselves. This finding was unique in that ratings were not significantly different. Most PIMRS based studies have shown self-ratings by headteachers to be significantly higher than ratings given by teachers (Hellinger, Wang & Chen, 2013 as cited in Gurley et al., 2016).

Among reviewed similar studies, current study was unique in that it was the only one that used a mixed methods research design and both involved headteachers and teachers as respondents. Study by Hellinger and Murphy in 1985 though involved both headteachers and

teachers, was only a single method quantitative survey. On the other hand, study by Gurley et al. in 2016 was similar to the former as it was single method quantitative survey and also involved both headteachers and teachers as respondents. Lastly, study by Bogale and Lodisso in 2019 though employed a mixed- methods research design, it only involved teachers rating headteachers.

Findings also showed ratings only may not give accurate information about headteacher's effectiveness in carrying out a task. It only gives frequency by which a task is performed and not whether it is being done effectively or not. In current study both headteachers and teachers gave high rating (4.84 and 4.11 respectively) for the task of formulating school vision and goals. Interview data from both headteachers and teachers, however showed that the task was not done effectively as it was only carried out by administrators. Teachers, students and other stakeholders were excluded from formulation process. Qualitative interview data was used to offer a check on quantitative survey data. It was a process of triangulation using different data collection methods. A weakness of quantitative method was offset by a strength of qualitative method (Creswell & Plano, 2018; Gay & Weaver, 2011).

Ministry of Education of the Republic of Zambia (2011) baseline study revealed that headteachers of schools in Zambia are appointed to their leadership positions based on their teaching experience and seniority in service. They did not undergo school leadership course. Findings of current study and by Kaume in 2016 showed that headteachers neglected supervision of instructional activities due to lack of school leadership knowledge and skill. They wholly left supervision to their subordinates without providing oversight. Researcher informed by findings made original practical recommendation for application requiring all headteachers to undergo Educational Leadership and Management Course in order to be eligible for appointment.

Definitions

Administration- Headteacher's role of performing leadership and management tasks to ensure that all school programs are carried out.

Basic School- A primary school that includes junior secondary classes (Grades 8 & 9).

Community School- A school constructed and managed by the local community.

Headteacher- Overall leader, manager, and administrator of a primary or secondary school.

Leadership- Headteacher's role of setting a vision for the school and inspiring, and guiding staff towards achieve it.

Leadership Skill- Competency required by a leader to effectively lead, manage and administer a school.

Leadership Skill Gap- Competency deficiency that results in a leader failing to effectively lead, manage and administer a school

Learning- Behavior change in students due to acquisition of new knowledge, skills and values that results in improved performance.

Management- Headteacher's role of maintaining the daily school routine and operations. The role is usually delegated to the deputy headteacher, heads of department and other senior members of staff while the headteacher still maintains overall supervisory authority.

Pupil- The other term used to refer to a student at a primary or secondary school.

Primary School- A school running from Grade 1 to Grade 7. Some have Early Childhood Education (ECE) centers attached.

Junior Secondary School- A school comprising Grades 8 and 9 classes or a section of a school comprising the classes.

Teaching- Instruction provided by a teacher to students in order to effect behavior change (learning).

Summary

Pre- independence education comprised traditional education and formal schooling. Traditional education was basically practical and skill based and involved the child imitating the adult or engaging in apprenticeship. Early formal schooling in Zambia was initiated by Christian missionaries in the 1880s (Carmody, 2004). The British colonial office after taking control of the country then known as Northern Rhodesia in 1924 put more emphasis on the growth of primary education (Carmody, 2004). The neglect of secondary and higher education by the British colonialists was deliberately done to avoid producing educated Africans who were perceived a threat to their rule (Coombe, 1967 as cited in Carmody, 2004). After gaining independence in 1964, the country took on rapid expansion of the education system to compensate for the neglect incurred during the colonial rule and in addition declared a free education policy in 1965 (Mobela, 2016).

The country's economy started suffering decline from the mid- 1970s (Carmody, 2004). In 1986, government re- introduced school fees in order to support its education budget (Ndhlovu, Mtonga & Serenje, 2016). The National Policy on Education of 1996 (Ministry of Education of the Republic of Zambia, 1996) embraced liberalization of the education system and emphasized nine (9) years basic education.

In 1999, Basic Education Sub-Sector Investment Program (BESSIP) was launched and accelerated the construction of Basic Schools. The schools, however, were not correspondingly staffed with secondary school trained teachers to handle Grade 8 and 9 classes or supported with infrastructure suitable for a secondary school such as laboratories. Quality of education offered to

secondary classes at Basic Schools was therefore of lower quality than that offered to Grades 8 and 9 at regular secondary schools (Carmody, 2002). In 2002, a Free Primary Education policy was declared against a background of falling school enrolment and rising drop- out rates. Increasing number of children at primary and basic schools resulted in government abolishing the Grade 9 Cut- Off Point Score system in 2009. The policy shift allowed all candidates Grade 9 certificates to proceed to Grade 10 (UNICEF, 2014).

CHAPTER 2: LITERATURE REVIEW

The purpose of study was to explore leadership and management practices of headteachers in junior secondary schools in Zambia and perceptions of their influence on teaching and learning. The practices included management of instructional programs, conduct of continuous professional development and motivation of teachers and students. The study was guided by Instructional Leadership theory. Other school leadership theories, that is, Transformational, Distributed, Managerial and Situational/ Contingency theories were also referred to. It was important to do so in order to study instructional leadership in reference to other leadership approaches. There is no leadership approach that responds to all management and administrative needs of a school. Instructional leadership, for example, focuses much on supervision of teaching and learning at the expense of social and relationship needs of staff and students. Transformational leadership on the other hand is more concerned with inspirational and social relationships between headteacher and staff at the expense of close supervision of instruction. Proponents of each leadership approach have started incorporating desirable aspects from the other group (Bush, 2008; Robinson, Hohepa & Lloyd, 2015).

Instructional leadership also tends to be directive and centered around the headteacher. Headteacher may become overwhelmed with responsibilities and become ineffective. Proponents of instructional leadership as a result have started incorporating aspects of distributed leadership. This is of cardinal importance especially in a secondary school where there are specialized subject departments. Headteacher delegates and shares responsibilities with subordinates. The school leader, however, continues to supervise subordinates and ensures that all delegated tasks are carried out effectively (Bush, 2015; Dembowski, 2007; Hellinger, 2015). It was therefore important that other leadership approaches be discussed alongside instructional leadership theory.

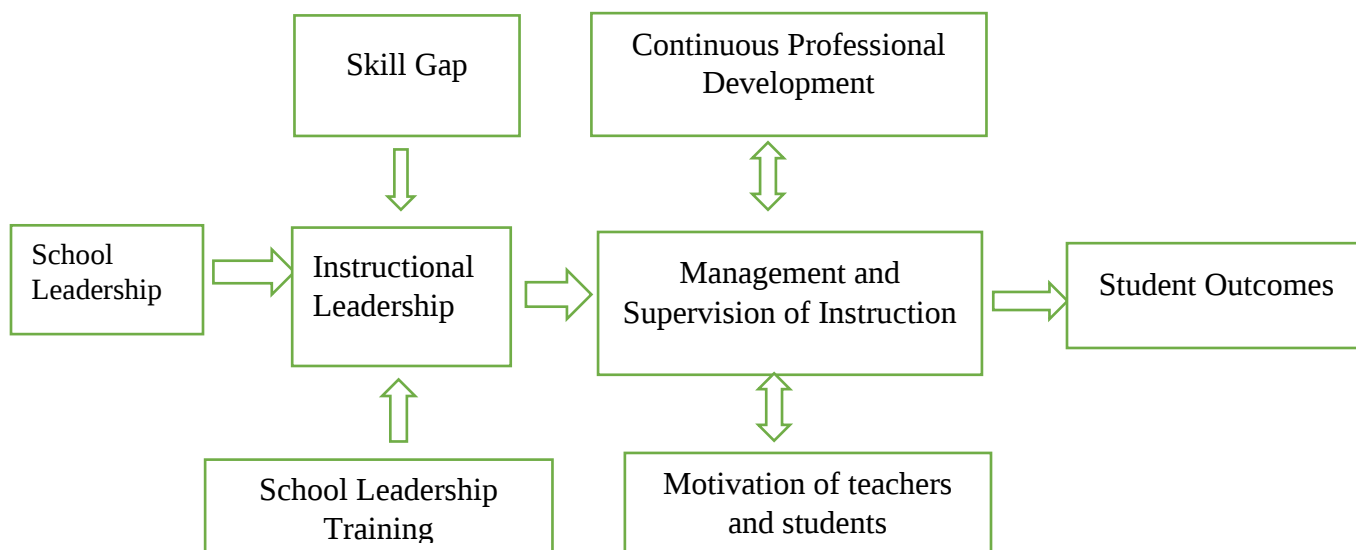
The search terms used were Instructional, Transformational, Distributed, Managerial and Situational/ Contingency Leadership theories. Google search engine employing an Opera browser was used to surf the internet. Eric and ResearchGate were the main library data bases consulted. The articles consulted were all peer- reviewed and their publication dates ranged from 1976 to 2024.

Conceptual Framework

Conceptual framework in Figure 5 below shows the main concepts underlying the study. Flow- chart diagram shows interrelationships between the concepts (variables).

Figure 5

Conceptual Framework



School Leadership is the independent variable that influences teaching and learning and student outcomes. It refers to headteacher, deputy headteacher and heads of department who are the senior administrators of a learning institution. Instructional Leadership is the mechanism through which school leadership exert its influence. It is management and supervision of teaching and learning activities offered by the headteacher and other senior administrators.

Skill Gap is an intervening variable that decreases effectiveness of instructional leadership. It is lack of school leadership knowledge and skills among headteachers as a result of not receiving appropriate training in the field. School Leadership Training is another intervening variable that increases effectiveness of instructional leadership. It is the course in educational leadership and management (ELM) offered to headteachers and other administrators in the education sector at diploma, degree and post graduate levels.

Management and Supervision of Instruction, Continuous Professional Development and motivation of teachers and students are the core functions of instructional leadership. Student Outcomes is the dependent variable influenced by the effectiveness of instructional leadership offered by school leadership. Outcomes include student academic performance, class attendance and drop- out and completion rates.

Theoretical Framework

The study was guided by Instructional Leadership theory. Other Educational Leadership theories were also briefly referred to. These were Transformational, Distributed, Managerial (Rational) and Situational/ Contingency Educational Leadership theories.

Instructional leadership is concerned with supervision of the curriculum, teaching and learning activities as well as the continuous professional development of teachers (OECD, 2008). Instructional leadership theory emanated during ‘Effective Schools’ movement in the United States of America in the 1960s. Researchers noted that some schools were producing outstanding student outcomes. This was despite some of them enrolling students who were socio- economically disadvantaged. The ‘effective schools’ as they were called had some commonalities. All of them were administered by principals who tended to be directive and focused school resources on improving instruction and academic performance of students. Educational leadership scholars such

as Hellinger and Murphy (1985), Alexander and Soder (1987) and Blasé and Blasé (1998) used leadership and management data from ‘effective schools’ to conceptualize models that aggregated into Instructional Leadership theory (Hellinger, 2015).

In practice, instructional leadership focuses on student learning through regular observation and evaluation of teachers’ instructional activities (Bush, 2008; The Wallace Foundation, 2013). It can be described as the daily task which the headteacher carries out to create an environment that is secure, cooperative and helpful to effective teaching and learning in order to improve student outcomes (Zepeda, 2007, Horing & Loeb, 2010, Jita & Mokhele, 2013, DeMatthews, 2014 as cited in Naidoo & Petersen, 2015). Hallinger and Murphy (2012) as cited in Gurley et al. (2016) regarded Instructional Leadership as an “Influence process through which leaders identify direction for the school, motivate staff and coordinate school and classroom- based strategies aimed at improvements in teaching and learning” (p. 7). As society increasingly hold principals accountable for student performance, Instructional Leadership has become one of the most preferred leadership approaches for administering schools (Gurley et al., 2016).

Hallinger and Murphy’s 1985 model of Instructional Leadership behaviors became one of the first most adopted framework for empirically investigating how well principals practiced the leadership skill. The framework comprises three primary functions each with sub- functions which specify the behaviors which a principal must display in order to practice effective Instructional Leadership. Gurley et al. (2016) outlined functions of Hellinger and Murphy’s 1985 model of instructional leadership to be “(a) Defining the school’s mission, (b) Managing the instructional program, and (c) Promoting a positive school learning climate” (p.4).

Studies have associated Instructional Leadership with improved student outcomes (OECD, 2008). A meta- analysis by Robinson (2007) as cited in OECD (2008) of studies involving well-

coordinated school- wide close supervision of a goal- oriented curricula across streams over several years showed improved student outcomes. Several studies have shown that a principal's direct participation in teacher observation and timely provision of feedback was related to improved student performance (Andrews & Soder, 1987, Bamburg & Andrews, 1991, Heck, 1992, Heck et al., 1990 as cited in OECD, 2008). Analysis of Program for International Student Assessment (PISA) data by Woessman et al. (2007) as cited in OECD (2008) revealed that student outcomes appeared to improve when principals and external monitors made teachers account for student performance through lesson observation. In addition, research has linked student- centered leadership involving participation of principals in teacher professional development as being strongly associated with better student achievement (Robinson, 2007 as cited in OECD, 2008).

Association of instructional leadership to improved student academic performance highlighted in foregoing passage helped researcher to adopt it as guiding theory for the study. It is also ideal as the study aims at identifying and resolving skill gap among junior secondary school headteachers in Zambia presumed to have contributed to poor student outcomes including low certificate pass rate. Among student outcomes, certificate pass rate is one that society and parents first hold schools accountable for. Instructional leadership was therefore deemed to be one that would most likely contribute to improved student academic performance.

Instructional Leadership has been criticized for its preoccupation with teaching and learning activities at the expense of other aspects of school life such as student and teacher welfare and their social relationships (Bush, 2008). In practice also, principals and other school leaders may not have sufficient time and ability to effectively concentrate on Instructional Leadership duties (OECD, 2008). Regarding teacher professional growth, an OECD (2005) reported noted that in many countries school continuous professional development (CPD) programs were

uncoordinated, unrelated to the professional needs of teachers and lacked consistent follow up mechanisms.

The headteacher has a lot of opportunities to improve the practice of instructional leadership in relationship to the social aspect of the school. In the first place, the headteacher should create a socially friendly environment for both teachers and students. Days should be set aside on the school calendar when teachers can hold parties such as farewell and end of year graduation. The gatherings will afford teachers an opportunity to come together and socialize together with members of their families. A committee should be set up in the school whose responsibility is to specifically organize a socially friendly environment. The setting up of the social committee should be done democratically. In one of the staff briefings, the headteacher should bring up the issue and then allow teachers to propose names of teachers they feel competent enough to manage the affairs of the committee, being mindful of gender balance. The teachers should then be allowed to vote by secret ballot to elect the executive such as the chair person, secretary and treasurer and the ordinary committee members. The participation of teachers in democratically electing members to the social committee as opposed to the headteacher making authoritative appointments would make them feel empowered, an important social aspect in the feeling of wellbeing among members of staff (Bush, 2008).

The headteacher, teachers and other members of staff during a come together party such as a farewell party for a member of staff have time to interact in an eased- up atmosphere away from the often authoritative and tensed up workplace environment. The presence of family members makes the atmosphere home- like and enable teachers and other members of staff open up and share ideas on a wide range of issues which help them release some of the pent- up emotions they had been harboring all along. The gathering becomes a very necessary psychological tool in a

healing process among teachers and other members of staff. It also gives them renewed energy to move forward with purpose.

It is also important for the headteacher to extend the mandate of the social committee so that it does not just look after celebrations but also help teachers and other members of staff who face problems such as sicknesses and bereavements. In this regard, the headteacher should request a contribution from each member of staff to set up a social fund. Teachers should then be allowed to debate and come up with a contribution which teachers and other members of staff would be able to afford to pay, say every one or two months. The teachers should also come up with the amount that would be paid to any paid-up member who is beset with a sickness or funeral problem. Stress should be made here that payments should be given to all members equally as long as they are paid up irrespective of their social status or position in the school hierarchy. It may happen that at one time the committee may give out a payment to some individuals when they are faced with a bereavement and fail to give to others when they are faced with a similar calamity. This type of inequality may result in some members of staff stop contributing to the social fund and others may sympathize with them and also stop contributing. The apathy shown by staff may eventually lead to the collapse of the social fund to the disadvantage of the entire staff body. The headteacher to avoid such a happening should closely monitor the activities of the social committee and ensure that such an important social relationship activity does not fall by the way side and demotivate teachers especially when they are beset by an unexpected calamity.

The headteachers should also consider a staff tea club as a cardinal social relationship initiative that is worthwhile to have in the school. The key to having a successful staff tea club would be to make the contributions as low and affordable as possible. The formation of the staff tea club should also follow a democratic process as happened during the formation of the social

committee. The headteacher should introduce the topic during one of the staff briefings and then allow teachers to propose names of would-be members of the staff tea club. Teachers should then go on to debate the names before casting secret ballots to elect the members they consider competent enough to manage the staff tea club. Proposals should then be made as to how much each member of staff should contribute to the staff tea club fund. Once the payment has been approved, the staff tea club should be launched.

The headteacher should make it a habit to join teachers for tea in the staff room during tea-break as often as possible. The headteacher has an opportunity to interact with teachers informally during the time when tea is being taken. This is also the time when the headteacher and other senior members of the administration such as the deputy headteacher and heads of department could put away their senior rank status and freely mingle with their subordinates and discuss a wide range of topics. This type of sharing ideas in a friendly atmosphere so often in the school during the weekdays would help to improve social relationships between the administrators and the teachers. It would also help to mitigate one of the key criticisms of instructional leadership that the headteacher becomes too preoccupied with supervision of instructional activities that the social relationships, motivation and well-being of teachers and students are neglected (Bush, 2008).

The headteacher's participation in sporting activities would be another social interaction initiative that could greatly help to increase the headteachers level of informal contact with both teachers and pupils. In most schools, sporting activities such as chess, ball games and athletics take place during the co-curricular period after classes in the afternoon. The headteacher should encourage the formation of a staff football team if there was none in the school at the time. It would be important to make it clear that all teachers were eligible to belong and play in the staff football team as long as they wished to. It should be a social football team of some sort and meant to help

teachers exercise, socialize and entertain themselves and others. and not a professional team meant to play competitive football in the district. The matches should be played as exhibitions and teachers should be substituted as much as possible to allow all willing members of staff to take part in the games. Weak student teams should be selected as opponents for staff. This is to enable the teachers play a team with more or less match strength. It would also be important to invite staff teams from neighboring schools for matches with the staff team. However, care should be taken to ensure the visiting staff team would also be of similar strength. It may happen that some teachers become overzealous and intend to strengthen the staff team to such an extent that they exclude other teachers who could not play at that high level. In that way the staff team would be hijacked by the few individuals and would no longer serve the socializing function it was originally meant to do. The headteacher should intervene in such a situation and restore the social nature of the staff team is maintained that allow all members to freely play.

The game of chess would be another sporting activity that the headteacher could use to bring teachers together and socialize. Most schools have chess clubs that are meant for students. Teachers do not have to join the school chess club but should organize themselves informally and purchase their own chess sets. Initially they could borrow a few sets from the students and use them to start playing among themselves. The best venue for playing chess among staff would be the staff room and that should be done after knocking off time. The headteacher should take interest in the game of chess being played among staff and take time to come and watch and even play. The game of chess does not require application of much physical strengths and therefore many teachers could be invited to come and join in the playing. The playing does not have to necessarily be done in the staff room but could be continued even at one of the teacher's residences. Games could continue even over the weekend when teachers have ample free time to play and socialize.

The headteacher should also utilize education tours as a means of interacting and socializing with teachers. The education tour may be organized for staff only when they need to visit another school to find out and learn something new on how that school manages and administers its instructional and other activities. The headteacher should be in the forefront in organizing such a tour and in ensuring that all necessary logistics are put in place before the day of departure. The headteacher, during the tour should not isolate from teachers and sit alone or with other administrators but use this opportunity to sit among teachers and chat and share ideas with them. This should be made into an important socializing event which could go a long way in improving social relationships between the headteacher and members of staff. Education tours should also be organized by teachers or departments for their learners to visit specific places that are relevant to their topics of study. The headteacher should once in while join such tours as well. It should be an opportunity when the headteacher could interact closely with students and during discussion could learn some new things about how students perceived their learning experiences and general welfare in the school. This could help the headteacher make informed decision on how to improve the learning experiences and general welfare of the students.

The headteacher being preoccupied with supervising instructional activities in the school may not have sufficient time to pay attention to social needs and welfare of students (Bush, 2008). The headteacher should therefore take deliberate steps to ensure that students are listened to and their social and intellectual needs attended to. One of the ways that the headteacher could use would be to pay a visit to a classroom where students were not learning. In that way the headteacher could hold a discussion with students and allow them to ask questions about their learning experiences and general welfare in the school. The headteacher as a result would get firsthand information from the students on how they were perceiving the delivery of lessons by various

teachers and on how they were being treated inside and outside the classroom by teachers and fellow students. In case of a boarding school, the headteacher should regularly visit the dormitories in the company of a house teacher and check the state of the beds, mattresses, lockers and other furniture. The ablution blocks should also be visited and the state and condition of the toilet pans, sinks and taps checked. Another important area that the headteacher should consider visiting often accompanied by the boarding teacher would be the kitchen, dining hall and food stores. Whilst there, they should check the state and condition of the pots and dishes and viability of the stored food. The visits to the classrooms to chat with students and visit to the dormitories, kitchen, dining hall and food stores would help the headteacher know the actual academic, social and physical needs of students. This would help the headteacher and staff make informed decisions that would help improve the learning, social and physical wellbeing of the students (Bush, 2008). The headteacher should pay particular attention to the welfare of students in terms of their diet and the quality of food they were being given. This would be very important because most of student disturbances especially riots in boarding schools usually arise from complaints about the diet or quality of food they were eating.

Entertainment would be another activity that the headteacher should utilize to improve social relationship among staff and students as well as allowing them the time to relax and ease the tensions pent up during teaching and learning activities (Bush, 2008; Gorton & Alston, 2012). The headteacher should in the first place utilize festive days on the school calendar which fall every year such as International Women's Day on 8th March, Youth Day on 12th March, Labor (May) Day on 1st May, International Teachers' Day on 5th October and Independence Day on 24th October.

The headteacher as the date for the International Women's Day approached should see to it that all female staff in the school were getting ready for the celebration in terms of attire, usually dresses sewn using chitenge cloth of uniform design and pattern. The ladies would also be told to prepare products through Practical Subjects Departments. Items could include artworks from the Art and Design Section or needlework items such as dresses from the Home Economics Section. The items would be showcased during the celebration to denote what the lady teachers and their students produced during their instructional activities. The ladies should also rehearse songs and dances that they were going to perform during the day of celebration. The ladies may also be called to go and do some marching rehearsals to prepare for a march past (though marching was at one time discontinued, it has since resumed). A small number of male teachers should also be invited to join the ladies during the march past. The gentlemen should be sewn chitenge shirts of a similar pattern and design to that worn by the ladies. A banner should be made on which the school's name should be written including the theme for that year's International Women's Day celebration.

On the day of the celebration, that is, 8th March of each year, the ladies gather at a known point in town such as the post office. The marchers usually pass through the Central Business District (CBD) of the town led by a band. The ladies would be singing while marching as they moved toward the saluting dais at which dignitaries would be standing waiting for them. Amid speeches, the climax of the event comes when each group of ladies would be called upon to take the stage and present their dance, song, poem or short play (skit). This would be the time when ladies enjoyed their day and showed it by their happiness and appreciation for honoring them through their dances, songs, poems and plays. Thereafter, the dignitaries would tour the stands where ladies from various walks of life would be displaying and showcasing their products including those from the schools. The ladies would be particularly happy and appreciative to see

their headteacher and other members of staff attend the event. Such an interaction would go a long way to improve social relationships between the headteacher and staff (Bush, 2008).

A few days after the International Women's Day comes Youth Day which is celebrated on 12th March of each year. In the school, the headteacher working with members of staff should see to it that children prepare adequately for the event. The children should rehearse songs, traditional dance performances, poems and plays. On the actual day of the celebration, all the children would be required to attend the event. Adequate food and drinks should be procured for the participating children and teachers. Some children all clad in their school uniform would be required to participate in the march past. Under guidance of their teachers, children would be taken to the gathering point where the marching would commence from. As the marching starts, children from different schools and youth groups from various walks of life, businesses and government departments would be singing led by a band as they moved towards the venue of the celebration. The dignitaries would take salute as the groups marched past the saluting dais. Thereafter the celebration would commence and amid speeches various groups including those from the schools would be called upon to take the stage and perform their songs, dances, poems and short plays. The headteacher should see to it that all the participating children and the teachers attending to them were given the food that was procured for them. Other children from the school would be watching as their friends performed on the stage. It is a very happy occasion for the children, and they would be particularly happy and appreciative to see their headteacher attend and watch the event. The occasion would provide a useful interaction between the children and their headteacher outside the school and it would go a long way to improve social relationship between the headteacher and students (Bush, 2008; Gorton & Alston, 2012).

Labor (May) Day which takes place on 1st May of each year would be another useful occasion which the headteacher should use to motivate teachers and improve social relationships with them. On this occasion, teachers and other members of staff who had displayed outstanding performance should be rewarded. The headteachers assisted by the deputy headteacher would select teachers and other members of staff that deserved to be rewarded. This is a sensitive issue and care should be taken that there is balanced rewarding in terms of gender and level of performance and that the same teachers are not given rewards all the time. Un deserving teachers should also not be awarded. This careful approach would be important to avoid the rewarding process backfiring and ending up demotivating the majority of teachers and other members of staff. The rewards to be given should also be appreciative and should be material rewards such as double made mattresses, sets of pots, a home theatre or a monetary reward of equal value. The headteacher should also prepare certificates of achievement to accompany the material rewards.

The names of the receivers should be kept confidential and recipients should only be tipped a day before the celebration. This would enable them to invite members of their families to be present when awards were given. On the day of the celebration when the time for giving awards come, names of the nominated recipients should be read out. The recipient usually accompanied by a family member or a friend would walk to the podium and receive the award amid cheers and applause from the crowd gathered at the site of the celebration. The reward would act as a strong motivation to the hard working and outstanding performing teacher or member of staff to keep up their good work and continue performing well on their job. Award giving would also act as a motivation to those teachers and other members of staff who did not receive any to work hard and perform so that they also earn a reward next time. Award giving apart from motivating teachers

and other members of staff also improves social relationships between the headteachers and members of staff (Bush, 2008).

International Teachers' Day which falls on 5th October every year is a very important occasion which the headteacher should utilize to both motivate teachers and improve social relationships between administrators and teachers (Bush, 2008; Gorton & Alston, 2012). In the first place, teachers belong to different labor unions and it would be these organs that assist teachers to organize celebrations for that day. The teachers would usually be given attire by their particular union such as shirts, T- Shirts or chitenge. The headteacher should monitor how each union is helping its members to prepare for the celebration. It may happen that a particular union may not live up to its commitments to its teacher members such as failing to give them attire. The headteacher in such a situation should confer with the union officials and ensure that teachers were not demotivated but reassured that the anomaly or delay in giving them attire would be resolved.

The teacher unions also do demand that the school administrators should appreciate the service that their teacher members provide to the schools by rewarding them on that day. The headteacher, this time around needs to award more teachers care being taken to exclude all those who were awarded on Labor (May) Day. Still, it should be only be those teachers who were conscious of their duties and discharged their duties diligently in the school. In an event where a headteacher awarded an un deserving teacher such as one who usually reported late for work or missed lessons frequently, a backlash would ensue. Teachers would air complaints and accuse the headteacher of making a mockery of the awards. This could be quite demotivating to teachers and dent the mood of the celebration. The headteacher therefore should consult the deputy headteacher and heads of department when preparing the list of teachers to be awarded to ensure that only deserving individuals received awards so that the awards became a motivation to all teachers thus

improving the social relations between the administrators and the teachers (Bush, 2008; Gorton & Alston, 2012).

On this day only teachers would march through the Central Business District (CBD) clad in their union issued attire after having gathered at a known starting point. The marchers led by a band would walk to the chosen venue where dignitaries including visiting senior union officials would be awaiting them to take salute when they arrived. Entertainment would be provided to the teachers as they awaited speeches, usually by invited drama performers. Music would be often played and teachers encouraged to dance and not to feel shy as this was their day. Speeches would be commenced by teachers outlining their experiences in their various workplaces as well as grievances concerning their conditions of service. Local union officials would follow on to compliment the teachers' viewpoints. The visiting senior union official would then give a prepared speech which would also compliment the points and grievances raised by the former speakers. The invited Guest of Honor, usually a senior government official would then take the stage to give a rebuttal and reassure teachers that their viewpoint and grievances had been taken note of and government would address them in due course. The teachers' day would therefore be a platform at which teachers expressed their grievances about their workplaces and conditions of service. It is therefore of utmost importance that the headteacher be present. Teachers would be delighted that their administrator was listening as they aired their grievances before senior governmental official. The presence of the headteacher would also be a sign that the administrator cared about their working conditions which would help to improve social relationships in the school.

Teachers in the school also do organize contributions among themselves in order to hold a braai later on in the afternoon after official commemoration of International Teachers' Day celebrations and award giving in the morning. The headteacher should also contribute to the braai

fund and encourage the deputy headteacher and heads of department to do so as well. The headteacher should go on and encourage as many teachers as possible to contribute to the braai fund thus promoting unity and social cohesion in the school. The teachers choose a place where the braai would be held such a lodge or a beach. The attendance of the headteacher and fellow administrators and their choosing to celebrate with the teachers on their special day would please the educators very much which would go a long way to improve social relationships in the school.

Independence Day held on 24th October every year is an occasion celebrated by everyone, that is teachers and pupils alike. It is an opportunity which the headteacher should take advantage of and use it to improve social relationships between the administrators and teachers as well as pupils. Preparations for the Independence Day celebrations should be thorough. The headteacher working with the entertainment teacher and other members of staff should ensure that children rehearse independence related songs, poems and short plays (skits). The children should also rehearse traditional dances and songs from various ethnicities thus promoting the spirit of 'One Zambia, One Nation'. The headteacher should also spearhead the organization of a football match between staff and pupils to be played in the afternoon after official celebrations had concluded in the morning. The football match should be primarily meant to entertain and not competitive. Therefore, any teacher should be eligible to play and as for the pupils, the players should be those who do not play competitive football. Pupils who play in any of the school teams should be excluded. Adequate food (including drinks) should be procured for all pupils who would be performing during the Independence Day celebrations. The food should be securely stored by the deputy headteacher and other teachers responsible for organizing the performances. All other pupils would also be expected to attend the Independence Day celebrations clad in their school uniform.

On 23rd October, the independence eve, an important activity, the hoisting of the Zambian flag does take place at the main administrative office in the district. This is usually at the office of the District Commissioner (DC) and the event is held at mid- night. The headteacher should encourage as many teachers as possible to attend the independence eve celebrations. It is an occasion where teachers can mingle with other residents of the town and share ideas. Hours before mid- night, attendees entertained with various types of performances such as drama, traditional dances and songs portraying the struggle for independence and honoring veteran freedom fighters who fought for the independence of the country from colonial Britain. It is an occasion when the headteacher could improve social relationships between the school and the surrounding communities (Gorton & Alston 2012; OECD, 2008; Retallick, 2005).

On the day of independence, the deputy headteacher with other members of staff should lead the school pupils to the marching starting point in the town. They would join pupils from other schools and groups from various walks of life as well as representatives from government departments. Once the events kicked off, the marchers led by a band would walk through the central business district (CBD) towards the venue where government dignitaries would be waiting to take salute upon arrival of the marchers. Thereafter the national anthem would be sung with the Zambian flag flying at full mast.

The various schools would be called upon to perform traditional dances, songs, poems and short plays (skits) all related to the struggle for independence. The performances would also be honoring veteran freedom fighters who struggled for the liberation of Zambia from colonialism. The performances would be intertwined with speeches given by various invited dignitaries culminating into the main speech that would be given by the invited Guest of Honor. The headteacher should be monitoring how the pupils from the school were being organized by the

teachers during the performances Monitoring should also be done when pupils broke off to be given food (including drinks). The headteacher should be at hand to intervene and rectify the situation should things not to be going well as planned. This would very important because should there be a problem like children delaying to show up for a performance, it would be the headteacher who would be queried as to what was causing the problem. This would be an example of responsible delegation, where the headteacher continues to supervise subordinates even after assigning them to perform some tasks (Dembowski, 2007; Kaume, 2016). The independence celebrations would also provide the headteacher an opportunity to interact with teachers and pupils outside the school. This would be a new experience that would make both teachers and pupils appreciate that the headteacher cared for them. This would help to improve social relationships between the administrators and staff as well as pupils (Bush, 2008).

The interaction of the headteacher with other residents of the town would also provide the administrators with an opportunity to share ideas that would help to improve social relationships with the communities around the school. The headteacher would now find it easy to invite members of the community to visit the school and help in mobilizing resources that would help in the academic, social and infrastructure development of the school (Gorton & Alston, 2012; OECD, 2008; Retallick, 2005).

The Parent Teachers Association (PTA) Annual General Meeting (AGM) is a great opportunity for the headteacher not only to improve social relationships with teachers and pupils but also with their parents and communities around the school. This will be facilitated by the interactions that would be enabled between the administrator and the various groups of stakeholders during the meeting (Retallick, 2005). The date for the AGM was set during the initial planning meeting of the academic committee earlier in the year. As the date for the meeting

approaches, the headteacher should call a special staff meeting to plan for holding of the incoming important interaction with the parents of the children. Various committees should be formed which include reception, protocol, catering and entertainment.

The reception committee would be responsible for registering parents as they arrived in the school. The parents would be matched with the name or names of the pupil or pupils they were representing. This would avoid the school entertaining individuals who wanted to take advantage of the meeting and gain illegal entry into the school and possibly cause harm in the process. Once an individual failed to identify a pupil or pupils they represented, they should be turned away immediately. In a boarding school, some parents may have arrived a day before the date of the meeting and some may also have lacked a place to lodge at. In such a case, the parents would be accommodated in the dormitories with their children. Some pupils would be asked to share beds and leave bed spaces for their parents.

The teacher members of the committee would work with pupils to provide services to the parents. This would create a new interactive and empowering experience to both teachers and pupils and the supervising headteacher. The interactions would help to increase the level of social interaction between all the individuals involved (Bush, 2008).

The protocol committee's function would be to make sitting arrangements in the meeting place and put labels on the chairs indicating where each individual invited to the meeting would sit. The teachers in charge would assign pupils to usher in parents and teachers when they arrived at the meeting place and show them the chairs where to sit. The committee's work would bring order in the sitting arrangement and avoid invited guests wondering in the meeting room without knowing where to sit. The work of the committee would therefore avoid confusion and bring order that would be appreciated by the attendees to the meeting. This would help to create a positive

atmosphere and interactions among the parents, teachers and administrators attending the meeting (Retallick, 2005).

The catering committee would be responsible for providing food and beverages to all the teachers, parents and administrators attending the meeting. Depending on the number of people expected to attend the meeting, the committee would prepare a budget and procure all the food items and beverages required to cater for the meeting attendees. As the meeting proceeded, children under the guidance of the teacher members of the committee would be distributing mineral water and beverages. When the attendees break for lunch, they would be guided by the children to a specially prepared dining room where they would be shown where to sit. After everyone had sat down, food would be served to each and every individual. The orderliness of the catering committee would also create a positive atmosphere during the meeting that would help develop constructive engagements and relationships among the teachers, parents, pupils and administrators (Gorton & Alston, 2012; Retallick, 2005).

Entertainment would also be provided to the attendees during the meeting. The first episode of the entertainment would be performed before proceedings. Children would sing and perform traditional dances most of which would be those that were previously performed during the independence celebrations. The children would be thus well prepared to entertain their parents together with the teachers and administrators. The children would also be called upon to give a dance or song after parents had been seated for some time. The provision of entertainment to meeting attendees would as well create a positive atmosphere which would help develop constructive interactions among the teachers, parents, pupils and administrators (Gorton & Alston, 2012; Retallick, 2005).

The Parents Teachers Association (PTA) AGM would provide a forum through which parents participated and contributed to the leadership, management and administration of the school. The PTA has an executive committee which comprises a chairperson, vice chairperson, secretary (school headteacher), treasurer, vice treasurer and about four to six committee members. The headteacher is the only school member of the committee while the rest are parents. The PTA executive committee represents parents in the school. Parents and teachers during the AGM discuss various issues related to the leadership, management and administration of the school, including class attendance, absenteeism, discipline, pass percentage, state of school infrastructure and the carrying out of developmental projects. The lively discussion that take place during the meeting between parents and teachers facilitated by PTA executive would help participants to know each other better and in case of parents to know how teachers were providing instruction to their children as well as looking after their welfare. The parents would provide fresh ideas which would help to improve the leadership, management and administration of the school.

The school would also able to mobilize resources from the community that would be used to improve the state of infrastructure in the school. Overall, the interaction would improve the communal relations between parents, teachers and administrators and help to create a conducive environment for teaching and learning in the school (Bush, 2008; Gorton & Alston, 2012; OECD, 2008; Retallick, 2005).

Graduation is held in the third term towards the end of the year but before children sit for their final examinations. The date is set by each school depending on how it fits in with other programs. The headteacher should coincide the holding of the PTA AGM with Graduation. This would be done in order to take advantage of the presence of parents who had travelled from far places to attend the PTA AGM. Such parents therefore would need only to travel once thus cutting

down on their travel cost. Graduation is the occasion when all students who excelled in various fields such as academic, sports and cultural activities would be awarded for their outstanding performances. The headteacher and staff should prepare the prizes well in advance which would include certificates of excellence and material items such as hard cover exercise books, mathematical sets and scientific calculators.

The graduation ceremony would take place in the main school hall and parents, teachers and pupils would all be seated. After the usual formalities, the first group to be awarded would be all the graduating (outgoing) prefects starting with the head boy and head girl. This would be followed by individual awards of excellence in such fields as academic performance and sporting activities. Children when receiving their awards would be accompanied by their parents if present amid cheers and applause from the gathering.

The graduation ceremony is a big happy occasion for the graduating children and a great motivation for them to continue working hard in future. It is also a motivation for the other children to emulate the achievements of their fellow friends. The graduation ceremony provides a great opportunity for parents, teachers and administrators to share ideas at an informal level. It is of particular importance in improving communal interactions between administrators, teachers, pupils and their parents (Bush, 2008; Retallick, 2005).

Instructional leadership is inherently authoritative in nature as it calls on the headteacher to lead and manage instructional activities in the school and communication is basically top-down (Bush, 2015; Hellinger, 2009 as cited in Bush, 2015; The Wallace Foundation, 2013). This form of leadership and communication style limits teacher participation in decision making and results in poor social relationships between administrators and subordinate staff. It is not also in keeping with latest approaches in the effective leadership and management of present day- schools. The

headteacher thus while practicing instructional leadership should take steps to distribute leadership functions as well as creating channels for lateral communication (OECD, 2008; Retallick, 2005). The headteacher should conveniently carry out this function by formation of committees with decision- making responsibilities within the overall authority of the school administration (Dembowski, 2007).

The formation of the committees should follow a democratic process so that teachers feel part of the joint decisions that would be made (Bush, 2008). The headteacher during the opening staff meeting of one of the terms should propose the formation of strategic committees to help in the management and administration of the school. Examples of such committees would be Academic, Disciplinary, Finance, Entertainment, Examinations and Timetable. It is important to note that by establishment, the Academic, Disciplinary and Finance committees are chaired by the deputy headteacher. In addition, all heads of department are members of the Academic committee. Thus, for such committees which already have established members, the task of the members in the meeting would be to vote in by secret ballot additional members to represent the ordinary teachers. As for the other committees, proposals and voting would be done for all positions such as chairperson, secretary, treasurer and committee members.

The committees would be making important management and administrative decisions on behalf of the headteacher. The disciplinary committee, for example, may resolve to suspend a pupil involved in a case of gross indiscipline such as using abusive language against a member of staff. The collective decision reached by the committee would then be passed on to the headteacher for approval. In most cases the headteacher would go along with the collective decision reached by the committee and approve it before being implemented. In rare cases, the headteacher may not approve the collective decision reached by the committee. In such a case, the headteacher would

provide a reason why their decision was not approved and refer the case back to the committee for further deliberation. The headteacher, however, should not make a habit of not approving collective decisions reached by committees as the latter may feel that the headteacher was authoritative and monopolizing the decision- making process in the school. Teachers' commitment to their duties increases when they feel they are part of the leadership, management and administrative decisions being made in the school (Bush, 2008).

The participation of committees in decision making increases lateral channels of communication in the school despite the established top- down communication structure in public schools (Retallick, 2005). The headteacher should actively supervise the activities of committees especially when jointly reached decisions are being implemented. This is responsible delegation of duties and avoids situations where committees may reach and implement decision without the knowledge of the headteacher as happens when a headteacher stays away from active supervision of subordinates (Dembowski, 2007; Kaume, 2016). Delegation does lighten the burden of decision making on the headteacher but ultimately the headteacher still bears the overall responsibility for all decisions reached jointly in the school (Bush, 2008).

Transformational Leadership is concerned with increasing staffs' consciousness of their responsibilities and duties and placing school goals above their own interests with the aim of improving their performance and output (Bass, 1985 as cited in Yukl, 1999). Burns (1978) as cited in Yukl (1999) described Transformational Leadership as a type of leadership practiced by school leaders who had strong inspirational associations with their staff. Leithwood (1992) as cited in Yukl (1999) designated it as a change promoting approach based on teacher empowerment and collective decision- making. The leader focuses on developing a shared school vision, setting goals, and providing intellectual stimulation and individualized support to teachers (Bush, 2008).

Studies have associated Transformational Leadership with improved teacher instructional performance. Leithwood and Jantzi (2006) analyzed data from evaluative studies to investigate the effect of Transformational Leadership on teacher enthusiasm, capability, instruction and student learning. Their analyses revealed that Transformational Leadership had substantial positive effect on teachers' enthusiasm and classroom practice but little on student academic performance (Leithwood & Jantzi, 2006).

Transformational Leadership has been criticized for its dominating effect on teachers and more likely to be acknowledged by the leader than staff. In addition, its heroic and charismatic attributes make it easy for the leader to exploit subordinates for own benefit (Bush, 2008; Yukl, 1999). Yukl (1999) also argued that the influence of Transformational Leadership was more applicable to individuals than groups and therefore less effective where group influence was required such as on teachers in a school.

Distributed Leadership occurs in a school where authority and responsibilities are shared among members of staff or groups such as committees with the aim of reaching collective decisions (Gorton & Alston, 2012). The theory is believed to have been developed from organizational theory (Harris, 2009). In distributed leadership tradition, opportunity is available to all prepared and capable members to participate in decision making and influence the course of administrative actions in the school (Bolden, 2008 as cited in Harris, 2009). Bennett et al. (2003) as cited in Harris (2009) described distributed leadership as a "Group activity that works through and within relationships, rather than individual action" (p.3). In a school setting, distributed leadership implies that all interested stakeholders such as the principal, teachers, students, parents and the local community can participate in the decision- making process (Bolden, 2008 as cited in Harris, 2009). The leadership approach unites teachers and promotes cooperation and teamwork

within committees and other groups and lightens the burden of responsibility on the principal. Collective decisions, however, may take time to be made and the principal will still have the overall responsibility for all the decisions taken in the school (Bush, 2008).

Studies have associated distributed leadership with improved teacher enthusiasm, classroom instructional performance and student outcomes (Harris, 2009). An investigation by Leithwood and Jantzi (2000) as cited in Harris (2009) in Canada showed that distributing substantial authority to teachers resulted in improved classroom instructional performance and student outcomes. Similarly, research by Silins and Mulford (2002) as cited in Harris (2009) in Tasmania discovered that distributed leadership had a positive impact on student performance. Practical difficulties, however, may be faced when applying distributed leadership in a school as the authority of selected teachers may be challenged or rejected by their colleagues and differing priorities, goals and schedules may arise within groups and impede teamwork (Storey, 2004 & Timperley, 2009 as cited in Harris, 2009).

The headteacher can mitigate the practical challenges that may be faced when applying distributed leadership. It is important to re-emphasize that the application of distributed leadership is an important aspect of effective implementation of instructional leadership (Blasé & Blasé, 1998; OECD, 2008). The headteacher should therefore put in place measures and strategies that would facilitate cooperation and collaboration among teachers, pupils and other members of the school community. One such activity that would promote cooperation and collaboration is the selection of teachers to sit in the Parent Teachers' Association executive committee.

The above stated committee is an important decision-making organ in the school. It is therefore important that the headteacher puts in place a mechanism that will ensure that fellow teachers respect and do not challenge any decisions that the teachers will collectively reach with

parents on behalf of the school. The headteacher during one of the staff meetings should announce that there would be an election for teacher representative on the Parent Teachers' Association executive committee. Teachers should be given an opportunity to propose names of candidates they feel would be able to perform effectively on the committee. The number may range from three to four depending on the demands of the constitution in place. The headteacher should make sure that among the proposed candidates, gender is considered, that is, provision should be made to have both male and female teachers to be proposed and elected to the committee. Voting should be by secret ballot with teachers being allowed to write names of candidates of their choice on small pieces of paper which are then folded and given to the election facilitators.

The election process would allow the teachers to feel part of the committee that has been put in place and so be in a better position to respect the decisions which the committee would be collectively reaching. A related important decision-making organ in the school is the school board. The headteacher should follow a similar participative election process as was used to elect teachers to the Parent Teachers' Association executive committee. Teachers again would be better placed to respect the decisions reached by the school board as they would feel part of the body having participated in the election of its teacher representatives.

The headteacher also does make appointments that do not involve teacher participation in the selection process. Such appointments include the discipline, entertainment and production unit teachers. The headteacher uses own discretion in consultation with the deputy headteacher to come up with the names of the individuals appointed to such positions. The non-participation of teachers in the appointment of teachers to such positions of special responsibility leaves a lot of room for them not to respect the decisions that appointees would be making on behalf of the headteacher (Storey, 2004 & Timperley, 2009 as cited in Harris, 2009). The headteacher can mitigate such a

potential challenge to school authority by forming committees alongside these appointments of special responsibility.

The formation of committees to work with individuals appointed to positions of special responsibility should follow a participative election process as described earlier in the text. The appointed individuals by default assume chairpersonship of the committees. The inclusion of committees democratically elected by teachers will now put teachers in a better position to respect the decisions that the committees will collectively be reaching on behalf of the headteacher.

The headteacher also does delegate responsibility of heading the school to one of the heads of department in the event that both the headteacher and the deputy headteacher are absent from the school. Such an inevitable delegation of responsibility creates a big room for teachers to challenge the authority vested in the head of department appointed to lead the school especially from fellow heads of department. The headteacher should be able to foresee such a potentially damaging challenge to school authority well in advance and put measures in place to avoid its occurrence.

In a school there maybe five to seven heads of department depending on the size of the school and the career pathway chosen. The headteacher in consultation with the deputy headteacher should come up with at least two names of heads of department who would be supporting the deputy headteacher. In some secondary schools for administrative purposes, the may be referred to as ‘senior teacher administration’ and ‘senior teacher academic’. The headteacher should unveil the ‘senior teachers’ to members of staff during one of the staff meetings and clearly explain to them that the appointed individuals would be playing supportive roles to the deputy headteacher. It should also be made clear that either of them would assume the role of the deputy headteacher in event of the office bearer being absent. The headteacher should also explain

further that in the event of both the headteacher and deputy head teacher being absent from the school, one of them would assume the role of headteacher while the other that of deputy headteacher. The same information should also be passed on to the pupils during a school assembly. The adequate communication of information on the delegation of the authority of the office of the headteacher to subordinates in the event where both the headteacher and the deputy headteacher are absent from the school would go a long in averting a possible challenge to delegated school authority (Gorton & Alston, 2012).

In a school, pupils are appointed to positions of authority referred to as prefects to help in administration of the school. Prefects administer the affairs of their fellow pupils on behalf of the headteacher. There is a possibility that other pupils would challenge the authority of prefects resulting in increased cases of indiscipline in the school. This may especially happen if the pupils were not involved in the selection of the pupils and feel that the pupil leaders were imposed on them by the teachers and school administration. The headteacher should mitigate such a possible challenge to school authority by involving pupils in the selection process of prefects.

The headteacher should facilitate a process in which pupils according to classes or houses are allowed to choose pupils they feel are capable of serving as school prefects. The grade or house teachers as the case may be should facilitate such elections and come up with lists of potential prefects. The lists are then submitted to the school administration. Thus, when the time for selecting school prefects come, the names on the lists from the grade or house teachers as the case may be, are the ones that will be considered when appointing the new prefects. The job of the teachers will be to confirm if the candidates chosen by the pupils are actually capable and the grade or house will be at hand to defend the pupils' choices. The involvement of pupils in the selection

of prefects would make them feel part of the new prefects' body and would place them in a better position to respect their authority as they discharge their duties.

Managerial Leadership takes place when roles are performed according to prescribed policy guidelines with authority being exercised according to a member of staff's leadership role in a hierarchical structure (Leithwood et al., 1999 as cited in Bush, 2008). The leadership approach does not concern itself with setting a vision for the future but focuses on performing tasks to the satisfaction of the laid down procedures and as such it is widely practiced in bureaucratic school systems (Bush, 2007 as cited in Bush, 2008). The major weakness of the approach is that policy directives may not respond to local needs and teachers and other stakeholders may feel alienated from imposed decisions and not fully commit to implementing them resulting in mediocre performance of tasks (Bush, 2003 as cited in Bush, 2008).

The headteacher can mitigate the anticipated substandard performance from teachers due to their failure to appreciate prescribed policies and guidelines by localizing the curriculum. Schools are allowed to choose a career pathway that best suits their needs. The headteacher should call a special meeting involving all stakeholders, that is, teachers, students, parents and members of the local community. The students are usually represented by the head boy and head girl. The group should first assess the immediate needs of the school and the local community and make a list of such. They should then prioritize the needs. Thereafter they should study the curriculum provided and the possible pathways from which they should choose from. It is very important for the headteacher and teachers to pay particular attention to suggestions that would come from the students and members of the local community. The reason is that the suggestions from the students and members of the local community would provide new ideas and needs that the teachers and administrators may not have been aware of.

The choice of the preferred career pathway should respond to the prioritized needs of the school and the local community. It is assumed that for a school that is located on the banks of a lake, for example, the stakeholders would prioritize the need to choose a vocational career pathway that stresses agricultural science subject. Stakeholders would also be expected to emphasize setting up a production unit that includes growing of irrigated vegetables and other crops and construction of fish ponds. This would enable pupils to acquire practical skills relevant to the development of the local community. On the other hand, for a school that is located in an industrial area, stakeholders would be expected to choose a vocational career pathway that stresses craftsmanship skills such as technical drawing, woodwork and metalwork. The involvement of various stakeholders in the localization of the curriculum would go a long way in adapting the prescribed curriculum in such a way as to make it acceptable to stakeholders. The headteacher would therefore have helped teachers to accept and embrace the localized prescribed curriculum and to motivate them to become dedicated to its implementation (Bush, 2008).

Situational/ Contingency Leadership theory holds that the effectiveness of a school leader depends on the appropriateness of the leader's personal characteristics, qualifications and leadership style to a particular school situation. The implication is that there is no one type of leadership approach that is effective in all types of situations (Bush, 2008; Gorton & Alston, 2012). The importance of the theory lies in the fact that the situation in a particular school is not constant but changes overtime. It follows, therefore, that leaders who were appointed to particular schools on account of their personal characteristics, qualifications and styles being appropriate to the situation at that time, may face challenges when the situation changes. Leaders will only become effective when they adapt to the new environment. The leader's effectiveness is therefore contingent upon the appropriateness of their personal characteristics, qualifications and leadership

styles to a particular school situation (Fiedler, 1976 as cited in Bush, 2008; Gorton & Alston, 2012).

Leadership and Management Practices in Secondary Schools

Leadership

The terms leadership, management and administration are often used interchangeably though each has its own distinct meaning. Leadership is concerned with change, management with overseeing the change process and administration with duties undertaken to carry out leadership and management tasks (Dembowski, 2007). A leader develops a new vision for the organization and then motivates and guides subordinates towards achieving it. A leader articulates the needs of the organization and focuses on inspiring the group to achieve the envisioned goals (Bush, 2008).

Management

A manager implements planned activities to maintain orderly operations during the process of change (Dunford, Fawcett & Bennet, 2000). A manager plans, organizes, directs, and controls in order to sustain organizational routines (Bush, 2008).

Administration

Administration is concerned with duties undertaken to carry out leadership and management tasks (Dembowski, 2007). An administrator oversees the carrying out of all leadership and management tasks (Dunford, Fawcett & Bennet, 2000).

A headteacher plays all the three roles of leader, manager and administrator. Dimmock (1999) classified tasks concerning improvement of instruction and student outcomes as leadership, while that of sustaining current procedures and practices as management and finally that of carrying out general tasks as administration. A headteacher of a primary school is in a better position to carry out the three roles with minimum delegation of responsibilities. This is because

instruction is general without much specialization. A headteacher can observe and evaluate lessons from majority of classes and provide prompt feedback to teachers.

Secondary school headteachers on the other hand delegate more leadership and management tasks due to the existence of specialized subject departments. They can only competently observe, evaluate lessons and provide prompt feedback to teachers in subjects they are qualified and trained to instruct. Heads of department are mandated to observe and evaluate teachers' lessons and provide prompt feedback. The headteacher should actively supervise heads of department and see to it that they observe and evaluate lessons and provide prompt feedback to teachers (The Wallace Foundation, 2013). The school leader therefore retains overall responsibility for all mandated and delegated tasks being carried out by subordinates in the school (Dembowski, 2007).

Leadership Skills, Knowledge and Competencies Required by a Secondary School Headteacher

The roles of a secondary school headteacher have become more and more complex as society advances into the 21st Century. There is need for a headteacher to receive leadership training before assuming the leadership position to be equipped with skills, knowledge and competencies required to effectively administer a present- day secondary school (Bush, Kiggundu & Moorosi, 2011). Bush (2010) observed that initial leadership training for secondary school headteachers was imperative due to increasing roles arising from the decentralization of the school system taking place in many countries as well as the expanding complexity of the school environment which demands engaging the outside community.

As alluded to earlier, there has been consistent poor student outcomes over the years in junior secondary schools in Zambia. Ministry of education of the Republic of Zambia (2011)

baseline study showed that academic results of students improved in schools whose headteachers had attended a course in educational leadership and management (ELM) compared to those where headteachers did not attend the training. The study established a skill gap that contributed to poor student outcomes among headteachers who had not attended ELM course. The current study sets out to fill the skill gap among headteachers of junior secondary schools in Zambia in order to improve student outcomes. The following are key skills, knowledge and competences required by a headteacher to effectively administer junior secondary school in 21st Century (Based on standards set by the Interstate School Leaders Licensure Consortium (ISLLC) as cited in Gorton & Alston, 2012)

Enable the Development, Articulation and Execution of a Vision of Effective Teaching and Learning. A headteacher should involve staff, students, parents and the community in developing a collective school vision and mission. The inclusive approach will ensure that all concerned stakeholders give an input in the development of the vision and mission statement. This will allow them to feel ownership of the process and readily support its execution (Bush, 2008). The headteacher and the academic committee chaired by the deputy headteacher should gather and utilize departmental records to set goals in line with the school vision. Plans should then be drawn and executed to attain the set goals. Progress towards the attainment of school goals should be monitored and evaluated regularly and where necessary plans reviewed in response to the changing situation (Gorton & Alston, 2012). In centralized systems of education, while the headteacher sets a vision and goals that meet the aspirations of the school it should at the same time be in line with the national vision and goals. This avoids the school from operating in contravention of the prescribed national policies, guidelines and regulations (Bush, 2008).

Create a School Climate and Instructional Program Conducive to Effective Student Learning and Staff Continuous Professional Development. The headteacher should prioritize and advocate values of respect, trust and teamwork among staff, students and the school community as well as developing a clear and inclusive curriculum program. The school climate should be inspiring to promote effective teaching and learning and the head should provide close supervision of instructional program and put in place regular assessment procedures to monitor the learning progress of students. A Continuous Professional Development (CPD) program for teachers should be created and focus on developing their instructional and leadership competences (Esia- Donkho, 2014 as cited in Suaka & Kuranchile, 2018; Gorton & Alston, 2012). The head should not only support CPD but directly participate as a learner in order to motivate teachers to take part (OECD, 2008; Robinson, 2007 as cited in OECD, 2008). The timetable should be made in such a way that quality instructional programs are given much of the available time (Gorton & Alston, 2012; The Wallace Foundation, 2013). In addition, use of suitable Information Communication Technologies (ICT) to back instruction and learning should be encouraged. The headteacher should regularly monitor and evaluate instruction conducted through ICT to assess its effectiveness (Gorton & Alston, 2012).

Manage School Operations and Assets to Create a Safe Environment Conducive to Effective Teaching and Learning. The head should monitor and evaluate all school routines and operations and procure, deploy and prudently use human, financial and ICT resources. The resources should be managed and utilized in line with legal requirements of the given locality. The wellbeing of teachers, students and all other staff should as well be safeguarded (Gorton & Alston, 2012; Suaka & Kuranchie, 2018). Suaka and Kuranchie (2018) noted that human resource management should first involve conducting a staff needs assessment and then recruiting qualified

personnel to fill the unoccupied positions. Staff should be supervised and inspired as well as being complemented for high performance and sanctioned for substandard work. Distributed leadership should also be employed in the school by involving teachers in decision making through appropriate delegation of responsibilities. Staff should also be kept up to date with changes in procedures, guidelines and policies by availing them all circulars meant for their attention. Ojo and Olanyan (2008) elaborated that student management involves admitting and placing them in appropriate classes according to their aptitudes and choice of career. Guidance and counselling services should be offered as required. Sporting and entertainment facilities should be made available to students to meet their physical and mental health needs as well as adding to their all-round development. Discipline should be maintained among students and where need be counselling involving parents should be offered or corrective punishment given as appropriate.

Engage Parents and Community and Access Resources Beyond School Borders. The headteacher should gather information from the community and familiarize with their needs and interests and develop positive relationships with parents and key stakeholders. The school should put in place an open- door policy which allows parents and community members to visit the school and interact with staff and share their ideas or concerns. Members from the community should also be allowed to participate in instructional programs or developmental projects according to their expertise and interest. This will help the school to easily mobilize and access resources from the community (Gorton & Alston, 2012).

Uphold Ethics and Act with Honesty and Fairness. The head should display exemplary behavior of honor and integrity and ensure that the academic and social needs of every student are taken care of. The curriculum should cater for student's different learning aptitudes while co-curricular activities should meet their social and physical needs. School programs should be

inclusive and the selection process to committees should be democratic, equitable and reflect diversity (Gorton & Alston, 2012). Yukl (2013) stated that personal characteristics could enhance a head's performance. Among them are drive, capacity to withstand stress, high self-esteem, self-control, emotional stability and truthfulness. Personal characteristics on their own, however, cannot enhance the practice of leadership until they are put into action by the skill, knowledge and competences acquired by the headteacher through training and experience (Elmore, 2008 as cited in OECD, 2008).

Leadership and its Influence on Teaching and Learning in a Secondary School

School leaders set direction for a school and it is therefore important to explore their influence on teaching and learning. School leadership in this context refers not only to the headteacher but to all other levels of administrators such as the deputy head and Heads of Department (HODs) who exercise influence on teachers and other staff in a secondary school. Several approaches to leadership have been associated with improved student outcomes. A prominent theory that has attracted studies to examine its relationship to student outcomes is instructional leadership. Studies have shown that instructional leadership in which the headteacher or heads of department directly participate in observing teachers in classrooms and providing timely feed-back has been associated with improved student outcomes (Andrews & Soder, 1987; Bamburg & Andrews, 1991, Heck, 1992 as cited in OECD, 2008). Similarly, analysis of PISA data by Woessman et al. (2007) as cited in OECD (2008) showed that instructional leadership in which the head and external monitors observed lessons and made teachers answerable for student progress was related to improvement in student learning.

Transformational leadership has also been studied greatly in relationship to student outcomes. Leithwood and Jantzi (2006) conducted a meta-analysis of evaluative studies to

examine the effects of transformational leadership on teacher inspiration, ability, classroom instruction and student performance. The results showed that transformational leadership had a huge impact on teacher inspiration, ability and classroom instruction but not on student performance.

Distributed Leadership has been similarly evaluated. An evaluation by Leithwood and Jantzi (2000) as cited in The Wallace Foundation (2013) in Canada to explore the effects of distributing leadership to teachers in a school revealed that it improved classroom instruction and student performance. A similar study by Silins and Mulford (2002) as cited in The Wallace Foundation (2013) in Tasmania also showed that practicing distributed leadership in a school improved student learning.

A comparative study of instructional and transformational leadership approaches was carried out to assess their impact on learning. It was conducted in form of a meta- analysis by Robinson, Hohepa & Lloyd (2015) of studies that investigated the relationship between school leadership and student performance. The investigation revealed that instructional leadership had a four times positive impact on student performance than transformational leadership. Using the Best Evidence Synthesis (BES) approach, the authors attributed the large difference to the fact that instructional leadership stressed the setting of instructional objectives and monitoring of teaching and learning which were more linked to student performance. On the other hand, transformational leadership stressed social interactions which are less linked to student performance. The researchers, however, pointed out that each leadership approach was necessary as their attributes were not contradictory but rather complimentary for effective administration of a successful school. They further added that recently instructional leadership had incorporated social aspects while transformational leadership had added instructional aspects.

Meta- analysis identified more specific instructional leadership aspects which influenced student performance. They were identified as Stating and articulating a vision; strategic procurement; Monitoring and assessing instruction and the curriculum; Advancing and taking part in CPD; Creating a safe and conducive environment; Establishing viable learning networks; Holding productive problem- solving discussions and Promoting use of ICT (Robinson, Hohepa & Lloyd, 2015). The passages that follow highlight the relative magnitude and effect of each identified aspect on student performance:

Stating and Articulating a Vision

The aspect had an appreciable positive impact on student performance. The reason could be attributed to the fact that when a school leader shares a vision and goals with staff and students, the school community all work with a purpose towards achieving the set targets resulting in better performance. A headteacher who clearly communicates a vision and expectation can steer and inspire staff and students to put more effort in their work thus achieving better results for the school (Bush, 2008; Dembowski, 2007). However, for better performance to be realized, the content of the vision, goals and expectations should all emphasize academic performance and clearly show a paradigm shift from the undesired to the desired state (Robinson, Hohepa & Lloyd, 2015).

Strategic Procurement

The aspect also had an appreciable positive impact on student performance. Strategic procurement in this case meant prioritizing purchasing of materials that were relevant to teaching and learning in order to achieve the vision, goals and expectations of the school. The headteacher also ensured that all quality instructional programs received sufficient funds and that the funding level was maintained through- out the year (Robinson, Hohepa & Lloyd, 2015). The procurement process involved heads of department. Departmental heads were experts in their subjects of

specialization and provided the headteacher with information about much-needed departmental requirements.

Monitoring and Assessing Instruction and the Curriculum

The aspect as well had an appreciable positive impact on student performance. The head's role in directly observing lessons and providing timely feedback appeared to have improved the performance of teachers and students (Andrews & Soder, 1987; Bamburg & Andrews, 1991, Heck, 1992, Heck et al., 1990 as cited in OECD, 2008). The feedback which the head provided to teachers helped them identify and correct their shortcomings thus improving their classroom practice. In a secondary school, the head can only directly observe lessons in subjects they are trained in. The head, however, effectively monitored and assessed classroom instruction by supervising heads of department and ensuring that they observed lessons and provided timely feedback to teachers (The Wallace Foundation, 2013). Discussions about teaching and learning and the performance of students was encouraged in the school. This helped teachers to collaborate and work together to provide quality instruction (Robinson, Hohepa & Lloyd, 2015).

Advancing and Joining in Continuous Professional Development

The aspect had the greatest positive impact on student performance. The continuous professional development programs were well organized and involved upgrading courses that were relevant to staff professional development and student academic needs. The participation of the head in CPD appears to have motivated teachers to take part in the programs as well. The head worked with HODs and understood how actual teaching and learning took place in classrooms and was in a better position to advise teachers on how to improve their classroom instruction. The increased focus on professional development appears to have improved teachers' classroom practice and consequently student performance (Robinson, Hohepa & Lloyd, 2015).

Creating a Safe and Conducive Environment

The aspect had only a small positive impact on student performance. The head responded to the social and cultural needs of all staff and students so that all members of the school community felt safe and part of the system. The curriculum was inclusive and catered for the learning needs of all students according to their abilities. Values of democracy, teamwork, respect and friendliness were all promoted so that both staff and students felt free to interact (Gorton & Alston, 2012). The stress of the leadership on social, cultural and safety aspects of school life and not on instruction, however, led to a small impact on student performance (Robinson, Hohepa & Lloyd, 2015).

Establishing Viable Learning Networks

The aspect had a reasonable positive impact on student performance. The head encouraged the setting up of professional learning networks within and beyond the school borders. The networks helped teachers accumulate rich sources of teaching and learning materials for their classroom practice (Robinson, Hohepa & Lloyd, 2015).

Holding Productive Problem- Solving Discussions

The aspect had an appreciable positive impact on student performance. The head attended to individual social and intellectual needs of staff. A one- on- one discussion with an affected member of staff focusing on resolving a social or instructional related challenge helped the teacher become aware of the head's show of concern. Teachers whose problems were being attended to and resolved, appear to have become more committed and inspired to offer quality instruction (Robinson, Hohepa & Lloyd, 2015).

Promoting Use of Information Communication Technology

The aspect had a reasonable positive impact on student performance. The head encouraged all members of staff to select appropriate ICT equipment such as smart phones, desk and lap top computers and tablets and learn how to operate them. The use of ICT to support teaching and learning helped to improve teachers' classroom practice greatly (Gorton & Alston, 2012).

Models and Practice of Instructional Leadership in Secondary Schools

Researchers have developed models of instructional leadership which stipulate dimensions and roles for school leaders. School leaders should display the stipulated behaviors and actions during the practice of instructional leadership. Prominent among the models are those developed by Andrews and Soder (1987), Blase and Blase (1998) and Hellinger and Murphy (1985). The passages that follow highlight the functioning of each of the instructional leadership models:

Model of Instructional Leadership by Andrews and Soder (1987)

The model comprises four dimensions, namely resource provider, instructional resource, communicator and visible presence. The stated behaviors have been associated with the practice of effective instructional leadership by school leaders.

Resource Provider. The headteacher in the quest to effectively articulate the vision and mission of the school makes available physical, financial and human resources required to meet the school goals (Andrews & Soder, 1987). The headteacher acts democratically during the development of the vision and mission of the school. All levels of the school are involved starting with students, and then teachers, parents and the wider community finally. The involvement of all stakeholders allowed students, teachers, parents and the community to contribute and feel ownership of the vision and mission of the school. Ownership of the vision and mission of the

school increased the commitment of stakeholders towards the achievement of school goals (Bush, 2008; Dembowski, 2007; Mestry, 2017). The role of the headteacher in marshalling physical, financial and human resources is therefore cardinal in achieving the vision, mission and school goals.

Instructional Resource. The headteacher is at the center of the instructional process in the school. Activities should commence with observing lessons or supervising heads of department and ensuring that they observe lessons. Effective lesson observation involves providing suitable and timely feedback to teachers which enables them improve their classroom instruction (The Wallace Foundation, 2013). The head should be in the forefront in promoting CPD in the school and should take part in the learning process as well (Robinson, Hohepa & Lloyd, 2015). Participation of the headteacher in CPD appears to have encouraged and motivated teachers to take part as well and improve their professional development and classroom practice.

Communicator. The headteacher vigorously disseminates the message of the school vision, mission and goals to students, teachers, parents and the wider community. In most schools the message is displayed on notice boards in the head's office and other strategic places in the school for all members of the school community to see and read (Hassan, Ahmad & Boon, 2018). Teachers, students, parents and other stakeholders are given an opportunity to understand and appreciate the message. Once members of the school community accept and adopt the school vision, mission and goals, they become more willing to support them. The support and collaboration create a conducive school environment that contributes to effective teaching and learning (Gorton & Alston, 2012).

Visible Presence. The headteacher maintains visible presence in the school and avoids prolonged sitting in the office. Priority is given to visiting classrooms and observing lessons as

well as visiting departmental offices and interacting with heads of department (Hassan, Ahmad & Boon, 2018). It is important for the head to walk around the school passing through strategic points such as classroom corridors, assembly hall and staffroom, interacting and sharing a word with all encountered individuals (Blase & Blase, 1998). Such highly visible presence helps the head appreciate the situation in the school as it exists rather than just receiving reports. The head is also able to get first- hand information about the progress being made by teachers in classroom instruction as well as their concerns about challenges they are facing in their duties. This helps in giving timely feedback to teachers to resolve their problems and also to concentrate on improving their classroom instruction (Robinson, Hohepa & Lloyd, 2015; The Wallace Foundation, 2013).

Blase and Blase (1998) Instructional Leadership Model

The model has six dimensions, namely conversation with staff, promoting CPD, encouraging teacher reflection, visibility, Rewarding, and distributing responsibilities. The behaviors discussed below have been associated with effective discharge of instructional leadership in school.

Conversation with Staff. The headteacher holds conversations with teachers and other members of staff in various fora and individually. The staffroom is one useful forum that the headteacher uses to address teachers and communicate important issues concerning the curriculum, instruction and student assessment (Hassan, Ahmad & Boon, 2018). One- on- one conversations with teachers are useful in resolving individual problems that teachers may face in their classroom practice as well as socially (Robinson, Hohepa & Lloyd, 2015). Teachers feel their individual instructional needs and concerns are being attended to when the headteacher takes time to visit their classrooms or meet them informally and hold one- on- one discussions (Bush, 2008; The Wallace Foundation, 2013).

Promoting Continuous Professional Development (CPD). The headteacher is not only leading the program but also participating in the learning as well. A well- organized CPD in the school helps teachers improve their classroom practice (Robinson, Hohepa & Lloyd, 2015). The in- service courses offered should be relevant to the instructional needs of teachers and the program should also be sustainable to avoid mid- breaks that may demotivate teachers and cause them to drop out (OECD, 2008). Robinson, Hohepa and Lloyd (2015) indicated that an effective instructional leader prioritizes sufficient and sustained funding to all quality instructional programs including CPD.

Encourage Teacher Reflection. The headteacher engages in conversations with teachers in various fora such as formal staff meetings, post- lesson observation discussion or informal one- on- one chats. The conversations encourage teachers to reflect on their classroom practice. Such self- reflections help teachers identify and work towards resolving their instructional short comings (The Wallace Foundation, 2013). The headteacher should be approachable and inspire teacher participation in discussions that encourage self- reflections (Southworth, 2002).

Self- Visibility. The headteacher often moves round the school and visits key places in the school interacting with members of the school community in the process. The interactions encourage teachers and other members of staff to feel that the headteacher is part of the school community. The headteacher also gets an opportunity to chat with teachers and listen to their suggestions about the attainment of the school vision, mission and goals (Andrews & Soder, 1987). The interactions give the headteacher chance to make unannounced visits to classrooms and make on the spot observations and provide immediate feedback which assists teachers improve their classroom practice (The Wallace Foundation, 2013).

Rewarding. The headteacher, while noting that it is important to motivate all members of staff and students, however, makes an effort to give special rewards to those individuals with outstanding performance. The rewards could be material, oral praise or a written commendation (Blase & Blase, 1998). Rewards make deserving teachers and students know that their work is being recognized and appreciated and this helps to inspire them to maintain their effort (Bush, 2008; Leithwood & Jantzi, 2006).

Distributing Responsibilities. The headteacher distributes responsibilities by delegating some duties to other members of staff. This is important to ease the burden of work as well as utilizing the expertise held by qualified individuals. This is cardinal in a secondary school due to subject specialization (Bush, 2015; Hellinger, 2009). The headteacher, however, supervises staff carrying out the delegated duties and still has the overall responsibility for all the decisions made collectively (Bush, 2008; Dembowski, 2007; Kaume, 2016).

Hellinger and Murphy (1985) Model of Instructional Leadership

The model comprises three dimensions and six roles. The first dimension, defining the mission of the school has two roles namely constructing school goals and communicating the school goals. The second dimension, managing the instructional program has three roles namely supervising and assessing teaching and learning, directing the curriculum and checking student learning. The third dimension, encouraging a conducive school environment has five roles namely managing teaching and learning time, advancing CPD, keeping self-visibility, and rewarding teachers and students (Hellinger, 2009).

Defining the Mission of the School.

Constructing School Goals. The headteacher organizes a meeting involving teachers, parents and members of the wider community. At the meeting, the school leader proposes school

goals that will enable the school to achieve the vision and mission of the school. Stakeholders are given the opportunity to suggest amendments to the proposed school goals. The agreed goals are also floated to students to give their suggestions. Once the school goals are agreed collectively, the headteacher is in good position to receive support from all stakeholders. This is because they participated in their construction and feel ownership (Gorton & Alston, 2012; Hassan, Ahmad & Boon, 2018).

Communicating School Goals. The headteacher utilizes various types of channels to communicate the school vision, mission and school goals to members of the school community. Messages of the school vision, mission and goals are printed on paper and displayed on the main school notice board and on notice boards in the office of the headteacher, deputy headteacher, heads of department and staffroom. Members of the school community are given chance to read and understand the displayed messages. The headteacher also communicates the messages to students when they are addressed during assemblies, teachers during staff meetings and parents and members of the wider community when they meet in consultative meetings (Hassan, Ahmad & Boon, 2018).

Managing the Instructional Program.

Supervising and Assessing Teaching and Learning. The headteacher monitors the daily routine and ensure that teaching and learning are taking place as per the timetable. The headteacher directly checks that teachers are delivering lessons and where possible observes lessons and provides feedback to teachers. The headteacher as well monitors heads of department and ensures that they observe lessons and provide feedback to teachers (The Wallace Foundation, 2013). The school leader at the same time makes an overall assessment of the standard of classroom practice of every teacher. Corrective steps are recommended for teachers who are underperforming, and

commendation given for those who are performing according to agreed standards (Suaka & Kuranchile, 2018).

Directing the Curriculum. The headteacher interprets the supplied curriculum and together with teachers and other stakeholders localize and implement it within the parameters of the given policy guidelines (Bush, 2008). In decentralized systems of education, the headteacher and staff together with concerned stakeholders draft a curriculum that prioritizes the setting and achieving of academic goals (OECD, 2008; Robinson, Hohepa & Lloyd, 2015).

Checking Student Learning. The headteacher follows student learning progress by checking both formative and summative assessment records. The data collected is used in making decisions aimed at improving classroom instruction and student learning (Gorton & Alston, 2012; Hassan, Ahmad & Boon, 2018). The headteacher also encourages teachers to utilize ICT to follow student learning progress. The follow up assists teachers in devising appropriate remedial teaching strategies (Robinson, Hohepa & Lloyd, 2015).

Encouraging a Conducive School Environment.

Managing Teaching and Learning Time. The headteacher supervises the designing of the timetable. The school leader ensures that maximum available time is allocated to teaching and learning activities (The Wallace Foundation, 2015). Co- curricular programs such as sporting, social and cultural activities that support the all-round development of a child are also given a fair amount of time on the timetable (Suaka & Kuranchile, 2018).

Advancing CPD. The headteacher is the primary learner in the school CPD program. Teachers are more likely to be inspired to take part in CPD when they see that the headteacher is the lead learner. A professional learning community is created in the school that supports classroom instruction and student learning. The headteacher supervises CPD activities and ensures that the

program meets staff professional development and student learning needs and is well coordinated and adequately funded (OECD, 2008; Robinson, Hohepa & Lloyd, 2015).

Keeping Self- Visibility. The headteacher regularly walks round the school checking that classroom instruction is ongoing and where appropriate visits and observes lessons and provide corrective advice as the case may require (Hassan, Ahmad & Boon, 2018; The Wallace Foundation, 2013). The school leader by keeping up such a high- profile presence in the school inspires commitment among staff and students. Such a commitment helps them to work towards the accomplishment of the school vision, mission and goals (Andrew & Sodar, 1987; Blase & Blase, 1998).

Motivating Teachers. The headteacher commends teachers whose classroom practice and student outcomes are outstanding. Teachers who stand above others are not only orally praised or given material rewards but are also written commendations which form part of their curriculum vitae (Blase & Blase, 1998). The headteacher at the same time sanctions those teachers whose performance is substandard (Suaka & Kuranchie, 2018).

Motivating Students. The headteacher makes the wellbeing of students an important concern (Bush, 2008). As it applied to teachers, students with outstanding performance are not only orally praised but also given material rewards. The head as well sanctions erring students and where need be allows responsible teachers to give corrective punishment. The headteacher at the same time puts in place strategies to provide remedial and catch- up lessons for pupils that are lagging behind others (Gorton & Alston, 2012; Suaka & Kuranchie, 2018).

In summary all the three instructional leadership models put the headteacher at the center as the main guide for the implementation of the instructional process. The model by Hellinger and Murphy of 1985 is the most comprehensive and incorporates a greater part of the dimensions

presented in the other models. The comprehensiveness of the model by Hellinger & Murphy made the researcher adopt it to guide the research process. The Principal Instructional Management Rating Scale (PIMRS) based on the model is the questionnaire that was adopted to be used during the quantitative survey. The instrument covered core aspects of instructional leadership theory. They included but not limited to formulation of school vision, management of instructional programs and curriculum, promotion of continuous professional development and rewarding of teachers and student. PIMRS is also suitable for conducting empirical measurements of how frequently headteachers conducted instructional leadership roles in school

Practice of Instructional Leadership

The practice of instructional leadership in secondary schools may not run as smoothly as outlined in the three previously discussed models. Instructional leadership places a lot of emphasis on the headteacher directly observing lessons and providing feedback to teachers on the spot. This, however, is not possible for all teachers in a secondary school as the head may only be specialized in one or two subject areas (Bush, 2015). The headteacher, therefore, is required to delegate to heads of department to observe teachers in their departments and provide corrective feedback as required. The heads of department in turn provide reports of their observations to the headteacher (The Wallace Foundation, 2013). The placing of the headteacher at the center of the instructional process brings to light another weakness of instructional leadership that of being inherently directive and authoritative (Hassan, Ahmad & Boon, 2018).

The discharge of instructional leadership roles requires the headteacher to direct the process with minimum leadership input from other administrators in the school. Such an approach, however, runs contrary to the present emphasis on distributed leadership as being necessary for effective administration of a school (Bush, 2015; Hellinger, 2009; OECD, 2008). The headteacher

also requires other skills other than those outlined in the models to effectively administer a present-day secondary school such as human resource and financial management. In practice, the headteacher has to devote substantial amount of time to such administrative tasks with little time being left to provide effective instructional leadership (Bush, 2015; Hassan, Ahmad & Boon, 2018). The need for the headteacher to delegate and distribute leadership responsibilities in order to provide effective instructional leadership when applying the Hellinger and Murphy (1985) model therefore becomes imperative. In this regard, the latter instructional leadership model by Blasé and Blasé of 1998 includes aspect of distributing responsibilities not found in earlier models by Alexander and Soder of 1987 and Hellinger and Murphy of 1985.

Instructional Leadership and its Relationship to Student Outcomes

The section focuses on studies that were conducted to investigate the relationship of instructional leadership on student outcomes. The review of each article included the purpose of the study, background to the study, research design, research questions, methods of data collection, data analysis, findings and an evaluation of the study. The passages that follow highlight a detailed discussion of each reviewed article:

Administering Successful Schools: A Pakistan Qualitative Study

The article was authored by Retallick, J. It was published in 2005 in the journal *Leading and Managing*, 11(1), 32–42. Discussion of the article is given in the passage below:

Purpose of the Study. The purpose of the study was to qualitatively explore the management and instructional practices in successful schools. Management practices encompassed leadership and administrative duties carried out by the headteacher and other administrators in the school. Instructional duties included the instructional leadership provided by

the headteacher and delegated tasks performed by subordinate staff and their effect on student outcomes (Dembowski, 2007; OECD, 2008 Robinson, Hohepa & Lloyd, 2015).

Background to the Study. Pakistan gained its independence from Britain in 1947. This was after Colonial India was partitioned into India and Pakistan. In 1956 the country became the Islamic Republic of Pakistan with a parliamentary form of democracy. Democratic governance, however, was disturbed on several occasions by episodes of military takeovers. In 2002 democratic rule was reestablished after parliamentary elections were held. The country with a then population of over 140 million, faced a problem with provision of quality education (Retallick, 2005). The adult functional literacy rate was about 50 per cent and there was a high school drop- out rate with about six million children of school going age not enrolled. The participation rate for girls which was estimated at 55 per cent was much lower than that for boys which was pegged at 87 per cent (Farah & Bacchus, 1999 as cited in Retallick, 2005). Expenditure on education was low. The 2002 budget on education was only 2.2 per cent of GDP (Retallick, 2005). Other issues adding to provision of low-quality education in schools according to Bregman & Mohammad (1998) as cited in Retallick (2005) included incompetent management and administrative practices and lowly qualified staff. Some schools, however, were noted as performing better than others.

It became important to recognize schools that were doing better than others and study the characteristics that may have been contributing to their seemingly better performance. Farah et al. (1996) as cited in Retallick (2005) did a comparative study of better and low performing schools and came up with findings that differentiated the two groups. The successful schools were found to have a conducive school environment with qualified and competent staff who were better committed to their duties as compared to non- performing schools that lacked the stated qualities.

The researchers therefore set out to provide research evidence of the reported management practices that made some schools more successful.

Research Design. The research design used was a qualitative approach (Creswell, 2013). It comprised three research sites (schools), though only a detailed report of a girls' combined school was given with cross reference to the other two.

Research Questions. The research question that guided the study was as follows: "How and to what extent does the management of schools contribute to their success?" (p.34).

Methods of Data Collection. Data was collected from interviews, observations and document reviews (Creswell, 2013; Saunders, Lewis & Thornhill, 2007). Interviews involved heads of schools, teachers and parents and were either conducted in English or Urdu and recorded. Interviews that were done in Urdu were translated to English. All records of interviews were later transcribed. Observation of the school daily routine was unstructured while that of classroom instruction was structured. Documents that pertained to the study were all requested for and reviewed.

Data Analysis. Data was analyzed using NVIVO software. The software created categories and then sorted and assigned extracts from the transcripts to the categories. A thematic account was then generated from each category which resulted in the study report being written.

Findings. Eight features of the three successful schools were identified. They are discussed as follows:

Delegation. The headteachers delegated responsibilities to key staff in the schools such as heads of department and committee chairpersons (Blase & Blase, 2002). Delegation of responsibilities ensured that there was a sense of shared accountability and it increased commitment to school tasks among staff (Bush, 2008). In each of the three schools, the headteacher supervised all staff

with delegated tasks and still retained the overall responsibility for all decisions taken in the school (Bush, 2008; Dembowski, 2007; Kaume, 2016).

Autonomy. Increased autonomy was noted in each of the schools. Much of the leadership, management and administrative decisions were made within the schools. This trend of increased autonomy in the administration of schools which is now being advocated in many countries has been associated with improved student outcomes (OECD, 2008),

Management of Resources. Management of physical and financial resources was noted to be a major concern for the school leaders. School physical structures such as classrooms, halls, playgrounds and perimeter walls were all well maintained, a characteristic which seemed to motivate staff, students and parents to want to belong to the school and put in their best. Funding to instructional programs in all the three schools was a priority (Robinson, Hohepa & Lloyd, 2015).

Management of Teaching and Learning. Management of teaching and learning was the most important concern for each of the headteachers. Although each school leader had a different approach from the others, they all made sure that quality classroom instruction received the maximum time and attention in the school. The headteacher was in the forefront of supervising teaching and learning and being involved in observing lessons and providing feedback to teachers. The headteacher as a result was found to be providing effective instructional leadership in the school (Hellinger, 2009; The Wallace Foundation, 2013).

Effective Communication. Each of the headteachers was noted for effectively communicating school programs to staff, students and even parents. This was despite that fact that in each school the communication structure was top- down. The actual communication flowing in each school, however, was lateral and involved input and exchange of ideas between the headteacher and staff, students and parents (Gorton & Alston, 2012).

Engagement of Parents. Parents had free access to the headteachers and other staff in each of the three schools. Their involvement in the leadership and management of the school was essential for the effective administration of a present- day school (Bush, Kiggundu & Moorosi, 2011; OECD, 2008). Each school had organs that represented parents, for example, in form of school Parent Teachers Committees (PTCs) and Parent Teachers Associations (PTAs). The involvement of the parent representative organs was noted to be instrumental to the development of the school and there were no cases of interference in internal administration of the schools.

Commitment to Continuous Professional Development (CPD). The headteacher in each of the schools was found to be the lead learner and in the promotion of CPD (Robinson, Hohepa & Lloyd, 2015). The headteacher's own professional upgrading was found not only to contribute to staff professional development but also to be effective in the administration of the school.

Vision and Improvement Planning. Each of the headteachers was found to provide opportunities for the framing and articulation of a school vision and goals whose achievement projected improvement development of the school (Hellinger, 2009). The planning processes were inclusive and involved teachers, students and parents. The inclusion of stakeholders ensured their support of the school vision, goals and development plans (Gorton & Alston, 2012).

Evaluation of the Study. The chosen topic for the study was appropriate in the context of the education system prevailing in Pakistan at the time. Most schools were performing poorly, and it was interesting to note that amid such educational challenges, a few public schools were doing well. The purpose of the study therefore was suitable as it sought to explore the management and instructional practices that made such schools successful. The research question and qualitative study design were all appropriate and yielded the required data. Data collection and analysis methods were suitable and were used to generate the research report.

The study having been only qualitative was less reliable, valid or generalizable than it would have been if it were a mixed methods study. The quantitative aspect of the study would have brought in more respondents who would have provided a wide variety of views. Objective data would have improved validity, reliability and generalizability of the study (Creswell & Plano, 2018; Gay & Weaver, 2011). The researchers did not also specify the number of respondents, a quality that is required to be stated in a research study. In summary, the study was conducted according to basic research guidelines and yielded useful information for the field of educational leadership and administration.

Effects of Head Teachers' Instructional Leadership Functions on Student Academic Performance as Perceived by Teachers: A Study of Secondary Schools in Ethiopia

The article was authored by Bogale, S and Lodisso, S. L. It was published in 2019 in the *Journal of Humanities and Social Sciences*, 24(11), 1–10. The article was discussed in the passages that follow:

Purpose of the Study. The purpose of the mixed methods study was to survey and explore the effects of headteachers' instructional leadership functions on student academic performance. Headteachers' instructional leadership functions involved framing and articulation of the school vision and goals, managing teaching and learning programs and promotion of a conducive school environment (Hellinger, 2009).

Background to the Study. The education department in Ethiopia became concerned with academic performance of secondary school students in national examinations in Sidama Zone of the country. A general decline was noted in the Grade Point Average (GPA) in the Ethiopian General Secondary Education Certificate Examinations (EGSECE) over a period of time. In the academic year 2014/15, 9 328 students sat for the examinations. Of this number only 1 972 students scored over 2.8 out of 4. In the year 2015/16 out of 9 850 students who sat only 2 072 scored above

2.8. In the following academic year 2016/17 there was a further decline with only 1 760 students scoring above 2.8 out of 15 081 who sat. Several factors could have contributed to the poor performance of students. The researchers, however, set out to survey and explore the effects of headteachers' instructional leadership functions on the academic performance of students in national examinations.

Research Design. The design of the research was a mixed methods study (Creswell & Plano, 2018; Gay & Weaver, 2011). It involved a quantitative survey and qualitative exploration of perceptions by teachers on the effects of heads' instructional functions on student academic achievement. 14 secondary schools were sampled from a total of 77 in Sidama Zone. 256 teachers from the 14 secondary schools participated in the survey.

Research Questions. The following research questions guided the survey: "To what extent did the school principals implement instructional leadership in secondary schools of Sidama Zone? Is there a relationship between principals' instructional leadership roles and students' achievement in secondary schools of Sidama Zone? Which leadership roles have major effects on students' academic achievement in secondary schools of Sidama Zone?" (p.3).

Methods of Data Collection. Data was collected using questionnaires, interviews and review of documents. The questionnaires were self-administered and distributed to all the teachers who volunteered to take part in the survey. The researchers interviewed some teachers for the qualitative phase of the study. Examination result documents for the applicable academic years were all checked and relevant data recorded.

Data Analysis. Quantitative data was analyzed statistically. Statistical tools such as means, and standard deviation were used to conduct the analysis. Qualitative data was analyzed by

creating categories and themes and the information generated was used to expand and explain the quantitative data (Creswell & Plano, 2018).

Findings. The major findings were noted. Teachers' perceptions of the effects of the heads' instructional leadership functions on student academic achievement were discussed as follows:

Framing and Articulating School Vision and Goals. In schools where student academic achievement was relatively better than in others, headteachers (also referred to as heads) were perceived to have framed and articulated school vision and goals more effectively than happened in the low performing schools. The implication in successful schools was that heads were distributing responsibilities and shared the roles of framing and articulation of vision with teachers and other stakeholders. They were therefore able to achieve the instructional leadership function more effectively (Hellinger, 2009). The cumulative mean value of 2.53 (SD= 0.94) for the whole district of Sidama Zone, however, was low. This showed that most teachers in secondary school felt that heads were not effectively framing and communicating the school vision and goals. They attributed the poor student academic performance in national examinations to teachers not being conversant with the school vision and goals that would have assisted them in achieving better classroom instruction.

Managing Teaching and Learning Programs. Teachers on the whole felt that heads in Sidama Zone were effective in managing teaching and learning programs. This was reflected by a cumulative mean value of 3.69 for the district which was relatively high. Most of the interviewed teachers stated that heads actively followed up and supported teaching and learning activities in schools including observing lessons and providing feedback to teachers (The Wallace Foundation, 2013).

Promoting a Conducive School Environment. Teachers in the district felt that heads were not effective in promoting a conducive school environment. A cumulative mean value of 2.40 for the district reflected the low teacher perceptions. Teachers interviewed reported that most heads were poor at interacting with staff and students formally or informally. Opportunities for CPD in schools were not well provided and as a result most teachers were not engaging in upgrading their academic and professional qualifications. Teachers who were performing well also received no praise or rewards in most schools. They felt that the lack of a conducive environment in most secondary schools in the district contributed to the low academic performance of students.

The overall mean value of teacher perceptions of heads' instructional leadership functions was 2.96 which was relatively low. This showed that on average teachers felt that heads were not performing their instructional leadership functions satisfactorily. Non effective performance of heads therefore could be one of the factors contributing to low student academic achievement in the district. The results also showed that of the three instructional leadership functions, management of teaching and learning activities was more correlated to student academic achievement. Heads therefore should consider the instructional leadership function of managing teaching and learning programs as being the most important factor in improving student academic performance (Hellinger, 2009; The Wallace Foundation, 2013).

Evaluation of the Study. The topic chosen for the study was appropriate as there was a decline in student academic performance in Sidama Zone in Ethiopia. Purpose of the study to examine how heads' instructional leadership functions affected student academic performance as perceived by teachers was therefore suitable. The use of teachers to obtain data also made the results more objective than if heads themselves provided the data. The use of a mixed methods study provided more reliable and valid results. This was due to the fact that the quantitative phase

provided an opportunity for collection of a wide range of views from the large number of teachers who took part in the study. At the same time teachers who previously participated in the survey were able to provide more details and explanations to the quantitative findings through the qualitative interviews (Creswell & Plano, 2018). The design, however, lacked a detailed explanation of the data collection methods and did not specify how many teachers were involved in the interviews.

Leadership Skill Gap in Secondary Schools

Secondary schools in 21st Century face several challenges brought in by changing needs of society. A head of a secondary school now not only needs to be capable of managing prescribed administrative programs but also to be knowledgeable and skilled in leadership of teaching and learning activities. In addition, a head also needs to have knowledge in managing human and financial resources and meaningful engagement with parents and the wider community (Bogale & Lodisso, 2019; Bush, 2015; Hellinger, 2009; OECD, 2008; Retallick, 2005). Heads, however, lack most of the knowledge and skills required to effectively lead and manage a present-day secondary school (Bush, 2015; Bush, Kiggundu & Moorosi, 2011; Kaume, 2016; Mansoor & Akhter, 2015; OECD, 2008). One of the major factors contributing to the skill gap among heads in secondary schools is lack of initial training in a school leadership and management course.

In most countries in Africa and other Third World regions, there is no formal requirement for a head to possess a qualification in leadership, management and administration of a school before being eligible for appointment (Bush, Kiggundu & Moorosi 2011). Heads get appointed to their positions upon consideration of their teaching qualification and experience (Khan, 2012; Memon & Bana, 2005 as cited in Mansoor & Akhter, 2015; Ministry of Education of the Republic of Zambia, 2011). A head appointed in that manner would lack the essential knowledge and skills

required to effectively manage instructional programs, human and financial resources as well as engaging the community outside the school boundaries (Bush, 2008; 2010; Bush & Oduro, 2006; OECD, 2008). Heads who lack initial training in school leadership course do spend most of their time on administrative tasks than on managing teaching and learning programs (Bush, Kiggundu & Moorosi, 2011; Memon & Bana, 2005, Rizvi, 2008 as cited in Naidoo & Petersen, 2015). Several studies have been conducted to investigate leadership skill gap in schools. The studies are discussed in the following passages.

Leadership Innovation in the 21st Century: A Qualitative Study of Secondary Schools in Kenya

The study was carried out by Kaume, M. R. The research article was published in 2016 in the journal *Research in Pedagogy*, 6(2), 85–94. The article was discussed in detail in passages that follow:

Purpose of the Study. The purpose of the study was to qualitatively explore the leadership skill gap in secondary schools in Kenya and the means of tackling it. The in-depth qualitative exploration investigated the supervision of staff and daily routines as well as the management of teaching and learning programs in secondary schools (Bush, 2015; Hellinger, 2009; The Wallace Foundation, 2013).

Background to the Study. Secondary schools in Kenya like in many other African countries and the Third World have been experiencing challenges of effective leadership and administration of teaching and learning activities. An earlier study that was carried out by Kaume (2015) established that most heads of secondary schools in Kenya were still relying on traditional management styles. Such leadership approaches still relied very much on bureaucratic supervision of administrative tasks with little attention being paid to management of teaching and learning

programs (Memon & Bana, 2005, Rizvi, 2008 as cited in Mansoor & Akhter, 2015; Naidoo & Petersen, 2015).

The study uncovered that a lot of children were dropping out of school and joining society unequipped with knowledge and skills that would have enabled them sustain their lives. The researcher assumed that the major contributing factor to releasing such a large number of unemployable teenagers in the streets was lack of knowledge and skills among heads required to foster creative and problem- solving skills in students while at school (Kaume, 2015). The researcher therefore set out to investigate the skill gap among the heads and the means of tackling it.

Research Design. A qualitative design was used which involved exploration of the perceived skill gap among heads of secondary schools in Kenya (Creswell, 2013). Three heads who participated in the study were purposively sampled owing to their identified quality to be representative of the composition of secondary school heads in Kenya (Saunders, Lewis & Thornhill, 2007). Two heads, a male and female administered boys' and girls' national secondary schools respectively. The third head administered a provincial secondary school and was at the same time chairperson for the Heads' association in the province.

Research Questions. The following research questions were posed to the participants: "Which leadership skills are practiced in secondary schools in Kenya? What are the leadership skills needed for a secondary school principal in Kenya? (p.89).

Methods of Data Collection. Qualitative data was collected from the participants through in- depth interviews. Interview guides were developed from the research questions. The interviews were conducted on a one- on- one basis.

Data Analysis. The qualitative data collected was analyzed through creation of categories through which similar excerpts could be grouped. Themes were developed which then helped in the generation of the research report.

Findings. The major findings were noted from the report. Details of the findings are given in the passages that follow:

Qualification and Experience. The three heads were appointed to their positions based on their teaching qualifications and experience. The male and female heads heading the boys' and girls' national secondary schools both possessed Master of Education degrees. On the other hand, the third head running a provincial secondary school possessed a Bachelor of Education Degree. All the three heads were experienced secondary school teachers and had been in the administrative appointments for at least three years. The criteria used to make all the appointments was possession of a teaching professional qualifications and working experience (Khan, 2012; Memon & Bana, 2005 as cited in Mansoor & Akhter, 2015; Ministry of Education of the Republic of Zambia, 2011). Kenya like many other African countries has no formal requirement for a head to possess a prior qualification in educational leadership, management and administration to qualify for appointment to a school headship position (Bush, Kiggundu & Moorosi 2011).

Training in School Leadership and Administration. All the three heads did not undergo any initial training in school leadership and administration before being appointed to their leadership positions. The two heads who headed the national schools did undergo a two-week induction course in school management from the then Kenya Education Staff Institute (KESI). Later KESI was renamed Kenya Education Management Institute (KEMI). All the three heads, after their appointments, did obtain each a Diploma in educational management from KEMI in the course of their duties through distance education. Such intermediate training, however, could not

compensate for a comprehensive pre- service course in school leadership and administration ((Bush, Kiggundu & Moorosi 2011; OECD, 2008).

One head revealed that acquisition of the diploma in educational management was prompted by a threat from the education department that all future appointments to administrative positions would depend on possession of such a qualification. The heads revealed that the training they received was more to do with the efficient carrying out of school administrative tasks. There was little reference to acquisition of knowledge and skills in the leading and managing teaching and learning programs (Memon & Bana, 2005; Rizvi, 2008 as cited in Mansoor & Akhter, 2015; Naidoo & Petersen, 2015).

School Administration. All the three heads appear to have distanced themselves from the actual management of teaching and learning programs and related instructional activities. They all stated that they had delegated the tasks of managing instructional activities to their deputy heads and heads of department and just received reports on what was going on. They instead kept themselves busy with administrative tasks and attending Heads' Association meetings and conferences. The heads had in effect abandoned their instructional leadership responsibilities and failed to supervise their staff due to insufficient knowledge and skills as a result of lacking initial training in school leadership and administration course (Bush, Kiggundu & Moorosi, 2011; Memon & Bana, 2005; Rizvi, 2008 as cited in Mansoor & Akhter, 2015). Delegation of duties to subordinate staff should be done within the overall authority of the head and in such a way that the school leader retains overall responsibility and supervises and holds all staff accountable for their actions as per the decisions reached collectively (Bush, 2008; Dembowski, 2007; Retallick, 2005).

Evaluation of the Study. The topic chosen for the study was appropriate as it was designed to explore the skill gap among heads of secondary schools. An earlier study by the researcher had

established that a lot of secondary school teenagers were dropping out of school and entering the society without survival knowledge and skills required to sustain their lives in the communities. The purpose of the study which was to qualitatively explore the skill gap in secondary schools and the means of tackling it was also appropriate as it complemented the research topic. The research questions and the qualitative design were all suitable as they yielded the data that was sought.

The data collected, however, was less valid and reliable due to the use of a qualitative design only. The data collected would have been more valid and reliable if a mixed methods design was employed. The quantitative phase would have collected a wide range of views from a large number of participants while the qualitative phase would have added detail and explanations to the pertinent views raised in the earlier phase (Creswell & Plano, 2018; Gay & Weaver, 2011). Teachers should also have been added to the study to increase the objectivity of the research by use of other individuals to report on the leadership practice of the heads (Bogale & Lodisso, 2019; Gurley et al., 2016).

Paradigm Shift and Leadership Challenges: A Study of Pakistan Public Schools

The study was carried out by Mansoor, Z and Akhter, R. N. The research article was published in 2015 in the *Journal of Education and Practice*, 6(19), 203–211. Details of the article are given in the passages that follow:

Purpose of the Study. The purpose of the study was to qualitatively explore the perceptions of heads regarding the challenges they faced in administering public schools in Punjab, Pakistan during transition from teacher to learner centered classroom practice using English language as the mode of instruction. The inquiry into school administration included the aspect of leading and managing teaching and learning programs (Bush, 2015; Hellinger, 2009).

Background to the Study. Schools in Pakistan were undergoing a methodological change in classroom instruction. There was a move from teacher to student centered classroom practice with English being introduced as the new language of instruction. School heads were best positioned to supervise and motivate teachers to improve student academic achievement in the school (Leithwood & Jantzi, 2006; The Wallace Foundation, 2013). UNESCO (2006) as cited in Mansoor and Akhter (2015) report, however, indicated that one of the factors contributing to low student outcomes in Pakistan was ineffective leadership and management of schools by heads. Most heads in public schools lacked professional training to acquire the knowledge and skills required to effectively lead and manage schools to improve student outcomes (Williams & Cummings, 2005 as cited in Mansoor & Akhter, 2015).

The researchers therefore set out to conduct a study to provide evidence of the challenges which heads faced in leading and managing public schools in Punjab during the methodological move from teacher to student centered instruction. The findings would provide educational administration and management training institutions with information they could use to reform school principal training policies and make them more responsive to the skills needed by current cadre of school leaders.

Research Design. A qualitative design was employed to conduct the research which involved interviews and focus group discussions (Creswell, 2013). The target population comprised headteachers undergoing a school management course at an educational staff training institute and their trainers. Convenience sampling was employed to recruit respondents as only those who were available and willing were enlisted for the study (Saunders, Lewis & Thornhill, 2007).

Research Questions. The following were the research questions that were asked respondents: “How do heads/principals in public sector schools perceive their leadership roles? What are the challenges in managing the change towards a learner centered school environment, and supporting the English language teachers trained in the new teaching methodologies?” (p.204).

Methods of Data Collection. Data was collected from participating heads through Focus Group Discussions (FGDs). One- on- one interviews were held with the trainers using interview guides with open- ended questions developed from the key research questions. FGDs were mixed with trainers acting as facilitators to lead the discussions on the topics also developed from the research questions. The discussion and interview data were all recorded verbatim and then transcribed. Data transcripts were taken back to the participants to review and check their accuracy.

Data Analysis. Data was analyzed using the NVIVO application. Similar recurring transcript excerpts were grouped into categories. Categories were regrouped to form themes. Themes were then integrated to produce the research report.

Findings. The major findings were noted. Finding details were discussed in passages that follow:

Lack of Leadership Knowledge and Skills to Adapt to Student- Centered Instruction. Most heads in public schools in Punjab lacked the knowledge and skills to effectively administer teaching and learning programs in schools in the new student- centered instructional approach. The school leaders, it appeared felt comfortable continuing with authoritative administrative leadership styles to maintain their influence on teachers. They shied away from supervising teaching and learning activities and giving teachers more freedom to practice the new student- centered methodology (Rizvi, 2008 as cited in Mansoor & Akhter, 2015). The lack of competency among the heads was attributed more to lack of training in current school leadership and

management skills and strategies required to improve student performance (Williams & Cummings, 2005 as cited in Mansoor & Akhter, 2015).

Resource Constraints and Over enrollment. Public schools were reported to have shortages of infrastructure and teachers. The situation was worsened by over- enrolled classes. The centralized system of public schools rendered heads' incapable of turning away students they were ordered to enroll.

External Influence on School Administration. Community and Political influence which negatively impacted the administration of the school was reported. Teachers were being transferred to and from schools based on their relationship to the higher authorities or local political leadership. This was being done irrespective of the administrative and instructional needs of the school.

Evaluation of the Study. The topic chosen was appropriate as heads of public schools were facing leadership and management challenges in administering their schools during the move from teacher to student- centered instruction using English language. The researchers therefore set out to explore the perceptions of heads undergoing a school management course. The aim was to gather data that would help reform the training program to make it more responsive to the leadership needs of school leaders. The purpose of the study and the research questions were also appropriate and suitable as they yielded the data that was sought.

The use of FGDs to collect data from heads was advantageous as the exchange of views among heads and their trainers yielded a wide variety of ideas that enriched the data. In- depth one- on- one interviews with trainers helped to explain the views expressed in FGDs (Creswell & Plano, 2018). The giving back of transcripts to participants to review and check their accuracy helped in triangulating and increasing the trustworthiness of the collected data.

The researchers, however, did not specify the actual number of heads and trainers who took part in the study. Stating of the actual number of participants who took part in the study is a requirement of the basic research guidelines. The use of convenience sampling for capturing individuals who were available and willing to take part in the study may have captured respondents with similar views or weaknesses. This may have introduced a bias in the data collected. Purposive sampling where a deliberate effort is made to recruit candidates best suited to answer the research questions would have been a more reliable approach in recruiting participants (Creswell, 2013; Saunders, Lewis & Thornhill, 2007).

Tackling Leadership Skill Gap in Secondary Schools

In many regions, Africa included the performance of students in secondary schools is below the required standard. Study findings have indicated that one of the major contributing factors leading to low student outcomes is the lack of knowledge and skills among heads required to effectively lead and manage a present- day secondary school. Leadership approaches and strategies that can overcome the skill gap among heads to improve student outcomes have been discussed in some studies (Bogale & Lodisso, 2019; Bush, 2008, 2010; Kaume, 2015, 2016; Leithwood & Jantzi, 2006; Mansoor & Akhter, 2015; Ministry of Education of the Republic of Zambia, 2011; OECD, 2008; Retallick, 2005; Robinson, Hohepa & Lloyd, 2015; The Wallace Foundation, 2013).

Leadership Innovation for Present- Day Secondary Schools in Kenya

The article was authored by Kaume, M. R. and published in 2016 in the journal, *Research in Pedagogy*, 6(2), 85–94. The findings revealed weaknesses in procedure of appointing heads to their leadership positions. Weaknesses were also noted in type of in- service training offered to school leaders and in leadership and management styles used in schools. Discussed below are

strategies identified by the researcher as being appropriate for overcoming the skill gap among the heads of secondary schools:

Appointment to School Leadership Positions. The appointment to school leadership positions were based on teaching professional qualifications and experience without reference to initial training in school administration (Bush, Kiggundu & Moorosi, 2011; Ministry of Education of the Republic of Zambia, 2011). The heads were running the schools without the pre-requisite knowledge and skills that they needed to effectively administer a secondary school in 21st Century (Bush, 2008; Khan, 2012, Memon & Bana, 2005 as cited in Mansoor & Akhter, 2015). A requirement should therefore be put in place for all candidates aspiring to lead schools to possess a prior qualification in school leadership in order to be considered suitable for appointment to the vacant position (Bush, Kiggundu & Moorosi, 2011).

In- Service Training. All the three heads who participated in the study attended in- service training in school management. The course was not only inadequate in content but also heavily biased to acquisition of knowledge in traditional management practices such as efficient utilization of resources. The course lacked content in new approaches to leadership and management of secondary schools. The training therefore needed to be reformed and redesigned in such a way as to incorporate new approaches to school administration. Reforms could include school- based management, distribution of responsibilities and school leadership approaches with emphasis on theory and practice of instructional leadership (Bush, 2015; Hellinger, 2009; OECD, 2008).

School Administration. In the quest to delegate tasks, the three heads had in effect relinquished their school administrative responsibilities to their subordinates. Each of the heads neglected their supervisory duties and left the management of the daily routine and teaching and learning activities to their deputy heads and heads of department. Such incompetency and

ineffectiveness among the heads were attributed to lack of a comprehensive initial training in school leadership and administration prior to their appointment to their substantive positions. The skill gap in this case therefore could be overcome by making it mandatory for all prospective school leaders to undergo a comprehensive course in school leadership, management and administration. Acquisition of the qualification would make the candidate eligible for consideration for promotion to the appropriate position. Such training should prepare the head to deal with the increased roles of a secondary school leader in 21st Century. Roles could include but not limited to leadership for teaching and learning as well as being conversant and able to constructively engage parents and the local community outside school boundaries (Bush, 2008; OEDC, 2008).

The researcher in summary concluded that the new approaches in leadership the head needed to acquire could include but not limited to continuous and life- long learning, net- working with colleagues and developing creative problem- solving (CPS) skills. The knowledge, skills and support the head would gain from colleagues and other institutions would help in the improvement of the effectiveness of the headteacher in the leadership, management and administration of the school. The head should model CPS in the school in such a way that the skill is acquired by both teachers and students. Acquired creativity and problem- solving skills among teachers and students in the school would be expected to lower the student drop- out rates and increase completion rates instead. Graduating students as a result would be equipped with survival skills that would help them become productive citizens in society.

Leadership Challenges During a Change in Instructional Methodology: A Study of Pakistan Public Schools

The article was authored by Mansoor, Z., and Akhter, R. N. and published in 2015 in the *Journal of Education and Practice*, 6(19), 203–211. The findings revealed that heads faced challenges in leading and managing public schools during change over from teacher to student-centered classroom practice using English as the language of instruction. The heads were deficient in school headship knowledge and skills as they had been promoted based on their teaching professional qualifications and working experiences. They had not undergone comprehensive initial training in leadership of schools (Khan, 2012, Memon & Bana, 2005 as cited in Mansoor & Akhter, 2015; Ministry of Education of the Republic of Zambia, 2011). Most relied on traditional authoritative leadership approaches heavily biased to carrying out administrative tasks. They did this at the expense of leading and managing instructional programs teaching and learning activities (Rizvi, 2008 as cited in Mansoor & Akhter, 2015). The findings were made available to policy makers in order to be utilized to reform school leadership training programs. The training would incorporate new knowledge, skills and approaches that were tailored to respond to new leadership needs of school heads.

Leading Top Performing Schools: A Pakistan Study

The article was authored by Retallick, J. It was published in 2005 in the journal *Leading and Managing*, 11(1), 32–42. The study was forward looking. Among the many underperforming public schools in Pakistan, a few schools were identified that were performing well. The factors that appeared to contribute to the improved performance of the schools were compiled to serve as a model to overcome the skill gap in the underperforming schools. The passage that follows below

highlights the knowledge, skills and practices that the researchers identified as being appropriate and suitable for overcoming the skill gap among heads of secondary schools:

Assignment of Duties. In a secondary school, due to subject specialization and increased responsibilities, it is imperative for the head to delegate or assign duties to other staff in order to effectively lead and manage the school (Bush, 2015; The Wallace Foundation, 2013). Kaume (2016), however, noted that due to lack of leadership knowledge and skills, the heads delegated incorrectly and in effect abdicated their supervisory responsibilities after assigning duties to their subordinates. Deputy heads, heads of department and other staff were practically left to solely manage instructional programs and related duties. The heads meanwhile just waited for reports on how the tasks were being executed.

In the top performing schools, the researcher observed that the heads never abandoned their supervisory duties after assigning duties to subordinated. They instead supervised their staff after delegating responsibilities and kept overall authority for all decisions reached collectively (Bush, 2008; Dembowski, 2007). The teachers, by sharing in decision making were held more accountable for the programs being executed in the school. Increased accountability among staff promoted a sense of ownership and teamwork in the school (Retallick, 2005).

Decentralization. The heads in the top performing schools all made major decisions within the schools in consultation with parents and the local community (Bush, 2008, 2010; OECD, 2008). The parents and the local community were represented in the schools through committees to which they were elected by fellow parents. The increased autonomy the heads enjoyed was made possible by decentralization policy that was taking place in Pakistan at the time. Decentralization translating into increased autonomy for leadership, management and administration of schools is taking place in many other countries throughout the world. Studies

have shown that site- based management in schools is associated with improved student outcomes (OECD, 2008).

Resource Management. Resources in the schools were well managed by the heads working in conjunction with committees representing parents and the local community. The parent representatives were greatly involved in managing how the resources were being utilized to run the school projects with heads acting as secretaries. The less involvement of teachers in project committees meant that teachers could concentrate their effort on delivering quality classroom instruction. Instructional programs in all the three schools received adequate time and financial and other resources to sustain quality teaching and learning (Robinson, Hohepa & Lloyd, 2015).

Management of Instructional Programs. Management of teaching and learning programs was the cardinal responsibility undertaken by each of the heads despite using varied leadership approaches. The school leaders were in the forefront of visiting teachers in classrooms, observing lessons and providing feedback (The Wallace Foundation, 2013). The active approaches kept them highly visible in the school enabling them to interact with staff, provide guidance where needed and check on the progress of projects being undertaken in the schools. The heads, acting democratically, collaboratively and with greater autonomy as described earlier were in the process able to provide effective supervision of instruction and the daily routine. Such dedicated management and supervision of instructional programs has been associated with improved student outcomes that were associated with improved student outcomes (Andrew & Soder, 1989; Blase & Blase, 1998; Hellinger, 2009; The Wallace Foundation, 2013).

Communication. Communication in all the three schools was hierarchical as per the established role structures obtaining in most other public educational institutions (Bush, 2015; Hellinger, 2009). The researcher, however, observed that the actual communication taking place

in the schools was lateral. There was substantial input from teachers and parents during decision making meetings involving instructional activities and projects respectively. Teachers, students and parents were kept well informed of the direction the school was taking and the progress of all projects being undertaken through displays on notice boards and announcements during gatherings such as meetings and assemblies. The heads in turn received support from teachers, students, parents, local community and other stake holders in pursuing the vision and goals of the school to improve student outcomes (Gorton & Alston, 2012).

Parent and Community Involvement. Parents and the local communities in the three schools were represented by various types of committees. In the girls' secondary school which was the main focal point of the qualitative study, there were three committees representing parents and the local community. The first was the School Management Committee (SMC) which was composed of parents with the head acting as the secretary. SMC worked with the head to manage resources and make allocations to school programs as required. The second, the Parent Teachers Association (PTA) as the name suggests was composed of a mix of teachers and parents elected by their representative communities. Its main task was to propose and manage school projects. The third, was a women's representative group whose main task was to advance and take care of the interests of women and girls.

Such groupings representing the interests of women and girls are found in almost all communities round the globe. The major reason for their existence is that in most communities, the rights of women and girls are not respected owing to their weaker physical stature and entrenched cultural practices and norms and as a result they disproportionately suffer abuse and neglect in society. One area where girls were under- represented in this particular case was in

school enrolment. In Pakistan in 1999, for example, the percentage of boys enrolled was 87 while that of girls was only 55 (Farah & Bacchus, 1999 as cited in Retallick, 2005).

Professional Development. The heads in the three schools were not only found to have highly professionally developed themselves but were also actively promoting the continuous professional development (CPD) programs for their teachers. The keen interest of the heads to further their education and that of their staff appears to have contributed to the better leadership and management of the school and improvement of student performance. A meta- analysis by Robinson, Hohepa & Lloyd (2015) showed that a school where the head was both involved in actively promoting CPD as well as taking part in the learning itself was more associated with improved student academic achievement.

Goal Setting and Planning. The setting of the vision, mission and goals for the school were being spearheaded by the head in each of the three schools with the involvement of teachers, students, parents, the local community and other interested stakeholders (Gorton & Alston, 2012; Hellinger, 2009). The goals for each of the schools were to achieve improved student outcomes and better infrastructure and facilities in the institutions. The researcher noted that each of the top performing schools had well developed infrastructure and facilities as opposed to low performing schools which were characterized by poor infrastructure and facilities.

The assumption is that the good infrastructure and facilities helped to support delivery of quality instruction and contributed to the improved student academic performance. The heads also organized teachers, students, parents, the local community and other interested stakeholders to put plans in place for the achievement of the school vision, mission and goals. The plans emphasized incremental development (rather than wholesome projects) which periodically and strategically added improvement to the infrastructure and facilities obtaining in the schools.

School Leadership and Student Performance and Establishing the Reasons Behind the Improvement

The meta- analysis was conducted by Robinson, V., Hohepa, M., & Lloyd, C. The redacted online version was published in 2015. www.educationcounts.govt.nz/data/assets/pdf

The researchers reviewed empirical studies that investigated the effect of leadership on student achievement. They gathered the most accurate evidence available and synthesized approaches and aspects of school leadership that were most associated with improved student achievement. The approaches and aspects could serve as a model for overcoming the skill gap among heads of secondary schools and were discussed as follows:

Instructional and Transformational Leaderships. The two approaches to school leadership were found to have a positive influence on student achievement. Instructional leadership, however, had a four times greater positive influence on student achievement than transformational leadership. The greater influence of the former was attributed to the fact that it focused more on supervision and management of instructional programs and the curriculum. The activities were more related to student learning and hence the greater positive influence on performance (The Wallace Foundation, 2013). Transformational leadership on the other hand dealt more with personal relationships, motivation and welfare of teachers and students with less emphasis on instruction and the curriculum. The approach was therefore less related to student learning and hence had less influence on academic performance of students (Leithwood & Jantzi, 2006).

The researchers, however, argued that the two approaches were not contradictory but rather complimentary. The attributes from each of the approaches were essential for effective leadership and management of a school. The head by closely supervising and managing instructional

programs and the curriculum will improve student performance (The Wallace Foundation, 2013). The school leaders, however, would do better by also inspiring, motivating and creating an environment for improving personal relationships with and among teachers and students as well as caring for their welfare (Bush, 2008). The researchers observed that the underlying theories for each of the leadership approaches now include aspects from the other. Instructional leadership has incorporated some relational aspects while transformational leadership has included instructional aspects. Researchers have observed that for a theory to be ‘good’ it should be unstable and open to revision or refutation. The feedback from practitioners enables researchers to update or discard aspects of the theories as the case maybe. This meant that only theories that were relevant were retained and made available for application (Gay & Weaver, 2011; Lynham, 2002; Miller, 2015; Wacker, 1998). Discussed below are aspects of school leadership which could help headteachers close the skill gap perceived among them:

School Vision. One important aspect of school leadership that the headteacher should consider is the formulation and dissemination of the school vision and goals. The headteacher should involve teachers, students, parents and members of the local community when formulating the vision. Such an inclusive approach would ensure that the vision reflects a wide range of views and the most possible intended outcome. The headteacher should avoid an exclusive approach where only the headteacher, the deputy headteacher and heads of department sit and plan the school vision on their own and only involve others when the vision is already set. The headteacher should then communicate the inclusively set vision to all other stakeholders through announcements during staff meetings and school assemblies as well as displaying the information on notice boards in the school.

Stocking. Acquisition of school teaching and learning materials such as text books, science apparatus and sports equipment is another very important aspect. Heads of department should convene meetings with their staff and draw up budgets of their departmental requirements and submit the budgets to the procurement officer. The procurement committee should scrutinize the budgets and once satisfied with the entries, submit then to the headteacher for approval. The headteacher should ensure that materials relevant for teaching and learning were prioritized. Once the budgets are approved, the procurement committee should proceed and purchase all the budgeted items. It is important for the headteacher to ensure that funds were made readily available for the purchase of critical teaching and learning materials such as pieces of chalk, reams of paper and laboratory reagents whenever stocks ran low.

Monitoring. The headteacher should regularly move around in the school and monitor the teaching and learning activities taking place in the classrooms. The headteacher should see to it that heads of departments observe lessons and provide feedback to teachers. The headteacher should also observe lessons personally in the subject of own specialization and provide prompt feedback to the teacher. The headteacher should go on and collect a few note books from pupils in various classrooms and assess their learning progress.

Staff Advancement. Staff professional advancement should be an important priority of the headteacher. The headteacher should see to it that each department in the schools draws up a clear continuous professional development (CPD) program which should be well documented by the school coordinator for CPD. The departments should conduct CPD meeting as per schedule and provide reports of the meetings to the coordinator who should then pass them over to the headteacher. The headteacher should encourage the conduct of workshops in the school and invite external experts to facilitate the meetings. A program should also be drawn up to regulate granting

of study permits to teachers who intend to upgrade their qualifications. A needs assessment should be conducted in the school to identify areas of need. Teachers should then only be allowed to undertake studies in areas that respond to identified school needs.

External Contacts. The headteacher should encourage the setting up contacts with teachers from other schools. Such networking would help teachers exchange ideas with their peers and acquire new knowledge that would improve their classroom practice. Exchange visits should also be encouraged. Such visits will be valuable in enabling teachers learn how instructional activities were conducted in other schools.

Interactions. The headteacher should take regular walks around the school and chat with teachers, students and other members of staff that are met on the way. The headteacher would be able to directly get the views of the individuals that are met instead of getting second hand reports from others. The headteacher would also be able to see with own eyes how the situation is actually unfolding in the school. The headteachers would as well have an opportunity to visit classrooms that may not be having an actively ongoing lesson and engage with learners on various topics. An opportunity would also be provided to the headteacher to listen to a teacher who may have a concern or challenge and provide counsel or advice as the case may be. The increased interaction of the headteacher with other members of the school would help the school leader make better informed decisions that would result in better management and administration of the school.

Digitization. The use of digital or information technology equipment during instruction should be encouraged by the headteacher in the school. The use of such digital equipment as laptop computers, tablets and smart phones to aid teaching and learning should be made a priority among members of staff and learners. Test and continuous assessment results should all be digitally recorded to help teachers in tracking students' learning progress. Other school records such as

enrollment, staff meeting minutes and stock inventories should all be entered and stored digitally to help improve access and retrieval. In addition, the headteacher should encourage responsible and productive use of Artificial Intelligence (AI) among staff and students.

Summary

The purpose of the mixed methods study was to survey and explore perceptions which heads, teachers and students held about the leadership skills practiced in secondary schools in Zambia. This would enable the establishment of the skill gap among the school leaders with the view of exploring the means of tackling it. The underlying theory that directed and guided the study was instructional leadership. Instructional leadership is an approach in which the head focuses on closely supervising and managing teaching and learning activities and the curriculum as well as advancing the continuous professional development of teachers. The school leader articulates a vision that stresses academic goals and inspires, motivates and guides teachers in order to ensure the achievement of the stated vision and goals (Andrew & Soder, 1998; Blase & Blase, 1998; Hellinger, 2009; Hellinger & Murphy, 1985; The Wallace Foundation, 2013).

The formulation and articulation of the stated and collectively agreed school vision and goals is the first task that a school leader addresses. The head puts measures in place to get information out to teachers, students, parents, the local community members and other interested stakeholders in order to earn their necessary support during implementation (Gorton & Alston, 2012; Hellinger, 2009). The school leader ensures that adequate and improved infrastructure and facilities are incrementally developed in the school in order to support delivery of quality instruction (Retallick, 2005).

A meta- analysis by Robinson, Hohepa and Lloyd (2015) showed that instructional and transformational leadership approaches had a positive influence on student achievement. The

former, though, had a greater positive influence than the latter. The researchers attributed the greater positive impact of instructional leadership on student achievement to its focus on close supervision and management of instructional programs which were more related to teaching and student learning. Transformational leadership on the other hand dealt more with individualized attention, inspiration and motivation of teachers as well as their care and welfare including that of students and less with close supervision and management of teaching and learning activities. Leithwood and Jantzi (2006) showed that transformation leadership improved teacher inspiration, motivation and classroom practice but had little or no effect on student achievement. The researchers, however, noted that the two forms of leadership approaches were not opposed as was held by earlier scholars but rather complimentary and school leaders would do better and benefit by embracing and incorporating the desirable aspects of each of the paradigms. Over the years several models of instructional leadership have been developed:

One of the most widely applied models is that developed and published by Hellinger and Murphy in 1985 (Gurley et al., 2016; Hassan, Ahmad & Boon 2018; Hellinger, 2009). The model's three aspects comprise formulating and articulating a vision and school goals, supervising and managing instruction and appraising student learning and promoting a school environment that supports effective teaching and learning (Bogale & Lodisso, 2019; Gorton & Alston, 2012; Gurley et al, 2016; Hellinger, 2009). The model, however, has been applied more in studies than in practice (Hassan, Ahmad & Boon, 2018).

The application of instructional leadership has been somewhat smooth in primary schools but has faced challenges in secondary schools. In primary schools, instruction is general, and the head can easily monitor and observe lessons in any class and provide feedback. The situation in secondary schools where there is subject specialization is different and heads cannot observe

lessons and provide feedback in subjects they are not qualified to instruct. The head instead monitors lesson observations conducted by heads of department and feedback provided to teachers. Instructional leadership also has mainly been based on issuing of top- down instructions which runs contrary to the current need for distributing leadership responsibilities in schools (Bush, 2015; Hassan, Ahmad & Boon 2018; Hellinger, 2009; The Wallace Foundation, 2013).

Studies by Kaume in 2015 and 2016 revealed that there was a high student drop- out in secondary schools in Kenya which the researcher attributed to lack of leadership knowledge and skills among the heads. All the heads that participated in the second study conducted by the researcher in 2016 had practically abandoned their supervisory responsibilities due to incorrect delegation of duties. In this case they had left the supervision and management of school programs to their deputy heads and heads of departments. In Pakistan, Punjab state, Mansoor & Akhter (2015) established that heads faced challenges in administering their schools during a methodological shift and change over from teacher to student centered teaching using English as a language of instruction. The heads who were all formally teachers lacked leadership knowledge and skills needed to administer a school adopting a student- centered instructional approach using English language due to lack of initial training in school leadership (Bush, Kiggundu & Moorosi, 2011; Memon & Bana, 2005; Rizvi, 2008 as cited in Mansoor & Akhter, 2015).

The current situation in most countries in Africa and other developing nations elsewhere does not require a prospective head to possess an initial comprehensive school leadership training and qualification to be eligible for appointment to the stated required substantive position (Bush, Kiggundu & Moorosi, 2011). This has been found to be contributing to the ineffective leadership, management and administration in present- day secondary schools (Bush, 2008, 2010; OECD, 2008). The findings by Kaume (2016) suggested that in- service courses offered to heads should

move away from stressing traditional administrative practices and embrace new leadership approaches emphasizing instructional leadership and knowledge in managing human and financial resources. Other skills should include networking, problem solving and life- long learning which should be modelled and transferred to teachers and students. The researcher argued that this would lower down the student drop- out rates, increase completion rates and empower graduates with survival and creative problem- solving life skills that would help them integrate in society productively.

The reforming of the policies for training school leaders was suggested in the findings of the study by Mansoor and Akhter (2015). A need was found to provide adequate professional development for school leaders and for the training to include skills in leading and managing schools. The study by Retallick (2005) established leadership practices that could serve as a model for tackling the skills gap among secondary school heads. A cardinal one was that a head should embrace lateral communications and distribute and delegate duties to subordinate staff in such a way that each member is accountable for their actions while the leader remains with the overall responsibility for all the decisions being taken collaboratively and collectively (Bush, 2008; Dembowski, 2007). The administrator should ensure that most of the major decisions are taken collaboratively with members of staff, student, parent and community representative committees on site at the school. This is to in order to keep in step with school system that are undergoing decentralization the world over (OECD, 2008).

The head as alluded to earlier should embrace instructional leadership and provide close supervision and management of teaching and learning activities, spearhead continuous professional growth of staff and in the process create an atmosphere that supports quality instruction (Bogale & Lodisso, 2019; Hassan, Ahmad & Boon 2018; Hellinger, 2009).

Communication in the school should be preferably lateral though the established channels in most institutions may be hierarchical from the head to staff. The school leader should therefore constructively engage teachers, students, parents and the community through committees in which the members are represented. Heads should not only encourage teachers to advance their professional careers but also join in the learning as well. Studies have shown that such a collaborative learning community is associated with improved student achievement (Robinson, Hohepa & Lloyd, 2015). Leadership, management and administration of the school should embrace planning development of the school based on a vision emphasizing clear achievable academic goals. The vision should also be well articulated and communicated to all stakeholders in good time. The findings of the study are expected to add to the literature on leadership, management and administration of secondary schools in particular tackling of the skill gap among heads in order to improve student outcomes.

CHAPTER 3: RESEARCH METHODS AND DATA COLLECTION

The study explored influence of leadership on teaching and learning in 21st Century in Zambian junior secondary school. The problem was perceived skill gap among headteachers in leadership and management of a present- day junior secondary school in Zambia presumed to have contributed to poor student outcomes. Performance of students in public examinations in junior secondary schools in Zambia has been consistently poor over the years. This has been coupled with high absenteeism during the examinations.

The purpose of study was to explore leadership and management practices of headteachers in junior secondary schools in Zambia and perceptions of their influence on teaching and learning. The practices include management of instructional programs, conduct of continuous professional development and motivation of teachers and students.

The study employed a mixed- methods research design (Creswell, 2013). The first phase was conducted in form of a quantitative survey. The survey was carried out using printed questionnaires to collect quantitative data. (Saunders, Lewis, & Thornhill, 2007). The second phase involved qualitative interviews, observations and review of documents relevant to the study.

Research Approach and Design

The study employed a mixed- methods research design comprising quantitative and qualitative approaches (Creswell, 2013). There are several types of mixed methods designs and a researcher chooses one that best addresses the research problem (Creswell & Plano, 2018). The nature of a mixed methods design is discussed as follows by examining several definitions:

Definitions of Mixed Methods Design

The definition of mixed methods design has evolved over the years. Early researchers, Greene, Caracelli and Graham (1989) as cited in Creswell and Plano (2018) saw it as a process of

mixing methods in which at least one method was quantitative and the other qualitative and that none of the methods was directly associated with a specific research approach. Researchers then moved from mixing of methods to integrating all the steps of the research process. In this regard Tashakkori and Teddlie (1998) as cited in Creswell and Plano (2018) defined mixed methods as the integration of “qualitative and quantitative approaches in the methodology of a study” (p. 9). They argued that mixed methods design had been developed to an extent where it should be regarded as a separate research design with its own philosophy, terms and methods (Tashakkori & Teddlie, 2003 as cited in Creswell & Plano, 2018). Other researchers in the field also added their voice:

Johnson, Onwuegbuzie, and Turner (2007) as cited in Creswell and Plano (2018) came up with a summary definition: “mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the purposes of breadth and depth of understanding and corroboration” (p. 123). Tashakkori and Creswell (2007) as cited in Creswell and Plano (2018) viewed it as “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry” (p. 4). The nature of mixed methods design can be further comprehended by looking at examples of studies in which the approach was applied.

Examples of Studies in which Mixed Methods Design was Applied

The first example is a study that was conducted by Stenger, Ritter-Gooder, Perry, and Albrecht (2014) as cited in Creswell and Plano (2018) in which they investigated food safety awareness, practices and beliefs among Latino families with infants. They gathered quantitative data using questionnaires. They also gathered qualitative data through FGDs. The two sets of data

were integrated thereafter. The researchers then compared the results to find out if there were similarities despite the data having been generated using different viewpoints. The comparison and subsequent reconciliation of the data helped to triangulate and validate the data (Creswell & Plano, 2018; Saunders, Lewis & Thornhill, 2007).

The second example was a study carried out by Jellesmark, Herling, Egerod, and Beyer (2012 as cited in Creswell and Plano, 2018) in which they surveyed the fear of tumbling among aged individuals who had previously broken a hip. In the first phase they collected quantitative data using closed questionnaires. In the second qualitative phase, they purposively sampled a few individuals who had participated in the survey. They then held in- depth interviews with them using open- ended questions to add detail, explain and clarify pertinent issues raised during the quantitative survey.

The third example was a study conducted by Crede and Borrego (2013) as cited in Creswell and Plano (2018) in which they examined how the subject of student retention in a graduate engineering school was viewed by the public. In the first qualitative phase they carried out in- depth interviews with a group of individuals. They analyzed the collected data and used the results to develop questionnaires. In the second quantitative phase they administered the questionnaires to a larger group of people to find out if the qualitative results were generalizable to a large cross- section of society. A positive outcome in this case would not only increase the understanding of the topic but also the validity and reliability of the results (Creswell & Plano, 2018; Gay & Weaver, 2011). It is now important to discuss the benefits of conducting mixed- methods research compared to a lone quantitative or qualitative study.

Benefits of Applying Mixed Methods Design

The first benefit as alluded to earlier arises from combining the strengths of quantitative and qualitative methods and offsetting the weaknesses of either method. The quantitative component brings in validity and reliability to the results but lacks context and detail. On the other hand the weakness is offset by the qualitative component that brings in those lacking elements, that is, context and detail. Researchers utilize all the available types of research instruments and therefor gather more comprehensive data than being limited to either quantitative or qualitative tools. The combination therefore facilitates better understanding and resolution of the research problem (Creswell & Plano, 2018; Gay & Weaver, 2011).

Mixed method research design brings in a new perspective and insight into the study by combining the strengths of quantitative and qualitative methods. A new understanding arising from the new method in addition to the other two is thus realized (Fetters and Freshwater, 2015 as cited in Creswell & Plano, 2018). The mixed methods research design serves to bring together the warring quantitative and qualitative groups of researchers. This increases the opportunities for teamwork between the groups and the receptiveness of each method to new ideas. Researchers are also encouraged to embrace multiple world views rather than being inclined to a particular one. An opportunity is also provided for embracing pragmatism which incorporates all world views (Creswell & Plano, 2018).

Mixed methods research design is considered as being the most practical since a researcher can use all methods available to address a research problem. Morgan (2007 as cited in Creswell and Plano (2018) argued that the practical applicability of a mixed methods design arises because people in the real-world resolve problems both numerically and with words as well as thinking both deductively and inductively. Researchers using mixed methods research design are provided an opportunity to acquire a broad range of research skills. Students employing the method graduate

equipped with skill sets in quantitative, qualitative as well as mixed methods research design. The researcher despite enjoying all those benefits may, however, face challenges in acquiring the needed skills, accessing resources and finding the time to conduct the study (Creswell & Plano, 2018). The passages that follow highlight a detailed discussion of each of the three types of mixed methods research designs:

Types of Mixed Methods Research Designs

Convergent (Concurrent) Mixed Methods Research Design. The researcher collects quantitative and qualitative data concurrently and analyzes them using statistical and qualitative tools respectively. The two sets of results are then integrated and compared to find out if they converge (similar) or diverge (differ). The reconciliation process helps the researcher to use one set of result data to validate and triangulate the other (Creswell & Plano, 2018; Gay & Weaver, 2011). The design was illustrated earlier in the example of the mixed methods research conducted by Stenger, Ritter-Gooder, Perry, and Albrecht (2014) as cited in Creswell and Plano (2018) in which they integrated and compared quantitative and qualitative results concerning food safety awareness, practices and beliefs among Latino families with infants.

Explanatory Sequential Mixed Methods Research Design. The design is explanatory as it commences with quantitative phase (major) followed in a sequence by qualitative phase (minor). During quantitative phase, a survey is conducted to collect data from respondents using closed self-administered questionnaires. After analysis of the data, results are checked for pertinent or peculiar findings. The shortlisted findings are thereafter used to develop interview guides and observation protocols. A few individuals who had previously participated in the survey are then purposefully sampled and interviewed during the second qualitative phase to explain and clarify the pertinent and peculiar issues raised during the survey (Creswell & Plano, 2018; Gay & Weaver,

2011). The research design was illustrated by the example in which Jellesmark, Herling, Egerod, and Beyer (2012) as cited in Creswell and Plano (2018) investigated the fear of tumbling among aged people who had previously broken a hip. Apparently, the design is the one that has been selected by the researcher for conducting the current study. It is the most straightforward of the three types of mixed methods research designs and easiest to carry out by a single researcher (Creswell & Plano, 2018). It is for the same reason that the researcher chose it to conduct the current study.

Exploratory Sequential Mixed Methods Research Design. The design is termed exploratory as it commences with a qualitative phase (major) followed in a sequence by a quantitative phase (minor). During qualitative phase, data are collected by conducting interviews, observations and document reviews. The data collected are then analyzed and used to develop closed self-administered questionnaires. In the second quantitative phase, the questionnaires are administered to a bigger group and data collected analyzed to increase understanding of the qualitative results and find out if the findings are generalizable to the larger population. The design was illustrated earlier in the example of the study carried out by Crede and Borrego (2013) as cited in Creswell and Plano (2018) in which they explored how a student retention program in a graduate engineering school was regarded by the public.

Implementation of the Research Design

The current study as alluded to earlier employed the explanatory sequential mixed methods research design. The design was implemented through the following steps: preparation and implementation of quantitative phase; linking quantitative to qualitative phase; preparation and implementation of qualitative phase; integration and interpretation of results (Creswell & Plano, 2018).

Preparation and Implementation of Quantitative Phase. Closed ended questionnaires were gathered (pre- designed survey questionnaire was used). The questionnaires were printed on hard copies. Permission was sought from the District Education Board Secretary (DEBS) to conduct the study in the selected 7 secondary schools. Self- administered questionnaires were delivered by hand to the sampled 157 respondents comprising 7 headteachers and 150 teachers. Filled in questionnaires were later collected from respondents. The number of filled in questionnaires collected, however were less than that which was issued out. The quantitative data was analyzed using an excel spread sheet. Frequency tables were used to compute bar charts and graphs. The bar charts and graphs were then used to explain the quantitative data.

Linking quantitative to qualitative phase. Quantitative findings were examined for pertinent or peculiar views raised during the survey. The views arising from the results were studied closely and used to purposefully sample individuals who would participate in the qualitative phase. The individuals were judged as being best suited to explain and clarify the pertinent and peculiar issues that arose from analysis of the quantitative data (Creswell & Plano, 2018).

Preparation and Implementation of Qualitative Phase. Open ended questions were prepared and developed into unstructured and semi- structured interview questionnaire guides based on the survey questionnaire. Other questionnaire guides were prepared specifically to be used during Focus Group Discussions (FGDs) that were to be administered to students only. Observation protocols were also prepared. Some individuals who previously participated in the survey were purposefully sampled to take part in the qualitative phase.

The qualitative phase involved two head teachers and seven teachers who had already taken part in the survey. Sixteen (16) students (who had not taken part in the survey) forming two groups

of eight students each from two different schools took part in FGDs. Headteachers were engaged in one- on- one unstructured interviews, teachers in one- on- one semi- structured interviews and students in FGDs. Observations on the other hand were conducted on all the groups and the researcher took note of the events that took place in the schools on particular days when the schools were visited. The observation data included notes taken down on observation protocols, meeting minutes, timetables and any other records relevant to the research study. The data collected during observation were used in triangulating and validating interview data through cross checking what was said against what was observed (Saunders, Lewis & Thornhill, 2007). Data concerning headteachers and teachers were coded during the quantitative phase. Student data was similarly coded. The coded qualitative data was then grouped and categorized according to levels of participation and schools and thereafter integrated with the quantitative phase results.

Integration and Interpretation of Results. Qualitative results grouped according to school categories were integrated into appropriate sections of quantitative results in order to expand, explain and add detail to the overall results. A given integrated portion of quantitative and qualitative data forms a continuous narration. This type of integration of results is termed as narrative integration. The integrated results were summarized to produce emerging themes. The results were interpreted and evaluated. Implications were discussed, recommendations made and a conclusion was drawn.

Materials/ Instrumentation of Research Tools

Quantitative survey instrument was a closed self- administered questionnaire (Appendix A). It consisted of 10 sections and total number of 40 items. Section I had 4 items, II 4, III 4, IV 3, V 4, VI 5, VII 5, VIII 4, IX 4, and X 3. Qualitative instruments on the other hand included unstructured interview questionnaire guide (Appendix B), semi- structured interview questionnaire

guide (Appendix C), Focus Group Discussion (FGD) questionnaire guide (Appendix D) and observation protocol checklist (Appendix E). Self-administered questionnaires were administered during the quantitative phase of the research study. The phase was conducted in form of a survey using printed copies of the questionnaires. The instruments were issued to headteachers and teachers who had volunteered to take part in the research study.

The semi-structured and unstructured interview questionnaire guides, Focus Group Discussion questionnaire guides and observation protocols were all administered during the qualitative phase of the research study. The phase involved interviewing a purposefully sampled selection of headteachers and teachers who had previously taken part in the survey. Students on the other hand were purposefully sampled from two of the seven selected schools. They were placed under the guidance of facilitator teachers from each of the two selected schools. The researcher used the observation protocols to take down notes of the key events taking place during visits to the schools, though the actual recording of the activities in the protocols was done later at an opportune time. The passages that follow highlight a detailed discussion of how the survey questionnaire instruments and interview questionnaire guides were developed and made suitable for the research study:

Quantitative Survey Instrument

The instrument that was administered during the survey followed the purpose of the study, research questions and the guiding instructional leadership theory. The survey questionnaire was based on the Hellinger and Murphy (1985) instructional leadership model and the Principal Instructional Management Rating Scale (PIMRS). The PIMRS survey instrument has been widely used in studies and it has been found to validly and reliably assess actions that a headteacher

undertakes while carrying out tasks associated with effective practice of instructional leadership (Gurley et al 2016; Hellinger & Murphy, 1985).

Hellinger and Murphy conducted a study published whose findings were published in 1985 to investigate the rate at which 10 headteachers carried out instructional leadership tasks in their respective schools. Three aspects of instructional leadership with related tasks were measured: developing school vision (formulating and disseminating school goals), managing instructional activities (overseeing and assessing teaching and learning activities, directing curriculum and monitoring student performance) and encouraging a conducive school climate (protecting teaching and learning time, keeping high presence in the school, encouraging professional development, and motivating teachers and students). The PIMRS survey questionnaire was distributed to the 10 headteachers, 104 teachers and 3 administrators at the district education office. The validity and reliability of the instrument were tested and found to be satisfactory.

Content validity which requires the questionnaire items to be relevant to the core aspects of instructional leadership theory achieved an agreement mean score of .80 between groups of participants. Construct validity (intercorrelation of items between sections) showed that items correlated more strongly within a section than between section. Construct validity (documentary support) indicated that the profiles of headteachers obtained from checking school documents correlated with the profiles given by teacher respondents of the questionnaire. Construct validity (variance analysis) which requires that sections of the questionnaire should discriminate between headteachers showed that variance ratings of headteachers within schools was on average less than variance ratings of headteachers between schools at a significance level of .05. The reliability (Cronbach's alpha) measuring the instrument's internal consistency attained a coefficient of 0.75.

This showed that the instrument met the required internal consistency reliability standard and would produce consistent results when applied at different times in similar circumstances.

The results as rated by teacher respondents showed that headteachers performed well on the aspect of developing a school vision with an average score of 3.8 (out of 5) on the task of setting school goals and an average score of 3.7 on the task of communicating school goals. On the aspect of managing instructional activities, the headteachers received the highest rating from teachers with the task of overseeing teaching and learning activities receiving an average score of 4.2. The headteachers on the same task of overseeing teaching and learning activities, self-rated themselves with an average score of 4.4 while administrators at the district education office rated them with an average score of 3.9. The comparison helped in validating the ratings. The ratings were further validated by checking and comparing with records of teacher and headteacher observation reports from the schools and district education office. The headteachers received a low rating from teachers on the aspect of enhancing a school climate with the task of protecting teaching and learning time receiving the lowest of all ratings with a mean score of 3.6.

Gurley et al. (2016) carried out a study to compare self-ratings by headteachers with ratings given to them by teachers using PIMRS. The survey instrument was administered to 17 headteachers and 407 teachers who were instructing in schools administered by the respondent headteachers. The instrument was adapted from 50 to 22 items. The adaptation was done in order to make the instrument suitable for use by both headteachers and teachers. The researchers took steps to make sure the adapted instrument still retained its validity and reliability properties (Hellinger & Wang, 2015 as cited in Gurley et al., 2016). Evidence of the reliability of the adapted PIMRS survey instrument was obtained by calculating the reliability Cronbach's alpha for both headteachers' and teachers' respondent groups.

The reliability Cronbach's alpha average score for headteacher respondents for the three aspects of instructional leadership and related functional tasks ranged from 0.55 to 0.82 while that for teacher respondents was higher and ranged from 0.93 to 0.94. The results showed that ratings by teachers had a higher internal consistency reliability than that by headteachers. The results also showed that ratings by teachers and headteachers were not significantly different. This signaled departure from findings of previous similar studies which had consistently shown that headteachers tended to rate themselves much higher than teachers did (Hellinger, Wang & Chen, 2013 as cited in Gurley et al., 2016).

The closed self-administered survey questionnaire (Appendix 1) that was applied in the current study was also adapted so that it could be made suitable for use by both headteachers and teachers. The adaptation of the instrument therefore made it possible for it to respond to the aim, objectives and purpose of the study. Ethical standards were also adhered to when administering the instrument. Recruitment of respondents was voluntary (allowing respondents to withdraw from the study at will without suffering any consequences). It was also anonymous as volunteers were not required to write their names on the hard copy questionnaires and informed consent was obtained from all respondents before joining the study. The human rights, safety, respect, dignity, privacy and confidentiality of all individuals was assured and protected (APA, 2017; Creswell, 2013; Haggerty, 2004, Lindorff, 2010, Macfarlane, 2009 as cited in APA, 2017; University of Gloucestershire, 2018).

Qualitative Phase Instruments

Data collection during the qualitative phase as alluded to earlier was done through interviews, FGDs, non-participant observation and document analysis (Creswell, 2013). The qualitative instruments administered (appendices 2, 3 and 4) were all developed based on the

quantitative survey questionnaire. The headteacher unstructured interview questionnaire guide, the semi- structured teacher interview questionnaire guide, the student FGD questionnaire guide and observation protocol respectively were all designed in such a way as to add detail, context, clarification and explanation to the peculiar and pertinent views raised during the quantitative survey (Creswell & Plano, 2018; Gay & Weaver, 2011).

Population and Sample of the Research Study

The population and sample of the research study were drawn from seven public secondary schools in a district of Southern Province of Zambia. The seven public secondary schools like others in the country are part of the country's school system governed by the Ministry of Education of the Republic of Zambia.

Target Population

Target population for the study comprised 446 individuals belonging to 21 junior secondary schools. Out of this number, 21 were headteachers and 425 teachers. Junior secondary school headteachers and teachers were deemed suitable target population as there were the main subject of the study. The study set out to measure how often headteachers performed various instructional tasks in a junior secondary school. Teachers and headteachers themselves were required to conduct the rating.

Sample for the Research Study

Sample size for the survey was determined by coming up with a number that would constitute at least 30% of the target population of either headteachers or teachers. Such sample size would produce statistically valid and acceptable results with a margin of error of at least +/- 8% at confidence level of 90% (Graglia, 2024; Pollfish, 2024). 7 headteachers were sampled out of target population of 21 individuals giving 33%. The projected sample size fell within a margin

that would produce statistically valid results. 150 teachers were sampled out of a target population of 425 individuals giving 34%. The projected sample size also fell within a margin that would produce statistically valid results.

Sampling Method

The seven (7) secondary school headteachers were purposefully sampled on account of their position as school administrators possessing experience and school administrative knowledge. Their position and experience would enable them give informed responses to the research questions (Creswell, 2013). The one hundred and fifty (150) secondary school teachers were also similarly purposefully sampled on account of their teaching experience at the schools and familiarity with the headteachers being rated. The experience and familiarity with headteachers would also enable the teachers to also give informed responses to the research questions (Creswell, 2013). Sampling for the qualitative phase was undertaken after collecting and analyzing the survey data (Creswell & Plano, 2018).

The second qualitative phase had twenty-five (25) respondents who volunteered to take part in the study. There were two (2) secondary school headteachers, seven (7) secondary school teachers and sixteen (16) junior secondary school students. The secondary school headteachers and teachers were all purposefully sampled based on how they responded to the survey questionnaire during the quantitative phase and on how the researcher deemed them to be the most suitable in clarifying and explaining the issues that emerged during the first phase (Creswell & Plano, 2018). The sixteen (16) junior secondary school students comprising two groups of eight students each from two different schools were in a similar way purposefully sampled. This was on account of their lengths of stay in the schools and experience and familiarity with the secondary school headteachers and teachers at the respective secondary schools. They were therefore found

suitable to give informed responses to research questions (Creswell, 2013). The headteachers and teachers participated in one- on- one interviews facilitated by the researcher. The two groups of students on the other hand participated in FGDs facilitated by the selected teacher guides.

It is important to note that only one interview involving a headteacher was audio recorded successfully and produced a clear readable transcript. The other recordings could not be successfully done due to too much background noise. In this case non- readable transcripts were produced. The rest of the interviews as a result were administered with the researcher writing down field notes in the spaces provided on the interview questionnaire guides. In cases where the researcher could not afford time and space to sit down and hold an oral one- on- one interview with respondents, questionnaire guides were left with the participants to complete and provide responses at their own time.

Data Analysis Techniques

Analysis of quantitative data involved preparing data for analysis, exploring and presenting data and describing and comparing relationships and trends in data using statistics. The analysis of qualitative data on the other hand involved transcribing the audio recordings and field notes and then categorizing the data transcripts (Creswell & Plano, 2018; Saunders, Lewis & Thornhill, 2007).

Quantitative Data Analysis Techniques

Preparing Data for Analysis. The raw primary quantitative data that had been collected through the survey questionnaire consisted of both categorical and quantifiable data. Data such as the gender of a respondent was categorical while the lengths of service of a respondent was quantifiable (Diamantopoulos & Schlegelmilch, 1997; Morris, 2003 as cited in Saunders, Lewis & Thornhill, 2007). The importance of segregating the data into various types was to assist the

researcher select correct diagrams such as charts or pictograms when exploring, presenting and describing the data (Robson, 2002 as cited in Saunders, Lewis & Thornhill, 2007).

Survey data was collected from two levels of respondents, that is, headteachers and teachers. In its raw form, the data was of little use. All aspects of the collected data such as headteachers, teachers, and gender of participants were assigned numerical codes. Coding the data facilitated easy processing. Thereafter, the coded data was entered into an excel spreadsheet to create a data matrix. Great care was taken to ensure that data was entered correctly. This was of great importance because once faulty data was entered, the analysis would also be faulty (Robson, 2002 as cited in Saunders, Lewis & Thornhill, 2007). Errors, however, do occur. It was therefore important to check for errors after all data had been entered. Some of the common errors that have been cited by researchers as having been often made were entering 'o' or 'O' instead of 0 and 'I' instead of 1 (Saunders, Lewis & Thornhill, 2007). The excel data matrix formed the data base from which computations were made to analyze and present quantitative data.

Exploring and Presenting Data. The first step undertaken was to understand how data would be presented diagrammatically. In this case bar charts and line graphs were used to explore and present the data so that trends and relationships among variables would be revealed (Turkey, 1977 as cited in Saunders, Lewis & Thornhill, 2007). A frequency distribution table was drawn to show all the values occurring for each of the variables. The tabulated values were then computed into appropriate bar charts and line graphs (Saunders, Lewis & Thornhill, 2007).

Describing Data Using Statistics. Trends or relationships in data were understood by using appropriate statistics. The statistical tools that were appropriate for use included the mode (most occurring value), the median (middle value), mean (average value), variance and standard

deviation (spread of values around the mean). The mean, variance and standard deviation were utilized as useful statistical tool in further processing of data that was carried out.

Qualitative Data Analysis Techniques

Preparing Data for Analysis. Qualitative data collected included audio recordings and written field notes from interviews, observation records, staff meeting minutes and copies of timetables. The first preparation step that was undertaken was to transcribe all the available audio recordings, field notes, staff meeting minutes and timetable entries (Creswell & Plano, 2018). Interview field notes as alluded to earlier were taken and found useful in complementing and supplementing audio recording. The usefulness of field notes arose because most of the audio recordings could not be successfully transcribed due to too much background noise in the schools (Creswell, 2013).

Exploring Data. The activity involved proof reading and re- reading all the transcribed data to spot errors and incomplete or wrongly worded sentences as well as to fully understand the text. All the errors spotted and incomplete and wrongly worded sentences were corrected at once.

Grouping Data. The data concerning headteachers and teachers had already been coded during the quantitative phase. In the same way student data was also coded. The coded data was then manually grouped and categorized according to levels of participation and schools.

Integration of Quantitative and Qualitative Data

The coded, grouped and categorized qualitative data were integrated with appropriate sections of quantitative data. Essentially, analyzed qualitative data was used to add detail, context, clarity and expand and explain the analyzed quantitative data (Creswell & Plano, 2018; Gay & Weaver, 2011). The process of integration followed the sequence in which the mixed methods study was conducted which commenced with a quantitative phase followed by qualitative one.

Quantitative results in terms of numbers were thus produced first. The numerical data was tabulated and computed into charts and graphs. Charted and graphed data was interpreted to give meaning to the numerical data.

The integrated results formed sections of continuous narrations; a process called narrative integration. Integration of quantitative and qualitative data gave better understanding and meaning to the research problem being explored. Integration therefore brought new knowledge and better practical means of resolving the problem than if a single method was used.

Assumptions, Limitations and Delimitations of the Study

Philosophical Assumptions of the Study

The mixed- methods study was informed by philosophical assumptions that laid a foundation upon which the research was conducted. The assumption provided a philosophical basis which guided the type of actions to be undertaken at every stage of the research process. This was important so that the results obtained would be ascertained as having been produced by a methodically appropriate procedure. A situation could arise where the philosophical assumption upon which the research was conducted was not given or found from the text. This would raise doubt as to the acceptableness of the research process and results obtained. At doctoral level, a research process should be based upon a sound philosophical assumption (Creswell, 2013; Creswell & Plano, 2018).

There are four philosophical assumptions referred to as worldviews that inform research studies, namely, postpositivism, constructivism, transformative and pragmatism. A worldview is explained in terms of what a researcher considers to be the meaning of reality (ontology), the means of acquiring knowledge (epistemology), values considered during the research process

(axiology) and the process through which the research unfolds (methodology). A detailed discussion of each world view is given below:

Postpositivism. In the postpositivist worldview, reality is considered as being specific and objective and separate from the researcher and can be quantified using appropriate research tools. The researcher uses objective means of acquiring knowledge and employs objective instruments such as survey questionnaires to collect quantifiable data. The researcher is neutral and controls the process in order not to introduce bias. The research design starts with theoretical presuppositions or hypotheses and moves downward to collecting and analyzing data. The results obtained are then used to either accept or reject the hypotheses and update or replace a theory as the case may be (Creswell & Plano, 2018; Gay & Weaver, 2011; Lynham, 2002).

Constructivism. In the constructivist worldview, reality is considered as being general and subjective and depends on how an individual perceives and interprets it (Gay & Weaver, 2011). The researcher uses a variety of means to acquire a broad range of knowledge perspectives and employs several types of research tools such as interviews and focus group discussions to collect qualitative data (Creswell & Plano, 2018). The researcher cannot maintain neutrality due to the interpretive nature of the research process and the fact that judgement is based on the subjective view of each individual. The participating individuals as a result are all prone to introducing bias into the study. The research process commences with collection of data and then moves upwards to categorizing data into themes which are then interpreted to yield a better theoretical understanding of the phenomenon being explored (Gay & Weaver, 2011).

Transformative. In the transformative worldview, reality is based on power relationships that exist between different groups of people within a given community. The researcher uses an inclusive and accommodative strategy to gain respect and trust of the individuals who are at the

lower end of the power relationship. The strategy helps researcher to obtain knowledge from the point of views and perspectives of the disadvantaged individuals. The overall goal of the research is to empower the marginalized individuals so that they realize their human rights and achieve equality within their communities (Creswell & Plano, 2018; Gay & Weaver, 2011).

Pragmatism. In the pragmatist worldview, reality is considered in multiple forms depending on what the situation demands in order to achieve the goal of the research. The individual, therefore may consider it as being specific and objective and separate from the researcher. In a different situation, the individual may consider it as being general and subjective depending on how it is perceived and interpreted (Creswell & Plano, 2018; Gay & Weaver, 2011). The researcher therefore may acquire knowledge either through objective means using quantitative research tools or through subjective means using qualitative research tools or employ both approaches depending on the type of data needed to answer the research questions and resolve the problem at hand.

The research process revolves around the problem that needs to be resolved through practical means. The most appropriate methodology is therefore employed. Apparently, most researchers who adopt the pragmatist philosophical assumption to guide their studies have used the mixed- methods research design (Creswell & Plano, 2018). Mixed- methods research design employs both postpositivist and the constructivist philosophical assumptions and is therefore the most appropriate design to be used by a pragmatist researcher.

The research process may commence with either theoretical presupposition and hypothesis testing and then flow downwards to data collection (quantitative phase) followed by another round of data collection which then moves upwards to theory propagation (qualitative phase). The two sets of quantitative and qualitative data are then integrated to produce a comprehensive set of

results (Creswell & Plano, 2018; Gay & Weaver, 2011). The research process may also commence with qualitative phase and then move to the quantitative phase or the two phases may happen concurrently.

The current study employed a mixed- methods research design that commenced with a quantitative phase followed by the qualitative phase. The researcher, in the current study, like many others before, adopted pragmatist philosophical assumption to lay the foundation upon which the study was conducted. The research process as per the pragmatist philosophical assumption revolved around the problem that needed to be resolved. The mixed- methods research design was found to be the most appropriate methodology to align with pragmatist philosophical assumption. This is because both embrace multiple perspective view of reality which enabled researcher to collect data that was both sufficient and detailed enough to answer the research questions. The results obtained were used to formulate practical recommendations aimed at resolving the research problem.

Limitations of the Study

Limitations are shortcomings that occurred during the course of the study and may have affected the quality of the results. The cardinal limitations that were identified were the use of a pre- designed survey questionnaire, low number of survey participants, time constraint, inadequate records and poor audio recordings. The limitations of the study together with the steps taken to mitigate them are discussed in the passages that follow:

Pre- Designed Survey Questionnaire. The pre- designed survey questionnaire that was used was the Principal Instructional Management Rating Scale (PIMRS) developed by Hellinger & Murphy in 1985. It was used to collect data during the survey after being adapted to make familiar to respondents. The choice of PIMRS was necessitated by the course requirement

instructing students to only use a pre- validated and reliable instrument during the study. The requirement was strongly recommended by UNICAF. It appears the time, logistics and expertise needed to be invested in developing and validating a new survey instrument was not feasible within the timeframe of a particular module (Taherdoost, 2016). PIMRS instrument, however, limited the range of views that a researcher could elicit from respondents in answering the research questions as the instrument was not originally designed to address the research problem in the local context (Simon & Goes, 2013).

The limitation was mitigated by adaptation that was done to the original PIMRS. Great care, however, was taken to ensure that the changes made were minimal so that the essence, meaning and substance of the questions were maintained as well as the validity and reliability of the survey instrument. Firstly, the changes involved paraphrasing the headings of each section without changing their meaning. This was done in order to give a local context to the questionnaire. The heading, 'Framing School Goals', was for example, paraphrased to 'Formulating School Goals', the term formulating being more familiar to respondents than framing. Similarly, the term principal was replaced by headteacher, the latter being more familiar to respondents than the former.

Some items which were already covered by others were also removed. The number of items were thus lowered from 66 to 40. This was done in such a way as to summarize the section without changing its meaning or substance. No new items were added. The questionnaire, therefore only contained original items. Please note that Section X 'Enforcing Academic Standards' was removed by the authors and does not appear in later publications and in the questionnaire used in the current study.

The reliability of the survey instrument was calculated by computing Cronbach's (coefficient) alpha which was found to be 0.97. The Coefficient alpha was computed by an online calculator (Calculator Academy, 2023) using frequency of 20 for mean scores for both headteachers and teachers, covariance of 0.07 between the two sets of scores and average variance for the two sets of scores 0.10 (Refer to Table 19). The instrument achieved a high internal consistency reliability of 0.97. The adapted instrument would thus give consistent results when administered at different times in similar circumstances. The modifications made to the instrument therefore did not lower its reliability. Instead, it increased it as the coefficient alpha for the current instrument (0.97) was higher than that of the original instrument which was 0.75. It was comparable to a similarly modified PIMRS instrument that was used by Gurley et al. (2016) which had achieved a coefficient alpha of 0.94.

Low Number of Survey Respondents. There was low number of respondents that returned filled questionnaires. Out of the targeted seven (7) headteachers, only three (3) headteachers did return filled questionnaires and out of the targeted 150 teachers, only 99 teachers returned filled questionnaires. The researcher visited each school several times to push for the return of the filled in questionnaires. The response, however, still remained poor despite the effort made to retrieve the instruments. It appears pressure of work and the deadline given to submit filled in questionnaires resulted in some teachers not finding sufficient time to devote to responding to the questionnaires (Delva, Kirby, Knapper & Birtwhistle, 2002; Simon & Goes, 2013).

In one of the research sites (secondary school), the researcher was told by the teacher who was coordinating the issuing and retrieving of the questionnaires from the teachers, that most teachers were ready to volunteer and fill in the questionnaires. The teachers, however were

reluctant to do so because of the informed consent forms that required them to write in their names and append their signatures as well. The teachers, it would appear were not ready to give out their identities as they perceived this would have compromised the anonymity of their participation in the study.

The researcher, to mitigate the problem of low participation, received filled in questionnaires that were accompanied by uncompleted informed consent forms. The teachers had volunteered to take part in the study and went on to fill the questionnaires after reading the informed consent forms, though they did not show their consent in written. The action helped to increase participation in the study. Later on, after reissuing them with the forms, many of the teachers filled in the informed consent forms, though some still declined. This helped to reduce the number of unfilled informed consent forms.

The low number of respondents who took part in the survey may have lowered the objectivity of the data collected. Consequently, the lowered objectivity of the data may have reduced the generalizability of the research findings. The one hundred and two (102) respondents out of a target population of four hundred and sixty- seven (467) constituting 22% was however, large enough to produce statistically valid and acceptable results with a margin of error of $\pm 8\%$ at a confidence level of 90% (Graglia, 2024; Pollfish, 2024).

Time Constraint. The headteachers and teachers alike in the schools seemed to have busy schedules with little time to spare to attend to the questionnaires. Thus, although many teachers volunteered to take part in the survey and collected the questionnaires, they did not go on to fill them. This resulted in the low number of filled in questionnaires that were returned. In addition, the time that was available for conducting the study in the schools was reduced by the December 2022 school holiday which lasted five weeks. The study could not be conducted during the holiday

as school programs were not running and there were no students and very few teachers if any present.

The time that was available to both the researcher and respondents was therefore less in practical sense (Simon & Goes, 2013). The researcher, to mitigate the time constraint, sampled schools that were in close proximity to the researcher's residence. This enabled the researcher to reach the research sites quickly so as to have as much time as possible to conduct the research work. Time constraint therefore did not have much effect on the overall quality of results or the trustworthiness of the data.

Inadequate Records. The researcher requested for documents that were relevant to the study in each of the two secondary schools that were observed. The documents that were given to the researcher, however, were few. In each of the two schools where the school routine was observed, only one copy of relevant record of staff meeting minutes was received. It appears there was poor record management in the schools observed. The researcher, to mitigate the situation collected more data through interviews with teachers. The numerous data collected through field notes taken through interviews compensated for the little data collected through inadequate records that had resulted from poor record management in the observed schools. Inadequate records as a result did not have much effect on the overall quality of results or the trustworthiness of the data.

Poor Audio Recordings. The audio recording, apart from one, were all poor due too much background noise that originated from students engaged in some activities outside. When the poorly recorded audios were transcribed, the text produced was unreadable. The researcher, to mitigate the situation took field notes during the interviews in place of doing the recording. The researcher allowed the respondents to complete the interview questionnaires at their own time. The respondents wrote down their thoughts and views in the spaces provided in each question. The

action of allowing respondents to write down their own responses reduced the bias that was introduced by the researcher taking down the notes.

Delimitations of the Study

Delimitations of the study are better understood in relationship to scope. Scope of the study indicates the major areas of the research project and the extent to which they will be covered. On the other hand, delimitations refer to particular areas that will be focused on within the given scope of the research project. Scope and delimitations are important to set in the early stages of the research process to ensure that the data collected are relevant and addresses the research questions in order to achieve the objectives of the study. Focusing of the study on relevant aspects helped to make the research process easy to manage as well as making it possible to complete within the given time frame using available resources.

Scope of the study covered topics on development of education system in Zambia, school leadership, conceptual and theoretical frameworks, research design, methodology, findings and recommendations. Delimitations included but not limited to topics on influence of leadership on teaching and learning in junior secondary schools in Zambia, skill gap, school leadership training, and instructional leadership theory. Others were mixed- methods research design, principal instructional management rating scale (PIMRS), target population, sample and geographical location. The rest were data collection and data analysis.

Influence of Leadership on Teaching and Learning in Junior Secondary School.

Concern of study was on influence of leadership on teaching and learning and not of other players in the school such as teachers. The study was also limited to junior secondary school level and not any other such as senior secondary school.

Skill Gap. Skill gap among headteachers in leadership and management of junior secondary schools in Zambia was the major factor (variable) presumed to have contributed to poor student outcomes. Poor academic results and high absenteeism rate were among poor student outcomes investigated.

School Leadership Training. Non possession of qualifications in school leadership course was considered to have contributed to the skill gap among headteachers. Most were appointed to their positions based on their teaching qualifications and experience.

Instructional Leadership Theory. Instructional leadership was adopted as guiding theory for the study. Researcher was able to focus study on material that were relevant to research topic. Other theories such as transformational and distributed leaderships were also referred to. The inclusion was necessary as a leadership style is not applied in isolation but in relation to others.

Mixed Methods Research Design. Mixed methods was the only research design applied during the study. It comprised a quantitative survey and qualitative interviews. The design was based on pragmatist philosophical assumption.

Principal Instructional Management Rating Scale (PIMRS). PIMRS was selected as the instrument to be used during the quantitative survey. It was found to be most comprehensive instrument among models used in measuring application of instructional leadership in schools.

Target Population. Target population was limited to 21 headteachers and 425 teachers coming from 21 junior secondary schools in the district. The educators were suited to the topic and purpose of the study. They were as a result found most suitable to provide informed responses to research questions in order to achieve objectives of the study.

Sample. Sample size was limited to at least one- third of target population of either headteachers or teachers. 7 headteachers were sampled out of target population of 21 which gave

33%. On the other hand, 150 teachers were sampled out of target population of 425 which gave 35%. The samples were small enough to be manageable but large enough to produce statistically valid and acceptable results.

Geographical Location. The 7 junior secondary schools that were selected for research sites were all located in close proximity to researcher's residence. 6 of them were reachable through a less than 20 minutes' walk. The 7th school was reachable through a less than 15 minutes' drive. Close proximity of research sites facilitated quick delivery and collection of research instruments. It also helped to reduce cost of conducting the study.

Data Collection. Methods of data collection were limited to quantitative survey, qualitative interviews, document reviews and observations. Focusing data collection on stated methods helped researcher to deal with an amount of data that was manageable to handle.

Data Analysis. Quantitative data was analyzed by excel spread sheet. On the other hand, qualitative data was analyzed by manual categorization. Use of excel to analyze quantitative data enabled researcher to quickly treat the data as the application was readily available on Microsoft Office and easy to use.

Ethical Assurances

Research is conducted for such reasons as to explore and have a better understanding of a phenomenon, build and explain theories and to improve and advance technology. Many research studies involve human subjects and it is therefore important for the researcher to uphold high ethical standards and ensure that participants are informed of the nature and the purpose of study and willingly volunteer to take part when invited to do so. The participants should as well benefit from the study in terms of empowerment with knowledge and skills or achieve social justice (Creswell, 2013; Creswell & Plano, 2018; Haggerty, 2004). The researcher in the current study

upheld high ethical standards and ensured that human rights, dignity, respect, privacy, confidentiality, anonymity and safety of the individuals who took part in the study were protected. Researcher also took steps and guaranteed that all respondents were not exposed to risk of harm at any point during the research process (APA, 2017; Creswell, 2013; Haggerty, 2004; Lindorff, 2010; University of Gloucestershire, 2018).

All the headteachers, teachers and guardians to students who volunteered to take part in the study were given an opportunity to give an informed consent. A write up that included the research project title, short description of the purpose, aim and significance of the study was given to respondents to read. In addition, an explanation was given as to why and how they were selected to participate in the study and assured that there was no potential risks or harm they would encounter in the course of their participation. They were also given an opportunity to withdraw from participation at any stage of the research without giving an explanation or suffering consequences for withdrawing. In an instance where an individual chose to withdraw from participation, all the information collected would be deleted. Participation was anonymous in that respondents were not required to write their names on the self- administered questionnaires. Respondents were also not requested for names during interviews. All information collected from respondents was coded and could not be traced to any individual or research site. The researcher as a result of upholding high ethical standards, received approval for the study to be conducted from the University Research Committee (UREC) on 25th July, 2022.

The data that was collected on printed copies of the closed self- administered questionnaires, interview questionnaire guides, focus group discussion questionnaires, staff meeting minutes, observation checklists and school timetables were filed. The filled in informed consent forms were similarly filed. The files were then placed in a metal cabinet and locked in

there. The locking away of the filed data on hard copy ensured that no unauthorized individual could gain access the confidential information. Raw data that was scanned into soft copy were placed in relevant files and stored in the hard drive in the personal computer laptop. The computer lap top could not be accessed by unauthorized persons.

The researcher was guided by constructivist philosophical assumption when collecting data during qualitative phase of the study. This is a world view in which reality is general and subjective and viewed according to how the researcher interpreted it. Such an approach may have introduced bias during the analysis of the qualitative data. The bias if introduced, however, was mitigated by the integration of the two sets of qualitative and quantitative data during analysis of the results. Bias that may have arisen from the weakness of lack of objectivity in the qualitative data was offset by the objectivity brought in by the quantitative data collected during the survey (Creswell & Plano, 2018; Gay & Weaver, 2011).

Summary

The study employed a mixed method research design comprising a quantitative survey in the first phase and qualitative interviews during the second phase. The survey involved all the headteachers and teachers who volunteered to take part in the study. The quantitative survey as a result captured a wide of ideas. The qualitative phase that followed on the other hand only involved purposely sampled headteachers, teachers and students who were deemed most suitable to give informed responses to research questions. The qualitative interview responses provided context and details to quantitative data obtained during the earlier phase (Creswell & Plano Clark, 2018).

The data collection tools used included a closed self- administered survey questionnaire, interview questionnaire guides and an observation protocol. The questionnaire used was adapted from the Hallinger and Murphy's 1985 Principal Instructional Management Rating Scale

(PIMRS). The adaptation made the questionnaire suitable for use by headteachers and teachers. It also made it respond to the purpose, aim and objectives of the study (Gurley et al., 2016). A total of 3 headteachers, 99 teachers and 16 students (participated in FGDs only) from seven secondary schools took part in the study.

Quantitative data was analyzed using excel spreadsheet. Qualitative data on the other hand was analyzed using manual categorization. The analyzed quantitative and qualitative data were then narratively integrated.

Four philosophical assumptions that guide studies, that is, postpositivism, constructivism, transformative and pragmatism were discussed. Postpositivism views reality as specific and objective and separate from the researcher. On the other hand, constructivism views reality as general and subjective and depends on how a researcher perceives it. In the transformative tradition, reality is based on power relationships that exist between groups of people. One group holds power while the other group is marginalized. Researcher aims to empower marginalized group so that they realize their human rights and achieve justice. Pragmatism holds multiple views of reality. On one hand, reality may be considered as objective and on the other as subjective. What matters is an approach that offers a practical approach to the research problem. Pragmatism has been found to be compatible with mixed methods research design as both embrace multiple views of reality and respond to multiple approaches to the research process.

Limitations were termed as shortcomings arising during course of research that may affect the quality of results of a study. In current study the first limitations identified was use of a pre-designed questionnaire. This was considered to have limited range of views collected from respondents. The weakness, however was mitigated by adapting the questionnaire. Terms that were unfamiliar to respondents were replaced with familiar ones. The other weaknesses, low number of

survey respondents, time constraint, inadequate documents and poor audio recordings were all mitigated by collecting sufficient field notes during qualitative interviews.

Scope of study included topics on development of education system in Zambia, school leadership, theoretical framework and research design and methodology. Delimitations on the other hand included influence of leadership on teaching and learning, theoretical framework and methods of data collection and analysis.

Research ethics were adhered to and the researcher ensured that human rights, dignity, respect, safety, confidentiality and privacy of individuals who volunteered to take part in the study were protected and that each one of them was not exposed to the risk of harm at any point during the research process (APA, 2017; Creswell, 2013; Haggerty, 2004; Lindorff, 2010; University of Gloucestershire, 2018). The participants were also given an opportunity to withdraw from participation at any stage of the research without giving an explanation or suffering consequences for withdrawing.

CHAPTER 4: FINDINGS

The study explored influence of leadership on teaching and learning in 21st Century in Zambian junior secondary school. The problem was perceived skill gap among headteachers in leadership and management of present- day junior secondary schools in Zambia presumed to have contributed to poor student outcomes. Performance of students in public examinations in junior secondary schools in Zambia has been consistently poor over the years. This has been coupled with high absenteeism rate during examinations.

The purpose of the study was to explore leadership and management practices of headteachers in junior secondary schools in Zambia and perceptions of their influence on teaching and learning. The practices included management of instructional programs, conduct of continuous professional development and motivation of teachers and students.

Trustworthiness of Data

Trustworthiness of the data collected was ensured by following established principles and methods of conducting a study. The methods followed included sampling technique, informed consent, triangulation, participant checking, thorough description of the topic, and review of findings of previous similar studies (Lincoln & Guba, 1985, Shenton, 2004 as cited in Stahl & King, 2020).

Sampling Technique

Purposeful sampling was used in selecting individuals for the study. The technique involved choosing candidates based on their suitability to supply information required to answer the research questions and provide responses that met the aim, objectives and purpose of the study (Saunders, Lewis & Thornhill, 2007). Candidates that best suited the stated criteria were headteachers, teachers and students. The researcher first met the District Education Board

Secretary (DEBS) in charge of all schools in the district to request for permission to conduct the study. Once permission was granted, the researcher visited each of the 7 schools involved in the study and met their respective headteachers. The purpose of the study was fully explained to the school heads and the voluntary nature of recruiting individuals who wished to take part in the study was emphasized. Only heads and teachers who were willing and volunteered to take part in the study were issued questionnaires.

Headteachers and teachers were selected for the study on account of them having knowledge on the topic of school leadership and administration being sought by the researcher. They were found to be best suited to give informed responses to the research questions. Their selection therefore increased trustworthiness of data that was collected (Stahl & King, 2020).

Informed Consent

The researcher met with headteachers and their deputies and through them issued respondents with appropriate consent forms to get their informed consent to take part in the study. In case of students (below 18 years of age), the appropriate informed consent forms were issued to the teacher who was assigned to deal with the minors. The teacher facilitated distribution and collection of the informed consent forms that were issued to their legal guardians.

Informed consent consisted of a write up that included the research project title, short description of the purpose, aim and significance of the study. It was given to respondents to read through. In addition, an explanation was given them on how they were selected to take part in the study. They were also assured that there was no potential risk of harm they would encounter in the course of the research and that their privacy, dignity, confidentiality and anonymity would be protected. They were as well given an opportunity to withdraw from participation at any given stage of the research without giving an explanation or suffering consequences for withdrawing. In

an instance where a respondent chose to withdraw from participation, all the information collected from the individual would be deleted (APA, 2017; University of Gloucestershire, 2018).

Individuals who volunteered to take part in the study were not required to write their names on the self-administered questionnaires or on interview questionnaire guides. All information collected was coded and could not be traced to any individual or research site. Respondents given adequate information about the research project with an assurance that their participation in the study was safe, voluntary and anonymous were in a good position to give frank and trustworthy data (Shenton, 2004 as cited in Stahl & King, 2020).

Triangulation

Triangulation is the use of several research approaches in a single study in order to increase the accuracy of the data collected. The approaches include involvement of different researchers, using multiple research methods and applying different data collection methods. The process of triangulation increases trustworthiness of the data collected (Shenton, 2004 as cited in Stahl & King, 2020). The passages that follow discuss the procedures that were carried out to facilitate the process of triangulation:

Mixed- Methods Research Design. The use of mixed methods research design (research method triangulation) that involved a survey in the initial quantitative phase and qualitative interviews in the second phase facilitated triangulation. The process ensured that the strengths of each of the methods were realized while in the process their weaknesses were offset (Creswell & Plano, 2018; Gay & Weaver, 2011). Enhanced validity due to application of the mixed methods research design increased trustworthiness of data collected (Shenton, 2004 as cited in Stahl & King, 2020).

Three Levels of Participants. The research study involved three levels of participants, that is, headteachers, teachers and students alike. The approach of using different levels of participants (research participant triangulation) enabled collection of data from groups with varying experiences and views about school leadership. The process helped to increase accuracy and trustworthiness of data collected (Shenton, 2004 as cited in Stahl & King, 2020).

Involvement of Seven Schools. The study was conducted in seven schools (research site triangulation). The technique enabled collection of unique data from each of the seven schools. Comparison and of the data sets helped check for similarities and differences in data emerging from each of the schools. Reconciliation of the differences helped increase trustworthiness of the collected data (Stahl & King, 2020).

Different Data Collection Methods. Data was collected using survey questionnaires, interviews, focus group discussions, observations and document reviews (data collection method triangulation). The initial data collection method was a survey that involved 102 participants. The large number of respondents who took part in the survey provided the researcher with a wide range of views. Interviews on the other hand provided context and detail which helped to clarify, expand and explain pertinent and peculiar views raised during the survey (Creswell & Plano, 2018). Focus group discussions that were only conducted among students helped to enrich the data and facilitated comparison and verification of the data provided by headteachers and teachers. Observation data as well as data from documents such as staff meeting minutes and timetables were checked against interview and discussion data and helped to verify the accuracy of the collected data from the different sources (Creswell, 2013). The different data collection methods employed during the study helped to cross check and verify the data and therefore increased the accuracy and trustworthiness of the data collected (Shenton, 2004 as cited in Stahl & King, 2020).

Participant Checking.

Interview questionnaires were left with respondents to complete. This helped them to check and verify accuracy of recorded data and that it was a true reflection of what was discussed. Checking of field notes by respondents to verify its accuracy increased the trustworthiness of the data collected (Mansoor & Akhter, 2015; Shenton, 2004 as cited in Stahl & King, 2020).

Thorough Description of the Topic.

Topic of the study ‘Influence of Leadership on Teaching and Learning in 21st Century in Zambian Junior Secondary School’ was addressed fully. Initially, concepts of leadership, management and administration were described fully. Structure and roles of leadership in junior secondary school were outlined together with roles of heads of department. Need for delegation to facilitate effective leadership and management of the school was made clear. Selection of instruction leadership as guiding theoretical framework for study was extensively covered. Association of leadership to student performance was explored at lengths with reference to empirical studies conducted on the topic. The description of the research topic that was thoroughly done helped to lay a framework that enabled collection of data that addressed research questions adequately and consequently increased the trustworthiness of the results (Stahl & King, 2020).

Review of Findings of Previous Similar Studies.

Review of findings of previous similar studies was conducted in order to enhance integrity and credibility of results of the current study. Studies reviewed were those with related topics, methodologies and respondents. Each reviewed study was analyzed in terms of how its findings were similar or different from the current one. The comparisons helped to enhance legitimacy and trustworthiness of findings of the current study.

The first study reviewed was conducted by Bogale & Lodisso and published in 2019. The article was entitled ‘Effects of Headteachers’ Instructional Leadership Functions on Student Academic Performance as Perceived by Teachers: A Study of Secondary Schools in Ethiopia.’ The study like the current one employed a mixed methods research design. It also commenced with a quantitative survey in the first phase and qualitative interviews and document reviews in the second phase. A PIMRS based questionnaire was also employed during the survey. Headteachers, however, did not participate in the study and the whole rating during the survey was carried out by teachers.

Non- involvement of headteachers in rating themselves, however, went contrary to the intentions of the original designers of PIRMS instrument. The instrument was designed in such a way that headteachers would rate themselves on how often they performed tasks related to instructional leadership in a school. The self- ratings by headteachers would then be compared with those given by teachers (Gurley et al., 2016; Hellinger & Murphy, 1985). Ratings by teachers only may have produced more objective data. On the other hand, however, non- involvement of headteachers may have affected overall quality of results.

Findings indicated teachers gave headteachers low ratings on tasks of setting and communicating school vision and goals and creating a conducive environment for teaching and learning. Teachers, however, gave headteachers high rating on the task of managing teaching and learning activities. Commenting on what prompted them to rate headteachers low on the task of setting and communicating school vision and goals, one teacher explained that teachers did not know the school vision and therefore could not align their teaching to the school vision and goals. The teacher added that failure by the headteacher to adequately communicate school vision could have contributed to poor performance of students in public examinations. Reviewed findings were

important to the current study because it linked gap in skill of communicating school vision among headteachers to poor student outcomes. Similarly, the current study also investigated link between skill gap among headteachers and poor student outcomes in junior secondary schools in Zambia.

The second study reviewed was conducted by Gurley et al. and published in 2016. The article was entitled ‘Principal Instructional Leadership Behaviors: Teachers vs Self- Perceptions.’ The study like current one compared self- ratings by headteachers to ratings given by teachers. Unlike current study, preceding study did not include qualitative interviews. Absence of follow up qualitative interviews may have affected overall quality of results. PIMRS measures only how often a headteacher performs a particular instructional task. It does not however measure whether the task is effectively done or not. The implication is that PIMRS needs to be complemented with other data collecting tools in order to increase its effectiveness (Gurley et al., 2016; Hellinger & Murphy, 1985).

Findings of the study revealed that self- perceptions by headteachers did not differ much from teacher perceptions. This was a surprising finding since most similar studies in the past had showed that headteachers tended to rate themselves much higher than teachers did. Current study also had a similar finding. Headteachers’ and teachers’ ratings were not much different. The study was important to current one as it used a similar methodology comparing headteacher self- ratings to those of teachers. It was also important in producing findings that were similar to those of the current one. Similarity of the findings increased trustworthiness of data collected by the current study.

The third study reviewed was conducted by Kaume, R. and published in 2016, The article was entitled ‘Administrative and Leadership Innovation in the 21st Century: A Secondary School Sub- Sector Perspective in Kenya.’ The purpose of the study was to qualitatively explore

leadership practices by secondary school headteachers in Kenya. The practices were explored with a view of establishing skill gap among headteachers and means of closing it. Similarly, the current study explored leadership practices in secondary schools (junior only). Current study also explored skill gap among headteachers and suggestions of actions that could be taken to close it. However, the current study went further and explored influence of leadership on teaching and learning. Studying leadership practices without linking them to teaching and learning was limited in scope. It left out the essence of school leadership, that of improving student outcomes especially academic performance. Design of the current study therefore was an improvement to the design of the study being reviewed.

Finding of the study revealed that headteachers did not supervise subordinates after delegating instructional management responsibilities. The school leaders deemed it correct to wholly leave supervision and management of instructional activities in the school to their subordinates. Such delegation was incorrect. The headteacher still retains overall authority even after delegating responsibilities and should continue supervising subordinates (Dembowski, 2007). Current study also had a similar finding. The headteacher left supervision and management of instructional activities to the deputy headteacher and heads of department and deemed it correct delegation of duty.

The importance of the study to current one was that it laid a foundation upon which the latter was designed. The former was a qualitative exploration of leadership practices in secondary schools while the latter was a mixed methods survey and exploration of leadership practices in junior secondary schools. The similar finding of incorrect delegation and neglect of supervisory roles by headteachers obtained in each study improved credibility and trustworthiness of data collected by current study.

The fourth study reviewed was conducted by Mansoor and Akhter and published in 2015. The article was entitled 'Paradigm Shift and Leadership Challenges: A Case of Pakistan Public Schools.' The purpose of the study was to qualitatively explore leadership challenges faced by headteachers in administering public schools during transition from teacher to learner centered classroom instruction using English language. The current study also explored leadership challenges faced by headteachers in administering public schools. In both cases, challenges faced by headteachers were attributed to skill gap in knowledge of leadership and management of schools presumed to have resulted from lack of training in school leadership course. Headteachers were alike appointed to their school leadership positions based on their teaching experience and seniority in service (Ministry of Education of the Republic of Zambia, 2011).

Finding of the study revealed that headteachers perceived challenges they faced in managing and administering public schools to have resulted from lack of leadership knowledge and skills needed to adapt to a learner- centered classroom instructional practice using English language. Headteachers were still bent on following traditional authoritative leadership styles that supported teacher- centered classroom instructional practices. They were hesitant of accepting the new learner- centered methodology for fear of losing their authoritative hold on teachers and students. The findings were required by an in- service educational management college that trained school administrators. The information was intended to be used by the college to update the training in order for it to meet the needs of practicing school administrators.

An important finding was that skill gap among headteachers contributed to their failure to adjust from teacher to learner- centered classroom instructional practice using English language. This was attributed to lack of training in school leadership course. Similarly current study found that skill gap among headteachers contributed to their failure to provide supervision to

subordinates after delegating responsibilities. This was also attributed to lack of training in school leadership course. Similarity of the two findings improved credibility and trustworthiness of data collected by the current study.

The fifth study reviewed was conducted by Retallick, J. and published in 2005. The article was entitled ‘Administering Successful Schools: A Pakistan Qualitative Study.’ The purpose of the study was to explore leadership and management practices in public schools that were found to be more successful than others in terms of producing better student outcomes. Current study also explored leadership and management practices in schools. However, the latter explored the practices in general while the former limited the research to successful schools. The aim was to identify practices responsible for effective management and improvement of student outcomes in successful schools and use them as reference for others. However, the researchers could also have studied at least one unsuccessful school and identify factors contributing to ineffective management and poor student outcomes.

Findings included appropriate delegation of duties. Headteachers delegated responsibilities to subordinates but at the same time continued to supervise staff carrying out the duties. This was an important instance of effective delegation. However, most headteachers as was found in current study do not actively supervise subordinates to whom responsibilities have been delegated.

Headteachers in successful schools were also found to exercise a lot of autonomy despite operating in public schools. They made a lot of important decisions at the schools in consultation with teachers, students, parents and community representatives. Involvement of other stakeholders when making important decisions is a quality that is not practiced by many headteachers as was found in current study. Formulation of school vision and goals in current study was found to have

only been carried out by administrators while teachers, students and other stakeholders were excluded.

Another finding indicated all three headteachers, though operating in top- down communication structures in the centralized public school system, were actively encouraging lateral communication with staff, students and parents. Effective communication was central to improved coordination and management of instructional programs. Instructional leadership is directive and top- down in nature. Finding provides a lesson to instructional leaders to embrace lateral communication and a participative approach.

The headteachers were all found to possess appropriate qualifications to lead and manage the schools. They also not only encouraged continuous professional development but were all in forefront of upgrading own qualifications. Headteachers received a low rating on task of encouraging CPD in current study. Finding therefore provides a lesson to headteachers not only to actively encourage CPD but also to take part in the program and upgrade own qualifications.

Study was important to current study as its findings provided checklist of leadership and management practices embraced by headteachers administering successful schools. The findings also matched those found in a meta- analysis of empirical studies investigating effect of leadership on student academic performance conducted by Robinson, Hohepa and Lloyd and was published in 2015. Findings helped researcher in evaluating and interpreting results of current study.

The sixth's reviewed study was conducted by Hellinger & Murphy and published in 1985. The article was entitled 'Assessing the Instructional Management Behavior of Principals.' The study was similar in the sense that it employed the Principal Instructional Management Rating Scale (PIMRS) which was also employed in the current study. The study involved comparing

responses from headteachers (principals) and teachers. Similarly, the current study also involved comparing responses from headteachers and teachers.

The major finding of the study was that teachers and headteachers perceived themselves to have performed tasks of setting and communicating school vision and managing teaching and learning activities fairly well. Teachers, however, perceived headteachers to have performed poorly on the task of creating a conducive teaching and learning environment in the school. The low ratings were given especially in areas of rewarding teachers and students with outstanding performance and protecting teaching and learning time. Teachers in current study also gave headteachers low rating on the task of creating a conducive teaching and learning environment. The low rating in this case was given especially in the area of rewarding teachers and students with outstanding performance. The similarity in the findings apart from improving credibility and trustworthiness of data collected also provides an important lesson to administrators that encouraging a conducive teaching and learning environment in a school is an important instructional task required to motivate both teachers and students.

Study Audit Trail. The study audit trail is a concise summary but with enough detailed essential information that outlines the major steps that a researcher undertook while conducting the study. It is presented in a sequential format so that other researchers could easily follow and re- conduct the study for the purpose of verification (Shenton, 2004 as cited in Stahl & King, 2020). The passages that follow describes the sequence of the major steps which the researcher undertook to conduct the study:

- Researcher visited the gate keeper, the District Education Board Secretary (DEBS) to request permission to conduct the study in the seven sampled schools. Permission was granted and a letter introducing the researcher to the headteachers was issued out.

- Researcher travelled to each of the seven sampled schools and on arrival reported at the headteacher's office. The researcher presented the introductory letter from the DEBS to each of the headteachers. Permission to conduct the study at each of the schools was granted to the researcher.
- At each of the schools, the headteacher summoned their deputy headteachers and assigned them to work with the researcher to distribute the printed hard copy closed self-administered questionnaires and the hard copy informed consent forms. The researcher explained to the deputy headteachers what was contained in the survey questionnaire and the accompanying informed consent form in order to familiarize them with the research tools. The researcher then left the deputy headteachers at each school to carry out the actual distribution of the research instruments. It is important to note that it was practically not possible for the research to personally distribute the research questionnaires and informed consent forms to the would-be respondents as most teachers were busy teaching, marking or doing some other work at any given time in the school.
- Researcher returned to each of the schools, reported to the headteacher on arrival and sought audience with the deputy headteacher. The deputy headteacher brought the filled in questionnaires and informed consent forms. This is the point when a disparity was noted. A large number of questionnaires had no accompanying signed informed consent forms. Other informed consent forms were just brought back not filled in. The researcher then made an appointment with the headteacher of each school to return on a particular date to conduct interviews during the qualitative phase of the study.
- Researcher arrived in the school on the appointment date and reported to the headteacher to announce own presence in the school. The researcher then conducted interviews with

headteachers and teachers who agreed to do so. It should be noted that only one interview could be transcribed successfully while the others failed due to too much background noise.

The researcher thereafter took field notes during the interviews writing the notes in the blank spaces left in the interview questionnaire guides. In the interest of time and space, the questionnaire guides were left with respondents to complete at their own time.

- A teacher was appointed at each of the two schools where students participated in FGDS to guide the children. The teacher, first facilitated issuing and collection of informed consent forms from the parents or guardians of the students. The teacher also guided the children during FGDS. The students chose their own secretaries who took field notes during their focus group discussions. The researcher again made an appointment with the headteacher to return to the school to collect the filled copies of questionnaire guides and any remaining survey questionnaires and signed informed consent forms.
- Researcher also collected documents relevant to the study such as copies of school staff meeting minutes and timetables. Later, researcher recorded observed activities on the appropriate observation protocols.

Reliability and Validity of Data

Validity and reliability of quantitative data was ensured through the use of a pre-validated and reliable data collecting instrument. It was a closed self-administered questionnaire based on the principal instructional management rating scale (PIMRS). The instrument was developed by Hellinger and Murphy and published in 1985. The development process was based on the principles designed by Latham and Wexley (1981) as cited in Hellinger and Murphy (1985) called Behavioral Anchored Rating Scales (BARS). The rating scales were based on well specified vital job functions performed in a particular role. Items were divided according to sub job functions

forming the whole job role. The new research instrument was then distributed to experts in the field of leadership and management to assess the suitability of all the items in representing the core job function being investigated. The criteria used was that raters marked 'Yes' for a sub function that met the required standard, 'No' for one that did not and 'Mixed' for one that achieved only a low standard. The sub- functions were rated under the criteria of content validity, construct discriminant validity, construct convergent validity and reliability. All the sub- functions under review, that is, Formulating School Goals, Disseminating School Goals, Overseeing and Assessing Teaching and Learning Activities, Monitoring Student Performance, Protecting Teaching and Learning Time, Keeping High Presence in the School, Encouraging Professional Development, Motivating Teachers and Motivating Students achieved a 'Yes' for each criterion.

Permission for use of the instrument was obtained through the electronic library JSTOR (Journal Storage) which archives *The Elementary School Journal* in which the article 'Assessing the Instructional Management Behavior of Principals' (Hellinger & Murphy, 1985) was published. JSTOR permitted personal non- commercial use of the contents of the article. PIMRS questionnaire is located in the appendix of the article. Minor modifications were made to the original questionnaire to make it familiar and suitable for use in local junior secondary schools in Zambia. Care was taken to maintain its content and construct validity and reliability. Thus, all the sections of the original questionnaire were maintained and items were reduced in number as a summary only without affecting the substance of each section. Statements were paraphrased without changing their meaning and unfamiliar terms were replaced with those familiar to the local users. The term

principal, for example was replaced with headteacher, the term used for a school leader in Zambia,

Development process of PIMRS is discussed in summary below. Reference to concepts of validity and reliability. PIMRS survey research instrument has been widely used in studies and it has been found to validly and reliably assess a headteacher's skills in carrying out tasks associated with effective practice of instructional leadership (Gurley et al., 2016; Hellinger & Murphy, 1985).

. Hellinger and Murphy (1985) conducted a study that established the validity and reliability of PIMRS. They investigated the rate at which 10 headteachers carried out instructional leadership tasks in their respective schools. The PIMRS survey questionnaire was distributed to the 10 headteachers, 104 teachers and 3 administrators at the district education office.

Content validity which required questionnaire items were relevant to core aspects of instructional leadership theory achieved an agreement mean score of .80 between groups of raters. Construct Discriminant Validity which required items discriminate among headteachers showed that variation in rating of headteachers within schools was less than the variation in rating of headteachers between schools at a significance level of 0.05. Construct Convergent Validity showed that items measuring the same aspects of the construct correlated more strongly within a section than between sections. Reliability (Cronbach's Alpha) measuring the instrument's internal consistency reliability attained a coefficient of 0.75. This showed that the instrument met the minimum internal consistency reliability (coefficient alpha 0.70) approved by most researchers (Greco, Walop & McCarthy, 2014; Field, 2005, Robinson, 2009, Whitley, 2002 as cited in Taherdoost, 2016).

Results

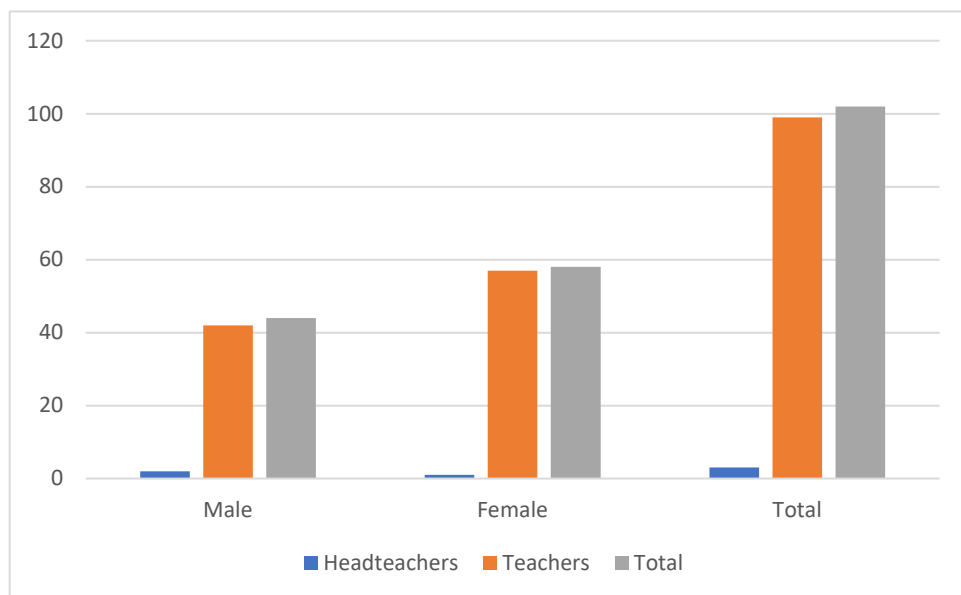
Demographics

One hundred and two (102) respondents took part in the survey of which three were headteachers and ninety- nine (99) were teachers. Two of the headteachers were male while the third was female. On the other hand, forty- two (42) of the teachers were male while fifty- seven (57) were female. Table 1 and Figure 6 below illustrate the categories and gender of the individuals who participated in the survey:

Table 1

Category and Gender of Survey Respondents

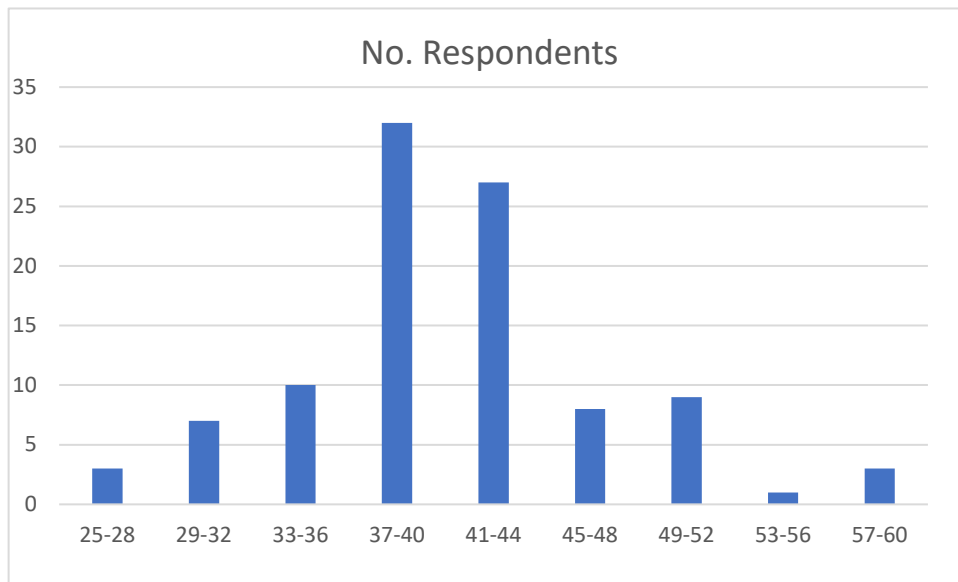
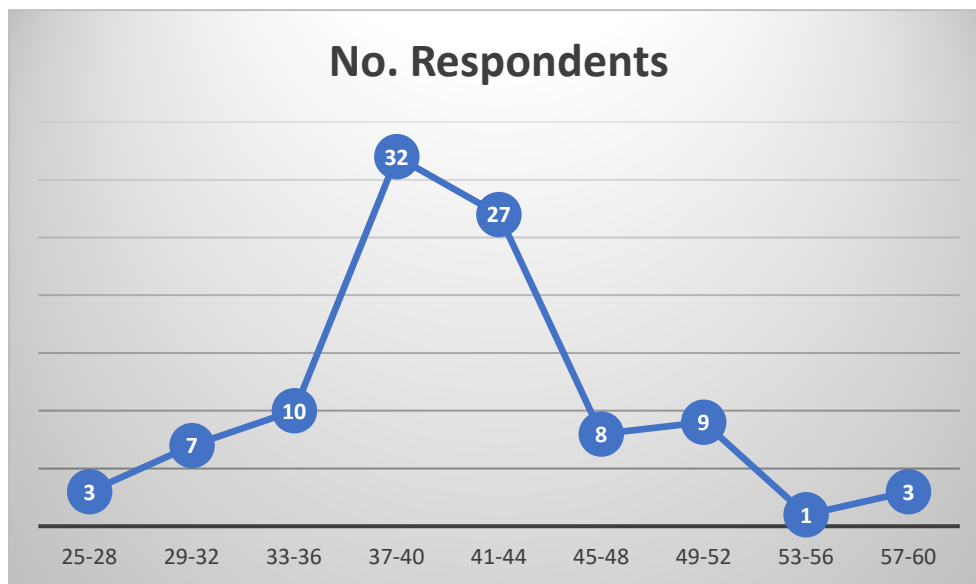
Gender	Male	Female	Total
Headteachers	02	01	03
Teachers	42	57	99
Total	44	58	102

Figure 6*Category and Gender of Survey Respondents*

The age of the survey respondents ranged from twenty- six (26) to fifty- nine (59) years. Two (2) of the respondents did not give their ages and therefore the total number of participants came to one hundred (100). Table 2 and Figures 7 and 8 shows the bar chart and line graph illustrating the age range of the survey respondents:

Table 2*Age Range of Survey Respondents*

Age Range	25-28	29-32	33-36	37-40	41-44	45-48	49-52	53-56	57-60	Total
No. Respondents	3	7	10	32	27	8	9	1	3	100

Figure 7*Bar Chart Showing Age Range of Survey Respondents***Figure 8***Line Graph Showing Age Range of Survey Respondents*

The results showed that there were three (3) respondents aged twenty- five (25) to twenty- eight (28) years old, seven (7) aged twenty- nine (29) to thirty- two (32) years old, ten (10) aged thirty- three (33) to thirty- six (36) years old, thirty- two (32) (mode) aged thirty- seven (37) to forty (40)

years old, twenty- seven (27) aged forty- one (41) to forty- four (44) years old, eight (8) aged forty- five (45) to forty- eight (48) years old, nine (9) aged forty- nine (49) to fifty- two (52) years old, one (1) aged fifty- three (53) to fifty- six (56) years old and three (3) aged fifty- seven (57) to sixty (60) years old.

The number of years worked by the survey respondents ranged from two (2) to thirty- four (34). One (1) respondent did not give number of years worked and so the total number came to one hundred and one (101). Table 3 and Figures 9 and 10 shows a bar chart and line graph illustrating the number of the years worked by the survey respondents:

Table 3

Number of Years Worked by Respondents

Range of Years Worked	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	Total
No. Respondents	6	9	24	26	18	11	2	3	2	101

Figure 9

Bar Chart Showing Number of Years Worked by Respondents

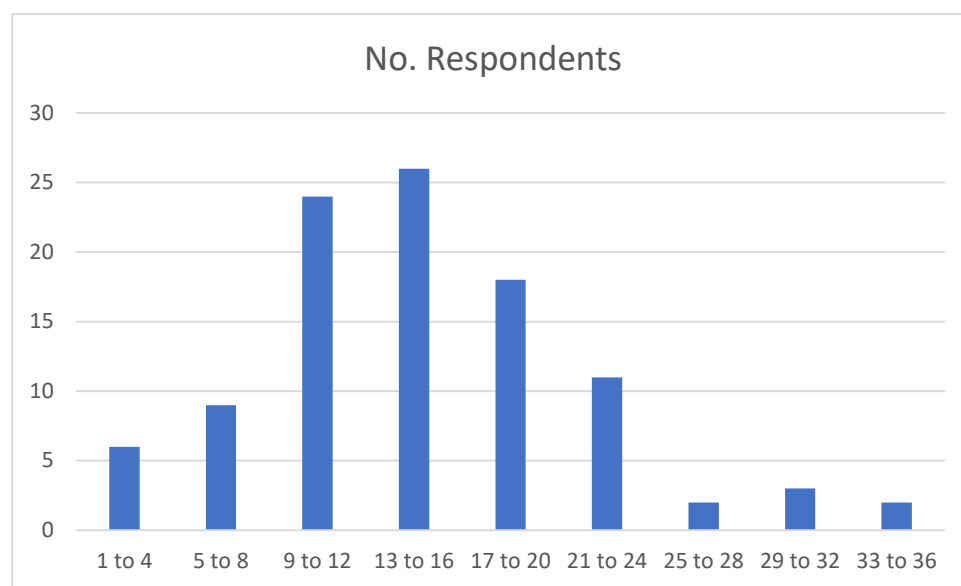
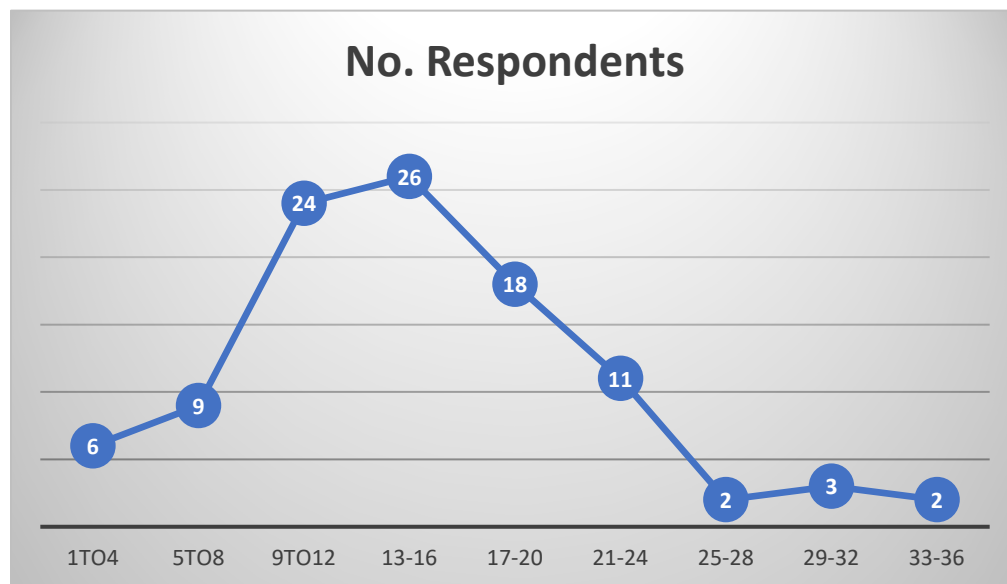


Figure 10

Line Graph Showing Number of Years Worked by Respondents



The results showed that the number of years worked by six (6) respondents ranged from one (1) to four (4) years, nine (9) from five (5) to eight (8) years, twenty- four (24) from nine (9) to twelve (12) years, twenty- six (26) (mode) from thirteen (13) to sixteen (16) years, eighteen (18) from seventeen (17) to twenty (20) years, eleven (11) from twenty- one (21) to twenty- four (24) years, two (2) from twenty- five (25) to twenty- eight (28) years, three (3) from twenty- nine (29) to thirty- two (32) years and two (2) from thirty- three (33) to thirty- six (36) years.

The average number of years served by teachers under their current headteacher at each of the schools are shown in Table 4 and Figures 11 and 12:

Table 4*Lengths of Service of Teachers Under Current Headteacher*

School	1	2	3	4	5	6	7	Mean
No. Years Served	0.75	1.70	3.77	5.23	3.51	4.29	2.9	3.17

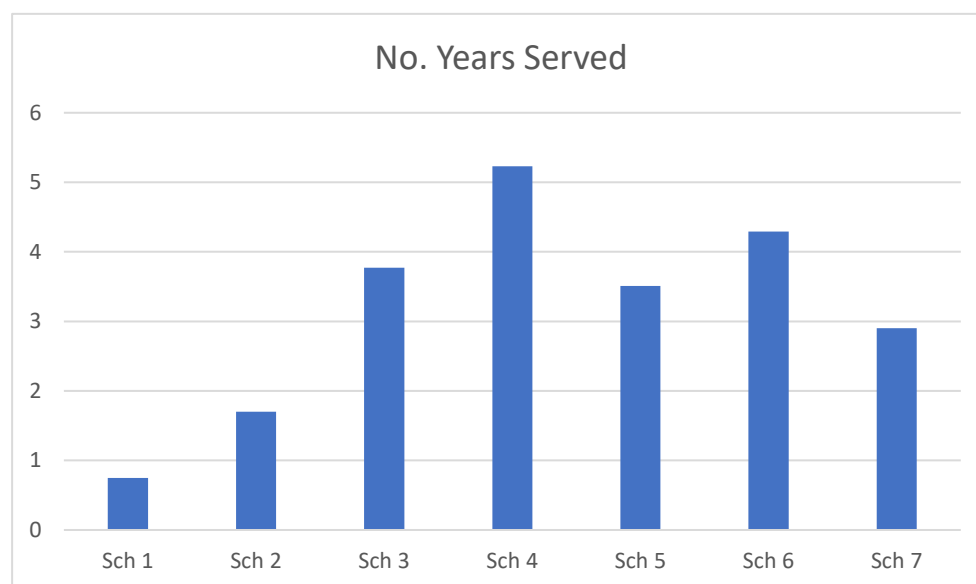
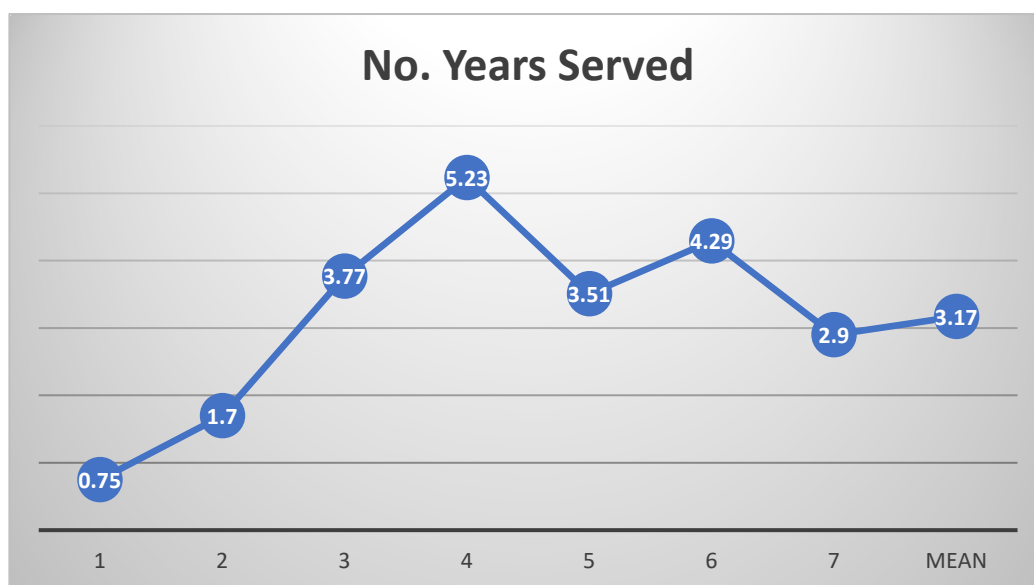
Figure 11*Bar Chart Showing Lengths of Service of Teachers Under the Current Headteacher*

Figure 12

Line Graph Showing Lengths of Service of Teachers Under the Current Headteacher



The results showed that School 1 Teachers served under their current headteacher on average for 0.75 years, School 2 Teachers for 1.7 years, School 3 Teachers for 3.77 years, School 4 Teachers for 5.23 years, School 5 Teachers for 3.51 years, School 6 Teachers for 4.29 years and School 7 Teachers for 2.9 years. The average number of years (mean) served by all the teachers under all their current headteachers was calculated at 3.17 years.

Headteachers' Survey Responses

Responses given by the three (3) headteachers on how frequently they performed tasks on particular instructional leadership aspects during the survey are presented below. Respondents were asked to pick a choice on a Likert Scale running from 1 to 5 for each item with 1 denoting 'Almost never', 2 'Seldom', 3 'Sometimes', 4 'Frequently', 5 'Almost always' and ? for 'Not sure'. The average score for every item was calculated and thereafter the mean score for each instructional leadership aspect was obtained. Instructional leadership aspects were given

alphabetical letters for clarity as follows: A- Formulating School Goals, B- Disseminating School Goals, C- Overseeing and Assessing Teaching and Learning Activities, D- Directing Curriculum, E- Monitoring Student Performance, F- Protecting Teaching and Learning Time, G- Keeping High Presence in the School, H- Encouraging Professional Development, I- Motivating Teachers and J- Motivating Students.

The same procedure was done for the school 1 to school 7 teachers from each of the seven schools. The detailed computation tables (excel) for the average score obtained for each of the items and the mean score obtained for each of the instructional leadership aspect are attached in the Appendices as follows: Appendix F (Headteachers); Appendix G (School 1 Teachers); Appendix H (School 2 Teachers); Appendix I (School 3 Teachers); Appendix J (School 4 Teachers); Appendix K (School 5 Teachers); Appendix L (School 6 Teachers) and Appendix M (School 7 Teachers).

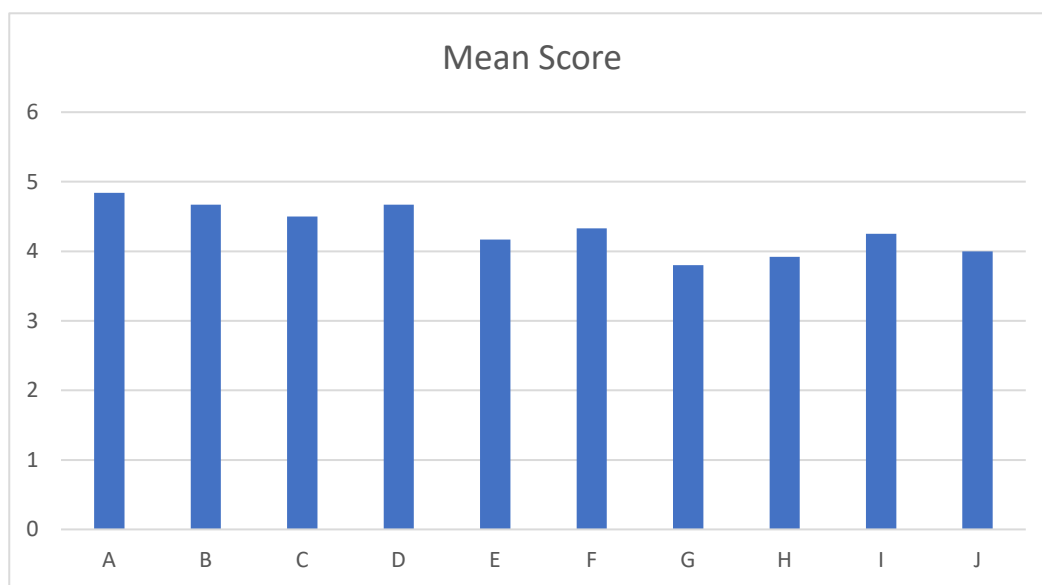
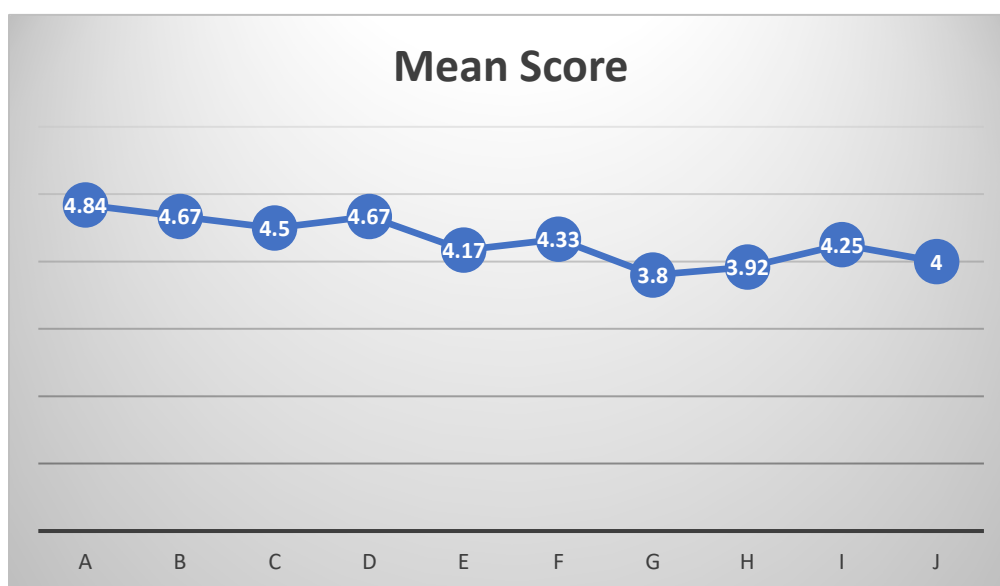
The responses given by the three (3) headteachers to the survey questionnaire are presented in Table 5 below:

Table 5

Headteachers' Survey Responses

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J
Mean Score	4.84	4.67	4.50	4.67	4.17	4.33	3.80	3.92	4.25	4.00

The three (3) headteachers' responses to the survey questionnaire are illustrated in Figures 13 and 14 below:

Figure 13*Bar Chart Showing Headteachers' Survey Responses***Figure 14***Line Graph Showing Headteachers' Survey Responses*

The results showed that headteachers rated themselves to have performed the task of formulating school goals most often with a mean value of 4.84 (out of a possible 5). The second often

performed tasks were disseminating school goals and directing the curriculum both rated with a mean value of 4.67. The fourth often performed task was overseeing and assessing teaching and learning activities with a mean value of 4.5 while the fifth often performed task was protecting teaching and learning time with a mean value of 4.33. On the other hand, the sixth often performed task was motivating teachers with a mean value of 4.25 while the seventh often performed task was monitoring student performance with a mean value of 4.17. The eighth often performed task with a mean value of 4.0 was motivating students while the second least performed task with a mean value of 3.92 was encouraging professional development and the least performed task with a mean value of 3.8 was keeping high presence in the school.

Teachers' Survey Responses

School 1 Teachers' Survey Responses. There were six (6) school 1 teachers who responded to the survey questionnaire. The responses given by the six (6) school 1 teachers to the survey questionnaire are presented in Table 6 below:

Table 6

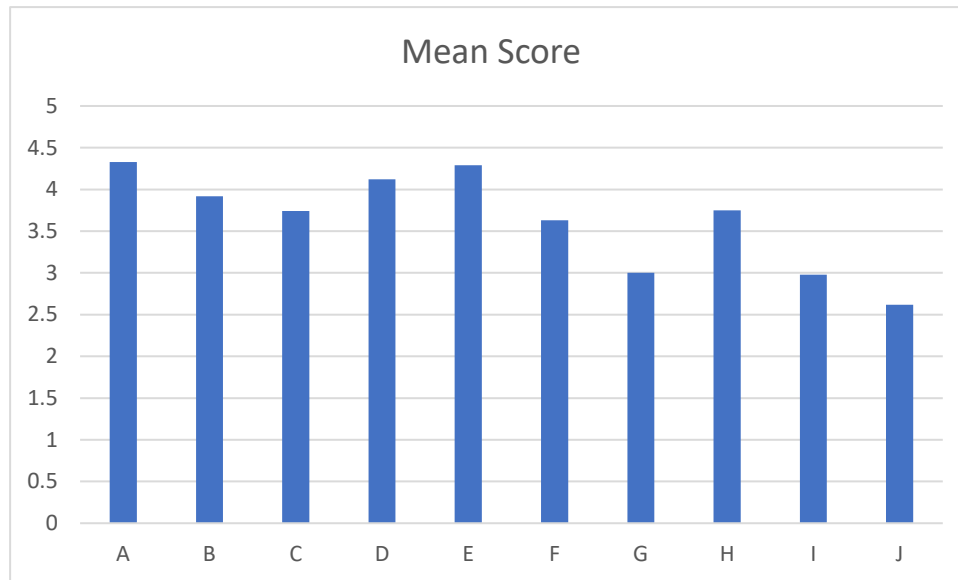
School 1 Teachers' Survey Responses

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J
Mean Score	4.33	3.92	3.74	4.12	4.29	3.63	3.00	3.75	2.98	2.62

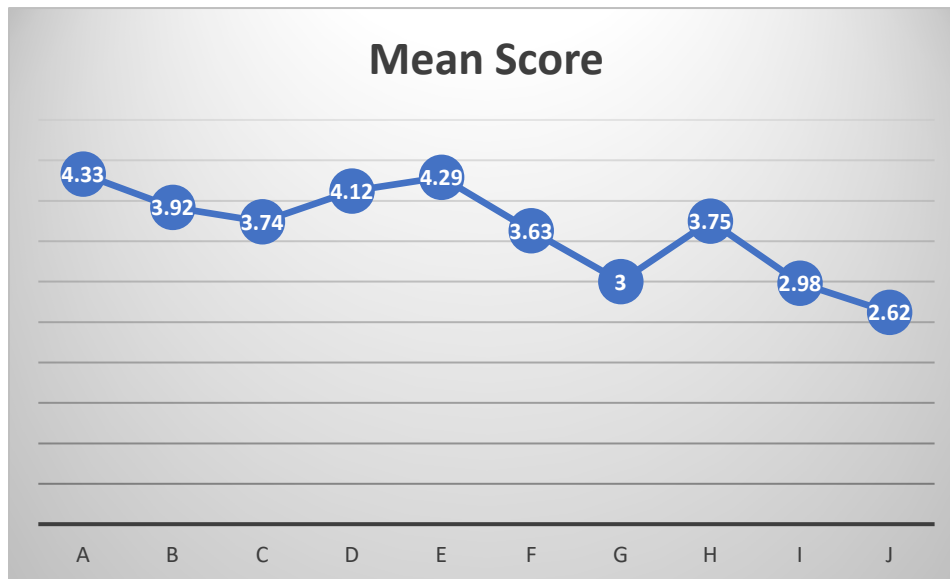
The six (6) school 1 teachers' responses to the survey questionnaire are illustrated in Figures 15 and 16 below:

Figure 15

Bar Chart Showing School 1 Teachers' Survey Responses

**Figure 16**

Line Graph Showing School 1 Teachers' Survey Responses



The results showed that school 1 teachers rated their headteacher to have performed the task of formulating school goals most often with a mean value of 4.33 (out of a possible 5). The second often performed task with a mean value of 4.29 was monitoring student performance. The third often performed task was directing the curriculum with a mean value of 4.12 which was followed by the fourth often performed task of disseminating school goals with a mean value of 3.92. The fifth often performed task was encouraging professional development with a mean value of 3.75 followed by the sixth often performed task which was overseeing and assessing teaching and learning activities with a mean value of 3.74. The seventh often performed task was protecting teaching and learning time with a mean value of 3.63 while the eighth often performed task with a mean value of 3.0 was keeping high presence in the school. The second least performed task with a mean value of 2.98 was motivating teachers and the least performed task with a mean value of 2.62 was motivating students.

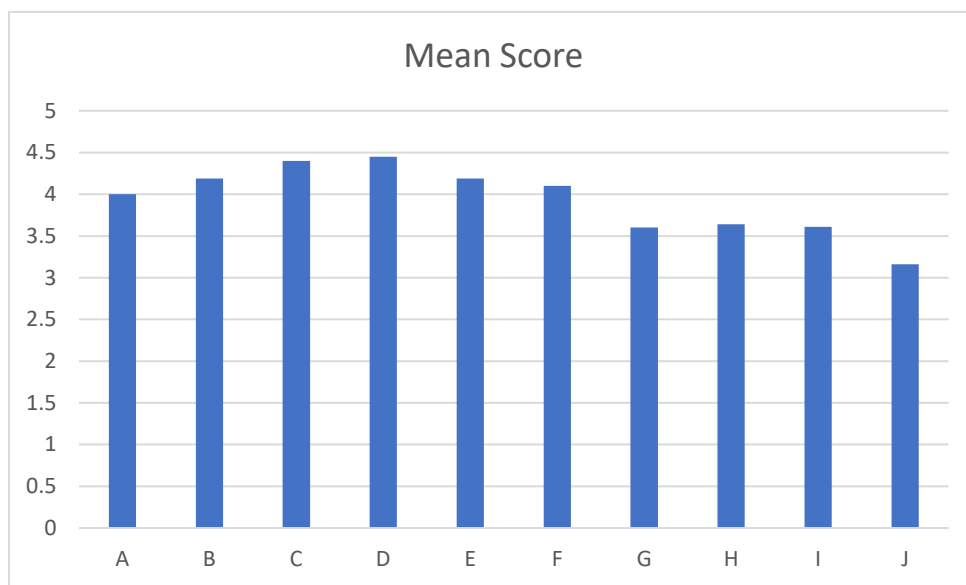
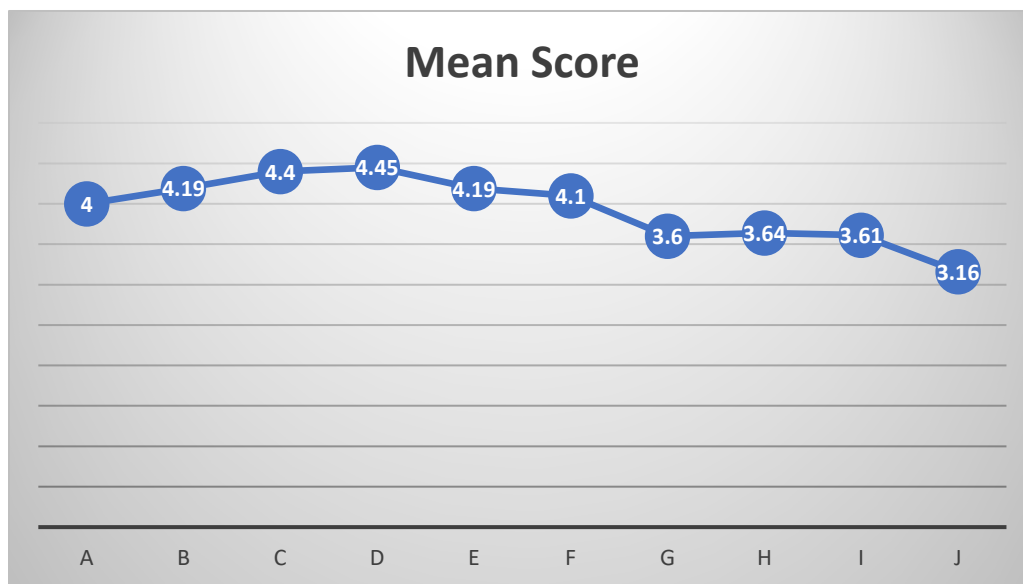
School 2 Teachers' Survey Responses. There were eight (8) school 2 teachers who responded to the survey questionnaire. The responses given by the eight (8) school 2 teachers to the survey questionnaire are presented in Table 7 below:

Table 7

School 2 Teachers' Survey Responses

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J
Mean Score	4.00	4.19	4.40	4.45	4.19	4.10	3.60	3.64	3.61	3.16

The eight (8) school 2 teachers' responses to the survey questionnaire are illustrated in Figures 17 and 18 below:

Figure 17*Bar Chart Showing School 2 Teachers' Survey Responses***Figure 18***Line Graph Showing School 2 Teachers' Survey Responses*

The results showed that school 2 teachers rated their headteacher to have performed the task of directing the curriculum most often with a mean value of 4.45 (out of a possible 5). The second often performed task with a mean value of 4.40 was overseeing and assessing teaching and learning

activities. The third often performed tasks were disseminating school goals and monitoring student performance both with a mean value of 4.19 which were followed by the fifth often performed task of protecting teaching and learning time with a mean value of 4.10. The sixth often performed task was formulating school goals with a mean value of 4.00 followed by the seventh often performed task which was encouraging professional development with a mean value of 3.64. The eighth often performed task was motivating teachers with a mean value of 3.61. The second least performed task with a mean value of 3.60 was keeping high presence in the school and the least performed task with a mean value of 3.16 was motivating students.

School 3 Teachers' Survey Responses. There were twenty- six (26) school 3 teachers who responded to the survey questionnaire. The responses given by the twenty- six (26) school 3 teachers to the survey questionnaire are presented in Table 8 below:

Table 8

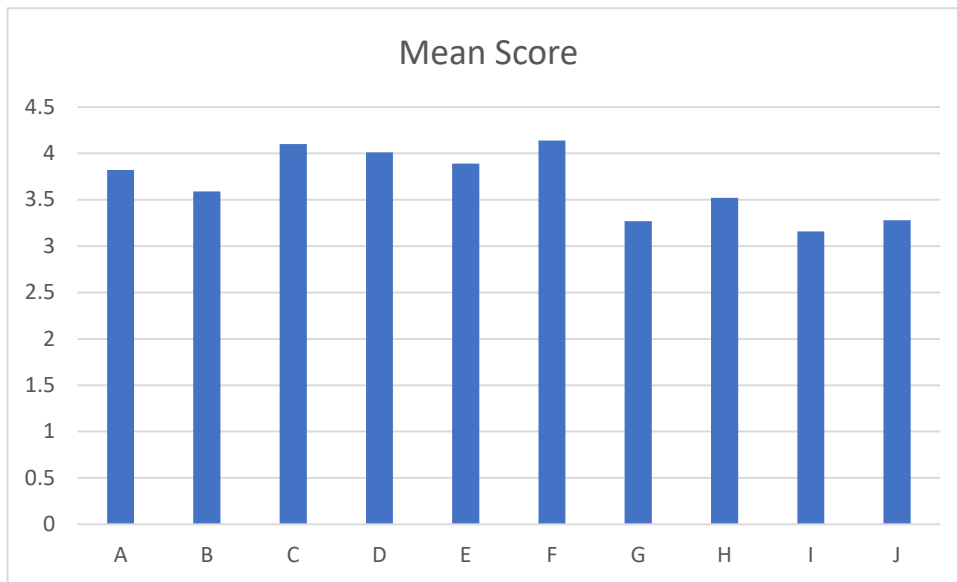
School 3 Teachers' Survey Responses

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J
Mean Score	3.82	3.59	4.10	4.01	3.89	4.14	3.27	3.52	3.16	3.28

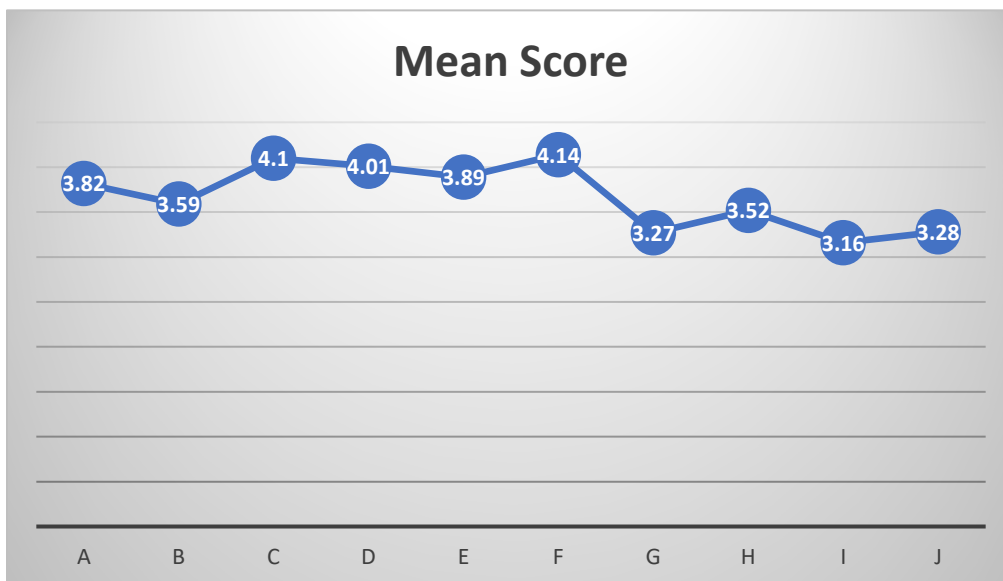
The twenty- six (26) School 3 teachers' responses to the survey questionnaire are illustrated in Figures 19 and 20.

Figure 19

Bar Chart Showing School 3 Teachers' Survey Responses

**Figure 20**

Line Graph Showing School 3 Teachers' Survey Responses



The results showed that school 3 teachers rated their headteacher to have performed the task of protecting teaching and learning time most often with a mean value of 4.14 (out of a possible 5). The second often performed task with a mean value of 4.10 was overseeing and assessing teaching and learning activities. The third often performed task was directing the curriculum with a mean value of 4.01 which was followed by the fourth often performed task of monitoring student performance with a mean value of 3.89. The fifth often performed task was formulating school goals with a mean value of 3.82 followed by the sixth often performed task which was disseminating school goals with a mean value of 3.59. The seventh often performed task was encouraging professional development with a mean value of 3.52 while the eighth often performed task with a mean value of 3.82 was motivating students. The second least performed task with a mean value of 3.27 was keeping high presence in the school and the least performed task with a mean value of 3.16 was motivating teachers.

School 4 Teachers' Survey Responses. There were thirteen (13) school 4 teachers who responded to the survey questionnaire. The responses given by the thirteen (13) school 4 teachers to the survey questionnaire are presented in Table 9 below:

Table 9

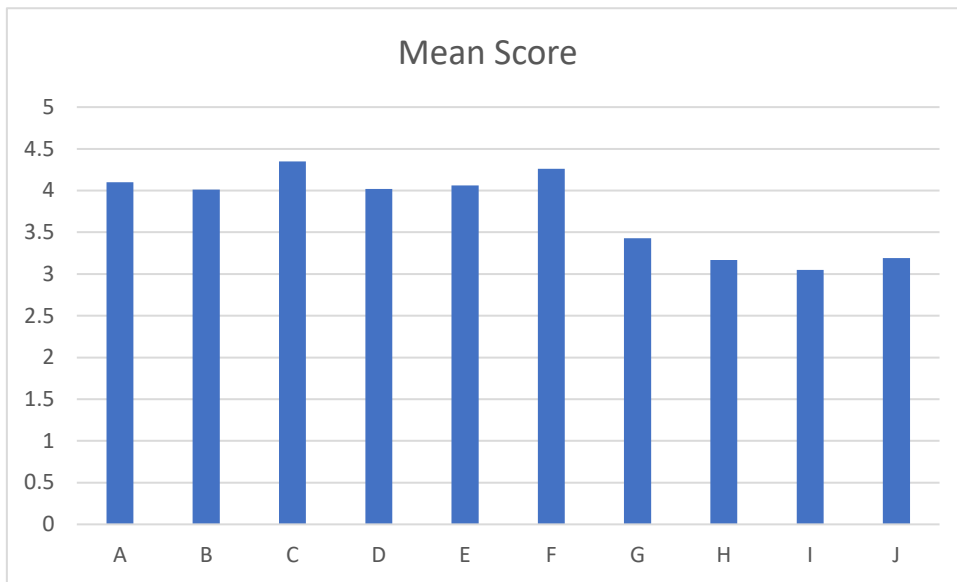
School 4 Teachers' Survey Responses

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J
Mean Score	4.10	4.01	4.35	4.02	4.06	4.26	3.43	3.17	3.05	3.19

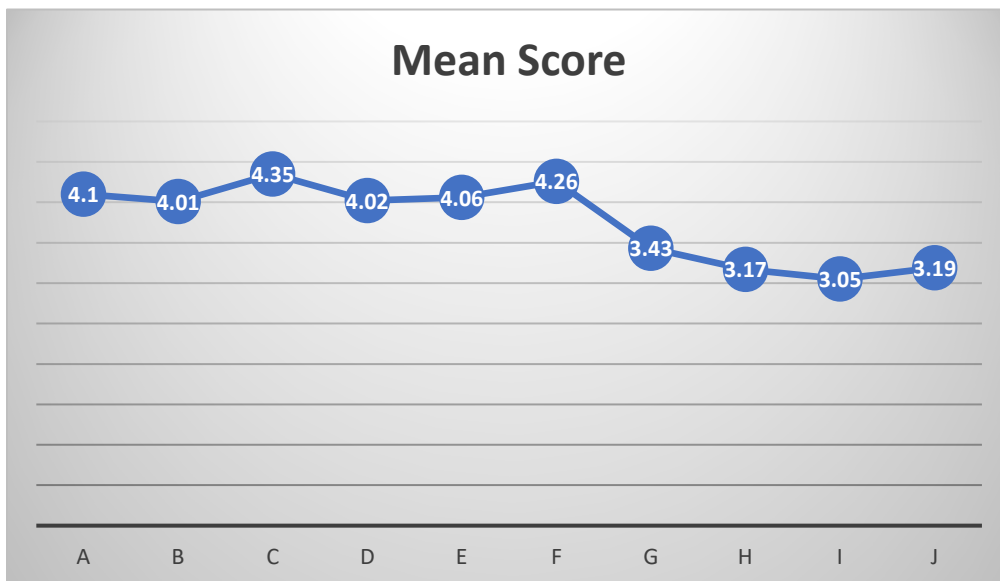
The thirteen (13) school 4 teachers' responses to the survey questionnaire are illustrated in Figures 21 and 22 below:

Figure 21

Bar Chart Showing School 4 Teachers' Survey Responses

**Figure 22**

Line Graph Showing School 4 Teachers' Survey Responses



The results showed that school 4 teachers rated their headteacher to have performed the task of overseeing and assessing teaching and learning activities most often with a mean value of 4.35 (out of a possible 5). The second often performed task with a mean value of 4.26 was protecting teaching and learning time. The third often performed task was formulating school goals with a mean value of 4.10 which was followed by the fourth often performed task of monitoring student performance with a mean value of 4.06. The fifth often performed task was directing the curriculum with a mean value of 4.02 followed by the sixth often performed task which was disseminating school goals with a mean value of 4.01. The seventh often performed task was keeping high presence in the school with a mean value of 3.43 while the eighth often performed task with a mean value of 3.19 was motivating students. The second least performed task with a mean value of 3.17 was encouraging professional development and the least performed task with a mean value of 3.05 was motivating teachers.

School 5 Teachers' Survey Responses. There were twenty (20) school 5 teachers who responded to the survey questionnaire. The responses given by the twenty (20) school 5 teachers to survey questionnaire are presented in Table 10 below:

Table 10

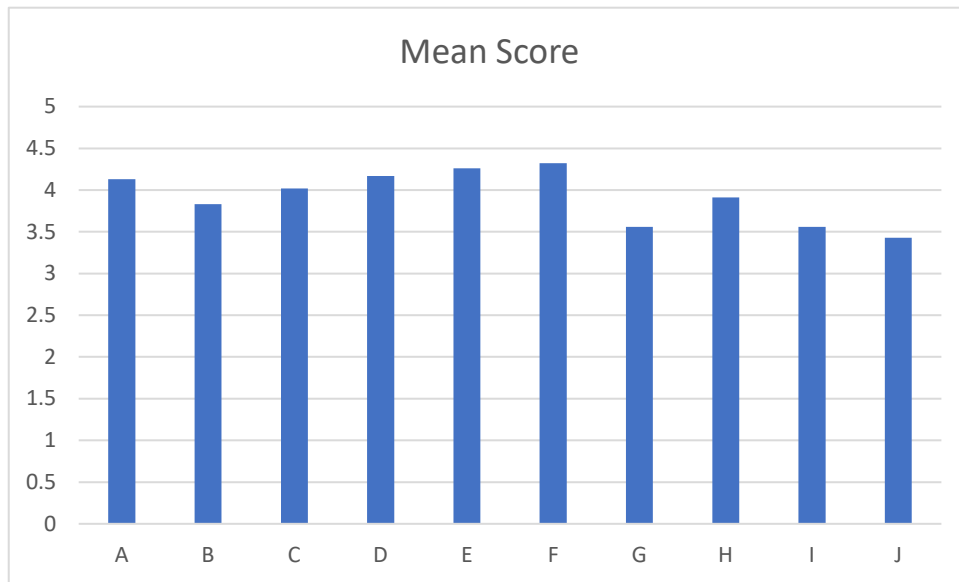
School 5 Teachers Survey Responses

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J
Mean Score	4.13	3.83	4.02	4.17	4.26	4.32	3.56	3.91	3.56	3.43

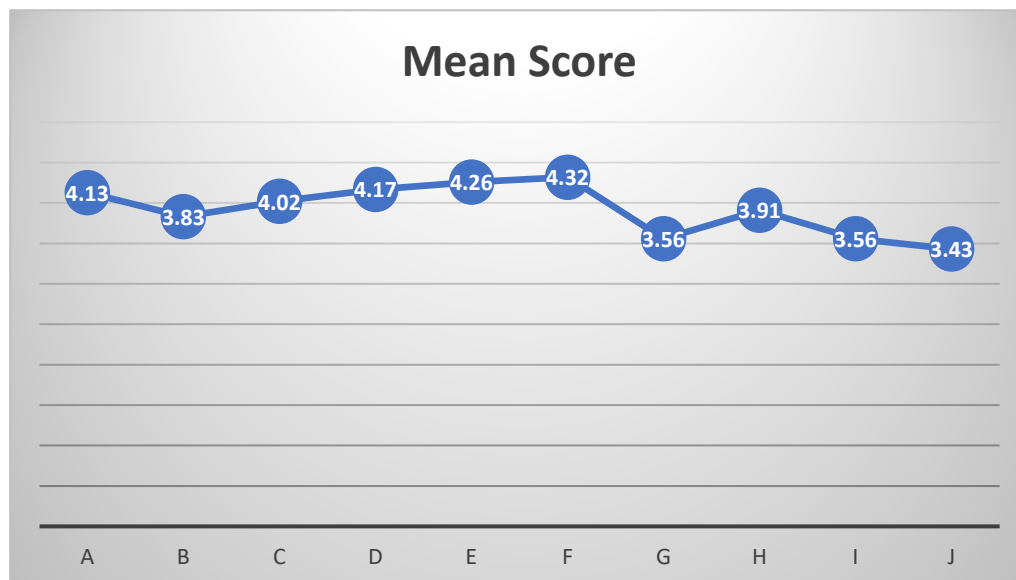
The twenty (20) school 5 teachers' responses to the survey questionnaire are illustrated in Figures 23 and 24 below:

Figure 23

Bar Chart Showing School 5 Teachers' Survey Responses

**Figure 24**

Line Graph Showing School 5 Teachers' Survey Responses



The results showed that school 5 teachers rated their headteacher to have performed the task of protecting teaching and learning time most often with a mean value of 4.32 (out of a possible 5). The second often performed task with a mean value of 4.26 was monitoring student performance. The third often performed task was directing the curriculum with a mean value of 4.17 which was followed by the fourth often performed task of formulating school goals with a mean value of 4.13. The fifth often performed task was overseeing and assessing teaching and learning activities with a mean value of 4.02 followed by the sixth often performed task which was encouraging professional development with a mean value of 3.91. The seventh often performed task was disseminating school goals with a mean value of 3.83 while the eighth often performed tasks both with a mean value of 3.56 were keeping high presence in the school and motivating teachers respectively. The least performed task with a mean value of 3.43 was motivating students.

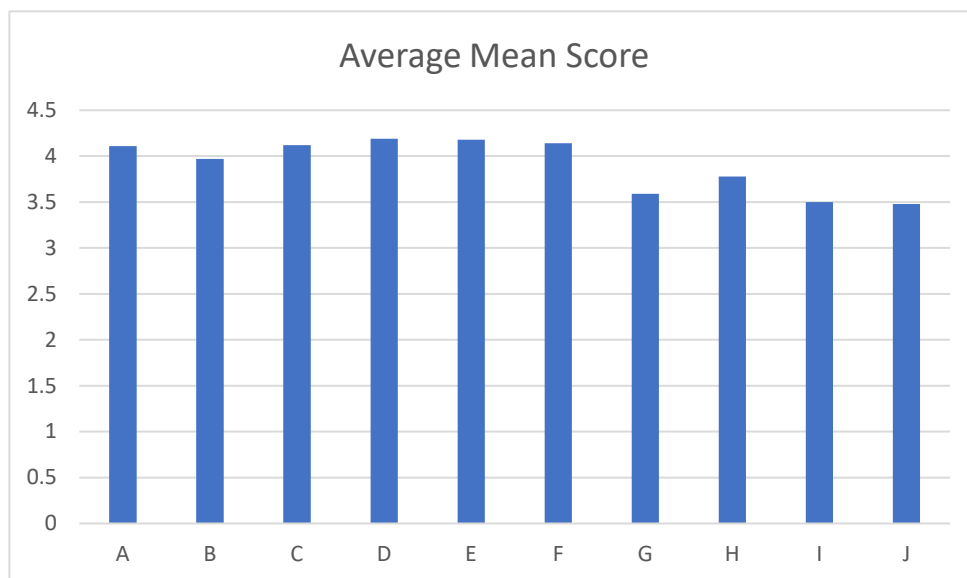
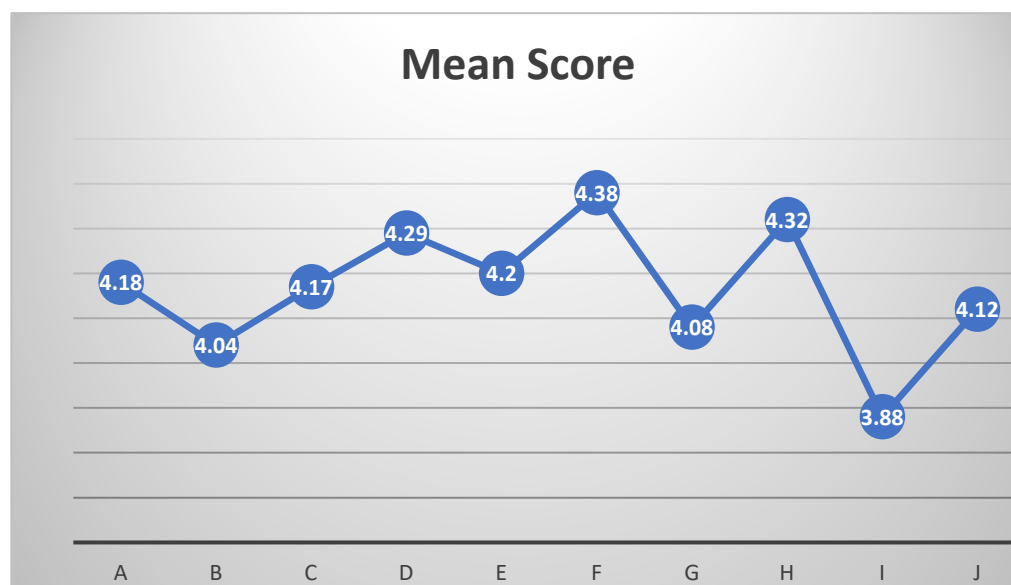
School 6 Teachers' Survey Responses. There were eighteen (18) school 6 teachers who responded to the survey questionnaire. The responses given by the eighteen (18) school 6 teachers to the survey questionnaire are presented in Table 11 below:

Table 11

School 6 Teachers Survey Responses

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J
Mean Score	4.18	4.04	4.17	4.29	4.20	4.38	4.08	4.32	3.88	4.12

The eighteen (18) school 6 teachers' responses to the survey questionnaire are illustrated in Figures 25 and 26 below:

Figure 25*Bar Chart Showing School 6 Teachers' Survey Responses***Figure 26***Bar Line Graph Showing School 6 Teachers' Survey Responses*

The results showed that school 6 teachers rated their headteacher to have performed the task of protecting teaching and learning time most often with a mean value of 4.38 (out of a possible 5).

The second often performed task with a mean value of 4.32 was encouraging professional development. The third often performed task was directing the curriculum with a mean value of 4.29 which was followed by the fourth often performed task of monitoring student performance with a mean value of 4.20. The fifth often performed task was formulating school goals with a mean value of 4.18 followed by the sixth often performed task which was overseeing and assessing teaching and learning activities with a mean value of 4.17. The seventh often performed task was motivating students with a mean value of 4.12 while the eighth often performed task with a mean value of 4.08 was keeping high presence in the school. The second least performed task with a mean value of 4.04 was disseminating school goals and the least performed task with a mean value of 3.88 was motivating teachers.

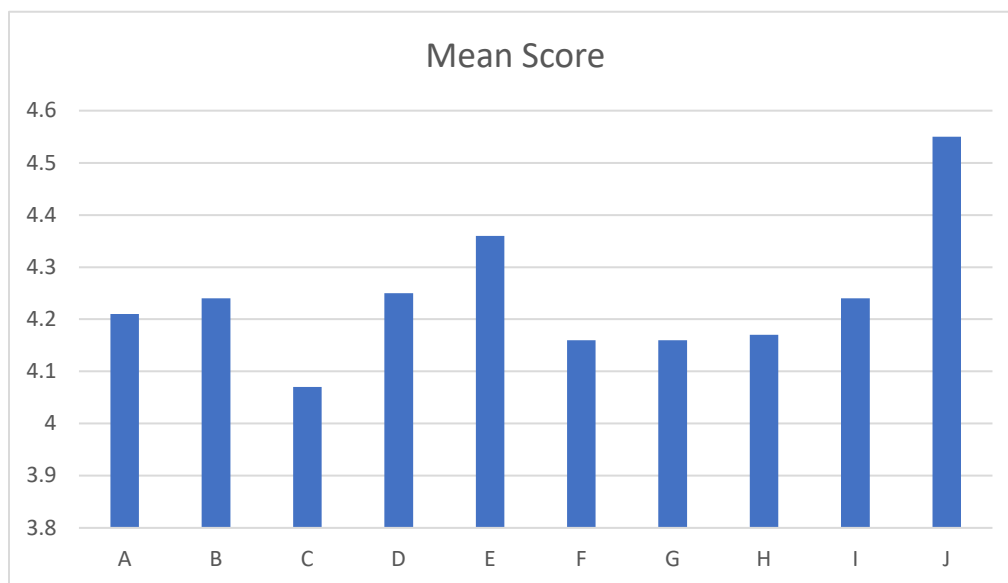
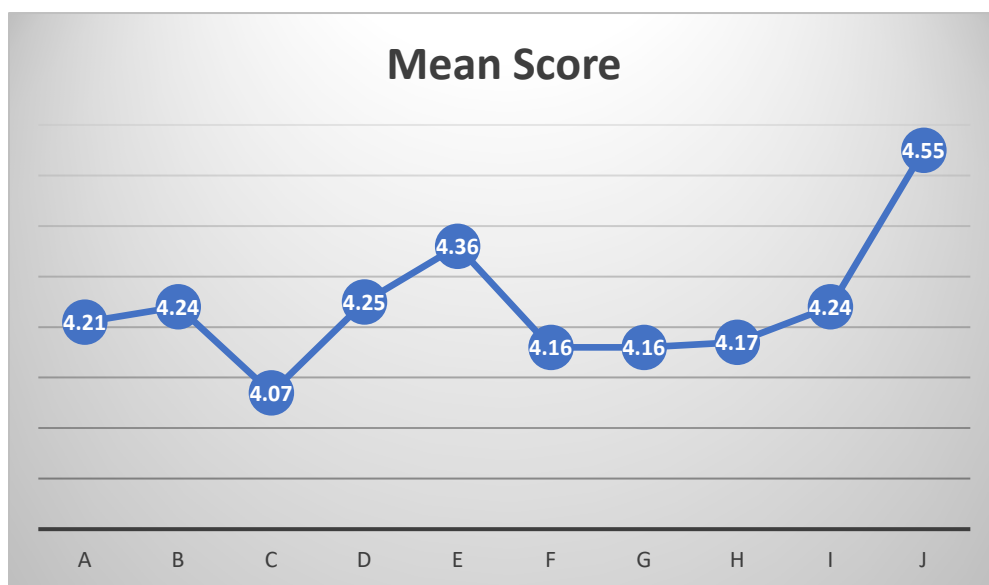
School 7 Teachers' Survey Responses. There were eight (8) school 7 teachers who responded to the survey questionnaire. The responses given by the eight (8) school 7 teachers are presented in Table 12 below:

Table 12

School 7 Teachers Survey Responses

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J
Mean Score	4.21	4.24	4.07	4.25	4.36	4.16	4.16	4.17	4.24	4.55

The eight (8) School 7 teachers' survey responses to the survey questionnaire are illustrated in Figures 27 and 28 below:

Figure 27*Bar Chart Showing School 7 Teachers' Survey Responses***Figure 28***Bar Line Graph Showing School 7 Teachers' Survey Responses*

The results showed that school 7 teachers rated their headteacher to have performed the task of motivating students most often with a mean value of 4.55 (out of a possible 5). The second often

performed task with a mean value of 4.36 was monitoring student performance. The third often performed task was directing the curriculum with a mean value of 4.25 which was followed by the fourth often performed tasks of disseminating school goals and motivating teachers both with a mean value of 4.24. The sixth often performed task was formulating school goals with a mean value of 4.21 followed by the seventh often performed task which was encouraging professional development with a mean value of 4.17. The eighth often performed tasks were protecting teaching and learning time and keeping high presence in the school both with a mean value of 4.16. The least performed task with a mean value of 4.07 was overseeing and assessing teaching and learning activities.

Comparison of Schools' Survey Responses.

A comparison of the responses given by the teachers of each of the seven (7) schools to the survey questionnaire is presented in Table 13 below:

Table 13

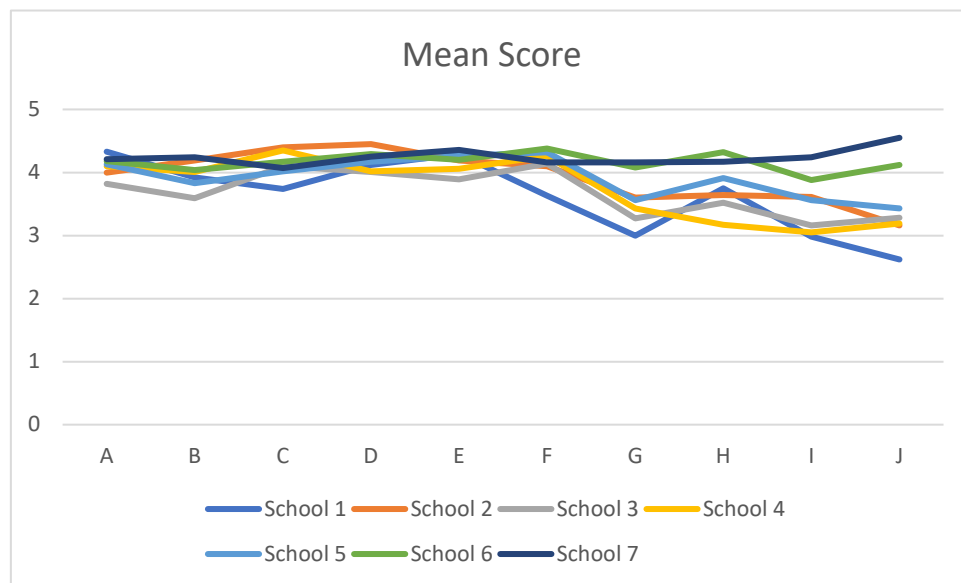
Comparison of Schools' Survey Responses

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J
Sch 1 Mean Score	4.33	3.92	3.74	4.12	4.29	3.63	3.00	3.75	2.98	2.62
Sch 2 Mean Score	4.00	4.19	4.40	4.45	4.19	4.10	3.60	3.64	3.61	3.16
Sch 3 Mean Score	3.82	3.59	4.10	4.01	3.89	4.14	3.27	3.52	3.16	3.28
Sch 4 Mean Score	4.10	4.01	4.35	4.02	4.06	4.26	3.43	3.17	3.05	3.19
Sch 5 Mean Score	4.13	3.83	4.02	4.17	4.26	4.32	3.56	3.91	3.56	3.43
Sch 6 Mean Score	4.18	4.04	4.17	4.29	4.20	4.38	4.08	4.32	3.88	4.12
Sch 7 Mean Score	4.21	4.24	4.07	4.25	4.36	4.16	4.16	4.17	4.24	4.55

The comparison of the responses given by teachers of each of the seven (7) Schools to the survey questionnaire is illustrated in Figure 29 below:

Figure 29

Line Graph Showing Comparison of Schools' Survey Responses



Overall Survey Responses for All Teachers of Each of the seven schools For Each of the Instructional Leadership Aspects.

The overall survey responses given by all teachers for each of the seven Instructional Leadership Aspects were obtained by calculating the average mean score for each instructional leadership aspect from the mean scores of each of the seven (7) schools.

The overall survey responses given by all teachers for each Instructional Leadership Aspect are presented in Table 14 below:

Table 14

Overall Survey Responses for All Teachers

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J
Sch 1 Mean Score	4.33	3.92	3.74	4.12	4.29	3.63	3.00	3.75	2.98	2.62
Sch 2 Mean Score	4.00	4.19	4.40	4.45	4.19	4.10	3.60	3.64	3.61	3.16
Sch 3 Mean Score	3.82	3.59	4.10	4.01	3.89	4.14	3.27	3.52	3.16	3.28
Sch 4 Mean Score	4.10	4.01	4.35	4.02	4.06	4.26	3.43	3.17	3.05	3.19
Sch 5 Mean Score	4.13	3.83	4.02	4.17	4.26	4.32	3.56	3.91	3.56	3.43
Sch 6 Mean Score	4.18	4.04	4.17	4.29	4.20	4.38	4.08	4.32	3.88	4.12
Sch 7 Mean Score	4.21	4.24	4.07	4.25	4.36	4.16	4.16	4.17	4.24	4.55
Average Mean Score	4.11	3.97	4.12	4.19	4.18	4.14	3.59	3.78	3.50	3.48

The overall survey responses given by all teachers for each Instructional Leadership Aspect are illustrated in Figures 30 and 31 below:

Figure 30

Bar Chart Showing Overall Survey Responses for All Teachers

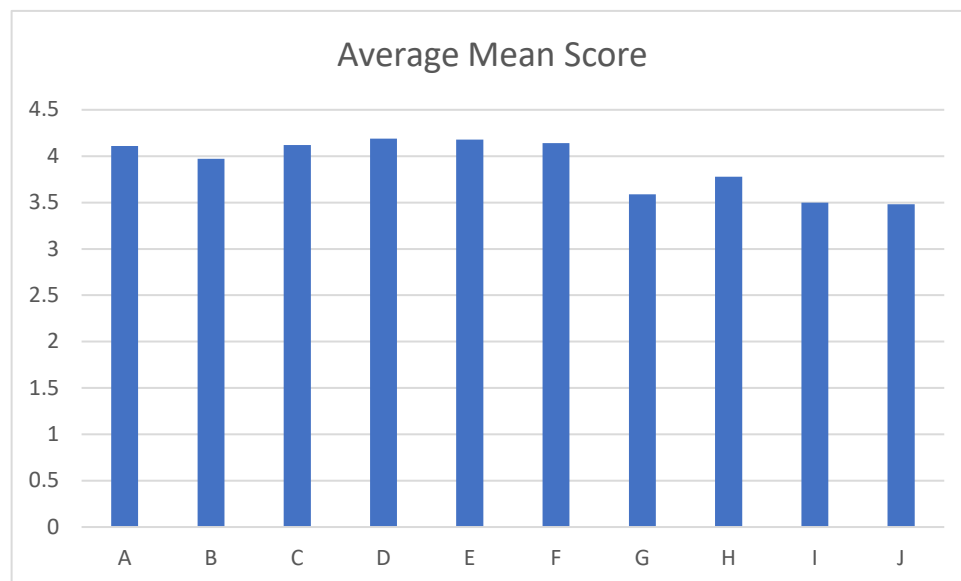
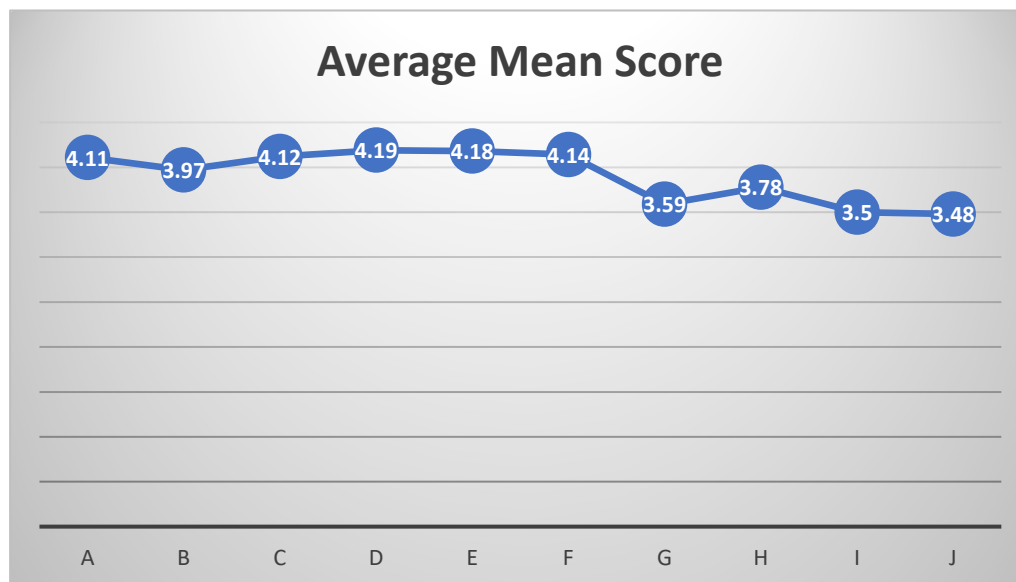


Figure 31

Line Graph Showing Overall Survey Responses for All Teachers



The results showed that all the teachers from the seven secondary schools rated their headteachers to have performed the task of directing the curriculum most often with an average mean value of 4.19 (out of a possible 5). The second often performed task with an average mean value of 4.18 was monitoring student performance. The third often performed task was protecting teaching and learning time with an average mean value of 4.14 which was followed by the fourth often performed task of overseeing and assessing teaching and learning activities with an average mean value of 4.12. The fifth often performed task was formulating school goals with an average mean value of 4.11 followed by the sixth often performed task which was disseminating school goals with an average mean value of 3.97. The seventh often performed task was encouraging professional development with an average mean value of 3.78 while the eighth often performed task with an average mean value of 3.59 was keeping high presence in the school. The second least

performed task with an average mean value of 3.50 was motivating teachers and the least performed task with an average mean value of 3.48 was motivating students.

Comparison of Headteachers' and Teachers' Survey Responses

A comparison was made to assess how the survey response ratings given by headteachers to themselves were similar or different from the ratings given to them by the teachers. Table 15 below shows the comparison between the survey response ratings given by headteachers to the themselves and the survey response ratings given to them by the teachers.

Table 15

Comparison of Headteachers' and Teachers' Survey Responses

Instructional Leadership Aspect	A	B	C	D	E	F	G	H	I	J	Av Mean	SD	Variance
Headteachers' Mean Score	4.84	4.67	4.50	4.67	4.17	4.33	3.80	3.92	4.25	4.00	4.32	0.35	0.123094
Teachers' Mean Score	4.11	3.97	4.12	4.19	4.18	4.14	3.59	3.78	3.50	3.48	3.91	0.29	0.084893

Covariance: 0.07

Average variance: 0.1039935

Frequency (# scores): 20

Cronbach's alpha: 0.97902

The standard deviation and variance for the scores for headteachers and teachers illustrated on Table 19 were computed using an online calculator (Calculator.net, 2024).

Taking the score set for headteachers as x and the score set for teachers as y, the covariance for the two sets of scores was computed using an online calculator (Planetcalc, 2024).

Cronbach's alpha for survey instrument employed in the current study was computed by an online calculator (Calculator Academy, 2023). The computation was performed using frequency of 20 for mean scores for both headteachers and teachers; covariance of 0.07 and average variance of 0.10.

The comparison of headteachers' and teachers' survey response ratings are illustrated in Figures 32 and 33 below:

Figure 32

Bar Chart Showing Comparison of Headteachers' and Teachers' Survey Responses

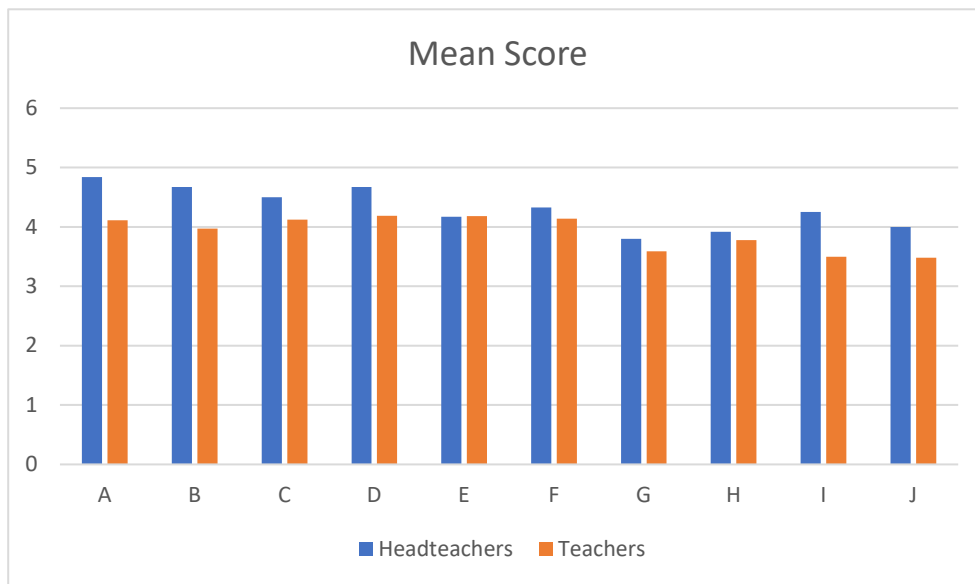
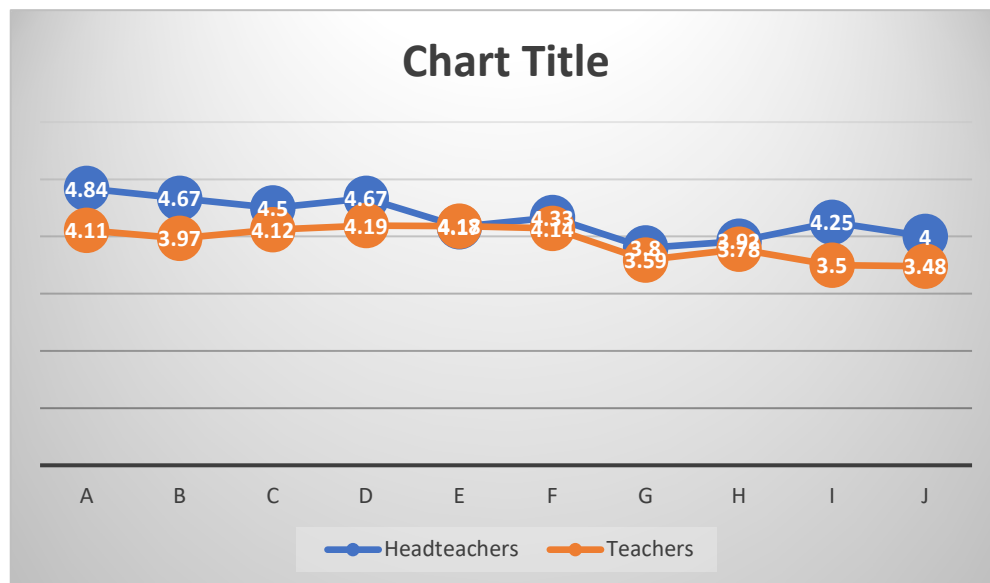


Figure 33

Line Graph Showing Comparison of Headteachers' and Teachers' Survey Responses



The results showed that headteachers rated themselves as having performed the task of formulating school goals more often with a mean value of 4.84 than teachers rated them with a mean value of 4.11. On the task of disseminating school goals, headteachers again rated themselves higher than teachers with a mean value of 4.67 compared to 3.97 for the latter. Similarly on the task of overseeing and assessing teaching and learning activities, headteachers still rated themselves higher than teachers with respective mean values of 4.50 compared to 4.12 for the latter. The rating on the task of directing the curriculum similarly had headteachers giving themselves a higher mean value of 4.67 compared to a mean value of 4.19 given by teachers. On the task of monitoring student performance, teachers gave headteachers a higher rating with a mean value of 4.18 than did the headteachers who gave themselves a rating with a mean value of 4.17. On the task of protecting teaching and learning time headteachers had a higher rating with a mean value of 4.33 while teachers gave a rating with a mean value of 4.14. The following task of keeping high presence in the school, headteachers had a higher rating than teachers with a mean values of 3.80 compared 3.59 while on the task of encouraging professional development, headteachers again had a higher rating that teachers with mean values of 3.92 compared to 3.78 given by the latter. On the task of motivating teachers, headteachers as well rated themselves higher than teachers with a mean value of 4.25 compared to 3.50 given by the latter. Lastly on the task of motivating students headteachers again came out with a higher rating than teachers with mean value of 4.00 compared to 3.48 for the latter.

Integration of Results

A description of the tabulated and displayed quantitative results is given below according to the responses given by headteachers and teachers from each of the seven schools to the survey questionnaire. The qualitative results obtained during the second phase were grouped and

categorized according to levels of participation and schools. They were then integrated with quantitative data in order to add context, detail and expand and explain the pertinent and peculiar views and issues raised during the initial quantitative phase (Creswell & Plano, 2018; Gay & Weaver, 2011). The integrated quantitative and qualitative results formed continuous narrations. This type of integration of results is termed narrative integration.

Headteachers

Figures 6 and 7 showed that in response to the survey questionnaire, the headteachers rated themselves highest in the aspect of Formulating School Goals followed by aspects of Disseminating School Goals and Directing Curriculum. Aspects that the headteachers gave themselves moderate ratings included Overseeing and Assessing Teaching and Learning Activities, Motivating Teachers and Monitoring Student Performance respectively. Headteachers on the other hand rated themselves lowest in the aspects of Keeping High Presence in the School, Encouraging Professional Development and Motivating Students respectively.

School 1 Headteacher. The headteacher of School 1, commenting on how they planned academic programs in the school stated: “We sit down in a staff meeting and plan and come up with what is called an activity calendar. And this is what guides us what activities we will be doing that particular year.” The headteacher continued: “We also have an academic committee which comprises the deputy head, guidance and other teachers. They look at standards in the school and teaching and learning programs.” Asked on how teaching and learning activities were managed in the school, the headteacher expanded: “The school timetable guides us on what should be done at what time. It tells each and every teacher where they are supposed to be at a particular time and even pupils follow the timetable.” “So, we follow the school routine. We follow the school timetable. That is how we manage our teaching and learning in terms of time,” The headteacher finished.

The headteacher asked on how he became aware of how things were happening in the school, stated: “We have a chain of command in the school. Well, let's take, for example, we start from the classroom situation. We have class monitors. They are there to keep order in the class. They report to their class teacher who reports to the section head and the section head reports to the senior teacher who in turn reports to the deputy head. Deputy Head reports to the headteacher.” The headteacher continued: “And the information flows from bottom to top and from top to bottom. So, in that way, I am able to receive information even at a place where I am not present. I know what is happening because I have representatives throughout the school.”

In the area of interaction with teachers and students outside the office, the headteacher stated: “Interaction is seen in different ways. We interact with teachers first, maybe on an informal basis. We can be outside talking about something that is very important concerning the school. Instead of calling the whole group to discuss something, I can get ideas about what teachers want and do not want.” The headteacher expanded: “Even when we are chatting informally, I would say this is good or this is bad. We are chatting, we are laughing. Then you can tell where the wind is blowing.” “You see, that is the informal way we interact outside. And usually with me I am interacting with the teachers outside. I am not putting on a jacket so that I come down to them,” The headteacher concluded.

The headteacher asked on how the curriculum supplied by the ministry was rolled out in the school remarked: “Choice begins at junior secondary section where children are beginning to specialize. When children come in Grade 8, they are taught all subjects and then later given chance to choose between academic and vocational pathways.” The headteacher continued: “So those that feel like they are more interested in the vocational pathway, we explain what is the vocational pathway and the types of subjects found there to make them understand. “And also, we explain

what is in academic pathway to make them understand. Then we tell the children to choose so that they make an informed decision. We do not just want them to choose anyhow, but allow them to make an informed decision following their areas of strength,” The headteacher concluded.

Commenting on how staff professional development was managed in the school, the headteacher explained: “Depending on the area of need we encourage teachers to upgrade. We are trying to avoid a situation where all of us will become teachers of English. Because back in those days, people used to go and just do certain areas and when they graduated there was just that area of one type.” The headteacher added: “We talk to our teachers if they want to go for further studies. Can you consider following this direction? Because this is where our need lies so that we don't just upgrade for the sake of upgrading.”

Coming to the area of motivating teachers, the headteacher stated: “In the past, before COVID struck, we used to. We used to come up with a list of deserving teachers in different categories where we saw who was doing what and who was doing their best. But now assembly became a problem and it is difficult to meet.” The headteacher expanded: “National events are being cancelled and this has trickled down to the school where we have almost forgotten about those things. But that does not stop us from appreciating those that do well in the school.” “There are so many ways of appreciating a teacher who is doing well, not always by incentives in terms of physical things, even just calling a teacher to the office and telling them we have recognized you, your hard work. This is good. This is great. Please continue doing the same. Maintain the same,” The headteacher finished.

Still in the area of teacher motivation, the headteacher remarked: “If everyone is doing fine, we can speak it out during staff briefing. People we are heading in the right direction. Let us keep it up. We also talk about things where they are not doing well. When someone is not doing fine,

we do not waste time. We call them. We reprimand them.” On the question of motivating students, the headteacher stated: “We tell those that are performing well, keep it up. Others can also see and appreciate their efforts and are encouraged. So, we appreciate them so that they feel honored and keep on working hard. We do not really have material things to give them.” The headteacher added “We give report forms. We give feedback. We even call their parents. It is an important encouragement. In the same vein for those pupils that are doing badly, we correct them. Sometimes we even call parents so that together we chart the way forward for the child.”

Commenting still on the motivation of students, the headteacher remarked: “Also, we encourage those that are not performing well. Continue working hard. I personally go around the classes to have a talk. Sometimes it is not just cramming or teaching in class that can change the attitude of the pupil. It is also when you explain to them how to change their attitude and how to be focused.” The headteacher continued: “That talk is very important when you guide them. So, I go around guiding the learners and they appreciate. And if you do a follow up after doing that, you see an attitude change.”

School 3 Headteacher. The headteacher for school 3 when asked on how the academic planning for the school year was done stated: “We do it during the management meeting and we follow on during the staff council.” As to how teaching and learning activities were managed in the school, the headteacher remarked: “They are supervised by the deputy headteacher and heads of department.” When questioned on how the curriculum was rolled out and localized in the school, the headteacher responded: “Staff choose the pathways to follow and they are the ones that are implemented.”

The headteacher asked on how staff professional development was managed in the school replied “There are done during CPD (Continuous Professional Development) and departmental

meetings that help in enhancing them.” As to how the headteacher carried out the daily routine, the head responded: “By being available in the school and seeing to it that things are going on smoothly.” On the question of how staff and students with outstanding performance were motivated in the school, the headteacher replied: “Of late there is nothing happening because of limited sources of funding.”

School 1 Teachers

Figures 8 and 9 showed that School 1 teachers rated the headteacher highest in the aspects of Formulating School Goals, Monitoring Student Performance and Directing Curriculum respectively. They gave the headteacher a moderate rating in the aspects of Disseminating School Goals, Encouraging Professional Development, Overseeing and Assessing Teaching and Learning Activities and Protecting Teaching and Learning Time respectively. The lowest rating of the headteacher were given by School 1 teachers in the aspects of Motivating Students, Motivating Teachers and Keeping High Presence in the School respectively.

School 2 Teachers

Figures 10 and 11 showed that School 2 teachers rated the headteacher highest in the aspects of Directing Curriculum, Overseeing and Assessing Teaching and Learning Activities, Disseminating School Goals, Monitoring Student Performance and Protecting Teaching and Learning Time respectively. They gave the headteacher a moderate rating in the aspect of Formulating School Goals. The lowest rating of the headteachers was given by School 2 Teachers in the aspects of Motivating Students, Keeping High Presence in the School, Motivating Teachers and Encouraging Professional Development.

School 3 Teachers

Figures 12 and 13 showed that School 3 Teachers rated the headteacher highest in the aspects of Protecting Teaching and Learning Time, Overseeing and Assessing Teaching and Learning Activities and Directing Curriculum respectively. They gave the headteacher a moderate rating in the aspects of Monitoring Student Performance, Formulating School Goals, Disseminating School Goals and Encouraging Professional Development. School 3 Teachers gave their lowest rating to the headteacher in the aspects of Motivating Teachers, Keeping High Presence in the School and Motivating Student.

School 3 Teacher 1. School 3 Teacher 1 asked on how the school was doing replied: “In terms of performance, I can say our school is doing fine. But discipline wise, some pupils are unbecoming. They need help.” On the question of how the formulation and dissemination of school goals and targets was carried out in the school, the teacher responded: “The headteacher, deputy headteacher and teachers see to it that they formulate goals and targets. Then these goals are disseminated to pupils in classes and during assembly.” Asked on how the teacher thought the performance of those tasks could be improved, she explained: “Performance of tasks could be improved by awarding those who do well in tasks and giving learners follow up activities.”

Commenting on how observation of lessons was conducted, the teacher remarked: “A teacher is observed by peers and the Head of Department. After that, the person who did the observation sits and discusses the outcome so that the teacher can know what he needs to work on.” On what should be done to improve lesson observation, the teacher expanded: “Provide learning and teaching aids, outline an observation tool which is teacher friendly and give time to those being observed to explain why and what causes them to teach they were they teach.”

Asked on how staff professional development was carried out in the school, the teacher responded: “We have CPDs, we have staff meetings, we have workshops to educate each other on

certain new developments.” On the ways in which staff professional development could be improved, the teacher explained: “People assigned to facilitate during professional meetings should be encouraged to do research.” On the teacher’s opinion about the curriculum, the teacher stated: “The curriculum is biased. I think we need to include more things which help the pupils even after school not just teaching for the sake of examinations.” Concerning how implementation and localization of the curriculum could be improved, the teacher continued: “Involve the community, include subjects which are involving what happens in the local community, for example, if it is farming, Agricultural Studies should be included in all the classes.”

Asked on the ways in which the teacher thought the interaction of the headteacher with teachers and students could be improved she responded: “Having common meals at school so that teachers can interact with the headteacher and having competitions after classes.” On the question of how teachers and students with outstanding performance were motivated the teacher replied: “Give them some money, that is, teachers. Pupils with outstanding performance should be paid for at school so that other learners are motivated.” Asked what should be done to improve the motivation of teachers and students with outstanding performance, the teacher expanded: “Give awards to teachers and students with outstanding performance.” In conclusion, the teacher added: “Localized curriculum should be worked on. Things that help learners to do better should be awarded all the time.”

School 3 Teacher 2. School 3 Teacher 2 commenting on how the school was doing remarked: “The school is doing good, at least the pupils are passing well, though others are trying.” On the question of how formulation and dissemination of school goals and targets was carried out in the school, the teacher replied: “The formulation of school goals are carried out by the school administration and HODs and these goals are made known to teachers and pupils through meetings

and assemblies.” Asked how observation of lessons was conducted, the teacher responded: “Head of Department will observe lessons of the teacher in his or her department. The monitoring tool is used during the monitoring and the observation are discussed with the teacher after the lesson.”

Asked on how staff professional development was carried out in the school, the teacher responded: “Departments come up with topics which should be discussed during the professional development meetings and the date will be set. Teachers and the CPD coordinators will be present during the professional meeting.” As to the ways in which staff professional development could be improved, the teacher explained: “The presenters should research more on the topics to be discussed.” On the question of the teacher’s opinion about the curriculum, the teacher replied: “The curriculum which the school is offering now is good as practical work is emphasized.” Asked on how the teacher thought implementation and localization of the curriculum could be improved, the teacher added: “Teachers offering practical subjects should be involved during planning so that they can implement.”

Commenting on how the headteacher interacts with teachers and students when outside the office during break or other free time, the teacher remarked: “It is rare to interact with the headteacher during spare time or during break.” As to the ways in which the interaction of the headteacher with teachers and students could be improved, the teacher expanded: “The interaction should be improved may be through conducting a lot of meetings with teachers.” On the motivation of teachers and students with outstanding performance, the teacher stated: “Teachers and students with outstanding performance should be motivated by giving them awards inform of money or materials.” On what should be done to improve the motivation of teachers and students with outstanding performance, the teacher explained: “The working environment of teachers should be improved, their salaries, awards should be given to outstanding teachers and students.”

School 3 Teacher 3. Asked how the school was doing, the teacher replied: “The school is doing well. Learners are writing end of Term I 2022 tests.” On the question of how the academic planning for the school year was done, the teacher explained: “Departments develop Department Plans. The estimated costs are compiled on a departmental annual budget to be submitted to the school finance committee for consideration.” As to how teaching and learning activities were managed in the school, the teacher explained: “Management plans, then departments are expected to ensure implementation is done. This is done through monitoring of lessons and teaching files for the teaching staff. Pupils’ books are also checked to ensure that the curriculum is implemented.”

On how the curriculum was rolled out and localized in the school, the teacher stated: “Learners are allowed to choose the pathways they want to pursue. Parents may have a hand in the choosing. PTC (Parent Teachers Committee) is involved. In the past, PTA (Parent Teachers Association) and an AGM (Annual General Meeting) were called but with the advent of Covid 19, only the PTC represents the parents.” As to how staff professional development was managed in the school, the teacher explained: “Every term each academic department holds a Continuous Professional Development (CPD) meeting. Such meetings are budgeted for and minutes are recorded. CPD meeting are meant to deal with challenging topics, sharing experiences on how to handle different topics or lessons. Lesson Studies are also held where lesson demonstrations are held. On the matter of the daily routine, the teacher expanded: “We have nine academic periods each day starting at 07:00hrs and ending at 13:20hrs. Learners come back to school after lunch at 14:30hrs for preventive maintenance, study, clubs or sports up to 16:00hrs.”

Commenting on the issue of motivation of teachers and students with outstanding performance in the school, the teacher stated: “When funds are available, motivation of teachers

who perform better is done as they are given a monetary reward. Reward for pupils include items such as exercise books and mathematics sets.” Asked on what deficiencies the teacher had noticed in the leadership and management of the school, the teacher responded: “Delay in the procurement of some goods and services. And on the ways in which the deficiencies in the leadership and management of the school could be tackled, the teacher expanded: “Push the procurement personnel to do the job, ensure that end-users submit the documents on time and lobby for a procurement officer who is not a teacher.”

School 4 Teachers

Figures 14 and 15 showed that School 4 Teachers rated the headteacher highest in the aspects of Overseeing and Assessing Teaching and Learning Activities and Protecting Teaching and Learning Time respectively. A moderate rating was given in the aspects of Directing the Curriculum, Monitoring Student Performance and Disseminating School Goals respectively. School 4 teachers gave the headteacher lowest ratings in the aspects of Motivating Teachers, Encouraging Professional Development, Motivating Students and Keeping High Presence in the School respectively.

School 5 Teachers

Figures 16 and 17 showed that School 5 Teachers rated the headteacher highest in the aspects of Protecting Teaching and Learning Time, Monitoring Student Performance, Directing Curriculum, Formulating School Goals and Overseeing and Assessing Teaching and Learning Activities respectively. A moderate rating was given in the aspects of Encouraging Professional Development and Disseminating School Goals respectively. The headteacher was given the lowest ratings by School 5 Teachers in the aspects of Motivating Students, Motivating Teachers and Keeping High Presence in the School respectively.

School 5 Teacher 1 Asked on how the school was doing, the teacher replied: “The school is doing very well both professionally and academically.” On how the formulation and dissemination of school goals and targets were carried out in the school, the teacher remarked: “Formulation and dissemination of school goals and targets are carried out as standards requires in the sense that they help in the management process and drive the strategic planning across the school and classroom.” Questioned on how the teacher thought the performance of the tasks could be improved, the teacher responded: “I personally feel nothing really much needs to be improved because the school is doing very fine academically and professionally.”

On the issue of how observation of lessons was conducted, the teacher remarked: “Lesson observations are done frequently.” As to what should be done to improve lesson observation, the teacher expanded: “Enhance more discussion after observation between the monitor and teacher in order to yield better results next time one is observed.” Asked how staff professional development was carried out in your school, the teacher replied: “Staff professional development is carried out effectively and professionally.” As to the ways in which staff professional development could be improved, the teacher explained: “Publically praising teachers and encouraging teachers to reward each other.” On the teacher’s opinion about the curriculum, the teacher explained: “The curriculum is okay since it informs teachers what skills must be taught at each grade to ultimately prepare learners to the next grade. It also ensures each school is teaching relevant material and monitoring progress of learners.” Questioned on how the teacher thought the implementation and localization of the curriculum could be improved, the teacher expanded: “By ensuring that teaching becomes more meaningful and relevant since effective localization process demands both a clear articulation of policy and a systematic understanding of the new individual.”

Asked on how the headteacher interacts with teachers and students when outside the office during break or other free time, the teacher responded: “He rarely does because most of the time teachers are usually busy even during break as he is also busy doing his office work.” As to the ways in which the teacher thought the interaction of the headteacher with teachers and students could be improved, the teacher replied: “Not so sure.”

Commenting on how teachers and students with outstanding performance could be motivated, the teacher stated: “They are praised in public and appreciated.” On what should be done to improve the motivation of teachers and students with outstanding performance, the teacher explained: “Both teachers and learners need to be rewarded apart from being praised in public. For example, if there is room for promotion and the teacher qualifies, I feel it can make one motivated.” In conclusion, the teacher added “Teachers must be motivated and appreciated for their services they render to the society because they are the heart of both the teaching and learning process.”

School 5 Teacher 2. Asked on how the school was doing, the teacher responded: “The school is generally doing very fine.” As to how the formulation and dissemination of school goals and targets was carried out in the school, the teacher explained: “By sharing ideas during meetings e.g., TG (Teachers Group) and CPD”. On how the teacher thought the performance of the tasks could be improved, the teacher expanded: “By division of labor through delegation.” Questioned on how observation of lessons was conducted, the teacher replied: “Through discussion on strengths and weaknesses from the lesson.” On what should be done to improve lesson observation, the teacher explained: “By encouraging peer monitoring so that it can be used for monitoring.”

Questioned on how staff professional development was carried out in the school, the teacher stated: “Through holding meetings called CPD to share experiences.” As to the ways in which staff professional development could be improved, the teacher continued: “By holding

CPDs fortnightly.” On the teacher’s opinion about the curriculum, the teacher expanded: “The curriculum is just okay.” As to how the teacher thought the implementation and localization of the curriculum could be improved, the teacher explained: “By printing more information that has local information especially with social studies at primary level.”

On the issue of how the headteacher interacted with teachers and students when outside the office during break or other free time, the teacher responded: “When there is less work in the office, he comes to chat and interact with teachers in the staff room.” As to the ways in which the teacher thought the interaction of the headteacher with teachers and students could be improved, the teacher continued: “It is sometimes important for headteachers to pocket their status.”

On the question of how teachers and students with outstanding performance were motivated, the teacher explained: “They are given incentives during Teachers’ Day which falls on 5th October every year. For pupils at the beginning of the term they are also given tokens of appreciation.” As to what the teacher thought should be done to improve the motivation of teachers and students with outstanding performance, the teacher continued: “Keep on giving incentives to them and also praising them in the presence of the rest.”

School 5 Teacher 3. Asked how the school was doing, the teacher responded: “Our school is doing very well.” On how the formulation and dissemination of school goals and targets was carried out in the school, the teacher explained: “The dissemination of school goals and targets carried out in the school is going on well.” As to how the teacher thought the performance of the tasks could be improved, the teacher replied: “Continue working as a team.”

Questioned how observation of lessons was conducted, the teacher responded: “There are no challenges faced.” As to what should be done to improve lesson observation, the teacher explained: “Peer monitoring among teachers to be encouraged and continue having monitoring

from management.” As to the teacher’s opinion about the curriculum, the teacher stated: “The curriculum must be revised and localized.” On how the teacher thought the implementation and localization of the curriculum could be improved, the teacher continued: “By revising the curriculum.”

Asked how the headteacher interacted with teachers and students outside the office during break or other free time, the teacher responded: “This interaction is always formal and without ill feeling.” As to the ways in which the teacher thought the interaction of the headteacher with teachers and students could be improved, the teacher explained: “Must continue the way it has always been.” On the matter of how teachers and students with outstanding performance were motivated, the teacher remarked: “They are given different tokens of appreciation depending on funds available in the school.” As to what the teacher thought should be done to improve the motivation of teachers and students with outstanding performance, the teacher continued: “Must continue giving tokens of appreciation.”

School 6 Teachers

Figures 18 and 19 showed that School 6 Teachers rated the headteacher highest in the aspects of Protecting Teaching and Learning Time, Encouraging Professional Development and Directing Curriculum respectively. A moderate rating was given to the headteacher in the aspects of Monitoring Student Performance, Formulating School Goals, Overseeing and Assessing Teaching and Learning Activities and Motivating Students respectively. The lowest ratings were given to the headteacher by School 6 Teachers in the aspects of Motivating Teachers, Disseminating School Goals and Keeping High Presence in the School respectively.

School 7 Teachers

Figures 20 and 21 showed that School 7 Teachers rated the headteacher highest in aspects of Motivating Students, Monitoring Student Performance, Directing Curriculum, Motivating Teachers, Disseminating School Goals and Formulating School Goals respectively. They gave the headteacher a moderate rating in the aspects of Protecting Teaching and Learning Time, Keeping High Presence in the School and Encouraging Professional Development respectively. School 7 Teachers rated the headteacher lowest in the aspect of Overseeing and Assessing Teaching and Learning Activities.

School 7 Teacher. Asked on how the school was doing, the teacher responded: “The school is doing fine but not to that expectation, especially infrastructure.” On how the formulation and dissemination of goals and targets was carried out in the school, the teacher remarked: “Most of the goals set for this school are not done on time and the reasons are beyond my understanding.” As to how the performance of the tasks could be improved, the teacher explained: “People in administration must disseminate information related to the goals set for the school from higher offices quickly and should support committees in charge of championing the set goals with needed resources.”

Questioned on how observation of lessons was conducted, the teacher replied: “The observation of lessons has been done termly by heads of department and deputy headteacher. Following the comments from the deputy headteacher, the headteacher also samples out a few selected teachers and observes their lessons.” As to what should be done to improve lesson observation, the teacher explained: “Lesson observers should be mindful that that they are not observing to crucify but control errors which may be made by a teacher. Hence condemning, shouting, criticizing and bad reports to superiors should be avoided for good mentorship.”

Asked on how staff professional development was carried out in the school, the teacher replied: “The school being a combined school, staff professional development has not been carried out well. Segregation and not working together has been the factor for this.” On the ways in which staff professional development could be improved, the teacher expanded: “The school should be run in two. Primary should be run alone as a school and secondary should also be run alone as a school. By doing so teachers at secondary school will perform their duties in their own capacity and this will be same for the primary.”

Concerning the teacher’s opinion about the curriculum, the teacher stated: “Of course, I am for the idea that the curriculum be revised. There are a lot of irrelevant things. Learners learn that which may not benefit them in future.” On how the teacher thought the implementation and localization of the curriculum could be improved, the teacher explained: “Implementation and localization of the curriculum could be improved by politicians. It should be done under political influence. Relevant authorities should be supported to do their duties diligently.”

Commenting on how the headteacher interacted with teachers and students when outside the office during break or other free time, the teacher stated: “The headteacher has good rapport with teachers in his free time but rarely does he have the same for learners.” As to the ways in which the interaction of the headteacher with teachers and students could be improved, the teacher explained: “This can be done by encouraging school parties or tours which involve both students and teachers. Even ball games in which the headteacher actively participates once in a while.”

Questioned on how teachers and students with outstanding performance were motivated, the teacher responded: “The motivation is only verbal to teachers and it is done in meetings unlike may be one is called for a special appreciation. As for encouragement for learners, there is nothing.” As to what should be done to improve the motivation of teachers and students with

outstanding performance, the teacher continued: “There must be a visible award which will encourage hard work among both teachers and learners. There should be admiration for the next one to be awarded.” In conclusion, the teacher added: “The administration at the school should champion unity among teachers and learners and must demonstrate love for their subjects, that is, teachers and learners and not sow fear among them.”

Students

School 3 Students. Asked about their learning experience at school, the students responded: “Learning at this school has been a good thing. It has made us achieve great things, for example we are able to solve different mathematical problems.” On how familiar they were with school academic goals and targets, the students remarked: “We are not very familiar but we know some plans and goals which the school has set.” As to how teachers were observed during lessons, the students explained: “Normally when a teacher is teaching, either the headteacher, deputy head or HOD will be monitoring them. Sometimes the headteacher will get some books from students and check them for what they have covered and how they are learning.”

Questioned about how the headteacher interacts with teachers and students outside the office during break or other free time, the students replied: “The headteacher is a good but yet serious man. He interacts with students and teachers outside office differently. He mostly advises students to study hard and tells them the benefits of studying hard.” As to the ways in which students who miss lessons were handled, the students commented: “It depends on how many days a pupil misses or is absent from school. When a pupil is absent from school for 10 days, he is expelled and deleted from the class register. Again, when one misses lessons just for a day, he or she is assigned to the class teacher to given a proper explanation on why he or she misses lessons. Students who miss lessons are sometimes punished.”

Concerning the matter on how students with excellent academic results or other achievement were motivated, the students discussed: “Students with excellent results are motivated in a manner which makes them work harder, for example, before the time of free education, students who were getting 6 points in Grade 9 end of term tests were allowed to learn for free the following term. This motivated students in the sense that most students wanted to make this achievement continuously.” As to the ways they thought the headteacher could improve the performance of the tasks we had been discussing, the students explained: “The headteacher should improve tasks like in academic. He should ensure more supervision of teachers especially in examination classes. He should ensure that students are not just taught but understand by checking the end of term results for each class and observe the percentage of passing because some teachers just teach for the sake of teaching. “Also, students who miss lessons should not just be punished but should also be given counselling for them to understand the importance of not missing lessons,” The students continued.

Students further explained: “We are also concerned with the breaking of some school rules by our school parents, the teachers. We were told that if a student is found with a phone, that phone should be taken away from that student. He or she is supposed to pay a K200 in order to get it back. This information also appears in the minutes of the PTA annual general meeting for the years 2016 and 2017.” “Yet earlier this year some students were given open transfers for coming with a phone. Our teachers should not segregate on the treatment of students,” The students concluded.

School 5 Students. Asked about their learning experience at the school, the students responded: “It has been interesting and good. We have learned a lot from friends and teachers.” On how familiar they were with the school academic goals and targets, the students stated: “We participate in school skill lessons and go for school academic programs such as JETS.” As to how

teachers were observed during lessons, the students replied: “It happens in the way that an HOD or the deputy head comes in class and sits at the back of the class and observes what the teacher is doing and the participation of pupils.”

Concerning the matter on how the headteacher interacted with teachers and students outside the office during break or other free time, the students commented: “He rarely interacts with pupils. most of the time he is found with teachers.” On how students who miss lessons were handled, the students explained: “They are punished and others are followed up to find out what the problem is.”

As to how students with excellent academic performance or other achievement were motivated, the students remarked: “They are promised to be given gifts and sometimes nothing happens.” Asked on how the headteacher could improve the performance of the tasks we had been discussing, the students responded: “By interacting with pupils.” In conclusion the students added: “The interaction of the headteacher and pupils is very important because it gives the pupils confidence and promotes their self- esteem and helps them to work hard.”

Observation

Observation of daily routines was conducted in two schools, that is, School 1 and School 3. Activities were typical as all public schools follow a standard curriculum provided by the Ministry of Education of the Republic of Zambia. Adjustments to the curriculum made locally in the school were expected to be in line with the supplied standard curriculum (Bush, 2008).

School 1. The school daily routine unfolded as follows:

- 06:45hrs- Pre- Registration Period: Students and teachers started arriving in the school. Students were cleaning classrooms and their surroundings. The school timetable was displayed in the headteacher’s office. Inspection of the timetable showed that both the headteacher and deputy headteacher were not timetabled to teach.

- 07:00hrs- Registration Period: Students and teachers entered classrooms. Teachers conducted registration using class registers. The headteacher had arrived and sat in his office. Some teachers were in the computer room working with computers and doing some photocopying and printing end of term examination question papers. Some teachers were visiting the headteacher's office one at a time for audience with the school leader. The other teachers sat outside the headteacher's office on a visitors' bench awaiting their time to enter the school leader's office.
- 07:10hrs- Morning Class Time: Period 1 commenced and teaching was taking place. Teaching and learning continued up to period 5 at 10:30hrs. Each period lasted 40 minutes. Some students from the primary section who learn in the afternoon were doing some cleaning of the surroundings as part of preventive maintenance work. No supervisor was seen going round monitoring instruction and as well no teacher was seen being observed during the time of the visits. At the end of each teaching and learning session (period), a bell rang and teachers exchanged classrooms.
- 10:30hrs- Break time: Teachers and students came out of classrooms. Children gathered in small groups and ate their food. Some children visited nearby grocery shops to purchase food. Other children were playing and running around. Some teachers were sitting in the staff room chatting or eating some food. Some sat in their departmental offices. The headteachers sat in his office. Break time lasted 20 minutes.
- 10:50hrs- Mid- morning class time: Teaching and learning activities continued for the next four periods up to 13.30hrs. There were few teachers or students seen outside classrooms during the session. The headteachers continued being mostly confined to the office. There were no teachers being observed while giving instruction in the classrooms.

- 13:30hrs- Lunch time: Children left for their homes to take their lunch. Some teachers also left for their homes to take their lunch as well. Some teachers arrived in the school to attend to the afternoon session for the primary section. Lunch time lasted for 1 hour and 10 minutes.
- 14:40hrs- Afternoon Preparation (Prep): Students arrived back in school after taking their lunch. They entered their classrooms to do their preparation. Prefects, students appointed to assist teachers in supervision of school programs, were positioned in each classroom to supervise the preparation session. Two teachers who were on duty also went round the classes to check on how the preparation session was being conducted. Prefects took note of students who did not report for the preparation session. The absentees were booked for punishment the following day. Preparation session lasted for 1 hour and 10 minutes.
- 15:50hrs- Co- Curricular Activities: On Mondays, children did preventive maintenance work which involved cleaning classrooms, departmental offices and school surroundings. On Tuesdays and Thursdays, children engaged in sporting activities and were seen playing football and volley ball. On Wednesdays, children were expected to attend clubs, though no club activities were noticeable during the period of the visit. All activities lasted 1 hour and ended at 17:00hrs. On Fridays, no activities were scheduled and it was a free period.

Observation session also involved requesting for school documents relevant to the study. In this context a copy of School 1 Term 1 2022 mid- term staff meeting minutes was obtained. School 1 Term 1 Mid- Term staff meeting minutes revealed that there was a problem of teachers reporting late for work. Late reporting for school was also reported among students. Unnecessary movements during lessons by both teachers and students was as well reported. Another vice reported was that of truancy or absenteeism from work/school among both

teachers and students. Other shortcomings recorded were pieces of dirty littering the school surroundings, teachers not following issued instructions, inadequate preparation for lessons and some teachers failing to submit their teaching files for checking on time. The headteacher advised teachers to retrospect and stop committing offences such as coming late for work. The school holds three staff meetings in a term: opening, mid- term and closing.

School 3. The school daily routine unfolded as follows:

- 06:45hrs- Pre- Registration Period: Students and teachers started arriving in the school. Students were cleaning classrooms and their surroundings. Prefects on duty were stationed at the school gate and took down names of late comers. After cleaning, students sat in their classrooms waiting for teachers to conducted registration using class registers. The headteacher had arrived and sat in his office. The school timetable was displayed in the office and a check showed that both the head and deputy were not timetabled to teach.
- 07:00hrs- Registration Period: Teachers conducted registration using class registers. The headteacher continued sitting in the office. Some parents accompanied by their children (students) were sitted on a bench waiting to see the headteacher.
- 07:15hrs- Morning Class Time: Period 1 commenced and teaching was taking place. Teaching and learning continued up to period 4 at 09:55hrs. Each period lasted 40 minutes and a siren rang at the end of each session. At the time of the visit, no supervisor was seen going round monitoring instruction and as well no teacher was seen being observed during the same period. There were only a few teachers or students seen outside during the time when lessons were taking place at the time of the visit.
- 09:55hrs- Break time: Teachers and students came out of classrooms. Students gathered in small groups and ate their food. Some went to the tuck shop to purchase groceries. Some

teachers were sitting in the staff room, doing some marking, chatting or eating some food. Some sat in their departmental offices. The headteachers sat in his office. Break time lasted 15 minutes.

- 10:10hrs- Mid- morning class time: Teaching and learning activities continued for the next four periods until 12.50hrs. There was no supervisor seen outside monitoring school activities. There were no students seen working outside.
- 12:50hrs- Lunch time: Some students left for their homes to take their lunch. Some remained in the school and ate their packed lunches. The headteacher and teachers as well left for their homes to take their lunch. Lunch time lasted 1 hour 10 minutes.
- 14:30hrs- Afternoon Preparation (Prep): Students arrived back in school after taking their lunch. They entered their classrooms to do their preparation. Prefects were positioned in each class to supervise the preparation period. Three teachers on duty also went round the classes to check on how the preparation session was being conducted. Prefects took note of students who did not report for the preparation session. The absentees were booked for punishment the following day. The preparation session lasted for 1 hour and 30 minutes and ended at 16:00hrs. The remaining time (1 hour) up to 17:00hrs was devoted to co-curricular activities. Students were seen playing football and performing some traditional singing and dances. School 3 like School 1 also holds three staff meetings in a term, that is, opening, mid- term and closing.

A copy of Term 1 2022 Opening Staff Meeting was obtained from the school secretary who was as well the typist. The school Term 1 2022 Opening Staff Meeting minutes revealed that there was apathy among teachers during invigilation of local examinations in the school. This compelled the headteacher and deputy headteacher to participate in invigilation as well. The

headteacher stated that the matter would be followed up. There was also a report that some previous term's results for some classes had not been dispatched to students' parents or guardians due to some teachers' failure to enter marks on time. The headteacher encouraged teachers to take their responsibilities seriously and complete their work timely. The headteacher then advised teachers to start teaching on opening day and those on duty to be available all the time. Teachers were also encouraged to come with personal cups for tea to be taken during break time.

A case of indiscipline was also reported among students who refused to do punishment after committing an offence. One member of staff observed that students who commit serious offences should be given a second chance before being served with open transfers. The headteacher concluded the issue by requesting class teachers to do more on discipline of students under their charge. There was also a report that only a few teachers submitted their teaching files through their heads of department to the headteacher for checking. The headteacher responded to the raised concern by stating that the submission of the teaching files should be done by all teachers on time.

Improvement of Leadership and Management Practices

Formulation and Dissemination of Goals and Targets. Commenting on how the formulation and dissemination of school goals and targets could be improved, School 5 Teacher 3 stated: "Continue working as a team." School 7 Teacher expanded on the comments of the colleague: "People in administration must disseminate information related to the goals set for the school from higher offices quickly and should support committees in charge of championing the set goals with needed resources."

As stated in the foregoing comments, an inclusive approach which involves the headteacher, staff, students, parents and the community in developing a collective school vision and mission will ensure that all concerned stakeholders give an input in the development of the

vision and mission statement. This will allow them to feel ownership of the process and readily support its execution (Bush, 2008). The importance of clear communication was emphasized by Dembowski (2007) who argued that a headteacher that clearly communicates a vision and expectation can steer and inspire staff and students to put more effort in their work thus achieving better results for the school. Robinson, Hohepa & Lloyd (2015) supported and expanded on the goal setting process by stressing that the content of the vision, goals and expectations should emphasize academic performance and clearly show paradigm shift from undesired to desired state.

Lesson Observation. On how lesson observation could be improved, School 3 Teacher 1 remarked: “Provide learning and teaching aids, outline an observation tool which is teacher friendly and give time to those being observed to explain why and what causes them to teach they were they teach.” School 5 Teacher 1 echoed the sentiments of the colleague: “Enhance more discussion after observation between the monitor and teacher in order to yield better results next time one is observed.” School 5 Teacher 2 expanded on the sentiments of the colleagues: “By encouraging peer monitoring so that it can be used for monitoring.”

School 5 Teacher 3 brought in a new dimension to the observation process, that of involving leadership: “Peer monitoring among teachers to be encouraged and continue having monitoring from management.” School 7 Teacher was critical: “Lesson observers should be mindful that that they are not observing to crucify but control errors which may be made by a teacher. Hence condemning, shouting, criticizing and bad reports to superiors should be avoided for good mentorship.” The impact of involvement of leadership in lesson observation has been discussed in literature.

Several studies have shown that a principal’s direct participation in teacher observation and timely provision of feedback was related to improved student performance (Andrews & Soder,

1987; Bamburg & Andrews, 1991; Heck, 1992; Heck et al., 1990 as cited in OECD, 2008). Analysis of Program for International Student Assessment (PISA) data by Woessman et al. (2007 as cited in OECD, 2008) revealed that student outcomes appeared to improve when principals and external monitors made teachers account for student performance through lesson observation.

Staff Professional Development. Commenting on how staff professional development could be improved, School 3 Teacher 1 stated: “People assigned to facilitate during professional meetings should be encouraged to do research.” School 3 Teacher 2 echoed the sentiments of the colleague: “The presenters should research more on the topics to be discussed.” In addition, deliberate participation of the headteacher in the program has been shown to have a positive impact. Studies have thus shown that student- centered leadership involving participation of principals in teacher professional development has been associated with better student achievement (Leithwood et al., 2006; Robinson, 2007 as cited in OECD, 2008).

Localization and Implementation of the Curriculum. On how the curriculum could be better localized and implemented, School 3 Teacher 1 stated: Involve the community, include subjects which are involving what happens in the local community, for example, if it is farming, Agricultural Studies should be included in all the classes.” School 3 Teacher 2 expanded on the views of the colleague: “Teachers offering practical subjects should be involved during planning so that they can implement.” School 7 Teacher further clarified the matter: “Of course, I am for the idea that the curriculum be revised. There are a lot of irrelevant things. Learners learn that which may not benefit them in future.” Involvement of stakeholders and active participation of the headteacher in selecting, implementing and managing an appropriate curriculum in the school has been associated with improved student performance (OECD, 2008; Robinson, Hohepa & Lloyd, 2015).

Interaction of the Headteacher with Teachers and Students. Commenting on the interaction of the headteacher with teachers and students during break or other free time, School 3 Teacher 1 explained: “Having common meals at school so that teachers can interact with the headteacher and having competitions after classes.” School 7 Teacher expanded on the comments of the colleague: “This can be done by encouraging school parties or tours which involve both students and teachers. Even ball games in which the headteacher actively participates once in a while.” Robinson, Hohepa and Lloyd (2015) established that a school environment in which a headteacher often interacts and engages in productive conversations with teachers was associated with enhanced student performance.

Motivation of Teachers and Students. On how teachers and students could be motivated, School 3 Teacher 1 explained: Give them some money, that is, teachers. Pupils with outstanding performance should be paid for at school so that other learners are motivated.” School 3 Teacher 2 echoed the views of the colleague: “Teachers and students with outstanding performance should be motivated by giving them awards in form of money or materials. The working environment of teachers should be improved, that is, their salaries” School 5 Teacher 1 expanded on the views of the colleagues: “Both teachers and learners need to be rewarded apart from being praised in public. For example, if there is room for promotion and the teacher qualifies, I feel it can make one motivated. Teachers must be motivated and appreciated for their services they render to the society because they are the heart of both the teaching and learning process.”

School 7 Teacher further expanded on the colleagues’ views: “There must be a visible award which will encourage hard work among both teachers and learners. There should be admiration for the next one to be awarded.” Hellinger and Murphy (1985) observed that students in the schools they studied were awarded more visibly than teachers as most school leaders chose

to award deserving teachers in privacy while pupils were awarded in public during school assemblies.

Results and How they Addressed the Research Questions

Research Question One (1). How is school vision and accompanying goals formulated and disseminated in the school?

Headteachers rated themselves to have performed the task of formulating school goals most often with a mean value of 4.84 (out of a possible 5). They then rated themselves to have performed the task of disseminating school goals the second often with a mean value of 4.67. On the other hand, teachers rated headteachers to have performed the task of formulating school goals the fifth often with a mean value of 4.11 and that of disseminating school goals the sixth often performed task with a mean value of 3.97.

Adding context to the quantitative results above, the headteacher of school 1 commenting on how as staff they planned academic programs in the school stated: “We sit down in a staff meeting and plan and come up with what is called an activity calendar. And this is what guides us what activities we will be doing that particular year.” On the other hand, the headteacher for school 3 when asked on how the academic planning for the school year was done stated: “We do it during the management meeting and we follow on during the staff council.” School 3 Teacher 2 commenting on the question of how formulation and dissemination of school goals and targets was carried out in the school replied: “The formulation of school goals are carried out by the school administration and HODs and these goals are made known to teachers and pupils through meetings and assemblies.”

School 3 Teacher 3 on the question of how the academic planning for the school year was done, the teacher explained: “Departments develop Department Plans. The estimated costs are

compiled on a departmental annual budget to be submitted to the school finance committee for consideration.” School 3 students asked on how familiar they were with school academic goals and targets, responded: “We are not very familiar but we know some plans and goals which the school has set.”

Research Question (Two) 2. How are instructional programs and curriculum managed?

Headteachers rated themselves to have performed the task of directing the curriculum the third often with a mean value of 4.67 while the fourth often performed task was overseeing and assessing teaching and learning activities with a mean value of 4.5. The fifth often performed task was protecting teaching and learning time with a mean value of 4.33 with the seventh often performed task being monitoring student performance with a mean value of 4.17 and the least performed task with a mean value of 3.8 was keeping high presence in the school.

Results showed that all the teachers from the seven secondary schools rated their headteachers to have performed the task of directing the curriculum most often with an average mean value of 4.19 (out of a possible 5). The second often performed task with an average mean value of 4.18 was monitoring student performance. The third often performed task was protecting teaching and learning time with an average mean value of 4.14 which was followed by the fourth often performed task of overseeing and assessing teaching and learning activities with an average mean value of 4.12. The seventh often performed task was encouraging professional development with an average mean value of 3.78 while the eighth often performed task with an average mean value of 3.59 was keeping high presence in the school.

Adding context to the quantitative results, school 1 headteacher asked on how teaching and learning activities were managed in the school, the headteacher expanded: “The school timetable guides us on what should be done at what time. It tells each and every teacher where they are

supposed to be at a particular time and even pupils follow the timetable.” “So, we follow the school routine. We follow the school timetable. That is how we manage our teaching and learning in terms of time,” The headteacher finished. On the other hand, school 3 headteacher asked as to how teaching and learning activities were managed in the school, remarked: “They are supervised by the deputy headteacher and heads of department.”

School 3 teacher 1 Commenting on how observation of lessons was conducted, remarked: “A teacher is observed by peers and the Head of Department. After that, the person who did the observation sits and discusses the outcome so that the teacher can know what he needs to work on.” School 3 teacher 3 asked as to how teaching and learning activities were managed in the school, explained: “Management plans, then departments are expected to ensure implementation is done. This is done through monitoring of lessons and teaching files for the teaching staff. Pupils’ books are also checked to ensure that the curriculum is implemented.” School 3 students questioned on how teachers were observed during lessons, explained: “Normally when a teacher is teaching, either the headteacher, deputy head or HOD will be monitoring them. Sometimes the headteacher will get some books from students and check them for what they have covered and how they are learning.”

School 1 headteacher asked on how the curriculum supplied by the ministry was rolled out in the school remarked: “Choice begins at junior secondary section where children are beginning to specialize. When children come in Grade 8, they are taught all subjects and then later given chance to choose between academic and vocational pathways.” The headteacher continued: “So those that feel like they are more interested in the vocational pathway, we explain what is the vocational pathway and the types of subjects found there to make them understand. “And also, we explain what is in academic pathway to make them understand. Then we tell the children to choose

so that they make an informed decision. We do not just want them to choose anyhow, but allow them to make an informed decision following their areas of strength,” The headteacher concluded. School 3 headteacher when questioned on how the curriculum was rolled out and localized in the school, responded: “Staff choose the pathways to follow and they are the ones that are implemented.” When questioned on what school 3 teacher 1’s opinion about the curriculum was, the teacher stated: “The curriculum is biased. I think we need to include more things which help the pupils even after school not just teaching for the sake of examinations.”

Research Question Three (3). How is staff continuous professional development conducted?

Headteachers rated themselves on the task of encouraging staff professional development as the second least performed task with a mean value of 3.92. Teachers on the other hand rated headteachers on the task of encouraging professional development the seventh often performed task with an average mean value of 3.78. Adding context to the quantitative data, School 1 headteacher commenting on how staff professional development was managed in the school explained: “Depending on the area of need we encourage teachers to upgrade. We are trying to avoid a situation where all of us will become teachers of English. Because back in those days, people used to go and just do certain areas and when they graduated there was just that area of one type.” The headteacher added: “We talk to our teachers if they want to go for further studies. Can you consider following this direction? Because this is where our need lies so that we don't just upgrade for the sake of upgrading.” School 3 headteacher, on the other hand when asked on how staff professional development was managed in the school replied “There are done during CPD (Continuous Professional Development) and departmental meetings that help in enhancing them.”

School 3 teacher 1 asked on how staff professional development was carried out in the school, responded: “We have CPDs, we have staff meetings, we have workshops to educate each

other on certain new developments.” School 3 teacher 2 questioned on how staff professional development was carried out in the school, expanded: “Departments come up with topics which should be discussed during the professional development meetings and the date will be set. Teachers and the CPD coordinators will be present during the professional meeting.”

Research Question Four (4). How is school environment conducive to teaching and learning encouraged in the school?

Headteachers rated themselves on the task of motivating teachers the sixth often performed task with a mean value of 4.25 while on motivating students they rated themselves the seventh often performed task with a mean value of 4.17. Teachers rated headteachers on the task of motivating teachers the second least performed task with an average mean value of 3.50 while on motivating students they rated headteachers the least performed task with an average mean value of 3.48.

Adding context to the quantitative data in the area of motivating teachers, School 1 headteacher stated: “In the past, before COVID struck, we used to. We used to come up with a list of deserving teachers in different categories where we saw who was doing what and who was doing their best. But now assembly became a problem and it is difficult to meet.” The headteacher expanded: “National events are being cancelled and this has trickled down to the school where we have almost forgotten about those things. But that does not stop us from appreciating those that do well in the school.” “There are so many ways of appreciating a teacher who is doing well, not always by incentives in terms of physical things, even just calling a teacher to the office and telling them we have recognized you, your hard work. This is good. This is great. Please continue doing the same. Maintain the same,” The headteacher finished.

School 3 headteacher on the question of how staff and students with outstanding performance were motivated in the school, stated: “Of late there is nothing happening because of limited sources of funding.” On the question of how teachers and students with outstanding performance were motivated the, school 3 teacher 1 expanded: “Give them some money, that is, teachers. Pupils with outstanding performance should be paid for at school so that other learners are motivated.” School 7 teacher questioned on how teachers and students with outstanding performance were motivated, explained: “The motivation is only verbal to teachers and it is done in meetings unlike may be one is called for a special appreciation. As for encouragement for learners, there is nothing.”

Concerning the matter on how students with excellent academic results or other achievement were motivated, school 3 students discussed: “Students with excellent results are motivated in a manner which makes them work harder, for example, before the time of free education, students who were getting 6 points in Grade 9 end of term tests were allowed to learn for free the following term. This motivated students in the sense that most students wanted to make this achievement continuously.” School 5 students on the other hand discussing how students with excellent academic performance or other achievement were motivated, stated: “They are promised to be given gifts and sometimes nothing happens.”

Research Question Five (5). What skill gap is observed among headteachers in the leadership and management of the school?

The first skill gap revealed was in the formulation of the school vision and goals which showed that the activity was dominated by the administrators and involved less teacher input: The headteacher for school 3 when asked on how the academic planning for the school year was done stated: “We do it during the management meeting and we follow on during the staff council.”

School 3 Teacher 2 commenting on the question of how formulation and dissemination of school goals and targets was carried out in the school replied: “The formulation of school goals are carried out by the school administration and HODs and these goals are made known to teachers and pupils through meetings and assemblies.”

Management of teaching and learning activities revealed that headteachers were less involved and did not closely supervise the programs: School 1 headteacher asked on how teaching and learning activities were managed in the school, explained: “The school timetable guides us on what should be done at what time. It tells each and every teacher where they are supposed to be at a particular time and even pupils follow the timetable.” “So, we follow the school routine. We follow the school timetable. That is how we manage our teaching and learning in terms of time,” The headteacher finished. On the other hand, school 3 headteacher asked as to how teaching and learning activities were managed in the school, remarked: “They are supervised by the deputy headteacher and heads of department.”

Observation data showed that the headteachers of the two schools were not timetabled to teach and were most of the time confined to their offices. Commenting on how the headteacher interacts with teachers and students when outside the office during break or other free time, school 3 teacher 2 remarked: “It is rare to interact with the headteacher during spare time or during break.” On the issue of how the headteacher interacted with teachers and students when outside the office during break or other free time, school 5 teacher 2 expanded: “When there is less work in the office, he comes to chat and interact with teachers in the staff room.”

School 3 students questioned about how the headteacher interacts with teachers and students outside the office during break or other free time, stated: “The headteacher is a good but yet serious man. He interacts with students and teachers outside office differently. He mostly

advises students to study hard and tells them the benefits of studying hard.” Concerning the matter on how the headteacher interacted with teachers and students outside the office during break or other free time, school 5 students commented: “He rarely interacts with pupils. most of the time he is found with teachers.”

Responses from participants revealed that the encouraging of an environment conducive to teaching and learning was not being addressed adequately in terms of motivating teachers and students. While headteachers gave themselves a fair ratings of a mean value of 4.25 on the task of motivating teachers and a mean value of 4.17 on motivating students, teachers rated them lowly on the task of motivating teachers with mean value of 3.50 and lowest on the task of motivating students with a mean value of 3.48. School 3 headteacher, commenting on the question of how staff and students with outstanding performance were motivated in the school, stated: “Of late there is nothing happening because of limited sources of funding.”

School 7 teacher questioned on how teachers and students with outstanding performance were motivated, the teacher explained: “The motivation is only verbal to teachers and it is done in meetings unlike may be one is called for a special appreciation. As for encouragement for learners, there is nothing.” School 5 students discussing how students with excellent academic performance or other achievement were motivated, stated: “They are promised to be given gifts and sometimes nothing happens.”

Research Question Six (6). What should be done in order to improve leadership and management practices in the school?

Commenting on how the formulation and dissemination of school goals and targets could be improved, School 5 Teacher 3 stated: “Continue working as a team.” School 7 Teacher expanded on the comments of the colleague: “People in administration must disseminate

information related to the goals set for the school from higher offices quickly and should support committees in charge of championing the set goals with needed resources.”

On how lesson observation could be improved, School 3 Teacher 1 remarked: “Provide learning and teaching aids, outline an observation tool which is teacher friendly and give time to those being observed to explain why and what causes them to teach they were they teach.” School 5 Teacher 1 echoed the sentiments of the colleague: “Enhance more discussion after observation between the monitor and teacher in order to yield better results next time one is observed.” School 5 Teacher 2 expanded on the sentiments of the colleagues: “By encouraging peer monitoring so that it can be used for monitoring.”

Commenting on how staff professional development could be improved, School 3 Teacher 1 stated: “People assigned to facilitate during professional meetings should be encouraged to do research.” School 3 Teacher 2 echoed the sentiments of the colleague: “The presenters should research more on the topics to be discussed.” On how the curriculum could be better localized and implemented, School 3 Teacher 1 stated: Involve the community, include subjects which are involving what happens in the local community, for example, if it is farming, Agricultural Studies should be included in all the classes.” School 3 Teacher 2 expanded on the views of the colleague: “Teachers offering practical subjects should be involved during planning so that they can implement.” School 7 Teacher further explained the matter: “Of course, I am for the idea that the curriculum be revised. There are a lot of irrelevant things. Learners learn that which may not benefit them in future.”

Commenting on the interaction of the headteacher with teachers and students during break or other free time, School 3 Teacher 1 explained: “Having common meals at school so that teachers can interact with the headteacher and having competitions after classes.” School 7 Teacher

expanded on the comments of the colleague: “This can be done by encouraging school parties or tours which involve both students and teachers. Even ball games in which the headteacher actively participates once in a while.”

On how teachers and students could be motivated, School 3 Teacher 1 explained: Give them some money, that is, teachers. Pupils with outstanding performance should be paid for at school so that other learners are motivated.” School 3 Teacher 2 echoed the views of the colleague: “Teachers and students with outstanding performance should be motivated by giving them awards in form of money or materials. The working environment of teachers should be improved, that is, their salaries” School 5 Teacher 1 expanded on the views of the colleagues: “Both teachers and learners need to be rewarded apart from being praised in public. For example, if there is room for promotion and the teacher qualifies, I feel it can make one motivated. Teachers must be motivated and appreciated for their services they render to the society because they are the heart of both the teaching and learning process.” School 7 Teacher further expanded on the colleagues’ views: “There must be a visible award which will encourage hard work among both teachers and learners. There should be admiration for the next one to be awarded.”

Summary of Integrated Findings

The following were themes emerging from the integrated findings. They are discussed in passages that follow:

Exclusive Vision Formulation

The process of formulating a school vision and goals was frequently done but it was, however, dominated by administrators while teachers, students and other stakeholders were largely excluded.

Inadequate Supervision of Instruction

Headteachers did not closely supervise teaching and learning activities and left the task to their subordinates. School routine largely unsupervised

Low Involvement in CPD

Headteachers were perceived not to be encouraging CPD much. However, the correct procedure of implementing it was being followed.

Unconducive School Environment

Headteachers were scarcely awarding deserving teachers and students. Where it was done, it mostly involved acknowledging or praising the individuals.

Management Skill Gaps

Confinement to office and leaving supervision of responsibilities to subordinates, low interaction with staff and students were prominent skill gaps observed among headteachers. Others were low interaction with staff and students and inadequate encouragement of a conducive school environment.

Participant Improvement Suggestions

Team work and quick dissemination of vision and goal statements, increase of post-observation discussion time, encouragement of research during CPD and involvement of local community during curriculum localization were the forward- looking statements given by participants on how to improve leadership and management practices in the schools. Others were headteachers joining teachers during break, attending co- curricular activities and giving appreciable awards to deserving teachers and students.

Evaluation of Integrated Findings

Demographics of participants were first evaluated. This was then followed by evaluation of findings of integrated survey quantitative data and qualitative data.

Demographics

One hundred and two (102) respondents took part in the survey of which three were headteachers and ninety-nine (99) were teachers. The number fell below the targeted one hundred and fifty- seven (157) participants. Seven (7) headteachers from all the seven sampled secondary schools were targeted to take part in the survey but in the end only three (3) volunteered to participate. On the other hand, out of the one hundred and fifty (150) teachers targeted to take part in the survey only 99 volunteered to do so.

Age of the survey respondents ranged from twenty- six (26) to fifty- nine (59) years old while their work experience ranged from 2 to 34 years. Out of the one hundred and one (101) respondents who gave their range of work experience, fifteen (15) (14.85%) worked for two (2) to fifteen (15) years while eighty- six (86) (85.15%) worked for nine (9) to thirty- four (34) years. The majority of the participants therefore had sufficient school work experience to give informed responses to the items of the closed self- administered survey questionnaire. The average number of years served by teachers under their current headteachers was 3.17(years). This meant that the teachers also had served satisfactorily long enough under their current headteachers and had sufficient knowledge about their practice of instructional leadership to be able to give informed responses to the items in the closed self- administered survey questionnaire.

Formulation and Dissemination of School Goals and Targets

Headteachers rated themselves significantly on the task of formulating and disseminating school goals and targets with mean scores of 4.84 and 4.67 respectively. Teachers also rated

headteachers significantly on the task of Formulating School Goals with an average mean score of 4.11, though their rating on the task of disseminating school goals was slightly lower with an average rating of 3.97. Significant ratings were also noted in the study by Hellinger and Murphy (1985): “The mean rating by teachers was 3.8 (of a possible 5) on framing goals and 3.7 on communicating goals indicating that principals frequently perform these behaviors.” (p. 227). Gurley et al. (2016) in their study also obtained significant ratings for both headteachers’ self-ratings and ratings given to headteachers by teachers. In this regard, headteachers gave themselves a mean rating of 4.73 (out of a possible 5) on the task of formulating the schools’ goals while teachers gave the headteachers a mean rating of 4.55 (slightly lower) on the same task. On the other hand, headteachers gave themselves a mean rating of 4.41 on the task of disseminating the schools’ goals while teachers gave the headteachers a mean rating of 4.44 (slightly higher) on the same task.

There were, however, notable differences on how teachers from particular schools rated their headteachers on the task of Formulating School Goals. School 1 Teachers rated their headteacher highest (4.33) and School 3 Teachers gave the lowest rating (3.82). Differences were also noted in the ratings on the task of Disseminating School Goals with School 7 Teachers giving their headteacher the highest rating (4.24) and School 3 giving the lowest rating (3.59).

School 1 headteacher’s interview comment on how the school plans academic programs shows that teachers were involved in the planning: “We sit down in a meeting and plan and come up with what is called an activity calendar. And this is what guides us what activities we will be doing that particular year.” School 3 headteacher’s interview comment on how the school plans academic programs, however, revealed that planning started with the administration: “We do it during the management meeting and we follow on during the staff council.” School 3 Teacher 2’s

interview comment supported the headteacher's view: "The formulation of school goals is carried out by the school administration and HODs and these goals are made known to teachers and pupils through meetings and assemblies." Somewhat similar results indicating the less involvement of teachers were obtained by Hellinger and Murphy (1985):

The principals are less active in their efforts to obtain teacher input in the development of goals, though this particular practice varies widely across schools. In certain schools, teachers are systematically involved in school goal development; in others, hardly at all (pp. 227–228).

Bogale and Lodisso (2019) in their study also found that teachers were less consulted and involved in the formulation of the schools' goals. The researchers, however found that teachers perceived headteachers to have been relatively better at disseminating the schools' goals. The teachers, thus gave headteachers a low mean rating of only 2.34 (out of a possible 5) on the task of involving and getting the input of teachers during the formulation of the schools' goals while they gave headteachers a moderately high mean rating of 3.85 on the task of disseminating the schools' goals.

The schools' vision and goals that have been associated with improved student performance, however, are those that emphasize academic performance standards (Robinson, Lloyd & Hohepa, 2015). Bogale and Lodisso (2019) in their study, however, found that teachers perceived headteachers as having performed very poorly on the task. The teachers thus gave headteachers a low mean rating of 2.42 (out of a possible 5) on a task that was seeking a well stated school vision and accompanying goals that stressed betterment of student performance and a very low mean rating of only 1.89 (out of a possible 5) on the task that was seeking setting of objectives that included information showing how pupils performed in previous and present examinations and other assessments.

The comments given by teachers during interviews clarified and added detail and context to the reasons of why they gave the headteachers such low ratings on the task of formulating the schools' vision and goals. One of the teachers explained that it was the duty of the headteacher to explain to the teachers, pupils and other stakeholders as often as possible the meaning of the set school vision and goals. The teacher continued that in their school, the headteacher was not performing that task and therefore teachers, students and other interested stakeholders did not understand the set school vision and goals and as a result they could not commit themselves and put effort to achieve them. In the same context, another teacher further explained that if all teachers understood the meaning of the set school vision and goals in the same way they would grasp their essence. In this way they would commit themselves to help the school to better the academic performance of pupils.

The Ministry of Education of the Republic of Zambia (2011) conducted a baseline study in which the researchers illustrated the importance of including student achievement information when formulating the school's goals. The investigation involved training headteachers undergoing an in- service course in Educational Leadership and Management (ELM) to use student examination results when making academic, management and administrative decisions in the school. This made student academic performance central in all important decisions being undertaken in the school. The researchers then made a follow up on their trainees over the next years to investigate the effect of the training on their school leadership. The results showed that the headteachers who had undergone the stated updated program practiced better instructional leadership focusing on using records of examination results when formulating school goals and targets and registered better student performance in public examinations than their compatriot headteachers who had not undergone the same course.

Managing Teaching and Learning Activities

Headteachers rated themselves high on tasks related to managing teaching and learning activities, that is, Overseeing and Assessing Teaching and Learning Activities (4.50), Monitoring Student Performance (4.17) and Protecting Teaching and Learning Time (4.33). Teachers also rated headteachers significantly on tasks related to managing teaching and learning activities, that is, Overseeing and Assessing Teaching and Learning Activities (4.12), Monitoring Student Performance (4.18) and Protecting Teaching and Learning Time (4.14). It is important to note that Monitoring Student Performance was the task where teachers gave headteachers a higher rating than they rated themselves. A related study obtained a somewhat similar result.

Findings by Gurley, D. K., Anast- May, L., O’Neal, M., & Dozier, R. (2016) showed that both headteachers and teachers gave high ratings though the former on average gave higher ratings than the latter. Some studies have further revealed that in some instances, teachers have given headteachers higher ratings than headteachers have given themselves (Hallinger, P., Wang, W., & Chen, C., 2013 as cited in Gurley, D. K., Anast- May, L., O’Neal, M., & Dozier, R., 2016)

On the task of Overseeing and Assessing Learning Activities, School 2 Teachers gave the highest rating (4.40) and School 1 Teachers gave the lowest rating (3.74), while on the task of Monitoring Student Performance, School 7 Teachers gave the highest rating (4.36) and School 3 Teachers gave the lowest rating (3.89) and on the task of Protecting Teaching and Learning Time, School 6 Teachers gave the highest rating (4.38) and School 1 the lowest rating (3.63).

The comments given by School 1 Headteacher on how teaching and learning activities were managed, however, did not support the overall high rating: “The school timetable guides us on what should be done at what time. It tells each and every teacher where they are supposed to be at a particular time and even pupils follow the timetable.” School 3 Headteacher also gave similar comments: “They are supervised by the deputy headteacher and heads of department.” The

foregoing comments show that the administrators were not closely supervising the activities but rather taken a back role. Other studies have also shown the same trend.

In a study conducted by Kaume (2016) involving three headteachers, the author revealed that the administrators delegated most of their roles to their deputy headteachers and heads of department and allowed them to come up with important school decisions without the involvement of the school leaders. The headteachers restricted their roles to mostly attending staff meetings and school assemblies.

Lesson observation was done accordingly. School 3 Teacher 1, commenting on how lessons were observed stated: “A teacher is observed by peers and the Head of Department. After that, the person who did the observation sits and discusses the outcome so that the teacher can know what he needs to work on.” School 3 Teacher 2 echoed the sentiments of the colleague: “Head of Department will observe lessons of the teacher in his or her department. The monitoring tool is used during the monitoring and the observation are discussed with the teacher after the lesson.” School 3 Students also expressed similar views: “Normally when a teacher is teaching, either the headteacher, deputy head or HOD will be monitoring them. Sometimes the headteacher will get some books from students and check them for what they have covered and how they are learning.” School 5 Students echoed their colleagues: “It happens in the way that an HOD or the deputy head comes in class and sits at the back of the class and observes what the teacher is doing and the participation of pupils.”

The comment made by teachers and students indicated that the headteacher was not so much involved in observing lessons but as reported by School 5 Students, the head’s act of collecting and checking students’ books, showed that the headteacher was playing more of a supervisory role in monitoring student learning progress. Bush (2015) and The Wallace

Foundation (2013) shared a similar view when they observed that in a secondary school due to specialization in subjects, a headteacher may not be able to observe teachers directly and provide feedback but instead delegate the responsibility to the heads of department and then monitor the activity and ensure that the teachers were being observed and given timely productive feedback.

The collecting of students' note books was such a monitoring activity as it helped the headteacher check evidence of a teacher's extent of coverage of the syllabus and students' learning. The headteacher's noted role of monitoring the students' learning progress tallies with a high rating which teachers had given headteachers during the quantitative survey. The two matching results from two different data collecting methods, that is, the quantitative closed self-administered survey questionnaire and the interview respectively provided triangulation which helped in validating increasing the trustworthiness the data collected (Shenton, 2004; Stahl & King, 2020).

Managing the School Curriculum

Headteachers rated themselves significantly on the task of managing the curriculum (4.67). Teachers also rated headteachers significantly (4.19). Differences in rating between school showed that School 2 Teachers gave the highest rating (4.45) while School 3 gave the lowest rating (4.01). School 1 headteacher's comments showed that the rolling out of the curriculum in the school was democratic and participative and supported the significant rating given by the headteachers: "Choice begins at junior secondary section where children are beginning to specialize. When children come in Grade 8, they are taught all subjects and then later given chance to choose between academic and vocational pathways." "So those that feel like they are more interested in the vocational pathway, we explain what is the vocational pathway and the types of subjects found there to make them understand," The headteacher added.

The headteacher further commented: “And also, we explain what is in academic pathway to make them understand. Then we tell the children to choose so that they make an informed decision. We do not just want them to choose anyhow, but allow them to make an informed decision following their areas of strength,” The headteacher concluded. Comments given by School 3 Teachers 3 further indicated the democratic and participative nature of the school curriculum roll out and why teachers also gave a high rating: “Learners are allowed to choose the pathways they want to pursue. Parents may have a hand in the choosing. PTC (Parent Teachers Committee) is involved. In the past, PTA (Parent Teachers Association) and an AGM (Annual General Meeting) were called but with the advent of Covid 19, only the PTC represents the parents.”

The high rating given by teachers to headteachers for management of the curriculum and the comments given by School 1 headteacher and School 3 Teacher 3 outlining the democratic and participative nature of the curriculum roll out in the two different schools revealed a set of matching results. The matching results from a closed self-administered survey questionnaire and interviews as alluded to in earlier text, provided a triangulation of results from two different data collection methods and therefore increased the validity and trustworthiness of the data collected (Shenton, 2004; Stahl & King, 2020).

Interaction of the Headteacher with Teachers and Students

Headteachers rated themselves lowest in the task of Keeping High Presence in the School (3.8) which is related to Interaction of the Headteacher with Teachers and Students. Teachers also gave headteachers a low rating in the task of Keeping High Presence in the School (3.59). The differences in rating between schools showed that School 7 gave the highest rating (4.16) while School 1 Teachers gave the lowest rating (3.00). Low ratings concerning interaction of

headteachers with teachers and students have also been reported in other studies. In a study conducted by Bogale and Lodisso (2019) a low mean rating of 2.59 (out of possible 5) was given to headteachers by teachers on an instructional leadership task that was intended to encourage interaction between the principals and their teachers and students.

Interview comments from teachers and students in the current study gave an indication of why the low ratings were given. Commenting on how the headteacher interact with teachers and students when outside the office during break or other free time, School 3 Teacher 2 remarked: “It is rare to interact with the headteacher during spare time or during break.” Addressing the same subject, School 5 Teacher 1 also gave a similar comment “He rarely does because most of the time teachers are usually busy even during break as he is also busy doing his office work.” School 5 Teacher 2 on the other had this to say: “When there is less work in the office, he comes to chat and interact with teachers in the staff room.” School 7 Teacher had own opinion: “The headteacher has good rapport with teachers in his free time but rarely does he have the same for learners.”

Addressing the same subject, School 3 Students commented: “The headteacher is a good but yet serious man. He interacts with students and teachers outside office differently. He mostly advises students to study hard and tells them the benefits of studying hard.” School 5 Students gave a comment somewhat similar to that given by School 7 Teacher: “He rarely interacts with pupils. Most of the time he is found with teachers.” Observation record of schools 1 and 3 showed that the headteachers were largely confined to their offices during the time of the visits to the school which supported the low rating given by both headteachers and teachers during the quantitative survey. Triangulation involving three different methods of data collection, that is, quantitative closed self- administered survey questionnaire interviews and observation all matched and indicated that the interaction of the headteacher with teachers and students was poor. Such a

triangulation involving three different methods of data collection increased the validity and trustworthiness of the data collected (Shenton, 2004; Stahl & King, 2020).

The poor interaction of the headteacher with teachers and students given in the foregoing comments and observation report is consistent with criticism made of the practice of instructional leadership. Bush (2008) observed that a drawback of instructional leadership was that the headteacher gets so preoccupied with teaching and learning activities that other aspects of school life such as student and teacher welfare and their social interactions are neglected.

Encouraging Staff Professional Development

Headteachers gave themselves the second lowest rating in the task of Encouraging Staff Professional Development (3.92). Similarly, teachers gave headteachers their fourth lowest rating in the task of Encouraging Staff Professional Development (3.78). Differences in rating between schools showed that School 3 Teachers gave the highest rating (4.32) while School 4 Teachers gave the lowest rating (3.17). Bogale and Lodisso (2019) also reported teachers giving headteachers a low mean rating of only 2.02 (out of possible 5) for the instructional leadership task concerning continuous professional development (CPD) whose goal was to offer to teachers different types of professional courses that would better their instructional capacities, subject knowledge and expertise in classroom practice.

School 1 Headteacher's comments, however, appeared to indicate correct conduct of staff professional development despite the heads as a group having given their second lowest rating to the task: "Depending on the area of need we encourage teachers to upgrade. We are trying to avoid a situation where all of us will become teachers of English. Because back in those days, people used to go and just do certain areas and when they graduated there was just that area of one type." The headteacher added "We talk to our teachers if they want to go for further studies. Can you

consider following this direction? Because this is where our need lies so that we don't just upgrade for the sake of upgrading.”

School 3 Teacher 1's comments also indicated correct conduct of staff professional development: “We have CPDs, we have staff meetings, we have workshops to educate each other on certain new developments.” School 3 Teacher 2 echoed the comments of the colleague: “Departments come up with topics which should be discussed during the professional development meetings and the date will be set. Teachers and the CPD coordinators will be present during the professional meeting.” School 3 Teacher 3 expanded on the comments of the colleagues: “Every term each academic department holds a Continuous Professional Development (CPD) meeting. Such meetings are budgeted for and minutes are recorded. CPD meeting are meant to deal with challenging topics, sharing experiences on how to handle different topics or lessons. Lesson Studies are also held where lesson demonstrations are held.” The other respondent, however, did not share the same positive view which could possibly indicate the relatively low rating given by both groups.

School 7 Teacher's comment indicated a difficult approach to the implementation of the program: “The school being a combined school, staff professional development has not been carried out well. Segregation and not working together has been the factor for this.” Such a challenging implementation of staff professional development program may be occurring elsewhere. An OECD report showed that in many countries school continuous professional development programs were uncoordinated, unrelated to the professional needs of teachers and lacking consistent follow up mechanisms (OECD, 2005 as cited in OECD, 2008).

Motivation of Teachers and Students

Headteachers gave themselves moderately high ratings on the tasks of Motivating Teachers (4.25) and Motivating Students (4.0). Teachers on the other hand gave headteachers the second lowest rating on the task of Motivating Teachers (3.5) and lowest rating in the task of Motivating Students (3.48). Differences in rating between schools showed that on the task of Motivating Teachers, School 7 Teachers gave the highest rating (4.24) while School 1 Teachers gave the lowest rating (2.98). On the task of Motivating Students, School 7 Teachers still gave the highest rating (4.55) while School 1 Teachers again gave the lowest rating (2.62). Bogale and Lodisso (2019) reported more or less similar results for the two tasks of motivating teachers and students. Teachers gave headteachers quite a low rating of 2.10 (out of possible 5) for the instructional leadership task of motivating teachers whose goal was for the schools to come up with well-intended official and non-official ways of providing incentives to teachers in order to encourage them. On the other hand, teachers gave headteachers a moderately high rating of 3.42 on the task of motivating students.

Teachers, during interviews, gave reasons as to why they rated headteachers so lowly on the instructional leadership task of motivating teachers. One teacher explained that teachers were looking forward to headteachers to provide them material rewards and oral and written commendations as incentives in order to encourage them using official and non-official means. The teacher added that if such encouragement was forthcoming from headteachers, then teachers would have been more committed to better the academic performance of pupils. The teacher, however, concluded by stating that such encouragement was not forthcoming from the headteacher of that particular school. Another teacher further lamented that teachers were not at all encouraged but rather felt overlooked, de-motivated and in some instances headteachers even used abusive language against them.

School 3 headteachers comments in the current study indicated a possible reason why teachers gave headteachers a low rating on both tasks: “Of late there is nothing happening because of limited sources of funding.” School 1 Headteacher’s comments also pointed in the same directions: “In the past, before COVID struck, we used to. We used to come up with a list of deserving teachers in different categories where we saw who was doing what and who was doing their best. But now assembly became a problem and it is difficult to meet.” The headteacher added: “National events are being cancelled and this has trickled down to the school where we have almost forgotten about those things. But that does not stop us from appreciating those that do well in the school.” “There are so many ways of appreciating a teacher who is doing well, not always by incentives in terms of physical things, even just calling a teacher to the office and telling them we have recognized you, your hard work. This is good. This is great. Please continue doing the same. Maintain the same,” The headteacher finished.

School 3 Teacher 3 painted a positive picture despite the low rating given by teachers to the motivation tasks: “When funds are available, motivation of teachers who perform better is done as they are given a monetary reward. Reward for pupils include items such as exercise books and mathematics sets.” School 5 Teacher 2 expanded on the views of the colleague: “They are given incentives during Teachers’ Day which falls on 5th October every year. For pupils at the beginning of the term they are also given tokens of appreciation.” School 7 Teacher, however, gave a contrary view to that of the colleagues and reflected the comments given by the headteachers: “The motivation is only verbal to teachers and it is done in meetings unlike may be one is called for a special appreciation. As for encouragement for learners, there is nothing.” Students gave varied views.

School 3 Students gave a positive picture concerning the motivation of students: “Students with excellent results are motivated in a manner which makes them work harder. For example, before the time of free education, students who were getting 6 points in Grade 9 end of term tests were allowed to learn for free the following term. This motivated students in the sense that most students wanted to make this achievement continuously.” School 5 Students, however, had a contrary view to that of their colleagues concerning motivation of students and echoed the views of the headteachers and School 7 Teacher: “They are promised to be given gifts and sometimes nothing happens.”

Skill gaps observed among headteachers in leadership and management of the schools

A skill gap was revealed in the formulation of the school vision and goals which showed that the activity was dominated by the administrators and involved less teacher input: The headteacher for school 3 when asked on how the academic planning for the school year was done stated: “We do it during the management meeting and we follow on during the staff council.” School 3 Teacher 2 commenting on the question of how formulation and dissemination of school goals and targets was carried out in the school replied: “The formulation of school goals are carried out by the school administration and HODs and these goals are made known to teachers and pupils through meetings and assemblies.”

The management of teaching and learning activities revealed that headteachers were less involved and did not closely supervise the programs: School 1 headteacher asked on how teaching and learning activities were managed in the school, explained: “The school timetable guides us on what should be done at what time. It tells each and every teacher where they are supposed to be at a particular time and even pupils follow the timetable.” “So, we follow the school routine. We follow the school timetable. That is how we manage our teaching and learning in terms of time,”

The headteacher finished. On the other hand, school 3 headteacher asked as to how teaching and learning activities were managed in the school, remarked: “They are supervised by the deputy headteacher and heads of department.”

Observation

The daily routines of the two observed schools, Schools 1 and 3 were typical and only differed by 10 minutes on the time of lesson commencement with the former starting at 07;10hrs and the latter at 07:00hrs. In both schools the headteachers and their deputies were not timetabled to teach and were confined to their offices most of the time. This could indicate why teachers rated them lowly on the frequency they performed the instructional leadership aspect tasks of ‘Keeping High Presence in the School’ with a mean score of 3.59.

Analysis of staff meeting minutes revealed problems of reporting late for work, truancy and unnecessary movements during lessons among both teachers and students in School 1 which were not noticed during school visits. Other problems among teachers revealed by the minutes were inadequate preparation for lessons and failure to submit teaching files for checking on time. In School 2, the minutes revealed problems of teachers having shown apathy during invigilation of local examinations and late submission of teaching files for checking (common problem in both). The other problem revealed was failure by some teachers to enter marks on report cards resulting in some cards not being dispatched to parents or guardians.

Summary

The study explored leadership and its influence on teaching and learning in a 21st Century Zambian secondary school. The purpose of the mixed methods study was to survey and explore leadership skills practiced in secondary schools in Zambia and their influence on teaching and learning. The study was informed by instructional leadership theory. Instructional leadership is

concerned with supervision of the curriculum, teaching and learning activities as well as professional growth of teachers (OECD, 2008). The leader focuses on student learning through regular observation and evaluation of teachers' instructional activities (Bush, 2008; The Wallace Foundation, 2013).

Trustworthiness of the data collected was ensured by following established methods of conducting a study. The methods followed included sampling technique, informed consent, triangulation, participant checking, thorough description of the topic, review of findings of previous similar studies and consideration of the confirmability, dependability and transferability of the results (Lincoln & Guba, 1985; Shenton, 2004 as cited in Stahl & King, 2020). Use of the mixed methods design gave validity and reliability to the results through the quantitative data collected during the survey (Creswell & Plano, 2018; Gay & Weaver, 2011).

Purposeful sampling was used in which participants were selected based on their suitability to supply information required to answer the research questions and meet the objectives of the study (Saunders, Lewis & Thornhill, 2007). The participants that best suited the stated criterion were headteachers, teachers and students. Triangulation involved use of three different levels of participants, thus headteachers, teachers and students. The approach enabled collection of data from groups with different experiences and views of school leadership. It also involved conducting the study in seven schools thus enabling collection of unique data from each of the schools. Different data collection methods were also used to triangulate the data. Data was collected using survey questionnaires, interviews, focus group discussions, observations and document analysis.

Participant checking was done by providing transcripts of interview data to the participants to check and verify that the records were a true reflection of what was discussed. The topic of the research project was described in detail in all the chapters of the dissertation. The findings of

previous similar studies reviewed were, first from Hellinger & Murphy (1985) titled ‘Assessing the Instructional Management Behavior of Principals.’ The study was similar in the sense that it employed the Principal Instructional Management Rating Scale (PIMRS) which was also employed in the current study. The second was from Gurley, D. K., Anast- May, L., O’Neal, M., & Dozier, R. (2016) entitled ‘Principal Instructional Leadership Behaviors: Teachers vs Self-Perceptions.’ The study also compared the perceptions of headteachers and teachers and used PIMRS.

The third study reviewed was that conducted by Kaume, M. R. (2016) titled ‘Administrative and Leadership Innovation in the 21st Century: A Secondary School Sub- Sector Perspective in Kenya.’ The purpose of the study was to qualitatively explore headteachers’ perceptions of the skill gap in secondary schools and suggested means of resolving them as was done in the qualitative phase of the current study.

The results’ transferability was strengthened by the generalizability of the objective data collected through the quantitative survey (Creswell & Plano, 2018; Gay & Weaver, 2011; Stahl & King, 2020). As alluded to above, the study having employed a mixed methods research design and much of the data collected through a quantitative survey, the dependability of the results was strengthened by the reliability of the objective data collected (Creswell & Plano, 2018; Gay & Weaver, 2011).

As much of the data was collected through the quantitative survey of the mixed methods research design employed, the confirmability of the results was strengthened by the objective data collected (Creswell & Plano, 2018; Gay & Weaver, 2011). Triangulation employed during the study as described in the earlier text and the through description of the topic and detailed background of the study given added to the confirmability of the qualitative aspect of the data.

The validity and reliability of quantitative data was ensured through the use of a valid and reliable data collecting instruments. A valid instrument is that which measures what it is designed to measure (Taherdoost, 2016). The data collected by a valid instrument should be representative of the investigated topic (Ghauri & Gronhaug, 2005 as cited in Taherdoost, 2016). The instrument employed in the quantitative survey was a prior validated instrument that was based on PIMRS developed by Hellinger and Murphy in 1985.

One hundred and two (102) respondents took part in the survey of which three were headteachers and ninety-nine (99) were teachers. Two of the headteachers were male while the third was a female. Forty-two (42) of the teachers were male while fifty-seven (57) were female. The age of the survey respondents ranged from 26 to 59 years while their work experience ranged from 2 to 34 years.

headteachers rated themselves highest in the aspect of Formulating School Goals followed by aspects of Disseminating School Goals and Directing Curriculum and rated themselves lowest in the aspects of Keeping High Presence in the School, Encouraging Professional Development and Motivating Students respectively. School 1 teachers on the other hand rated the headteacher highest in the aspects of Formulating School Goals, Monitoring Student Performance and Directing Curriculum respectively and lowest in the aspects of Motivating Students, Motivating Teachers and Keeping High Presence in the School respectively.

School 2 teachers rated the headteacher highest in the aspects of Directing Curriculum, Overseeing and Assessing Teaching and Learning Activities, Disseminating School Goals, Monitoring Student Performance and Protecting Teaching and Learning Time respectively and lowest in the aspects of Motivating Students, Keeping High Presence in the School, Motivating Teachers and Encouraging Professional Development. School 3 Teachers meanwhile rated the

headteacher highest in the aspects of Protecting Teaching and Learning Time, Overseeing and Assessing Teaching and Learning Activities and Directing Curriculum respectively and lowest in the aspects of Motivating Teachers, Keeping High Presence in the School and Motivating Student

School 4 Teachers rated the headteacher highest in the aspects of Overseeing and Assessing Teaching and Learning Activities and Protecting Teaching and Learning Time respectively and lowest in the aspects of Motivating Teachers, Encouraging Professional Development, Motivating Students and Keeping High Presence in the School respectively. School 5 Teachers on the other hand rated the headteacher highest in the aspects of Protecting Teaching and Learning Time, Monitoring Student Performance, Directing Curriculum, Formulating School Goals and Overseeing and Assessing Teaching and Learning Activities respectively and lowest in the aspects of Motivating Students, Motivating Teachers and Keeping High Presence in the School respectively.

School 6 Teachers rated the headteacher highest in the aspects of Protecting Teaching and Learning Time, Encouraging Professional Development and Directing Curriculum respectively. in the aspects of Motivating Teachers, Disseminating School Goals and Keeping High Presence in the School respectively. School 7 Teachers meanwhile rated the headteacher highest in aspects of Motivating Students, Monitoring Student Performance, Directing Curriculum, Motivating Teachers, Disseminating School Goals and Formulating School Goals respectively lowest in the aspect of Overseeing and Assessing Teaching and Learning Activities.

The trends that were observed in the ratings was that headteachers gave themselves high ratings in the aspects of Formulating and Disseminating School Goals, Overseeing and Assessing Teaching and Learning Activities and Directing Curriculum which were closely followed by ratings given by teachers. Headteachers then gave themselves moderate ratings in the aspects of

Monitoring Student Performance and Protecting Teaching and Learning Time while teachers maintained a steady rating. It is in fact in the aspect of Monitoring Student Performance where teachers gave a higher rating than headteachers gave themselves, a result that was also obtained by Gurly et al (2016).

Headteachers gave themselves lowest ratings in the aspects of Keeping High Presence in the School and Encouraging Professional Development while teachers still even gave lower ratings than those of the headteachers. Teachers gave their lowest ratings to headteachers in the aspects of Motivating Students and Teachers while headteachers gave themselves higher ratings.

Observation of daily routines was conducted in two schools, that is, School 1 and School 3. Activities were typical as all public schools follow a standard curriculum provided by the Ministry of Education (MOE). Both routines began with a pre/ registration period at 06:45hrs when teachers and students arrived in the school and students cleaned classrooms and their surroundings. In School 3, the registration was also conducted during this period. In School 1 registration was conducted from 07:00hrs to 07:10 when morning classes began for five periods each lasting 40 minutes up to break time at 10.30hrs.

In School 3 morning classes began at 07:00hrs and lasted for five periods each lasting 40 minutes up to break time at 10:20hrs. In each school break time lasted 20 minutes. Mid- morning sessions lasted four periods in each school and ended at 13:30hrs (Sch 1) and 13:20hrs (Sch 3). Lunch break lasted 1 hour 10 minutes in both schools. In School 1 study time took place for 1 hour from 14:40hrs to 15:50hrs. Thereafter co- curricular activities lasted for another 1 hour up to 16:50hrs when the day's activities ended. In School 3, afternoon study began at 14:30hrs and lasted 1 hour 30 minutes up to 16:00hrs. There after co- curricular activities took place for 1 hour up to

17:00hrs when the day's activities ended. A check on the timetables showed the heads and deputy heads in both schools were not timetabled to teach.

Analysis of staff meeting minutes revealed a problem of truancy, late coming and unnecessary movements during lessons among both teachers and students in School 1. Teachers of the same school were also found to have a problem of inadequate preparation for lessons and failing to submit their teaching files for checking on time. School 3 teachers on the other hand were found to have shown apathy during the invigilation of local examinations and failing to enter examination results on report cards on time resulting in cards for some classes not being dispatched to parents/ guardians.

Suggestions for improving leadership and management practices in the school included establishment of an inclusive goal and target setting process and the drawing up of a vision that emphasized academic performance. Conducting lessons observations that provided for sufficient discussion after the lesson. This would allow the teacher to adequately comprehend the shorting comings encountered and actions to be taken to resolve them. Leadership should also be more involved as studies have associated increased participation of the headteacher in lesson observation with improved student performance (OECD, 2008).

Teachers assigned to make presentations during CPD should be encouraged to do research so that they are conversant with the topics they are dealing with. Headteachers should also be encouraged to participate in the programs as doing so has been associated with improved student achievement (Robinson, 2007). Localization and implementation of the curriculum should be inclusive and selection of subjects should focus on those which are relevant to the local area. Active participation of the headteacher in the localization, implementation and management of an

appropriate curriculum has been linked with improved student performance (Robinson, Hohepa & Lloyd, 2015).

Interaction of the headteacher with teachers and students could be improved through having combined education tours involving both staff and students, encouraging the headteacher to attend tea break with teachers and holding games in which the head participates. Student performance has been noted to improve when the head often interacts and holds productive conversations with teachers (Robinson, Hohepa & Lloyd, 2015). Motivation of outstanding teachers and students could be improved by giving teachers monetary rewards and paying school fees for students. Promotion could also be considered for deserving teachers as an incentive. The awards should be visible so that others are motivated.

The researcher, to ensure that headteachers live up to the high ratings that they gave themselves on the task of managing teaching and learning activities, is first to have them timetabled to teach at least one class in their field of specialization. This will re-introduce them to the classroom and give them first-hand experience of what teachers are actually doing in terms of scheming, lesson planning and delivery as well as overall coverage of the syllabi. The direct interaction of the headteachers with teachers and students will help them closely supervise the teaching and learning activities. The headteachers should also participate in observing lessons once in a while in their field of their specialization and collect note books from students to monitor their learning progress. Where they are not specialized, the headteachers should follow up heads of department and ensure that they regularly observe lessons of teachers in their departments and provide prompt feedback to teachers. The headteachers should also regularly check schemes and records of work files to monitor the progress departments are making towards achieving school

goals and targets. In this way the headteachers will offer effective instructional leadership while at the same time attending to their office work.

The first specific training that would be recommended to bridge the skill gap identified among secondary school headteachers is a Diploma course in Educational Leadership and Management (ELM) offered on part- time basis through distance education at a local public university (Formerly the National In- Service Teachers' College). Teachers enroll on a voluntary basis and take their modules while at home and only attend a two- week residential school during holidays. The other training that is recommended is for headteachers who are already undergraduate degree holders in specific subject areas to enroll for master of educational leadership and administration degrees at various public and private universities which offer it on part- time basis through distance education (online or printed module). At the moment possession of the school leadership qualification is just considered an added advantage and not a pre- requisite for appointment to a school administrative position. Appointing authorities should therefore make it an eligibility criterion when considering promotional appointments.

The researcher to increase the visibility of headteachers in the school and increase their interaction with teachers and students proposes that firstly all headteachers should be timetabled at least for one class. Handling one class will have the least effect on the headteachers' office work but afford them the chance to come out of the office and engage with students and teachers directly in an instructional aspect. Secondly, the headteacher should make regular tours of the school at least twice in a day and visit key places in the school. The tours will afford the headteacher chance to appear in public and meet and chat with teachers, students and other staff both in a formal and informal capacity. Thirdly, the headteacher should join teachers in the staffroom during tea- break and take tea and engage in informal and engage in informal conversation with them. The

headteacher should also join teachers and students during co- curricular time and watch or take part in the activities such as playing soccer. The headteacher should as well once in a while join teachers and students during education tours. This will afford the headteacher a greater opportunity of interacting with the teachers and students.

The researcher, to increase motivation levels among teachers and students proposes that to start with the headteacher should invite top performing teachers and students to the office and acknowledges their accomplishment in private. Some teachers may be content with this form of appreciation and may not want it to be made public. The head should in addition write commendation letters to the deserving individuals to enrich their curriculum vitae (CV). A copy of the commendation letter should be placed in the teacher's file. The deserving individuals should then be announced publicly to appreciate their accomplishment in front of their peers both during staff meeting and at assembly. Material rewards should also be given to the deserving teachers and students in form of cash prizes or items of equivalent value where resources allow.

CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

The study explored influence of leadership on teaching and learning in 21st Century in Zambian junior secondary school. The problem was perceived skill gap among headteachers in leadership and management of present- day junior secondary school in Zambia presumed to have contributed to poor student outcomes. Government enacted national policy on education of 1996 which required all headteachers to undergo school leadership course in order to mitigate the skill gap. Performance of students in public junior secondary school examinations however, has continued to be poor coupled with high absenteeism rate over the years.

A longitudinal baseline study conducted by ministry of education showed that academic performance of students in schools whose headteachers had attended a course in educational leadership and management (ELM) improved compared to performance of students at schools where headteachers did not (Ministry of Education of the Republic of Zambia, 2011). The study indicated that headteachers who had attended ELM acquired knowledge and skills that helped them manage and supervise instructional activities more effectively than their counterparts who did not. Consequently, better management and supervision of instruction resulted in improved student academic performance. On the other hand, headteachers who did not attend ELM lacked essential knowledge and skills required to effectively manage and supervise instructional activities. Student academic performance in their schools also did not show improvement observed in schools headed by trained headteachers.

The purpose of study was to explore leadership and management practices of headteachers in junior secondary schools in Zambia and perceptions of their influence on teaching and learning. The practices included management of instructional programs, conduct of continuous professional development and motivation of teachers and students.

The study employed a mixed- methods design involving an initial quantitative survey and a follow up qualitative phase (Creswell, 2013; Creswell & Plano, 2018). The survey was carried out using printed questionnaires that were distributed to respondents at the sampled schools. The qualitative phase was conducted using interviews, Focus Group Discussions (FGDs) and observations (Saunders, Lewis, & Thornhill, 2007). Seven headteachers and 150 teachers were purposefully sampled to take part in the survey from a target population of 21 headteachers and 446 teachers from 21 secondary schools in the district. Three headteachers and 9 teachers (from those who already participated in the survey) and 16 students were again purposefully sampled to take part during the qualitative phase.

The code of ethics was adhered to so that the human rights, dignity, confidentiality, privacy and safety of all participants were assured (APA, 2017; University of Gloucestershire, 2018). All the headteachers, teachers and guardians to students who volunteered to participate in the study were given an opportunity to give an informed consent. A write up that included the research project title, short description of the purpose, aim and significance of the study was given to the participant to read. In addition, an explanation was given to why and how they were selected to participate in the study and assured that there was no potential risks or harm they would encounter in the course of their participation.

Participants were also given an opportunity to withdraw from participation at any stage of the research without giving an explanation or suffering consequences for withdrawing. In an instance where an individual chose to withdraw from participation, all the information collected would be deleted. Participation was anonymous in that names were not required to be entered on self- administered questionnaires or requested during interviews and all information collected was

coded and could not be traced to any individual or site. In case of students, a teacher was always present when FGDs were taking place.

The study, like many others had some limitations. The most important ones were use of a pre- designed survey questionnaire, Limited number of respondents returning filled questionnaires, time constraint, inadequate access to relevant documents and poor audio recordings.

A pre- designed questionnaire, the PIMRS developed by Hellinger & Murphy (1985) was used to collect data during the survey. The use of the instrument was necessitated by the need to only employ a prior validated and reliable instrument during the study and this was strongly recommended by UNICAF. It appears the time, logistics and expertise needed in developing and validating a new survey instrument was not feasible within the timeframe of that particular module (Taherdoost, 2016). The instrument, however, limited the range of views that a researcher could elicit from respondents in answering the research questions (Simon & Goes, 2013).

There was a limited number of respondents that returned filled questionnaires. Out of the targeted seven headteachers, only three headteachers did return filled questionnaires and out of the targeted 150 teachers, only 99 teachers returned filled questionnaires. It appears pressure of work and the deadline given to submit filled questionnaires resulted in many teachers not finding sufficient time to devote to responding to the questionnaires (Delva, Kirby, Knapper & Birtwhistle, 2002; Simon & Goes, 2013). The reduced number of respondents may have adversely impacted the quality of the survey results.

The time that was available for conducting the study in the schools was reduced by the December 2022 school holiday which lasted five weeks. The study could not be conducted during the holiday as the school program was not running and there were no students and very few teachers if any present. The time that was available to respondents to attend to the questionnaires

was therefore lessened and this could have contributed to the reduced number of filled questionnaires that were returned (Simon & Goes, 2013).

School documents relevant to the study that were provided to the researcher for analysis were limited. Some requested documents were either not ready or could not be retrieved. There was therefore less document data available for analysis.

Much of the data collected during interviews and FGDs was done so through field notes. Much of the audio records were of poor quality due to background noise and could not be transcribed successfully and as result field notes were taken instead.

Implications

One hundred and two (102) respondents took part in the survey of which three were headteachers and ninety-nine (99) teachers. The number fell below the targeted 157 participants. Seven headteachers from all the seven sampled schools were targeted to take part in the survey but in the end only three volunteered to participate. On the other hand, out of the 150 teachers targeted to take part in the survey only 99 volunteered to do so. The five-week December 2022 school holiday which reduced the time available to conduct the study in the schools could have contributed to the low participation level. Many respondents may not have had enough time to devote to answering the questionnaire within the limited time frame given to submit the filled instrument (Delva, Kirby, Knapper & Birtwhistle, 2002; Simon & Goes, 2013).

The age of the survey respondents ranged from 26 to 59 years old while their work experience ranged from 2 to 34 years. Of the 101 respondents who gave their work experience, 15 (14.85%) worked for 8 to 15 years while 86 (85.15%) worked for 9 to 36 years. Majority of participants therefore had sufficient school work experience. The average number of years served by teachers under their current headteachers was 3.17(years). This meant that the teachers also had

served sufficiently under their current headteachers. The implication is that the majority of respondents were adequately informed to make competent judgements in answering the survey questionnaire.

Formulation and Dissemination of School Goals and Targets

Headteachers rated themselves significantly on the task of formulating and disseminating school goals and targets with mean scores of 4.84 and 4.67 respectively. Teachers also rated headteachers significantly on the task of Formulating School Goals with an average mean score of 4.11, though their rating on the task of disseminating school goals was slightly lower with an average rating of 3.97. Significant ratings were also noted in the study by Hellinger and Murphy (1985): “The mean rating by teachers was 3.8 (of a possible 5) on framing goals and 3.7 on communicating goals indicating that principals frequently performed those behaviors.”

There were, however, notable differences on how teachers from particular schools rated their headteachers on the task of Formulating School Goals. School 1 Teachers rated their headteacher highest (4.33) and School 3 Teachers gave the lowest rating (3.82). Differences were also noted in the ratings on the task of Disseminating School Goals with School 7 Teachers giving their headteacher the highest rating (4.24) and School 3 giving the lowest rating (3.59).

School 1 Headteacher’s interview comment on how the school plans academic programs shows that teachers were involved in the planning: “We sit down in a meeting and plan and come up with what is called an activity calendar. And this is what guides us what activities we will be doing that particular year.” School 3 headteacher’s interview comment on how the school plans academic programs, however, revealed that planning started with administration: “We do it during the management meeting and we follow on during the staff council.” School 3 Teacher 2’s interview comment supported school 3 headteacher’s view: “The formulation of school goals is

carried out by the school administration and HODs and these goals are made known to teachers and pupils through meetings and assemblies.” Somewhat similar results were obtained by Hellinger and Murphy (1985) who reported that while a few school leaders did involve teachers in the formulation of the school vision and accompanying goals on average most of them did not involve teachers in the planning process.

The high rating by the headteachers on both tasks, though consistent with many other studies (Hellinger & Murphy, 2013) may also have been impacted by the small number that took part in the survey. The varied ratings by teachers from different schools indicate that teachers were more involved in some schools than in others. Interview comments, however, generally showed that teachers were less involved in the process of formulating and disseminating school goals and targets. The findings by Hellinger and Murphy (1985) also showed that teachers were less involved. The results were expected and showed that to a large extent, headteachers did not exercise the instructional leadership skill of actively involving teachers in the tasks of formulation and disseminating school goals and targets as required by modern pedagogical practices in schools (OECD, 2005).

Managing Teaching and Learning Activities

Headteachers rated themselves high on tasks related to managing teaching and learning activities, that is, Overseeing and Assessing Teaching and Learning Activities (4.50), Monitoring Student Performance (4.17) and Protecting Teaching and Learning Time (4.33). Teachers also rated headteachers significantly on tasks related to managing teaching and learning activities, that is, Overseeing and Assessing Teaching and Learning Activities (4.12), Monitoring Student Performance (4.18) and Protecting Teaching and Learning Time (4.14). It is important to note that

Monitoring Student Performance was the task where teachers gave a higher rating than headteachers rated themselves. A related study obtained a somewhat similar result.

Findings by Gurley et al. (2016) showed that the ratings given by the headteachers themselves and teachers were high and closely matched though those of the headteachers were generally higher. Hellinger et al. (2013) went further and stated that while it was true that headteachers generally rated themselves higher there were some cases when teachers actually rated headteachers higher than the headteachers rated themselves.

On the task of Overseeing and Assessing Learning Activities, School 2 Teachers gave the highest rating (4.40) and School 1 Teachers gave the lowest rating (3.74), while on the task of Monitoring Student Performance School 7 Teachers gave the highest rating (4.36) and School 3 Teachers gave the lowest rating (3.89) and on the task of Protecting Teaching and Learning Time, School 6 Teachers gave the highest rating (4.38) and School 1 the lowest rating (3.63).

The survey high ratings indicated that both categories of respondents perceived headteachers to have performed the tasks related to management of teaching and learning activities frequently. The result was consistent with findings by Gurley et al. (2016) who also found high ratings from both groups. The high frequency with which the tasks were done, however, may not have indicated effective performance (Hellinger & Murphy, 1985). The interview comments by School 1 and School 3 headteachers pointed to the same.

The comments given by School 1 Headteacher on how teaching and learning activities were managed, however, did not support the overall high rating: “The school timetable guides us on what should be done at what time. It tells each and every teacher where they are supposed to be at a particular time and even pupils follow the timetable.” School 3 Headteacher also gave similar comments: “They are supervised by the deputy headteacher and heads of department.” The

foregoing comments show that the administrators were not closely supervising the activities but rather taken a back role. Other studies have also shown the same trend.

In a study conducted by Kaume (2016) involving three headteachers, the author reported that the school leaders had delegated much of their leadership and management roles to their deputy headteachers and heads of department and empowered them to reach and implement joint decisions at their level. The author added that the headteachers only played a small role in the day-to-day management of the school, limited much to addressing staff meetings and school assemblies.

The headteachers relinquished their supervisory roles by either letting the school routine roll out without closely monitoring instructional activities or through incorrect delegation. Correct application of delegation means the supervisor being in place and time to closely monitor how subordinate staff perform assigned duties (Dembowski, 2007; Kaume, 2016). The lack of supervisory knowledge and instructional leadership skill displayed by the headteachers is characteristic of leaders who did not undergo initial training in school administration but got appointed to their positions based on their teaching experience (Khan, 2012, Memon & Bana, 2005 as cited in Mansoor & Akhter, 2015; Ministry of Education of the Republic of Zambia, 2011). The result was expected as in Zambia like in most African countries, there is no requirement for prospective school leaders to undergo an initial leadership course to qualify for appointment to the substantive position ((Bush & Oduro, 2006).

Lesson observation was done accordingly. School 3 Teacher 1, commenting on how lessons were observed stated: “A teacher is observed by peers and the Head of Department. After that, the person who did the observation sits and discusses the outcome so that the teacher can know what he needs to work on.” School 3 Teacher 2 echoed the sentiments of the colleague:

“Head of Department will observe lessons of the teacher in his or her department. The monitoring tool is used during the monitoring and the observation are discussed with the teacher after the lesson.” School 3 Students also expressed similar views: “Normally when a teacher is teaching, either the headteacher, deputy head or HOD will be monitoring them. Sometimes the headteacher will get some books from students and check them for what they have covered and how they are learning.” School 5 Students echoed their colleagues: “It happens in the way that an HOD or the deputy head comes in class and sits at the back of the class and observes what the teacher is doing and the participation of pupils.”

The comment made by teachers and students indicated that the headteacher was not so much involved in observing lessons but as reported by School 5 Students, the act of collecting and checking students’ books, showed that the headteacher was playing more of a supervisory role in monitoring student learning progress. Bush (2015) and The Wallace Foundation (2013) shared a similar view when they observed that in a secondary school due to subject specialization, a headteacher may not be able to observe teachers directly and provide feedback. The headteacher instead, monitors heads of department and ensures that teachers are being observed and given timely feedback.

The result was expected and is consistent with limited application of instructional leadership found in secondary schools due to departmental subject specialization. Number of teachers that a headteacher can observe is limited. As indicated by the results the headteacher’s effectiveness lies in monitoring instructional activities and ensuring that teachers and heads of department perform their roles accordingly (Bush, 2008; The Wallace Foundation, 2013).

Managing School Curriculum

Headteachers rated themselves significantly on the task of managing the curriculum (4.67). Teachers also rated headteachers significantly (4.19). Differences in rating between school showed School 2 Teachers gave the highest rating (4.45) while School 3 gave the lowest rating (4.01). School 1 headteacher's comments showed that the rolling out of the curriculum in the school was democratic and participative and supported the significant rating given by the headteachers: "Choice begins at junior secondary section where children are beginning to specialize. When children come in Grade 8, they are taught all subjects and then later given chance to choose between academic and vocational pathways." "So those that feel like they are more interested in the vocational pathway, we explain what is the vocational pathway and the types of subjects found there to make them understand," The headteacher added.

The headteacher further commented: "And also, we explain what is in academic pathway to make them understand. Then we tell the children to choose so that they make an informed decision. We do not just want them to choose anyhow, but allow them to make an informed decision following their areas of strength," The headteacher concluded. Comments given by School 3 Teachers 3 further indicated the democratic and participative nature of school curriculum roll out and why teachers also gave a high rating: "Learners are allowed to choose the pathways they want to pursue. Parents may have a hand in the choosing. PTC (Parent Teachers Committee) is involved. In the past, PTA (Parent Teachers Association) and an AGM (Annual General Meeting) were called but with the advent of Covid 19, only the PTC represents the parents."

The democratic and participative nature in the way the curriculum was rolled out and localized in the schools as indicated by the results was not anticipated. What was expected was that students would be assigned to particular curricular pathways according to their performance

in the public examinations. The fact that students were given an opportunity to choose their preferred pathways even with the involvement of their parents was a unique finding. Public schools, though supplied a pre- designed curriculum, the headteachers' inclusive approach in localizing the curriculum showed that the school leaders were up to the task of rolling out content appropriate for student learning (Bush, 2008; OECD, 2008).

Interaction of the Headteacher with Teachers and Students

Headteachers rated themselves lowest in the task of Keeping High Presence in the School (3.8) which is related to Interaction of the Headteacher with Teachers and Students. Teachers also gave headteachers a low rating in the task of Keeping High Presence in the School (3.59). Differences in rating between schools showed that School 7 gave the highest rating (4.16) while School 1 Teachers gave the lowest rating (3.00). Interview comments from teachers and students gave an indication of why the low ratings were given.

Commenting on how the headteacher interact with teachers and students when outside the office during break or other free time, School 3 Teacher 2 remarked: "It is rare to interact with the headteacher during spare time or during break." Addressing the same subject, School 5 Teacher 1 also gave a similar comment "He rarely does because most of the time teachers are usually busy even during break as he is also busy doing his office work." School 5 Teacher 2 on the other had this to say: "When there is less work in the office, he comes to chat and interact with teachers in the staff room." School 7 Teacher had own opinion: "The headteacher has good rapport with teachers in his free time but rarely does he have the same for learners."

Addressing the same subject, School 3 Students commented: "The headteacher is a good but yet serious man. He interacts with students and teachers outside office differently. He mostly advises students to study hard and tells them the benefits of studying hard." School 5 Students

gave a comment somewhat similar to that given by School 7 Teacher: “He rarely interacts with pupils. Most of the time he is found with teachers.” Observation record of schools 1 and 3 showed that the headteachers were largely confined to their offices during the time of the visits to the school and supports the low rating given by both groups.

The poor interaction of the headteacher with teachers and students given in the foregoing comments and observation report is consistent with criticism made of the practice of instructional leadership. Bush (2008) observed that a drawback of instructional leadership was that the headteacher gets so preoccupied with teaching and learning activities that other aspects of school life such as student and teacher welfare and their social interactions get neglected.

The results showed that on one hand the headteachers even on their own acknowledged that they did not keep a high presence in the school and poorly interacted with teachers and students outside their offices. They displayed a lack of pedagogical knowledge and skill in practice of instructional leadership (OECD, 2008). On the other hand, as the results have shown, the headteachers could have poorly interacted with teachers and students due to busy instructional schedules both on the part of headteachers and teachers alike (Bush, 2008).

Encouraging Staff Professional Development

Headteachers gave themselves the second lowest rating in the task of Encouraging Staff Professional Development (3.92). Similarly, teachers gave headteachers their fourth lowest rating in the task of Encouraging Staff Professional Development (3.78). Differences in rating between schools showed that School 3 Teachers gave the highest rating (4.32) while School 4 Teachers gave the lowest rating (3.17). School 1 Headteacher’s comments appeared to indicate correct conduct of staff professional development despite the heads as a group having given their second lowest rating to the task: “Depending on the area of need we encourage teachers to upgrade. We

are trying to avoid a situation where all of us will become teachers of English. Because back in those days, people used to go and just do certain areas and when they graduated there was just that area of one type.” The headteacher added “We talk to our teachers if they want to go for further studies. Can you consider following this direction? Because this is where our need lies so that we don't just upgrade for the sake of upgrading.”

School 3 Teacher 1's comments also indicated correct conduct of staff professional development: “We have CPDs, we have staff meetings, we have workshops to educate each other on certain new developments.” School 3 Teacher 2 echoed the comments of the colleague: “Departments come up with topics which should be discussed during the professional development meetings and the date will be set. Teachers and the CPD coordinators will be present during the professional meeting.” School 3 Teacher 3 expanded on the comments of the colleagues: “Every term each academic department holds a Continuous Professional Development (CPD) meeting. Such meetings are budgeted for and minutes are recorded. CPD meeting are meant to deal with challenging topics, sharing experiences on how to handle different topics or lessons. Lesson Studies are also held where lesson demonstrations are held.” The other respondent, however, did not share the same positive view which could possibly indicate the relatively low survey rating given by both groups.

School 7 Teacher's comment indicated a difficult approach to the implementation of the program: “The school being a combined school, staff professional development has not been carried out well. Segregation and not working together has been the factor for this.” Such a challenging implementation of staff professional development program may be occurring elsewhere. An OECD report showed that in many countries school continuous professional

development programs were uncoordinated, unrelated to the professional needs of teachers and lacking consistent follow up mechanisms (OECD, 2005 as cited in OECD, 2008).

The results were mixed in that on one hand, the low survey ratings given by both headteachers and teachers showed that the school leaders were not encouraging staff professional development in the schools sufficiently. On the other hand, the interview comments showed that to some extent, staff professional development was being rolled out in the schools accordingly. There is need for headteachers to be up to date with pedagogic knowledge and instructional leadership skills to effectively encourage and manage staff professional development in the school (OECD, 2008).

Motivation of Teachers and Students

Headteachers gave themselves moderately high ratings in the tasks of Motivating Teachers (4.25) and Motivating Students (4.0). Teachers on the other hand gave headteachers the second lowest rating in the task of Motivating Teachers (3.5) and lowest rating in the task of Motivating Students (3.48). Differences in rating between schools showed that on the task of Motivating Teachers, School 7 Teachers gave the highest rating (4.24) while School 1 Teachers gave the lowest rating (2.98) and on the task of Motivating Students, School 7 Teachers still gave the highest rating (4.55) while School 1 Teachers again gave the lowest rating (2.62).

School 3 headteachers comments indicated a possible reason why teachers gave headteachers a low rating on both tasks: “Of late there is nothing happening because of limited sources of funding.” School 1 Headteacher’s comments also pointed in the same directions: “In the past, before COVID struck, we used to. We used to come up with a list of deserving teachers in different categories where we saw who was doing what and who was doing their best. But now assembly became a problem and it is difficult to meet.” The headteacher added: “National events

are being cancelled and this has trickled down to the school where we have almost forgotten about those things. But that does not stop us from appreciating those that do well in the school.” “There are so many ways of appreciating a teacher who is doing well, not always by incentives in terms of physical things, even just calling a teacher to the office and telling them we have recognized you, your hard work. This is good. This is great. Please continue doing the same. Maintain the same,” The headteacher finished.

School 3 Teacher 3 painted a positive picture despite the low rating given by teachers to the motivation tasks: “When funds are available, motivation of teachers who perform better is done as they are given a monetary reward. Reward for pupils include items such as exercise books and mathematics sets.” School 5 Teacher 2 expanded on the views of the colleague: “They are given incentives during Teachers’ Day which falls on 5th October every year. For pupils at the beginning of the term they are also given tokens of appreciation.” School 7 Teacher, however, gave a contrary view to that of the colleagues and reflected the comments given by the headteachers: “The motivation is only verbal to teachers and it is done in meetings unlike may be one is called for a special appreciation. As for encouragement for learners, there is nothing.” Students gave varied views.

School 3 Students gave a positive picture concerning the motivation of students: “Students with excellent results are motivated in a manner which makes them work harder. For example, before the time of free education, students who were getting 6 points in Grade 9 end of term tests were allowed to learn for free the following term. This motivated students in the sense that most students wanted to make this achievement continuously.” School 5 Students, however, had a contrary view to that of their colleagues concerning motivation of students and echoed the views

of the headteachers and School 7 Teacher: “They are promised to be given gifts and sometimes nothing happens.”

The results showed that to some extent material incentives were being provided to teachers and students. However, to a large extent, the low survey ratings from both headteachers and teachers supported by some interview comments showed that motivation of both teachers and students was unsatisfactory. It appears headteachers were either unable to provide material rewards or were content with merely praising or appreciating teachers without giving any material incentives. The implication is that the practice of instructional leadership should not only involve supervision of teaching and learning activities but also be concerned with the welfare and motivation of teachers and students (Bush, 2008, 2015; Robinson, Hohepa & Lloyd, 2015).

Skill gaps observed among headteachers in the leadership and management of the schools

A skill gap was revealed in the formulation of the school vision and goals which showed that the activity was dominated by the administrators and involved less teacher input: The headteacher for school 3 when asked on how the academic planning for the school year was done stated: “We do it during the management meeting and we follow on during the staff council.” School 3 Teacher 2 commenting on the question of how formulation and dissemination of school goals and targets was carried out in the school replied: “The formulation of school goals are carried out by the school administration and HODs and these goals are made known to teachers and pupils through meetings and assemblies.”

Somewhat similar results indicating the less involvement of teachers were obtained by Hellinger and Murphy (1985): “The principals are less active in their efforts to obtain teacher input in the development of goals, though this particular practice varies widely across schools. In certain

schools, teachers are systematically involved in school goal development; in others, hardly at all.” (p. 227- 228).

Bogale and Lodisso (2019) in their study also found that teachers were less consulted and involved in the formulation of the schools’ goals. The researchers, however found that teachers perceived headteachers to have been relatively better at disseminating the schools’ goals. The teachers, thus gave headteachers a low mean rating of only 2.34 (out of a possible 5) on the task of involving and getting the input of teachers during the formulation of the schools’ goals while they gave headteachers a moderately high mean rating of 3.85 on the task of disseminating the schools’ goals.

The management of teaching and learning activities revealed that headteachers were less involved and did not closely supervise the programs: School 1 headteacher asked on how teaching and learning activities were managed in the school, explained: “The school timetable guides us on what should be done at what time. It tells each and every teacher where they are supposed to be at a particular time and even pupils follow the timetable.” “So, we follow the school routine. We follow the school timetable. That is how we manage our teaching and learning in terms of time,” The headteacher finished. On the other hand, school 3 headteacher asked as to how teaching and learning activities were managed in the school, remarked: “They are supervised by the deputy headteacher and heads of department.” A similar finding was obtained in a related study:

In a study conducted by Kaume (2016) involving three headteachers, the author revealed that the school administrators had delegated most of their school responsibilities to their deputies and heads of departments. They limited their engagement with the school to mostly holding staff meetings and school assemblies.

The heads had in effect abandoned their instructional leadership responsibilities and failed to supervise their staff due to insufficient knowledge and skills as a result of lacking initial training in school leadership and administration (Bush, Kiggundu & Moorosi, 2011; Memon & Bana, 2005; Rizvi, 2008). Delegation of duties to subordinate staff should be done within the overall authority of the head and in such a way that the school leader retains overall responsibility should supervise and hold all staff accountable for their actions (Bush, 2008; Dembowski, 2007; Retallick, 2005; Blase & Blase, 2002).

Observation

The daily routines of the two observed schools, Schools 1 and 3 were typical and only differed by 10 minutes on the time of lesson commencement with the former starting at 07:10hrs and the latter at 07:00hrs. In both schools the headteachers and their deputies were not timetabled to teach and were confined to their offices most of the time. This could indicate why teachers rated them lowly on how often they performed the instructional leadership aspect task of 'Keeping High Presence in the School' with a mean score of 3.59.

Analysis of staff meeting minutes revealed management challenges of late reporting for work, truancy and unnecessary movements during lessons among both teachers and students in School 1 which were not noticeable during school visits. Other challenges revealed among teachers by the minutes were inadequate preparation for lessons and failure to submit teaching files for checking on time. In School 3, the minutes revealed challenges of teachers having shown apathy during invigilation of local examinations and late submission of teaching files for checking also reported in School 1. The other problem revealed in School 3 was failure by some teachers to enter marks on report cards resulting in some cards not being dispatched to parents or guardians.

The management challenges of late reporting for work, truancy and unnecessary movements during lessons revealed among both teachers and students in Schools 1 appear to be related to the non- timetabling of both the headteacher and deputy headteacher and the confinement to their offices most of the time that was observed among them. The two as a result were kept away from interacting with teachers and students most of the time and they could therefore not provide close supervision of the daily routine as required for effective practice of instructional leadership (OECD, 2008; Robinson, 2007 as cited in OECD, 2008; Robinson, Hohepa & Lloyd, 2015; The Wallace Foundation, 2013). The head and deputy for School 3 were also not timetabled and were as well observed to have been confined to their offices most of time and as result faced somewhat similar management challenges as outlined in School 1. There is therefore need for the headteachers to acquire pedagogic and management knowledge and skills required for effective leadership and administration of a modern- day secondary school (Bush & Oduro, 2006; Kaume, 2016; OECD, 2008).

The researcher, in order to ensure that the findings and recommendations of the study are implemented by policy makers and school leaders to bring about positive change in the education system in Zambia plans first to produce a summary report and have it published through UNICAF Zambia in soft copy in pdf form. The researcher working with relevant structures of the university will communicate to the ministry of education and make them aware of the report and seek permission to post it online to their website so that they peruse through and review it. It is expected that the ministry will adopt the report. The report having been adopted by the ministry, the researcher will post it to school websites and advocate for its embrace and implementation. The researcher will also seek to publish the thesis on the websites of local public and private

universities as well on local and international journals. The researcher will also subscribe to library data bases such as research gate and seek publication of a redacted

The low number of survey respondents may have impacted the rates given by headteachers and teachers of the frequency at which headteachers performed various instructional leadership tasks. The validity and reliability of the findings may therefore not have been as accurate as they would have been if the sample size was larger. The sample size of 102 teachers and headteachers out of a target population of 467, however was large enough to produce statistically valid and acceptable results with a margin of error of +/- 8% at a confidence level of 90% (Graglia, 2024; Pollfish, 2024).

The researcher, to ensure higher participation rates in future research, will conduct a mixed methods survey online only without using any printed copies. The questionnaire will have two parts with the first being the quantitative section consisting of closed questions based on the Likert Scale. The second will be the qualitative section consisting of structured and free response questions. Informed consent will be located on the heading page after the topic statement. It will consist of brief statement about the purpose and significance of the study. A brief statement about the voluntary, anonymous, confidential and safe nature of participation will be outlined together with the opportunity to withdraw from the study at any point without suffering any consequences will be outlined. Participants will not be required to give their names and they will be informed that by attempting the questions, they have given consent to take part in the study. The researcher will utilize meta's WhatsApp platform to administer the survey and all that will be required from the volunteers will be their mobile smart phone numbers. The lowered cost of conducting the survey and the easy of contacting and distributing the questionnaires is expected to increase the level of participation.

The survey questionnaires were distributed together with the informed consent forms. The consent forms gave a brief summary of the topic, purpose and significance of the study which informed the participant about the study. The voluntary, anonymous, confidential and safe nature of the process of the study was assured and a statement was given about the participant's right to withdraw from the study at any stage without suffering any consequences. The study was conducted within the safe grounds of the school. Participants were not required to write their names on questionnaires so that their participation was anonymous. The filled in questionnaires and consent forms were collected by the teacher appointed by the headteacher and the documents were securely kept by the teacher until they were handed over to the researcher. This ensured confidentiality of the contents of the documents. The students, during Focus Group Discussions were under the guidance of the same teacher and there is no point where they were left on their own.

The number of informed consent forms collected were fewer than the number of filled in questionnaires received. This was because some teachers who had volunteered to take part in the study declined to give their names and returned uncompleted consent forms. Later informed consent forms were re- issued to the teachers. Majority of the teachers attended to the forms and returned them filled in though some teachers still declined to append their names and signatures on the documents.

Recommendations for Application

- Headteachers were observed to have been confined to their offices most of the time and therefore provided inadequate supervision of instructional activities. Headteachers should therefore be timetabled to teach at least one class in the field of their subject specialization. This will enable them closely supervise instructional

activities as well as increasing their visibility and level of interaction with teachers and students.

- o Headteachers were reported to be less visible in the school coupled with low interaction with teachers and students. Headteacher should encourage teachers to organize tea clubs in schools and join them in the staff room during break and take tea with them. They should also attend and even participate in co- curricular activities such as ball games. It is worthwhile for headteachers to join teachers and students during education tours once in a while. Joining and participating in such activities will increase a headteacher's visibility and level of interaction with teachers and students.
- o The findings showed that teachers and students with outstanding performance were not being adequately rewarded. In addition to acknowledging and praising teachers and students with outstanding performance, headteachers should give them material rewards where possible. This will not only motivate recipients but also others to work hard and become top achievers as well.
- o Headteachers have been appointed to their leadership positions based on their teaching experience and seniority in service. They have not undergone school leadership course. Government should implement existing policies which require headteachers and other educational administrators to undergo educational leadership and management course in order to become eligible for appointment.

Recommendations for Future Research

- o Number of respondents who returned filled in questionnaires was less than that which received them and volunteered to take part in the survey. This reduced the number of

respondents that was projected to participate in the study. To ensure higher participation rates in future research, a similar mixed methods survey would be conducted online only without using any printed copies. The questionnaire will have two parts with the first being the quantitative section consisting of closed questions based on the Likert Scale. The second will be the qualitative section consisting of structured and free response questions. Informed consent will be located on the heading page after the topic statement. It will consist of a brief statement about the purpose and significance of the study. In addition, a statement about the voluntary, anonymous, confidential and safe nature of participation will be outlined together with the opportunity for respondents to withdraw from the study at any point without suffering any consequences. Respondents will only be required to give their phone numbers and not their names. They will be further informed that by attempting the questions, they would have consented to taking part in the study. The use of the online platform will be cheaper and will enable the researcher to easily contact a larger number of respondents than happened using printed hard copies. The easy and convenience of using the online platform especially smartphones is expected to encourage more respondents to fill in and post back completed questionnaires.

- o Instructional leadership is directive in approach and requires the headteacher to perform a large number of instructional supervisory tasks including observation and evaluation of lessons. In a secondary school it is not possible for the headteacher to observe and evaluate lessons for all teachers due to subject specialization and therefore there is need to delegate the tasks to heads of department. The instructional supervision challenges faced by the headteacher in a secondary school may be mitigated by distributing responsibilities. The

researcher therefore recommends that other studies be conducted to explore distributed leadership and its influence on teaching and learning in a secondary school.

Conclusion

The mixed- methods study was conducted to survey and explore influence of leadership on teaching and learning in Zambian junior secondary school. The problem was perceived skill gap among headteachers in leadership and management of a present- day junior secondary school in Zambia presumed to have contributed to poor student outcomes. The study was guided by Instructional Leadership theory. Essentially, the leadership theory is concerned with management and supervision of teaching and learning activities, curriculum and continuous professional development of teachers (OECD,2008). A pre- validated closed self- administered questionnaire called principal instructional management rating scale (PIMRS) was selected for the study.

The instrument was employed during the quantitative survey to measure the frequency with which headteachers performed supervisory tasks related to management of teaching and learning activities in a school. Interviews were later held during the qualitative phase to explore in detail issues raised during the survey. Observations were also conducted to document the school routine and collect data of activities that occur during the day. Documents such as staff meeting minutes and timetables relevant to the study were also collected. Observation data was useful in supplementing and triangulating data collected during the survey and interviews (Creswell, 2013; Creswell & Plano, 2018; Saunders, Lewis & Thornhill, 2007).

The results showed that formulation of school goals and targets was mostly carried out by headteachers and other top management staff to which respondents suggested that the process should be inclusive of not only teachers but also students, parents and the community. On

supervision, the findings showed that headteachers were not up to their tasks and displayed a lack of modern management knowledge and instructional leadership skills (OECD, 2008). They, for example, neglected supervision of instructional programs and wholly left the task to their deputy headteachers and heads of department without providing oversight. The mismanagement could be attributed to appointment of headteachers to leadership positions without having undergone pre-requisite educational leadership and management course (Khan, 2012; Memon & Bana, 2005 as cited in Mansoor & Akhter, 2015; Ministry of Education of the Republic of Zambia, 2011). On lesson observation, headteachers were found to be less involved in direct teacher observation but rather took a more supervisory role of monitoring student learning (Bush, 2015; The Wallace Foundation, 2013).

Headteachers were less visible in the school and were found to be mostly confined to their offices during the course of the day. Respondents suggested that headteachers could increase their visibility by attending staff tea break, participating in co- curricular activities and joining teachers and students during education tours. Headteachers were found not to be actively encouraging staff professional development in their schools. Active encouragement of staff professional development in a school is not only required of headteachers but also their participation in the program itself (Robinson, Hohepa & Lloyd, 2015). The findings also showed that headteachers were not adequately rewarding teachers and students with outstanding performance in the schools. Respondents suggested that headteachers, as well as acknowledging and praising deserving teachers and students, they should also reward them materially where resources allow. Awarding should also be done publicly so that it acts as motivation to other teachers and students.

Lack of prior training in school leadership course among headteachers appear to have been a major contributing factor to leadership and management deficiencies revealed by the findings.

Government of the Republic of Zambia should therefore implement National Policy on Education of 1996 which requires all headteachers to possess appropriate qualifications in educational leadership and management in order to become eligible for appointment.

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APPENDICES

Appendix A Closed Self- Administered Survey Questionnaire



QUANTITATIVE RESEARCH SURVEY QUESTIONNAIRE

TOPIC OF STUDY: LEADERSHIP AND ITS INFLUENCE ON TEACHING AND LEARNING IN A 21ST CENTURY
ZAMBIAN SECONDARY SCHOOL

NAME OF STUDENT: SITWALA MABUKU

LEVEL: DOCTOR OF EDUCATION (Ed D)

NOTE: ALL PARTICIPANTS SHOULD HAVE GIVEN PRIOR WRITTEN INFORMED CONSENT

YOUR NAME IS **NOT** REQUIRED ON THIS FORM

PART I: DEMOGRAPHICS

Tick whichever is applicable

Headteacher

Teacher

Fill in details in the applicable section

Headteacher

Name of school.....

Gender

Age.....

Years of teaching and administrative experience.....

Date.....

Teacher

Name of school.....

Gender

Age.....

Years of teaching experience.....

Years of teaching experience under current headteacher.....

Grades taught.....

Date.....

Grade.....

Years learning under current headteacher.....

Date.....

Part II: You are requested to provide responses to all items on this questionnaire by circling the number of the response you consider best describes the extent to which the headteacher performed specific school tasks during the past year. For each specific school task, there are five responses. Each number represents the extent to which the headteacher performed the task as follows: 1 “Almost never”, 2 “Seldom”, 3 “Sometimes”, 4 “Frequently”, 5 “Almost always”. If not sure circle the question mark “?”.

To what extent does the headteacher

I FORMULATING SCHOOL GOALS

	Almost never	Rarely	Sometimes	Frequently	Almost always	Not sure
Formulate academic goals with target dates	1	2	3	4	5	?
Consult and involve teachers and students when formulating academic goals	1	2	3	4	5	?
Use examination results when formulating academic goals	1	2	3	4	5	?
Formulate academic goals which teachers readily interpret into lesson objectives/outcomes and students into achievement targets	1	2	3	4	5	?

II DISSEMINATING SCHOOL GOALS

Mention academic goals when interacting with teachers and students informally	1	2	3	4	5	?
Discuss academic goals with teachers and students at formal meetings, e.g., during staff and student councils respectively	1	2	3	4	5	?
Make sure that academic goals are displayed visibly e.g. on notice boards	1	2	3	4	5	?
Mention academic goals at student assemblies	1	2	3	4	5	?

III OVERSEEING AND ASSESSING TEACHING AND LEARNING ACTIVITIES

Make brief visits to classrooms to observe lessons and provide oral or written feedback if necessary	1	2	3	4	5	?
Check student note books when observing/ assessing classroom teaching and learning	1	2	3	4	5	?
Disclose teacher instructional strengths and weaknesses in a discussion after lesson observation	1	2	3	4	5	?

Produce written observation reports in which
a teacher's strengths and weaknesses are noted
with suggestions on how to improve instruction

1 2 3 4 5 ?

IV DIRECTING CURRICULUM

Make sure that academic goals are used in
formulating curriculum objectives

1 2 3 4 5 ?

Refer to examination results when choosing
curriculum pathways

1 2 3 4 5 ?

Take an active role in selecting appropriate
teaching and learning materials to support
implementation of the curriculum

1 2 3 4 5 ?

V MONITORING STUDENT PERFORMANCE

Discuss with each individual teacher the
academic performance of their students

1 2 3 4 5 ?

Analyse examination results in reference
to progress being made to achieve school
academic goals

1 2 3 4 5 ?

Issue out examination results timely to teachers,
students and other stakeholders

1 2 3 4 5 ?

Collect information on students with low
assessment scores and facilitate corrective
action to improve their performance

1 2 3 4 5 ?

VI PROTECTING TEACHING AND LEARNING TIME

Make sure that teaching and learning time is not
disturbed by noise, announcements or other
activities

1 2 3 4 5 ?

Make sure that students are not summoned to
offices during teaching and learning time

1 2 3 4 5 ?

Make sure that students who miss lessons or
study time are given corrective punishment

1 2 3 4 5 ?

Make sure that students who are behind catch up
on the lost teaching and learning time

1 2 3 4 5 ?

Make spot checks on classrooms to ensure that lesson time is used for teaching and learning and not wasted

1 2 3 4 5 ?

VII KEEPING HIGH PRESENCE IN THE SCHOOL

Chat with teachers and students during break or other free time

1 2 3 4 5 ?

Find time outside learning time to visit classrooms and discuss issues affecting the school with teachers and students

1 2 3 4 5 ?

Attend or take part in games and other co- or extra-curricular activities

1 2 3 4 5 ?

Stand in for an absent teacher until a replacement is found

1 2 3 4 5 ?

Teach and is timetable to teach some classes

1 2 3 4 5 ?

VIII ENCOURAGING PROFESSIONAL DEVELOPMENT

Communicate to teachers the availability of opportunities for professional development associated with school academic goals

1 2 3 4 5 ?

Provide support to teachers who seek to attend in- service courses associated with school academic goals

1 2 3 4 5 ?

Invite outside specialists to make presentations concerned with teaching and learning

1 2 3 4 5 ?

Join teachers and participate in in- service courses concerned with teaching and learning

1 2 3 4 5 ?

IX MOTIVATING TEACHERS

Praise top performing teachers during staff meetings or similar staff gatherings

1 2 3 4 5 ?

Commend top performing teacher in privacy

1 2 3 4 5 ?

Give written commendations to top performing teachers with copies to their personal files

1 2 3 4 5 ?

Award top performing teachers with opportunities for professional development

1 2 3 4 5 ?

X MOTIVATING STUDENTS

Announce and award students with excellent academic

performance or good behaviour at assemblies	1	2	3	4	5	?
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Commend top achieving or improved students in

privacy in the office	1	2	3	4	5	?
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Inform parents of improvement in academic

performance of students in the school	1	2	3	4	5	?
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Thank you for taking in the survey

Appendix B Unstructured Interview Questionnaire Guide



QUALITATIVE INTERVIEW GUIDE (UNSTRUCTURED)

**TOPIC OF STUDY: LEADERSHIP AND ITS INFLUENCE ON TEACHING AND LEARNING IN A
21ST CENTURY ZAMBIAN SECONDARY SCHOOL**

NAME OF STUDENT: SITWALA MABUKU

LEVEL: DOCTOR OF EDUCATION (Ed D)

PART I: DEMOGRAPHICS

Name of School.....

Post.....

Gender

Age.....

Years of teaching and administrative experience.....

Date.....

PART II: INSTRUCTIONS TO THE INTERVIEWER:

The interviewee should have given prior written informed consent

The interview should be held in a private and quite place.

The interviewee should be welcomed to the interview and made to feel comfortable.

The interviewee should be informed that the interview proceedings will record by the smartphone and that the record will only be used for the research purpose and nothing else.

The interviewee should be assured that the interview is anonymous and confidential and that they are free to discontinue the conversation at any point if they so wish

The first question which is the ice breaker should be asked first and the rest of the questions may be asked in any order. Follow up questions should be asked to get more detail or clarification on the views or ideas being given depending on the direction of the interview is taking.

May you please respond to the following questions in as much detail as you possibly can.

Generally, how is our school doing?

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.....

How is the academic planning for the school year done?

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How are teaching and learning activities managed in the school?

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How is the curriculum rolled out and localized in the school?

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How is staff professional development managed in the school?

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How do you carry out your daily routine?

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Is there anything else you would like to add?

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Thank you very much for taking your time to participate in the interview

Appendix C Semi- Structured Interview Questionnaire Guide



QUALITATIVE INTERVIEW GUIDE (SEMI- STRUCTURED)

**TOPIC OF STUDY: LEADERSHIP AND ITS INFLUENCE ON TEACHING AND LEARNING IN A
21ST CENTURY ZAMBIAN SECONDARY SCHOOL**

NAME OF STUDENT: SITWALA MABUKU

LEVEL: DOCTOR OF EDUCATION (Ed D)

PART I: DEMOGRAPHICS

Name of School.....

Post.....

Gender.....

Age.....

Years of teaching experience.....

Date.....

PART II: INSTRUCTIONS TO THE INTERVIEWER:

The interviewee should have given prior written informed consent

The interview should be held in a private and quite place.

The interviewee should be welcomed to the interview and made to feel comfortable.

The interviewee should be informed that the interview proceedings will record by the smartphone and that the record will only be used for the research purpose and nothing else.

The interviewee should be assured that the interview is anonymous and confidential and that they are free to discontinue the conversation at any point if they so wish.

May you please respond to the following questions:

How is our school doing?

.....
.....
.....

a. How is the formulation and dissemination of school goals and targets carried out in the school?

.....
.....
.....
.....

b. How do you think the performance of the tasks could be improved?

.....

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.....

a. How is observation of lessons conducted?

.....

.....

.....

.....

.....c. What should be done to improve lesson observation?

.....

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.....

a. How is staff professional development carried out in your school?

.....

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.....

.....

b. What are the ways in which staff professional development could be improved?

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.....

a. What is your opinion about the curriculum?

.....

.....

.....

.....

b. How do you think the implementation and localization of the curriculum could be improved?

.....

a. How does the headteacher interact with teachers and students when outside the office during break or other free time?

.....

 b. What are the ways in which you think the interaction of the headteacher with teachers and students could be improved?

.....

 a. How are teachers and students with outstanding performance motivated?

.....

 b. What do you think should be done to improve the motivation of teachers and students with outstanding performance?

.....

 Is there anything else you would like to add?

.....
 Thank you very much for taking your time to participate in the interview

Appendix D Focus Group Discussion (FGD) Questionnaire Guide



QUALITATIVE STUDENT FOCUS GROUP DISCUSSION GUIDE

**TOPIC OF STUDY: LEADERSHIP AND ITS INFLUENCE ON TEACHING AND LEARNING IN A
21ST CENTURY ZAMBIAN SECONDARY SCHOOL**

NAME OF STUDENT: SITWALA MABUKU

LEVEL: DOCTOR OF EDUCATION (Ed D)

PART I: DEMOGRAPHICS

Name of School.....

Number of Students.....

Grades.....

Date.....

PART II: INSTRUCTIONS TO THE INTERVIEWER:

The parent or guardian to the interviewee should have given prior written informed consent

The interview should be held in a private and quite place.

The interviewees should be welcomed to the interview and made to feel comfortable.

The interviewees should be informed that the discussion proceedings will record by the smartphone and that the record will only be used for the research purpose and nothing else.

The interviewees should be assured that the interview is confidential and that any of them is free to discontinue the conversation at any point if they so wish.

All the interviewee should be allowed to respond to the first question to settle and introduce them to the topic.

May we now discuss the following questions.

How is your learning experience at the school?

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How familiar are you with school academic goals and targets?

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How are students with excellent academic results or other achievement motivated?

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In what ways do you think the headteacher could improve the performance of the tasks we have been discussing?

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Is there anything else you would like to add?

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.....
.....

Thank you for taking your time to participate in this interview

Appendix E Observation Protocol Checklist



QUALITATIVE OBSERVATION PROTOCOL CHECKLIST

**TOPIC OF STUDY: LEADERSHIP AND ITS INFLUENCE ON TEACHING AND LEARNING IN A 21ST
CENTURY ZAMBIAN SECONDARY SCHOOL**

NAME OF STUDENT: SITWALA MABUKU

LEVEL: DOCTOR OF EDUCATION (Ed D)

PART I: DEMOGRAPHICS

Name of School.....

Date.....

PART II: INSTRUCTIONS TO THE OBSERVER

The observation should be conducted as a non- participation observation. The school administration should be informed that the researcher will observe school activities without taking part in the proceedings.

Observation of the School Daily Routine

Time	Activity	Notes
.....	Pre- registration period	
	Are staff present in the school?	
	Are students present in the school?	
	Are students doing any cleaning activities?	
.....	Registration period	
	Are teachers conducting registration?	
	Is there any supervisor monitoring?	
.....	Morning class time	
	Are teachers instructing in all classrooms?	
	Is there any supervisor monitoring instructional activities?	

Are any teachers being observed while instructing? Are there any students outside not attending instruction? Break time What are students doing during break time? What are teachers doing during break time? What is the headteacher doing during break time? Mid- morning class time Is instruction ongoing in all classroom? Is there any supervisor monitoring instructional activities? Are any teachers being observed while instructing? Are there any students outside not attending instruction? Lunch time What are students doing during lunch time? What are teachers doing during lunch time? What is the headteacher doing during lunch time Afternoon preparation (prep) and co-curricular activities Are students present in classrooms during prep? Is prep period supervised? What co- curricular activities do students engage in? How are teachers involved in co- curricular activities?	
--	--

What is the headteacher doing during co- curricular activities?	
---	--

Appendix F Headteachers' Survey Mean Scores

	Instructional Leadership Aspect	Tally of choices picked by respondents						Average
		Item/Choice	1	2	3	4	5	
A	Formulating School Goals	1				1	2	4.67
		2				1	2	4.67
		3					2	5
		4					2	5
		Mean						4.84
B	Disseminating School Goals	5				1	2	4.67
		6				1	2	4.67
		7				1	2	4.67
		8				1	2	4.67
		Mean						4.67
C	Overseeing and Assessing Teaching and Learning Activities	9				3		4
		10				1	2	4.67
		11					3	5
		12				2	1	4.33
		Mean						4.5
D	Directing Curriculum	13				1	2	4.67
		14				1	2	4.67
		15				1	2	4.67
		Mean						4.67
E	Monitoring Student Performance	16			1	1	1	4
		17				1	2	4.67
		18				2	1	4.33
		19		2			1	3.67
		Mean						4.17
F	Protecting Teaching and Learning Time	20				1	2	4.67
		21			1		2	4.33
		22			1	2		3.67
		23			1	1	1	4
		24					3	5
		Mean						4.33
G	Keeping High Presence in the School	25			1	2		3.67
		26				2	1	4.33
		27			1	1	1	4
		28		1		1	1	3.33
		29	1				2	3.67
		Mean						3.8
H	Encouraging Professional Development	30				1	2	4.67
		31				1	2	4.67
		32		2		1		2.67
		33	1				2	3.67
		Mean						3.92
I	Motivating Teachers	34				2	1	4.33
		35			1	1	1	4
		36				1	2	4.67
		37			1	1	1	4
		Mean						4.25
J	Motivating Students	38			1	2		3.67
		39			1	2		3.67
		40				1	2	4.67
		Mean						4

Appendix G School 1 Teachers' Survey Mean Scores

	Instructional Leadership Aspect	Tally of choices picked by respondents						Average
		Item/Choice	1	2	3	4	5	
A	Formulating School Goals	1			1	1	4	4.50
		2			1	2	3	4.33
		3			1	2	3	4.33
		4			1	3	2	4.16
		Mean						4.33
B	Disseminating School Goals	5	1			2	3	4.00
		6			2	2	2	3.67
		7		1		2	3	4.33
		8			3	2	1	3.67
		Mean						3.92
C	Overseeing and Assessing Teaching and Learning Activities	9		1	2	1	2	3.67
		10		2		1	3	3.5
		11	1		1	1	2	3.6
		12		1		2	3	4.17
		Mean						3.74
D	Directing Curriculum	13			1	2	1	4.00
		14				2	3	4.60
		15		1		2	1	3.75
		Mean						4.12
E	Monitoring Student Performance	16			2	2	2	4.00
		17				2	4	4.67
		18				3	3	4.50
		19		1	1	2	2	4.00
		Mean						4.29
F	Protecting Teaching and Learning Time	20			2	2	2	4.00
		21		1		3	2	4.00
		22		1	1	2	2	3.17
		23			1	3	2	3.83
		24		1	1	2	2	3.17
		Mean						3.63
G	Keeping High Presence in the School	25		2	2	1	1	3.17
		26	1	1	1	1	1	3.00
		27	2	1	1	2		2.50
		28	2		1	1	2	3.17
		29	1	1	2		2	3.17
		Mean						3.00
H	Encouraging Professional Development	30		1	1	2	2	3.83
		31			2		4	4.33
		32	2	1	1	1	1	2.67
		33			1	2	2	4.2
		Mean						3.75
I	Motivating Teachers	34	1	1	1		3	3.5
		35	2	1		1	1	2.6
		36	1		1		1	3
		37	2		1	1	1	2.8
		Mean						2.98
J	Motivating Students	38	2	1		1	1	2.60
		39	2	1			1	2.25
		40	1	1	1	1	1	3.00
		Mean						2.62

Appendix H School 2 Teachers' Survey Mean Scores

	Instructional Leadership Aspect	Tally of choices picked by respondents						
		Item/Choice	1	2	3	4	5	Average
A	Formulating School Goals	1				4	4	4.50
		2	1		2	2	3	3.75
		3		1	1	4	2	3.88
		4			1	2	4	3.88
		Mean						4.00
B	Disseminating School Goals	5			3	1	4	4.13
		6				3	5	4.63
		7		1		3	4	4.25
		8		1	2	3	2	3.75
		Mean						4.19
C	Overseeing and Assessing Teaching and Learning Activities	9			1	4	3	4.25
		10			2	4	2	4.00
		11				2	5	4.71
		12				3	5	4.63
		Mean						4.40
D	Directing Curriculum	13			1	3	3	4.29
		14				3	4	4.57
		15				4	4	4.50
		Mean						4.45
E	Monitoring Student Performance	16			2	3	3	4.13
		17			1	3	4	4.38
		18			1	2	5	4.50
		19		1	1	5	1	3.75
		Mean						4.19
F	Protecting Teaching and Learning Time	20			1	3	4	4.38
		21			1	4	3	4.25
		22		1	4	1	2	3.50
		23			2	4	1	3.86
		24				4	4	4.50
		Mean						4.10
G	Keeping High Presence in the School	25			4	2	2	3.75
		26		1	3	2	2	3.63
		27		2	3		3	3.50
		28		2	1	1	3	3.25
		29	1	1		1	4	3.86
		Mean						3.60
H	Encouraging Professional Development	30			2	2	4	4.25
		31	1		3		4	3.38
		32	2	2	1	2	1	2.75
		33			2	1	3	4.17
		Mean						3.64
I	Motivating Teachers	34		2		2	3	3.86
		35			3	2	1	3.67
		36		1	2	1	2	3.67
		37	1	2	1	2	2	3.25
		Mean						3.61
J	Motivating Students	38	2	2	1	1	2	2.88
		39	1	2	2	1	1	2.86
		40		1	3	1	3	3.75
		Mean						3.16

Appendix I School 3 Teachers' Survey Mean Scores

	Instructional Leadership Aspect	Tally of choices picked by respondents						Average
		Item/Choice	1	2	3	4	5	
A	Formulating School Goals	1	1	1	5	11	6	3.83
		2	1	1	5	9	7	3.87
		3	1		6	11	6	3.88
		4	1	1	7	10	5	3.71
		Mean						3.82
B	Disseminating School Goals	5	2	1	11	4	7	3.52
		6		2	4	9	10	4.08
		7	4	1	7	7	5	3.33
		8	2	3	9	4	7	3.44
		Mean						3.59
C	Overseeing and Assessing Teaching and Learning Activities	9			5	13	8	4.12
		10		1	6	11	8	4.00
		11			4	11	9	4.21
		12		1	6	6	9	4.05
		Mean						4.10
D	Directing Curriculum	13		2	5	10	5	3.82
		14			8	6	8	4.00
		15	1		3	8	11	4.22
		Mean						4.01
E	Monitoring Student Performance	16	1	2	6	9	5	3.65
		17		2	2	7	15	4.35
		18		1	7	6	11	4.08
		19	1	2	10	5	5	3.48
		Mean						3.89
F	Protecting Teaching and Learning Time	20		1	3	11	11	4.23
		21		2	8	7	8	3.84
		22			6	10	10	4.15
		23			7	9	9	4.08
		24			3	9	14	4.42
		Mean						4.14
G	Keeping High Presence in the School	25	3	5	7	5	4	3.08
		26	1	5	10	3	5	3.25
		27	1	1	4	7	12	4.12
		28	3	6	4	4	5	3.09
		29	6	4	5	4	4	2.83
		Mean						3.27
H	Encouraging Professional Development	30	1	3	1	9	11	4.04
		31	1	5	6	3	9	3.58
		32	4	4	8	4	3	2.91
		33	1	2	8	6	5	3.55
		Mean						3.52
I	Motivating Teachers	34	2	4	8	7	4	3.28
		35	2	3	6	3	5	3.32
		36	5	1	9	4	5	3.13
		37	4	3	9	5	2	2.91
		Mean						
J	Motivating Students	38	3	4	7	7	5	3.27
		39	5	3	4	4	4	2.95
		40	3	3	2	7	8	2.3
		Mean						

Appendix J School 4 Teachers' Survey Mean Scores

	Instructional Leadership Aspect	Tally of choices picked by respondents						Average
		Item/Choice	1	2	3	4	5	
A	Formulating School Goals	1				8	5	4.38
		2		2	3	4	4	3.77
		3		1	2	3	7	4.23
		4		1	2	6	4	4.00
		Mean						4.10
B	Disseminating School Goals	5		1	4	4	4	3.85
		6			2	6	5	4.23
		7	1	1	3	3	5	3.77
		8		1	1	5	5	4.17
		Mean						4.01
C	Overseeing and Assessing Teaching and Learning Activities	9			1	6	6	4.38
		10			2	6	5	4.23
		11			1	5	7	4.46
		12		1	1	4	7	4.31
		Mean						4.35
D	Directing Curriculum	13		1	2	4	6	4.15
		14		2	2	4	5	3.77
		15		1	2	4	6	4.15
		Mean						4.02
E	Monitoring Student Performance	16			1	7	5	3.92
		17			1	2	10	4.54
		18			2	8	3	4.08
		19		2	4	3	4	3.69
		Mean						4.06
F	Protecting Teaching and Learning Time	20			1	3	9	4.54
		21			3	4	6	4.23
		22		1		3	9	4.31
		23		1	4	4	4	3.85
		24			1	6	6	4.38
		Mean						4.26
G	Keeping High Presence in the School	25	1	2	3	1	6	3.69
		26		1	4	3	3	3.73
		27	1	1	3	4	2	3.18
		28	4		2	3	4	3.23
		29	2	2	2	4	3	3.31
		Mean						3.43
H	Encouraging Professional Development	30		3	4	3	3	3.46
		31		4	3	3	3	3.38
		32	2	5	3	2	1	2.62
		33	1	3	3	4	2	3.23
		Mean						3.17
I	Motivating Teachers	34	1	1	3	4	4	3.69
		35	4	2		3	3	2.92
		36	6	1	1	1	3	2.50
		37	5	1		2	5	3.08
		Mean						3.05
J	Motivating Students	38	2	1	2	4	4	3.54
		39	6	1		3	2	2.50
		40	1	2	3	3	4	3.54
		Mean						3.19

Appendix K School 5 Teachers Survey Mean Scores

	Instructional Leadership Aspect	Tally of choices picked by respondents						Average
		Item/Choice	1	2	3	4	5	
A	Formulating School Goals	1		1	4	7	8	4.1
		2			5	8	7	4.1
		3			4	7	9	4.25
		4		1	5	6	8	4.05
		Mean						4.13
B	Disseminating School Goals	5	1	1	2	11	5	3.90
		6			3	10	7	4.20
		7	1	1	9	6	2	3.37
		8	1		5	8	5	3.84
		Mean						3.83
C	Overseeing and Assessing Teaching and Learning Activities	9	1	1		9	8	4.16
		10	1		4	11	3	3.79
		11	1		3	5	7	4.06
		12	1		2	10	6	4.05
		Mean						4.02
D	Directing Curriculum	13			3	12	5	4.10
		14			2	13	4	4.10
		15			2	10	8	4.30
		Mean						4.17
E	Monitoring Student Performance	16		1	5	9	5	3.90
		17				8	12	4.60
		18		1	1	8	10	4.35
		19		1	1	11	7	4.20
		Mean						4.26
F	Protecting Teaching and Learning Time	20			2	7	11	4.45
		21			5	3	8	4.19
		22		1	3	7	8	4.16
		23			1	11	7	4.32
		24			2	6	12	4.50
		Mean						4.32
G	Keeping High Presence in the School	25	1	3	9	1	5	3.32
		26		1	5	8	5	3.89
		27		2	7	5	6	3.85
		28	2	3	3	4	5	3.76
		29	5	3	1	3	5	3.00
		Mean						3.56
H	Encouraging Professional Development	30			4	8	8	4.20
		31		1	2	10	6	4.10
		32	1	1	7	6	4	3.58
		33		2	4	10	3	3.74
		Mean						3.91
I	Motivating Teachers	34		2	2	10	6	4.00
		35	3	3		7	3	3.25
		36	1	2	2	8		3.31
		37	1	1	2	9	2	3.67
		Mean						3.56
J	Motivating Students	38	3	1	6	4	5	3.37
		39	3	5	2	3	3	2.88
		40	1	1	1	9	7	4.05
		Mean						3.43

Appendix L School 6 Teachers Survey Mean Scores

	Instructional Leadership Aspect	Tally of choices picked by respondents						Average
		Item/Choice	1	2	3	4	5	
A	Formulating School Goals	1			1	8	9	4.44
		2	2		2	6	8	4.00
		3			3	8	7	4.22
		4			5	7	6	4.06
		Mean						4.18
B	Disseminating School Goals	5	1		3	7	7	4.06
		6			4	7	6	4.12
		7	1		5	7	4	3.76
		8		1	2	7	8	4.22
		Mean						4.04
C	Overseeing and Assessing Teaching and Learning Activities	9		1	3	6	8	4.17
		10		1	6	3	8	4.56
		11		2	3	7	6	3.94
		12	1	2	3	2	10	4.00
		Mean						4.17
D	Directing Curriculum	13			2	8	6	4.63
		14		1	2	7	7	4.18
		15			4	9	5	4.06
		Mean						4.29
E	Monitoring Student Performance	16		1	7	5	5	3.78
		17			3	3	12	4.50
		18			3	6	8	4.29
		19			4	6	8	4.22
		Mean						4.20
F	Protecting Teaching and Learning Time	20			4	4	10	4.33
		21			3	9	6	4.17
		22			2	8	8	4.33
		23			3	5	10	4.39
		24			1	4	12	4.65
		Mean						4.38
G	Keeping High Presence in the School	25		1	3	7	6	4.06
		26	1	1	1	8	6	4.00
		27			4	3	10	4.35
		28		1	5	5	6	3.94
		29	1	2	1	4	9	4.06
		Mean						4.08
H	Encouraging Professional Development	30			3	5	9	4.35
		31		1	3	5	8	4.18
		32			2	7	8	4.35
		33			2	6	9	4.41
		Mean						4.32
I	Motivating Teachers	34			6	6	6	4.00
		35			5	6	5	3.69
		36		1	6	5	5	3.82
		37			7	3	7	4.00
		Mean						3.88
J	Motivating Students	38		1	2	9	5	4.06
		39			5	6	6	4.06
		40			3	6	7	4.25
		Mean						4.12

Appendix M School 7 Teachers Survey Mean Scores

	Instructional Leadership Aspect	Tally of choices picked by respondents						
		Item/Choice	1	2	3	4	5	Average
A	Formulating School Goals	1				7	1	4.13
		2			1	2	4	4.43
		3			1	4	2	4.14
		4				7	1	4.13
		Mean						4.21
B	Disseminating School Goals	5			1	4	2	4.14
		6			1	5	2	4.13
		7			1	3	4	4.38
		8			1	3	3	4.29
		Mean						4.24
C	Overseeing and Assessing Teaching and Learning Activities	9				5	3	4.38
		10			3	2	3	4.00
		11			2	4	2	4.00
		12		1	1	4	2	3.88
		Mean						4.07
D	Directing Curriculum	13		1	1	4	2	3.88
		14				5	3	4.38
		15				4	4	4.5
		Mean						4.25
E	Monitoring Student Performance	16				5	2	4.29
		17				3	4	4.57
		18				4	3	4.43
		19			2	2	3	4.14
		Mean						4.36
F	Protecting Teaching and Learning Time	20				4	2	4.33
		21			2	3	1	3.83
		22			1	4	1	4.00
		23				4	2	4.33
		24				4	2	4.33
		Mean						4.16
G	Keeping High Presence in the School	25			2	2	3	4.14
		26			2	2	2	4.00
		27			2	4	2	4.00
		28			1	2	5	4.50
		29			1	4	2	4.14
		Mean						4.16
H	Encouraging Professional Development	30			2	4	2	4.00
		31			1	3	3	4.29
		32				4	1	4.20
		33			1	3	2	4.17
		Mean						4.17
I	Motivating Teachers	34				6	1	4.14
		35			1	3	4	4.38
		36				6	1	4.14
		37				5	2	4.29
		Mean						4.24
J	Motivating Students	38				2	5	4.71
		39				3	4	4.57
		40			1	3	4	4.38
		Mean						4.55

Other Appendices in Image Format

Appendix N Gate Keeper (Request) Letter (p. 334); Appendix O DEBS Study Permission Letter (p. 335); Appendix P School 1 Headteacher Study Permission Letter (p. 336); Appendix Q School 2 Headteacher Study Permission Letter (p. 337); Appendix R School 3 Headteacher Study Permission Letter (p. 338); Appendix S School 4 Headteacher Study Permission Letter (p. 339); Appendix T School 5 Headteacher Study Permission Letter (p. 340); Appendix U School 6 Headteacher Study Permission Letter (p. 341); Appendix V School 7 Headteacher Study Permission Letter (p. 342); Appendix W Informed Consent Form Template (p. 343- 344); Appendix X Guardian Informed Consent Form Template (345- 346); Appendix Y Research Ethics Application Form Doctoral Studies (REAF- DS) (p. 347- 357); Appendix Z University Research Ethics Committee (UREC) Decision (p. 358).



Gatekeeper letter

Address: The District Education Board Secretary

Date: 06-Jan-2022

Subject: Request to Conduct Research in Schools

Dear Sir/ Madam

I am a doctoral student at Unicaf University Malawi Campus.

As part of my degree I am carrying out a study on Leadership and its Influence on Teaching and Learning in a 21st Century Zambian Secondary School.

I am writing to enquire whether you would be willing to allow headteachers, teachers and students participate in this research.

Subject to approval by Unicaf Research Ethics Committee (UREC) this study will be using self-administered survey questionnaires for all categories of participants, face to face interviews for headteachers and teachers, Focus Group Discussions (FGDs) for students, observation of daily school routines and examination of school records relevant to the study.

The study title is Leadership and its Influence on Teaching and Learning in a 21st Century Zambian Secondary School. The supervisor for the study is Dr. Charles B.W. Prince. The purpose of the study is to survey and explore leadership skills practiced in secondary schools in Zambia and their influence on teaching and learning.

I am requesting you to write me an introductory letter to headteachers granting me permission to conduct research in the selected schools. Headteachers of the seven sampled schools are expected to cooperate and allow the researcher to conduct the study in their particular schools. The researcher also will be expected to respect school management structures and conduct the study without interfering with or disrupting the school routine. The study is expected to have long term beneficial effects to the education system and in particular the management and leadership of the schools in the district.

Yours Sincerely,

Sitwala Mabuku

Student's Name: Sitwala Mabuku

Student's E-mail: mbst059@yahoo.com

Student's Address and Telephone: Bwacha Primary School, Kalomo. +260979864594

Supervisor's Title and Name: Dr. Charles B.W. Prince

Supervisor's Position: Instructor

Supervisor's E-mail: c.prince@unicaf.org

All Communications should be addressed to:
The District Education Board Secretary and not to
Not to any individual by Name
Tel/ Fax: 021-65018



In reply please quote

Ts. :

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION,

KALOMO DISTRICT EDUCATION BOARD
P.O.BOX 620132
KALOMO

2nd August, 2022

TO: The Head teachers
Kalomo Secondary School
Choonga Secondary School
Kalomo Primary and Secondary School
Mwata High School
Greenacres Primary and Secondary School
Bwacha Primary School
Kalomo Central Primary School
KALOMO

**RE: PERMISSION TO CARRY OUT RESEARCH-SITWALA MABUKU STUDENT
NUMBER R1611D1980176**

The above captioned matter refers

I acknowledge receipt of your letter dated 6th April, 2022 in which Mr. Sitwala Mabuku under UNICAF University requested for permission to carry out a research in schools *in Kalomo District*.

Permission has been granted to Mr. Mabuku to undertake the project for the case study in the above named schools.

Thank you

Michelo Kaliba
**DISTRICT EDUCATION BOARD SECRETARY
KALOMO**

School Headed paper

2nd August 2022

To: Sitwala Mabuku

Kalomo

**RE: PERMISSION TO CARRY OUT RESEARCH- SITWALA MABUKU-
STUDENT NUMBER R1611D1980176**

In reference to the above stated matter, I am in receipt of a letter dated 2nd August 2022 from the District Education Board Secretary (DEBS) in which you have been permitted to conduct research in this school. I have no objection and therefore allows to conduct your study in the school.

Thank you



.....(Signature)

MUTEYA BISMARCK.....(Name)

f+ Headteacher

BWACHA BASIC.....(Name of School)



*All communication should be addressed
To the kalomo central primary head teacher
Not to any individual by name*



In reply please quote

No: ...

Republic of Zambia
MINISTRY OF EDUCATION

KALOMO CENTRAL PRIMARY SCHOOL,
P.O BOX 620132,
KALOMO.

DATE: 2nd August, 2022

To: Sitwala Mabuku

Kalomo.

**REF: PERMISSION TO CARRY OUT RESEARCH _SITWALA MABUKU-STUDENT
NUMBER R1611D1980176**

In reference to the above stated matter, I am in receipt of a letter dated 2nd August, 2022 from the District Education Board Secretary (DEBS) in which you have been permitted to conduct research in this school. I have no objection and therefore allows you to conduct your study in the school.

Thank you.


.....signature
MIKE LEMBELEMBERE
.....(name)



Headteacher

KALOMO CENTRAL PRIMARY SCHOOL
.....(Name of School)

*All correspondences to be addressed to
The Head Mwaata Day Secondary school
Not to any individual by name
Telephone (0213)225370
E-mail:mwaatasecondary@gmail.com*



*In reply please quote:
No:.....*

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION



OFFICE OF THE HEAD TEACHER,
MWAATA DAY SECONDARY SCHOOL,
P.O. BOX 620077,
KALOMO,

2nd August, 2022.

To: Sitwala Mabuku

Kalomo.

RE: PERMISSION TO CARRY OUT RESEARCH –SITWALA MABUKU-
STUDENT NUMBER R1611D1980176

In reference to the above stated matter, I am in receipt of a letter dated 2nd August, 2022 from the District Education Board Secretary (DEBS) in which you have been permitted to conduct research in this school. I have no objection and therefore allow you to conduct your study in the school.

Thank you.

[Signature]

ANNE M. SIMWALO

Headteacher

Mwaata Day Secondary School



All communication should be addressed
Please quote
To the Head teacher /0977595729
Not to any individual by name

In reply

No:

**REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION**

Office of the Head teacher
Greenacres Primary & Secondary School
P.O. Box 620264
KALOMO

2nd August, 2022.

TO: Sitwala Mabuku
KALOMO.

**RE: PERMISSION TO CARRY OUT RESEARCH – SITWALA MABUKU – STUDENT
NUMBER R1611D1980176**

In reference to the above stated matter, I am in receipt of a letter dated 2nd August, 2022 from the District education Board Secretary (DEBS) in which you have been permitted to conduct research in this school. I have no objection and therefore allow you to conduct your study in the school.

Thank you

Yours Faithfully

Mweemba Clayford

Headteacher

Greenacres Primary and Secondary School



All communication should be addressed
To the Headteacher Kalomo Pri & Sec. School
Not to any individual by name
Cell Number: 0977487768



In reply Please quote
No:

KALOMO PRIMARY AND SECONDARY SCHOOL
P.O BOX 620076,
KALOMO.

2nd AUGUST, 2022

2ND AUGUST 2022

To Sitwala Mabuku

Kalomo

**RE: PERMISSION TO CARRY OUT RESEARCH – SITWALA MABUKU-
STUDENT NUMBER R1611D980176**

In reference to the above stated matter, I am in receipt of a letter dated 2nd august 2022 from the District Education Board Secretary (DEBS) in which you have been permitted to conduct research in this school. I have no objection and therefore allow you to conduct your study in the school.

YOURS SINCERELY,

BANDA RAYMOND .S
HEAD TEACHER.



KALOMO PRIMARY AND SECONDARY SCHOOL

All communication should be addressed to the Head Teacher
 Telephone: 0213-265046 / 0213-265061
 Head Teacher Cell No. 0977-328729 / 0955-328729
 Deputy Head Teacher Cell No. 0974-492475 / 0964-271742
 Tel/Fax: 0213-265056
 Email: kalomosec@gmail.com



REPUBLIC OF ZAMBIA
 MINISTRY OF EDUCATION

In reply please quote

No:.....

KALOMO SECONDARY SCHOOL
 PRIVATE BAG 1
 KALOMO

2nd August, 2022

To: Sitwala Mabuku

KALOMO

**RE: PERMISSION TO CARRY OUT RESEARCH – SITWALA MABUKU –
 STUDENT NUMBER R1611D1980176**

In reference to the above stated matter, I am in receipt of a letter dated 2nd August 2022 from the District Education Board Secretary (DEBS) in which you have been permitted to conduct research in this school. I have no objection and therefore allow you to conduct your study in the school.

Thank you

..... (Signature)

Mutali Patrick (Name)

for/Headteacher

Kalomo Secondary School (Name of School)



All communication should be addressed
To the Head teacher (0977142811)
Not to any individual by name



In reply Please quote
No:

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

Office of the Head Teacher
CHOONGA PRIMARY AND SEC SCHOOL,
P.O BOX 620132,
KALOMO.

2nd August, 2022.

TO: Sitwala Mabuke
Kalomo.

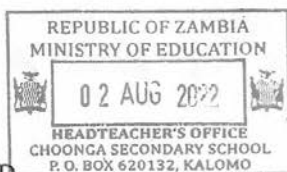
**RE: PERMISSION TO CARRY OUT RESEARCH - SITWALA MABUKE - STUDENT
NUMBER R1611D1980176**

In reference to the above stated matter, I am in receipt of a letter dated 2nd August, 2022 from the District Education Board Secretary (DEBS) in which you have been permitted to conduct research in this school. I have no objection and therefore allow you to conduct your study in the school.

Thank you

Yours Faithfully

HAKALO CLIFFORD
HEADTEACHER
CHOONGA PRIMARY AND SECONDARY SCHOOL





UU_IC - Version 2.1



Informed Consent Form

Part 1: Debriefing of Participants

Student's Name: SITWALA MABUKU

Student's E-mail Address: mbst059@yahoo.com

Student ID #: R1611D1980176

Supervisor's Name: Dr. Charles B.W. Prince

University Campus: Unicaf University Malawi (UUM)



Program of Study: UUM: EdD - Doctorate of Education

Research Project Title: Leadership and its Influence on Teaching and Learning in a 21st Century
Zambian Secondary School

Date: 06-Jan-2022

Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).

The purpose of the study is to survey and explore leadership skills practiced in secondary schools in Zambia and what headteachers, teachers and students perceive to be the skill gap and its influence on teaching and learning. Their perceived means of tackling the skill gap will also be explored. The study aims at setting a standard for effective practice of leadership skills in secondary schools. The findings are expected to empower headteachers and staff with pedagogic skills that will create a school environment conducive to effective instructional leadership and improved teaching, learning and student outcomes (OECD, 2008; The Wallace Foundation, 2013). The participant was purposefully selected due to their suitability to provide the data required to answer the research questions and achieve the purpose, aims and objectives of the study (Creswell, 2014).

The above named Student is committed in ensuring participant's voluntarily participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.

Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.

All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.

I, SITWALA MABUKU, ensure that all information stated above is true and that all conditions have been met.

Student's Signature: Sitwala Mabuku



UU_IC - Version 2.1

Informed Consent Form

Part 2: Certificate of Consent

This section is mandatory and should to be signed by the participant(s)

Student's Name: SITWALA MABUKU

Student's E-mail Address: mbst059@yahoo.com

Student ID #: R1611D1980176

Supervisor's Name: Dr. Charles B.W. Prince

University Campus: Unicaf University Malawi (UUM)

Program of Study: UUM: EdD - Doctorate of Education

Research Project Title: Leadership and its Influence on Teaching and Learning in a 21st Century
Zambian Secondary School

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation to this study. I understand that my data will remain anonymous and confidential, unless stated otherwise. I consent voluntarily to be a participant in this study.

Participant's Print name:

Participant's Signature: _____

Date:

If the Participant is illiterate:

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had an opportunity to ask questions. I confirm that the aforementioned individual has given consent freely.

Witness's Print name:

Witness's Signature: _____

Date:



UU_GIC - Version 2.1



Guardian Informed Consent Form

Part 1: Debriefing of Participants

Student's Name: SITWALA MABUKU

Student's E-mail Address: mbst059@yahoo.com

Student ID #: R1611D1980176

Supervisor's Name: Dr. Charles B.W. Prince

University Campus: Unicaf University Malawi (UUM)



Program of Study: UUM: EdD - Doctorate of Education

Research Project Title: Leadership and its Influence on Teaching and Learning in a 21st Century
Zambian Secondary School

Date: 06-Jan-2022

Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).

The purpose of the study is to survey and explore leadership skills practiced in secondary schools in Zambia and what headteachers, teachers and students perceive to be the skill gap and its influence on teaching and learning. Their perceived means of tackling the skill gap will also be explored. The study aims at setting a standard for effective practice of leadership skills in secondary schools. The findings are expected to empower headteachers and staff with pedagogic skills that will create a school environment conducive to effective instructional leadership and improved teaching, learning and student outcomes (OECD, 2008; The Wallace Foundation, 2013). The participant was purposefully selected due to their suitability to provide the data required to answer the research questions and achieve the purpose, aims and objectives of the study (Creswell, 2014).

The above named Student is committed in ensuring participant's voluntarily participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.

Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.

All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.

I, SITWALA MABUKU, ensure that all information stated above is true and that all conditions have been met.

Student's Signature: Sitwala Mabuku



Guardian Informed Consent Form

Part 2: Certificate of Consent

This section is mandatory and should to be signed by the participant's legal guardian

Student's Name: SITWALA MABUKU

Student's E-mail Address: mbst059@yahoo.com

Student ID #: R1611D1980176

Supervisor's Name: Dr. Charles B.W. Prince

University Campus: Unicaf University Malawi (UUM)



Program of Study: UUM: EdD - Doctorate of Education

Research Project Title: Leadership and its Influence on Teaching and Learning in a 21st Century
Zambian Secondary School

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that the participant is free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of the participation to this study. I understand that all data will remain anonymous and confidential, unless stated otherwise.

I, , the legal guardian
of allow and provide consent
that can willingly participate in the study.

I, , the legal guardian
of have been ensured that verbal consent
given by will also be taken before the study.



REAF_DS - Version 3.1 AP



**UNICAF UNIVERSITY
RESEARCH ETHICS APPLICATION FORM
DOCTORAL STUDIES**

UREC USE ONLY:

Application No:

Date Received:

Student's Name: Sitwala Mabuku**Student's E-mail Address:** mbst059@yahoo.com**Student's ID #:** R1611D1980176**Supervisor's Name:** Dr. Charles B. W. Prince**University Campus:** Unicaf University Malawi (UUM)**Program of Study:** UUM: EdD - Doctorate of Education**Research Project Title:** Leadership and its Influence on Teaching and Learning in a 21st Century
Zambian Secondary School**1. Please state the timelines involved in the proposed research project:**

Estimated Start Date: 20-Feb-2020

Estimated End Date: 31-Dec-2022

2. External Research Funding (if applicable):**2.a. Do you have any external funding for your research?**
☐

YES

☒

NO

If YES, please answer questions **2b** and **2c**.

- 2.b.** List any external (third party) sources of funding you plan to utilise for your project. You need to include full details on the source of funds (e.g. state, private or individual sponsor), any prior / existing or future relationships between the funding body / sponsor and any of the principal investigator(s) or co-investigator(s) or student researcher(s), status and timeline of the application and any conditions attached.

Nil

- 2.c.** If there are any perceived ethical issues or potential conflicts of interest arising from applying or and receiving external funding for the proposed research then these need to be fully disclosed below and also further elaborated on, in the relevant sections on ethical considerations later on in this form.

Nil

3. The research project

3.a. Project Summary:

In this section fully describe the purpose and underlying rationale for the proposed research project. Ensure that you pose the research questions to be examined, state the hypotheses, and discuss the expected results of your research and their potential.

It is important in your description to use plain language so it can be understood by all members of the UREC, especially those who are not necessarily experts in the particular discipline. To that effect ensure that you fully explain / define any technical terms or discipline-specific terminology (use the space provided in the box).

There has been consistent student high absenteeism and low pass rate in examinations in secondary schools in Zambia particularly at the junior level. Zambia National Education Coalition (ZANEC) (2019) reported that only 116 616 students out of 255 449 who sat for Grade 9 Junior Secondary Examinations obtained certificates representing a 45.65% pass rate while 29 074 were absent from the examinations giving a 10.22% absenteeism rate. A contributing factor to student low pass rate and high absenteeism is assumed to be lack of pedagogic leadership skills among Head Teachers that is required to effectively lead, manage and administer a present-day secondary school (Kaume, 2015, 2016; OECD, 2008). There is therefore need to tackle the skill gap to improve student outcomes such as raising pass percentage and increasing examination attendance.

The purpose of the study is to survey and explore leadership skills practiced in secondary schools in Zambia and what Head Teachers, teachers and students perceive to be the skill gap and its influence on teaching and learning. The means which Head Teachers, teachers and students consider should be developed in order to tackle the skill gap will also be surveyed and explored. The findings are expected to empower Head Teachers and staff with pedagogic skills that will create a school environment conducive to effective instructional leadership and teaching and learning which will result in improved student outcomes (Leithwood et al, 2004; OECD, 2008; The Wallace Foundation, 2013). The new approach to instruction is expected to empower students with critical thinking and problem solving skills that will help them to adapt and become more productive citizens in the ever changing society (Kaume, 2016)

3.b. Significance of the Proposed Research Study and Potential Benefits:

Outline the potential significance and/or benefits of the research (use the space provided in the box).

The findings are expected to help Head Teachers and staff tackle the leadership skill gap that is perceived to be existing in secondary schools in Zambia. This will lead to effective instructional leadership; management and administration of secondary schools resulting in improved student outcomes such as raising student pass percentage and increasing attendance in examinations. Copies of summary research reports will be issued to schools that participated in the study including the District Education Office. A follow-up will be made over the next two years to assess the impact of the study on practice of leadership skills and student performance. The findings will contribute to the body of knowledge and theories on practice of school leadership. This will help add meaning and understanding to the phenomenon of school leadership. Study manuscripts and research report will be available to other researchers to review and conduct further studies on the topic. Policy makers will also have access to the research report. This will help them to review and reform ineffective policies on the training and appointment of school leaders.

4. Project execution:

4.a. The following study is an:

- ☒ experimental study (primary research)
- ☐ desktop study (secondary research)
- ☐ desktop study using existing databases involving information of human/animal subjects
- ☐ Other

If you have chosen 'Other' please Explain:

4.b. Methods. The following study will involve the use of:

Method	Materials / Tools
Qualitative:	☒ Face to Face Interviews
	☐ Phone Interviews
	☒ Face to Face Focus Groups
	☐ Online Focus Groups
	☐ Other *
Quantitative:	☒ Face to Face Questionnaires
	☐ Online Questionnaires
	☐ Experiments
	☐ Tests
	☐ Other *

*If you have chosen 'Other' please Explain:

5. Participants:

5 a. Does the Project involve the recruitment and participation of additional persons other than the researcher(s) themselves?

- ☒ YES If YES, please complete all following sections.
- ☐ NO If NO, please directly proceed to Question [7](#).



5 b. Relevant Details of the Participants of the Proposed Research

State the number of participants you plan to recruit, and explain in the box below how the total number was calculated.

Number of participants

There will be 7 headteachers and 150 teachers to complete the questionnaire and 16 students who will only participate in FGDs. The 7 headteachers will be sampled from a target population of 21 headteachers from 21 secondary schools in the district representing 33%. 150 teachers will be sampled from a target population of 446 secondary school teachers in the district representing 34%.

Describe important characteristics such as: demographics (e.g. age, gender, location, affiliation, level of fitness, intellectual ability etc). It is also important that you specify any inclusion and exclusion criteria that will be applied (e.g. eligibility criteria for participants).

Age range From To

Gender ☒ Female
☒ Male

Eligibility Criteria:

- Inclusion criteria
- Exclusion criteria

Disabilities

Other relevant information (use the space provided in the box):

5 c. Participation & Research setting:

Clearly describe which group of participants is completing/participating in the material(s)/ tool(s) described in 5b above (use the space provided in the box).

7 headteachers and 150 teachers will complete the survey questionnaire. Therefore a total of 157 participants will complete the survey questionnaire. All the participants will be purposefully sampled on account of being qualified and having served as headteachers and teachers respectively for at least 6 months on their respective positions. 3 headteachers will participate in face to face interviews using the headteacher interview guide while 9 teachers will participate in face to face interviews using the teacher interview guides. The headteachers and teachers will be purposefully sampled on account of having participated in the survey and being informed to expand or explain pertinent issues raised during the survey (Creswell & Plano, 2018). 16 senior secondary students (8 per group) drawn from 2 different schools will participate in FGDs. Students will be purposefully sampled on account of having experience to explain issues.

5 d. Recruitment Process for Human Research Participants:

Clearly describe how the potential participants will be identified, approached and recruited (use the space provided in the box).

Purposeful sampling will be used in which participants are selected due to their suitability to supply information required to answer the research questions and meet the objectives of the study (Saunders, Lewis & Thornhill, 2007). The participants that best meet the stated criterion are Head Teachers, teachers and students. The researcher will first meet the District Education Officer (DEO) who is in charge of all schools in the district to request for permission to conduct the study in the schools. Once permission is granted, the researcher will visit each of the 7 schools involved in the study and meet respective headteachers. He will explain the purpose of the research and request for participants willing to take part in the study. He will meet face to face with the participants to get their informed consent to take part in the study. In case of students (who are below 18 years of age) informed consent will have to be provided by their legal guardians.

5 e. Research Participants Informed Consent.

Select below which categories of participants will participate in the study. Complete the relevant Informed Consent form and submit it along with the REAF form.

Yes	No	Categories of participants	Form to be completed
☒	☐	Typically Developing population(s) above the maturity age *	Informed Consent Form
☒	☐	Typically Developing population(s) under the maturity age *	Guardian Informed Consent Form

* Maturity age is defined by national regulations in laws of the country in which the research is being conducted.



5 f. Relationship between the principal investigator and participants.

Is there any relationship between the principal investigator (student), co-investigators(s), (supervisor) and participant(s)? For example, if you are conducting research in a school environment on students in your classroom (e.g. instructor-student).

☐ YES ☒ NO

If YES, specify (use the space provided in the box).

6. Potential Risks of the Proposed Research Study.

6 a. i. Are there any potential risks, psychological harm and/or ethical issues associated with the proposed research study, other than risks pertaining to everyday life events (such as the risk of an accident when travelling to a remote location for data collection)?

☐ YES ☒ NO

If YES, specify below and answer the question 6 a.ii.

6 a.ii Provide information on what measures will be taken in order to exclude or minimise risks described in 6.a.i.

6 b. Choose the appropriate option

	Yes	No
i. Will you obtain written informed consent form from all participants?	☒	☐
ii. Does the research involve as participants, people whose ability to give free and informed consent is in question?	☐	☒
iii. Does this research involve participants who are children under maturity age? If you answered YES to question iii, complete all following questions. If you answered NO to question iii, do not answer Questions iv, v, vi and proceed to Questions vii, viii, ix and x.	☒	☐
iv. Will the research tools be implemented in a professional educational setting in the presence of other adults (i.e. classroom in the presence of a teacher)?	☒	☐
v. Will informed consent be obtained from the legal guardians (i.e. parents) of children?	☒	☐
vi. Will verbal assent be obtained from children?	☒	☐
vii. Will all data be treated as confidential? If NO, explain why confidentiality of the collected data is not appropriate for this proposed research project, providing details of how all participants will be informed of the fact that any data which they will provide will not be confidential.	☒	☐
viii. Will all participants /data collected be anonymous? If NO, explain why and describe the procedures to be used to ensure the anonymity of participants and/or confidentiality of the collected data both during the conduct of the research and in the subsequent release of its findings.	☒	☐

	Yes	No
ix. Have you ensured that personal data and research data collected from participants will be securely stored for five years?	☒	☐
x. Does this research involve the deception of participants? If YES, describe the nature and extent of the deception involved. Explain how and when the deception will be revealed, and who will administer this debrief to the participants:	☐	☒

6 c. i. Are there any other ethical issues associated with the proposed research study that are not already adequately covered in the preceding sections?

☐ Yes ☒ No

If YES, specify (maximum 150 words).

6.c.ii Provide information on what measures will be taken in order to exclude or minimise ethical issues described in 6.c.i.

6 d. Indicate the Risk Rating.

☐ High ☒ Low



7. Further Approvals

Are there any other approvals required (in addition to ethics clearance from UREC) in order to carry out the proposed research study?

☐ YES ☒ NO

If YES, specify (maximum 100 words).

8. Application Checklist

Mark ✓ if the study involves any of the following:

- ☒ Children and young people under 18 years of age, vulnerable population such as children with special educational needs (SEN), racial or ethnic minorities, socioeconomically disadvantaged, pregnant women, elderly, malnourished people, and ill people.
- ☐ Research that foresees risks and disadvantages that would affect any participant of the study such as anxiety, stress, pain or physical discomfort, harm risk (which is more than is expected from everyday life) or any other act that participants might believe is detrimental to their wellbeing and / or has the potential to / will infringe on their human rights / fundamental rights.
- ☐ Risk to the well-being and personal safety of the researcher.
- ☐ Administration of any substance (food / drink / chemicals / pharmaceuticals / supplements / chemical agent or vaccines or other substances (including vitamins or food substances) to human participants.
- ☐ Results that may have an adverse impact on the natural or built environment.

9. Further documents

Check that the following documents are attached to your application:

		ATTACHED	NOT APPLICABLE
1	Recruitment advertisement (if any)	☐	☒
2	Informed Consent Form / Guardian Informed Consent Form	☒	☐
3	Research Tool(s)	☒	☐
4	Gatekeeper Letter	☒	☐
5	Any other approvals required in order to carry out the proposed research study, e.g., institutional permission (e.g. school principal or company director) or approval from a local ethics or professional regulatory body.	☐	☒



10. Final Declaration by Applicants:

- (a) I declare that this application is submitted on the basis that the information it contains is confidential and will only be used by Unicaf University for the explicit purpose of ethical review and monitoring of the conduct of the research proposed project as described in the preceding pages.
- (b) I understand that this information will not be used for any other purpose without my prior consent, excluding use intended to satisfy reporting requirements to relevant regulatory bodies.
- (c) The information in this form, together with any accompanying information, is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- (d) I undertake to abide by the highest possible international ethical standards governing the Code of Practice for Research Involving Human Participants, as published by the UN WHO Research Ethics Review Committee (ERC) on <http://www.who.int/ethics/research/en/> and to which Unicaf University aspires to.
- (e) In addition to respect any and all relevant professional bodies' codes of conduct and/or ethical guidelines, where applicable, while in pursuit of this research project.



I agree with all points listed under Question 10

Student's Name:

Supervisor's Name:

Date of Application: 06-Jan-2022

Important Note:

Save your completed form (we suggest you also print a copy for your records) and then submit it to your UU Dissertation/project supervisor (tutor). **In the case of student projects, the responsibility lies with the Faculty Dissertation/Project Supervisor.** If this is a student application, then it should be submitted via the relevant link in the VLE. Please submit only electronically filled in copies; **do not** hand fill and submit scanned paper copies of this application.



UREC Desision, Version 2.0



Unicaf University Research Ethics Committee Decision

Student's Name: Sitwala Mabuku

Student's ID #: R1611D1980176

Supervisor's Name: Dr. Charles, B. W. Prince

Program of Study: UU-EDUD-900-3

Offer ID /Group ID: O31408G32619

Dissertation Stage: DS3

Research Project Title: Leadership and its Influence on Teaching and Learning in a 21st Century Zambian Secondary School

Comments: No comments

Decision*: A. Approved without revision or comments

Date: 25-Jul-2022

*Provisional approval provided at the Dissertation Stage 1, whereas the final approval is provided at the Dissertation stage 3. The student is allowed to proceed to data collection following the final approval.