INFLUENCE OF SCHOOL LEADERSHIP ON GRADE 10 EXAMINATION RESULTS: A CASE OF FOUR SECONDARY SCHOOLS IN //KHARAS, NAMIBIA

A THESIS SUBMITTED IN PARTIAL FULFILMENT

OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

(LEADERSHIP, MANAGEMENT & POLICY STUDIES)

OF

THE UNIVERSITY OF NAMIBIA

BY

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APRIL 2021

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ABSTRACT

Namibian, National Grade 10 academic performance has declined from 2014 to 2016. Of the 111 289 full-time candidates who wrote Grade 10 national examination in 2014 to 2016, only 59 559 candidates qualified for admission to grade 11. A comparable situation prevails in the //Kharas Region, where the academic performance for Grade 10 learners has declined between 2014 and 2016, from 42% pass rate to 30% according to the statistics of //Kharas Region of the Directorate of National Examination and Assessment. Beside this backdrop, and by exploring the practices of the selected schools' principals, this study investigated the influence of school leadership on grade 10 learners' academic performance of the selected schools in the Kalahari Circuit //Kharas Region. The objective was to gain an understanding of whether, school leadership contributes to the learners' academic performance. The study employed qualitative research approach. Data was constructed through semi-structured interviews and document analysis. Mainly, the researcher observed and found discrepancies between how principals understood their leadership roles, and what they actually practiced. It gives an impression that, crucial to this breach between what was understood and what actually was applied was the correlation that the principals had with relevant staff members and, in turn, the types of relations that existed among staff members. Hence, it was found that poor staff relationships, which derived from poor leadership, had direct influence on academic performance of learners. Concurrently, as per researcher's observation poor leadership, poor staff relationships, and the poor academic performance of learners, affected the determination and obligation of both educators and principal. The study highlighted a concern that continues to challenge schools, beside //Kharas Region, but Namibia at large, namely unqualified and under-qualified educators. The study also found that the absence of leadership and management training for principals plays a significant role in their in/capacity to lead and manage schools. Intrinsically, the study recommended that, the ministry of education needs to make provision for job-related leadership training for school leaders.

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LIST OF ACRONYMS

ALI African Leadership Institute

DNEA Directorate of National Examinations and Assessment

ETSIP Education and Training Sector Improvement Programme

EMIS Education Management Information System

JSC Junior Secondary Certificate

MCA Millennium Challenge Account

MEC Ministry of Education and Culture

MoE Ministry of Education

UNICEF United Nations International Children's Emergency Fund

UREC University Research Ethics Committee

ACKNOWLEDGEMENTS

The completion of this study has not been an easy task having had to simultaneously work and meet other social responsibilities. However, the assistance I received from institutions and individuals eased my burden. Firstly, I would like to thank the Almighty God, who has made it possible for me to pursue my studies. Glorified be His Name. I would also like to express my sincere appreciation to all those who in one way or another rendered their support to me during the entire period of my study. My sincere gratitude is due to Dr. T.C. K. Iijambo my supervisor who worked very hard by guiding and rendering an academic supervision during the entire period of this study. I also want to acknowledge Dr. Mushaandja who assisted me tirelessly to finalize my thesis.

The principals, from the four selected secondary schools who played a major role in my study; they spent a lot of their leisure time to participate in the interviews and discussions that were very useful in this study. Equally, my friends Jafet Aitula, and Victoria Verner they deserve my heartfelt thanks for their unwavering support and apathy and assistance throughout the entire period of my study. My parents and relatives, I express my appreciation for their patience and support during the entire period of my study.

DEDICATION

This thesis is dedicated to my mother, Mrs. Martha Nakatana-Homateni. For her love, support, kindness and motivation that helped me rise above difficult times. I will always cherish her. She had motivated me to embark on this life changing journey. Thank you for giving me strength and courage to push on until the end.

DECLARATIONS

I Naemi Shikongo, declare hereby that this study is a reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

……. ……. ……..

Name of Student **Signature** **Date**

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The study is motivated by my experience, knowledge and concern as a secondary school English teacher that most secondary schools in the //Kharas Region of Namibia are not equipping learners to achieve the minimum results in the national examinations, which is necessary for admission to grade 11 or to pursue higher education. The Ministry of Education expects a Grade 10 candidate to obtain at least 23 points (that is six D symbols or better) in the best six subjects, including English at the end of every academic year (Ministry of Education [MoE], 2004). According to the Junior Secondary Certificate (JSC) national examination results are graded according to a point scale of grades as shown in the table below (Ministry of Education, 2012).

Table 1.1: Grade 10 grading scales for Junior Secondary Certificate (JSC) national examination results in Namibia

Grade	%	points
A	80-100	7
B	70-79	6
C	60-69	5
D	50-59	4
E	40-49	3
F	30-39	2
G	20-29	1
U	0-19	0

According to the Ministry of Education, the national Grade 10 academic achievement for the Junior Secondary Certificate (JSC) examination declined from the year 2014 to 2016. During this period (that is, three years), a total number of 111 289 fulltime candidates nationally wrote the Grade 10 examinations. Of these candidates, only 59 559 qualified for admission to grade 11 (Ministry of Basic Education, Sport and Culture, 2016). The table below shows the declination of JSC national performance over the indicated period. It shows how the grade 10 learners' performance has been declining for the past three years.

Table 1.2: Grade 10 National Examination Achievement from (2014-2016)

Academic Years	Total Number of Learners Enrolled	Learners Qualified for Grade 11	Pass Rate (%)
2014	35 592	19 264	54. 1
2015	37 457	20 295	54
2016	38 240	20 000	52
Total	111 289	59 559	54

Similarly, in the //Kharas Region, Grade 10 learners' academic performance declined for the past three years (2014–2016), from 42% to 30%, according to the regional statistics for the //Kharas Region of the Directorate of National Examination and Assessment (DNEA) (Ministry of Basic Education, Sport and Culture, 2016).

Table 1.3: Grade 10 National Examination Achievement for //Kharas Region (2014 -2016)

Academic Years	Total Number of Learners Enrolled	Learners Qualified for Grade 11	Pass Rate (%)
2014	1 200	500	42
2015	1 399	370	26
2016	1 441	350	24
Total	4 040	1 220	30

This means that 54% of Grade 10 learners in the //Kharas Region were not attaining the requirement for admission to grade 11. Amutenya (2013) explains that the Grade 10 results are used to measure and judge the effectiveness and efficiency of the school system, and for accessing higher education and employment in Namibia. Even though the Namibian government has introduced school improvement programmes and interventions to improve learners' academic

achievement in schools, Grade 10 failure rates are still high in all regions of Namibia (The Ministry of Education [MoE], 2006). This reflects that there are crucial challenges in the education system that needs to be addressed in order to improve learners' academic performance in schools (Amutenya, 2013). Some of these challenges are berries that hinder the education of a child such as lack of parental involvement, distances between the school and the house, class capacity etc. (Ministry of Basic Education, Sport and Culture, 2001) and the most challenge which will be the focus of this study is the influence of school leadership on the grade 10 learners' academic performance. The study will also draw attention on the researcher's experiential knowledge as an English teacher at a secondary school. This study will mainly focus on how the school leadership mitigates challenges that are influencing the performance of grade 10 learners in the selected schools in the //Kharas Region.

This chapter provides the context and the rationale for the study, which aims to investigate the influences school leadership, has on the grade 10 learners' academic performance of the four secondary schools in the Kalahari Circuit in the //Kharas Region; by precisely discovering the involvements and insights of school principals. It also provides an overview of the research problem and questions, significance of the study, the study limitations and delimitations.

There are seventeen schools offering grade 10 in the region, of which one is a private school and other sixteen are public schools that are: three junior secondary schools, five combined schools, seven senior secondary schools and one academy. These sixteen schools have obtained a pass rate of between 10% and 30% during the national examinations for the academic years 2014 to 2016. The above mentioned performance is below average, because it does not meet the Ministry's national performance target of 60% (Ministry of Basic Education, Sport and Culture, 2016).

In general limited research has been done within the Namibian context on the influence of school leadership on learners' academic performance. Studies that have been conducted (e.g. Amutenya, 2013; Kantema, 2001; Kapapero, 2007; Mushaandja, 2006; Nekaro, 2001; Villet, 2001; Zokka, 2012), have explored the role of principals; factors influencing the academic performance of Grade 10 learners in two schools in the Kavango Region of Namibia; effective management and professional development; Namibian school principals' perceptions of their management development needs; an exploration of teacher leadership at a Namibian urban primary school; and identifying social and environmental factors that shape the achievement levels of Grade 12 learners from two rural schools in the Oshikoto Region of Namibia. The importance of this study is that it specifically investigated the influences school leadership has on learners' academic performance in the //Kharas Region in Namibia and to gain an understanding of whether or not, and how, school leadership contributes, to learners' academic performance in schools. Thereafter, the study hoped to make recommendations to policy-makers, curriculum implementers and school leaders on how school leadership affects or does not affect learners' academic performance.

The pre-independence education system in Namibia was characterized by high failure and dropout rates of learners in Namibia (Kantema, 2001). This situation has not changed since the achievement of independence. Shaningwa (2007) contends that the same educational barriers that led to high drop-out and failure rates during pre-independence continue to affect learners during independence. Statistics from the Education Management Information System (EMIS) reveals that the //Kharas Region has the highest school drop-out rates among girls in Namibia due to pregnancy (Ministry of Education , 2012 a). A report by UNICEF has shown that school-leaving rates are high in the //Kharas Region, in Grades 5, 7, 8 and 10; eventually, only 30% to 40% of Grade 10 learners complete secondary school (UNICEF, 2011).

Prior to independence, many teachers in the //Kharas Region did not receive training in school leadership, because the government did not pay attention to the training of teachers in school management and administration as a pre-condition for promoting teachers to heads of departments or principals (Kantema, 2001). As a result, teachers were promoted to heads of department or principal, on the basis of their classroom performance and experience, by the appointing authority in the regional education office, and at the recommendation of the school governing bodies (school board committees) (Kantema, 2001). The same situation prevailed in the //Kharas Region, where teachers were appointed to school leadership without a qualification, but on the basis of being a head of department. As a result, many principals do not have the skills and training necessary for the effective leadership and management of schools. Bush and Oduro (2006) acknowledge that principals in Africa face a daunting challenge because they are appointed without any school leadership training, but only on the basis of their teaching record and qualification.

According to Ministry of Education and Culture (MEC) (1993), at independence in 1990, the government decided to transform its education system by introducing the policy document, called "Toward Education for All"; to create a space for bringing about changes from elitist education towards education for all. The purpose was to render quality education to all Namibian citizens (M.E.C, 1993). Besides, according to (Santos, 2010), the Ministry of Education attempted to expand education facilities for all children and to eradicate the backlog for learners who were previously denied access to education. The post-independence education system introduced numerous professional development programmes through in-service teachers' training to equip school leaders with school leadership skills in order to improve learners' performance. These programmes are more effective because they are linked to the classroom practice and address the needs of teachers (M.E.C, 1993). Furthermore, the Ministry of Education acknowledges that, at

present, the opportunity for professional staff development of school leaders is insufficient. Thus, principals have expressed a strong demand for professional development and training that would enable them to manage school affairs, lead others, promote learners' achievements, and provide advice and guidance to professional staff on educational matters (M.E.C, 1993).

In response to the need for the professional development of school leaders, the Ministry of Education has organized school leadership training workshops and provided 'manuals' to principals, however, these workshops were not sufficient to equip them with knowledge on how schools should function to ensure quality teaching and learning (Kantema, 2001). Currently, the Ministry of Education, through the Millennium Challenge Account (MCA), has contracted the African Leadership Institute (ALI) to train master trainers (inspectors of education and principals) in all regions of Namibia. The aim of this training is to capacitate school leaders by closing the gaps identified in the area of leadership and management. The instructional leadership development training programme is comprised of a specifically designed curriculum, based on a survey that investigated the needs of school principals, inspectors of education and regional managers (Ministry of Education, 2013a).

According to Nikodemus (2014), quality teaching and learning in Namibia are not satisfying the expectations of the Ministry, the parents or the community, because the majority of learners' academic performance in schools is below average. Criticisms of learners' poor performance are centred, among other factors, on the existing promotion requirements in Namibian schools. The main problem appears to be the automatic promotion of learners who have not yet attained the basic competencies, but are not allowed to repeat after having repeated once in a phase (Minstry of Education, 2011). According to Nashenda (2014), stakeholders in education advanced a wide range of reasons for the poor academic performance of learners in the //Kharas Region. Some

acknowledged poor academic performance to a lack of school management and leadership skills in some principals. Other stakeholders singled out frequent absenteeism of both teachers and learners from schools, and a poor work culture and commitment in both teachers and learners (Nashenda, 2014). Furthermore, the difference in learners' academic performance among schools might be found in the broader context of how the school is managed.

In an attempt to advance learners' academic performance, the government approved and implemented a number of educational programmes. These included a fifteen-year strategic plan 2005/6–2020; an Education and Training Sector Improvement Programme (ETSIP); and National Standards and Performance Indicators for schools in Namibia. These programmes are comprehensive plans aimed at improving the educational system based on the Ministry's strategic goals of access, equity, quality and democracy (Minstry of Education, 2011).

This means that the plan is aimed at strengthening the quality, effectiveness, and efficiency of the general education and training system in the country (The Ministry of Education [MoE], 2006). The plan is being implemented and monitored by the Ministry of Education and principals are positive about the progress, despite some challenges in the implementation process.

Namibia is divided into fourteen regions. This research study is located in one of these fourteen regions; the //Kharas Region, which is administered by the Directorate of Education of the //Kharas Regional Council. The region is huge and has an average number of learners and schools in Namibia. Some of these learners are orphans and vulnerable, coming from rural, and urban communities. The //Kharas Region has the highest drop-out rate in Namibia due to social challenges: learner pregnancies; long distances between home and school; poverty; illnesses; and job opportunities (Ministry of Education, 2012a). In addition, the region is divided into three

circuit offices Kalahari Circuit, Namib Circuit and !Garieb Circuit. The study was conducted in the Kalahari Circuit, which is located in Keetmanshoop town. Kalahari Circuit has five schools that offers grade 10. These schools in total consists of 2 683 learners, 126 teachers, 13 heads of departments and 5 principals as per the 15th school day statistics of 2018 (Ministry of Education, Art and Culture, 2016). Most teachers have teaching qualifications. However, unqualified teachers are appointed by the Ministry of Education for twelve calendar months because of the shortage of qualified teachers in the country. The majorities of principals have teaching qualifications and are appointed on the basis of their classroom performance and experience.

Naturally, in the Kalahari Circuit, the level of parental involvement and participation in school activities is not satisfactory, despite the fact that schools involve parents and guardians through school governing bodies, parental meetings and learners' disciplinary problems in which they discuss learners' progress and other school-related matters. It was recorded that, in most cases, parents are invited to schools but are not able to attend meetings because of other commitments and responsibilities. This has added to the work-load of teachers in dealing with learners' problems and had had an impact on the confidence of the teachers, and on learners' academic performance. Commonly, the school day operates from 07:00 to 13:00. In the afternoon, each school has its own programme of providing learning support to learners through educative teaching and extra classes. Schools in the Kalahari Circuit also organize weekend classes on Saturdays and sometimes on Sundays, and during holidays, to give learning support to learners.

1.2 Statement of the problem

The academic performance of learners in the //Kharas Region has declined significantly over the past three years (2014 to 2016). Despite the fact that the Namibian government has introduced numerous school improvement programmes and interventions to improve learners' achievements;

such as feeding programs, hostels extra classes and study sessions, the academic performance of learners continues being a concern, and raises serious questions about the effectiveness and sustainability of these programmes (Ministry of Basic Education, Sport and Culture, 2016). Therefore, the researcher looked at this scenario as two inter-related problems. First, there is a problem of poor performance of grade 10 learners, in the //Kharas Region (Ministry of Basic Education, Sport and Culture, 2016). Second, there school leadership impacts negatively on the grade l0 learners' academic performance (English, 2010). The latter is considered to be one of the critical factors influencing the learners' performance in this region. According to the researcher's experience, The Ministry of Education, Arts and Culture does not offer formal leadership training to the teachers as a pre-condition for promoting them to heads of departments or principals posts. As a result, lack of leadership skills in school managers that are in school leadership in some public schools in the //Kharas Region seems to be one of the contributing factors to the poor performance of the grade 10 learners. However no study has been carried out to understand the phenomenon in-depth, hence the intention of the research is to undertake a thorough investigation particularly in the //Kharas Region.

1.3 Research Questions

In attempting to explore the influence of school leadership on Grade 10 learners' academic performance in the Kalahari Circuit of the //Kharas Region, the questions of this research study are:

1. What challenges do school leadership face in improving learner performance in the selected schools in //Kharas Region?
2. What strategies could be implemented to mitigate the leadership challenges school leaders have experienced in the selected schools in //Kharas Region.

3. What policy provisions could be executed by the Ministry of Education, Arts and Culture to improve school performance in the selected schools in //Kharas Region?
4. What is the relationship between school leadership and learners' academic performance in the selected schools in //Kharas Region?

1.4 Significance of the Study

The study's findings may provide schools and regional leadership with strategies that may be adopted to improve leadership skills in school managers. The study may help the //Kharas Region's educational leaders in finding strategies to improve their grade 10 learners' performance. Lastly, the study may as well help the Ministry of Education, Arts and Culture to re-examine the possibilities of revising the existing policies related to school leadership.

1.5 Limitations of the Study

Limitations anticipated for this study were the availability of participants to not actively participate in the study. This was a challenge since the school management hesitated to provide genuine information. It also posed a threat for exposing their incompetence in their leadership style. However, this possible limitations were mitigated when the researcher explained the purpose of the study to the participants, obtained their informed through signing a consent form and assured them about the confidentiality of the information gathered. In other words, participants were assured that informed was only to be used for the purpose of the study.

1.6 Delimitation of the Study

Based on the limitations explained above, this study was only confined to the selected schools in the //Kharas Region. This was due to the purpose of undertaking a thorough investigation on the phenomenon.

1.7 Summary

This chapter introduced the background and the context of the study. The chapter also described and explained the statement of the problem, listed research questions and described the significance of the study. Moreover, the chapter discussed the limitations and delimitations of the study. The next chapter reviewed the literature related to the theoretical framework adopted in this study, it also discussed different conceptual perspectives of leadership, and leadership styles. It also reviewed literature on how significance is school leadership to learners' performance, challenges principals face in improving school performance and learners' academic achievements.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study investigated the influence of school leadership on Grade 10 learners' academic performance in the Kalahari Circuit of the //Kharas Region. This chapter provides the theoretical framework for the study. It further reviewed literature that focuses on the following aspects: an overview of international and African understanding of school leadership; challenges experienced by school leaders in Africa and Namibia; linking school leadership to learners' performance; linking school effectiveness to leaners' performance; and the description of challenges experiences in school leadership in relation to learners' performance in orders to gain an understanding into the influence of school leadership on grade 10 learners' academic performance.

2.2 Contingency Theory by Fiedler (1967)

The study will be guided by the Contingency Theory by Fiedler (1967). According to McKenna, (2013, p 396) the Contingency Theory emphasises two key ideas. Firstly, there is no single best way to manage as the environment impacts the organization and managers must be flexible to react to environmental changes. Secondly, the manner the organization is designed and the control system selected by the members to run it depends on the environment; as the environment change rapidly so must be the managers. These key ideas relate to the study that performance of grade 10 learners in the selected schools in the //Kharas Region may be influenced by leadership style applied to situations in schools by the school leaders without carefully considering the school conditions. Therefore, the theory provides clear solutions on how the application of leadership styles could be modelled to address the challenges experienced by the schools.

School leadership is essential to learners' academic performance. The role of the school leader is to impact, persuade, motivate and direct teachers towards the understanding of school goals. School leadership arises in different forms, for instance, the leadership style essential at school A, might not necessarily be appropriate to school B, because of different backgrounds. Having reviewed the above leadership theories, it developed evident that these theories are important to be used for this study, because they all may contribute to the academic performance of learners at schools. These leadership theories are not tantamount but are connected and share some democratic principles or commonalities in which school leaders in formal positions may delegate and share responsibilities with all the stakeholders concerned and, as a result, take advantage of the human capacity within the organisation. Additionally, these theories also focus on the sharing of best practices for teaching and learning, cooperative relationships between school leaders and staff members, shared vision for the school, democratic values and empowerment of teachers in building staff relationship and improve the academic performance of learners at school.

2.3 An overview of international understandings of school leadership.

School leadership arises in all forms, which, therefore makes it difficult to define the leadership approach appropriate for a certain situation. The leadership style needed in a school where learners' academic performance is below standard, for example, might not essentially be comparable to the leadership style essential in a successful school. For that reason, different leadership models are necessary in schools in relation to the contexts in which they operate (English, 2010). Both nationally and internationally, one leadership style does not succeed at all times and in all contexts, states (Ngcobo, 2012). As a result, Ngcobo (2012) explained that the highlighting in the school leadership effectiveness approach is placed on the ability to read situations intuitively, provide acumen and make balanced judgments about challenges confronting

school leaders. Ngcobo (2012) further stated that successful leaders are open-minded and ready to learn from others. They are also flexible, rather than dogmatic in their thinking within a system of core values, persistent e.g. in pursuit of high expectation of staff motivation, commitment, learning and achievement for all, resilient and optimistic. These traits help to explain why successful leaders facing discouraging conditions are able to push forward when there is little reason to expect for progress.

Day, Elliot and Kington (2012) assert that successful school leadership provides a clear vision and sense of direction for the school. It focuses the attention of the staff members on what is important for the school and does not allow teachers to become distracted by initiatives that will have little impact on the learners' academic performance. As they have a clear view of the strengths and shortcomings of their staff members in terms of teaching and learning it enable them to support and guide their colleagues to improve their teaching experiences (Day, Elliot and Kington 2012). In addition, Day, Elliot and Kington (2012) point out that, school leaders have developmental programmes in place that emphasise the real needs of their staff members and are able to influence teachers to improve the academic standards of the learners at the school.

According to Stewart (2013) the literature in countries such as the U.S.A, England, Singapore, Shanghai, and Ontario discloses that the role of the school leader as considered in the past is no longer suitable. These countries have developed a new standard to redefine the responsibilities of school leaders, with a special stress on leadership for learning. This means, that the role of school leaders has changed from managerial to instructional leadership, with a particular focus on supporting and developing the quality of teachers; setting school goals for student performance; regular monitoring of class activities; giving immediate constructive feedback on instructional programmes; and strategically using resources to improve teaching and learning (Stewart, 2013).

Lingard, Hayes, Mills and Christie (2003) add that the study of school leadership has been an enduring concern for school administration since its initiation as an academic field. In developed and developing countries studies in the 1980s and 1990s discovered that school leadership was dominant to learners' academic achievement; thus, schools have targeted leadership as a point of influence for change (Lingard, et al., 2003). Leadership obligation should be about spreading the best teachers' practices across the work of the school, to be exercised across the school and its communities to achieve the best school outcomes for all (Lingard, et al., 2003). School leadership, argue should not automatically lie with the principal alone, but should be at all levels of the school, with the principal at the centre of the school, rather than at the top (Lingard, et al., 2003). Considerations of school leadership have taken on many forms, which are not certainly shared among academics. Some researchers, such as Day, Elliot and Kington (2012), aligned leadership to administrative attributes and personality characteristics, while others, such as Brighouse and Woods (2001), link leadership to behavioural dimensions. Despite these differences, agreement has been reached amongst scholars that leadership is basically about the ability to influence other people's attitudes and to energise their contribution in activities allied with organizational success (Ngcobo, 2012). Correspondingly, leadership may also be understood as a relationship of influence directed towards school goals or outcomes, whether formal or informal. Leadership in schools, context is not the preserve of any position, but can be found and built throughout the school (Christie, 2014). Similarly, Day et al., (2012) argues that the role of school leaders is to influence, persuade, motivate, bind and direct teachers to realise the common goal of the school. Christie (2014) defined Leadership as a process that influence based on clear values and beliefs that leads to a vision for the school. This vision, states Bush (2007) is expressed by leaders who seek to gain the commitment of the staff and stakeholders to the ideal of a better future for the school, the

learners and the community. According to Christie (2014) school leadership deals with areas such as administering the curriculum, improving the instructional programme of the school, working with staff members to recognise a vision for the school, and building a close relationship with the community. Where school leadership is ineffective in a school, states Willson (2014), it is not easy for teachers to be motivated to render quality teaching and learning. In contrast, if leadership is strong, points out Willson (2014), staff members and learners are motivated towards achieving good academic results.

In order to gain an understanding of how school leadership contributes to learners' academic performance in schools in the //Kharas Region, it is appropriate to understand different leadership theories, both globally and locally. Given the focus of the study, attention will next be given to various leadership theories: instructional, transformational, distributed, participative, and democratic leadership – in an attempt to understand the types of leadership styles that educational leaders might use. These leadership theories have been selected by the researcher based on a systematic review of the international, South African and Namibian research done on school leadership.

According Bush (2007), the instructional leadership model was endorsed by the English National College for School Leadership, because of its emphasis on managing teaching and learning as the core activities of an educational institution. This model focuses more on teaching and learning, the behaviour of teachers in working with learners, as well as the professional learning of teachers in relation to learners' growth. School leaders' inspiration is based on the students' learning through the teachers. Instructional leadership improves teaching and learning through demonstrating good practices; monitoring classroom activities; and professional dialogue and discussions with the teachers (Bush, 2007). This model is a vital dimension, because it targets the school's central

activities through teaching and learning. However, the instructional leadership model, states Bush (2007) undervalues other aspects of a school, such as sport, socialization, student welfare and self-esteem. Tjivikwa (2006) explains that instructional leadership may be regarded as a process of guiding and encouraging teachers towards a greater professional effectiveness that requires careful, far-sighted and effective planning based on professional insight, and constructive and accurate analysis of the teaching and learning activity.

According to Bush (2007), the transformational leadership model has its roots in reciprocal leadership, which assumes that the essential focus of leadership ought to be the commitments and capacities of all stakeholders. Bush (2007) explains that higher levels of personal commitment to school goals and the capacities for achieving these goals are the results of extra effort and greater productivity. English (2010) defines transformational leaders as true leaders who motivate their teams with a common vision of the future. Transformational leaders are highly noticeable and devote time interactive with their followers. They do not lead from the front, but delegate responsibilities among all followers. Bush (2007) conceptualizes transformational leadership in terms of eight dimensions: building school vision; establishing school goals; providing intellectual stimulation; offering individual support; modelling best practices and values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions.

Moreover, the literature reveals that transformational leaders inspire, motivate and encourage their followers to carry out their work in terms of planned means by stressing ideals, optimism, and positive potentials (Willson, 2014). The followers' sense of individuality and personality is connected to the mission and the collective identity of the school. Additionally, Burger (2013) explains that transformational leaders challenge followers to take ownership of their own teaching.

They appreciate the strengths and weaknesses of members and support them with the tasks that optimize their performance. Transformational leaders build cooperative relationship based on trust, warmth and truthful commitment in order to be operational (Burger, 2013). According to Bush (2007), transformation in the South African context has a special meaning associated to the necessity to change from the pre-colonial education system to the post-independent democratic system. A transformational leadership approach, states Bush (2007), has the prospective to engage all the participants in the achievement of educational objectives in which the transformational leaders and followers assume a harmonious relationship leading to an agreed decision-making processes. Nevertheless, Bush (2007) points out that there is very limited putting into practice of changes in most schools, because transformation requires action at all levels and there are limits to what school leaders can achieve in the absence of suitable physical, human, and financial resources.

Distributed leadership has become standardized and desired leadership model in our time, as it arises anywhere in the school community and is not narrowed to formal leaders (headmasters) only. The mounting acknowledgement of distributed leadership is motivated by the fact that it eases the load of and pressure on the principal, who is encumbered with managerial work (Bush, 2013). Harris (2012) points out that distributed leadership has been adopted in countries like the U.K, U.S.A, Australia, New Zealand, and Hong Kong, and also in parts of Europe, as part of their educational reforms. Distributed leadership involves a social distribution of leadership in which leadership is pushed over the work of a number of personalities and the leadership mission is accomplished through the communication of numerous leaders (Harris, 2012). Furthermore, Harris (2012) affirms that distributed leadership is connected with democratic and reasonable forms of schooling, intended at raising academic standards in improving learners' performance. The

principal plays a crucial role in distributing some leadership responsibilities with teachers in order to support innovation and change at the school (Harris, 2012). Distributed leadership strengthens teachers to impact positive student learning results in their classroom practice; even though some of the leadership responsibilities are shared with teachers, the principal is still accountable for all the tasks distributed (Harris, 2012).

Harris (2004) also points out that the achievement of distributed leadership within a school can be influenced by a number of relational aspects, such as relationships with other teachers and school management. On the other hand, principals may feel endangered by teachers taking over their leadership positions. Harris (2004) further argues that there may be also clashes between groups of teachers who are dedicated and those who are not living up to expectations. Overcoming these problems might require a mixture of strong interpersonal skills on the part of the teacher and a school culture that inspires change and leadership in teachers (Harris, 2004). Consequently, the key to fruitful distributed leadership resides in the participation of teachers in collectively guiding and shaping instructional and institutional development (Harris, 2004). According to Harris (2004), successful leaders are those who share leadership, comprehend relationships and be familiar with the importance of mutual learning processes that lead to shared determinations. Bush (2007) also added that distributed leadership model may be connected to participative leadership, because a participative model is consistent, for example, with the democratic values of the new South Africa.

Participative leadership assumes that the decision-making processes of the group ought to be the vital attention of the group (Bush, 2007). According to Bush (2007), participative leadership is important because it binds together staff members and eases the burden and pressure on the principal, because leadership functions are shared by all school leaders. Bush (2007) also affirms

that in most public schools principals are still leading in all meetings because of their positions of power in the school, having first access to information from the education authorities, and because it is the principal who normally executes the decisions taken. However, participative leadership implies that all stakeholders should be involved in the decision-making process of the school (Bush, 2007).

Kanyi (2013, p. 320) points out that: "People's involvement in the decision-making process improves the understanding of the issues that are involved; people are more committed to action when they have been involved in the decision making process; people are less competitive and more collaborative when they are working on joint goals; when collective decisions are made, the social commitment to one another is greater and thus increases the commitment to decisions; and several people deciding together make better decisions than one person alone."

Along with McDonald and Larson (2013), participative leadership is an administration style in which all suitable staff members are given an opportunity and are stimulated to contribute to the decision-making process that best meets school needs. By giving staff members chance to participate in the decision-making process, school management may anticipate final decisions to be reinforced by all staff members. Although this procedure may be time consuming and unusable for all decision-making processes within a school organization, it can be very useful in having an indirect impact on the teaching and learning processes. When teachers' voices are heard in the decision-making processes, they will be empowered and inspired to improve their learners' academic performance (McDonald & Larson, 2013).

Many public schools in South Africa are still using an authoritarian style of leadership with a top down approach (Prew, 2006). Correspondingly, Coleman (2013) claims that most African

countries use the authoritarian leadership style in schools, for the following reasons: classroom teaching normally tends to be authoritarian and, since teachers are appointed without the necessary qualifications and training in educational leadership, but on the basis of their classroom experience, they are likely to maintain the same style; there are traditional concepts of masculine leadership styles with strength, hierarchy and supremacy being the dominant decision-making model.

However, Kandumbu (2015) asserts that a democratic participative leadership model is commonly used in public schools in Namibia. At independence, the Ministry of Education, had understood that, in order to change the education system in agreement with the four goals of education as access, equity, quality, and democracy, and to enhance the quality of education, the participation of teachers, administrators and parents in the school decision-making process was critical (Kandumbu, 2015). In this background, democratic participation encourages likely social collaboration and trust among instructors, administrators and the community to work together towards improving learners' performance (Kandumbu, 2015). Kandumbu (2015) continues his argument by pointing out that democratic participative leadership also creates healthy and constructive relationships between the school and community. Moreover, a democratic participative leadership also expands responsibility, self-assurance and, problem solving and generates an approachable and more accommodating environment at the school (Kandumbu 2015). Bringing communities together, will encourage stakeholders to play a dynamic role in school affairs, and as a result, they may be able to inspire teachers and learners to work hard in enhancing learners' academic performance (Kandumbu 2015).

According to Kandumbu (2015), bureaucratic (governmental) and authoritarian leadership earlier to independence had major inferences for the administration and governance of schools. Mabuku (2009) contends that the Namibian education system was deliberately intended to leave school

managers, teachers and community members with little or no say in school matters. At independence, the Ministry of Basic Education, Sport and Culture [MBESC] (2001) made provision through the Education Act, No. 16 of 2001 for the establishment of managerial structures such as regional education offices, circuit offices, regional education forums, school governing bodies, school management committees and learners representative councils to foster the new government's vision of a democratic society in Namibia (Mabuku, 2009). This process was presented in order to replace the old practices of autocratic decision-making processes in schools (Mabuku, 2009).

2.4 Challenges faced by school leaders in Africa and Namibia.

According to Bush and Oduro (2006), principals in Africa face a discouraging challenge, as they are appointed without any leadership training and on the basis of their teaching record and qualification, rather than on their leadership potential. Orientation and support are usually limited; hence principals have to adapt a pragmatic approach (Bush and Oduro, 2006). Bush and Oduro (2006) further explained that, this means that most principals in Africa are appointed without the necessary training in leadership skills that will enable them to lead and manage schools successfully. Most governments in Africa, expounds Bush (2013), do not necessitate principals to undertake leadership training before or after appointment has been made. The situation is not any different in Namibia, where the Ministry of Education does not oblige formal leadership training as a precondition for promoting teachers as heads of department or principals (MoE, 2006). Subsequently, Bush (2013) argues that appointing unprepared school leaders is damaging both the appointees (the principals) and the schools they serve.

Given the fact that there is no formal requirement for promoting teachers to heads of department or principals' positions throughout Africa; principals normally are appointed on the basis of a

successful record as a teacher, with the implied assumption that this will provide a sufficient starting point for school leadership (Kitavi and Van der Westhuizen, 1997). For instance, in Kenya, vice principals as well as good assistant teachers are appointed to school leadership without any leadership training (Kitavi and Van der Westhuizen, 1997). Good teaching abilities are not necessarily a sign that an individual will be a capable school leader. The same situation is also predominant in Namibia, where a teacher may be appointed as a principal without the necessary leadership skills and experience, and with no induction and support (Kantema, 2001). Therefore, the newly appointed principal will not handle, but will be challenged with many pressing challenges and the school might not function as anticipated (Kitavi and Van der Westhuizen, 1997).

The short period training workshops programmes that principals in Namibia are expected to attend are challenging. Furthermore, they are insufficient in addressing the plentiful and various needs of the principals. On the other hand, principals are unmotivated, and do not see any significance in attending the workshop programmes, since neither they lead to certification, nor a salary increase. In addition, in most cases principals only attend a few days' workshops organised by the Ministry of Education through the regional education office. Most of the trainings are offered only after the appointment of the principal has already been made. This means that principals commence their new appointments, completely unrehearsed for their responsibilities. Bush and Heystek (2012) endorsed that leadership training for principals should take place before they commence with their obligations, and not afterwards, when they have already been compromised, and probably made poor decisions.

According to Waghid (2013) the accomplishment of quality education in South African schools appears to be a major challenge in the sense that schools are influenced by factors such as race,

poor resources, incompetent teaching, fragile learning environments, malfunction and unproductive governance procedures. Furthermore, Waghid (2013) argues that a lack of teacher motivation and teamwork, conflicting staff relations, time wasting, uncoordinated planning on the part of the teachers, disorderly learner behaviour and daily interruptions hamper the implementation of school programmes. These are some of the challenges that continue to face schooling in South Africa, despite changes in policy and law. According to Ngcobo (2012), schools in South Africa are faced with various challenges, such as a lack of common understanding of the role of formal education for societal transformation; constant learners' migration in search of schools; unprepared teachers; inadequate educational materials; and parental isolation. These challenges create implementation insecurities, the rejection of proposed changes and false clarities. However, these challenges have forced some school leaders either implementing the frameworks inappropriately or not at all. As such, says Ngcobo (2012), there is a need for school leadership that has the capacity to help schools improve and cope successfully. Though Waghid's description might be relating to South African schools, the situation in Namibia is not different.

Mushandja (2006) explains that secondary schools in Namibia are categorized by poor Grade 12 results, high absenteeism of both teachers and learners, late-coming, irregular attendance of classes and the absence of a culture of teaching and learning in some public schools. Even though there is limited research on the situation in the //Kharas Region, there is no reason to think that the situation in these schools is any different. According to the Ministry of Education ([MoE], 2004), quality teaching and learning are not taking place in Namibia, particularly in the //Kharas Region, because most of secondary school teachers are not formally qualified and those that are qualified lack the competencies critical to improved student learning. Furthermore, the Ministry of Education, ([MoE], 2004), states that, accountability mechanisms are not well established or based on the

competency and performance standards for schools. Principals are not empowered by the regional office or by the Ministry of Education to hold underperforming teachers accountable for learners' poor academic performance. The Ministry of Education (2014) reveals that targeted management assistance is not yet provided to poorly performing schools on how learners' performance should be addressed. Namwandi (2014) pointed out in a speech at a meeting with under-performing public school principals that the high failure rates in schools are attributed to a lack of school leadership training skills, the poor quality of teachers, a lack of commitment by teachers to their works, a lack of discipline amongst teachers and learners, the absenteeism of both teachers and learners, the lack of parental involvement and community participation, and the lack of accountability of stakeholders in education.

2.5 Connecting school leadership to learners' performance.

According to Bush and Heystek (2012) in order for a school to be effective, the principal has to have an indirect impact on school improvement and students' achievement. Despite the fact that this indirect effect is relatively small, it is statistically significant and supports the general belief among school leaders that principals contribute indirectly to learners' academic performance. Moreover, schools that make a difference in student learning are led by principals who make an immeasurable contribution to the effectiveness of the staff and in the learning of learners under their leadership (Bush and Heystek, 2012). This indicates that the principal has an influential role to play in creating an atmosphere conducive to teachers and learners to improve performance. Likewise, school leadership practices contribute ultimately to school outcomes, which are mediated by teachers' commitments, instructional practices and school culture (Bush and Heystek, 2012). Bush and Heystek, (2012) further state that the principal plays a central role in providing support and guidance to teachers, by spending substantial time with them to nurture professional

human resources. Thus teachers are empowered to render effective teaching and learning to improve learners' performance in classroom practice (Bush and Heystek, 2012). Besides, creating a clear school mission is a key possibility through which principals' influence student achievement (Bush and Heystek, 2012). It is through this opportunity that the principal shapes teachers' expectations and learners' opportunity to learn in schools.

Harris (2012) argues that students' outcomes are more likely to improve when leadership sources are distributed throughout the school community and teachers are empowered in the areas of importance to them. Moreover, both teachers' and learners' confidence improves if they are included and involved in the school decision-making process (Harris, 2012). Distributing leadership to teachers can support positive instructional change and, through this process, a principal develops the leadership experiences of teachers, therefore contributing indirectly to student learning outcomes. According to Leithwood, Pattern and Jantzi (2014) school leadership has an indirect influence on student learning that normally takes place through school goal-setting processes, the school culture, and decision-making processes, the provision of resources, teachers' commitment and attitudes towards change, instructional practices and an orderly environment. The literature revealed that there are three different paths in which school leadership influences the flow to improve student performance, namely rational, emotional and organisational paths (Leithwood et al., 2014).

According to Leithwood, et al. (2014), the variables on the rational path are rooted in the teachers' knowledge and skills about teaching and learning. This implies that school leaders are expected to focus their attention on assisting teachers to provide learners with immediate constructive feedback, applying various teaching strategies and managing classrooms effectively to improve learners' academic performance. The emotional path incorporates the feelings and personalities of

staff members, both individually and collectively, in relation to school-related matters (Leithwood, et al., 2014). School leaders have the prospective to guide teachers to develop their professional emotions and attitudes and encourage them to work together with other staff members facing similar challenges to learn from their experience. In addition, Leithwood, et al. (2014) state that school leaders can improve teachers' emotions by promoting cooperation and teamwork among staff members on mutual goals; offers personalised support and respect to individual staff members; demonstrating concern about their personal feelings; maintaining an open-door policy; and valuing staff opinion. Goddard (2003,) (in Leithwood, et al. (2014) argues that, when teacher-learner relationships are characterised by trust, academically supportive norms and social relations have the possibility to move students towards academic success. Thus, school leadership is an important contributor to trust amid teachers, parents and learners (Leithwood, et al. 2014). Principals stimulate trust among teachers and learners when they identify and acknowledge their susceptibilities and listen to their personal needs as soon as possible to merge them with a clear vision for the school.

Leithwood, et al. (2014) explains that the organisational path is represented by instructional time and professional learning communities. This means that the amount of time dedicated to teaching has an impact on student learning progress. If teaching time is misused, it will have a negative effect on learners' academic performance. Principals should provide schedules and protect the time allocated for teachers to meet professional learning communities, guiding the goals and vision for professional development and providing other resources to allow professional learning communities to operate smoothly (Leithwood, et al. 2014).

Foster (2016) opposes that competent administrators and teacher leadership contribute to school success. Therefore, school leadership should be a choice open to all school members interested in

participating in activities that support improved teaching and learning, and school success (Foster, 2016). Hellinger and Heck (2011) argue that school leadership should focus on nurturing conditions that support operative teaching and learning and that are focused on capacity building for professional learning and change. School leadership should also emphasise governance that empowers others and encourages broad participation in learners' academic performance. Additionally, school leadership is anticipated to achieve its effects on academic outcomes indirectly through building the school's professional capacity and by maintaining a focus on improvements in the teaching and learning processes (Hellinger and Heck, 2011). According to Kormla (2012) lack of school leadership in some schools pull down students' achievement, because the absence of quality leadership results in inappropriate school organisation and programmes. In addition, Kormla (2012) states that the absence of school leadership also leads to uneven and challenging staffing, learners' negative attitudes towards academic achievement and discipline, unhealthy systems and climate, and non-cooperation of parents and the community.

According to Foster (2016) literature on teachers' influences on students' learning and achievement in the U.S.A and New Zealand revealed that excellent teachers have the most powerful influence on learners' achievement. On the other hand, despite the teachers' role in learners' academic achievement, effective principal leadership creates a climate of psychological safety to learning (Leithwood, et al. 2014). Functioning leadership influences a healthy school climate, which includes efficient teaching through the expertise of the teacher and connecting the students' prior knowledge for effective learning and achievement (Leithwood, et al. 2014). In countries where traditional and local attitudes and customs show little respect for educational norms and regulations, the principal's committed instructional and managerial leadership becomes crucial for any effective teaching and learning to take place (Leithwood, et al. 2014). Therefore,

Leithwood, et al. (2014) opposes that the school cannot function without the commitment of either a principal or teachers. Leithwood, et al. (2014) say there are four categories of leadership practices that contribute to successful school leadership: building a vision and setting directions; understanding and developing teachers; redesigning the organisation; and managing the teaching and learning programmes:

- Building a vision and setting directions: This practice is aimed at building a shared vision that fosters the acceptance of group goals and demonstrates high performance expectations. It reflects on and adds to the functions of motivating and inspiring teachers, and clarifying school roles and objectives.
- Understanding and developing teachers: The primary aim of this practice is to enhance the knowledge and skills that teachers need to accomplish the organisational goals, as well as the commitment, capacity and resilience that persist in applying the knowledge and skills.
- Redesigning the organisation: This is aimed at building collaborative cultures, restructuring the organisation, building productive relationship with parents and the community, and connecting the school to its wider environment. It also manages conflict and team building, delegating, consulting and networking.
- Managing the teaching and learning programmes: This practice aims at staffing the teaching programme, providing teaching support, monitoring school activities and buffering staff members against distractions from their work. It places a special emphasis on monitoring school activities as key to successful leaders' behaviours.

2.6 Relating school effectiveness to learners' performance.

According to Creemers and Reezigt (2005), a possible bond between school effectiveness and learners' performance may occur through the school development planning process. School

effectiveness focuses more on teaching and learning processes and on student learning outcomes in classroom practice (Creemers and Reezigt, 2005). Learners' academic performance will not change if teachers do not take ownership of learners' achievement and have positive attitudes towards teaching and learning. Consequently, strategies should be in place to develop effective instruction in the classroom and the impact of curricula on learners' achievement (Creemers and Reezigt, 2005). Creemers and Reezigt (2005) say the flexibility and continuity of school organisation and the commitment of teachers need to be treated as conditions that indirectly support school effectiveness in stimulating teachers to work towards improving the academic performance of learners at the school.

Kormla (2012) explains that literature on effective schools describes the general progress in learners' academic achievements as significant procedures of effective schools. An effective school anticipates high academic standards for all students in a positive and caring atmosphere that maintain a culture in which effective teaching and learning flourish. According to Kormla (2012), what makes one school effective might not necessarily hold across other schools, and most schools may noticeable specific aspects of effectiveness and yet lack in others. Thus, learners' performance is an internal learning strategy that enhances learning processes to improve learning outcomes. Kormla (2012) explains that the difference is that literature on school effectiveness focuses on the characteristics of an effective school, while literature on learners' performance emphasises the reality of interior learning processes intended at improving learners' academic performance. Taylor (2009) argues that significant school improvements are possible when capacity-building components are combined with accountability measures. Capacity building provides teachers and school leaders with the means to meet the criteria. A school that displays reasonably high levels of interior accountability has a strong approach to curriculum and instruction, characterised by

routine grade level and content that focus on discussions of instructional practice and student performance (Taylor, 2009). Taylor (2009) further argues that interior accountability is the degree of consistency in the school around norms, values, expectations and processes for having the work done. These are the strategies that effective schools use to improve learners' academic performance (Taylor, 2009).

Hellinger and Heck (2011) point out that, successful schools employ intentional strategies and actions to improve learning environments and teaching practices. Issues at school have both direct and indirect influence on student's achievement (Hellinger and Heck, 2011). They are not only affecting the learners' academic performance directly or indirectly, but have a negative impact on the composition of the classroom as well as on the teaching and learning processes. Effective schools clearly communicate goals to the staff, parents and students who transform the school vision and mission into suitable educational programmes. According to Kormla (2012), the literature reveals that the accomplishment of educational excellence, through students' mastery of skills and the art of independent and creative thinking is the assurance of an effective school. In addition, Kormla (2012) further argues that the whole educational progress of learners through the promotion of learners' academic performance, intellectual, vocational, cultural and personal development, is an important measure of school effectiveness. Even though, scholarly emphasis on characteristics and mechanisms for improving and sustaining effective schools in order to promote high achievement by learners (Christie 2010). Coleman Report (as cited in Christie, 2010) points out that learners' personal and family characteristics are the prime influence on their performance at schools. This means that, the social experience of a learner has a great influence on his or her academic performance. In addition, according to the Coleman Report (as cited in Christie, 2010) the school has limited influences on a child's achievement that is independent on

his/her background and the social world. This means that the inequalities imposed on children by their families, neighbourhood and peers in their community are carried along to school and reproduce inequalities that learners will be challenged with in their mature life. To this end, the school alone has slight influence on the learner's achievement at school (Christie, 2010).

According to Nyangosia, Njuguna and Waweru (2013), study on effective schools has shown that there are specific features that, successful schools share. These are: strong instructional leadership; a clear and focused mission; a safe and orderly school; a climate of high expectations for success; regular monitoring of learners' progress; positive home-school relations; and opportunity to learn. Instructional leadership means that school leaders should focus on visiting teachers to monitor teaching and learning processes, and hold staff assessment meetings to discuss strengths, weaknesses and chances for academic improvement (Nyangosia et al., 2013). Nyangosia et al. (2013) continue that an effective school vision and mission has a clearly articulated mission through which staff members share an understanding and commitment to instructional goals, priorities, assessment procedures and accountability. Nyangosia et al. (2013) further argue that an effective school promotes safety and uniformity free from physical harm, and teachers and learners are treated with respect and dignity. High expectations for success are upheld when teachers prove that all learners have the opportunity to master basic competencies, and where learners' progress is monitored frequently (Nyangosia et al., 2013). Furthermore, Nyangosia et al. (2013) state that an effective school creates an environment in which parents encourages their children to learn. Intrinsically, parents become more involved in their children's education at school and in the community, and learners are more likely to do well academically. Lastly, learners should be provided with an opportunity to learn through schools that are providing adequate learning materials and the time necessary for effective teaching (Nyangosia et al., 2013).

According to Nekaro (2010) research studies on effective and ineffective schools reveal some systematic and predictable differences. Effective schools' instructional practices are more associated and the teachers' work is focused on school's goals. School leaders make better demands on learners and their policies and practices reduce the influence on the social environment. Teachers, who expect much from learners, encourage them to work hard and do their best in their school activities (Nekaro ,2010). Park (2012) opposes that learners who are taught by less committed and discouraged teachers, tend to cultivate poor work commitment towards performing their tasks. Nekaro (2010) also notes that school effectiveness research that has gained approval in developed countries seems not to work well in underdeveloped countries, because some developing countries lack the basic least efforts required for the operational of the school, while developed countries are sufficiently provisioned. Christie (2014) created a list of effective school features based on 400 studies in the United States. These encompass the following:

Productive school climate and culture; focus on learner acquisition of central learning skills; appropriate monitoring of learner progress; practice-oriented staff development at the school site; good leadership; parental involvement; effective instructional arrangement and implementation; high operationalised expectations and requirements for learners; and On-going recognition of academic excellence.

Christie (2014) also notes that there are important qualities that influence learners' achievement in some underdeveloped countries, such as the effects of the school's social organisation, the quality of teachers, and; material factors like textbooks and writing materials.

Hettie (2012) puts more stress on the role played by teachers and learners, than on that of the principals in improving teaching and learning and attaining good learning results. Hettie (2012)

also points out that teacher-learner association and accountabilities are significant to changes that enhance the efforts of the principals in improving teaching and learning and sustaining learners' achievements.

2.7 Description of challenges experienced in school leadership in line with learners' performance in the //Kharas Region.

According to UNICEF (2011), very few principals receive in-service training in school leadership. Principals only attend one or two weeks of training workshops organised by the regional office, which is not sufficient and has less impact on the leadership of the principal. These workshops normally take place after their appointment has been made, leaving the newly appointed principals unprepared for their accountabilities. As a result, principals are incapable to support and guide teachers to improve learners' academic performance (UNICEF, 2011).

According to the Director of Education for the //Kharas Region, //Hoeseb (2014) secondary school performance has been poor in the //Kharas Region for the past five years due to the following factors: school leaders are not monitoring learners' academic performance through regular classroom observations to support and guide teachers to improve learners' academic outcomes; and parents are not involved in the education of their children by encouraging them to attend school regularly and do prescribed school activities. Furthermore, //Hoeseb (2014) states that the absenteeism of both teachers and learners is a challenge, because the majority of learners live in complete poverty and tussle to be present at school due to hunger, while many teachers engage in private obligations apart from their professional jobs. Teachers show poor work commitment by reporting late for their classes, or leaving learners unattended. Moreover, principals and teachers are always dealing with disciplinary issues at school, packed with various social factors such as fighting, carrying unauthorised items, drugs and alcohol abuse (//Hoeseb, 2014). //Hoeseb (2014)

further states that these attitudes have a negative influence on learners' performance. Shikesho (2014) also adds that teachers are regularly absent from school for three to five days, particularly on Mondays and Fridays, and at times, without authorisation or notification. When they report back to school, they provide their principals with medical certificates claiming that they were booked off sick. As a result, valuable teaching and learning is lost in the process (Shikesho, 2014).

According to Kandumbu (2015), Namibia faces the problem of a shortage of well-qualified teachers in the field of Mathematics, Physical Science, Biology and English. This means, that a similar situation prevails in the //Kharas Region, where some of the secondary schools have a shortage of qualified teachers. The Education Management System [EMIS] statistics for 2014 indicates that Namibia has about 26 660 teachers, of whom 2 308 are unqualified and, 5 000 are under-qualified. The //Kharas Region is affected the most, with 2 678 teachers of whom 301 are unqualified and 95 are under-qualified (The Directorate of Education, Arts and Culture//Kharas Region, 2014). Shortages of qualified teachers, combined with inefficiently qualified teachers, result in poor academic performance of the learners (Kandumbu, 2015).

In analysing the poor Grade 10 results nationally between 2014 and 2016 Ngesheya (2014) opposes that these poor results can be caused by inappropriate management structures at some schools; a lack of facilities; undisciplined learners; teachers who are unprepared to assume accountabilities for teaching; and the expanding numbers of shebeens close to schools in settlements and villages, which interrupts and distracts learners during school hours even night time. Furthermore, the poor academic performance of learners is also characterised by a lack of motivation among learners to study and do their school activities; overcrowded classrooms that hamper teaching and learning processes; low teaching standards; the poor diet of learners and the financial status of their parents; and parents who are not doing enough to support their children to

sustain high academic performance (Ngesheya, 2014). Wantenaar (2016) inspectors of education in the //Kharas Region pointed out that some school inspectors do not carry out essential school visits to guide and support principals to manage schools successfully. Inspectors of education are not monitoring principals to ensure that official policies, rules and guidelines are fully applied. Additionally, Wantenaar (2016) in addressing underperforming schools in the region reported that, some teachers and principals were absent from schools without permission under the excuse that they were carrying out official duties elsewhere.

2.8 Summary

This chapter provided an overview of global and African understandings of school leadership. It also discussed the influence of school leadership on learners' academic performance in schools. In discussing the influence of school leadership on effectiveness and learners' performance, this chapter described the challenges experienced in school leadership in relation to learners' performance in the //Kharas Region thus clarifying the necessity of this particular research study. The next chapter offered an overview of the research design and methodology with an emphasis on why the chosen research design is the most appropriate for understanding the influence of school leadership on learners' performance at the four selected secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology employed in this study. This study described the research design that was followed in order to gather data, the population, the sample, research instruments, data collection procedure, data analysis, and ethical considerations.

3.2 Research Design

The research design refers to the general strategy that a researcher selects to incorporate the different components of the study in a coherent and logical way, effectively addressing the research problem (Cohen, Manion and Morrison, 2013). This study employed a qualitative research approach using a case study to generate data. According to Cresswell (2014) the case study provides an in-depth investigation of the phenomenon studied. The researcher also explored a real–life, current constrained system over time, through in-depth data collection involving multiple sources of information e.g., observations, interviews, audio materials and documents (Creswell, 2014). Mertens (2013) states that consistent knowledge about education can be derived from the use of numerous research methods: analytic, descriptive and experimental. The researcher used the case study method as a relevant method of inquest in this research. Cohen, Manion and Morrison, (2013) stated that a case study is apprehensive with circumstances or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, procedures that are going on, effects that are being felt, or trends that are developing. Patton (2011) supports the relevance of descriptive research when they say that it allows one to find out relevant information about current situation.

3.3 Population

The population consisted of 5 principals from secondary schools that offers grade 10 in Kalahari Circuit in the //Kharas Educational Region.

3.4 Sample and Sampling Procedures

This study was conducted in the //Kharas Region in the Kalahari Circuit which, is administered by the //Kharas Regional Council, Directorate of Education. The //Kharas Region is located in the south of Namibia. It lays about 500 kilometres from Windhoek, the capital city, main economic and political administrative hub of Namibia. The sample of this study consisted of four principals (1 per school). Both schools and participants were selected through purposive sampling. This sampling technique was based on the assumption that the participants were selected based on their significance to the research questions, and they hold certain knowledge on some aspects investigated (Anderson, Herr and Nihlen, 2013).

Furthermore, //Kharas Region consists of seventeen schools that offer grade 10. Eight are senior secondary schools, five combined schools, three junior secondary schools and one academy. Among the eight senior secondary schools, two are private schools and six are state schools. Out of the 5 secondary schools in the Kalahari Circuit, four were selected for this study. Schools were selected on the basis of their geographic proximity to one another and on the basis of the regional statistics pertaining to the results of the national examinations from 2014 to 2016, in which two schools, C and D were considered as performing while the other two, A and B were considered 'non-performing' (Ministry of Basic Education, Sport and Culture, 2016). All four schools offer Grades 10 and they are referred to in the study as school A, B, C and D respectively, while each of the principals is presented as Principal 1, 2, 3 and 4 respectively.

3.5 Research Instruments

The researcher used two data construction methods: semi-structured interviews and document analysis as primary tools to construct data for this study in order to address research questions. According to Cresswell (2014), data construction methods refer to the various ways in which data are constructed and analysed. Cresswell (2014) explained that these comprise of listening to the subjects, observing what people do and say, and examining documents that human beings have constructed. This study was guided by a qualitative research method. A qualitative research method, states Cresswell (2014), involves a process of analysis to understand the different methodological traditions of inquiry that explore a social or human problem. Data were constructed through interviews with the principals, The researcher then used the technique of documentation to look at official documents such as Junior Secondary Certificate (JSC) learners results from 2014-2016 and school leaning supports documents of the four targeted schools in the //Kharas Region. The researcher's choice of these instruments was based on reflections such as reliability, credibility, economy in terms of money and time and the ease of management. Asking the participants about their understanding of school leadership and the leadership styles being practised at the schools, gave the researcher an understanding of the type of leadership styles and practices being used in relation to learner performance.

3.5.1 Semi-structured interviews

Four principals were interviewed using semi-structured interviews. The study employed an individual type of interview where the interviewer sat in private with the interviewee. Interviews with principals lasted about an hour minutes Interviews were necessary because the researcher sensed the need to meet physically with individuals, to intermingle and generate ideas in a discussion that touched on common interest (MacMillan and Schumacher, 2014).

In this study therefore, an interface took place in which verbal questions were asked by the researcher to produce verbal reactions from the interviewee. The researcher conducted the interview effectively by firstly, gave interview schedules to each participant before the interviews were conducted in order to prepare in advance for the interviews. Secondly, identified possible sources of information and structured the contact in a manner that developed out pertinent information from participants. Then, the researcher created a pleasant environment to ensure great achievement of the conversation.

All interviews were audio recorded for two reasons: a) to reserve the contents of the discourses, b) to reduce bias and preserve the content validity of discourses during data analysis and presentation of findings. In line with the intrusive nature of audio recording, the researcher first asked participants for permission to record the conversation. Also the researcher certain participants that recorded conversation would only be used for research purposes and that no personal data would be disclosed to the third party. Formerly, an agreement was achieved the researcher clarified the purpose of the study and the reasons for including the participants in the study.

3.5.2 Document analysis

Cresswell (2014) emphasises that documentary data are particularly good sources for qualitative case studies, because they ground an investigation in the context of the problem being investigated. Mcmillan and Schumacher (2014, p. 156) encapsulates the importance of document analysis as follows: “Document analysis provides a behind-the-scene look at the program that may not be directly observable and about which the interviewer might not ask appropriate question without the leads provided through documents”.

Given the dual focus on the influence of school leadership on learners' academic performance, the researcher examined Grade 10 learners' results analysis for the past three years (2014-2016) of each studied school, documents on the //Kharas regional statistics results for the year 2014-2016, Directorate of National Examination and Assessment (DNEA) statistics results (2014-2016), Subjects analysis of each school, and report on the possible causes of poor performance of learners in Namibian schools (Ministry of Basic Education, Sport and Culture, 2016). The inspections of the above documents gave the researcher an understanding as how the four research schools' grade 10 learners performed for the past three years.

Grade 10 marks serves as an entry point to senior secondary education. These results are not only perceived to provide commentary on the state of education in Namibia, but also are used to determine the level of performance or non-performance of a school. The Ministry of Education views them as a conclusion of the country's schooling system, and attaches a lot of attention to schools that are viewed as having achieved academically, and those that have not. The classification of schools into performing and underperforming schools is determined by an average of 50% pass rate. Schools that achieved a pass rate of below 50% are classified as under-performing (Namwandi, 2014). Once schools have been classified as underperforming, teachers are expected to identify problem areas in their subjects in which they are given regular support and guidance by the advisory teachers to improve their teaching and learning practices. The researcher used the Grade 10 results to select schools to participate in the study on the basis of the regional statistics of the results of the national examinations of 2014 to 2016; two schools, A and B are considered as performing schools, while the other two, C and D are considered to be under-performing.

3.6 Validity and Reliability

Silverman (2013) explains that reliability refers to the degree of consistency by which instances are assigned to the same category by different or the same observers in which the findings of the study are independent of accidental circumstances of their production. This deals with the question whether or not future researchers could repeat the same research study and come up with the same results (Silverman, 2013). There are three main types of validity, namely, content validity, criterion validity and construct validity. Content validity ensures that the measure includes a satisfactory and representative fixed of items that tap the concept (Maxwell, 2012). Criterion validity is the degree to which investigative and selection measurements correctly predict the relevant criterion while construct validity is the degree to which the measuring instrument measures the intended construct rather than irrelevant constructs (Bush, 2013).

The researcher's interest is in content validity. According to Strydom and Delport (2011) content validity refers to the degree to which an instrument samples of the content area is to be measured. Westhuizen (2015) explained content validity as a test in which the sample of situations or performance measured is representative of the set from which the sample was drawn which is considered to have content validity. The researcher guaranteed that the interview guide was directed to participants who were qualified to give information, who were principals of the four selected secondary schools. The researcher also guaranteed that the measuring instrument was reliable because, all participants were asked same questions to ensure that the instrument was uniform. Westhuizen (2015) specified that reliability is concerned with the findings of the research and relates to the trustworthiness of the findings.

3.7 Data Collection Procedures

Firstly, permissions were required from the Permanent Secretary of the Ministry of Education, Arts and Culture and //Kharas Educational Director, to carry out interviews with the principals in the selected schools. After permissions were granted, the researcher met with the principals of the four participating schools, introductions were made and appointments were arranged. It was generally agreed in both schools that the researcher could meet with the principals after school on the purpose of the research. Clarifications on the purpose of the interview to the principals who were selected for interviews were completed and they were informed that the interviews would be audio-recorded with the purpose of not omitting anything. The participants were assured that the audio recorder would be used only for the purpose of the research. One principal was interviewed per day.

Lastly, the researcher carried out document analysis. It was again highlighted on what the purpose of carrying out document analysis. The following documents were examined: Junior Secondary Certificate (JSC) learners results from 2014-2016 and school leaning supports documents of the four targeted schools in the //Kharas Region. This was to see how administration records for the schools were kept and how it was reflected in learners' performance.

3.8 Data analysis

McMillan and Schumacher (2014) explain data analysis as a process of describing data in a meaningful way. While Patton (2010) describes data analysis as a process of making sense of the data and the interpretation of what people have said on a particular phenomenon through various research methods. This implies that it is a process of making meanings of what have been said by participants. It is a careful examination of data to understand its meaning of the data that has been generated through different data collection techniques. In this regards, data analysis was an on-

going process for this case study. The process started when the researcher was transcribing data that emerged through interviews. The researcher listened comprehensively and carefully to the tape recorded interviews from the four participants to make sense of their responses in regard to the school leadership practices in relation to learners' performance in ensuring that research questions are answered. As she listened, she took notes and grouped all responses from the participants and summarised them accordingly. Thereafter, the data constructed from interviews were checked against the data that was collected through documents analysis to ensure that they complement each other and that they are in line with the research questions.

The next process involved data coding. McMillan and Schumacher (2014, p. 281) explains that coding is "to fracture and re-arrange the data into themes or categories that facilitates the process of comparing or organising patterns in the same category which aids the development of concepts". In this case, the researcher compared and organised data from interviews and documents analysis to develop categories and subcategories which were presented in chapter 4 as guided by the research questions.

3.9 Ethical Considerations

The researcher obtained ethical clearance from the University Research Ethics Committee (UREC) of the University of Namibia, a permission from the permanent secretary of the Ministry of Education, Arts and Culture as well as by the director of education of the //Kharas Region to carry out the study in the four targeted schools in //Kharas Region. Bertram (2014) state that researchers should not expose research participants to unnecessary physical or psychological harm, therefore participants were informed not to answer questions which they were not comfortable with. Participants consent was required before the commencing of the study, whereby the purpose of the research, expected duration and procedures were explained to the participants. Participants were

also informed that participation was voluntary. In order to ensure confidentiality, participants were assured that their identities will not be disclosed and will not appear on any paper work throughout the study. They were also assured that, after five years when the thesis has been evaluated by the responsible bodies of the University of Namibia, all gathered information will be destroyed. They were as well informed about their rights to decline participation and to withdraw from the research. After clarifying the significance of the study, why their participation was very important and implications of non-participation, they eventually agreed to participate in the study.

3.10 Summary

This chapter provided a description on the research methodology used to collect data from the participants. The chapter emphasised on the research design, the population, sample and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedures, data analysis and ethical considerations employed in the study. The next chapter presents the results of the study.

CHAPTER FOUR

PRESENTATION OF RESEARCH DATA

4.1 Introduction

This chapter presents the data analysis and the interpretation of the findings from the study. The fundamental aim was to investigate the influence of school leadership on Grade 10 examination results in four selected secondary schools in the //Kharas Region. The findings emerged during the interview processes with participants from the four research schools in the Kalahari Circuit in the //Kharas Region. In this chapter, the data is presented according to the following themes in accordance with the main research questions:

1. Understanding school leadership
2. Grade 10 learner results for the four selected schools (2014-2016)
3. Challenges faced by school leaders in relation to learners' academic performance in the selected schools
4. Strategies to be implemented to mitigate challenges faced by the school leaders at the selected schools in //Kharas Region
5. The relationship between school leadership and learners performance in the f selected schools in the //Kharas Region
6. Possible policy to be executed by the Ministry of Education, Arts and Culture to improve learners' performance in the selected schools

4.2 Understanding school leadership

In providing their understandings of the concept of school leadership, three principals (2, 3 and 4) responded that school leadership is about influencing, motivating and inspiring teachers to be positive and to work towards achieving a school goal, target or vision. Principal 1 described school leadership as being able to influence and inspire teachers to work towards achieving the goal or

mission of the school. Principal 2 uttered that a leader should motivate and lead a team to accomplish a school target, and that this should be completed through regular monitoring and evaluation of school activities. Principal 3 explained that a leader should see to it that there is team work in which stakeholders are motivated to share ideas and experiences and to take initiative in implementing a school vision. In the opinion of Principal 4, school leadership may be assumed as the gift to impact staff members and learners to be passionate about teaching and learning. He continued that, teachers should be encouraged to have positive attitudes towards improving good academic performance. He also added that, the school also should create an environment and settings that will bring about a positive change in which all stakeholders work together to improve teaching and learning. In response to how the principals understood their leadership styles and practices, Principals 1 and 4 articulated that they practiced a democratic leadership style at school, where teachers worked together in the decision-making process. They shared that, although teachers are encouraged to express ideas, views and opinions in some cases, they (the principals) had to make certain decisions by themselves. Principal 2 described herself as a "consultative" principal because teachers are consulted to share ideas before decisions are taken. Principal 3 described his leadership style as participatory; because all stakeholders are involved in every step of the decision-making and initiative process, but he acknowledged that he occasionally merely give instructions.

> School leadership is when someone is able to influence the teachers to inspire them so that they can work towards the goal or mission of the school (Principal 1).
>
> My understanding is to build a team that consists of all stakeholders to motivate and encourage them to take initiative, to work hard and to implement the vision that we or I have set for the school. It is more of building a team. So the most important thing as a leader of the school is to make sure that there is team building, because once the team is strong, whether we have shortages of resources, we can achieve whatever we have set for ourselves (Principal 3).

> I practice a democratic leadership style. We are working as a team in decision making. I also encourage staff members to give their ideas and opinions in certain cases, but still the final answer or decision lies with the principal (Principal 4).
>
> I think I am more concerned with involving others, participatory leadership. I think that is the one that work best, especially at school. Firstly, most of my teachers are committed and they want to do something when they understand what is that they have to do and why they have to do it. So they want to be involved in every step of decision making. Well, there are times, when you have to give instructions on what should be done, but if you want things done appropriately and smoothly, involve everyone from the beginning to the end. So it is mostly participation of everyone in the decision making and creativities of the school (Principal 3).

The responses obtained from the principals, they were all under the impression that they implemented democratic principles in their leadership, because they consulted and involved teachers in the decision-making process of the school. They are given the opportunity to express their views, ideas and opinions on any matters that affected the school before decisions are taken. At School C, the school journal specified that each school management member or head of department are given an opportunity to address teachers in staff briefings. At School A, each teacher is given an opportunity to motivate learners with motivational stories related to learners' academic performance during morning assemblies. Also at School A, teachers attend departmental meetings with the departmental head every Tuesday during which, they discuss departmental activities and subject-related matters.

This exposed that all four principals understood school leadership as the ability to influence, motivate and inspire teachers to work towards achieving school goals. In understanding the school goals, a leader should be able to motivate staff members to have a positive attitude towards enhancing good academic performance. Staff members should be inspired to foster an encouraging academic environment favourable for quality teaching and learning. It also emerged from this

category that the principals of the four researched schools believed that democratic leadership styles were the best in public schools, because teachers were consulted and involved in the decision making processes, despite the fact that school management makes some decisions.

4.3 Grade 10 learner results for the four selected schools (2014-2016)

Given the focus on influence of school leadership on Grade 10 final results of the four schools for the period of 2014 to 2016 were examined. These are set out in Table 4.1.

The table 4.1: Grade 12 learners' results of the four research schools in the //Kharas Region, 2014 – 2016

Academic year	Name of the school	number of candidates	Number of candidate qualified	Qualified (%)	Number of candidates Not qualified	Not qualified (%)
2014	School A	100	20	20 %	80	80 %
	School B	302	110	36 %	192	64 %
	School C	80	58	72 %	22	28 %
	School D	50	10	20 %	40	80 %
2015	School A	80	10	13 %	70	87 %
	School B	300	80	27 %	220	73 %
	School C	72	13	18 %	59	82 %
	School D	52	12	23 %	40	77 %
2016	School A	74	13	18 %	61	82 %
	School B	250	105	42 %	145	58 %
	School C	110	49	45 %	61	55 %
	School D	54	22	41 %	32	59 %

From the above table it is evident that, while School C obtained a pass rate of 72% in 2014, it only managed to achieve a 45% pass rate in 2016, while Schools A, School B and School D obtained below 50% for three consecutive years. The results of the four schools are a reflection of the

broader situation in the //Kharas Region where Grade 10 results have declined increasingly, from a 45% pass rate in 2014 to 25% in 2013 the lowermost results ever. Closer examination of the results from 2014 to 2016 revealed that learners were under-performing.

When the principals were enquired for their opinions on the poor Grade 10 results, Principal 1 expressed that learners performed relatively poorly specifically in English. Principal 2 shared that, while the majority of Grade 10 learners did not perform as expected, a number of them managed to qualify for admission to grade 11. At School B, 302 learners sat for examinations in 2014 in which only 110 learners qualified for admission to grade 11. In the year 2015, 300 learners sat for examinations and 80 learners qualified, while 105 of the 250 learners who wrote examinations in 2016 qualified for admission to grade 11. These results were grounded on 25 points in the best five academic subjects, including a C symbol in English.

> I would say we are very far from where we actually want to be with our Grade 10 results. But then looking at the past three years, we have also managed to climb the ladder every year a little bit and a little bit more. But then, looking at the number of our Grade 10 learners who are qualifying to grade 11, every year we are definitely producing Grade 11s. For the past three years that has been the case; we are looking forward that this year the number of learners who will qualify for admission to grade 11 will be even more than they were last year (Principal 2).

Principal 3 of School C shared, that in the past, her school had been acknowledged for its good Grade 10 results. She attributed this achievement to the commitment and self-motivation of teachers. Though, over the past three years, learner results had swung, which, according to Principal C, was due to changes in school leadership.

> The school has been one of the best performing schools in the region, especially in Grade 10 results. For the past three years, the school has received the prize for the best school in the region. But even if we are number one or we have been number one, the results have been swinging because of deviations in leadership (Principal 3).

Principal 4 said that the academic performance of Grade 10 learners at school D varied from year to year, depending on the commitment and dedication of the teachers and learners in the school in a particular year. Though there had been some improvement, only 49% of learners qualified for admission to grade 11 in 2016. Those learners who did not qualify for admission to grade 11 had to upgrade through distance education.

All principals for the research schools accepted that their learners did not achieve adequate results to be admitted to grade 11. They therefore realized that the type of education that was being provided to their learners was insufficient. At School A, the learners' academic performance was still below 40%. While the learners' results had improved slightly at School B, the learners had not performed as well as the school had anticipated. Despite the fact that learner results had swung over the past three years at school C, the school was still considered as the best performing school in the //Kharas Region.

4.4 Research question 1: Challenges faced by school leaders in relation to learners' academic performance in the selected schools

In response to research question one, three of the principals (1, 2 and 3) pointed out that, since some teachers and learners are not committed to their tasks, they require constant control and monitoring to do their school work. Principal 2 felt that the absenteeism of teachers and learners had a direct influence on the teaching and learning in the classroom. Principal 3 expressed a concern about the struggle in finding suitable and qualified teachers for secondary level. The most serious challenges identified by the principals included poor work commitment of teachers, poor learner discipline, automatic promotion of learners, and lack of resources such as textbooks.

> Challenges are so many; like some teachers are not always on task in the class. Some need the attention of the principal to move around for them to be serious with their work. At the learners'

> side, some learners are not committed, they come late to school, miss classes and homework is not done on time (Principal 1).
>
> It is not easy to find well-qualified teachers, especially for higher grades, where you have subjects such as English, Physical Science, Mathematics, Geography and other subjects. We have teachers who are qualified for lower grades, but higher grades, 10 and 12, are challenging (Principal 3).

As shared by Principal 1, the school experienced similar challenges with the learners. Most of the learners do not attend school on a regular basis, often arrived late, and often do not complete their homework because of household responsibilities. Principals 2 and 4 sensed that the poor discipline of learners had a negative effect on teaching and learning. Principal 3 point out that, the school enrols learners from different academic backgrounds whose educational foundation is not firmly shaped in subjects such as English. These learners need special attention and support from the teachers to cope academically. Furthermore, Principal 4 was of the opinion that the automatic promotion of some learners from one grade to another contributed to poor academic performance at the school, because learners had not yet mastered the basic competencies that enable them to perform as expected. Principals 2 and 3 identified a lack of resources, such as textbooks, as a challenge, because it expected that learners had to share text books and were not able to do any work at home.

Principals 1, 2 and 3 shared that, although some teachers were committed and dedicated to teaching and learning, others were unprepared and lacked commitment towards their duties. They comprehended that the school management team needed to develop strategies that ensured continuous observation of teaching and learning activities at the school. Additionally, Principal 2 believed that teachers' absenteeism had a direct impact on the teaching and learning, because when a teacher is regularly absent from school, learners are unattended, and teaching and learning will

not take place. Consequently, it will have an undesirable influence on the learners' academic performance.

> So if we start with teaching for instance, you might find problems like absenteeism of teachers that is a challenge, because if you have a teacher who has been absent for so long, suitable teaching will not take place. Not only from the teachers' side, but also from the learners' side. Some teachers are very committed; really want to see to it that every learner is taught to the best of his/her ability, but then you also get that teacher who is never prepared to go the extra mile (Principal 2).

In addition, Principals 1 and 3 indicated that, while their respective schools had qualified teachers for the lower grades, they did not have properly experienced teachers for the higher grades (10 and 12). The schools therefore were left with no options but to recruit unqualified and under-qualified teachers. Undeniably, having unqualified and under-qualified teachers in the classroom only added to the burden of learners, who already were struggling academically. The principals were in agreement that the issue of unqualified and under-qualified teachers had a significant influence on the academic performance and discipline of learners.

Information from this category indicated that the types of challenges encountered by principals included a lack of commitment from both teachers and learners towards their academic tasks; frequent absenteeism of some teachers and learners; lack of discipline among learners; a shortage of qualified teachers; automatic promotion of learners from one grade to another without mastering basic competencies in subjects; and a lack of resources such as textbooks. The principals were of the opinion that these challenges contributed greatly to the poor academic performance of the learners.

4.5 Research question 2: Strategies to be implemented to mitigate challenges faced by the school leaders at the four selected schools in //Kharas Region

To answer this question, from the interviews with the principals, they were in agreement that most of the challenges that they experienced can only be mitigated when: the teachers as well as the learners are dedicated and motivated towards their school work. Principal 2 explained that learners need to be supported by all stakeholders to be disciplined and self-driven if they hoped to progress. Principal 1 added that one of the strategies can be teachers' encouragement to be committed to teaching and learning in which they engage learners with enough quality and challenging activities. Teachers devoting most of their time to offering support to learners and motivating learners to achieve good results. Principal 2 felt that the obligation and motivation of teachers towards teaching and learning is central in the enhancement of good academic achievement of the learners at school. When teachers want to see to it that learners' work is done regularly and that there is progress. Principal 3 also highlighted that if teachers are self-committed, hardworking and motivated about teaching and learning, and spent much of their times with learners for extra lessons without the force from the school management, this will help the learners to perform better. Principal 2 believe they can be off the laden the school had academic performance improvement programmes in which teachers offer extra classes to Grades 10 and 12 in subjects that learners were not performing throughout the year. This can happen when learners are provided with learning support and guidance in the afternoons, on weekends and in holidays.

Principal 4 was of the opinion that the academic background of learners also played a central role in the learners' academic performance. The responses of individual principals are specified below:

> I would say first in the list is, the teachers' commitment and dedication towards teaching and learning. They want to see that the work gets done and learners are progressing. Also the commitment of learners, they are self-driven and they know what they want to achieve. Then we

> have a very good disciplinary system in place that is making sure that all learners know precisely where their limits are. We also have school board members who frequently inspire and encourage learners (Principal 2).
>
> Some of our learners are coming from the background of houses where parents are really committed to supporting them, and that is the good thing they are doing. Some of them are really committed and motivated (Principal 4).

Principal 2 shared that learners' commitments, targets and self-driven matter too. In the opinion of Principal 3, if learners are self-motivated and had high determination towards learning this helps them to be focus and disciplined which eased the burden of both teachers and the principals. Principal 4 also affirmed that if learners are motivated through their involvement and participation in the school's extracurricular activities they perform well in these activities as well as academically. He also suggested parental involvement hence it enhances learners commitments and hard work.

For Principal 2, suggested a favourable teaching and learning environment which strongly depends on the disciplinary system of the school. In his opinion, he believe that, if learners had structure and are shown that there are certain anticipations of them, they are more probable to work harder and attain good results.

According to an internal annual reports of the schools, the researcher find out that Schools B and C organized extra classes offered to the Grade 10 and 12 learners during holidays. The holiday classes were also used as an opportunity to prepare learners for the national examinations.

Data from this category showed that the four principals were of the opinion that commitment, dedication and motivation of both teachers and learners can act as strategies that can mitigates their laden as school leaders towards effective teaching and learning in their schools Discipline contribute ultimately to learners' performance; in as far as the school creates an environment that

is conducive for teaching and learning to flourish. Principals also point out that all stakeholders have a significant role to play in improving learners' academic performance when teachers and parents work together and repeatedly motivate and support learners to advance learning outcomes.

4.6 Research Question 3: Possible policy to be executed by the Ministry of Education, Arts and Culture to improve learners' performance in the selected schools

To answer this question, four principals were of the opinion that the Ministry of Education, Arts and Culture should put in place policy that strengthen the teachers' role in improving learners' academic performance through classroom management; control of learners' written works; proper preparation; quality teaching; providing learning support classes; providing feedback on tasks and tests; commitment; and setting achievable targets. Principal 1 shared that the ministry should make sure that; teachers have the classroom management skills necessary to promote an orderly and favourable environment that cultivates quality teaching and learning in the classroom. Furthermore, Principal 1 felt that teachers should be assisted in mastering how to implement school rules and protocols, and maintaining discipline in the classroom in order to make sure that learners are committed to quality teaching and learning. The ministry should also train teachers to come up with strategies that involve learners in tasks and activities that allow learners to take charge for their own learning. In addition, Principal 3 point out that, teachers should always be well-prepared for their daily lessons and give quality written work to learners, and also provide them with speedy and positive feedback. The ministry should work out strategies that frequently monitor teachers and learners' work to ensure that quality teaching and learning occur.

Principal 2 was of the view that the ministry should have policy in place that encourage teachers to have adoration for, interest in and obligation to teaching and learning, as well as high expectations for academic achievement. He also added that the ministry should put in place policy

that enable teachers to offer different attention and learning support to all learners to succeed in their learning purpose, and this should be done through various teaching approaches such as training, mentoring and motivation. In addition, Principals 2 and 3 indicated that teachers should be motivated to always avail themselves to go extra miles in providing learning support and guidance to the learners to improve their learning outcomes.

Principal 3 was of the opinion that, to improve learners' academic performance, teachers need to be provided with programmes that help them to improve their subject knowledge. Principal 4 mentioned that the interest of teachers played an important role in learners' performance. Therefore, if teachers are not thoroughly prepared and unimpressed, learners might not feel motivated to learn.

> Teachers should keep on improving in terms of knowledge or subject content. Teachers should be able to control learners' work. They have to prepare well for their lessons. They have to give quality work to the learners and have to mark and give immediate feedback. It is required that for all work given to the learners, feedback must be provided. Once all these are in place and a teacher demonstrates love for the learners, there is greater potential for learners to be motivated to perform (Principal 3).

The three principals were of the opinion that their schools already had specific programmes in place to assist learners who are struggling. They also believed that some teachers were constantly assessing learners' written work and providing productive feedback; conducting regular grading analysis; arranging learners, teachers and parent weeks to discuss learners' progress and how their work should be monitored; and that they (the principals) were frequently conducting classroom observations. The opinions of principals concerning the monitoring of learners' progress at the research schools are explained below.

In the opinion of Principal 1, the school management had programmes in place to monitor learners' written work and continuous assessment marks. The school management normally controlled learners' written works and provided instant feedback to the teachers based on the classroom findings to improve teaching and learning. Principal and heads of department frequently do classroom observations to support and direct teachers to improve on their teaching practices in the classroom. Principal 4 felt that the school management had an overall programme in which learners' progress was monitored. Heads of department frequently monitored learners' written works and continuous assessment activities to identify whether teachers provided enough tests and homework to learners. Consequently, teachers are tasked by the management team to provide reasons why the learners were not progressing. Through this process the parents are notified of the learners' progress. This is done through parent weeks or days in which parents are invited to view learners' progress at the school. Principal 1 explained that, in most cases, the principal and heads of department monitored learners' written work on a monthly basis, after which they supported and guided teachers to improve their teaching and learning in the classroom. When teaching shortages were detected, teachers were given the needed assistance and support to improve on their teaching practices.

Principal 2 said that the school management monitored the learners' progress continuously, and when shortcomings were identified in particular subjects, specifically in English in this case, a teacher was recommended to provide remedial teaching to learners to improve the learning outcomes. In addition, Principal 1 indicated that learners' progress was monitored by examination results, by which marks from each department and subject were analysed to determine learners' progress. Afterwards, teaching and learning support was given to individual teachers. Provisions

also were made to organize mini-workshops or to invite subject advisors to support and develop teachers in specific subject areas that needed improvement.

According to Principal 2, the school conducted an internal examination at the end of every term during which learners' progress was analysed and progress report cards were issued to parents. Principal 3 indicated that, after every examination, the school does a grading analysis in various subjects to conclude learners' progress and draw up strategies to improve learners' academic performance. Principal 4 indicated that the end-of-term exams also serves as a continuous formal assessment in which learners' progress is monitored through the accomplishment of promotion schedules and progress reports. In addition, Principal 2 explained that, in the course of a term, the school had a series of compulsory assessment activities in which every teacher was obliged to give formal tests and formal assessment activities to the learners in all grades to improve their teaching and learning experiences.

Principal 3 pointed out that the school had discovered that the learners' written books reflected the performance or progress of the learner in a particular subject. Therefore, the school management constantly reminded teachers to provide enough quality written work for learners to improve their academic achievement. Principal 4 was of the opinion that teachers often provide learning support activities to the learners to improve their academic performance in various subjects.

> Monitoring of learners' progress, the school management has programmes of monitoring learners' written works and continuous assessment marks. After monitoring the teacher's work, feedback is given to the teachers based on the findings, with recommendations on the areas that need improvement, because we are directed by what we have observed in the learners' books (Principal 1).
>
> After the examinations, we do the grading analysis to see how learners performed. What we have discovered is that, what is in the learner's book, can tell whether this learner will perform or not. So there is a great emphasis on what teachers give to the learners in their books and therefore there is

> a lot of control and monitoring in terms of learners' written works. You can do classroom observations and the teacher may do proper preparation, but what is in the book can tell whether the teacher is giving enough or not (Principal 3).

According to the principals, the information from this collection discovered that, the four schools lack numerous programmes which scrutinized academic activities endlessly. Related to this, it also appeared that, if teachers are the key to observing the progress of learners and the school management team has to accomplish the responsibility of ensuring that teachers do what is required to support learners who are struggling, the academic performance of learners is likely to improve.

4.7 Research question 4: The relationship between school leadership and learners performance in the four selected schools in the //Kharas Region

4.7.1 Factors contributing to poor performance of learners in the four selected schools

In response to question 4, it became evident from the interviews that all four principals shared common understandings about the factors that contributed to the poor performance of learners, even though they shared different views. These included: a lack of teachers' commitment; learners' poor academic foundation; the lack of qualified teachers; high school absenteeism rates; and poor parental involvement.

> I will say, a lack of qualified teachers contributes to poor performance, because you find that, from Grade 8 to 10, learners are taught by different unqualified teachers. Every year three to four unqualified teachers are employed at the school. These teachers are not doing much in the classes, by the time learners start catching up; the year is already over (Principal 1).
>
> Poor performance, there are learners who perform poorly and there are some who do well. I think sometimes, learners come to school early in the morning until afternoon without eating anything. Subsequently, some do not have anything to eat, they will just have the next meal when they will go back home (Principal 3).

Principal 1 clarified that even when teachers tried to motivate learners, some learners were simply not interested in achieving good results or in doing their schoolwork. Principal 2 shared that the uneven attendance of learners contributed to the poor performance of learners. Learners simply stayed away or dropped out without offering any explanation, and then simply returned at a later stage. When they reverted, they struggled to catch up with the work they had missed, and often dropped out again. The other commonly cited reason for dropping out related to high pregnancy rates making girl learners the least likely to complete their schooling. Pregnant learners leave school for months and, when they return, they are unable to catch up or cope with the work-load. These learners rarely did their continuous assessment tasks and activities leading to poor academic performance. Principal 3 indicated that the poor performance of learners can also be connected to long distances that learners need to travel to and from school; resulting in them often being late and; coming to school on an empty stomach, which made it difficult for them to concentrate on their school work.

> Coming together with learners' attendance are learners' dropout rates. You find so many learners who are dropping out for no good reason; that is definitely one of the biggest contributing factors. You get these learners who are becoming pregnant and are leaving schools for months for maternity leave; by the time that they deliver and come back; these learners know nothing what is going on in the class. If they have continuous assessment, it is even worse, because there are no marks for continuous assessment for them (Principal 2).

Principal 4 was of the opinion that the poor academic and schooling backgrounds of the learners contributed to their on-going struggles at high school. He felt that, because of their poor foundational base, they were never adequately prepared for high school. Learners who performed poorly were simply passed on to the next grade even when teachers knew that they were not ready

to proceed to the next grade. Besides, some learners were influenced by fellow learners not to do their school work as assigned. This had a negative influence on their academic performance.

Principal 1 felt that a shortage of qualified teachers also contributed to the poor academic performance of learners. Every year the school employed unqualified teachers to assist learners due to the shortage of qualified teachers. These unqualified teachers were not proficiently equipped with teaching methods and strategies to enable them to impart subject content meaningfully to the learners in the classroom to improve the learners' academic performance. In addition, some teachers were not committed to their duties. In most cases they did not prepare themselves thoroughly for their lessons and did not provide regular tasks and feedback for learners.

While the principals were in agreement that factors such as pregnancy, poor learner attendance, unqualified and unprepared teachers, as well as poor foundational support, contributed to the poor academic performance of learners, they also identified other factors. These included the long distances that learners needed to travel to school; responsibilities at home; poverty; and hunger.

4.7.2 The relationship between school leadership and the learners' academic performance in the selected schools

In response to the question of the relationship between school leadership and learners academic achievements, the principals exposed that school leadership had a constructive influence on the learners' academic performance. Principal 1 felt that decent relationships between principals, teachers and learners is essential in school leadership because it produces a positive attitude between staff members and learners towards achieving the anticipated results. Principal 2 was of the opinion that leadership positively impacts on the learners' performance when a principal is dedicated to a clear vision for academic achievement. Principal 3 felt that principals should create

a favourable academic environment and atmosphere adoptable to teaching and learning in which teachers' performance is acknowledged.

> It has a positive influence on them, as the principal if I know where I am heading and I have all systems in place it is easy to persuade the team to go with me in the same direction. If I can also get my teachers to move in the same direction, it is easier for them also to get the learners to all move in that same direction. So for leadership, as a principal you need to be focused on your vision. You need to address it day in, day out, whether people get tired of it or not, just to make sure that no one loses focus, but everyone knows exactly what is that we want to achieve (Principal 2).

Principal 2 shared that leadership has an influence on the academic performance of learners when a principal establishes high performance expectations of teaching and learning. The principal also alleged that a school needs to have academic plans directed towards attaining noticeably specified goals and teachers should be influenced and encouraged to have positive attitudes towards improving learners' academic performance. This was only possible if the staff enjoyed an environment of good and vibrant communication and relationships based on trust and respect.

In addition, Principal 3 explained that the principal should always demonstrate professional politeness; kindness and sympathy to every staff member and that should ensure a positive attitude among staff members and makes them more persuaded to working together in ensuring that learners actually achieve good academic results. According to Principal 4, the manner in which the principal manages conflict with the staff or deals with problematic teachers is critical to staff relationships, and ensures a climate of accountability in the school. To this end, it is important that, when the principal has to discipline a teacher, it is done with proficiency and not with the intention of embarrassing or humiliating the teacher troubled. Principal 3 felt that a lack of school leadership lowered teachers' morale towards teaching and learning, and created a stressful environment; leaving teachers feeling frustrated and negative.

> So incentive, team building and acknowledging the good that the teachers are doing at every occurrence is very important, because it avoids frustration. When a teacher does something that is not up to standard or something that you do not allow that should be dealt with in privacy to make sure that the teacher should not feel humiliated or embarrassed. I think to look at everyone, and show love, compassion and empathy to every teacher, and treat them equally, even the least performing teachers can also pick up and improve (Principal 3).

Principal 3 shared that teachers who are performing well should be acknowledged, recognized and rewarded in order to demonstrate more interest in teaching and learning practices. Principal 4 indicated that a leader should lead by example, in which they would be expected to be strict, strong, reliable, and self-controlled in everything they are doing at school. Furthermore, Principal 4 felt that the principal should monitor learners' progress constantly.

Related to the shared conviction that the leadership practices of the principals can have an influence on the academic performance of learners, all four principals stated that they could make a difference in learners' academic performance, in terms of which principals should motivate and encourage teachers to work towards achieving the learning outcomes. Principals should be able to create an environment contributing to teaching and learning in which learners are expected to be disciplined and focus on their school work.

Principal 1 felt that, learners' involvement and participation in decision-making and problem solving processes was central to improving learners' academic performance at school. For example, if learners are involved in school disciplinary committees, they will encourage fellow learners to be disciplined and guard against disruptive behaviour in the classrooms. A well-disciplined environment contributes expressively to learners' academic performance, especially if the principal supports teachers' and learners' efforts to maintain discipline in the classroom practice. Teachers will be encouraged to deliver quality teaching and learning to learners in order

to improve learners' academic performance, because when learners are disciplined and focused on their school work, it will produce good academic results. Principal 3 shared that; in order to enhance learners' academic performance, staff members should be encouraged to work together to impose discipline among learners to ensure that the learners behave as expected. In addition, Principal 3 felt that staff members should be encouraged to have high expectations of them in succeeding good results. Every teacher, thus, should set stimulating academic objectives for their subjects, guide learners to have their own academic objectives and motivate them to achieve set goals. In the opinion of Principal 2, the shared commitment of all stakeholders that is the principal, teachers, parents and learners; may have a positive influence on learners' performance. Every stakeholder should be concentrated and committed towards making a difference in learners' academic performance. Staff members should oblige themselves to supporting learners in their efforts to improve learning outcomes. The principal should cushion staff members against distractions from and negative attitudes in their work. Teachers should have a sense of adoration and feel sympathy for the learners in order to improve learners' academic performance. Teachers should be discouraged from laziness and a lack of commitment towards their teaching and learning practices.

Principal 3, additionally, clarified that the school should also develop strategies to improve learners' performance, and that should be done through the acknowledgment and recognition of individual learners' academic performance. This means that learners who are achieving well should be acknowledged and rewarded, and through the process they will be inspired and motivated to work harder and improve their academic performance. Principal 4 indicated that the school management should encourage teachers to identify subject areas in which improvement was needed and guide them to improve their teaching practices. Furthermore, in the opinion of

Principal 4, school leadership influence indirectly on the learners' academic performance when the principal enables teachers and regularly motivates them to support learners who need special attention to succeed in their learning opportunities, and encourages parents to participate enthusiastically in the school activities.

> Ourselves as leaders, we can step in and regularly motivate teachers and learners. We need to identify problem areas, such as personal, social or academic, and then we should try to solve them. We need to refer learners for counselling and do some investigation to find out the root cause of learners' problem. Parents should also be involved in the process (Principal 4).

The responses from the principals revealed that they considered good school leadership to have a positive impact on the learners' academic performance. They clearly recognized that their relevant relationships with their staff had an impact on teachers' morale, and therefore on how they treated their learners. They also acknowledged that the principal had to be directly involved in setting goals with learners, and that this should not just be the teacher's responsibility alone.

Briefly, data from this category showed that school leadership has a direct relationship with the leaners' academic performance. It indicated that the more the teachers and learners are motivated and encouraged to work hard towards achieving good results and, the more their hard work is acknowledged and rewarded the better the outcomes.

4.8 Summary

This chapter has concentrated on presenting the research data as response to the four main questions of the study, which encompassed interviews of principals and an analysis of consulted documents such as Grade 10 results for the four selected schools for the period of 2014 to 2016. The next chapter focused on the discussions of the data, conclusions, recommendations and the summary of the study that relates to the influence of school leadership on learners' performance.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The preceding chapter presented the research findings. In this chapter, the research results are discussed, summarised and recommendations are made. The discussion of results includes answering the research questions of the study.

5.2 Discussions of Results

The aim of the study was to understand the influence of school leadership on Grade 10 examination results in four selected secondary schools in the //Kharas Region. Therefore, the interview questions were designed in such a way as to answer the following research questions:

1. What challenges do school leadership face in improving learner performance in the selected schools in //Kharas Region?
2. What strategies could be implemented to mitigate the leadership challenges school leaders have experienced in the selected schools in //Kharas Region.
3. What policy provisions could be executed by the Ministry of Education, Arts and Culture to improve school performance in the selected schools in //Kharas Region?
4. What is the relationship between school leadership and learners' academic performance in the selected schools in //Kharas Region?

5.2.1 Understanding schools leadership and the relationship between school leadership and leaners performance.

In the interview results, participants described the types of leadership they use at their schools as democratic, consultative and fair, which was not always evident at the respective schools. This is because principals often resisted applying decisions that had been made cooperatively. This is also

against the idea of Christie (2020), who believes that school leadership is about an association of encouragement directed towards school goals or outcomes, whether formal or in formal. In an agreement with Westhuizen (2015), who considers the role of the school leader as to influence and direct teachers to realise the common goal of education especially when their contribution are considered and valued. With this kind of decision making, principals turned to experience difficulties in managing teachers hence they feel discouraged, disvalued and not counted as far as the decisions of the schools are concerned. As a results, these teachers turn to absenteeism, teaching without being prepared and displaying slight to no interest in teaching, this did not only affect the performance of the teachers but that of the learners' too. Furthermore, the principals acknowledged their incapability and lack of skills in leading and managing teachers, as well as the curriculum, and this is perceived to have direct impact on the attitude, morale and performance of the learners (Bush, 2007). It is essential to note that the Ministry of Basic Education, Sport and Culture, ([MBESC], 2001) makes reference to a democratic education system in Namibia that is organized around extensive participation in the decision making process and that calls for school leaders to base their school leadership styles on democratic principles to ensure that their educational programmes are managed in a sharing and democratic style. In an agreement with, Kandumbu (2015) contends that a democratic leadership style is essential because it helps to recover certain aspects of the school management. It also cultivates the responsibility of shared problem solving and creates a welcoming and a more supportive environment at school (McDonald and Larson, 2013). Mushandja (2006) agrees that teachers, learners, parents and other stakeholders have the right to contribute in the school decision making process. Principals are expected to use democratic leadership styles and principles in their schools and have the duty of controlling the participation of all stakeholders in the decision making processes. This could then be concluded

that school leadership influence the learners' performance in the four selected schools in the //Kharas Region resulted from the ways decisions are done at these schools.

5.2.2 Leadership challenges faced by the school leaders in the four selected schools

The participants' responses during the interview indicated that most of the challenges that they encountered are: lack of teachers and learners commitments, teachers and learners' absenteeism and shortage of qualified teachers.

5.2.2.1 Lack of teachers and learners commitments

The interviews results showed that some teachers at these schools were not dedicated due to heavy burden on their shoulders. The participants revealed that you may find a teacher who is teaching for example English from grade 8-12, this according to the participants is too much for that specific teachers who will end up not to be committed anymore due to too much pressure. Apart from that the participants also revealed that there are also teachers who are just not committed at all, these teachers turn not to be self-driven that they just wait to be forced by the management. Henning (2010) noted that teachers who are committed to teaching and learning will always try to use various teaching approaches suitable to meeting the learning needs of the learners. Similarly, Mackenenzi and Knipe (2011) describe a committed teacher as a teacher who is always willing to teach and meet the learning needs of most of the learners in the classroom. According to Park (2012) teacher commitment is an inner strength that comes from those teachers who have the need for greater obligation themselves. As such, Park explains that teacher commitment may contribute to school success because it achieves school goals and fosters teaching and a learning environment. Therefore, if teachers are lack commitment, then these is possible to be transferred to the learners as well.

5.2.2.2 Teachers and learners' absenteeism

The participants has revealed the issue of teachers' absenteeism particularly on Mondays and Fridays which hinders directly teaching and learning. Similarly, according to the participants the majority of learners at the four schools do not attend school on a regular basis, often arrived late, and often did not complete homework because of household responsibilities. On the other hand, the high levels of absenteeism among teachers could be attributed to teachers having other work obligations, aside from teaching, and a lack of interest in their learners. In fact that teachers are absent on regular basis means that the school timetable is often interrupted, and therefore also means that teachers who are at school have extra responsibilities. When a teacher is absent, it is expected that the unattended class be attended to by another teacher. This means that the teaching and learning process is unsettled in two classes.

As pointed out by Mertler (2013) the amount of time allocated to teaching and learning has an effect on learners' learning progress, and if teaching time is wasted, it will have a negative effect on the learners' academic performance. The high absenteeism rate among teachers and learners encountered at the four schools possibly supports the declaration made by the Minister of Education that the high failure rates in public schools are ascribed to absenteeism of both teachers and learners (Namwandi, 2014).

5.2.2.3 Shortage of qualified teachers.

Lack of qualified teachers is also one of the challenges identified by the participants as having an influence on the learners' academic performance during the interviews. All participants conveyed the concern about the struggle in finding qualified teachers, especially for grade 10. They reported that they experienced a shortage of qualified teachers on an annual basis. This means that it has become a common incidence for learners not to have a teacher for the first two to three months of

the year. In an endeavour to ensure that learners are not left unattended and do not fall behind in their school work, the school management team, in consultation with the school governing body, normally recommends to the regional education office that either an unqualified or under-qualified teacher be appointed. The participants also expressed the concern that, although the schools appointed unqualified and under-qualified teachers on a temporary basis, this could not solve or improve learners' academic performance at schools.

According to the participants, it is clear that it is very challenging to use an unqualified or under-qualified teacher, because they are not trained and therefore lack the experiences and skills that would enable them to change subject matters profoundly to the learners in the classroom.

These teachers are unable to provide quality teaching and learning in the classroom, and barely are equipped to complete administrative work such as lesson preparations, marking of learners' written work and completing continuous assessment mark forms. Principal 3 reported that, in 2014, her school employed a larger number of under-qualified and unqualified teachers. The shortage of qualified teachers at the four schools is supported by the statement made by the Ministry of Education, that Namibia is faced with a shortage of qualified teachers particularly in higher grades (8-12); this shortage of teachers, according to the Ministry of Education, is attributed to the merging of the local colleges of education with the University of Namibia (Ministry of Education [MoE], 2013). As confirmed by Kandumbu (2015) the University of Namibia produces only few graduates who are trained to teach higher grades. It is therefore not possible for the University of Namibia to cater for the needs of secondary schools in Namibia. This can therefore be concluded that the principals in these schools are challenged of some challenges that are beyond their power, hence poor learners performance prevail in their schools specifically for the Grade 10 learners.

5.2.3 Strategies to be implemented to mitigate the leadership challenges experienced by the school leaders in the selected schools

Participants' interviews results indicated that there is hope in helping the principal to mitigate their situations. They affirmed that the following can be done at their rescue: Formulating a clear vision of the school, good and professional principal-teacher relationship, motivating teachers, and favourable schools environment.

5.2.3.1 Formulating a clear vision of the school,

The results showed that the participants believed that school leadership has a positive effect on learners' academic achievement when the principal sets a clear vision for the school and clarifies goals for academic achievement with all staff members and demonstrates an anticipation of high performance in relation to teaching and learning. This view is supported by Day et al. (2012), who affirm that a successful principal should be able to deliver a clear vision for the school and the sense of direction and motivation necessary for all stakeholders to know what is expected of them and how the learners' academic performance should be improved at the school. Correspondingly, Leithwood et al. (2014) retain that a principal should be able to build a shared vision for all stakeholders and demonstrate high expectations of good academic standards for the school by which teachers and learners are motivated and inspired to achieve school objectives.

The results furthers revealed that, principals should be focused on the school vision and keep staff members informed about how this vision will be accomplished. When they influence all the teachers to focus their attention on teaching and learning, it might be easier to persuade learners to follow. The results also sensed that the school's vision would only be comprehended when a school has an academic plan and strategies driven towards achieving the school goal. In achieving the school goal, the staff members should be enthused to have high anticipations of good academic

achievement so that every teacher is encouraged to set his/her own challenging academic targets in his/her respective subjects, and guide learners to also have their own individual academic targets and motivate them on a regular basis to multiply their efforts and endeavour towards achieving set targets. Perhaps, a principal may adopt that the school should aim for an 80% pass rate so that all learners are anticipated to obtain excellent results at the end of the year. In order to achieve the preferred results, the school should develop possible strategies and aim towards attaining excellent academic performance. However, the results from the participants' interviews also indicated that a school without a vision might still perform well if the teachers have a good work ethics and are committed to their learners. This may clearly conclude that, the participants felt that, regardless of the vision, much depended on the commitments level of an individual.

5.2.3.2 Good and professional principal-teacher relationship

The schools leaders' interview results indicated that a good and professional relationship between school leadership and their teachers contributes positively to the learners' academic performance. This is in accordance with Leithwood et al., (2014) who stated that when a principal builds a progressive, helpful, believing and proficient principal-teacher relationship with all staff members the school runs smoothly and this contribute positively to the learners' performance. The participants specified that good professional relationships between the principal, staff members and learners are central in school leadership because they create a positive attitude among staff members and learners, and cultivate a healthy environment in which all stakeholders are expected to work together towards the achievement of the objective of the school. They also acknowledged that their corresponding relationships with their staff members influenced the type of relationships that existed between the teachers and learners. The participants therefore understood that the academic performance of learners is connected to their relationships with their teachers, which, in

return, is connected to the teachers' relationships with the learners. The participants acknowledged that, while healthy relationships with teachers encouraged a positive working environment, unhealthy relationships led to them having to be instructed to fulfil their obligations. The results also indicated that it is not easy to have teamwork at a school in which all staff members are uncooperative, because at some points, you find that staff members are scattered in different directions. The results furthers showed that teachers often convey different information that might generate conflict among fellow staff members and learners, which makes it difficult to pull all staff members in the same direction again. As a result, some teachers regularly were reporting late for school, despite the fact that they were constantly reminded to report on time. On the contrary, it is vibrant that some teachers only reported to their classes when instructed to do so by the principals. The results also indicated that the participants had poor relationships with their teachers and learners, and that, in return, course the learners not to open up to the teachers nor to the principal. The results also acknowledged that there is no openly defined communication system and understanding between the learners, teachers and principals on how to raise and address concerns. The participants revealed that due to the lack of communication at school unstable relationships and unnecessary conflicts among staff members aroused, which have a negative influence on the learners' academic performance at school. The results indicated that it is difficult to construct professional relationships among staff members, and encouraging the professional development of teachers. It is therefore that they acknowledged that this difficulties might be caused by them who do not always recognize and appreciate teachers' efforts and achievements. Similarly, the results also indicated that due to such situation, teachers had not always treated the learners with care and compassion. Eventually, these kinds of relationships impacted the academic performance of learners at the school.

Nikodemus (2014) emphasize that positive relationships makes a good school, thus the principal-teacher relationship is essential in constructing a cooperative environment that lead staff members towards the accomplishment of good academic performance. Harris (2012) in agreement with Nikodemus, stated that school victory is greatly influenced by the interpersonal relationships between a principal and teachers, and a principal who understands the concerns of staff members reflects in their performance. Therefore, Nikodemus (2014) concluded that it is the leadership of the principal that determine the flavour of the school, the environment for teaching, the level of professionalism and the morale of the teachers. It is therefore vital that the principal is at the rudder of building professional relationships amongst the staff, intended for the fulfilment of school goals.

5.2.3.3 Teacher's Motivation

The interviews results with the participants showed that they believed that motivating is another strategy that can be used to mitigate the school leadership challenges they are facing at their schools. The results also showed that it is tough to work with unmotivated teachers hence they turn to be not willing to go extra miles in their efforts to support learners to achieve good academic results. The participants acknowledged that some of the teachers who are not self-motivated in relation to teaching and learning, had negative impact on the performance of learners in the classroom and on their final results. Therefore, participants revealed that they experienced problems with unmotivated teachers hence they have low morale, and found it difficult to cultivate a positive attitude and environment towards teaching and learning.

In this regards, the results from interviews with the participant revealed that to deal with unmotivated teachers the school leaders had seek help from the school board members as well as from other educational stakeholders to help with motivating these particular teachers. These

stakeholders visited the school from time to time and encouraged the teachers and learners to be committed to their school work.

The results also revealed that adding to the low motivation of teachers is a serious shortage of teaching and learning resources. These included a shortage of chairs, desks and textbooks, which means that learners are required to share in the classroom and also means that they are not able to do homework that might require the use of a textbook. The participants exposed that the shortage of resources definitely wedged on the motivational levels of teachers and the academic performance of learners. It became evident during the interviews and through the document analysis that the principals needed the knowledge and skills to assist teachers in mobilizing resources for their schools. It also became evident during the interviews that most of the participants did not have a full understanding of the curriculum to sufficiently guide teachers on matters of teaching and learning thus they too turn out to be unmotivated. Furthermore, given their own lack of professional training, they did not have the knowhow to assist teachers in their professional development. Thus, they normally sent teachers to attend training workshops for one week. The study also revealed that, the participants were not satisfied that the workshops did not always offer teachers any meaningful direction in improving their teaching or what to do to assist learners in their learning.

To motivate teachers, the results revealed that, the principals should acknowledge the teachers' extra effort for working hard. Participants suggested that small tokens of appreciation like rewarding teachers with a gift or a certificates for any special achievement on a monthly basis or yearly will motivate the teachers and it will also stimulate their commitments.

Hellinger and Heck (2011) agreed that school leadership contribute indirectly to school outcomes, which are arbitrated through teacher motivation and commitment through which teachers are

empowered by the principal to deliver effective teaching and learning to improve the learners' academic performance in classroom practice. In accordance with Nyangosia, Njuguna and Waweru (2013) principal leadership is important in enhancing learners' academic performance, for example through teacher motivation. Kanyi (2013) also agrees that, a school cannot function without the motivation and commitments of either the principal or the teachers. Kanyi (2013) further states that, in improving learners' academic performance, the principal should be able to motivate teachers by stating clear goals to them for academic improvement and nurturing dedication among all stakeholders to achieving good learners' performance. Teacher motivation by the principal has a positive influence on the learners' academic performance when teachers themselves are motivated and encouraged they take ownership of their learners' academic results.

5.2.3.4 Favourable school environment.

The interviews results showed that school environment has a direct influence on how operative teaching and learning take place in the classroom. It is revealed in the current study that the school leaders had a lot to do in ensuring a preferable environment and atmosphere for teaching and learning. The results discovered that the school leaders experienced several disciplinary difficulties, which generated obstacles in the journey to offering quality teaching and learning. It further exposed that that teachers are stressed and frustrated by many incidences of disciplinary problems, and that had an impact on their confidence, and therefore had a negative influence on how they teach, which, as a result, affected the learners' academic performance. Common disciplinary problems as per study results includes prolonged learners' absenteeism from school: coming to school without books or learning materials; and disturbing classes. Contrary, the study also exposed that the poor discipline of the learners is not the only issue that made teaching and learning difficult, but certain teachers too who do not comply with the school code of conduct for

teachers: they come to school unprepared to teach, do not fulfil their basic duties; and sometimes, they influenced and forced learners to have negative attitudes towards school authority. The results also revealed that at the four research schools some classrooms are overloaded, thus teachers are unable to maintain discipline in the classroom and this had a negative effect on teaching and learning. The study acknowledged that it is the school leaders' obligations to ensure that effective teaching and learning took place by ensuring a preferable and conducive environment for both teachers and learners. To attain this the result from the interviews with the participants revealed that the principals frequently invited parents and guardians to attend parental meetings in which they discussed the learners' disciplinary problems, but in many cases parents did not attend because of other commitments and responsibilities. This concluded that parents' involvement is lacking at these schools and consequently it become difficult to implement disciplinary systems at these schools.

Furthermore, the results revealed that the principals lack the know how to handle disciplinary cases which they stated if they have been prepared and trained to manage disciplinary problems among teachers and learners, they might have developed better schools and enhanced the academic performance of the learners. The study results also acknowledged that if the school had a good disciplinary system in place that guaranteed that everyone knows what was expected of them, the school environment will be conducive for teaching and learning. Nevertheless, the poor Grade 10 results of the schools might provide some indication that effective teaching and learning are in fact not happening at any of the four schools. The physical environment of the school plays a role in enhancing learners' academic performance (Christie, 2014). A well-disciplined environment contributes meaningfully to student achievement when school leaders support teachers' efforts to maintain discipline in the classroom (Leithwood et al., 2014).

It is vibrant that the participant are aware of these strategies but from the close understanding from the researcher's analysis of the results from the interviews and documents analysis most of them seem not to walk what they preach as school leaders.

5.2.4 Policy to be executed by the Ministry of Education, Arts and Culture to assist in improving Grade 10 learners' performance in the four selected schools

Based on the interviews results with the participants, the study did not reveal much about the policy that can be executed to improve the grade 10 leaners' performance in these schools apart from stating that the ministry should strengthen the teachers' role in: classroom management, control of learners written works, proper preparation, quality teaching, providing learning support classes, providing feedback on tasks and tests, and commitments on setting achievable targets.

It could thus be concluded that the school leaders in the four selected schools know what need to be set in place in order to improve the grade 10 learners' performance but they seem to be failing in implementing it.

5.3 Conclusions

The study was carried out to investigate the influence of school leadership on Grade 10 learners' academic performance at the four secondary schools in the //Kharas Region. The significance of the study was to obtain an understanding of how and whether or not school leadership contributes to learners' academic performance in schools. Findings of the study revealed that most of the participants believed that school leadership had a direct influence on the Grade 10 learners' performance in the selected schools. The study also revealed that the school leaders would rather chose the leadership style that they preferred instead of what is favourable to the situations of their schools. Although there are so many types of leadership styles, most of the participants preferred constructive and democratic leadership which in most cases they do not implement but rather use

what them as school leaders preferred hence they are the one in charge. This can therefore be concluded that in most cases most of these school leaders turn out to be autocratic leaders. The study also showed that apart from leadership, there are other factors that contributed to poor performance of the learners in these schools, these include: lack of teachers and learners commitments, teachers and learners' absenteeism and shortage of qualified teachers, just to mention a few.

Provided with the focus of the study, it is believed that the findings of the study will contribute and add worth to the present body of knowledge in the field of school leadership and learners' academic performance in Namibian schools. This study gave me a chance to learn about how educational research is conducted. As a novice researcher, I learnt that doing research is challenging; it requires skills to be able to carry out research successfully. Regardless of the challenges, I found the exercise to be very inspiring and encouraging. I obtained a better understanding into the influence of school leadership on Grade 10 learners' academic performance. The study empowered me to reflect on my own experience as a teacher of the challenges faced by principal when chosen to lead and manage a school without school leadership preparation skills, knowledge, and support.

Hence there is limited research in the Namibian context that explores the influence of school leadership on Grade 10 learners' academic performance in schools, this study might function as an orientation for school principals and curriculum implementers on how school leadership influence learners' academic performance and it may motivates other researchers to commence further research in the area of school leadership and learners' academic performance. I propose that future studies need to be conducted in order to build on what has been researched. Since leadership is not narrowed to principals alone, it is hoped that upcoming studies will consider the

opinions of the teachers, learners and principals in creating a vibrant understanding of how school leadership contributes to learners' academic performance.

5.4 Recommendations

The recommendations of this study are meant for school principals to recognise that leadership, in one form or another affects school culture and particularly teachers, which may have an influence on learners' achievement. It also meant for the Ministry of Education, Arts and Culture that according to the principal, there is not much in the line of school leadership training for school principals in Namibia; as the study found that the Ministry of Education, Arts and Culture only provides one or two weeks' instructional school leadership training workshops through the Millennium Challenge Account (MCA), for which principals receive training workshop certificates upon completion.

5.4.1 Recommendations on policy that can be executed by the Ministry of Education, Arts and Culture to improve learners' performance in the selected schools.

The University of Namibia should acquaint with or integrate school leadership programmes in the curriculum. Provision should be made for in-service leadership training of school principals in which they will be equipped with the necessary leadership skills and knowledge. In-service school leadership training courses should be introduced and training workshops should be accessible for period of at least two or three years. Principals should be allowed fulltime study leave to pursue study in school leadership. Principals or school leaders should be encouraged to enrol for school leadership through in-service training programmes. Appointments of principals should be based on acquired leadership and managerial skills. Principals should be appointed on a contract basis in order to keep them on their toes, and to ensure productivity and accountability Leadership preparation for principals should take place before selections are made. Inspectors of education or

the regional office should inaugurate newly selected principals before they take up their duties and responsibilities. Constant school leadership support and assistance should be provided to novice principals. Many teachers should be trained for Junior Secondary Level Grades 10. Consultative teachers and subject experts should be trained to support teachers in various subject areas. Academic enhancement plans, programmes and strategies with clear aims should be familiarized for underachieving schools to improve poor learner results. Regional educational seminars should be stimulated consistently to address poor learner results.

5.4.2 Recommendations to principals of the selected schools

Principals should register for school leadership expert development training programmes. They should consult the experienced and well-performing school principals to gain better understanding of how the school should be managed. Be engaged in school exchange programmes with fellow principals in terms of school leadership to enhance their leadership abilities. Reassure interacting with other principals. Have consistent individual discussions with teachers on learners' academic performance. Invite consultative teachers and subject experts to support teacher consistently.

5.4.3 Recommendations on improving Grade 10 results at the selected schools

Allocate qualified and strong teachers at lower grades to guarantee that quality teaching and learning took place from Grade 8 onwards so that learners have the essential foundation and are well prepared to perform well in Grade 10. Reconsider the automatic promotion of learners from one grade to the other. Have steady motivational talks with learners. Encourage regular parent meetings and days in which parents discuss and see the learners' progress with their teachers. Organize weekend, Saturday and holiday classes for helpful teaching and learning support. Provide mock examinations using previous examination papers to prepare learners for final examinations.

5.5 Summary

Chapter one share out the background of the study, statement of the problem, the research questions, limitations and delimitations of the study. Chapter two discussed the theoretical framework and reviewed literature relevant to the study. On the other hand, chapter three described the methodology used to gather data in the study, whereas in chapter four the presentation of the results was done. Chapter five is then dealt with the discussions of the results as well as conclusions and recommendations.

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Appendix A: Ethical Clearance Certificate

UNAM
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/545/2019 **Date: 25 November, 2019**

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: The Influence Of School Leadership On Grade 10 Final Results: A Case Study Of Four Selected Secondary Schools In The //Kharas Region, Namibia

Researcher: NAEMI SHIKONGO

Student Number: 200947893

Supervisor(s *Dr. T.C.K. Iijambo*

Take note of the following:

(a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.

(b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.

(c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.

(d) The UREC retains the right to:

(i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,

(ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Dr. E. de Villiers: HREC Chairperson

Ms. P. Claassen: HREC Secretary

Appendix B: Request for Permission Letter (Permanent Secretary)

Ms Naemi Shikongo

P O BOX 110

Keetmanshop

18 July 2018

The Permanent Secretary

Ministry of Basic Education, Arts and Culture

Private Bag 13186

Windhoek

Dear Ms Steenkamp

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN FOUR SCHOOLS IN THE KALAHARI CIRCUIT IN THE //KHARAS REGION

I am currently studying towards my Master in Education (Leadership, Management and Policy Studies) at the University of Namibia and intend to conduct research for the dissertation which is a requirement for my degree.

The topic of my research is: "*The influence of school leadership on grade 10 final results: a case study of four selected secondary schools in the //Kharas region, Namibia.*" The data will be collected from four selected schools in the Kalahari Circuit.

I shall be grateful if I will be granted permission to conduct the proposed research in July 2018 and hereby promise that instructional time will not be interrupted.

Attached please find a copy of my permission letter from UNAM.

Sincerely yours

.....

Naemi Shikongo (Ms)

Appendix C: Permission Approval Letter (Permanent Secretary)

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933260
Fax: +264 61- 2933622
Enquiries: C. Muchila/ G. Munene
Email: Cavin.Muchila@moe.gov.na/gm12munene@yahoo.co.uk

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

Ms Naemi Shikongo
P. O. Box 110
Keetmanshop
Cell: 081 343 4241

Dear Ms Shikongo

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN //KHARAS REGION

Kindly be informed that permission to conduct an academic research for your Masters of Education degree on *"The Influence of School Leadership on Grade 10 Final Results: A Case Study of Four Selected Secondary Schools in //Kharas Regions,"* in Namibia, is here with granted. You are further requested to present the letter of approval to the Regional Directors to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the Ministry. You may contact Mr. C. Muchila/ Mr. G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for provision of summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you upon completion of your study.

Sincerely yours

Ministry of Education, Arts and Culture
Office of the Permanent Secretary
-2018 -08- 10
Private Bag 13186
Windhoek, Namibia

SANET L. STEENKAMP
PERMANENT SECRETARY

Date

All official correspondences must be addressed to the Permanent Secretary

Appendix D: Request Permission Letter (Director of Education)

Ms Naemi Shikongo

P O BOX 110

Keetmanshop

18 July 2018

The Director: Mr. |Awebahe Johannes ||Hoeseb

Ministry of Education, Arts and Culture

Private Bag 2160

||Kharas Region

Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN FOUR SCHOOLS IN THE KALAHARI CIRCUIT IN THE //KHARAS REGION

I am currently studying towards my Master in Education (Leadership, Management and Policy Studies) at the University of Namibia and intend to conduct research for the dissertation which is a requirement for my degree.

The topic of my research is: "*The influence of school leadership on grade 10 final results: a case study of four selected secondary schools in the //Kharas region, Namibia.*" The data will be collected from four selected schools in the Kalahari Circuit.

I shall be grateful if I will be granted permission to conduct the proposed research in July 2018 and hereby promise that instructional time will not be interrupted.

Attached please find a copy of my permission letter from UNAM.

Sincerely yours

.....

Naemi Shikongo (Ms)

Appendix E: Permission Approval Letter (Director of Education)

|KHARAS REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS and CULTURE

Tel: (063) 227000
Fax: (063) 223800

Private Bag 2160
KEETMANSHOOP

DATE: 08 August 2018
File Ref. No.: 15/1

Ms Naemi Shikongo
P O Box 110
KEETMANSHOOP

SUBJECT: Authorization to conduct research at schools in |Kharas Region

Dear Madam

1) Receipt of your letter dated 18 July 2018, addressed to the Inspector of Education for the Kalahari Circuit, Mrs CD Wantenaar. **Subject: Requesting for permission to conduct a study in four schools in the Kalahari Circuit in the |Kharas Region,** is hereby acknowledged.

2) Permission is hereby granted to you to conduct research on the topic "**The influence of school leadership on Grade 10 final results: A Case Study of four selected secondary schools in the |Kharas Region**", on condition that **anonymity of respondents and schools would be guaranteed.**

3) Please present this letter to the Principals of those schools, whenever you would visit a school and agree on the most suitable time-slot for research engagements the Principals, Grade 10 English Second Language Teachers and Learners of four secondary schools that are resorting under the Kalahari Circuit.

4) Note must, however, be taken of the limitation that the engagement with the Principals, Grade 10 English Second Language Teachers and Learners at the four secondary schools is not supposed to lead to the disruption and or interruption of teaching and learning programmes and or processes, or the discontinuation of the teaching duties of teachers during normal school hours.

5) Lastly, the Regional Management Committee of the Directorate: Education, Arts and Culture in the |Kharas Regional Council would like to request you to share your research findings with this directorate for insightful planning purposes.

Yours faithfully

08/08/2018

|Awebahe Johannes ||Hoeseb
Regional Director of Education, Arts and Culture
|Kharas Regional Council

Appendix F: Interview Questions

A) Semi –structured interview schedule: demographic

Principal No: _____ School A, B, C or D_____
Date: _____

Kindly provide the following personal information

1. Gender _____
2. Years of experience as a principal _____
3. The highest academic qualification:
4. The highest professional qualification:
5. School leadership training qualification:
6. How long have you been a principal at this school?

B) Semi-structured interview scheduled: school leadership and learners' performance

1. What is your understanding of school leadership?
2. What leadership style(s) do you prefer at your school explain why?
3. What leadership challenges have you encountered at your school? Please mention a few.
4. Explained how these challenges have affected leaners' performance at your school.
5. What do you think could be done to mitigate these challenges?
6. How do you rate the performance of grade 10 learners in English over the past three years at your school? And what account for this level of performance?
7. What challenges of school leaders in terms of learners' performance in English for grade 10 learners at your school?
8. Are the factors causing the grade 10 learners to perform poorly in English at your school?
9. Are the factors causing the grade 10 learners to perform well in English at your school?
10. What can school leaders do to make a difference in learners' performance in English?
11. What roles do you think teachers should play in improving grade 10 learners' performance in English?
12. How do you support teachers to deliver quality teaching and learning at your school?
13. How do you monitor learners and teachers' progress per subject at your school?
14. Is there anything left that you think we should talk about?