

**INVESTIGATING THE PRINCIPALS' LEADERSHIP ROLES ON INFLUENCING
TEACHING AND LEARNING AT SECONDARY SCHOOLS IN OHANGWENA
REGION, NAMIBIA**

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Abstract

The purpose of this study was to investigate of the principals' leadership roles on influencing teaching and learning at secondary schools in Ohangwena region, Namibia. The study aims to help the principals to improve their leadership roles and how principals influence teaching and learning by identifying the areas of improvements, and necessary interventions for, teaching and learning at secondary schools level. The study was prompted by the poor grade 12 Namibia Senior Secondary Certificate results inconsistency in the past 5 years in Ohangwena region. Ten (10) secondary schools in Ohangwena region were chosen according to their performance based on five years Namibia Senior Secondary Certificate results. Population of 100 teachers were targeted to complete the questionnaires and ten (10) principals were interviewed. Only 80 teachers out of 100 targeted teachers participated in this study. The researcher used the mixed method approach. Appointments were made with the principals of the targeted schools to conduct the interviews and questionnaires were distributed to teachers to complete. The data were analysed using information from scribes' notes where themes were compared and integrated across the major themes that emerged from the data analysis across all grouped. Data from the interviews were analysed in descriptive method and subsequently themes were formed to enable thoroughly analysis. Data from questionnaires were analysed using the descriptive and regression statistics analysis using tables and charts to interpret the data well. The study found that most principals in the targeted secondary schools in Ohangwena region lack leadership skills and knowledge because of lack of leadership trainings or workshops for school leaders and the entry requirements for the principals post is too low which contributed poor leadership skills that can enhance teaching and learning at secondary schools' level. The determinant model practice was recommended by the researcher in this study to enable principals monitor the work of learners and teachers' work in a more transformative ways that would promote quality teaching and learning. More leadership training workshops were also recommended as well as enrolment of leadership courses to improve leadership skills.

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DECLARATIONS WHICH MUST BE CONTAINED IN THE SUBMITTED THESES/ DISSERTATIONS

DECLARATIONS

I, **Mbangula Daniel Kwalipo** hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution.

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Dedication

This dissertation is dedicated to my last born, my namesake Mbangula Ndafindana Daniel-wise who was born at the time when I was about to complete this study.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The study sought to investigate principals' leadership roles on influencing teaching and learning at secondary school in Ohangwena region. This chapter introduced the analysis by giving the research introduction, background and problem statement. Moreover, the chapter also discussed the research questions, significance of the study, limitations of the study and delimitation of the study.

The discussion on school leadership and leadership's influence on learners' academic performance have been on-going for decades. Leadership has progressed, due to the changes that have taken place over the years. For example, technological advancement, work practices and globalization (Ramonda & Modesta, 2015). Leadership is defined as a process to influence people to achieve certain goals or results (Howell and Costley, 2006). Interestingly, many countries increasingly view principals more as instructional leaders, supporting teachers to help improve learning, than as a traditional school administrator (Vaillant, 2015).

School leadership appears to gain international priority in education policy agendas. Possibly this is because there are claims that school leaders play a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as school climate and environment (Pont, Nusche & Moorman, 2008). As a result some researchers such as Pont, Nusche & Moorman (2008) assert that effective school leadership is indispensable to improve the efficiency and equity of schooling. Furthermore, Pont et al (2008) also justifies that expectations for schools and school leaders are changing as many countries seek to adjust their education systems to the needs of contemporary society. Pont upholds that countries all

over the globe have moved towards decentralization, making schools more self-directed in their decision making and being hold accountable for academic results. In addition, the prerequisite to improve overall learner performance while serving more varied learner populations is putting schools under pressure to use more evidence based teaching practices (Pont et al., 2008).

Nevertheless, Pont et al (2008) restate that countries seem to have more concern on the role of principal as comprehended for needs of the past to be no longer appropriate. Indeed, research contends that principals have heavy workloads, some are reaching retirement and it is becoming tough to replace them. What is more, possible applicants, often hesitate to apply, because of overburdened roles, insufficient preparation and training, limited career prospects and inadequate support and rewards (Pont et al., 2008).

Surprisingly, UNESCO report (2017) states that, it is alleged that, in poor countries, emphasis on instructional leadership is less evident, though the principals' role in influencing school improvement has grown and Namibia is not in exception. In Ghana, school leaders regard themselves as no more than keeper of school possessions and implementers of government policies. Furthermore, UNESCO (2017, p. 60) "stresses that school leaders are not usually well prepared to deal with the challenges they face. Certainly, where preparation is offered it is usually in a form of brief professional training sessions". What is more, principals may even discount the importance of instructional leadership UNESCO (2017). Despite some of the studies evidence that outlines the link between principals' leadership to learners' achievement, there are still poor performance in many schools in Namibia. Chaka (2018) finds that principals do not have direct effect on learners' performance since they are not responsible for instructing learners. In fact, principal's leadership behaviour influences teachers who, eventually, are directly responsible for learners' achievement. On the contrary, Iileka (2017) study in Oshikoto region, Namibia also finds that poor internal relations, poor

supervision and evaluation of instructions, and unprotected instructional time are some of leadership problems that underwriting to learners' poor performance in Oshikoto region, Namibia. Therefore, Iileka (2017) suggests that proper leadership training and skills should be given to principals by the relevant ministry to help improve Principals' management skills. Next, principals should be offered in-service training on regular basis and alternatively ministry of basic education Arts and Culture should frequently check principals' management needs to assist them where needs arise (Iileka, 2017).

Consequently, quality of teaching and learning depends on factors such as the quantity and quality of teacher training (Shigwedha, Nakashole, Auala, Amukwaya and Ailonga, 2017). Furthermore, the Ministry of Education, Arts and Culture in Namibia has set down a minimum teachers' qualification requirement of Grade 12 with a Basic Education Teachers' Diploma- BETD for lower grades and Bachelor Education Degree for higher grades. However, it appears that some teachers are still teaching subjects in grades higher than their academic qualification, as they may have a limited understanding of the subject content that they have to teach (Shigwedha et al., 2017).

Formal teacher training is very important for preparing teachers for the classroom. In addition, in-service training is also important for progressing teachers' skills and qualifications. To upgrade the quality of education in Namibia several in-service courses have been formulated to assist education professionals (Shigwedha et al, 2017). In a nutshell, information on time spent doing in-service training, and number of courses taken, can be used to evaluate whether learners are performing better when their teachers are regularly improving themselves. School leaders similarly cannot remain static, in-service training is required for school leaders to improve on their supervisory skills. On the contrary, there is no policy stipulating the number or types of in-service training courses that teachers should attend in

Namibia within a prescribed period. Instead individual educational regions often initiate in-service training courses subject to the needs of teachers and school leaders in the region. As a consequence, some teachers and school leaders in a region may attend several in-service training courses whereas other teachers and school leaders in the same region or another region may have none (Shigwedha et al., 2017).

1.2 Background of the study

Ohangwena is a region with both primary and secondary schools. The poor grade 12 Namibia Senior Secondary Certificate (NSSC) results of Ohangwena region over the past 5 years prompted this investigation of the principals' leadership on influencing academic performance in the region. Namibia has fourteen (14) regions under which educational directorate also falls. The region was ranked number 4 in the 2013 grade 12 NSSC results, number 3 in 2014, and then dropped to number 8 in 2015. However, in 2016 and 2017, the region improved to number 5 in the grade 12 NSSC results (Ministry of Education, Art and Culture report, 2017). On a different note, the region achieved the fourth position in the 2014 and 2015 grade 10 examinations. Similarly, the regional performance on higher level Namibia Senior Secondary Certificate High level (NSSCH) was poor in 2015 as the region was ranked 14th. However, in the 2016 NSSC-H grade 12 results, the region improved to position 9 (Ohangwena Region report, 2016).

The 2017 UNESCO report states that educational institutions that showed significant improvement in student achievement as per international tests had strong leadership. Makgone's (2013) study evaluated strategic leadership in selected schools and its contribution to academic performance. The study established that the selected schools in Omahake region that performed poorly lacked strategies and had no principals. It was noted that these schools needed to emulate the classroom observation to monitor if effective teaching was taking

place. Notable strides have been made by principals to ensure effective teaching and learning. For instance, the researcher observed that lesson plans were collected by principals at the end of each week and regular classroom observations were made. However, this study argues that despite the principals' efforts, there is no significant improvement in the NSSC/ NSSC-H grade 12 results in the region. The study proposed that more interventions could be introduced to effectively complement the already existing mechanisms used by principals in the Ohangwena region. Hashikutuva (2011) also posits that policies in Namibia emphasise the distribution of leadership roles to all the teachers in schools, eventually developing teacher leadership skills. Moreover, Hashikutuva (2011) strongly concluded that one of the major factors that prevent teachers from exercising leadership activities is limited time, due to the teaching schedule. Lastly, principals are also not bailed out to through teach leadership, because they make decisions without consulting teachers which results in poor schools' performance.

Hence, the study sought to clarify the leadership roles in which principals play a role to influence teaching and learning at Secondary Schools in the Ohangwena region in Namibia for the improvements of results.

1.3 Statement of the problem

In 2013, the Teaching and Learning International Survey indicated that principals are overburdened with administrative tasks, especially at secondary level. Consequently, they are unable to perform the instructional leadership duties as stipulated in the UNESCO Report of 2017, OECD, 2014, (as cited in UNESCO Report, 2017, p.59). The poor grade 12 Namibia Secondary School Certificate (NSSC) results in the previous 5 years and the regional inconsistency in these results could be attributed to a number of factors. Among these is the principals' leadership role on the teaching and administration of secondary schools. The

success of every transformation process depends on the efficiency and effectiveness of planning, organising, controlling and implementation processes. However, the question is, could the poor performance in the Ohangwena Region be attributable to failure in leadership roles? Some schools face leadership problems such as: poor innovation, low academic performances, and the inability to meet performance targets. These problems happen due to lack of strategic interventions of specific leadership roles to situations hence the researcher felt strong instructional leadership is needed to improve this problem. Heck and Hallinger (2014) study finds that instructional leadership may moderate the effect of individual teachers and learners performance. In essence, the study concludes that leadership can influence learners' achievement by creating conditions in the school that permit for greater consistency and working together among teachers (Heck & Hallinger, 2014). Furthermore, principals' leadership is a serious factor in creating and maintaining an environment in which teachers can teach, learners can learn and outstanding results can occur restates Louis, Leithwood, Wahlstrom & Anderson (2010). On the contrary, Pont, Nusche & Hunter (2008) argues that principals can have less direct effect on learners' academic achievement as they may only have direct effect on the working conditions and motivations of their teachers, who in turn directly influence classroom practice and learners' learning (Pont et al., 2008). Therefore, this study aimed to investigate principals' leadership roles on influencing teaching and learning at secondary schools in the Ohangwena region.

1.4 Research questions

Main research question:

How do principals' leadership roles influence teaching and learning in the Ohangwena Region?

Sub –Research questions:

1. What specific leadership roles of principals are most effective in supporting teaching and learning in Ohangwena Region?
2. How do principals perceive their role in school leadership in Ohangwena Region?
3. How do principals' leadership roles affect teachers' performance in a school in Ohangwena Region?

1.5 Significance of the study

The outcome of this study could help the principals in Ohangwena region to improve their leadership roles as the areas of improvements were identified, and necessary interventions for, teaching and learning at secondary school level were also suggested through determinant model that the researcher developed and thought the model if well implemented would be useful to both school leaders, teachers, learners and all education role players. Furthermore, the study results would encourage policy makers and implementers in other regions, and the country, to use new innovations to assist school leaders in conducting better teaching and learning for secondary schools. Weaknesses identified by this study were given some recommendations to be implemented to improve teaching and learning at secondary schools level as well as leadership skills in Namibia. Equally, this study sought to propose the determinant model which was aimed at substituting of the traditional method classroom observation, and daily lesson plan supervision which is widely used by principals to monitor teaching and learning. Basically, the researcher illustrated the determinant model in the conclusion and its usefulness to teaching and learning as the study's contribution to the new body of knowledge and how it will assist principals' leadership roles on teaching and learning improvement.

1.6 Limitations of the study

Although principals are busy people as most of the time they are the ones who monitor what is going on in the school; the researcher was able to request permission from the principals and all of them were able to attend the interviews as the researcher was afraid that some principals would refuse to participate which might resulted in inadequate information needed to complete the study. The researcher managed to interview all the principals as he emphasised that the information needed is important for the completion of this study and will also be useful to both principals and other educators to improve principals' leadership roles on teaching and learning. There was also fear of the unknown by the interviewed principals. The researcher explained that the aim of the study was not to attack and tarnish the individual's image but to investigate the principals' leadership roles on teaching and learning. Some teachers were reluctant to participate as they reasoned that they were busy marking their learners activities and some were behind the teaching schedules, however, the researcher explained the importance of study and obtaining information from the teachers was really necessary as it will also give a true reflection of what is going on in schools and the situation can be improved using this study results. There was also an issue of returning the questionnaires on time; some teachers left the questionnaires at their homes and the researcher had to go to those schools to request if there were still those who could have completed the questionnaires but did not return them, hence some teachers informed the researcher to return the next day again to collect the rest of the questionnaires.

1.7 Delimitation of the study

The study was conducted in the Ohangwena region. The study focused mainly on ten (10) secondary schools in Ohangwena region based on the fact that they were representative of the whole region. Teachers were also part of the study. Parents and other stakeholders were not included in this study because study involved leadership roles on teaching and learning at

secondary schools targeting principals and teachers only. Consequently, the research findings were not generalised to other regions. This study focused on investigating the principals' leadership roles on influencing teaching and learning at secondary school level in Ohangwena region.

1.8 Definition of the terms

Principals' Leadership roles-Is to develop standardised curricular, assess teaching methods, monitor learners achievement, encourage parents' involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities as well as developing safety protocols and emergency response procedures in the school (Dowd, 2018).

Teaching and learning-This involves interacting with learners and works toward their goals and incorporates new knowledge, behaviours, and skills that adds to their range of learning experiences (Bruner, 1996).

Academic performance-Is the measurement of teacher achievement across various academic subjects for example teachers and education officials measure achievement using classroom performance, and results from standardised tests (ballotpedia.org/academic-performance).

Influencing-

The ability or influence of individuals or objects to be a persuasive force on the acts, attitudes, views, etc. of others or to generate effects on them (www.dictionary.com).

1.9 Summary

This chapter discussed the introduction and back ground of the study of this study and the motivations of partaking decision to do this study were highlighted in the background information. The statement of the problem as well as the questions of the study was also discussed here. Furthermore, the significance of this study was also deliberated in this chapter

as well as the limitations and delimitations of the study were also discussed. The next chapter is about literature review whereby the researcher looked at other scholars' work and how they narrated same topic of interest which is principals' leadership roles on teaching and learning at secondary school level and relevant theory.

CHAPTER TWO: LITERATURE REVIEW

This chapter involved the reviewing of the existing literature about leadership roles and influences on teaching and learning. In the first section, the researcher looked at the theoretical frame work and discussed the theory that informed this study. Furthermore, different leadership styles, evaluation of leadership styles within school management were discussed. Also, principals' leadership influence on academic performance, effectiveness of principals' roles on school performance and factors affecting teaching and learning were also deliberated in this chapter. What is more, principals' motivation on teachers to promote teaching and learning, emotional intelligence and school leadership as well as principal ways of building a school culture of teaching and learning were also embark upon in this chapter.

2.1 Theoretical frame

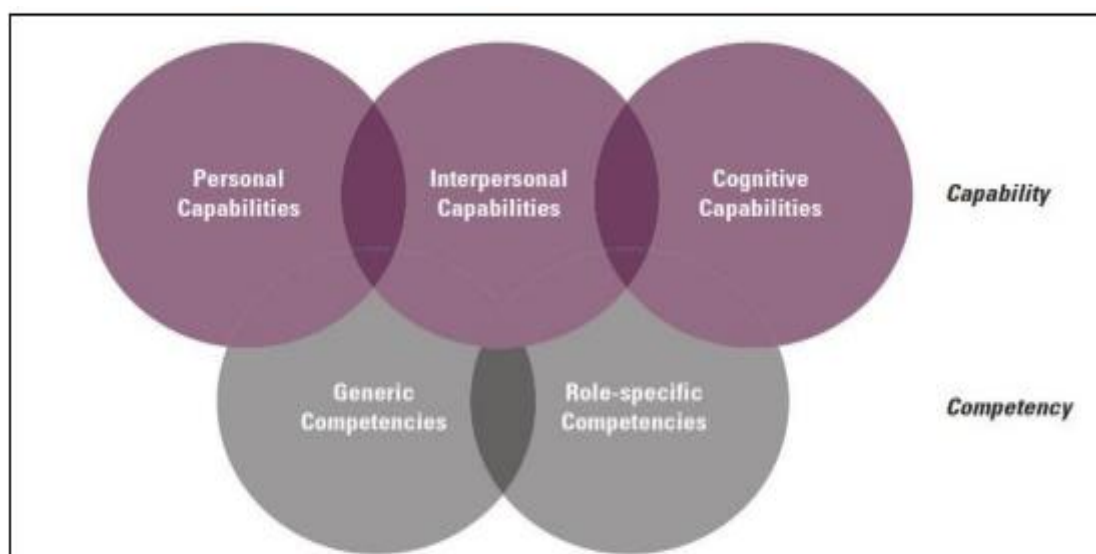
This study is informed by instructional leadership theory which emphasises teaching and learning, and the appropriate conduct of teachers towards learners. According to Hallinger & Wang (2015) instructional leadership theory emerged in the USA during the 1950s as a practice-based prescription rather than a theory driven construct and the main inventors were Bridges 1967; Erickson 1967; and Lipharm 1981. Hallinger & Wang (2015) restate that during the middle years of the 20th century, practical wisdom shared by principals, school superintendents, teachers and parents in the United States conveyed the truism that good schools have good principals. As a result, Edwin Bridges laid the initial ground work for research on instructional leadership during 1967 as mentioned earlier. In Bridge's paper, the critique was on the professional and scholarly discourse on principal instructional leadership. Of the seven major task areas for which principals have a responsibility, curriculum and instruction have generated the most sound and fury among schools. On the other hand, the

principal has been flattery that such a role is beyond his or her any other human being's capacity. The problem with these disputations is that the exponents of a given position have neither defined sharply what is signified by the concept of instructional leadership nor made their assumptions explicit (Bridges, 1967).

On reflection Fahimirad, Idris & Komamjani (2016) state that the concept of instructional leadership has considerably been investigated in context of school relation to the role of principal and instructional leaders in terms of teaching and learning. On the contrary, a number of higher education researches on leadership largely fail to notice the role of the instructional leadership both informal; distributed leadership and formal in context of higher schools, this gap generally might reveal the priorities of academic circles. Hence, (Fahimirad, Idris & Komamjani, 2016) argue that the major function of instructional leadership theory is to have an impact on learners' learning and progress, and raise the standard of the teachers and staffs' performance. Conversely, this can be done through increasing motivation, commitments, skills, knowledge and working environment. On the other hand, a study by Leithwood & Wahlstrom (2008) looks at the differences in the work, lifestyles and impact of teachers in English schools and also affirms the importance of leadership along with mediating effect of commitment of teachers, effectiveness and resilience and the main function of understanding successful and effective leadership. Leithwood & Wahlstrom (ibid) study reflected that effective instructional leaders in teaching and learning in Australia have a high knowledge and capabilities in instructional area. In a nutshell instructional leadership theory is good for school leaders as it enables school leaders to be self-skilful at analysing and strategizing learning goals and objectives (Leithwood & Wahlstrom, 2008).

Interestingly, Fahimirad et al. (2016) introduced what they term instructional leadership capability framework. With regard to capability framework, Fahimirad et al. (ibid) clarify learning and working in a dynamic and challenging environment and this framework helps to reveal how instructional leadership in higher schools can be contextualised. For that reason the capability and competency sectors are integrated and have common factors among them. Fahimirad et al. (2016) argue that having just one dimension is not enough in creating a successful instructional leader. Therefore it is necessary to have interpersonal and personal skills and cognitive skills to provide the competencies of skills, knowledge and expertise performance (Fahimirad et al., 2016).

Figure 1: Instructional leadership framework



Source: Fahimirad et al., 2016

Understandably, the framework has 3 overlapping dimensions quality of leadership namely cognitive, personal and interpersonal. In addition, there are other two associated types of knowledge and skills, namely generic competencies and role-specific competencies support to the other three dimensions. This include generic competencies that involve skills such as

organising, running meetings, using IT during teaching and learning, and understanding the operations of the organisation which in this case is the school. Equally role specific competencies involve the expertise included in the area of teaching and learning in higher school. Conversely for instructional leaders to be effective, all five dimensions are required and the skills are mutually beneficial (Fahimirad et al., 2016).

To conclude, Fahimirad et al. (2016) recommend that the key competencies in instructional leadership framework capability include generic and role-specific skills and knowledge. Hence, these competencies are like the foundations in achieving an effective school leader as it helps to form and provide a partnership with all the other dimensions. Finally, the ability to lead has been found to be most prevalent in times of crisis and it is during these times that entire capabilities have to come together to resolve problems such as poor teaching and learning in high schools (Fahimirad et al., 2016).

To all intents and purposes, the leaders' power is directed to learner education through teachers. The focus is on how to encourage leaders and the effect of encouragement instead of the impact process itself (Bush, 2011, p. 17). The function of instructional leadership is suitable for both teachers and the principals of schools. Teachers are the front-runners once they influence learner education and subsidise to school progress (Huber, 2010, p. 93).

Understandably, the term instructional leadership theory is back-dated from the 1970s (Barber, 2011). The theory advocates the change focus from principals as manager or administrators to instructional or academic leaders. Moreover some scholars argued that instructional leadership is very important on learners' performance in the grade 12 final examination (Barber, 2011). On the other hand, Hassenpflup (2013) debates that instructional leadership begins before the principal evaluation process. As a consequence of Hassenpflup

argument, the proposal was that the instructional leadership application should be considered at the principal selection process when recruiting principals to ensure that suitable candidates are chosen for principal-ship posts filled by qualified and able instructional leadership (Hassenpflup, 2013).

Interestingly, Heaven & Bourne (2016) emphasise that scholars argue that for quality school and learners' achievement, leaders have an influence on how to improve quality education in schools. Above all, the schools need to develop effective leaders who are able to improve the teaching and learning. This is because to some extent poor performance in schools is aligned to poor leadership whilst ignoring the significance of developing instructional delivery approaches in schools. For some time, it is observed that teachers are discontent with the type of leadership shown by their principals especially in secondary schools. In the same way, principals hold accountability to improve learners' performance in their schools through leadership practice. All in all, the success and failure of the school is always blamed or praised to principal responsible for such school. Hence, if the school is performing well in terms of teaching and learning, the credit may be given to the principal who implemented aspects of instructional leadership and is in charge of the management of that particular school.

Masuku (2011) contends that instructional leadership has become an increasingly important aspect of reforming and improving schools. Equally Masuku illustrates that instructional leadership constitutes the business of a school head in Zimbabwe and school leaders in Namibia are not exceptions, hence the importance of this study is to investigate the principals' leadership roles on teaching and learning cannot be ignored. Masuku further made the recommendations in his study titled *"instructional leadership role of high school head in creating a culture of teaching and learning in Zimbabwe"*; that for teachers to give their best

in classroom for ultimate benefit of learners, there is a need to ensure good quality of working life for teachers. In addition Masuku expresses that there is a need to ensure that learners' attitudes towards education is improved by creating opportunities for their employment and further education when they graduate successfully from high schools. Indeed, when they see possibilities for enjoying future benefits from education, learners tend to value education. What is more for schools to be able to afford to procure the basic instructional resources is that there is a need for the central government, local authorities, parents and members of the community to join hands and increase financial resources to high schools. In fact to address teachers' weaknesses, there is a need for high school leaders, as instructional leaders, to take major responsibility for in-service training of their teachers, through regular lesson observations and organisational workshops. Equally to ensure that there is quality provision of education to learners; parents have to be made aware of the importance of teachers and their obligation to participate actively in their children's education.

Interestingly, Clark, Martorell & Rockoff (2009) find little evidence of any relationship between school performance and principal education. On the contrary, Clark et al., discover some evidence that experience as an assistant principal in their current school is associated with higher performance of schools led by inexperienced principals. In fact schools that are led by experienced principals perform better. For that reason Clark et al., recommend that the findings of positive experience effects accords with common sense; workers performing most tasks will become more productive with experience on the task, especially when the task is as demanding as running a school. Certainly that may have some policy implications such as alerts district administrator to the potential costs of having experienced principals leave their jobs or equivalently inform them of the benefit associated with retaining experienced principals.

Shaker, Glanz & Gross (2017) also confess that facilitating the improvement of teaching and learning is deemed to be the work of school principals as instructional leaders. In particular, learners' academic success depends on the actions taken by principal as instructional leader to improve teaching and learning. As a consequence, principal use different approaches to connect instructional leadership practices to meet their schools' objectives focusing on five spheres: building and sustaining a school vision that instates clear learning objectives and bring in school-wide and even community-wide assurance to these objectives. Sharing leadership by evolving and including the expertise of leading teachers to improve school effectiveness. Also leading a learning community providing meaningful staff development; collecting information for use in instructional decision-making and then overseeing curriculum and instruction by spending time in classrooms in order to effectively encourage curriculum implementation and quality of teaching and learning. Therefore this theory is appropriate for this study because it looks at teaching and learning and how instructional methods are carried out to make sure there is improvement in academic success.

Studies propose that instructional leadership began in the early 1980s and from then research on effective schools also followed. This body of research explores and identify strong, directive leadership focused on curriculum and instruction from the principal as a characteristic of elementary schools that is effective at teaching children in poor urban communities (Hallinger, 2010). Furthermore, Hallinger observes that the model becomes widely used in most developed nations. Later challenges emerged in North America when scholars promoted terms such as shared leadership, teacher leadership, distributed leadership, and transformational leadership. Consequently, the promotion of the model led to debates that instructional leadership model focused too much on the principal as the centre of expertise power and authority. For that reason, scholars confirm that skilful leadership of school

principals are the contributing factors when it comes to explaining successful change, school improvement and school effectiveness.

2.2 Different leadership styles

There are growing claims that leadership styles are the approaches used to motivate followers. Actually, leadership is not a “one size fits all” occurrence. However, it is asserted that leadership styles should be selected and adapted to fit organisations, situations, groups, and individuals. It is therefore utmost important to hold an in-depth understanding of the diverse styles as such understanding increases the tools available to lead effectively ((Amanchukwu, Stanley & Ololube, 2015).

Many scholars have discussed the concept leadership and leadership styles and confirms that an effective leader influences followers in an anticipated manner to achieve desired goals Nanjundeswaraswamy & Swamy (2014). Actually, it is hypothesised that different leadership styles may affect organisational effectiveness or performance. The study finds out that organisational performance is influenced by a competitive and innovative culture. Equally, organisational culture is influenced by leadership styles and accordingly, leadership styles affect organisational performance.

Indeed, Nanjundeswaraswamy & Swamy (2014) define leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to achieve organisational goals. Furthermore, leadership can be described as someone who delegates or influences others to act so as to carry out explicit goals. Moreover, the study claims that current organisations need effective leaders who understand the densities of the fast changing global environment.

Hussain (2014) also concedes that it is imperative to differentiate between leadership style and behaviour, whereby style refers to something that characterises a specific person during different situations, and this appears to be the concern of many 21st century researchers to prove. Also, leadership style is the method in which the leaders thoughtfully apply the process of convincing and recruiting people for specific goals and retaining them throughout all the tasks until the goals are accomplished. Consequently, leadership styles affect the ability of the school to cope with changes happening around it and on its level of effectiveness, teacher satisfaction both directly and indirectly through their insights of their role, the nature of thought and types of coping and teachers' feeling regarding the extent of independence they feel in their work. Finally, studies infer leadership style as the active process determined by the leader's approach. In fact, there is no difference in leadership style and the active process determined by the leader's approach. In fact, there is no difference in leadership style in educational organisation from other organisations.

2.2.1 Influential leadership

Influential leadership style holds characteristics and behaviours that facilitate organisational change. In addition, it is assumed that principals who are influential leaders are able to identify and articulate a school vision, motivate others through example, support a culture of intellectual stimulation, and provide support and development to the individual staff members. While this claim has been made in England, it can differ in other countries. This is so, because the study conducted by Shartzet indicates that school principals who display influential leadership have linked with good results such as improvements in school environment, teacher and staff relations and learners' academic success. Then, he concludes that influential leadership style has strong direct effects on teachers' motivation and the

school environment, whereas he could not explain the discrepancy in learners' achievement gains on the national examinations.

On the other hand, James (2004) stated challenges that have direct effect on principal influential leadership style on learners' results, like identification and participation is either negligible or statistically non-significant. Moreover, the study explains that the effect of principal influential leadership on school effectiveness appears only through principal actions such as providing clear school mission and enhancing pupils' learning by grouping practices that influencing the school's learning environment. Therefore, the share that principal conduct has stronger relations to outcomes related with staff, such as job satisfaction, than learner outcomes has spontaneous petition.

Chuang & Lin (2014) argue that different mechanisms are used by influential leaders to promote motivation, morale and performance of the followers. To add on, Chuang & Lin further state that connecting the followers' sense of identity and self to the project and the collective identity of the organisation, are viewed as being a role model for followers that inspire them and make them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance. These are some of the examples which influential leaders use to motivate followers to improve their performance. The influential leadership concept was first presented by James McGregor Burns during the 1970s, who defines influential leadership as the process by which leaders and followers help each other to advance to higher level of morale and motivation.

Cruickshank (2017) emphasises that influential leadership aims at creating school culture and vision to promote the quality of teaching and learning, develop people and improve the organisation. In addition, Cruickshank restates that influential school principals have the ability to identify and share school vision, lead and inspire others by example as well as able to cultivate a culture of learning and encourage staff members to undertake professional development. Equally, influential leadership concentrates on four key areas, namely: inspirational motivation, idealised influence, individualised consideration and intellectual stimulation to positively influence the school environment, teachers' attitude and satisfaction (Cruickshank, 2017). On the contrary, Cruickshank argues that even though influential leadership strongly influences teachers, other studies resolved that the positive impacts have a much weaker influence on learners' achievement (Cruickshank, 2017).

Staratt (2004) also argues that to promote teaching and learning, educational leaders should be able to create and support the conditions that promote transformative teaching and learning in their schools. Furthermore Staratt postulates that the above stated can be achieved through three closely inter-related ethics which are presence, authenticity and responsibility. For that reason principals need to demonstrate the ethic of authenticity when they bring their deepest principles, beliefs, values and convictions to their work. Moreover Staratt emphasises that responsible educational leaders go beyond their obligations to minimise harm. In addition, they recognise that they are responsible for who they are and what they do and should do in a range of ways and to a range of other people and communities. Therefore, educational leaders pay close attention to the quality of teaching and learners' learning. Leaders like that encourage others to commit themselves to professional practices that are, by their nature, educative. As a consequence, they help create the conditions within which teachers and

learners take responsibility for the quality of their teaching and learning (Okinyi, Kwaba & Nyabuto, 2015).

Okinyi et al., (2015) consequently recommend that influential leaders challenge others to participate in the visionary activity of identifying in the curriculum, teaching and learning what is worthwhile, what is worth doing and preferred ways of doing and acting together. For the above act in mind, the key focus is on leading authentic learning and creating processes and conditions that encourage everyone in the school community to be effective learning resources for each other. In a nutshell, Okinyi et al., conclude that influential leaders should always encourage teachers to reflect on and share their feelings and thoughts in class as well as teachers and need to be holistically oriented, aware of their bodies, minds, and spirit in their learning process. Furthermore Okinyi et al., also conclude that teachers should cultivate awareness of alternate ways of learning and be able to establish an environment characterised by trust and care.

Actually, James (2004) postulates that, the work of staff and classroom instruction is more directly related to learners' learning and achievement than the work of a principal. This is because James speculates that teachers spend more time with learners than the principals who spend more with school staff trying to give direction and guidance, evaluating and providing necessary resources, observing and measuring job performance than with. James' study is solely based on USA cases, hence the need for this study to further investigate the principal leadership roles on teaching and learning. The application of leadership style is investable.

2.2.2 Accommodative leadership

Jwan & Kasaka (2017) emphasise that accommodative leadership in schools is viewed as a form of social living, where individuals live and conduct their affairs within a sense of belonging to a community exercising mutual care of its members. Furthermore, Jwan & Kasaka assert that accommodative school leadership mainly focuses on the cultivation of an environment that supports participation, sharing of ideas, honesty, openness, flexibility and compassion. Hence, school leadership should employ participatory approaches and ethics of social justice through structures that enable learners and teachers' views to be included in the decision-making process.

Ngubane (2005) also points out that school based decision-making requires quality leadership and participative management. Therefore, this can be achieved if school management boards are competent, have open communication, build on trust and honesty and a shared vision and values, collective responsibility, reflective professional inquiry and collaboration. Wanjiku (2016) also concedes with the notion of democratic leadership as he asserts that when norms and values of the school are formed by the teachers and learners, it makes a more cooperative working atmosphere and harness the considerable weight of learners' ideas as authoritative guidance which only provokes rebellion among the learners. In addition, learners know much about the issues affecting them than teachers in some instances. For example, areas where learners have expert knowledge which include: learners' welfare issues, discipline issues, access to extra-curricular activities, and their relations with each other. Consequently Wanjiku emphasises that learning to speak out on the issues of concern is an important educational experience and it helps in building confidence in the learners, therefore building a sense of self awareness. It is for that reason that Wanjiku recommends that learners should be allowed to articulate their issues, thus, developing their skills from a young age. Hence, it is very important that learners are provided with structured opportunities to explore actively on aspects, issues and events through school and community involvement. Wanjiku further

postulates that activities such as role play, case studies and critical discussions that are challenging and relevant to their education and growth can be used to facilitate this process. Therefore learners should be given the opportunity to learn from their bad decisions and mistakes.

This type of leadership style makes final decisions by also involving team members in the decision making process. In the same way, accommodative leadership encourage creativity, and team members are frequently much involved in projects and decisions. Accordingly, staffs tend to have high job satisfaction and are more productive because they are always involved. Besides, employee skills are developed through a democratic style. In general, group or staff members feel to be part of something larger and meaningful, hence, they feel motivated more than just monetary prize. Regardless, democratic leadership can abate in situations where speed or efficiency is needed. With regard to predicament, valuable time is wasted during get-together for contribution. Less experienced members may advice wrongly as they lack required expertise knowledge (Amanchukwu et al., 2015).

The accommodative system is often creating chances of learners to be involved in any efforts aimed at finding solutions to the problems and planning the classroom of the organisation. Moreover this practice makes easy flow of information to dispel rumours and also provides avenue of steady feedback mechanism. In addition, this type of a leader does not normally take arbitrary orders and decision as he/she regards the subject as a partner in progress. In fact he/she is always mindful and sensational to the needs and welfare of the staff and strives to motivate them (Okoroji, Anyanwu & Ukpere, 2014).

Importantly, the teacher with accommodative leadership style employs guidance in decision-making, especially those decisions affecting his/her class in giving paramount attention to

their feelings by sharing information and creating a conducive working relation in the classroom. To all intents and purposes in conflict management and resolution, an accommodative leader will always employ wide consultation, dialogue, persuasion and above all, compromise as veritable tools for achieving a stable and enduring tranquillity with the system. Therefore, an accommodative leader makes available his/her advice and suggestion to his/her class at all times (Okoroji, Anyanwu & Ukpere, 2014).

Okoroji et al. (2014) study finds that large numbers of teachers make prudent application of leadership styles in teaching and learning processes in every classroom environment. Hence, contributing immensely to learners' academic performance to some extent. Okoroji et al. (ibid) research reveals that the majority of secondary schools in Oweri North-Nigeria use a democratic leadership style more than other types of leadership styles. As a result, learners seem to be satisfied with democratic leadership because it gives them a sense of belonging and recognise their worth as people who can contribute to the success of the classroom. Okoroji et al. (2014) research study concludes that without the right application of leadership style in teaching and learning processes, there will be poor academic performance which has great impact in education system.

2.2.3 Permissive leadership

A permissive style is sought to be finest or the nastiest leadership style. Amanchukwu et al (2015) illustrates that permissive means "let it be", so if applied to leadership refers to leaders who allow people to be independent. In fact, leaders relinquish responsibilities and avoid making decisions, as a result staff members are having autonomy to do their work and set their own deadlines. Consequently, subordinates are given rights to take decisions of their own. For that reason, leaders afford teams with resources and advice, and if necessary, nevertheless do not get involved. As a consequence of that, permissive style can be operative

if leaders observe team members frequently and provide responses to ways observed. More importantly, permissive leadership permits followers to have more freedom that can lead to high job satisfaction and increased productivity. Of course, it can lead to destructive outcomes if members have poor time management and lack of skills and knowledge as well as fewer stimuli to do their work effectively. Therefore, this leadership style follows once supervision does not have enough control over their staff.

Dihnam (2007) also posited that permissive leaders are more responsive than demanding as they are ultimately having good peoples' skills and are often open and responsive to the needs and wishes of others. Equally permissive leaders value the input of others, planning and decision-making can take quite some time. In the same way permissive leaders tend to use direction and authority, and it may appear that permissive leaders may find it difficult to be decisive. As a consequence permissive leaders permit staff and learners a high degree of discretion and even indulgence but a lack of direction and accountability can prove counter productivity. For that reason the trust and freedom, permissive leaders extend to others can be exploited. Consequently the permissive leader may demonstrate a reluctance or incapacity to intervene or confront, leaving it to others to work out a solution. Hence Dihnam (2007) warned that small problems can become bigger under this leadership style. Because of that permissive style, leaders are undemanding and may make allowances for those who transgress or fail to deliver. Therefore schools that are led by permissive leaders may be characterised by organisational looseness and lack of clarity in the application of systems and procedures. As a result, Dihnam further asserted that there may be a lack of individual and collective responsibility resulting in a degree of disorder and even disobedience and chaos as people do as they wish.

On reflection, permissive leaders often use covert deals to obtain cooperation from others. In spite of that some self-directed teachers and groups of teachers will flourish under a control of permissive leadership, while others will drift through lack of direction and avoiding responsibilities. On the other hand schools led by permissive leaders can be happy and sociable places, and this may be at the expense of progress and achievement as the permissive leader tries to keep everyone on his side (Dihnam, 2007).

2.2.4 Uninvolved leadership

In general, uninvolved leadership is claimed to be an exciting form of transactional leadership, where leaders have comprehensive authority over staff. This is because of the emphasis that staff and team members have little opportunities to make suggestions, even if these are in the best interest of the team or organisation. What is more, autocratic leadership has incredibly efficient benefit as decisions are made quickly, and the work to implement those decisions can be done as quickly as it is decided. Nevertheless, in terms of disadvantages, most staff resent being dealt with in this way. Autocratic leadership is often best used in crises situation, when decisions must be made quickly and without rebellion ((Amanchukwu, Stanley & Ololube, 2015).

Okoroyi, Anyanwu & Ukpere (2014) emphasise that an autocratic leader is always in the centre of an organisation, production-oriented and efficiency-minded who gives firm directive, sets control and expects compliance from others. Furthermore, an autocratic leader makes decisions alone by his own authority and expects his/her followers to carry them out without questioning. Ultimately under autocratic leadership style, certain contributions originating from the subordinates which enhance the growth and overall development of the system once disregarded. Hence, he/she regards him/herself as the sole native agent in the

administration setup and considers his/her subordinates as passive receivers of the instructions, information and knowledge. This is why this leadership style is often characterised by nagging, distrust and suspension. Interestingly, they also describe autocratic leadership style as hardly being a teacher of all since it tends to let things get done. What is more is that a person may seem to be absent even when physically present. Indeed he/she has little or no effort to affect the situation.

Adeyemi & Bolarinwa (2013) postulate that uninvolved leadership occurs in a situation where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. Furthermore, uninvolved leaders direct group members on the way things should be done and issue orders without explanation which he/she expects should be obeyed whether or not the members or staff have initiative (Wanza, 2018). For that reason, Wanza, argues that principals who use this kind of leadership do not give room to participation in decision-making. As a result they make decisions, and are task-oriented as well as hard on workers, keen on schedules, and expect people to do what they are told without much engaging them. On the contrary, Wanza also asserts that uninvolved leadership can also be good as workers are compelled to work quickly for high production. Therefore, principals who employ uninvolved leadership style get high performance in their schools since there is close supervision of teachers and learners.

Moreover, deadlines may also be met at appropriate time. In addition, uninvolved leadership can hold another advantage for example when decisions need to be made quickly without consulting with a large group of people (Cherry, 2015). This is because some tasks require strong leadership in order to get things done quickly and efficiently.

Schlechty (2005) also professed that uninvolved leaders are low in both responsiveness and demandingness and practices leadership by neglection. Furthermore, Schlechty (2005) emphasised that this type of leadership makes little impact on the positive nature of the organisation, its performance and on its culture, especially, the culture of teaching and learning. In essence, uninvolved leader can be an effective administrator and may rationalise his/her lack of educational leadership through the piles of paper with which he/she deals. In contrast, the uninvolved leader may be overwhelmed by his/her situation. Overall under uninvolved leadership style staff members are left to their own devices with few demands made upon them and are receiving little direction or support. For that reason, positive and negative feedback and recognition tend to be lacking. Learners recognise such leaders as remote and uninvolved leaders tend to have a low profile in the community and wider profession. In fact standards and expectations from the uninvolved leaders are not clearly articulated and are possibly too low. The consequence of inconsistency and uncertainty can lead to confusion, conflict and poor organisational performance. As a consequence of that insufficient attention, direction may be given to key organisational functions such as planning, policies, recruitment and induction, systems, communication and evaluation. As a result, the values and norms of the organisation may be unclear. More specifically under uninvolved leadership regime, the organisation is likely to be more reactive, drifting and possibly sinking. Schlechty therefore postulated that balkanisation and group thinking can flourish in this leadership vacuum and sub-groups can push the organisation on course but this is difficult without support from the top. Schlechty further stressed that while good things can happen in individual classes and among teams of teachers, the school as an overall organisation is neither a true learning community nor getting close to reaching its potential, which is teaching and learning that can lead to improved academic results.

2.2.5 Transactional leadership

Thakur (2014) defines transactional leadership style as leadership that involves managing and helping organisations to achieve their current objectives efficiently, such as by linking job performance to valued rewards and ensuring that employees have the resources needed to get the job done. Next, Thankur, advocates that transactional style is based on rewards and punishment system whereas the leader uses rewards and punishments to motivate employees' performance, and to promote relationships with the employees.

Chuang & Lin (2014) concur with Thankur as they described transactional leadership style as the one that uses an exchange model whereby rewards is being given for good performance or positive outcomes. Alternatively, people with this leadership style may punish poor achievement or negative outcomes, while waiting for the problem to be corrected. What is more, transactional leadership is related to motivating the employees and make them do the works with the help of external motivators such as organisational rewards. Furthermore transactional leadership emphasises on the role of supervision, organising and group performance.

Khan (2017) emphasizes that transactional leadership mainly focuses on the leader-follower relationship and is usually used in education in the relationship between instructors and learners' conversely, learners are required to complete projects, assignments, or tests and if they perform well, they will be awarded good marks or the ability to pass. Hence this process may be an easy extension to the performance requirements in education institutions outside the classroom. Furthermore, Khan further postulates that transactional leadership provides followers a reward for achieving a set target.

On the contrary, transactional leadership is only motivating on a base level and fails to motivate individuals beyond the set goal; nor does it advance individual development. For that reason transactional leaders tend not to recognise or praise individuals' contributions beyond the goal that was set for the initial incentive, nor do they give an incentive for going beyond the achieved target. Therefore followers may become demotivated or may not strive for higher achievements because of the lack of praise for greater achievement by the transactional leader, which would be a disadvantage for educational institutions. Because transactional leaders focus solely on the reward and benefit systems and fail to adhere or change their approaches if followers be unable to achieve their targets Benjamin. For that reason, transactional leadership is not good and does not fit for application in this study as it does not address problems related to teaching and learning directly; for example motivating learners to perform well (Benjamin, 2016).

2.2.6 Instructional leadership

Sharon, Saar, Park, Marcotte, Hampshire, Martin, Brown & Martin (2015) state that instructional leadership focuses on a strong moral purpose emphasising on promoting deep learners' learning, professional inquiry, trusting relationships and looking for proof in action. In addition, Sharon et al., restates that great leaders call for attention to daily management tasks involved in the operations of an organisation, creating a safe and secure learning environment and effective interventions for learners in need, catching great teaching doing things right and supporting them with sincere gratitude and emotional intelligence. What is more is that, educational leadership should focus on the quality and practice that will have evident effect on school health and eventually improve learners' academic outcomes than just a spot on a hierarchical organisation chart.

To all intents and purposes, effective instructional leadership critically inspect the level of learner learning taking place in classrooms on a daily basis. In fact, instructional leaders must involve in regular learning walks to monitor if there is level of learners' learning taking place in the school. Indeed, effective instructional leaders seriously observe learners' learning data on continuous basis, both formative and summative. Moreover, instructional leaders cultivate the culture among staff by encouraging holistic approach to all learners by recognising equally their good performance and refrain from rewarding only individual classrooms (Brad, 2016).

To put it more clearly, Brad (2016) identified the following characteristics that make instructional leaders more effective:

- **A focus on relationships**

People should feel more supported by instructional leaders as the leader try by all means to vision that support others to move forward and when achieved, people should be appreciated. Likewise, instructional leaders should refrain from working in isolation, rather they must find out and empower existing and developing leaders in their school and view themselves as leaders of leaders, not just a leader of all.

- **Simplify and priorities**

Before introducing new approaches to the staff, effective instructional leaders studies the present approaches and practices to see if they can contribute to any improvement needed in the organisation as relating to creating improved learning outcomes for learners. For that reason, if all existing approaches bear good results and everyone understand them there shall be no need for any major changes within the organisation as it can lead to tragedy (Brad,

2016). Certainly, if current approaches are not working, changes are inevitable. For instance, one of the most critical summonses of any school system is the number of new ideas that have been allowed to be brought in even if they are not bringing any improvement to the school situation at hand. In consequence, to be an effective instructional leader, one must stand for something that brings positive change not just for everything.

- **Establish and sustain a clear vision for learning**

Instructional leaders must always provide clarity on any vision created in the school to enable teachers to have clear direction on how to follow it. To achieve such vision, teachers must also understand and be invested in how and why this vision will work. Equally, to enable the accomplishment of any set vision in the school, the details behind achieving such vision must be developed collectively between the instructional leader and his/her leadership team. This will ensure a shared accountability and ownership among staff for the work and increase the likelihood of success.

Similarly, Mathew (2015) confirms that the principal's role is deeply involved with setting the school's direction. Also, to make sure that the school continuously runs on clear, measurable, and time-based goals that result in the academic progress of learners. Instructional leaders should set up a mission dimension that enables the principal's role of creating co-operation with the staff. Again, principals are responsible for communicating goals, which should be widely known and followed in the whole school. It is true that the weakness of instructional leadership is meeting performance outcomes rather than goal development. This is because the emphasis is that goals should be set by the principal in collaboration with the staff to achieve effectiveness.

Ultimately instructional leaders are viewed as culture builders. In fact, Hallinger & Wang (2015) state that instructional leaders are sought to create an academic press that fosters high expectations and standards for learners, as well as for teachers. They concede with Bridges (1967), the founder of instructional leadership theory, earlier observation that instructional leaders were minority of principals who had managed to overcome the presses that push principals away from engagement in the curriculum, instruction and the classroom. Furthermore, Hallinger & Wang described instructional leadership theory as goal-oriented. For that reason, instructional even in the face of competing priorities, they are always able to define a clear direction and motivate others to join in achievement of a collective vision for the school. Hence, in instructionally effective schools, this direction focuses on the improvement of learners' learning outcomes. As a result instructional leaders are described as leading from a combination of both expertise and charisma (Hallinger & Wang, 2015). Instructional leaders use influence more than position power in motivating staff towards collective goals. Indeed, Hallinger & Wang described instructional leaders as hands-on leaders, hip-deep in curriculum and instruction. Furthermore instructional leaders do not shy away from working directly with teachers on the development of teaching and learning. This is why instructional leaders focus more on coordinating, controlling and supervising curriculum and instruction as well as monitoring progress towards desired outcomes.

Gunn (2018) also recommended that promoting the academic progress of learners, is the duty of instructional leaders to facilitate and improve such practice. On the other hand, principals in schools where at-risk learners are achieving practice, the skills and apply the knowledge of effective instructional leadership, improve teaching and learning. In fact these principals who embrace instructional leadership practice usually engage teachers, parents, learners and others to share in creating the vision of the schools. Actually, principals encourage teachers and parents as well as learners to join in the efforts of making that leader keep the vision in the

forefront by supporting teachers' instructional efforts and by guiding the use of data to evaluate the progress of the school. Gunn furthermore emphasised that principals become servants to their vision of success for all learners in their schools. As a result, principals convey this vision to teachers, learners and parents through their actions. This is because the interactions between teachers and learners are critical, how principals influence this aspect of the educational progress is important. It is for that reason that Gunn professed that principals participate in the instructional process through their discussions with teachers about instructional issues, their observations of classroom instruction and their interactions with teachers when examining learners' data.

Although there are points of convergence in principals' actions, Gunn (2018) restated that it is helpful to divide them into three categories, namely: instructional focus, instructional evaluation and monitoring of learners progress. Indeed, instructional focus behaviours demonstrated by effective principals include support of teachers' instructional methods and their modifications to the approach or materials to meet learners' needs, allocation of resources and materials, and frequent visits to classrooms. Next instructional evaluative actions of principals include making frequent visits to classrooms as well as soliciting and providing feedback on instructional methods and materials. Gunn further stressed that principals who use instructional evaluative actions include data to focus attention on ways to improve curriculum and instructional approaches and to determine staff development activities that strengthen teachers' instructional skills. All in all, when monitoring progress, effective principals focus on learners' academic results by leading school members to analyse learners' data, to evaluate curriculum and instructional approaches and to determine appropriate staff development activities.

2.2.7 Servant leadership

Stewart (2017) asserts that servant leader is one who puts aside the traditionally authoritative style and approach. Furthermore, the leader should be able to build strength in an organisation by encouraging collaboration, trust, foresight, listening and the ethical use of power and empowerment. On reflection, the notion of servant leadership has been used over centuries. The ancient Chinese pot philosopher Lao-Tsu as cited in Stewart (2017) clarifies that, for one to govern the people, he/she must speak to them humbly. In fact he/she must learn how to follow them. For Lao-Tsu's argument, the idea of servant leader is one who serves the needs of others first, strengthening their abilities and giving credit to others. For that reason, the leader who is the principal in the school must be able to help teachers to improve their teaching skills by assisting them and giving teachers necessary support, for example by providing enough teaching and learning materials. Next, the leader should give credits to the teachers who do their work best.

What is more, Stewart (2017) explains that servant leader is a servant first, whereas many people focus on being a leader first, driven by a need for power or possession of material goods. Spears (2010) also concur with Stewart as he identifies the following ten characteristics of servant leaders; listening, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people, and building community. In a nutshell, Spears suggests that leaders who aspire to be servant first must focus on listening to others. It is true that leaders tend to be admired for great communication and decision-making skills, Spears comments that true servant leaders should make a deep commitment to listening intently to others. Indeed, servant leaders learn to listen to what others are saying, but have also mastered the art of hearing what is being left unsaid.

Stewart (2017) in his article also emphasises that servant leaders are able to imagine what is likely to be in another person's situation, and strive to understand and appreciate where someone is coming from, even if their perspective is different. On the other hand Spears (2010) states that as a leader it is important to consider the idea of self-aware as this enables one to look inward, consider one's own emotions and behaviours, and think carefully about how they may affect others. In essence, this allows the leaders to acknowledge their own weakness as well as their strengths.

Significantly, the power of persuasion is another important character the servant leaders should employ. Instead of expecting compliance from subordinates simply by virtue of a position at the top, servant leaders seek to persuade others in order to build consensus (Spears, 2010). What is more, servant leaders must be able to build what is referred to as expert power. More importantly, expert power is the influence that comes from the perception that a leader is an expert in a specific area. Ultimately when people perceive a leader as an expert, they are more likely to listen to him/her when he/she wants to persuade or inspire them (Stewart, 2017).

Stewart (2017) in his article titled "*importance of servant leadership in schools*" finds that a positive school climate which will support greater student achievement, research has shown that there is a significant positive correlation between teachers' job satisfaction and the degree to which they perceive their principals exhibit the qualities of servant leaders. Yusuf (2009) also concedes the notion that servant leaders become popularly used by Greenleaf (1997). Like-wise servant leadership begins with the natural feeling that one wants to serve, to serve first and then learn to head as a servant. In the same manner, servant leadership puts primary emphasis on the needs and desires of the followers before the needs of the leader and emphasises personal development and empowerment of followers (Yusuf, 2009).

Consequently, servant leaders are not initially motivated to be leaders, but assume their positions in response to the need for group success. Therefore servant leadership is defined by Yusuf as an attitude of leading others from the perspective of placing the organisational purpose, the needs of the organisation, and the needs of people over the needs and desire of the leader.

What is more is that, the principal as a servant leader can set the stage for the development of self-efficacy in followers through three main forms of influence: mastery experiences, vicarious experiences and verbal persuasion. Indeed, placing a mastery experience, the role of the servant leader would be to establish a vision of the teacher's role in the school and show trust in the teacher or provide the teacher with a chance to earn trust, and empowerment of teachers (Yusuf, 2009). Equally, modelling is crucial to servant leadership, and it reinforces the leader's verbal commitment to serving the followers. Certainly, when the principal modelled appropriate behaviour and provided rewards are contingent on performance, teachers' self-efficacy tends to be higher. As a consequence of verbal persuasion may entail specific performance feedback from a supervisor or colleague or it may involve the general chatter in the teachers' lounge or in the media about the ability of teachers to influence learners. Hence when a servant leader helps a teacher to improve self-efficacy through verbal persuasion, teachers seem to strengthen their beliefs on the capabilities they have to achieve their task which is teaching (Yusuf, 2009). Therefore, the principal as a servant leader ensures teachers' participation in decisions that affect their lives at work, because servant leadership suggests collaboration between leader and followers. For that reason, teachers who perceive they have a greater impact in decision-making always have a stronger self-efficacy. As a result, principals who exhibit behaviours of servant leadership might contribute to increasing teachers' self-efficacy.

Nevertheless Yusuf (2009) urges that servant leadership can also be bad as it seems unrealistic, encouraging positivity, not working in every content or sometimes serving the wrong cause and being associated with the negotiation connotation of the term servant which means slave. Again, servant leadership model is not distinct leadership approach as it is comprised in transformational leadership. Servant leadership is different from transformational leadership in two ways: first, servant leadership requires the leader to become responsible for more than simply achieving organisational goals. Second, servant leadership gives directionality to the moral dimensions. Of course transformational leaders as stated above are primarily focused on the organisation, with the followers' development and empowerment being secondary to the accomplishment of organisational objectives. Conversely, a servant leader is one who focuses on his/her followers, and one who is servant first. Equally, servant leaders would be more focused on the emotional welfare of followers than transformational leaders.

In his study Yusuf (2009) concludes that meeting the needs of employees to improve work performance has been an aspect of leadership. Hence, understanding servant leadership may contribute to improving teachers' job satisfaction due to its characteristics such as developing, supporting, helping and providing service to employees. For that reason, Yusuf further recommends that school principals should aim to be servant leaders in order to improve teachers' job satisfaction. This is because job satisfaction contributes to ensuring the effective work of employees by improving job satisfaction. On the other hand, job dissatisfaction causes negative situations in organisations and individuals such as resignation, irregular work attendance, disappointment, outbursts and a decrease in performance. Therefore, school principals should make an effort to improve teachers' job satisfaction so that teachers endeavour to provide effective education in class and facilitate learners' acquisition of targeted behaviours, and thus to ensure that teachers carry out educational activities more

effectively and thereby improving intrinsic job satisfaction. In addition, principals may improve teachers' job satisfaction through allowing teachers to take part in decision-making, giving autonomy, respecting them, creating a trustable environment and esteeming teachers. Certainly, it can be observed that the features that improve teachers' job satisfaction are consistent with the factors of servant leadership. For that reason, it can be said that school principals should be servant leaders to improve job satisfaction, which in turn contributes to effective work of teachers.

Accordingly, schools are intensely human institutions because the ones providing educational services and benefiting from them are also human (learners). Because of that, principals and teachers have a very important function in school effectiveness. Since teachers face learners who benefit from educational services more often, and they are the dominant planners and executors of in-class educational activities, high job satisfaction can be considered important in that it provides ambitious and enthusiastic effort to attain school objectives and increase in work performance (Yusuf, 2009).

2.2.8 Transformational leadership

Lin & Chuang (2014) describe transformational leadership as the leadership that enhances the motivation, morale, and performance of followers through a variety of mechanisms. Equally, it includes connecting the followers' sense of identity and self to the project and the collective identity of the organisation. Furthermore, transformational leaders are role model for their followers and this leads to inspiring the followers and makes them interested as well as challenging followers to take greater ownership for their work; also understanding the strengths and weakness of followers, so that the leader can align followers with tasks that enhance their performance (Lin & Chuang, 2014).

Arokiasamy, Abdullah, Mohammad & Ismail (2016) postulate that transformational leadership focuses more on change and inspires followers to commit to shared vision and goals for an organization; challenging followers to be innovative problem solvers and also developing followers' leadership capacity and abilities through coaching, mentoring and provision of both challenge and support. Actually, to accomplish the above, transformational leaders employ four behavioral components namely individual consideration, intellectual stimulation, inspirational motivation and idealised influence. Arokiasamy et al (2016) clarify that intellectual stimulation is achieved when transformational leaders encourage innovation and creativity by questioning assumptions, reframing problems, and approaching old situations in new ways. Furthermore, to address problems and finding solutions, transformational leaders solicit new ideas and creative solutions to problems from followers. Also to instil inspirational motivation into the followers, transformational leaders demonstrate behaviours that inspire those around them by providing meaning and challenge to followers. Bass & Riggo (2006) illustrate that to demonstrate commitment to goals and shared vision; transformational leaders involve their followers by clearly communicating stated expectations the followers need to meet.

For transformational leaders to serve as role model to their followers, leaders need to demonstrate behaviours that allow them to show good exemplarily leaders. For instance, for followers to emulate their leaders, transformational leaders should be able to admire, respect and trust the followers then the followers tend to identify themselves with their leader. Transformational leaders can be counted on to do the right things as they always demonstrate high standards of ethical and moral conduct (Bass & Riggo, 2006).

Money (2017) also concurs with the above notion on transformational leadership as she claims that transforming approaches creates significant change in the life of people and

organisation. Transformational leaders help to redesign perceptions and values, and changes expectations and aspirations of followers. Thus Money (2017) concludes that for leaders to accomplish the group purpose there is long standing consensus in leadership theory that holds that leaders in all walks of life and all kinds of organisations, public and private need to depend on others. Therefore, the more willing principals are to spread leadership around, the better for teachers. For that reason, Money (2017) discovers that leadership requires the principal to accept and promote teachers competence by providing teachers with opportunities to lead.

2.3 Evaluation of leadership styles within school management

According to Warren (2015), there is a need for basic understanding of different leadership styles that vary from autocratic to democratic; from tight control to a more permissive approach. In order to effectively meet the organisational objectives, a strong organisation is able to use its employees to their best advantage and the process of leadership needed to utilise those talents effectively. Therefore, leaders with different approaches for different objectives at different times are needed and this can be where the problem with different leadership styles occurs.

An uninvolved style of leadership that keeps control at the top and makes decisions without consultation may be effective in times of crisis. On the contrary, a permissive leader obstructs little with their employees and lets their employees get on with it. This is prodigious where organisations have strong employees working on individual projects but despairing when decisions as a group need to be made or when a serious problem occurs, in this case if there is poor teaching and learning taking place and principal and teachers have to improve teaching and learning. Therefore, autocratic leadership style will not be the best style of leadership to use rather opts for democratic leadership style to involve everyone in the decision-making

process. Additionally, influential leaders have high emotional intelligence and integrity. They (influential leaders) are often humble and self-aware, recognising the importance of bringing the team with them on the excursion towards changes (Warren, 2015). Warren restates that this approach is done to motivate the team with a shared vision, utilising others' strengths and getting the best from other team members through good communication; high expectations and a high level of accountability. Lastly, Warren, emphasises that monitoring leadership performance, getting feedback from the workforce and revisiting an organisational change that fits the objectives on an on-going basis is crucial.

Cruickshank (2017) on the other hand, argues that influential leadership offers a more distributed or bottom-up approach. A good example of this difference would be instructional leaders managing and rewarding their staff as they work toward a predetermined objective, while influential leaders would involve their staff in the creation of a common vision, and inspire them to achieve it more independently. In the second place, instructional leaders prioritises making changes with core curriculum, while influential leaders use the shared vision that was created with their staff to support change and guide school reforms. This study focuses on the investigation of the principals' leadership roles on teaching and learning that would enable the researcher to find out the best leadership practices that promote teaching and learning in secondary schools in Namibia. Conversely, if school leaders focus more on their influence on improving the quality of teaching and learning in their schools, this could lead to influence on learners' academic results. Cruickshank furthermore postulates that the principals' leadership is a precarious factor in creating and maintaining an environment in which teachers could teach, learners can learn, and excellent results can occur. In essence, teacher quality is a key emphasis of instructional leadership; hence this theory fits in this study.

2.4 Principals' leadership influence on academic performance

With regards to school performance, Barber (2011) states that principals as instructional leaders are responsible in the promotion of excellent learner performance by belligerently promote their views how things should be done in school for example teaching and learning. For that reason Barber further asserts that the contributing factor to higher achieving schools is the quality of the principals' leadership which results in an orderly and efficient school climate with higher levels of cooperation from learners, the staff and parents. In particular there is good relationship between the instructional leadership behaviour of the principal and learners' achievement. In reality Barber justifies that instructional skills are part of the teachers' equipment, which need to be developed by the principal to ensure that teachers become more effective. What is more, principal should be able to talk and listen as well as know what he/she is doing. As a result, principal's role is to ensure that the primary reason of a school which is teaching and learning is carried out by assisting to establish, develop and maintain a teaching staff which will provide the possible chances for teaching and learning.

Barber (2011) furthermore contends that the emphasis of instructional leadership changed during 1990s from that of its inception during 1970s as new ideas of school based management and facilitative leadership come out. Therefore because of the growth of standards based accountability systems in the education systems of the world, instructional leadership in education become the main focus. For that reason, effective school leadership is deemed to be a key to both continuous improvement and system transformation. Hence Barber emphasises that transformation of the education system and ensuring uninterrupted improvement in the achievement of learners lies in the practice of effective school leadership. Also for school leadership to be effective, the principals must have the required skills to enable them to perform their work. On the other hand Bush (2011) challenges the above

postulates, that there is little evidence of principals and other school leaders being developed for central function not found to be conceptualising their role as leaders of learning. In fact Bush argues that principals need further leadership training skills from high institutions of learning to equip them with more knowledge and leadership capacity to enable principals to obtain necessary knowledge on how to run schools and improve academic performance (Bush, 2011).

Above all the principals' recruitment and appointment is done based on experiences or years the principals have been in teaching profession not on someone who is able to run the school. For that reason Bush (2011) argues that the current approaches and procedures followed in recruitment of principals in South Africa need to be changed. There is general trend of appointing people into principal-ship positions on the basis on their time spent in a particular school, number of years as a Head of Department (HOD) without establishing the person's leadership capacity. This is the same trend that is being practised in Namibia. Therefore without the necessary leadership skills, a principal may be unable to bring about effectiveness and improvement in the school, which are the prerequisites for learners' performance (Bush, 2011).

On the contrary Barber (2011) suggests that instructional leadership should involves setting clear goals, allocating resources for instruction, managing the curriculum, monitoring lesson plans; and evaluating teachers. Moreover it also involves actions that principal performs or delegates to others to growth in learners' learning. To all intents and purposes instructional leadership has the following elements that differentiate it from management and administration which includes prioritisation, a focus on alignment of the curriculum,

instruction and assessment standards; data analysis, a culture of continuous learning for adults, school culture and climate, variables related to instructional leadership (Barber, 2011).

Principals sometimes influence school-level factors such as resources, climate, instructional guidance, communication, and supervisor-teacher relationships for them to effectively contribute to classroom situations such as teacher discipline and teaching wellness. This is indirectly allowing the principals to influence teaching and learning. On the contrary, principals can also influence teaching and learning directly by doing regular classroom observations. They can also control the learners' work to reach out to learners to deliberate on their learning improvements and the difficulties encountered. They can openly give credit to individual success and summon those who fail. Equally, principals can offer help to those learners who need academic guidance (James & Muto, 2007).

It is believed that school management is one of the most important aspect of education and the most vital running a school effectively, only if implemented successfully. The study further states that the school principal is the driving force behind a successful school and therefore should possess great qualities to be able to utilize financial, human and material resources optimally, effectively and efficiently. Furthermore, in Namibia, the minimum requirement for appointment as a school principal is a three year bachelor's degree plus six years of teaching experience or a Basic Education teachers' diploma- BETD and seven years of teaching experience if one is just a BETD holder. In addition, teachers and principals in Namibia receive training and qualifications in different education systems, resulting in a variety of skills that may result in different management styles. Nonetheless, these may be harmonized by in-service training. It is also emphasised that school principals should hold qualifications appropriate to their positions (Shigwedha et al., 2017). Conversely, the Ministry of Education, Arts and Culture, together with stakeholders, place increasingly more emphasis on job

training to ensure that principals receive assistance with professional development. This was not the case during colonial times, as during colonial era, many teachers in Namibia had only primary education, whereas some had secondary and very few had tertiary education. These factors contributed much on the quality of education offered by then which was not good (Makuwa, 2004).

Other researchers emphasis that even if various forces might mediate the influence of school leadership on the learning of their learners, principals can influence the working conditions and motivations of their teachers, who in turn directly influence classroom practice and learners' learning. For this reason, instructional and influential leadership approaches intersection on aspects including school culture and teacher experiences, and consequently may both assist leaders in improving learners' academic results through their influence over above mentioned factors. Cruickshank concludes that, including staff in the development of a shared school vision may positively impact both school culture and teacher experience (Cruickshank, 2017).

The Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) report of 2007 finds that a number of principals had a low level of educational background, with 14% of principals having only primary education back ground and 34% of principals having a secondary education back ground. On a positive note, Shigwedha et al (2017) state that the situation is improving with time. The percentage number of principals with tertiary education back ground has increased from 33% in 2007 to 50.8% in 2013. This is a sign that most principals are now equipped with management and instructional leadership skills which will help them run their schools efficiently and effectively and eventual contributes to good teaching and learning (Shigwedha et al., 2017).

Some researchers disagree with the above approach as they think this is not doable especially in big schools like secondary schools. However, James & Muto (2007) concluded that principals can still do classroom observations and other instructional leadership tasks such as checking the learners' work and provision of academic guidance. This can only be possible if principals are equipped with thoroughly knowledge and skills.

Staff Development

Staff development in education has come to be viewed as indispensable if the goals of the organisation are to be realised and the need dispositions of the employees are to be met. According to studies from management consultants, the largest single factor driving job satisfaction is the opportunity for growth and career development. The staff development process in education has many facets as evidenced by the numerous terms in the literature that name the process. Such terms include professional growth, in-service education, continuing education, recurrent education, on-the-job staff training, human resources development, staff improvement, renewal, talent management, and other combinations of these terms. A principal needs a strong, effective staff to help get the job done. Hence he/she should make sure that teachers get in-service training to develop their skills. Establish goals to instruct train and educate your teachers and administrative staff so they are well equipped to meet learners' needs. Organise professional development programs, conduct teacher performance reviews and participate in classroom instruction and observation (Bathurst, 2007).

2.5 Effectiveness of principals' roles on school performance

The learners' external examination performance results can be used to determine the principals' effectiveness recommends (Muhammad, 2012). Again, Muhammad suggests that parents can differentiate the school's effectiveness in the way the learners behave at home, and analysing their performance at national examinations. It may be the case that community

will observe the school effectiveness by looking at the good moral behaviour of the learners. As a result, an effective school is one that promotes the progress of its learners in comprehensive of intellectual, social and emotional outcomes, taking in to account socio economic status, family back ground and prior learning. Muhammad defines effective principal whose learners' progress further than might be expected from consideration of its intake. For that reason, Muhammad emphasises that there are different school leadership of the purposeful leadership of the staff by the principal, the involvement of the heads of department , the involvement of other teachers, structural lessons, intellectually challenging teaching, work-centred environment, maximum communication between teachers and learners, efficient and accurate record keeping, parental and community involvement, positive climate, consistency among teachers, productive division of labour among teachers and good parental report. Therefore, those indicators analysed above can be shaped by good principal management, implementation of all policies, friendly learning environment and achievement.

In practice, the leadership styles of school leaders, such as principals, teachers and heads of department are important in making an effective academic performance of the school. In addition, for effective academic endeavours, programs, and performances principals should gather to create effective programs for academic excellence that is only possible if they have the ability to acquire effective leadership styles. Nevertheless, much research has been written on styles of leadership of school principals' but the influence of a principal on school effectiveness is still unclear. For that reason the need to add more information towards leadership styles used by principal in carrying out their work in this study (Muhammad, 2012).

Motivated quality teachers are said to be influenced by effective principals' ability to provide resources; developing school vision and goals and developmental of organisational structures

to support teaching and learning which eventually leads to better academic results and principal's ability to employ competent teaching staff (Hornig, Kalogrides & Loeb, 2010).

Furthermore, Knapp, Copland, Honig, Plecki & Portin (2010) also supported the notion that effective principal makes sure that academic success becomes the driver of instruction as the entire faculty adopts a school wide learning improvement agenda that focuses on goals for learners progress. The researchers conceded that to be effective instructional leaders, principals must spend more time in classrooms than in the office. Consequently, they proposed that principals should focus on curriculum and instruction and oversee the collection, analysis, and use of information to support learners' learning.

Thomas (2005, p. 7) in his book titled "*art of school leadership*" also argued that good leaders change organisation; greater leaders change people. He in addition advocated that people are at the centre of any organisation, especially a school, and it only through changing people, nurturing and challenging them, assisting them grow and develop, creating a culture in which they all learn will then make the organisation to succeed. In supporting his argument Thomas concludes that leaders increase a group's productivity by helping everyone within the team to become more effective. Moreover, it is recommended that greater leader helps everyone to improve regardless the task or goal at hand. Hence, leaders listens, understands, motivates and reinforces, and makes the tough decisions to make sure that work is done, in this case teaching and learning is taking place in schools.

Meador (2018) states that being a school principal is to be balanced between being rewarding and challenging. Meador further emphasises that it is not easy to be a principal as some may not be able to handle principal responsibilities. This is due to the fact that there are certain characteristics of highly effective principal that some people do not possess. Furthermore,

Meador restates that besides the obvious professional requirement needed to become a principal, there are several traits that good principals possess allowing them to their work successfully. Consequently, Meador finds that a highly effective principal will possess the following qualities:

- **Principal must exhibit leadership**

The principal is the instructional leader of their building. Equally, a good leader has to take responsibility for the success and failures of their school. A good leader puts the needs of others in front of their own. In addition, a good leader is always looking to improve their school and figures out how to make those improvements no matter how difficult the situation holds. Leadership defines how successful any school is. Therefore, a school without a leader will likely fail, and a principal who is not a leader will find themselves without a job quickly.

- **A principal must adapt at building relationships with people**

There is an emphasis that principal should be able to connect with each person that he/she deals with on a daily basis. In the same manner, he/she has to find common ground and earn their trust. This is because principals deal with many groups of people daily including their superintendent, teachers, support staff, parents, learners, and community members. Therefore, every group requires a different approach and individuals within a group are unique in their own way. Hence, the principal should be able to deal with different situations presented by these people and convince each person that he/she will do whatever he/she can make their situation better.

- **A principal must balance tough love with earned praise**

Principals should be able to set expectations high and hold those he/she is in charge of to the same standards. This means that there will be times when the principal will have to address

down people and likely hurt their feelings. This is part of the principal's job which is unfriendly but it is necessary if the principal wants to run an effective school. In the same way, the principal must offer praise when it fits. Consequently, he/she should not forget to tell teachers who are doing an amazing work that it is appreciated. Equally, learners who are doing very well in their areas of academics, leadership and citizenship should be recognised.

- **A principal must be fair and consistent**

It is advisable for principals to always keep consistence in dealing with learners' disciplinary cases and maintain fairness. Principals must keep records of repeated cases so that if decisions are made they are prepared to give direction when someone questions or disagrees with it.

- **A principal must be organised and prepared**

If the principal is well organised, he/she is always well prepared to face those daily challenges.

Basha (2015) finds that there is little chance of creating and sustaining high quality learning environment without a skilled and committed instructional leader to shape teaching and learning. Though other research indicated that principal is a key factor in the performance of the school, especially if that school enrolls a large number of low performing and/or poor minority learners. It appears that challenging schools are more likely to be led by less experienced and less effective principals whereas effective principals have a habit staying at challenging schools longer than ineffective principals. On the other hand effective principals usually transfer to less challenging schools within the district, not because of the learners, but because of working conditions. Therefore, it is alleged that for principals to be effective at improving low performing schools and increasing learners' academic outcomes, they need the training, skills and experience to focus on instructional leadership and increase teachers'

individual effectiveness, as well as the school's effectiveness as a whole. The notion of effective principal to support teaching and learning is extensively researched and many researchers have different expresses as discussed above. Similarly, Pont et al (2008) also acknowledges that school leadership responsibilities should be defined through an understanding of the practices most likely to improve teaching and learning. Indeed, a study by Pont et al (2008) finds four dimensions of school responsibilities that can help school leadership improve learner academic results such as supporting, evaluating, and developing teacher quality. School leaders have to be able to adapt the teaching programme to local needs, promote teamwork among teachers and engage in teaching monitoring, evaluation and professional development. Goal-setting, assessing and accountability are crucial and policy makers need to ensure that school leaders have discretion in setting strategic direction and optimise their capacity to develop school plans and goals and monitor progress, using data to improve practice. Strategic financial and human resources management; policy makers can enhance the financial management skills of school leadership teams by providing training to school leaders, establishing the role of a financial manager within the leadership team, or providing financial support services to school. Furthermore, school leaders should be able to influence teacher recruitment decisions to improve the matches between candidates and their school leaders. Collaborating with other schools; this new dimensions needs to be recognized as specific role for school leaders. It can bring benefits to school systems as a whole rather than just the learners of a single school. But beyond school leaders need to develop their skills to become involved in matters beyond their school leader's role.

Geoferey (2018) also conceded that highly effective principals build; and encourage others to build strong and effective relationships with individual members of staff as they work to enhance the quality of teaching and learning and learners' academic results. Furthermore effective principals understand the importance of establishing trust and of frank two-way

conversation in reflecting on current practices and finding ways to improve these. In fact highly effective principals are committed to creating and maintaining an inclusive school environment that is welcoming, fair and equitable and they place a highly priority on the health and well-being of all learners and staff, including themselves.

In general highly effective principals build mutually beneficial relationships with families, other schools, external organisations and the local community for the purposes of sharing experiences and expertise, enhancing opportunities for learners, and better meeting individual learning needs. In addition highly effective principals leads and promotes caring and cohesive school culture conducive to the pursuit of the school's mission. Next they work to create warm, purposeful and mutually supportive relationships between staff, parents, learners and members of the wider community. In the same manner the principals' interactions with others they model behaviours consistent with culture they are working to promote. Consequently these behaviours reflect high levels of trust, optimism, persistence, resilience, empathy and self-awareness. In other words the principal is a supportive presence in the school and is sensitive to what is happening and to the experiences of to others. Besides he/she interacts with learners and take an interest in their learning and well-being. And then principals also challenge staff behaviours when required, confront conflict productively and resolve issues proactively and promptly. In this case principal seeks regular responsiveness and eagerness to learn (Geoferey, 2018).

Geoffrey (2018) also justified that in pursuing improving teaching, learning and learners' academic outcomes, principals should work both directly and indirectly with individual members of staff. After all they should communicate openly, listen to and consider view points, and share professional knowledge and experience with others. Indeed principals work to understand the strengths, interests and personal circumstances of colleagues and use these

understandings to build robust relationships, influence practice and develop staff capacity. Equally Baumeyer (2018) also concurred with Geoferey as he emphasised that principal should maintain consistence with their commitment to seeing every learner learning and working toward their potential; in particular the principal promotes a school environment that is inclusive, welcoming and equitable. In this case principals collaboratively plan and implement initiatives to encourage and celebrate diversity and to ensure a culturally responsive and socially inclusive school. And then they also actively prioritise the health and well-being of learners and staff, including their own.

Certainly, the principal initiates and builds effective relationships with key stakeholders and outside agencies. He/she develops mutually beneficial relationships with other schools and professional associations, which sometimes include global partners and as well; actively supports staff in their development of productive relationships with parents and other stakeholders. Nevertheless, the effective principals lead and promote a positive culture based on harmonious relationships and mutual respect. Furthermore, Geoferey (2018) also postulated that the principals' interaction with others is tailor-made on ensuring that they model collegiality, reliability, fairness and commitment to support others. In essence Geoferey advocates that staff described effective principals as dedicated, approachable, sensitive and supportive. Moreover effective principals are readily accessible to staff, learners, parents and are regularly seen interacting with members of the school community. Equally, principals also take time to acknowledge and celebrate school, learners and teachers' success.

Geoferey (2018) also highlighted that an effective principal interacts with individual members of staff in relation to their day-to-day work, although this may be largely in the context of school processes such as performance management and staff professional development. In

this case as the principal interact with others, he/she becomes more welcoming and supportive and eventual develop, promote supportive effective teams as well as encouraging leadership at all levels in the school. Again principal tends to encourage events and opportunities to build relationships and team spirit. Moreover the principal is committed to maintaining an inclusive school environment in which all learners and staff feel welcome and valued and they communicate this commitment clearly and regularly. Accordingly principals work to ensure the effective integration of all learners and staff into the school community and act swiftly to address any signs of marginalisation or discrimination. In fact effective principals are committed to the health and well-being of all learners and staff.

Typically highly effective principals ensure that their objective of making best use of available school resources to create a coherent, focused and effective operating environment is understood throughout the school. To make sure everyone work with them, principals encourage and support this agenda. Geoferey also further holds that to the extent of possible given the size of the school, principals play a hands-on- role in planning, recruitment, development and deployment of the school's human resources, including by overseeing processes for selecting, inducting, coaching/mentoring and building the capacity of staff. Therefore highly effective principals act to ensure that the school's facilities and infrastructure , including technologies, are used to maximise benefit, and they look for ways to enhance and deploy these to improve teaching and learning. And then they ensure that time is used efficiently and effectively. This involves detailed forward planning, ensuring that deadlines are met, minimising time wasting activities and protecting quality time for teaching and learning. For that reason principal would also understand that an orderly school environment in which there is clarity about policies, processes, roles and responsibilities is a key to success and they work to clarify and improve these. As a result Geoferey concluded

that highly effective principals see the board/council, parent and community stakeholders as important resources in pursuit of the school's mission and prioritise the enhancement of these relationships and opportunities.

2.6 Factors affecting teaching and learning

The argument of learners' academic success has been long overdue. Many scholars attempted to find some of the hindering factors that contribute to learners' failure but they could not sometime reach consensus as there are many factors involved. Supporting family characteristics like socio-economic status, parents' educational level and home environment that can all have effects on learners' academic performance are emphasised. What is more, is that those uneducated parents will not be able to provide suitable environment that suits learners' academic progress. On the other hand, it is alleged that learners in public schools are from different backgrounds which makes it difficult to identify some of the contributing factors to their education success in Pakistan. Proper training, organisational planning and skills are needed to address the shortcomings of learners' academic success (Faroog, Chaudhry, Shafiq & Berhanu (2011). In contrast, Coelli & David (2011) emphasise that school leaders can also contribute to learners' performance through teachers supervision, and retention, introducing new curricula and teaching techniques as well as learners discipline and learner allocation to the teachers and classes. This attests that numerous factors exist that can influence learners' academic outcomes with reference on the above scholars.

Leadership style can also have influence on learners' academic outcomes. Consequently, Namukwambi (2011) in his study titled "*an investigation of instructional leadership in a Namibian rural school*" finds that school leadership and management can influence teaching and learning. Furthermore, the study finds that the factors are not only unique to one approach as the issues of indiscipline, poor time management, lack of teaching and learning materials

just to mention but a few are other contributing factors. Furthermore, Menon (2014) reveals that leadership style has direct effect on school, program and instruction. Indeed, great schools are built on the premise that learners' learning and success are central basis for each decision. Moreover, often in the busy daily activities in a school it is easy to fall back on what is most fitting. It may be the case that, it is easy for administrators and teachers to fall into a pattern of finding the easiest and fastest ways to do things. "Mediocre schools make decisions based on what is suitable for secretaries and administrators.

Great schools make decisions that maximise and guard instructional time (Healey, 2009, p. 31). Consequently, when things get hectic in a school it can be easy to defer to what has worked in the past or what is suitable to the leader. Healey further states that it is critical for leaders to make sensible effort to not operate under the notion of this is how it has been done in the past. Alternatively, they must strive to make decisions that are best for learner outcomes. In fact, learners embrace leaders who genuinely care about them and their education.

There are immense researches on the impact of leadership on learner achievement, school culture, and perceived job satisfaction of teachers that have been discovered. Equally, even if this may place additional pressure on administration claims, it also places pressure on school divisions to ensure that their leaders are selected appropriately and prepared for the challenges that are presented in school based leadership. To sum up, professional development opportunities should be offered for leaders to increase their knowledge and understanding of their role. Basically, it stresses that this could be done explicitly or through collaboration time with others. For that reason, leaders will feel supported and will be more willing to set out of their comfort zone and commit to continually improving their practice (Bradly, 2016). Moreover, there are limiting factors as Bradley's study finds that leaders will inherently

possess strengths in one leadership style. Next, an integrated model could pose a challenge to those whose personality does not fit within the framework of a particular style. Therefore, for an integrated model to be truly effective, it is not necessary to master each of the styles, but instead find the traits in each that fit each individual Bradley (2016). Consequently, Bradley concludes that because of management issues, leaders must make a genuine and authentic effort to put the needs of teachers and learners at the forefront of their daily chores. In the same manner, leaders need to take time to get to know their staff and show a genuine care and concern for them as people and professionals. Finally, it is important to put classroom instruction at pole position on a daily basis.

Kapur (2018) also highlighted numbers of factors that can affect teaching and learning which includes; attitudes. Most school learners are in the age range of between what is appropriate and what is not appropriate. For that reason goal-oriented learners usually possess positive feelings regarding their school experiences. Furthermore they hold the traits of discipline, diligence, and resourcefulness, are avoid readers and tend to devote less time towards recreation and leisure activities. Kapur, in addition postulates that it is important for learners to hold positive thinking in terms of their schools, teachers and academic subjects.

Ultimately school resources are another factor that influences learners' performance. Kapur further argues that it is important for principals to make sure that there is adequate provision of resources that can be utilized to enhance the academic performance of learners. For example the principals should make sure that there are adequate textbooks, notes books, learning materials, handouts, technology, library facilities and laboratory facilities which are also essential for science subjects. In addition leadership aspects are other issues of concern that may affect teaching and learning. In essence principals, teachers and administrative staff members of the school are bestowed the authority to implement the managerial functions of

planning, organising, controlling, and directing the activities within the schools. For instance principal has the right to consult others and seek ideas and suggestions from teachers and other staff members of the school.

Moreover the role of school leadership aspects in influencing the academic outcomes of the learners is based upon the administration and management of the school. So when there are proper rules, policies and management is put into practice in an appropriate manner, then there would be improvement in academic performance of the learners in the schools (Maina, 2010). According to Maina, skills and abilities of the teachers is another factor that can affect teaching and learning. Maina further postulates that teachers have an imperative role in influencing the academic performance of the learners. Teachers are given the authority to direct all the classroom activities and administer teaching and learning. Therefore it is important for teachers to acquire the traits of professionalism and conscientiousness. Furthermore teachers need to hold an approachable nature, listen and provide solutions to the problems experienced by the learners. Also teachers need to have adequate knowledge and information regarding the subjects that they are teaching, usage of technology, modern and innovative methods in the teaching and learning processes, managing discipline and directing all of the classroom activities as well as school activities and functions in a well organised manner. Consequently for effective development of learners, teachers should be able to enhance the academic performance.

Kudali (2016) also points out that classroom environment is another factor that can affect teaching and learning. Hence he asserts that teachers have the main job by making sure the completion of the subject syllabus is done. It is for that reason that it is important to ensure that classroom environment should be discipline and well –ordered. Moreover it is needed for teachers and the learners to implement the qualities of morality and ethics as well as

promoting mutual understanding, amiability and co-operation among the teachers and learners as well as among the fellow learners Kudali (2016). In a nutshell efficiency in management of the classroom, introduction of a well organised and efficient management of the lesson plans, instructional strategies, teaching and learning processes can leads to improvement of the academic results. Therefore when there is discipline and effective communications among the individuals, then it would help learners to learn better and improve their academic performance (Kudali, 2016).

Motivating and encouraging learners is deemed vital also by Srinivas and Venkatrishnan (2016) as they argue that when problems and difficulties are experienced by the learners, then they need to obtain assistance from others. Ultimately when learners are unable to achieve the desired grades, then instead of getting angry on learners, the teachers and parents need to make provision of help and assistance. In essence teachers should motivate the learners and encourage them to do well in the future. In fact teachers need to understand the learners' weakness and try to help them. In addition when learners find certain areas difficult to learn, then teachers should repeat the concepts, provide them class and homework assignments, so that they are able to acquire complete understanding of what was taught.

Time management is also one of the vital factor that need to be considered as it can also affect teaching and learning. Kapur argued that secondary schools' learners have a busy schedule, hence it is important for learners to generate awareness in terms of effective time management. Furthermore Kapur emphasised that researches have indicated that the normal schedule of the secondary school learners consist of school hours, then they need to spend some time in completion of homework assignments. Moreover they also get involved in some kind of extra-curricular activities and sports. Consequently when learners are playing and getting engaged in creative activities, not only help them concentrate better, but they are able

to stimulate their mind-sets. For that reason secondary school learners need to get engaged in extra-curricular activities and for this purpose, learners need to implement proper time management skills. Therefore it is essential for the learners to create a balance between all the tasks and activities as well as to be able to give more time to most important activities and less amount of time should be spent on less important activities.

Lastly teaching and learning methods is also a factor that needs consideration so that teaching and learning can be improved in schools. Teachers in schools are the ones that contribute an imperative part in promoting learning among the learners. Hence it is indispensable for teachers to ensure that teaching methods used should prove to be beneficial to the learners Kapur (2018). In a place of if learners are able to learn better through dictation of notes, and then teachers should provide notes. Contrary if learners are able to learn better through verbal explanation, then they should be taught through verbal explanation method. In addition within home situation, if learners are taking private tuition of certain academic subject such as, mathematics or science, their parents teach them, then too; it is important for the parents and tutors to make sure that effectual teaching and learning methods are implanted which may encourage learning among the learners and help them understand better (Kapur, 2018).

The above highlights fit with the purpose of this study as this study ultimately tries to investigate the principals' leadership roles on teaching and learning, and accordingly attempts to see if there are some leadership influences on teaching and learning at secondary schools Ohangwena region in Namibia. To all intents and purposes, the researcher tries to see if the study can bring about some solutions to principals' leadership roles on the academic improvement of learners at secondary schools in Ohangwena region and Namibia as a whole.

2.7 Principals' motivation on teachers to promote teaching and learning

According to Van Neikerk (2009) the motivational process is regarded as an important incentive for action. She furthermore emphasised that performance alone does not enable individual teachers to satisfy their needs, especially if they have insufficient skills. Moreover rewards or outcomes from the motivated activity either from external environment in the form of praise, promotion and/or financial rewards may enhance teachers work or performance. In addition Van Neikerk (2009) also asserts that collaboration, support, easy access to policies, procedures and resources, curriculum planning and professional development can all act as good examples of applications that motivate teachers to perform their work. Van Neikerk, on the contrary also asserts that outcomes can sometimes come from internal environment in the form of a positive feeling, gained self-esteem and /or a sense of achievement as a result of accomplished desired goal by the teacher. Acheck (2015) in her study about motivational strategies used by principals in the management of schools found that motivational strategies used by principals range from exhibiting positive leadership characteristics, being empathetic, supportive and compassionate to the needs and desires of teachers and leading through transformational leadership practices. Furthermore, the Acheck study's finds that there is positive correlation between motivation and effectiveness of the teaching and learning process. Consequently, Acheck concludes that teachers believe much in the use of financial or economic rewards in schools as motivational strategies. For that reason Acheck recommends that government should explore other means of upgrading the salary of secondary school teachers through either the increase of their allowances such as housing or family allowances.

Etomes & Molua (2018) also concede with the notion of teacher's motivation as they recommend in their study that motivation is an integral part of teachers' job performance, principals should employ motivational strategies that will meet the needs of teachers to improve on their performance. Furthermore, the study recommends that supervision of teachers should be based on improvement and not sanctions them. Moreover, principal should

clearly state their objectives of supervision and communicate it to the teachers to enable the principal gather relevant information during the process that may assist in improving the productivity of teachers. Therefore, communication is relevant for effective implementation of goals and objectives. For that reason, Etomes and Molua (2018) conclude that principals should put in effective communication procedures for teachers to have relevant and reliable information on time. Hence, the researcher of this study also try to investigate how the principals' leadership roles on teaching and learning at secondary school level can be enhanced; and principal's motivation to teachers can be one of those roles that can promote teaching and learning.

Van Neikerk (2009) emphasises in her study that leadership entails understanding and acknowledging the requirements and contributions of individual teachers to maximise their strengths and reduce their weakness for the benefit of the school. Hence Van Neikerk recommends that principals should know their teachers well enough in order to make appropriate decisions and demonstrate the correct relationship behaviour to address the individual requirements of teachers. For that reason, principals should have the ability to influence teachers positively about themselves, and also toward their teaching profession by focusing on the fundamental components inherent of quality relationships. Consequently with meaningful interactions between teachers and principals, teachers will feel appreciated and will be willing to perform optimally which will eventual leads to more effective teaching and learning practices. The duty of the principals in any school is to shape the school cultures according to particular school's situations, factors, resources and challenges. Therefore, it is very important that the principal creates and sustains an environment where teacher learning can flourish and continuous development can take place through the provision of necessary resources. In this case teachers' perception of the principal as a leader is also important that can eventual leads to great impact on school culture.

For the future success of the school should institutionalise and communicate a clear attainable vision of the school to all teachers to create direction of the school Clarke (2007). Furthermore, it is very important to have mission in various actions necessary to enhance and sustain effective teaching and learning. For that reason principals should involve teachers in vision-making process as by so doing; it will help to develop a shared vision, allowing teachers to make decisions and contribute to their knowledge; skills and positive attitudes resulting in ownership and active use of such a vision (Van Neikerk, 2009). On the same note Louis, Dretzke & Wahlstron (2010) postulate that school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. Admassie (2017) concurs with Louis et al. as he also emphasises that school principals have a crucial effect on the total climate of the school and motivation of teachers. Furthermore, he concludes that leadership behaviours, based on the type of behaviour the leader manifested, may have positive or negative association with teacher motivation. For that reason principals interact with teachers and learners as instructional mentors, while also being mindful that the school is physically and emotionally safe. Therefore having a process and procedure for creating a positive school climate is the work for principals to motivate teachers and learners (Spicer, 2016).

Spicer (2016) furthermore emphasises that a good principal is one who can shape a school climate so that the school can achieve its vision. Therefore principals who can build relationships with teachers and interact with all staff members hold the central elements for creating a positive school climate. School's climate is also said by studies to have direct influence to the learners' achievement in schools. It is for that reason most school leaders' top priority is placing the need to establish a positive school climate (Spicer, 2016).

Akerele (2007) and Anoloui (2000) report also emphasise that in order to maintain morale, and find ways to make each teacher more effective, principals need to gather input from his/her staff on a regular basis, not necessary need to know the detailed in and out of every teacher's job, but he/she can learn, help and guide his/her teachers to more efficient work habits by listening to their input and put their ideas to good use. For that reason principals can encourage effective productivity of their teachers by identifying their needs and trying to satisfy or meeting them through appropriate combination of financial and non-financial incentives help together in bringing motivation and zeal enhance productivity of teachers in the school system (Etomes & Molua, 2018).

Jan (2007) also recommended that principals can benefit from knowing which of their behaviours or attitudes are most valued by teachers. What is more principals should support teachers in matters of learners' discipline. In spite of that, there would be some implications of this disconnect and are troubling. As a result principal may work long hours as a motivator and team builder, provide many opportunities for professional development, have high standards, give teachers opportunities for shared decision-making, even give praise and acknowledgement, and still contend with teachers who remain dissatisfied in their jobs and who may consider leaving. In addition Jan in his study also acknowledged that teachers value more support in matters of discipline than just praise and acknowledging them. Furthermore Jan suggested that principals can motivate teachers by respecting and valuing them as well as encouraging teachers to improve as professionals in areas of teaching practice and professional development. Principals should hold consistent, high standards of learners' discipline and should have an open-door policy as well as respect and value teachers as professionals.

Bharti (2014) also argued that principal as an educational leader carries huge responsibility of the development of their education establishments as well as learners' learning in it. In fact they must actively be engaged with their teachers and help them in their day to day teaching. Bharti (2014) recommended that educational leaders can help their teachers through the following methods:

- **Observation**

Ultimately if somebody is a true educational leader, he/she must be there, where the action is taking place or where the teachers are for example in the classroom. Therefore only by observing teachers' style and method of teaching, as a principal will be able to judge the teachers capability, knowledge and of course lacking points. Then the principal would be able to encourage, assist and support teachers in sharpening their teaching skills (Bharti, 2014).

- **Visibility**

Many principals feel that excess visibility in the classroom makes a teacher very friendly with them which makes it more difficult in implementing rules and instructions. But contrary to this, traditional belief, teachers enjoy having principals by their sides. In fact it gives teachers a sense of security as they feel that someone is watching and guiding them in their work. Indeed regular visibility gives the learners a sense that the school leader is interested and involved in their learning.

- **Communication**

The other important component that can lead to teachers' motivation is communication that should be emphasised that effective communication is the best way to encourage and support teachers. Bharti also postulated that principal must be able to communicate his/her vision for

the learners well to each and every stakeholder. Equally he/she should host informal gathering time to time at his/her residence or restaurant, discuss how they handle learners, talk to them about the upcoming activity or event. In essence principal must ensure that each and every staff is present in such gathering, in case; if anyone is unavailable principal must ensure to communicate with them individually after.

- **Competition and recognition**

For instance hold completion time to time and recognise them for their extra efforts. To all intends and purpose, competitions like best classroom décor, best media usage in classroom, and recognising best teacher of year motivates and always inspire teachers to perform well. In fact principal must recognise teacher not just in school but also in front of learners' parents. This kind of act for sure will help encourage teachers to a large extends.

- **Professional development**

The principal as a school leader has duty to ensure teachers' growth (learning). Professional development and training is the best way to enhance skills and to learn about trends in the industry. Hence principals must always encourage teachers to attend workshops to help teachers understand new curriculum and innovative means to teach learners. Besides teachers can even clear their doubts through attending workshops on how to teach effectively, how to make best use of technology in the classroom and much more. Therefore such workshops enhance their confidence to a large extent, ultimately benefiting learners and the institution as a whole.

In general Bharti asserted that a teacher's greatest pride is to see his/her learners doing well in study and achieving great heights in the career, and it can be only possible when they teach them effectively, and of course who more than an educational leader can help teachers to

perform well. Therefore Bharti concluded that to have a happy and healthy school environment, principals should start encouraging, recognising and supporting the right teaching talent. Principals support teachers' instructional methods and their modifications of instructional approaches and materials.

Jan (2007) also suggested that principals assume a proactive role in supporting teachers' instructional efforts. Moreover principals communicate directly and frequently with teachers about instruction and learners' needs. For instance of frequent interaction with teachers is principals making a conscious effort to interact in a positive manner with every teacher on a daily basis. What is more effective principals consistently communicate that academic gains are a priority, hence principals interact directly with teachers on instructional issues. Bharti (2014) found that such principals are always flexible and supportive with teachers' efforts to adopt, modify, or adjust instructional approaches to meet the needs of learners. According to Bharti (2014), the following factors are mentioned and discussed:

- **Principals allocate resources and materials**

Teachers address learners' basic needs when they provide principals and paper to learners. Contrary principals provide a service to teachers' basic instructional needs by allocating resources and materials. In consequence when instructional leaders know what is happening in classrooms, they are better able and willing to provide resources and materials that support teachers' instructional efforts.

- **Principals frequently visit classrooms for instructional purposes**

Some practices of regular communication with parents promote attention to learners' progress. Equally when principals frequently visit classrooms, they provide attention to

teachers, efforts and progress in instructional matters. Furthermore, to gain knowledge of what is occurring in classrooms and the materials being used, effective principals frequently observe teachers' instructional methods (Bharti, 2014).

- **Principals solicit and provide feedback on instructional methods and techniques**

When principals interact with teachers about classroom efforts, they are monitoring with teachers about the instructional process just as teachers interact with learners about their progress. Hence such two way communication is critical in establishing a climate of collaboration Jan (2007). Next opportunities to interact with teachers on instructional issues increase as principals become a frequent visitor in the classroom. Bharti (2014) also supported the notion as he holds that analysis of teacher and principal interactions demonstrated that teachers in schools with improved learners' performance more frequently requested the principal's help on instructional matters than the teachers in low performing schools.

- **Principals use data to focus attention on improving the curriculum or instructional approach to maximise learner achievement**

Bharti (2014) confirmed that at-risk learners greatly benefit from using computer-based instruction programs that provide data-based feedback and maintain individual learner records of performance. In the same manner, when principals use data about trends in learners' performance to adjust the curriculum or instructional practices being used, instruction is maximised. As a result in schools where at-risk learners are achieving at high levels, principals structure time to evaluate and monitor learners' progress, and lead staff efforts in designing focused instructional approaches to meet the special and specific needs of learners.

Geoferey (2018) emphasised that principals who understand that a key to improved teaching is the implementation of practices that have been demonstrated through experience and

research to make measurable improvements to the quality of learners' learning. To in-still such cultural practice principals draw on this evidence and their own curriculum knowledge and teaching expertise to model and encourage the use of proven teaching strategies throughout the school so that the culture of teaching and learning is realised Geoferey (2018). Furthermore highly effective principals put in place school-wide processes to support teachers in their implementation of effective teaching. For that reason these processes include collaborative planning, mentoring arrangements, classroom observations and the provision of feedback on teaching effectiveness. Next principals share responsibility for improving teaching with other leaders in the school, build the capacity of others to guide and support more effective teaching, and work both directly and indirectly with individual classroom teachers. Ultimately they also encourage and support professional learning focused on improving teaching effectiveness. As a consequence principals work to create a professional learning culture by modelling ongoing learning themselves and by designing and participating in professional learning activities. In a nutshell they encourage and empower staff to work as teams to investigate ways to improve teaching, to reflect on current practices and to evaluate the impact of the changes they make.

2.8 Emotional intelligence and school leadership

Gray (2009) postulates that school leadership is widely researched by many academic scholars. Gray argues that scholars examined what school leaders are like, what they do, and how they behave in situational contexts. As a consequence, reading about school leadership theories leads to an increased understanding of its challenges, however how and why leaders exert a positive influence on their organisations remains to be a challenge. For that reason a member of leadership research have been focused on the cognitive abilities of leaders and gives almost no credence to the emotions and feelings bring to work each day Gray (2009). Consequently feelings have been characterized as obstacles to rational thought and behaviour. Hence Daniel Goleman (1990) as cited in Gray (2009) suggests that leaders' feeling play an important role in what they do and the decisions they make.

For all intents and purpose, principal's leadership skills in curriculum and instruction link teacher to learners' achievement. On the other hand management tasks such as making class schedules, monitoring attendance, and conducting personal evaluations continue to occupy much of a school leader's work day, performance measures and the nature of school leadership and learner's learning. In essence, curriculum, instruction and adequate yearly progress have become priorities in many countries educational school settings. Therefore, a difference of opinion about methods for improving learners' learning is inevitable, but an instructional leader with emotional intelligence is equipped to lead a department to common agreement without upsetting its members. That is emotional intelligence means having the ability to manage one's sensitive to the needs of other people (Gray, 2009).

Furthermore, Gray (2009) states that emotional intelligence does not only include peoples' emotions, but the moods and feelings people display during personal interactions. Certainly

emotional intelligence is the cornerstone of every decision a principal makes; solving problems and making judgement are part of a leader's system of values and beliefs. Hence recent research on leadership traits emphasises the importance of cognitive abilities over emotions and implies that feelings are obstacles to rational behaviour and logical decision making. On the contrary Nelson & Low (2003) argue that emotional intelligence gives the leaders a more constructive view that problems exist for a purpose and that they present an opportunity to actively participate in life. Thus many studies on emotional intelligence suggest that people's moods and feelings are connected to their thought processes and behaviour. For that reason Gray recommends that moods are generalized emotional states that are not usually linked to specific events or circumstances. On the other hand feelings are more intense than moods, demand leaders' immediate attention, and are likely to interrupt the leaders thinking as they influence their judgement, memory, creativity, and reasoning (Gray, 2009).

Gray (2009) explains that there are several misconceptions about emotional intelligence and its applications. Firstly, emotional intelligence does not mean that someone is pleasant all of the time. There are occasions when leaders have to be confrontational; emotional intelligence involve a heightened sensitivity to the needs of other people and is an innate skills upon which leaders can rely to deliver a difficult message effectively. Secondly, emotional intelligence does not mean a carefree expression of one's feelings. On the contrary, emotionally intelligence leaders learn to manage feelings and express them appropriately. Thirdly, emotional intelligence develops slowly during childhood; people learn more about it and gain the skills they need as they grow. As a result, emotional skills are not determined by genetics like cognitive intelligence but they are refined through repeated use. Interestingly, Gray argues that despite the above misconceptions, school leaders have always used emotional intelligence to make and enforce decisions affecting their organisations. Hence, a

leader's awareness of feelings and their intensity is integrated to both functions. Therefore, emotionally intelligent leaders manage their organisation's culture to reinforce important norms and values and inspire teachers and learners to achieve academic excellence. Emotional intelligence guides the leaders' planning for organisational success, assist in motivating teachers by recognising and rewarding work activities, generates enthusiasm and excitement among the staff, and helps to build a distinctive identity for their school. In addition, it stimulates creative thought, reduces stress, and leads to improved organisational morale which eventually leads to improvement in teaching and learning. Ultimately, principal's role in instructional leadership means working cooperatively with other people to improve learners' academic achievement. Therefore, a leader's capacity for social awareness, empathic behaviour, decision making, and the ability to exert a positive influence over others as stated earlier are pivotal skills in attaining those goals. Thus, George (2008) notes that emotionally intelligent leaders use an intuitive sense to understand their followers' emotions and instil in them an appreciation for the importance of their work. Usually, this skill is most useful when an organisation face challenges or opportunities that require mutual trust among its members. Hence, its relevance to school leadership is important because principals make decisions that affect the wellbeing of everyone in their learning communities.

Martinez (2017) concedes with Gray as she explains that development of leader's emotional intelligence (IQ) is widely accepted as essential to effective performance in the cooperate arena, but to educators, the concept emotional intelligence within school leaders is still something new. In fact, the development of social, emotional and cognitive skills has been called the link in school leader's preparation.

In their study Chen & Guo (2018) have recommended that Chinese school leader's accountability and performance demands have increased exponentially, along with new

approaches of doing their job. For that reason, their diverse tasks include managing staff, organizing budgets, handling conflicts and resilience, and providing strategic organisational focus along high stakes testing. Furthermore, Chen & Guo explain that studies have shown that doing the above tasks can be stressful and chronic stress can lead to feelings of burnout, affecting job performance, satisfaction, and the motivation to remain in the role of principal (Maxwell & Riley, 2017). On the contrary, the emotionally skilled leader who can identify emotions has a high awareness not only to their own feelings, but also those of their colleagues Chen & Guo (2018). Therefore, these leaders can express emotions accurately and identify false emotions. Hence, these leaders ultimately understand emotions and so can recognize and develop relationships that are needed to lead others through change. For that reason, Chen & Guo emphasize that instructional leader defines school mission through their competencies of self and others' emotion appraisal in their study.

Ultimately it is important for a leader to have the ability to facilitate thought through the appropriate use of emotions. In addition, this ability reflects an understanding of how emotions impact on thinking and decision making when managing instructional programs in an organisations such as schools. Furthermore, leaders also motivate through their use of emotions and can understand different perspectives to plan which kinds of instructional programs could promote a teacher learning and maximise learners' and teachers' full potential to achieve school effectiveness. Interestingly, a leader who understands emotions can recognise and develop relationships that are needed to lead their teachers to be successful through change. For that reason, the leader must be able to manage their emotions by handling the pressure and challenges that come with the leadership position, and the implementation of instructional programs, as well as acting in the best interest of effective outcomes (Chen & Guo, 2018).

Chen & Guo (2018) study finds that principals are perceived to develop a positive school climate without considering other's emotion appraisal, despite involving the other three competencies of emotional intelligence. George (2008) also support the Chen & Guo as he points that emotionally intelligent leaders use an intuitive sense to understand their followers' emotions and to instil in them an appreciation of the importance of their work. On that note, emotional intelligence skill is most useful when an organisation faces challenges or opportunities that require mutual trust among its members, for example poor performance in the school. In the same vein, Chen & Guo found that a school principal can use emotional intelligence skills to achieve teacher collaboration and commitment, in order to implement the mandated curriculum changes. As a consequence, emotional intelligence is fit to apply to school leadership because principals make decisions that affect the well-being of everyone in their teaching and learning environments (Chen & Guo, 2018).

On the different note, Chen & Guo (2018) also argue that school learning climate is more significant path to link principal leadership and classroom instruction than emotional intelligence. But Fullan's (2015) study finds connections between principals' emotional intelligence and school learning culture building, which does align with the academic results. Fullan's study indicates that a positive school learning climate might be a prerequisite for teachers to deliver promoting a learner-thinking teaching strategy.

Chen & Guo (2018) recommend that the abilities of emotion management are important to leadership performance, especially in times when school-leaders are facing rapid change in the school environment. Fullan (2015) supports the notion as he postulate that change is emotional in nature. Hence, in order to work with multitudes of people and facilitate the organisation progress, it is essential to understand how to engage in, prolong, and detach from emotional situations.

Consequently, embarking on different path of teaching and learning as may be viewed through different lens may cause a level of discomfort and anxiety in the changing situation. For that reason, leaders who are emotionally competent are able to understand and provide further help to others who are involved in these situations, through identifying barriers and locating effective solutions to achieve school goals (Chen & Guo, 2018).

Leadership behaviours which are flavoured by emotional competency inevitably contribute to teachers' educational beliefs and classroom practice in different perspectives, which can direct further efforts towards learners' learning outcomes Chen & Guo (2018). This is a reason Kupers & Weiber (2005) support the argument as they also emphasise that, emotionally intelligent school leaders are expected to be able to secure completion of school tasks, promote a school culture of vision and belief sharing in common action which in this case is teaching and learning. Hence, this eventual advance both teacher and school effectiveness through manoeuvring a set of emotions that they and their staff experience when interacting with educational change.

As a consequence, the outcomes can be achieved by accurate identification of emotions, whereby school leaders read situations involving emotion effectively and prepare appropriate responses (Herber, 2011; Maxwell & Riley, 2017).

2.9 Principal ways of building a school culture of teaching and learning

Gunn (2018) compared some ways on how the principals can build an awesome school culture such as:

It is advisable that every school community should have a unique mission statement that speaks to the beliefs, values, and aims of the learning community. Gunn (2018) in addition warned that it is not enough for a mission to live in a file folder or to sit unnoticed on a school web page. On the contrary a school mission's should be regularly revisited and reflected upon to ensure the school and its members are genuinely living the mission. Gunn further clarified that a vision is the school's goal; where principal hopes to see it in the future. While the mission provides an overview of the steps planned to achieve that future. Indeed a vision is concise and easy to recall, whereas a mission is lengthier and more explanatory in nature. Ultimately when the vision and mission are authentically embedded in a school's practice, and when learners, staff, and community members stay true to the shared mission, a school remains bound together by a common drive and is united in its success.

- **Embrace social-emotional learning for teachers and learners**

This is another approach to build culture of teaching and learning in schools. Gunn (2018) restated that school is no longer solely about the three R's. On the contrary the classroom has become a place that serves to support a learner's holistic growth, mind, body, and heart. Hence when schools embedded social-emotional learning (SEL) into their classrooms and curriculum, learners and staff learn to be mindful of emotions, challenges, stresses, and traumas and make room for academic learning. As a result Gunn revealed that extensive research shows SEL programs can promote academic achievement and positive social behaviour, and reduce conduct problems, substances abuse, and emotional distress.

- **Foster a culture of resilience**

Building a culture of resilience can begin in the leadership office. There upon Gunn (2018) emphasised that school principals and leaders are models for how to react and cope with stress, setbacks, and disputes. To adjust and proceed against school challenges, learners and staff look to the top for how to bounce back. Gunn therefore further described resilience as a personal quality that predisposes individuals to bounce back in the face of loss; in this case poor performance. In fact resilient leaders, however, do more than bounce back, they bounce forward. For that reason with speed and elegance, resilient leaders take action that responds to new and ever-changing realities, even as they maintain the essential operations of the organisations they lead. Gunn (ibid) also reminded that it is easy for negativity to breed in any organisation when things get tough. As a consequence a resilient leader can spread a can do attitude that permeates the larger school culture of teaching and learning.

- **Communicate well and often**

Gunn (2018) also highlighted that when a school leader ensures that learners, staff, and parents are not only informed but have an active voice in their school community, they build a culture of inclusivity, eliminating, and hostility this will lead to improved teaching and learning culture. In addition when school leaders communicate effectively, learners learn, parents and community members understand and support what the school is doing, and the process of teaching and learning moves forward. Contrary when educators fail to communicate fully, misinformation, misinterpretations, misunderstandings, and mixed messages can cause the systems wheels to spin or come off altogether. To sum up honestly, transparency, and taking advantage of the mighty collaborative muscle of a school community contributes to the creation of a powerful and strong culture of teaching and learning.

- **Recognise the awesome of his/her staff**

This is another factor to consider when principal needs to cultivate the culture of teaching and learning in his/her school. Gunn (2018) further postulated that everyone wants to do well. Besides school staff members work hard to ensure the best possible outcomes and experiences for their learners. Again a school leader who routinely recognises that a staff member's success is a feather in everyone's cap promotes the interconnectedness of the work. In fact collaborating people's contributions, efforts, and victories also make people feel appreciated and seen.

- **Recognise the awesome in his/her learners: positive behaviour interventions and supports**

Principals should make sure there are positive behaviour interventions and supports in school as this is a way for schools to encourage good behaviour with a focus on prevention rather than punishment. These interventions improve the social culture and behavioural climate of classrooms and schools which ultimately lead to enhanced academic performance. Gunn furthermore argued that when principals shift a schools' cultural focus away from punishment for non-compliance to focus on recognising and praising positive behaviours and successes, then schools move away from operating under a deficit model (Gunn, 2018).

- **Make school's brand and community members visible**

Gunn (2018) also alerted that the school culture should be seen and felt immediately once people walk into the school. Actually this could be with visuals like photographs of staff and learners, quotes that represent the school's beliefs about teaching and learning, learners' work on the walls, or even a mission statement clearly displayed. Again the principals should ensure to create the sense that a family lives and works in the space by making hallway and

classroom spaces visibly branded, warm, and engaging. For that reason Gunn (2018) argued that classrooms that are well organised, displayed learners' work, and feature flexible arrangements are likely to improve learners' academic outcomes. In essence when learners and staff members arrive at school, they should always feel a sense of pride, ownership, and community as those practices will improve the culture of teaching and learning.

2.10 Summary

In this chapter the researcher reviewed and discussed different literatures from different scholars who have also narrated about school leadership aspects. The researcher started with the theoretical frame work of this study and continued with different styles of leadership as well as the influence of the principal's leadership on academic performance. The effectiveness of principals' roles on school performance was another subject that was discussed in this chapter to broaden the understanding of the topic at hand. Furthermore the researcher looked at the factors affecting teaching and learning and continued with the principals' motivation on teachers and how this motivation influences or promote teaching and learning in schools. Lastly, the researcher narrated the issue of emotional intelligence and school leadership, whereby the researcher looked the connection between emotions of the school leaders and how it can influence work of the school leaders as well as of those under his/her leadership that may influence teaching and learning. The next chapter is about research methodology where the researcher outlined the research design, population of the study and samples involved as well as the research instruments that were used to collect data in this study. In addition the chapter also looked at the data collection procedures and how data were analysed in this study.

CHAPTER THREE: METHODOLOGIES

3.1 Introduction

In this chapter the researcher discussed the research design that is employed in this study as well as the population of the study. Furthermore the chapter is about the description of the data collection methods the researcher used and the how data in this study are analysed.

3.2 Research Design

The mixed method approach is used to understand how school leaders execute their daily tasks, and how they view their roles. Mixed approach furthermore, allows the chances of finding out different factors and relationship and possible causal link between many factors that show school performance and attempts of school ways to improve performance and how those factors can be connected with different leadership styles or practices (Pam, Ging, Day and James, 2011). “Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (Creswell, 2012, p. 16). Furthermore Creswell stresses that mixed method is used when both quantitative and qualitative data, are together to provide a better understanding than either type by itself. Equally mixed method is useful when one type of research qualitative or quantitative is not enough to address the research problem or answer the research questions. Therefore mixed method design is a procedure for collecting, analysing, and mixing both quantitative and qualitative research methods in a single study to understand a research problem (Creswell, 2012).

In this study, meaning is constructed when the researcher interacts with the school principals. “Quantitative method usually is interested in statistically data which is associated with numeric form” (Creswell, p. 19). A problem is quantified by generating numerical data which

eventually transformed into usable statistics using quantitative research method DeFranzo (2011). Quantitative approach is good fit for this study as it measures the relationships within measurable variables with an aim to explain, predict and control phenomena DeFranzo (2011). In this study the investigation of principals' leadership roles was measured against teaching and learning. This was done as the researcher compared the teachers' views in terms of percentage, who acknowledged (agreed) that they were given adequate support by their principals and who were disagreed to that notion.

The case study research design was employed in this study. Case study involves the study of more than one case to "investigate" a phenomenon, population, or general condition (Creswell 2012, p. 45). Interviews were used in this study to collect data from principals and the data collected through interviews were analysed in qualitative form using content thematic analysis method. This was done in order to explicitly elicit adequate information on how principals deal with the teaching and learning aspects at their respective schools. On the other hand data collected through questionnaires were analysed using descriptive and regression statistics. This allowed the researcher to make thoroughly analysis of how principals influenced teaching and learning at the targeted secondary schools by analysing the number of teachers who agreed that principals were supportive in terms of assisting teachers to execute teaching and learning against those who disagreed.

3.3 Population

Creswell (2012, p. 142) "refers population as a group of individuals who have the same characteristic". The population of this study is all secondary schools in the Ohangwena region; this included all 20 principals and about 300 teachers in the secondary schools in the Ohangwena region. For that reason, the population of this study included all teachers and principals in the twenty (20) secondary schools in the Ohangwena region.

3.3.1 Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population Creswell (2012, p. 142). In an ideal situation, the researcher needed to select a sample of individuals who were representative of the entire population. Thus this study sample consisted of 10 secondary schools from the defined population of this study. The researcher selected ten (10) principals from ten identified secondary schools using convenience sampling method. This method allowed the researcher to base the results on only targeted secondary schools in Ohangwena region and could not be generalised to the whole region. These schools were amongst those good performing, average performing and underperforming secondary schools. These schools includes three best performing schools in the region, five under performing schools and two average performing in the region. The selection was done based on the last 5 years Namibia Secondary School Certificate (NSSC) grade 12 results. Based on the statistics evidence of the Ohangwena region grade 12 NSSC results of the previous 5 years, the researcher was able to select and identify 10 secondary schools. The targeted teachers were all teachers from the identified secondary schools who were selected using stratified randomly sampling method in a sample of ten (10) from each identified secondary schools. This was done by writing all the teachers' names and put them in the box the first ten names drawn from the box formed the sample of teachers from the school. However not all of these targeted teachers were able to participate in this study as some refused to participate while others were on leave. This did not affect the study much as the number of teachers who participated were still enough to give required information.

3.3.2 Research instruments

Structured interviews guide and a questionnaire were the instruments used to collect data in this study. Structured interviews allowed the researcher to keep the focus on what was he sought to obtain from the interviewees and to avoid asking other unnecessary questions which may not allow fruitful obtaining of the required data. Kapur (2019) refers structured interviews as fixed format interview in which all questions are prepared before-hand and are put in the same order to each interviewee. Although it is true that this style lacks the free flow of a friendly conversation as in an unstructured interview, it provides the provision and reliability required in certain situations Kapur (2019). Interviews included open ended questions to allow the participants to give detailed information. Interviewing is useful as structure was followed to allow the researcher to take careful notes such as audiotaping of the interviews, which help to provide a detailed record of the interview Creswell (2012). In addition, Marshall (2016) also concurs with Creswell as he commends that interviews allow for more in depth data collection and comprehensive understanding. In fact body language and facial expressions are more clearly identified and understood as well as interviewer get chance to probe for explanation of responses. Also interview length can be considerably longer since the participants have a greater commitment to participate Marshall (2016). An interviewer does not need to be an expert on the subject as this can lead to bias and hinder the ability to analyse the data objectively. The interviewer only needs to have fair background information to hold intelligent conversation on the subject matter. The questionnaire is closed-ended and is based on the likert-scale. Debois (2019) defines questionnaires as an instrument for collecting data, which almost always involves asking a given subject to respond to a set of oral or written questions. On the other hand Bhat (2019) defines questionnaire as a research instrument that consists of prompts that aims to collect information from a respondent. For this study closed ended questions were used. This was

done in order to confine the teachers to answer specific questioned that were formulated to elicit information about how teachers were satisfied with the principals' instructional leadership role in assisting effective teaching and learning to take place in their schools.

Open-ended questions help to collect qualitative data in a questionnaire where the respondent can answer in a free form with little to no restrictions.

The following are advantages that make questionnaires ideal tool to collect data:

Questionnaires are inexpensive and are one of the most affordable ways to collect quantitative data. Certainly questionnaires are the efficient way to quickly collect massive amounts of information from a large number of people in a relatively short period of time. Questionnaires are practical as they can be targeted to groups the researcher has chosen and can be in the format that the researcher prefers either closed ended or open ended or multiple choices.

3.3.3 Procedure

The researcher used a pilot study in Khomas region to test for validity and reliability of the interview questions and questionnaire. Aloovi (2016) defines reliability as the probability that repeating a research procedure or method would produce identical or similar results. In addition it represents the degree of confidence that replicates the process would ensure consistency. Therefore to ensure reliability in this study a pilot study was done in three (3) schools with the same characteristics like the targeted schools. The purpose was to test if the instruments were able to give the expected information, the researcher was satisfied with the information obtained from the pilot study hence he went ahead to go and collect the data from the targeted schools. In general internal reliability of the instruments were measured using Cronbach's alpha to determine the internal consistency of the questionnaires. Permission was requested from the Director of Education for the Ohangwena region to conduct the study in

the region. Principals were asked permission to participate in the study by signing the consent letter before the interview was conducted with them while the researcher also asked permission from the teachers to participate in the study before giving them questionnaires to fill in. Each interview lasted approximately 30 minutes to one hour. The interview was conducted with principals whereas teachers were given the questionnaires to complete. The researcher aimed to take field notes on relevant issues that were to emerge which may contributed to the richness of the data collection; however no new issues emerged during interviews. The 100 targeted teachers were all randomly selected from the ten identified secondary schools which consisted of the performing schools, underperforming schools and average performing schools. Therefore data were collected from all the teachers and principals in the ten (10) different secondary schools.

3.3.4 Importance of data collection in empirical research

Vair (2018) emphasis that data collection is the systematic approach to gather and measure information from a variety of sources to get a complete and accurate picture of an area of interest. Interestingly, data collection is mostly done for research purposes; it helps in understanding the organisation precisely. In fact, data collection tasks are performed at any given location and needs accuracy for further studies. In addition data collection process is very important, because without it the researcher will not know if his/her hypothesis is collect. Also when the researcher cannot validate his/her hypothesis, he/she cannot deduce anything about the observation (Nair, 2018).

Ruchika (2014) also concur with Nair on the importance of data collection in an empirical research; that it helps in authentication of traditional research by carrying out experiments and observing. Furthermore, it improves understanding and reverting back to dynamic situations

by developing analytical and observation skills and assists in understanding the ways in which the difference in contexts results in difference in the outcome of research (Ruchika, 2014).

3.4 Data analysis

Content thematic data analysis was used in this study to analyse the interview data. The researcher developed codes to scrutinise meaning and provide descriptions through the creation of themes. The themes that were developed from this study were grouped and analysed for the purpose of getting detailed information about the topic under investigation in this study (Creswell, 2012). Maguire & Delahunt (2017) define thematic analysis as the process of identifying patterns or themes within qualitative data. For that reason the goal of a thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. In fact this is much more than simply summarising the data; a good thematic analysis interprets and makes sense of it. What is more a common pitfall is to use the main interview questions as the themes Clarke & Braun (2013). Basically this reflects the fact that the data will be summarised and organised, rather than just being analysed Maguire & Delahunt (2017). For this study, data from interviews were thoroughly analysed through descriptive manner which allowed the researcher to make detailed analysis of what was found. The data from the questionnaires were analysed using descriptive and regression statistics. Tables, graphs and charts were formed to analyse the data. This allowed the clear analysis of the outcome and good interpretation to give statistically data and reflection of what is being found about principals' leadership roles on influencing teaching and learning in the targeted schools. This was done as the researcher compared the percentage of the teachers who agreed and disagreed about the principals' support on effective teaching and learning at the targeted secondary schools and found the emerged outcomes as pointed out in the findings of this study.

3.5 Ethical considerations

An ethical clearance certificate was obtained from the University of Namibia's Research Ethics Committee. Informed consent was obtained from all participants by requesting them to sign the consent letter. This guaranteed the participants' right to confidentiality, and also assured them that they would withdraw from the study at any point and time if they so wished. The data collected will be kept and stored in the computer file for at least 5 years and will be protected with a pin code, and those questionnaires will be kept in the safe place, and thereafter destroyed by either burning or tearing.

3.6 Summary

This chapter looked at the research methodology used in this research as well as the research designed that was employed by the researcher to conduct this study. Furthermore, population and sample of the study as well as the data collection procedures were also discussed and the research instruments that were used by the research to collect the data for this study. The chapter in addition looked at the data analysis, ethical consideration aspects as well as the importance of the data collection in empirical research study. The next chapter discussed about data analysis and results as well as interpretation of those results.

CHAPTER FOUR: DATA ANALYSIS AND RESULTS

4.1 Introduction

In this chapter data are presented and analysed according to the instruments used to collect the data in this research. First data obtained from questionnaires were analysed in a quantitative form and then the data from the interviews were also analysed in quality form.

4.2 Data analysis and results from quantitative data

The results were presented according to the respondents who were involved in this study.

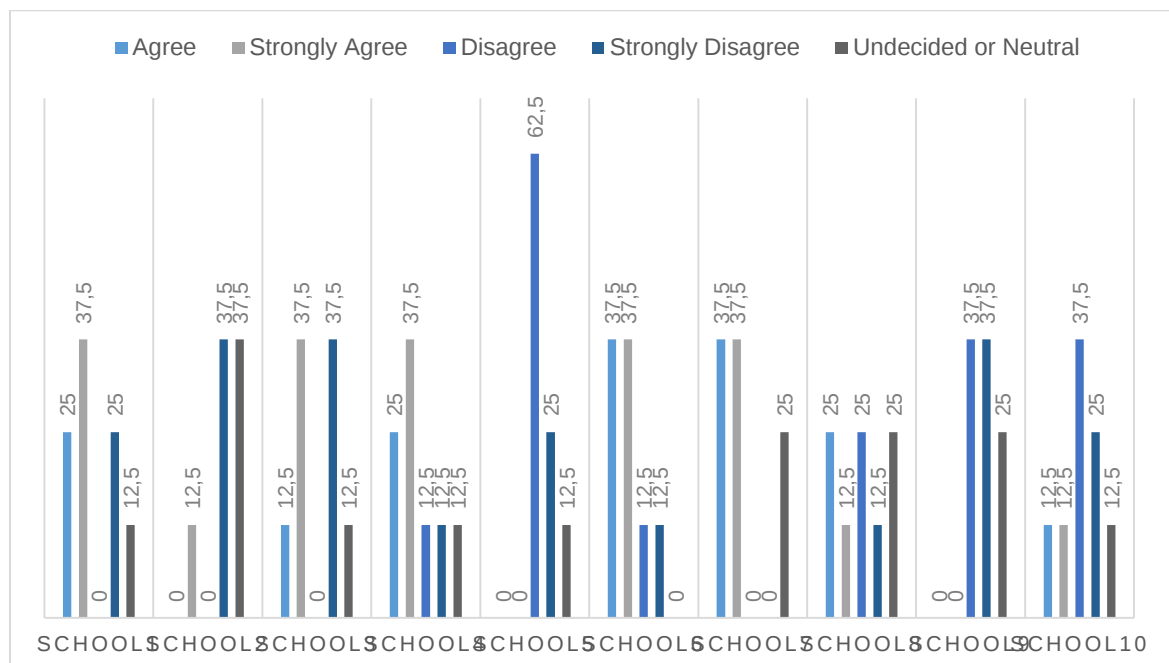
Although the target population was 100 teachers, only 80 teachers participated in this study because some teachers were on leave and some refused to participate in the study, therefore only 80 questionnaires were collected back from the teachers. The results of the data obtained from the questionnaires are presented first in quantitative form in this section; thereafter the results from the interviews were also analysed and interpreted in qualitative form. Ten (10) school principals were interviewed in this study and their results were presented and interpreted as shown below.

The table below shows the descriptive statistics of the study population. N denotes the total population (80 teachers who filled questionnaires). There were no missing cases reported within the data. Therefore the system missing and user missing = 0. The standard deviation measures dispersion of a dataset relative to its mean, there is a higher deviation within the dataset, the higher is the deviation and this will indicate a normal distribution within the dataset. The standard deviation is 4.8894 and the variance is 23.9062 this reflect a normal distribution. If Kurtosis value close to 0, then normal distribution is assumed. In the table the kurtosis value is 0.0223. This value is closer to 0 and therefore the researcher concludes that there is a normal distribution within the dataset. The skewness in the distribution comes as a result of a small sample size which is not the case.

N	Valid	80
	Missing	0
Mean		10.613
Median		10.600 ^a

Mode	9.0 ^b
Std. Deviation	4.8894
Variance	23.9062
Skewness	0.037
Std. Error of Skewness	.277
Kurtosis	0.0223
Std. Error of Kurtosis	.548
Range	9.0
Minimum	1.0
Maximum	10.0

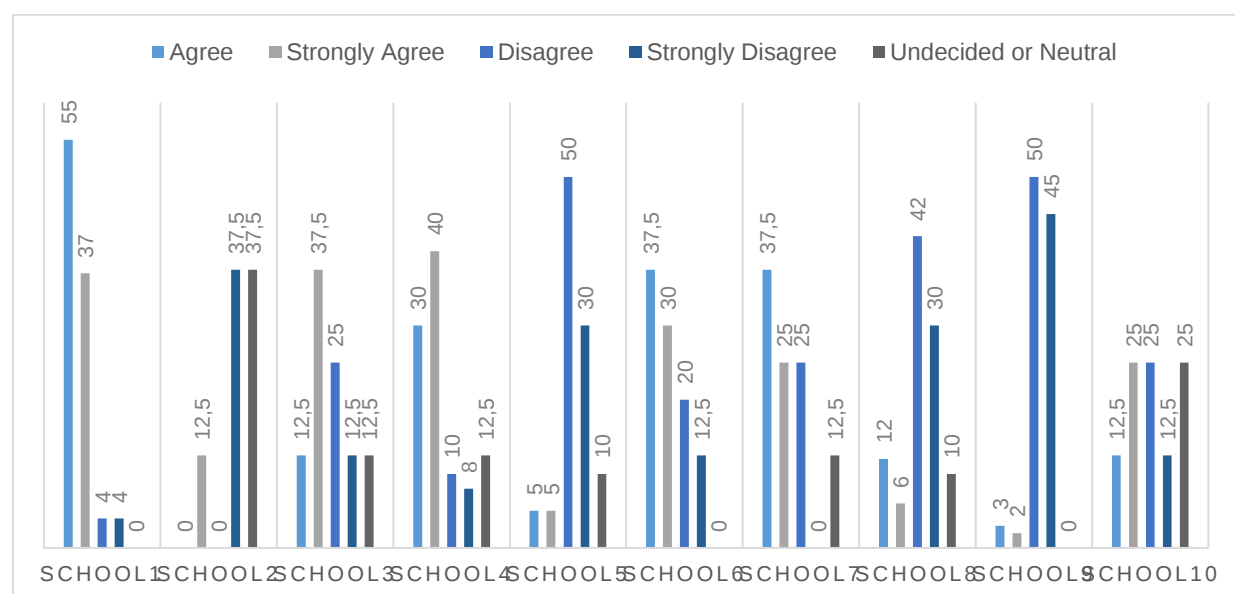
Figure 4.2.1 shows the role played by school principals in enforcing school rules in ten schools in Ohangwena region



Source: *Researcher's own source (2019)*

According to the results, more teachers (62.5%) in school 5 disagreed that their principal play a major role in enforcing school rules, followed by school 9 with (37.5 %) and schools with small proportion of teachers who disagreed are school 1, school2, School3 and school7 with (0.00%) each. As the results show, even though some teachers have indicated the challenges of schools' rule enforcement by their principals, more than half of the schools indicated satisfaction with school rules enforcement. Schools that are toping in terms of school rules enforcement are school1, school3, school4, school6 and school7 with (37.5 %) each. The result further indicate that much still need to be done for school 5, school8, school9 and school10 in terms of rules reinforcement.

Figure 4.2.2 Principal let staff members know what is expected from them.



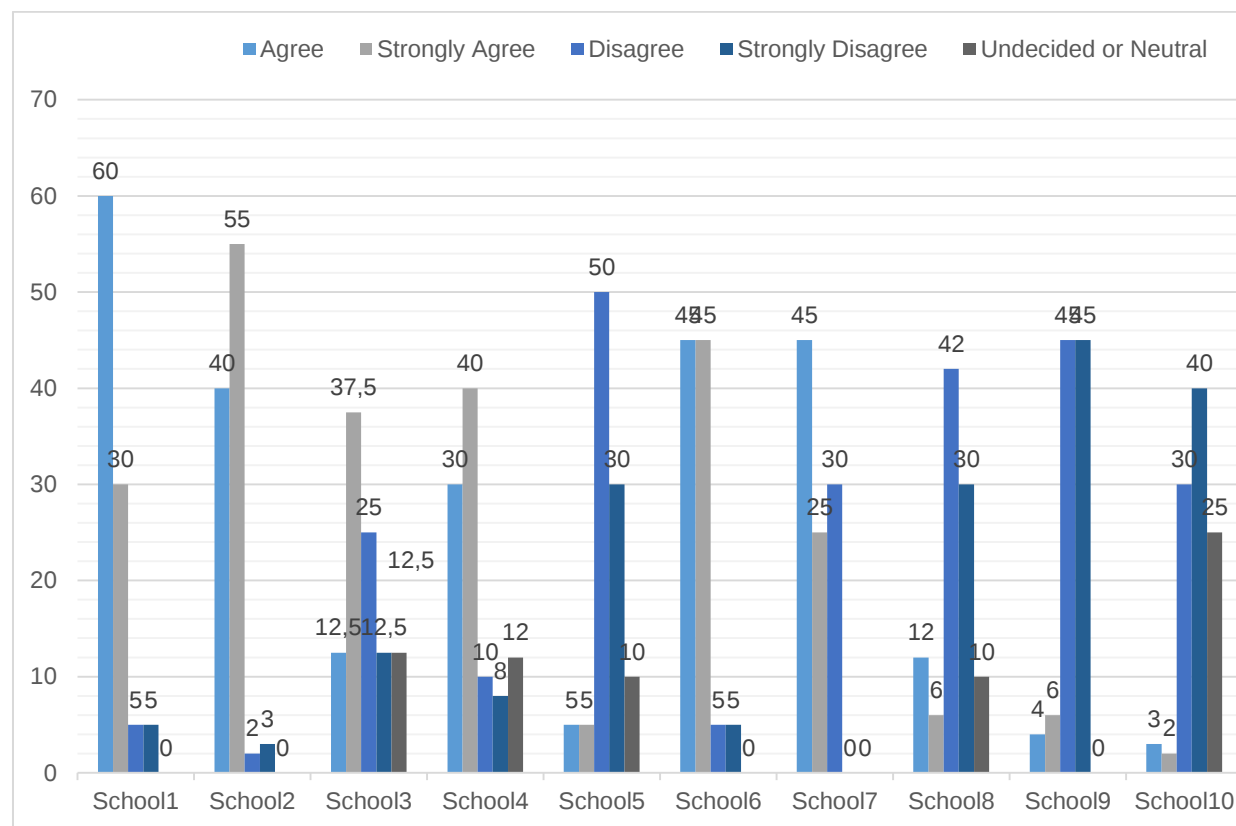
Source: Researcher's own source (2019)

Teachers of 10 schools were asked whether their principal let staff members know what expected from them. The result indicated that none of the teachers of these selected schools scored more than 50%, or strongly agreed that principals make sure that their staff members know what is expected from them. Among all the schools that indicated a high satisfaction,

school 4 has a high percentage of teachers (40%) who indicated that they strongly agree, followed by school 3 with (37.5%) then school1 with (37%), while school9 has the lowest percentage of teachers who indicated that they strongly agree that principal make sure that staff members know what is expected from them. The result further reveals that there is much to be done in school5, school8 and school9 where a high percentage of teachers who strongly disagreed were found.

Figure 4.2.3 Availability of school Materials as needed by staff.

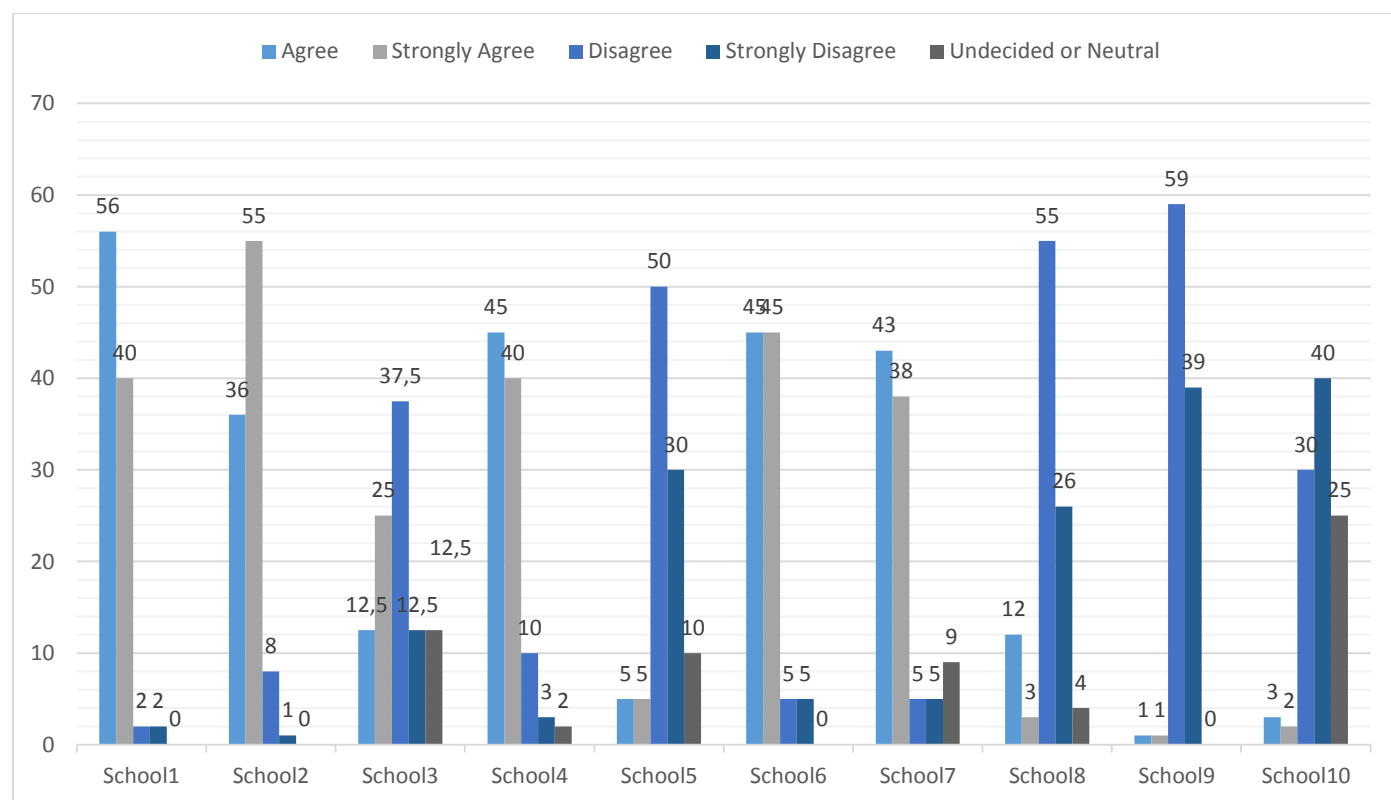
Education is a fundamental human right (Wolfenson, 2000). The key to sustainable development, peace and stability within and among countries is the provision of education to the populace of such countries. Availability of teaching/learning resources enhances the effectiveness of schools, as these are basic things that can bring about good academic performance in the students.



Source: Researcher's own source (2019)

The teachers were also asked to indicate whether they have enough school materials needed by staffs. The results indicates that majority of selected teachers in school1, school2, school3, school4, school6 and school7 strongly agreed that there is enough school materials needed by staffs. The high percentage of teachers who strongly disagreed were found in school9,school10,school8 with 45,40,30 percent respectively, this are the schools with a low percentages of teachers who are very satisfied. This reflect that there is a lack of school materials in those three schools and therefore schools management need to make sure that staffs have enough materials to do their work accordingly.

Figure 4.2.4 Staff Development for ten different types of schools in Ohangwena region.

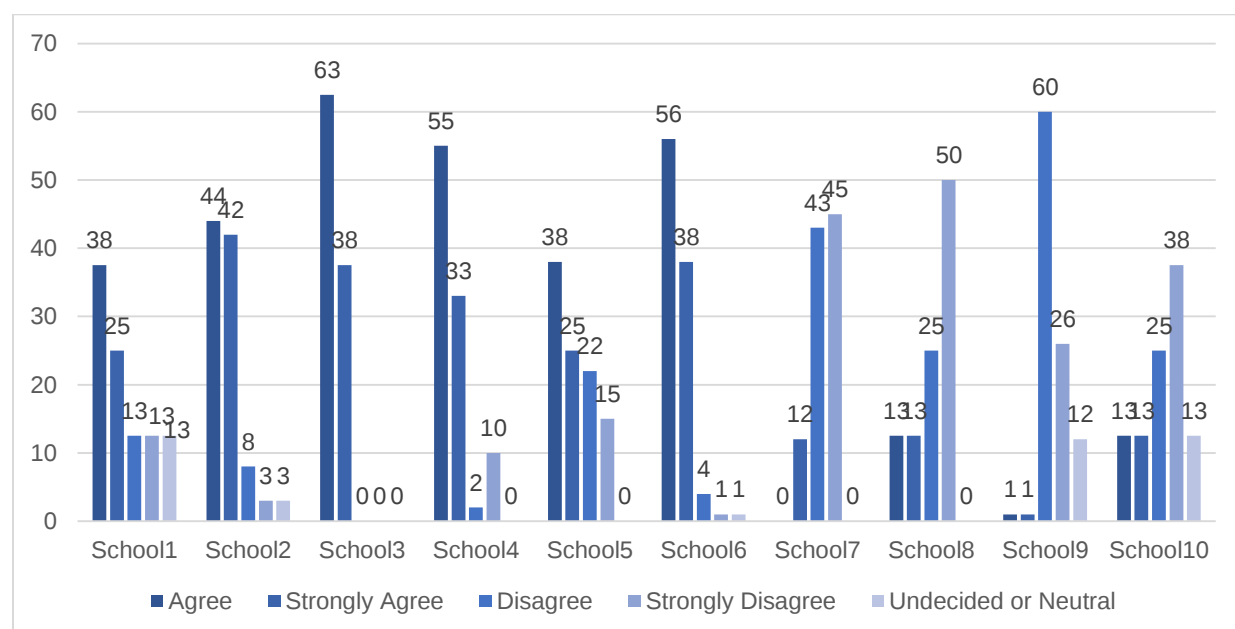


Source: Researcher's own source (2019)

Figure 4.2.4 shows that school9, 8 & 5 have a high percentage of teachers who disagreed that their schools are doing well in terms of staff Development with 59, 55 and 50 percent

respectively. In Overall, more than 50 percent of selected schools indicated a very high satisfaction in terms of staff development programs. This means that the principals are doing well in terms of staff development to ensure that their staffs are well capacitated to deliver fruitful results.

Figure 4.2.5 Principal protects teachers from issues and influences that would detract them from their teaching time and focus.

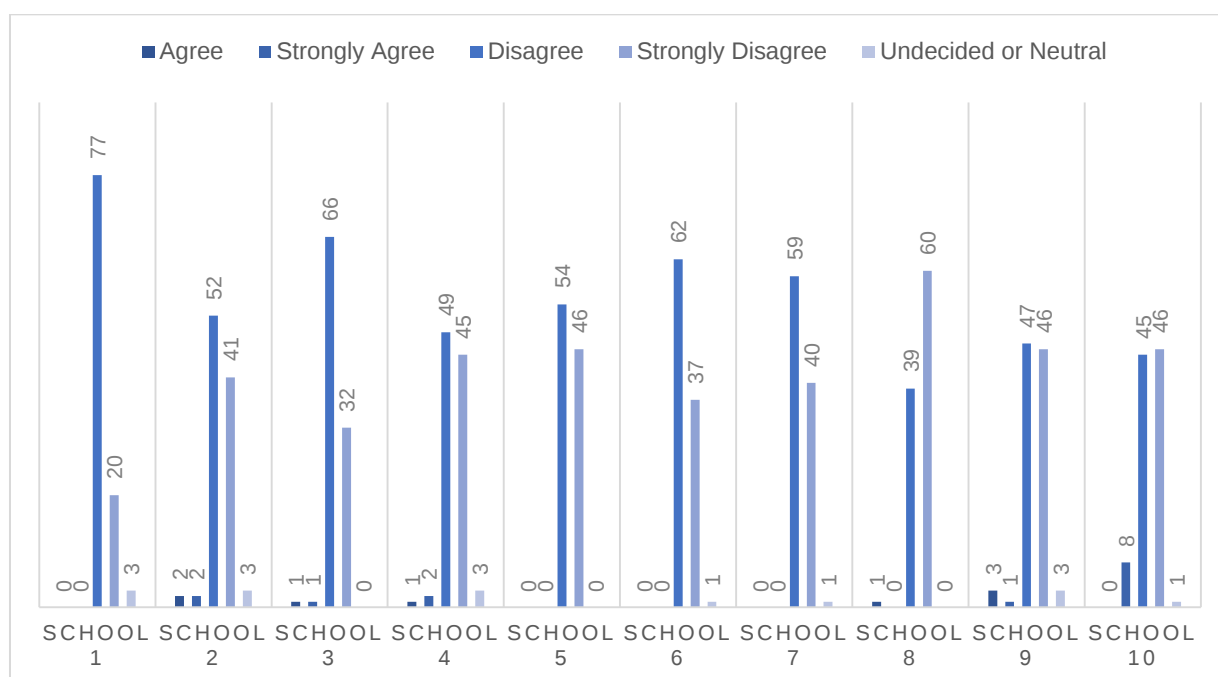


Source: Researcher's own source (2019)

The table above shows that the majority (63%) of teachers in school3, (56%) in school6 and (55%) in school4 agreed that principals protects teachers from issues that detract teachers from teaching and learning time. The results further indicate that the large proportions of teachers in the same schools strongly agreed that their principal protect them from things that may detract them from their teaching time and focus compared to rest of schools. Furthermore, school8, and school7 have high proportions of teachers who strongly disagreed that their principals do not protect them from things that can detract them from their teaching

time and focus with 50 and 45 percent respectively. The results further reveals that the majority of principals are real doing a good job in ensuring that teachers are not exposed to things that can detract them from their time and focus, however more need to be done for some schools.

Figure 4.2.6 The School uses data on learners’ academic performances when developing school academic goals.

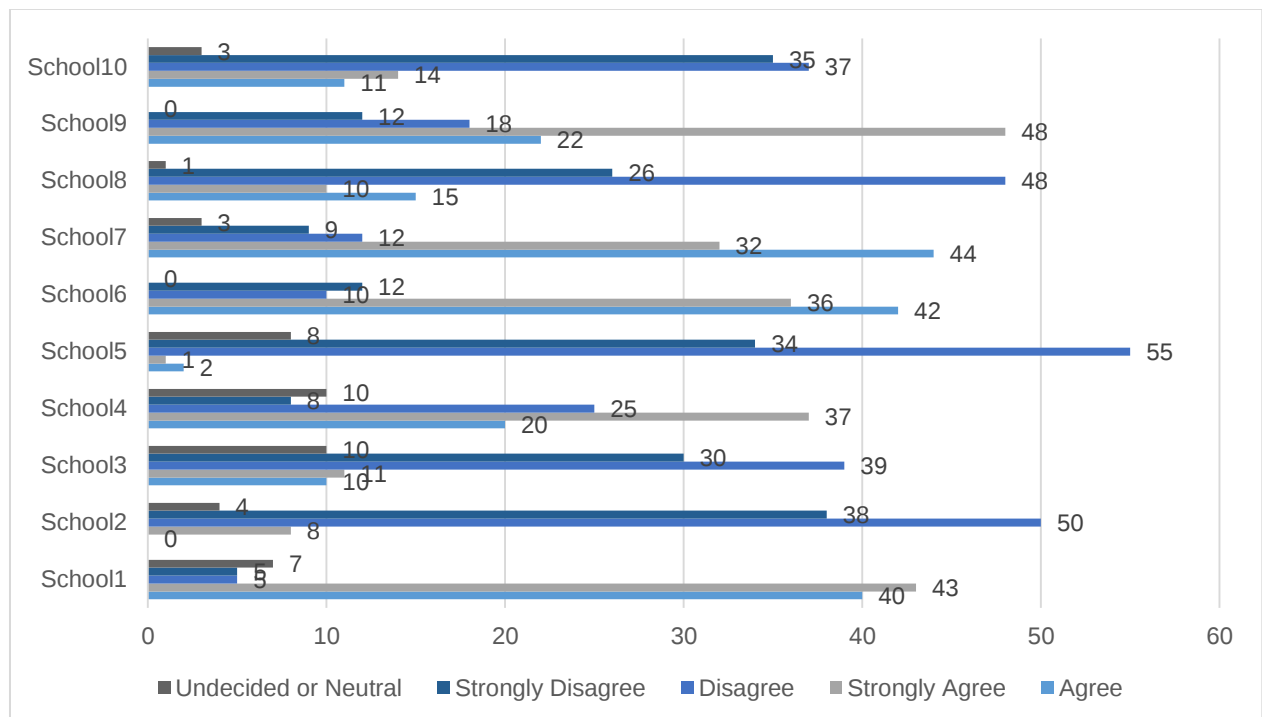


Source: Researcher’s own source (2019)

Teachers in these ten (10) schools were asked whether their schools use data on learner’s academic performance when developing school’s academic goals. The result shows that there are very small proportion of teachers who have agreed to the usage of data from the learners’ academic performance to develop the schools’ academic goals. In essence all teachers from these ten schools seem to have the same common sentiment about the usage of data from learners’ academic performance to develop academic goals for their schools. School 1 & 3 have a high proportion of teachers who have indicated they disagree with 77 and 66 percent respectively. Subsequently the results clearly shows that all these schools do not use data

from learners' academic performance when developing their academic goals, which pose a big challenge in measuring and monitoring their targets semesters and annual targets.

Figure 4.1 the school develop goals that are easily translated into classroom objectives by teachers



Source: Researcher's own source (2019)

Teachers at different schools were asked whether their schools develop goals that are easily translatable in classrooms. The figure above shows that both school 5 and school2 and school8 have high percentage of teachers who have agreed that their schools develop goals that are easily translatable into classroom's objectives with (55,50,48 percent) respectively. The results in addition show that the large percentage of teachers who strongly agreed were found in school1 school4 school6 and school7 with (43, 37, 36 and 32 percent) respectively. Less than 15 % of teachers in each of the selected 10 schools were found to be neutral .In overall it appears that schools are trying their best to ensure that they develop goals that are

easily translatable in classrooms, however the results indicates that more need to be done because some of the teachers indicated dissatisfactions with current condition.

Principal Communication Roles:

One of the more critical communication roles of principals is interacting with students' and parents. This is often done at the beginning of a new school year to provide information. Principals also send out informational updates throughout the year. The more challenging aspect of communication is dealing with student discipline issues.

Table 4.2.7 principal communicates the school missions effectively to member of the school community

Response Categories	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
Agree	2	1	0	0	0	0	0	1	1	1
Strongly Agree	3	3	2	0	0	0	3	0	0	2
Disagree	0	2	4	5	4	5	3	4	5	3
Strongly Disagree	1	1	1	3	3	3	1	3	1	1
Undecided or Neutral	2	1	1	0	1	0	1	0	1	1
Total	8	8	8	8	8	8	8	8	8	8
Percentage										
Agree	25.0	12.5	0.0	0.0	0.0	0.0	0.0	12.5	12.5	12.5
Strongly Agree	37.5	37.5	25.0	0.0	0.0	0.0	37.5	0.0	0.0	25.0
Disagree	0.0	25.0	50.0	62.5	50.0	62.5	37.5	50.0	62.5	37.5
Strongly Disagree	12.5	12.5	12.5	37.5	37.5	37.5	12.5	37.5	12.5	12.5
Undecided or Neutral	25.0	12.5	12.5	0.0	12.5	0.0	12.5	0.0	12.5	12.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

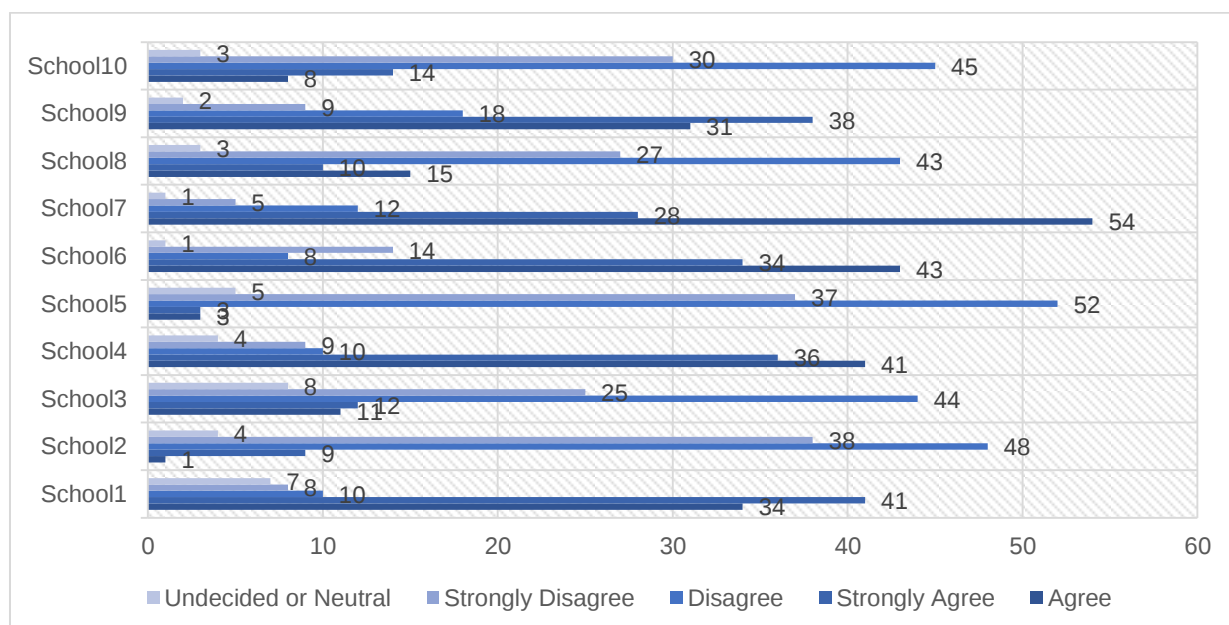
Source: *Researcher's own source (2019)*

A According to table 1.7 above, school1, school2 and school7 have high proportions of teachers who have agreed that their principal communicate school mission effectively to members of community each with (37.5%).The result further reveals that there are more schools with teachers who do not agree that their principals communicate school mission effectively than those with teachers who have agreed or strongly agreed. This indicates that the majority of principal do not communicate the schools' missions effectively.

Principal Discuss Academic Goals:

As a principal, one must meet state requirements to ensure his/her students pass minimum academic standards and create an academic environment that is safe and suitable for learning. The staff must comply with regulations and have the funds and resources they need to teach, train and encourage their students' academic pursuits. Even though one needs to wear many hats, a strong support team within the organisation is often biggest advantage to the leader.

Figure 4.2.8 Principal discusses the school academic goals with teachers at subject meeting.



Source: Researcher's own source (2019)

Teacher of ten schools were asked whether principal discuss the school academic goals with teachers at subject meetings. The results shows that school7 has high percentage of teachers who have indicated that they strongly agreed that their principals discuss academic goals with teachers at subject meetings (54%), followed by school6 (43%), the school with the lowest percentage of teachers who agreed is school2 (1%). The result further levels that school5 has a high percentage of teachers who strongly agreed 54%), followed by school5 (43%) , the school with the lowest percentage of teachers who strongly agreed is school2 (1%).Moreover it appears that only small proportions of teachers in each school who have indicated that they are neutral ,less than (20%) in each school. In overall, the result reflects that the majority of principals are playing a great role in discussing schools academic goals in subject meetings.

Table 4.2.9 Principal ensures that there are enough incentives for learning and Teaching at school.

Response Categories	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
Agree	3	3	5	3	2	0	0	1	0	1
Strongly Agree	2	3	3	3	3	2	1	1	0	1
Disagree	1	1	0	1	2	4	4	2	3	2
Strongly Disagree	1	1	0	1	1	1	3	4	4	3
Undecided or Neutral	1	1	0	0	0	1	0	0	1	1
Total	8	8	8	8	8	8	8	8	8	8
Percentage										
Agree	37.5	37.5	62.5	37.5	25	0	0	12.5	0	12.5
Strongly Agree	25	37.5	37.5	37.5	37.5	25	12.5	12.5	0	12.5
Disagree	12.5	12.5	0	12.5	25	50	50	25	37.5	25
Strongly Disagree	12.5	12.5	0	12.5	12.5	12.5	37.5	50	50	37.5
Undecided or Neutral	12.5	12.5	0	0	0	12.5	0	0	12.5	12.5
Total	100	100	100	100	100	100	100	100	100	100

Source: Researcher's own source (2019)

The results show that principals in school3, school4, school2 and school1 does not ensure the provision of incentives for learning and teaching are available at the school compared to the rest of schools. This attribution is related to those who disagree that their principals do not give them that assurance. Principals in from school 6 to 10 ensure that there are enough incentives for teaching and learning in their respective schools as reflected by the results above. This indicates that much is still need to be done in some schools to ensure the availability of incentives in their schools, and also to ensure effective operation of those schools.

Table 4.2.10 Principal shares leadership decision making and empower staff

Response Categories	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
Agree	5	3	6	2	2	1	0	0	1	1
Strongly Agree	1	2	2	3	4	2	1	1	1	3
Disagree	2	2	0	2	1	4	3	2	2	2
Strongly Disagree	0	1	0	1	1	0	3	4	3	1
Undecided or Neutral	0	0	0	0	0	1	1	1	1	1
Total	8	8	8	8	8	8	8	8	8	8
Percentage										
Agree	62.5	37.5	75.0	25.0	25.0	12.5	0.0	0.0	12.5	12.5
Strongly Agree	12.5	25.0	25.0	37.5	50.0	25.0	12.5	12.5	12.5	37.5
Disagree	25.0	25.0	0.0	25.0	12.5	50.0	37.5	25.0	25.0	25.0
Strongly Disagree	0.0	12.5	0.0	12.5	12.5	0.0	37.5	50.0	37.5	12.5
Undecided or Neutral	0.0	0.0	0.0	0.0	0.0	12.5	12.5	12.5	12.5	12.5
Total	100	100	100	100	100	100	100	100	100	100

Source: Researcher's own source (2019)

The results show that the majority of teachers in school3, and school1 have a high proportion of teachers who have indicated that they agree and strongly agreed that their principals share the leadership decision making to empower staffs ,with(75 %)and (62.5%)respectively. Moreover, the large proportions of teachers who strongly agreed were found in school5,

school4 and school10, with 50, 37.5 and 37.5 percent respectively. More schools have indicated that their satisfied compared to the ones that indicated that they are not in terms of sharing the leadership in decision making by the principals. Although still the proportion of those who disagreed is still have scored 50%, proves that something still need to be done to improve the practice of leadership decision making to empower staff.

Table 4.2.11 Principal ensures that learners who miss instructional time classes get the relevant punishment.

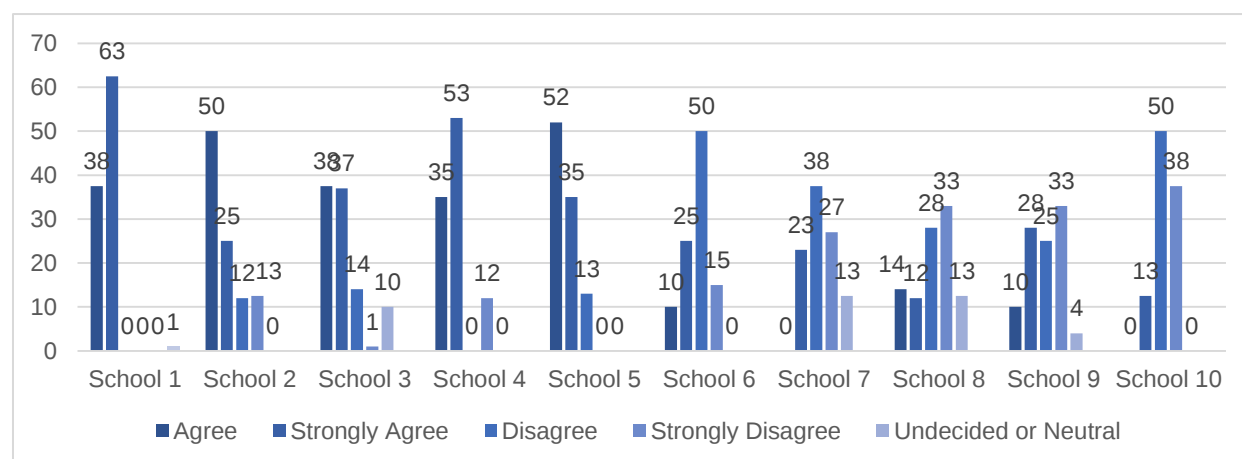
Response Categories	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
Agree	3	3	3	2	2	1	0	1	1	1
Strongly Agree	1	2	2	3	3	2	0	1	1	3
Disagree	3	2	1	2	2	3	3	2	3	3
Strongly Disagree	1	1	1	1	1	2	4	3	3	1
Undecided or Neutral	0	0	1	0	0	0	1	1	0	0
Total	8	8	8	8	8	8	8	8	8	8
Percentage										
Agree	37.5	37.5	37.5	25.0	25.0	12.5	0.0	12.5	12.5	12.5
Strongly Agree	12.5	25.0	25.0	37.5	37.5	25.0	0.0	12.5	12.5	37.5
Disagree	37.5	25.0	12.5	25.0	25.0	37.5	37.5	25.0	37.5	37.5
Strongly Disagree	12.5	12.5	12.5	12.5	12.5	25.0	50.0	37.5	37.5	12.5
Undecided or Neutral	0.0	0.0	12.5	0.0	0.0	0.0	12.5	12.5	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Researcher's own source (2019)

Teachers were asked to rate the extent to which their principal ensures that learners who miss instructional time classes get the relevant punishment. Generally, the situation in these schools differs from school to school as some teachers either agreed or disagreed. It is likely for a principal in school1, school2, school3, school4 and school5 to ensure that learners who miss instructional time classes get the relevant punishment than in other schools. The results further reveals that, teachers in school6,school7,school8,school9 and school10 have indicated

that their principals are incapable of ensuring that learners who miss instructional time classes get the relevant punishment.

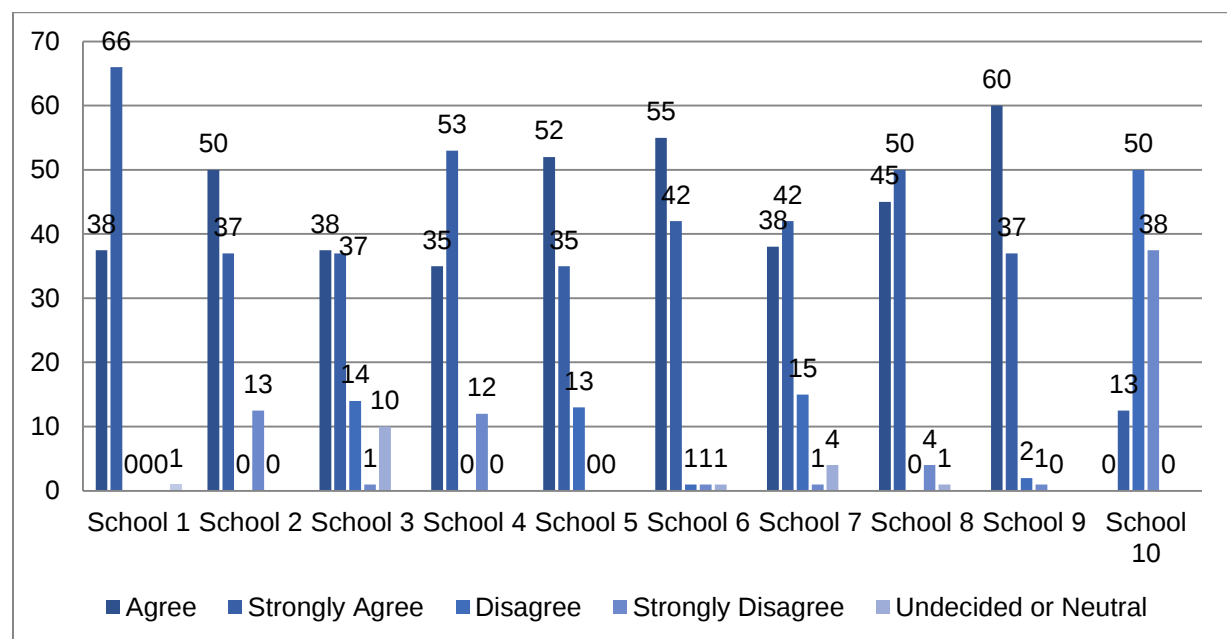
Figure 4.2.12 the principal always meet with individual teachers to discuss learners' academic progress



Source: Researcher's own source (2019)

Teachers were asked to rate the extent to which their principal always meet with individual teachers to discuss learners' academic progress. In all schools, a vast majority of teachers indicated that the principal always meet with individual teachers to discuss learners' academic progress. There is a correlation to those who indicated that they agreed or disagreed. School 1 to 5 have agreed that their principals always meet with individual teachers to discuss learners' academic progress while on the contrary school 6 to 10 teachers have disagreed that their principals always meet with individual teachers to discuss the learners' academic progress.

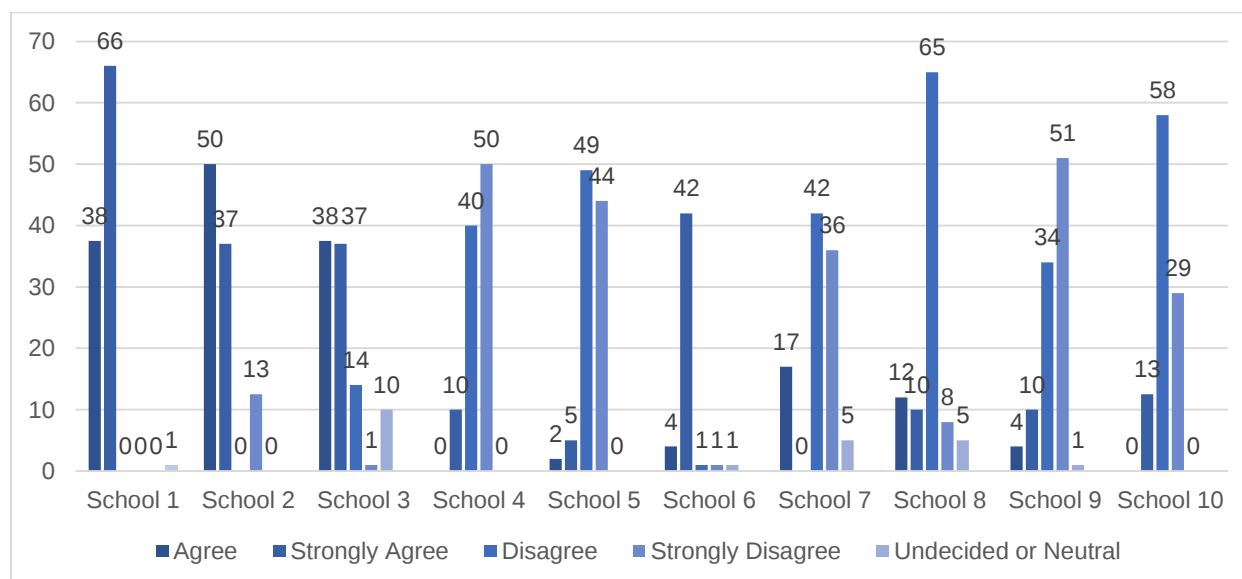
Figure 4.2.13 the principal and staff use test results to assess progress towards school goals



Source: *Researcher's own source (2019)*

Teachers were asked to indicate in rating the extent to which the principal and staff use test results to assess progress towards school goals. A vast majority of teachers indicated that the principal and staff use test results to assess progress towards school goals. The results shows that most teachers in school1 (66 %), school4 (53%) and school8 (50 %) strongly agreed that the principal and staff use test results to assess progress towards school goals. The result further indicate that school1 to school9 have high proportions of teachers who agreed that their principals and staffs use learners test results to assess progress towards school goals. There is a very small percentage of teachers among the selected 10 schools who strongly disagreed and who were neutral. In overall, it appears that schools are doing a great job in the use of test results to assess school goals.

Figure 4.2.14 the principal inform teachers of the school's performance results in written form



Source: Researcher's own source (2019)

The study also looked at the schools performance results, which the principal is expected to inform teachers in the written communication. Respondents (teachers) were asked to rate whether their principal inform teachers of the school's performance results in written form. The results also show that more teachers in school8 disagreed(65%), followed by school10(58%) then school5 (49%).The results show that more than 50 % of schools agreed and strongly agreed that their principals inform them of school performance results in written form. The results further indicate that 10% of teachers in each school were neutral

Table 4.2.15 principal points’ out-specific strength and weakness in teachers’ instructional practices in post-observational feedback.

Response Categories	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
<i>Agree</i>	4	2	4	2	7	4	5	3	3	5
<i>Strongly Agree</i>	3	5	3	6	1	4	2	5	2	3
<i>Disagree</i>	1	1	1	0	0	0	1	0	1	0
<i>Strongly Disagree</i>	0	0	0	0	0	0	0	0	2	0
<i>Undecided or Neutral</i>	0	0	0	0	0	0	0	0	0	0
Total	8	8	8	8	8	8	8	8	8	8
Percentage										
<i>Agree</i>	50.0	25.0	50.0	25.0	87.5	50.0	62.5	37.5	37.5	62.5
<i>Strongly Agree</i>	37.5	62.5	37.5	75.0	12.5	50.0	25.0	62.5	25.0	37.5
<i>Disagree</i>	12.5	12.5	12.5	0.0	0.0	0.0	12.5	0.0	12.5	0.0
<i>Strongly Disagree</i>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	0.0
<i>Undecided or Neutral</i>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: *Researcher’s own source (2019)*

Teachers were asked to rate whether school principals point out-specific strength and weakness in teachers’ instructional practices in post-observational feedback at the school. The results show that more teachers who agreed that their principals point-out specific strength and weakness were found in school5 (87.5%), followed by school7 and school10 with (62.5%), the school where a low percentage of teachers who agreed was observed is school2 and school4 with (25%) each. The high percentage of teachers who strongly agreed that their principals point-out specific strength and weakness in the teacher’s instructional practices in post-observational feedback was found in school4, school2 and school8 with 75, 62.5, and 62.5 percent respectively. Contrary to this, some teachers disagreed on their rating with regard to their principal pointing out their strengths and weaknesses in instructional practices

needed for post-observational feedback; however, the number was not that high compared to those who agreed and strongly agreed.

Table 4.2.16 principal do regular class observation to evaluate whether teaching and learning is taking place

Response Categories	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
Agree	4	2	4	2	7	2	1	4	2	3
Strongly Agree	3	4	2	6	1	3	7	2	4	3
Disagree	1	1	1	0	0	1	0	1	1	1
Strongly Disagree	0	1	1	0	0	1	0	1	1	1
Undecided or Neutral	0	0	0	0	0	1	0	0	0	0
Total	8	8	8	8	8	8	8	8	8	8
Percentage										
Agree	50.0	25.0	50.0	25.0	87.5	25.0	12.5	50.0	25.0	37.5
Strongly Agree	37.5	50.0	25.0	75.0	12.5	37.5	87.5	25.0	50.0	37.5
Disagree	12.5	12.5	12.5	0.0	0.0	12.5	0.0	12.5	12.5	12.5
Strongly Disagree	0.0	12.5	12.5	0.0	0.0	12.5	0.0	12.5	12.5	12.5
Undecided or Neutral	0.0	0.0	0.0	0.0	0.0	12.5	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: *Researcher's own source (2019)*

Teachers were also asked to rate their school principals on the extent to which they do regular class observation to evaluate whether teaching and learning is taking place. The results shows that most teachers in school5 (87.5%), school1 (50%), school3 (50%), and school8 (50%) agrees that the principal do regular class observation to evaluate whether teaching and learning is taking place. A vast majority of teachers either agreed or strongly agreed in all schools. However, a similar proportion of teachers who disagreed (12.5%) was observed in seven schools, as they perceived their principals to lack regular class observations needed for evaluating teaching and learning at schools. It is more likely to have a principal doing regular

class observation or evaluating teaching and learning in school 5 than in the rest of the schools.

Table 4.2.17 principal encourages teachers to use instructional time for teaching and practicing new skills and concepts.

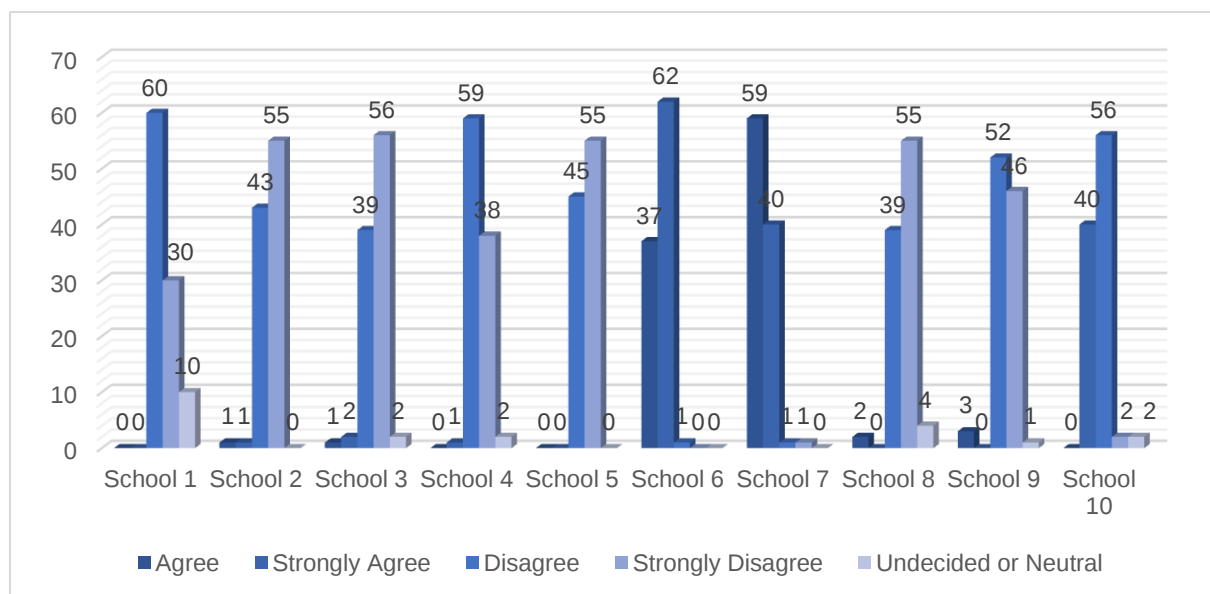
Response Categories	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
Agree	4	2	5	2	7	1	1	1	1	0
Strongly Agree	3	4	2	6	1	1	1	0	0	2
Disagree	1	2	1	0	0	2	3	3	5	6
Strongly Disagree	0	0	0	0	0	3	3	4	1	0
Undecided or Neutral	0	0	0	0	0	1	0	0	1	0
Total	8	8	8	8	8	8	8	8	8	8
Percentage										
Agree	50.0	25.0	62.5	25.0	87.5	12.5	12.5	12.5	12.5	0.0
Strongly Agree	37.5	50.0	25.0	75.0	12.5	12.5	12.5	0.0	0.0	25.0
Disagree	12.5	25.0	12.5	0.0	0.0	25.0	37.5	37.5	62.5	75.0
Strongly Disagree	0.0	0.0	0.0	0.0	0.0	37.5	37.5	50.0	12.5	0.0
Undecided or Neutral	0.0	0.0	0.0	0.0	0.0	12.5	0.0	0.0	12.5	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Researcher's own source (2019)

Teachers were asked to rate their school principals on whether he/she encourage teachers to use instructional time for teaching and practicing new skills and concepts at the school. The results shows that most teachers in school5 (87.5%), school3 (62.5%) and school1 (50%) agrees that the principal encourage teachers to use instructional time for teaching and practicing new skills and concepts at the school. This attribution is correlated with those who strongly agreed. The high proportion of teachers who disagreed was found in school 10 (75%), followed by school9 (62.5%). There are only two schools where teachers were indecisive/neutral, school6 and school9 with (12.5%) each. Principal(s) in school5 and

school3 are likely to encourage teachers to use instructional time for teaching and practicing new skills and concepts than other schools.

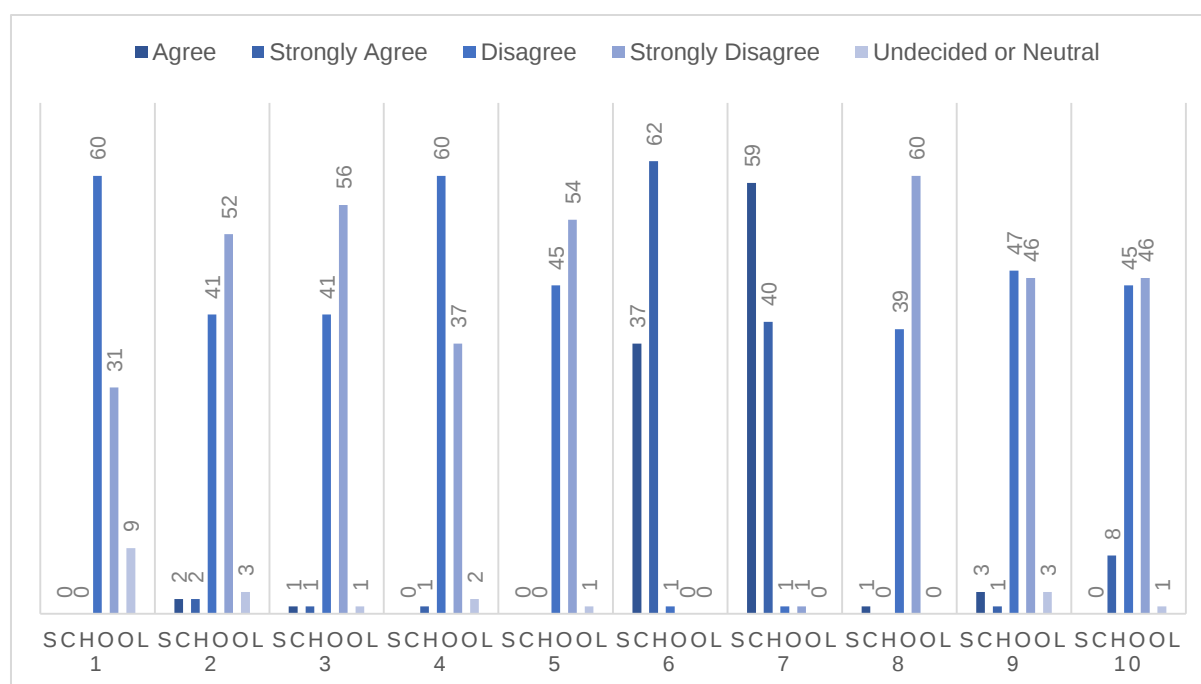
Figure 4.2.18 principal review learners’ activities and assignments when evaluating classroom teaching



Source: Researcher’s own source (2019)

The figure above shows a comparison of school principal on whether they review learners’ activities and assignments when evaluating classroom teaching at the different schools. The Likert scale was used to establish the extent to which teachers either agreed or not. The results show that most teachers in school3 (56%), school2 (55%),school5 (55%) ,and school8 (55%) strongly disagrees that the principal reviews learners’ activities and assignments when evaluating class teaching in comparison to school6 (0 %), and school7(0%) . There is a significant proportion (59 %) of teachers in school7 who agreed that their school principal reviews learners’ activities and assignments when evaluating class teaching followed by school6 with (37%). Principals review learners’ activities and assignments when evaluating class teaching in all schools as reflected by more than 50 percent of selected schools.

Figure 4.2.19 after class observations, the principal gives written feedback or in the form of formal discussions



Source: Researcher's own source (2019)

The figure above shows a comparison of school principal action after class observations. The Likert scale was used to measure whether the principal gives feedback in the either written or verbal discussions. A vast majority of teachers in school1, school2, school3, school4, school5, school8, school9 and school10 did not agree that their school principals give feedbacks after class observations. However, school6 (62%) and school7 (59%) have a high proportion of teachers who agreed or strongly agree that their school principals give feedback after class observations. The results reflect that much need to be done to make sure that principals give feedback in written or verbal discussions. This will allow an effective staff performance, which in turn can provide better results.

4.3 Data analysis and results for qualitative data

The following data are obtained from the interviews and were analysed and interpreted in qualitative form. This was done to understand the meaning and views of the respondents.

4.3.1 What is the mission of your school?

The first principal outlined well the mission of their institution, although the mission indicates how they will instil acceptable value on the culture of knowledge seeking via exposure variety of learning experience. It did not indicate how they will overcome the odds experienced by their members and for how long this mission will need to be accomplished. The second principal also managed to outline the mission of their school and very well indicated how they are going to provide quality education to their learners at their institution, however, he/she did not indicate how they are going to ensure that this mission is achieved and when. As indicated by the third principal, the mission of their institution is too broad and ultimately likely to be difficult to achieve. Although the goals of the mission look good, the broadness makes it very vague to achieve within certain period of time. The fourth principal stated that their school's mission is to ensure learners are equipped with future knowledge and skills that they need to survive and principal number five highlighted that their mission is more focused on human development of their learners and they ensure resources are available in the school to ensure realisation of the school mission. The sixth principal indicated that their school's mission is under review hence he/she said it is rather better not to mention the old one. This does not really show the true reflection of the school whether there is a mission or not. For principal number seven their mission is knowledge and skills development. This mission is also quite short not well described though the aim is still clear which is knowledge and skills development but as to where those knowledge and skills development developed is not clearly stated. The eighth principal stated that their school is to inculcate a system of high moral

standards in the learners based on Namibian social and moral values by developing learners' potential in the various fields by providing quality education and training. This mission is straight forward as it stated well what is going to happen in the long run in the school. Therefore, all ten principals seem to have problem when it comes to the achievement of their schools' mission even though they have missions at their schools. The ninth principal also highlighted his/her school mission as to educate a Namibian child by enhancing and improving their pre-existing knowledge through quality teaching and learning in order to reach the full maximum competencies required to function in the society. For this school, their mission is also well stipulated and can be easily translated into their daily endeavours as the mission is more objective. The tenth principal pointed out that their school mission is to educate the nation and create innovative skills among the community and the country at large. This mission is also clearer of what the school aims to achieve in a long run. Ultimately all the ten schools have missions though the sixth principal said their school mission is under review as stated above, in a nutshell this shows that most of these schools have know how of what is expected of them to do in a long run.

4.3.2 Describe your leadership roles at your school to enhance teaching and learning

For this question the first principal, he/she seems to be an exemplary leader as he/she is also taking part in teaching endeavour and also by the way he/she ensure the availability of some needed teaching and learning materials in the school, this of course is likely to enhance good teaching and learning in the school. He /she also indicated that he /she makes sure that all machines and computers as well as printing are always working to make sure teachers who want to do researches about their subject or anything else are not delayed. The second principal seems to be well acquainted him/herself with most of the ministerial documents as cited in in his/her response for example education Act 16 of 2001, public service Act and the

staff rules as one of the ministerial documents they use to enforce rules and making sure that teaching and learning is taking place uninterrupted. *I always acquaint myself with most of the ministerial documents for example education Act 16 of 2001, public service Act and the staff rules as one of the ministerial documents they use to enforce rules and making sure that teaching and learning is taking place uninterrupted. I make sure that there is teaching and learning taking place I usual do proper monitoring to make sure that curriculum of basic education is well followed.*

He/she also clearly indicates how he/she plays a role to make sure teaching and learning is taking place as he/she indicated that he/she will do proper monitoring to make sure that curriculum of basic education is well followed unhindered as stated above. The third principal also indicated that he/she has the leadership role of motivating his/her teachers to be the best they can. On the contrary he/she did not clearly indicates what type of influential instruments he/she is going to use to influence them. Although he/she appears to know his/her roles as a leader something did not come out clearly. Generally he/she pointed out that he/she will inspire his/her teachers to be the best so that they can also encourage their learners at the end of the day, but this still seems to be too general statement as a school leader he/she supposes to give some clear examples of what he/she does that enhance teaching and learning at school. The fourth principal also admitted that it is his/her responsibility or role to enforce school's administrative and instructional procedures to create conducive teaching and learning environment. Furthermore he/she pointed out that he/she makes sure the school comply with all legal and regulating frameworks. While the principal number five also seems to know his/her roles as a school leader, he/she only indicated that he/she help the school to share instructional resources and ensure consistent curriculum review at school by all teachers. For the sixth principal he/she described him/herself as a team player by pointing out that he/she encourages teachers and learners through his/her action. Though this principal did not vividly

mention what actions he/she does as a school leader to enhance teaching and learning; at least he/she is still aware of his/her role as a school leader by being a team player. The seventh principal seems not to know his/her roles as school leader where he/she described that he/she gets involved at all levels in the school. Furthermore he/she stated that he/she teaches, plans as head of the school and attend team meetings. For the eighth principal his/her description of leadership roles includes to ensure that all the key official documents and all relevant teaching and learning materials are in place and available to both teachers and learners. Again the principal stated that he/she ensures that in all classrooms teaching and learning is actually taking place, and assessment is taking place on regular bases. The ninth principal alluded that he/she engage every staff members, encourage them to partake in decision making through determines platform with ideology of open door policy. Furthermore, the principal described his/her role as always motivating the staff and encourage them to bring forth their suggestions and create ideas that form part and parcel of the school action plan and by so doing, the principal is of the idea that staff feel part and parcel of the school governance and this contributes to the positive climate and culture of teaching and learning at their school. Tenth principal emphasised that supervising staff members and make sure they do their work thoroughly and also to lead by example through teaching as a principal though he/she is not mandated to do so. For that reason the principal can directly also influence teaching and learning. In addition, the tenth principal also stated that he/she make sure at least there are enough teaching and learning materials in their school to ensure teaching and learning is not disrupted.

4.3.3 How long have you been a principal of this school?

At least the first principal has been at the school for quite a long period of time now longer than the targeted period the study was focusing, which is five (5) years. The principal stated that he/she has been at the school for nine (9) years now. The second (20 principal has been a

principal for very shortest period of time so his/her role on teaching and learning may not have impacted much enough on the teachers and learners at this school. The respondent stated that he/she has been at the school one week and half but he/she acted as a principal at the same school for one (1) year. For third principal has been in service for enough period of time also than the targeted study period which was five years. He/she indicated that he/she has been at the school for seven (7) years now. This period the researcher feels that it is enough for the principal to make changes that may positively promote good results. Principal fourth has been in service for five years while the fifth principal has been in service for 10 years to-date. On the other hand the sixth principal indicated that he/she has been in service for four (4) years now. The seventh principal has been in service for eight (8) years now. The eighth (8) principal has been in service for eight (8) years now. The ninth principal has been in that position for four (4) years. The tenth principal has been in service for six (6) years and eight (8) months now. All these principals seem to be experienced school leaders as they have been in service for quite a long period of time. The results show that most of the principals have been in service for quite some time and it is on the basis that the researcher thought one principal who has not been in service for too long may not influence the study results too much because he/she has been at the school as HOD and also acted as a principal at the same school.

4.3.4 How would you describe your leadership style?

As indicated by the first principal, he/she seems to be aware of what style of leadership is to employ to execute his/her duties as a principal, thus he/she indicated that he/she is more on participatory leadership style, although sometimes he/she applies mixed method depends on the situation at hand. Consequently the principal restated that certain activities, decisions, regulations and policies may not allow him/her to ask opinions from the staff members; hence he/she exercise uninvolved leadership style because of the particular situations and staff

members only have to follow. For second principal democratic style of leadership is the style he/she uses most, although he/she also indicated that he/she also bases his/her leadership style depends on the circumstances and situations like it was emphasised by the first principal. *My leadership style, I have no specific style. I would say the style of leadership I use depends on circumstances and situations will determine what type of leadership I would use at times. All in all it is a democratic country and you have to abide by democratic principles, uh, ya that is more or less to say that is where I base my leadership style.* One would also concede that this principal knows where to base his/her leadership by also making sure that sometimes he/she align it to the country's democratic principle rule of law, which in some cases need to be applied to the country's institutions like schools. The third principal does not depends on one leadership style also and as per results indication; it seems most of the principals use different styles of leaderships.

The fourth principal further described hybrid of democratic and autocratic leadership style as the most preferred style of leadership he/she prefer most. This is because he/she cited that sometimes people need to be pushed to do things and no need to allow their views. The fifth principal also demonstrated his/her knowledge of different leadership styles as he/she emphasised that he/she mostly practices integrative leadership style. This principal usually has open communication with parents and community members as well as teachers to meet teachers' needs. Though everyone uses or applies the style of leadership that fits his/her situation. Furthermore the sixth principal pointed out that he/she embraces democratic leadership style but sometimes he/she allows teachers to decide what is good for the learners and themselves. For this reason this principal also seems not to be depending on one leadership style. For principal number seven he/she is more of transformational leadership style and he/she seems to only used to that leadership practice. The eighth principal described that he/she prefer shared leadership style; however the principal further stated that should

there be an urgent situation, he/she resorts to autocratic leadership style. For the ninth principal his/her leadership style is of more democratic and transformational. The principal narrated that as a principal he/she always create a platform where every staff has an equal opportunity to participate in the decision making of the school through weekly staff meetings or briefings. In addition, this principal postulated that through the above leadership styles good proposal and suggestions are always taken into consideration by final statutory (school board). Indeed the ninth principal is of the opinion that by using democratic and transformational leadership styles allows the management of the school to look at the broader picture of the development of the school. Also the principal indicated that democratic and transformational leadership are helpful because they both allow every staff members to express opinions. In relation to transformational leadership style, the principal is of the idea that transformational leadership allows him/her to prepare his/her subordinates by inspiring them through his/her conduct and action of being exemplary and creating an environment of intellectual stimulation. Therefore, this leadership style transforms the subordinates' characters in order for them to be ready for any management position that they might find themselves in future. For the tenth principal his/her leadership style is also depends on the situation at hand, however he/she justified that mostly he/she uses democratic leadership style. This can concludes that most of these principals are aware of the leadership style that they can employ in their schools when executing their duties to make sure teaching and learning is taking place. In a nutshell as shown by the third respondent that sometimes when he/she realise that everything is under control and everyone is doing his/her work well he/she then applies the permissive leadership style.

4.3.5 What advice would you give to a new teacher on his/her first year?

The first principal seems to be aware of the danger that exist in the system, hence he/she asserted out various things that most new teachers are not aware and end up by trapped by those things. For example the principal mentioned the issue of doing things without consulting the right people who can give correct information and advice. The principal stated that: *from experience what I noted is most teachers that are coming to the profession are very young and I think they are very much easy to be influenced by those who are already in the system, so when they come in they want to model or copy everything that the experienced teachers are doing. Uh, it can be on professional development level, it can be on social life or it can be on professional conduct. So what I would perhaps advice the young and new teachers that are coming in is to look at or choose a mentor or to be attached to an experienced teacher who would suit their needs and their characters so that they cannot be misled and also perhaps to not to do or take decisions without consulting because there are a lot of things that are destroying the teaching profession nowadays. Young teacher who come in, they find others have almost everything in terms of materials and they want to get those things within a short period of time at the end of the day that leads them to either going to date or acquire materials on date and later they cannot cope become now frustrated teachers. So I think if it is to be patient and then they must also seek advice from those who are in the system who are able to tell them the reality of how they should be settled in and not to depend on the qualifications they have but they must also buy they experience at those teachers who are already in the system. Because, yes you can have the qualification but you might not know how the things are carried out on the ground so it is better to learn from those experienced teachers. So I would definitely advice the young teachers that when they come in, they must settle in first and then they must attach themselves to correct people. Thank you.* Furthermore, the principal advised the correct way of settling in the system to avoid falling victim of the system especially by willing to acquire materials on a short period of time through wrong

means which later brings unhappiness to the young teachers' life and eventual sometimes ruin their careers. For that reason, this principal emphasised that it is advisable for young teachers to attach themselves to correct people where they can copy correct things; especially the experienced and matured teachers as stated above. The second principal also is aware of the situations where the new teachers find themselves when they come in the system, thus he/she suggests that the advice he/she will give first is for the new teachers to acquaint themselves with the relevant policy documents that will enable to guide them on what to do and not to do. For example the principal made a reference to some policy documents such as Public staff rules policy document and National Standard for Teachers in Namibian Schools as some of the guiding policy documents that the new teachers need to familiarise themselves with. This shows that this principal also knows how to advice new teachers what to do and what to avoid so that they can make their work easier and enable to settle in the system well. Interestingly all third principal seems to know what type of advices they need to give to the new teachers. As indicated, even the third principal emphasised on the issues of relationships and social life as also highlighted by the first principal. Furthermore, he/she adduced that he/she will advices the new teacher to be professional and must have positive attitude towards teaching and learning. In addition he/she also attest that he/she will advices the new teacher to always plan for whatever they are going to do when it comes to teaching and learning activities. The fourth principal stated that he/she would advices new teachers to acquaint themselves with their job descriptions and always plan for the next day endeavours and they must commit to the planned activities. Furthermore this principal indicated that he/she would also advice new the teacher to behave like the second parent to his/her learners as this practice will make them great teachers. Contrary the firth principal suggested that the advice he/she would give to a new teacher is for the new teacher to always integrate 21th century teaching strategies like the use of IT in the classroom. He/she emphasised that teachers need to be innovative so that

when there are no enough resources teachers should be able to come up with new approach. The sixth principal emphasised that he/she advises teachers to read education Act properly as well as public service Act. Again this principal highlighted that he/she urges teachers to study the curriculum of basic education art and culture in Namibia well to enable teachers to promote effective teaching and learning. Therefore, most of these principals are showing the knowledge of how to advice the new teachers and what the new teachers need to consider when they are coming in the profession. Ultimately the seventh principal underlined that as a principal he/she is advises the new teacher to be open minded by seeking support from his/her colleagues. Equally he/she urges the novice teacher make sure he/she is up dated with key performance indicators of the school. For eighth principal his/her advice to a new teacher includes encouraging the teacher to be hardworking, honest and always behave professionally towards all stakeholders. Furthermore the teacher should always consult experienced teachers regularly and keep on developing him/herself professionally and academically. The ninth principal stated that he/she would advise the new teachers to be open to the administration of the school. Equally, the principal suggested that he/she would advise new teachers to share their ideas, be innovative and equip them with code of conduct of teachers as part of induction as well as advise them to always work hard and to be humble as a key to success. On the similar note the tenth principal also pointed out that he/she would advise the new teachers to take teaching profession very serious. Furthermore, he/she also emphasised that he/she would advise new teachers to be careful with temptations that exist in teaching profession ranging from teacher-learner relationships and alcohol and drug abuse which may lead to jeopardising their profession and careers.

4.3.6 How do you involve teachers in planning of subjects taught in the school?

For this question the first principal indicated that it is a requirement for every teacher to participate in the planning of subjects taught in their school, the job for supervisor is to make sure proper planning is taking place by supervising that exercise of subject planning. This principal indicated that: *uh as a requirement, every teacher is supposed to plan for every lesson that they have to teach but that requires now supervision that requires assistance and that requires direction. Now in a school set up you have the principal, you have the heads of departments, you have the subjects' heads. Now in order to ensure that teachers are planning for their subjects before they go for teaching, you must supervise, check on their preparation files, make sure that they have the correct syllabuses if yes make sure they have also the schemes of work and just to verify make sure they are planning accordingly and where possible we encourage teachers to do group planning or core teaching where especially where we have a mixture of young teachers and experienced teachers, I mean new teachers and experienced teacher we encourage that the new teachers learn from the old teachers and vice versa. Uh, although classroom observations, through engagement with learners at certain time to find out how learners are responding whether they are going to say no teacher X is coming to class we are being taught and also by checking learners' books, activities and notes one will get on ideas or get the picture that there is teaching going on. And random class visits not formal but informal way you can just go around a school and also to ensure that things are taking place. in addition to that in our school we have large intercom system which gives or allows me to go into any classroom at any time individual or all classes I can listen if teaching is taking place and I can follow the lesson from the office so a lot of things you can do to ensure that indeed teaching and learning is taking place. Furthermore, the school has heads of departments and subjects heads who also contribute to the supervisory job by making sure that every teacher in their departments has proper files and do the lesson preparation for every subject taught. In a nutshell, classroom observations are done to control*

and check whether teachers are doing proper planning for the subjects taught. As a consequence, the principal and heads of department will be able to check the learners' books and notes to make sure they have right notes given to them by their teachers. Again, the principal also postulated that the school has intercom system hence those teachers who go to classes unprepared and fail to plan as to what to teach he/she can monitor them by listening to them while teaching just to make sure teaching and learning is taking place in the school.

It is not really clear how teachers are involved in the planning of the subjects taught in school for this second principal; because the principal only pointed out that the experienced teachers can assist the novice teachers in the teaching of the subjects but did not mention the issue of subject planning. Furthermore, he/she also only explained the provision of suitable materials to the teachers and departments but planning how to use those materials was not mentioned by this respondent. It seems involvement of teachers in planning of the subjects taught in this school is not well crafted as it appears to be general stated by this respondent. Ultimately he/she also stated that teachers can demand materials that are suitable for them and matching the curriculum but no mentioning of planning. This in essence appears to show that there is still a need to involve teachers in the planning of the subjects taught in this school. It is clear that teachers are somehow involved in the planning of the subjects they taught in this school as the third principal indicated that the teachers need to do daily preparation for the lessons they teach. In addition, he/she claimed that teachers play a major roles with the activities that are taking place in the school; and they mostly know when and what activity to be done. This is part of the planning that is taking place in this school, but other aspects of subjects planning like making sure that right materials are available is not mentioned by any of the three principals. The fourth principal highlighted that it is crucial for teachers to play active role in curriculum development and lesson plan well prepared before the teachers start teaching. He/she argued that teachers should also plan what to do at the beginning of each semester by

designing the schemes of work that will make the road map of what they are going to do throughout the semester.

The fifth principal stated that he/she will avail the syllabi to all teachers so that the teachers can be able to study the syllabi content and plan accordingly. This principal advises that teachers should be encouraged to critique the current syllabi and make suggestions for improvements. In addition the fifth principal is of the idea that teachers should be actively involved in parental meetings to discuss the needs of their learners. As a consequence, one would say there is still more need to be done in terms of teachers' involvement in the subjects they taught in the school. The issue of materials used to teach the subjects, ordering of those materials need to involve teachers when ordering those materials and it seems lacking in all three schools as none of the respondents have mentioned it. Sixth principal has also explained how he/she involve teachers in planning of subject taught as he/she said he/she urges teachers to plan together especially those teachers who teach the same subjects or in the same field. This principal acknowledged that planning together usually help novice teachers to learn from the experienced teachers and this will make their teaching more effective. The seventh principal explained that subject teachers are encouraged to develop teaching plans and share them with colleagues. Topic specialisation is also encouraged among teachers so that best results can be obtained as every teacher would teach the topics they enjoy much within their field. For the eighth principal involvement of teachers in planning of subjects taught involves making sure that every year program of looking at how learners have performed in each subject. Also they look at the relevance of each subject with regard to the local environment and national context and for all these practices all teachers' views and input are allowed. Ninth principal highlighted that every beginning of the year the management look at subjects' specialisation and expertise in the subject areas. From there the head of department sit together with their teachers and decide who to teach what subject; such decision can also

dictated by their academic background based on their merit of their academic achievement. The principal further specified that they do not force or impose staff members to teach subject that members do not have expertise, because during the recommendation for the recruitment process, the management make sure to take the right candidates for the right specialisation. Therefore this becomes easier during the allocation of the subject to be taught. The tenth principal stated that teachers are allowed to draw up scheme of work from the subjects' syllabus so they are able to plan for what to do during the course of each academic year.

4.3.7 How do you involve teachers in discussing the day-to-day teaching and learning activities in the school?

The first principal has stipulated it well how he/she encourages the teachers to discuss day-to-day teaching and learning activities in their school. This looks like teachers in this school are given the platform to participate actively in the day-to-day teaching and learning activities as the principal indicated that they have briefings three times per cycle where every teacher supposed to report what is happening and what needs to be done in their departments. The principal stated: *uh that is very critical aspect because that is the core business of the school and of every teacher. So what happens or what we do, we have timetable that need to be followed every day. And then, we have briefings every day not every day but three times in a cycle whereby we get a feedback from every staff member as to what is going on and how things are happening. Uh, of course the school is big but with the assistance of the heads of departments we make sure that every teacher has a necessary required files that are needed as tools for teaching, we make sure every teacher is supplied with the necessary syllabus and text books or references books that are needed for teaching and we ensure that the lesson preparation for every lesson is done the day or even days before the lesson is presented. So teachers do not leave exactly at the end of the lessons but will have around an hour or one hour and thirty minutes (1h30) or more for teaching to remain behind to prepare for the next*

day. And those teachers who have the problem that is also the opportunity for them to say I need assistance in this topic and that is when we consult within the department the teacher who can assist or who can plan together with that teacher. And we encourage those teachers who have problems to come forward where necessary that we can get assistance either within the school or from outside the school, so we do not depends only on the expertise within the school but we can go to nearby schools, we can go within the circuit, we can go within the cluster or we can go through up to the regional office. So by doing that way I think all teachers are encouraged to participate. This sounds like a good platform where improvement of teaching and learning is likely to take place as the problems identified will be able to be addressed on time. Also the involvement of other expertise from outside the school is likely to motivate teachers to seek help and eventual bring changes in the school which in essence may improve teaching and learning in their school. Moreover, the principal stated that he/she encourages teachers who have problem to come forward so that he/she can discuss the issue with the teacher and sometimes refers the teacher to someone within the department who can mentor the other teachers.

In the same manner, the second principal also pointed out the teachers' briefing as one of the approach they use to involve teachers to discuss the day-to-day teaching and learning activities in their school. In addition, the provision of the teachers' freedom to bring up new topics for discussion on the burning issues proves that they are making contribution in terms of discussing the day-to-day teaching and learning activities in this school. Moreover, the principal attested that they have WhatsApp group for staff members to communicate when there is an urgent need that need intervention for everyone and they communicate all teachers and all staff members to mainly focus on teaching and learning. This seems that teachers are actively taking part in making sure that teaching and learning improvement in this school is part of their duty. Although, the principal did not points out how to make sure that proper

monitoring is taking place so that when ideas are discussed they are implemented by all staff members. As indicated by the third principal, it shows that teachers are involved in discussing day-to-day teaching and learning activities in this school also. This means almost all of the ten principals indicated that there are nature and element of teachers' involvement in discussing of the day-to-day learning activities in their schools except that in some cases things are not really clear as to how they administer those activities and how the activities are monitored to make sure this can lead to improvement of teaching and learning in their schools. This can also be observed from the third principal above who indicated that they usually have management meeting to make decisions that translate back to the teachers but as to how they make sure that those decisions lead to fruitful discussions that can eventual improve teaching and learning is not clear. On the contrary he/she also mentioned the issue of briefing that they always have every Tuesday and Thursday for them to discuss issues related to teaching and learning in the school which gives also a good platform for teachers to be involved in discussing day-to-day teaching and learning activities in the school. The fourth principal also concur with the previous respondents as he/she explained that teachers are always involved in briefing meetings and also meet and discuss with teachers after classroom observations. Teachers are also encouraged to identify shortcomings for discussions and collective decisions are made. The fifth principal emphasised that he/she cultivate leadership in teachers in order to improve motivation and work setting and also help teachers to be independent thinkers. Furthermore the sixth principal stated that there is a common place where teachers meet every day and where ideas with regard to teaching and learning on daily bases are shared. This allows teachers to be involved and air their input on the day-to-day teaching and learning activities at the school. Principal number seven emphasised that subject heads hold regular meetings with subject teachers and evaluate teaching and learning achieved. This will allow teachers to discuss the problems encountered and the best practices which can eventual

leads to improved teaching and learning. For the principal number eight views on the issue of involving teachers in discussing the day-to-day teaching and learning aspects were that teachers have 30 minutes break everyday where they sometimes come together to discuss their needs and experiences with regard to the teaching and learning in the classrooms. This in turn assists the teachers to come up with suggestions that can be given to the school management committee to work on the way forward. The ninth principal pointed out that in a week they use to meet three (3) times to discuss issues of teaching and learning which includes challenges and success of the teachers during teaching and learning sessions. What is more, every department report back to the staff any issues (success and challenges they face at school environment), and the principal clarified that he/she make a routine monitoring of classrooms to establish any issue relating to teaching and learning. The tenth principal emphasised that they always use to have morning briefings three times a week where they discuss things that need to be improved and challenges faced in the school. In addition, there are also departmental meetings in the school year plan where teachers can discuss issues affecting teaching and learning in the school.

4.3.8 What are your practices towards delegation of subject teaching in school?

This first principal has explained quite well how the practice towards delegating of subjects teaching in their school is done. Because the principal postulates how those departments without heads of department, teachers are selected and assigned responsibility of heading the department to make sure that all activities of teaching and learning as well as examination is not delayed. This principal stated that: *ya, like I indicated earlier, our subjects are grouped into subjects groups or departments. For example, we have science subjects, social science, English; we have first language or the other vernacular. Now what happens, we identify a teacher where we do not have HOD as I said we only have two HODs , one for English and*

one for mathematic and sciences, it is a very big department because it takes quite a large number of subjects. It will happen that we can have a subject head for biology for example, we have a subject head for mathematic and somebody for chemistry now with the revised curriculum. And these subjects' heads, they are responsible for the day to day running of these subjects. They report those subjects to HOD or straight to the principal. So it is delegated in the way to split the loads so that we cannot have one teacher with too many subjects and then that compromises efficiency so if it is delegated that way. And these teachers, they are subjects' heads, they are responsible to ensure that the setting of the tests, mastery tests, end of term examination of end of year examination or school based are ensuring that they identify setters and moderators within the department of that subject group and they are responsible to make sure that this is multiplied and stapled and made available for the learners to take examination at appropriate dates. So by giving that responsibility they feel also being part of the whole system so it is helping us as the school. For this practices seem to be well designed in this particular school and there is proper delegation of subjects taught which can eventual lead to better academic results because everyone is being involved. Furthermore, the principal claimed that besides examination; teachers who are the subject heads are responsible for day-to-day running of the assigned subjects so in this way they make sure teaching and learning should be taking place.

Ultimately judging from the principal's two views, the delegation is taking place in this school too as the principal indicated that in absentia of some teachers, others are appointed on the merit that they can do the delegated tasks. Furthermore, the delegation does not only end with teaching of the subjects taught as per question, but also administrative tasks such as examination and extracurricular activities are also delegated to some teachers. There is a sign of effective monitoring also in this school for delegated tasks, as shown from the principal's answer that they always see if the target was met or not. The third principal also adduced that

there is delegation going on in this school as the respondent indicated well how the heads of departments and subject heads delegated tasks to monitor teaching of the subjects in their respective departments by observing lessons and give guidance on how to teach particular subjects. Equally the principal declared that each year different departments in the school sit and discuss who will be allocated what subject and this is where the experienced teachers are assigned to look after specific subjects whom they can observe lessons and making sure proper teaching and learning is taking place. The fourth principal pointed out that teachers are delegated to develop schemes of work and teachers should be trained to take up new subjects. This principal seems not to know well how to delegate as he/she did not clearly mention how he/she delegate his/her teachers in his/her school. Similarly the fifth principal also did not come out clear on how he/she does delegation as he/she only indicated that teachers indicate at the beginning of the year the subjects and grades they prefer to teach and they are allocated those grades to supervise.

The sixth principal further also highlighted that all teachers are assigned subjects in which they specialised in, and subject allocation is done in such a way that all teachers are given a space where necessary. This principal also shows how delegation is done at their school though not in explicit manner. This shows that all ten principal ultimately prove that delegation is happening in their school, although each school has its different approach to delegation and how it is being monitored. For instance, the third principal clarified that subjects heads reports to the heads of department whilst others like the second respondent indicates that when tasks are delegated the principal come to look if the target was met or not then further assistance can be given to improve the situation. For the seventh principal delegation is done by allowing teachers to select preferred subjects and order of preference. This principal seems not really know well what delegation is all about because he/she did not give clear description as to how he/she practice delegation at his/her. The eighth principal also

indicated that teachers are appointed according to the field of studies, and are required to be specialised in at least two school subjects. Teachers are only allocated subjects in line with their field of specialisation; therefore if the teacher is delegated to be a subject head he/she is able. For the ninth principal, the approach towards delegation is done by this principal where he/she weigh the type of work that needs to be delegated. Moreover, the principal specified that he/she do not delegate everything but some tasks that are doable and that can prepare teachers well to take over leadership roles one day with easy. Furthermore, the principal postulated that he/she usually draw a line on what to delegate and what not to delegate; for example there are certain tasks that are more confidential which cannot be delegated to the subordinates. For that reason, the principal clarified that he/she always strikes a balance to ensure that over delegation is avoided. The tenth principal pointed out that in every department in their school, teachers are given rotational opportunities to be subject heads and this allow teachers carry out leadership roles which prepare teachers for future leaderships endeavours.

4.3.9 How do you motivate teachers to be the best they can towards teaching?

On reflection, the first principal illustrated how motivation is taking place in their school to encourage teachers to do their work diligently. Specifically, the principal stressed that they have price giving ceremony in the school to acknowledge those teachers and learners who did well. Moreover, he/she emphasised that the involvement of other stakeholders to support their price giving ceremony like community members who give laptops and monetary awards makes the motivating system more effective and encouraging in this school. Self-motivation via studying is another worth mentioning factor that makes this school good in terms of motivating teachers to be the best they can towards teaching. Accordingly, this principal emphasised that: *uh, at the moment our school is not doing very bad in terms of academic*

performance and I know there are reasons which have made or lifted us to perform better than we use to do in the past. Uh,, we have a school based prize giving ceremony whereby we acknowledge or every year we acknowledge good performance from the previous year learners, teachers and all staff members that are involved and this has brought up a kind of academic competition among staff members, because it comes with a number of certificates or merits, it comes with prizes; monetary and some are equipment we got community members who sponsor us items like laptops, power point projectors that we give specifically to certain teachers to use because of the performance. Some, they bring in medals, some they bring in trophies and monetary and I think these has made teachers to wake up and be aware that ok if I do that I can get that prize. I think personal I also have an agreement with number of teachers where we put up a certain target and I offer a certain prize for that teachers that if you are going to achieve this one this is what I am going to give you. I have done it for the past three (3) to four (4) years and most of these teachers live up to their expectations. So in that way, teachers are more encouraged and also we give them an opportunity to attend workshops; for example this mathematic national conference to assist the schools who to make sure these teachers who attend this to get more information in their subject. For so late almost 50% also for the teachers in the school are busy with their studies because we believe that with upgrading or self- study, you made yourself to remain relevant to the system so starting from the principal to the couple of teachers, we are busy studying further so that we can also remain relevant to what we are doing. So I think that is more motivating because people pick up their confidence when they get new knowledge and new qualifications. Thank you. The principal has also attested that he/she has made agreement with numbers of teachers in the school to reach certain academic targets and then the principal will give some prizes; he/she affirmed that it worked for the past three (3) years now. Lastly the principal also

professed that 50% of the teachers in the school are busy with their further studies and this boost teachers' morale as they believe they will remain relevant to the system.

The second principal's views on the issue of motivating teachers to be the best they can toward teaching is rather not really clear. For instance how he/she pointed out that teachers must love the children they are teaching and the notion of reminding teachers about their job description. All this analyses do not really give clear picture as to how this will leads to motivation of the teachers. Of course little on the issue of well-informed teachers this may boost their morale but it was also not well explained as to how it can contribute to teachers' motivation. In addition the principal talked about the issue of having the open door policy at their school where they encourage teachers to discuss issues relating to school for the benefit of teaching and learning. Hence one could say in a nutshell that there is lack of teachers' motivation when it comes to teaching and learning in this school. For the third principal motivation is also taking place in clear sense unlike second principal. To show what, the principal has explained that they have price giving ceremonies and also for good Samaritans who volunteer to sponsor the price giving ceremonies sometimes with monetary, is also helping to give motivation to the teachers to be the best they can towards teaching. On the contrary, he/she emphasised that this is a government school, hence there are no appraisal taking place as appraisal mostly happens in private institutions. Moreover, he/she maintains that in most cases teachers are only given awards at the annual price giving ceremony in the form of certificates and sometimes monetary when some stakeholders sponsor the ceremony. The fourth principal emphasised that he/she usually motivate teachers to seek professional development opportunities like further studies so that they can acquire necessary skills and expertise knowledge in the subject areas. In addition principal fifth highlighted that they normal teacher of the month awards whereas the teacher of the month gets a performance reward. The principal justified that to select the teacher of the month award, both teachers and

learners are involved in choosing the best teacher of the month who then receives a certificate and a gift hamper as a token of motivation. The sixth principal stated that he/she always encourages teachers to be master of their subjects which awaken the interest of learners to like the subjects as well as learning and teaching profession at large. The seventh principal underlined that prizes for best performance and recognition for subject headship as well as HOD status are given in their school to motivate teachers. Certainly the eighth principal stated that they have different ways of motivating teachers which includes the best teacher of the year ward, the best department of the year as well as the best teacher of the year with regards to extracurricular activities. All these practices motivate teachers to work hard so that at the end of the day teachers have equal chances to be awarded. The ninth principal detailed that he/she use to praise his/her teachers during the staff briefing and morning assembly as a motivational approach. Besides the aforementioned approach the principal also emphasised that the school come up with awards ceremony where certificates of merit are given to the best performing teachers at the school level which has been also extended to cluster and circuit levels. Again the principal revealed that sometimes he/she avail him/herself to any activity organised by the teachers, especially extramural activities. Financial means to make things happen especially when there arrangement of sport activities to motivate them to always organise those activities as they too contribute to wellbeing of the learners and leads to active teaching and learning. Tenth principal also emphasised that he/she motivates teachers as they have prize giving ceremony every year in their school to award best performed teachers and learners based on previous academic year academic results. Furthermore, the principal also pointed out that the community members also use to volunteer by sponsoring certain subjects in the school by giving monetary and material awards.

4.3.10 What role do you play in creating a culture of teaching and learning in your school?

In a view of the first principal, he/she is doing more to make sure that the culture of teaching and learning is taking place or exist in this school. For instance as the principal indicated that he/she as a principal is also partaking in the teaching endeavour in the school just to lead by example. Furthermore, with regard to the supervision and encouraging teachers to go class affirmation that this school principal doing something to make sure the creation of the culture of teaching and learning is realised in this school. The principal argued that some teachers require 100% supervision for them to get to know what is expected of them otherwise some just go and sit in the classrooms and no teaching and learning is taking place. The principal emphasized that: *definitely the most appropriate way to do that is to lead by example, as a principal I am also remain as a teacher even through it is not that easy in a big school like this where you have to run both the school and the hostel and the cluster but that is the most appropriate way people will only be interest if they see that the principal, HOD are also doing the teaching. Above that one is to keep supervising and encouraging the teachers, going to classes to ensure that teaching is taking place because some teachers especially new teachers requires 100% supervision for them to get to know and get the way of teaching, . The moment you do not supervise them, they will not go and do the teaching or they just go to the class and sit. So we have strict supervision within the management that ensures that there is no room for the people to dodge the classes or to cut classes. And also discourage learners to be absent from school, because that also discourage teachers when you go to class and you only find 5 out 35 of your learners are not present. It brings motivation of teachers very low so we make sure that when learners are absent we communicate immediately the parents to bring learners to the school to just make teaching more interesting. Thank you!* Equally, the discouraging of absenteeism from learners is also something worth mentioning when it comes to this principal endeavour in making sure that the culture of teaching and learning is respected in this school.

On reflection to second principal's views, little is done when it comes to creating the culture of teaching and learning in this school. To show what, the principal only pointed out that previously he/she was a teacher and was responsible for classes to lead by example, moreover, the modality of the role he/she plays now as a principal to create the culture of teaching and learning in the school is not really said clearly. Certainly he/she professed that when teachers need something he/she make sure he/she provide it on time to make sure teachers are satisfied and perform well and maintained that he/she need to be available for them. Certainly, one could say there is more to be done in this school when it comes to creation of the culture of teaching and learning not only by maintaining openness as advocated by the principal. Potentially, for the third principal he/she clarified how they use the model of recruitment process to bring back the former learners as teachers in the school with the notion that they already aware of the culture of the school. To all intends and purpose, it shows that, the emphasis is clear on how they make sure they continue with their culture of teaching and learning in this school. For instance the principal stressed that what he/she does is simply reminding the teachers of what is expected of them, especially the new ones and also to seek assistance from the senior teachers. Equally the principal action on making sure task on task practice is respected shows that he/she is doing something to create the culture of teaching and learning in this school. Equally, the principal protested that every day when learners are coming from break time he/she makes sure that they do not waste time by wandering around but chases them in classes to make sure time on task. The fourth principal said little on the role he/she plays to creature culture of teaching and learning as he/she only explained that he/she only encourages teachers and learners to collaborate and hold positive interactions with each other so that they can creature conducive learning atmosphere. But for the fifth principal, they do different practice in their school; the school buys magazines with educational material for the improvement of teaching. Again every last

Thursday of the month teachers undergo some teaching strategies workshop just to assist in equipping teachers with teaching and learning skills.

The sixth principal revealed that he/she always encourage teachers to take teaching as a passion. Again he/she indicated that he/she teaches in the afternoon to compensate for slow learners or time lost and this motivates teachers also to emulate his/her practice. The principal said by so doing learners enjoy teaching and learning when under capable teachers. The principal number seven clarified that he/she create the culture of teaching and learning through interactions with teachers and also hold workshops with the visiting experts to help teachers improve teaching and learning. For eighth principal, he/she emphasised that every Friday, teachers have to submit learners' scripts of the tests/assignments they have written during the course of the week for principal to monitor if quality teaching and learning has been taking place. Furthermore learners are also expected to give evidence of a library books they have read in a week. Principal also invites parents to come see teachers once a trimester to get feedback on the progress made by their children, by so doing the principal ensures that teaching and learning is taking place. The ninth principal also indicated that management of the school has a programme of co-teaching among teachers and among culture whereby they exchange classes for some periods-this encourages teachers to put more effort in their teaching. Furthermore, the principal also alluded that another strategy to create culture of teaching and learning at their school is by allowing teachers to move with their grade 11 learners to grade 12 which allows the teachers to influence grade 12 performances and create competition among teachers in the school. For the tenth principal, he/she emphasised that he/she make sure that the school is safe and friendly environment for both teachers and learners so that no interruption to teaching and learning. Again, the principal also stated that he/she make sure that at least teaching and learning materials are adequate in the school.

4.3.11 What challenges do you experience in performing your leadership roles in the school?

The first principal's views on the challenges experienced in performing or executing the leadership roles in the school are clearly stated by this respondent. For instance the issue of cell-phones usage in school by teachers and the social problems faced by teachers are some of the damning issues raised by the respondent. Furthermore, the principal also emphasised the concern of right of people or staff members, who sometimes do not dress professional and cite their right to do so. *Ya, the challenges are enormous, uh a school is an institution like any other institution and it can only function if it is well resourceful and or if it is financial position is sound that it is able to acquire this and that and also having different staff members like teachers with different attitudes it is easy. There is most, I think recent problem now of course we admire technology to teach or to use as teaching tool, but we realise that the use of mobile phones by staff members at school level is not used appropriate because teachers now will not even acquire a wrist watch but will prefer to go with the cell phone to class as a watch and cell-phone as multi-functions. It can be used as it can ring as a cell-phone, it can be used as a calculator, it does a lot of things as it can go on social media, it does a lot of things. You have no grantee when these teachers go with the mobile phones to class is definitely going to use it for teaching purpose so is where we find that during teaching time or school time teachers are busy posting certain things on social media which takes much of your time or teaching time. It is difficult to control because some , they want to use for school related purposes but some in in between there , they would use it for other things.*

The other challenge is most teachers are developing a lot of social problems and this is the problem. Very serious problem and a concern whereby one will spend much of their previous evening outing and coming to school the level of productivity is also reduced as the staff member is either tired or is just unproductive at all. The conduct of teachers that I would now

put it in general conducts, we still have teachers who still want to associate unprofessional with learners. They do not look at learners as learners but people they can mingle with and that is a serious one because it compromises the standard of teaching and learning. And then we have the appearance of teachers, I think the issues of dressing code as being addressed several times, that we still find it. You know a lot of things are coming out as people say they are getting modernised or civilised that sometimes civilisation leads to people either dress or look inappropriate when they are coming to work. And you see at the moment there is no strict or straight forward policy from or within the ministry which describes that this must be put on by the teacher except that it says you must dress appropriately, but that is the only one. So that, to define that appropriateness, people misinterpreted it or interpret it differently. One will just put on a jean with a cut then we would look at it as appropriate and then when you bring it up you will have an issue with the staff member. We have a situation whereby some staff members or some teachers who become more concern with their right than their responsibilities, so that situation is definitely disturbing. Moreover, the principal also attested that currently there is no strict or straight forward policy within the school or ministry that describes what dressing is thoroughly good for teachers except that the existing policy only indicated appropriate dressing which sometimes is misinterpreted. The principal in addition also pointed out the teachers' unprofessional conduct with learners; teachers indulge in affairs with learners. In essence, there seems to be more problems or challenges faced by school leaders like principals in running the day-to-day leadership endeavours in their school as stated by this principal.

On reflection of the second principal's views, there are many challenges he/she faced with when it comes to executing his/her leadership roles at the school, for example the issues of the learners who are not in the hostel because the school is not a boarding school. As a consequence, these learners bring in lot of problems from outside the school environment. In

addition, the issue of the administrative meetings at the circuit level also take up too much time to monitor instructional programs at school. However on the contrary, the principal restated that their school is well resourced therefore, resources are not real an issue. But despite the well resourceful school many learners are not turning up for classes and this makes the principal's work very difficult because now and then the principal need to find out what happens to the learner who did not turn up for school. All these things seem to put this principal at quagmire situation as the instructional time is wasted on more administrative issues. The principal also cited the issue of delayment to appoint new teachers by Human resources department and other high offices when new teacher is needed despite interviews being done on time. Evidence of all ten principals' show that they have some kind of challenges they face as school leaders, though each respondent has postulated different challenges which are unique to their school. To take a case of the third principal, he/she articulated that he/she has the problem of bringing his/her team together and also the challenges from ill-discipline young teachers. The fourth principal acknowledged that the challenges he/she experienced most at his/her school is difficult in controlling teachers' and learners' behaviours as well as struggling to improve academic achievement of the school due to the lack of resources in the school. In the fifth principal's views on the challenges experiences in his/her school they are many for instance lack of commitment by some teachers, unavailability of resources for learners (financial, text books) and behavioural problems among both teachers and learners.

Sixth principal emphasised that there are always challenges faced by the principals for example the principal mentioned the issue of environment which provides people with diverse backgrounds and behaviours. In addition poor facilities like classroom, water, electricity and support under principal's leadership are some of the challenges faced. The seventh principal alluded that challenges faced are unwillingness for teachers to expand their subjects' base. On

the contrary the eighth principal stated that the challenges faced are absenteeism from both teachers and learners as well as indiscipline from mostly male learners. Again lack of support from some parents is also a challenge and the issues of pregnancies among girls. For the ninth principal challenges experienced in their school are cultural diversity and differences in terms of beliefs, values and norms that normally lead to disrespect of the principal by some teachers. Also the issue of absenteeism and the bureaucratic process of disciplining teachers is another cumbersome as most teachers are aware that no major action can be taken against them in case of misconduct and as a consequence teachers continue to misbehave. The tenth principal indicated that the challenges he/she experiences is the issue of absenteeism among both teachers and learners. Also, the principal emphasised that sometimes shortage of staff is also a challenge. The alcohol and drug abuse among staff members was also pointed out as a major challenge as some teachers even come to work while under the influence of alcohol.

4.3.12 What do you think should be done to develop principal's leadership roles in the schools?

More interestingly, the first principal has pointed out clearly what needs to be done in order to develop principal's leadership roles in the schools by highlighting out what is happening and not taking place now. Also the principal highlighted that principals need to do some refresh leadership courses just to equip them with the latest leadership skills. For this reason the principal claimed that some principals have been in service for 20 to 30 years without doing any refresh courses and they are likely to lack some latest leadership approach. *Um, I presume a number of things to be done in terms of refresher courses for principals because some principals have been sitting in that office for more than ten (10) years or fifteen (15) years and has not done any course or additional course especially on leadership level. We have institutions like African leadership Institute are giving leadership courses for leaders*

including HODs and principals. We have that are giving opportunities for studies but it seems some school leaders are reluctant. Probably, I would suggest that may be some is because of financial burdens that comes with the self- studies. May be some are not in a position to study, so opportunities are not there to allow the principals to study further if you do not do it by yourself, you remain for twenty years or thirty years without doing any further studies. Um, I think also principals position are changing every time, you have new principals coming in, I think the system of mentoring new principals should be more decentralized within the regions or within the circuits or clusters so that the new principals should not be left to skim alone but to be attached to someone more experienced may be for a year or two years to drive or nurture that principal to go there. But you would find that some people are thrown into positions and they are left there and start making the mistakes and the errors otherwise I think one would think not only if I want to put it in this way, not only the principals that needs to be indigenous. Our curriculum has been revised but you look at the qualifications for teachers even for principals have not changed for a number of years. One can still become a principal with a Basic Education Diploma. If you look at that scenario, it might or there might be a gap now; a knowledge gap between that time when you get that qualification and at the moment. And they have not done anything so I would suggest or think that at second in time the Ministry should look at changing the entry requirements for the teaching profession. May be it is high time, we start moving at even a BED degree level or BED Honours for somebody to be in the system. I think that will help us because at the moment, we have a lot of teachers in the system; they are not studying, they are only there waiting for when to retire and the quality of education has been compromised in the process. I think after a certain period of time we have to look at these things as to what are the requirements and so on. Equally the stagnant system of recruitment process for both teachers and principals need to be changed, especially the entry requirement for teachers to change from the current basic

education teacher's diploma to bachelor of education degree. And for principals to have some mentorship programs decentralised to assist the new principals to settle in and learn principals' skills quickly and how to manage the school, because currently the principals are just appointed and thrown into the system but they do not know where to start.

Ultimately, the second principal outlined some of the things that should be done assist principals to develop their leadership roles in the schools, for instance the monitoring from the principals' supervisors to check how principals are doing their work and correct them where they are not doing well. On the same note, the HR also needs to support principals by clarifying some of the issues that need clarification from the HR side to make the principal's work easy. He/she also suggested the need for training for principals especially the newly promoted principals should be given some leadership training to make their work easier. Currently it takes long time before the promoted principals are given any workshop on leadership. The fourth principal pointed out that setting high expectations for both teachers and principals in the schools to create a teaching and learning environment that is collaborative and innovative will make principals work hard to achieve such goal. Principals need proper trainings that enable them develop new approaches to improve their schools' performance. On the similar note the fifth principal has suggested that there is a need of more interactional meetings between principals where the principals can discuss their experiences and challenges so that they can collectively map ways of overcoming those challenges. Furthermore this principal also concedes with the fourth principal on the notion of trainings on leadership trends and strategies to equip principals with necessary leadership strategical approaches on how to resolve issues in their school environment and eventual lead to positive academic results.

The principal number six also feels that new leadership techniques should be impacted into principals to improve principals' leadership skills and constantly shape them. Also the principal suggested that trainings should be a perpetual thing for all principals. This shows that principals seem to have some similar needs when it comes to develop their leadership roles in the schools. The emphasis of the third principal also is on mentorship program needed to make sure that principals are assisted to be able to do their leadership roles in schools. Also he/she restated the need for workshops on leadership which could help the principals to know more about leadership aspects. Furthermore, he/she stated the issue of mentorship and appoint of the principals; when the principal is about to retire they must be allowed to mentor someone within the school's heads of department who should succeed him/her. But on the contrary principals are not allowed to do mentoring neither they are involved in the recruitment process for the next principal and this is the major challenge now. Furthermore the seventh principal recommended that orientation visits to the best performing schools to see how things are done and copy the best practices as well as to hold leadership workshops for principals to improve their leadership skills. The eighth principal concedes with the previous one as he/she recommends that all principals must attend leadership workshops at least once a year. The principal further proposed that principals should be encouraged to enrol for leadership courses so that they keep upgrading their leadership skills and knowledge. Ninth principal also concedes with some of the above respondents as he/she suggested that to develop principals' leadership role in schools principals should be provided with leadership professional development workshops to improve their management leadership skills. Also principals should be given yearly refresher courses on leadership and management aspects as well as to give principals more mandate and authority to control their schools. In addition principals need to be trained more on effective instructional strategies and understand the needs of their learners and teachers. Principals should also be sensitised about understanding

that good teaching strategies are appropriate for all learners in order to lead with example. The tenth principal suggested that principal need to upgrade themselves by attending leadership workshops and also enrol themselves with some recognised institutions which give leadership trainings. This will enable the principals to gain better leadership skills and knowledge which will assist principals to effectively run the schools.

4.3.13 What steps would you take if you are dealing with a discipline incident?

The first principal has shown through his/her response that there are clear steps that they follow to deal with the disciplinary issues as he/she cited the use of some policy documents in place, for example education Act, Act 16 of 2001, public service staff rules, teachers code of conduct just to mention a few. In addition, this principal also clearly indicates how they conduct the disciplinary action against either learners or staff members and what offences are in place on which the charges will be based. This principal emphasised that: *um, is only that the question does not indicates whether, discipline of learners or discipline of staff. You can tackle it from both sides. I think in any case, if the disciplinary issues arise among learners or from the learners we have the procedures in place. Um, the school has got rules for learners or code of conduct for learners which are more associated with the provisions within the education Act, Act 16 of 2001 which directs us as to what happens if the learner transgress and is charged with misconduct starting from if the misconduct requires suspension. I think everything is very clear how to suspend a learner from both school and hostel and that should be followed by disciplinary hearing within 20 days after suspension and then the disciplinary hearing will pronounce itself whether a learner is quilt or not quilt, and what action should be taken against such a learner. Um, of course it must be noted that school or as school board we do not have power to expel a learner, we can only suspend, go for hearing and recommend to the executive director based on the findings if so requires through the regional*

director. The same as with the staff members or teachers we have public service Act in place. We have the public Act staff rules, we have code of conduct for teachers which are guidelines on how we should conduct and when are regarded as committed an offence; starting from minor, serious and major offences. Now based on what type of offence the staff member has done; if it is a minor we know we give a verbal warning, if repeatedly we know we can give warning.

There are serious cases like I mentioned earlier, a staff member involved in a learner relationship or with a school learner this requires now serious investigation and that is major offence. Definitely the staff member will be charged with major offence. That is now through the regional director or the HR office or from the executive director. So those principles or guidelines definitely will be the bases on whatever disciplinary issues is coming and how we deal with it. So they should not be dealt with just randomly without following the procedures and remember whether is a learner or staff member they must be given opportunity to pronounce themselves toward the charge. For all those procedures they have to be followed before we go to the end of the whole issue. Moreover, he/she also advocated that before the accused is charged the proper procedures must be followed, for example by allowing the accused to pronounce themselves towards the charges against them.

The second principal did not really clearly indicates how they deal with disciplinary issues. This is because the question was about steps to be taken when dealing with disciplinary issues but the respondent rather ended up telling the types of discipline incidents that happen in their school. Although he/she indicated some sort of how they deal with those disciplinary incidents, like allowing the accused to pronounce themselves when they are being accused of a certain disciplinary case; it was not really clear. Instead the principal claimed that they submit the report cases for those are involved in disciplinary cases to HR (human resources) and the directorate to take the case up; but as the researcher sought to find out what the

principal does to deal with the disciplinary incidents in their schools. For the third principal, the steps to be taken are quite outlined better compared to respondent two as he/she indicates how the school is made up of different committee and school boards that use to take different actions and what policy documents are in place where they refer their cases and merit of the cases. The principal cited the Act 13 of 1995 as one of the Act they use to deal with disciplinary incidents in their school. So this makes their steps to be taken more straight forwards. This principal also concedes with the first principal on the issue of policy documents in place like Acts.

The fourth principal described his/her steps as follows; he/she stated that he/she would investigate the incident and do background check of learners/teachers involved by trying to listen to both sides contained. From this approach he/she will be able to identify the breach of rules, discuss the breach with the culprits and pronounce the direction. Furthermore the principal also explained that disciplinary procedures are usually followed involving the disciplinary committee in the school when dealing with the disciplinary issues. For the fifth principal when dealing with disciplinary issues he/she make sure that rules are enforced fairly and consistently. He /she also indicated that he/she make sure that he/she stays in charge of the school to control the incident of disciplinary issue. For this principal number six steps taken at his/her school includes fair and justice where everyone should be provided with ample opportunity to give their side of the story so that fair judgment could prevail. The seventh principal emphasised that the steps to be taken when dealing with disciplinary issues includes careful investigation of what happens. In addition the principal also indicated that counselling can be done to those who committed offense and where no choice is left conclusion is drawn and hearing is going to be held. On the same note the eighth principal indicated that disciplinary incidents are of various natures. Generally he/she explained that when disciplinary cases arise in their school principal always organises disciplinary hearing

whereby the charges shall be formulated with the charge sheet created to be issued to the accused, then all details regarding the cause of the case will be explained. From there independent panel will be organised and all due processes will be taken into consideration and followed up. The ninth principal emphasised that he/she follows five steps when handling disciplinary incidents as outlined below:

First step he/she always asks him/herself whether formal proceedings are necessary for incident or not. Before rushing into disciplinary action, he/she first ask whether he/she can resolve the issue through informal channels or whether disciplinary proceedings are justified in the circumstances. This is because some incidents might be minor offense. The second step is to gather all the facts about the incident or investigate the alleged misconduct by talking to all parties involved to gather the relevant information and this is done to determine the fairness. The third step is to set up a disciplinary meeting: once the investigation is complete, if there is no case to answer then no further action needs to be taken. However, if there appears to be sufficient evidence to show misconduct, then investigating officer/ who might be school board and the principal pass the evidence onto a disciplinary committee. Then the staff is given reasonable notice of the hearing and informs him/her about his/her right to be accompanied by a fellow colleague or a recognised trade union representative. From there then enclose all of the evidence seeking reply upon; and be clear about the allegations and the potential outcomes of the meeting. The fourth step is to conduct the disciplinary meeting whereby the principal shall explain the allegations against the staff by going through all the evidence and give the employee the opportunity to comment upon it. This is done in case the staff member may raises things in their defence that may require further investigation afterwards; and if so must gather additional evidence, and consider it before coming to a decision. The last step is to take the decision; once all the evidence have been considered then the decision is taken. Tenth principal indicated that there are national documents that guide

how disciplinary issues should be handled in all public institutions; therefore the principal will use those documents to handle any disciplinary incidents in the school. Furthermore, the principal also pointed out that he/she always make sure when dealing with disciplinary incidents to listen to both parties involved in the disciplinary issues and then follow all the procedures such as giving verbal warning, first written warning and final warning.

4.3.14 What is the overall pass percentage target for your school for 2019?

This first principal indicated their target of their school which makes the school to work towards that target. For instance he/she indicated that for 2019 they target 52% based on 2018 results which were 47%. So this makes the school to have a kind of objective to achieve which eventual can help the school to work towards that target to better their academic results. Interestingly the second principal indicated their previous year pass percentage and that is where they base the 2019 pass percentage target. Even though he/she emphasised some of the influencing factors that may impact on the pass rate, he/she is still adamant that they have targeted to achieve 60% or more for this year (2019) this is based on 2018 results which was 51% to 52% . The principal stated that: *um, the school has been a grade 11 and 12 and remember grade 11 and 12 is one syllabus in the old curriculum. So our pass rate has been always measure at 12 because that is where learners write the external examination and is an exit grade to institutions of high learning. Last year we were ranking around 51% to 52% in grade 12. And more appropriate we know we can achieve at least 5% or more from what we have achieve previous year. But I must also indicate there are certain factors which play a role when you are targeting for pass percentage. The enrolment of learners also has a very big impact on that. I know last year we have more than 350 grade 12 learners but we still managed to get 51% so with 240 candidates in grade 12 this year or 2019 at least we must go for 60% pass rate or more, so our target currently is at 60% that is now a number of learners who pass with 25 points or more and at least D or C in English and these are who should be*

eligible to move to institutions of high learning. This in essence shows that despite the enrolment number of the learners which sometimes is too high which is not really a case this academic year 2019, this does not make the school to not target the certain pass percentage rate they wish to achieve like 60% for this year 2019. All ten principals have shown that there are targets set for their schools to make sure they work towards achieving it. Therefore for the fourth principal also restated that their school targets 65% for A to D symbol for both grade 12 and grade 10 and 11 respectively as well as 97% for high levels; that is grade 1 to 3 also for grade 12 on high level. The fifth principal highlighted that their school targets 80% passing rate for 2019 based on the previous year 2018 examination results which was 65% while the six principal also suggested that they are targeting 85% pass rate for the academic year 2019 because 2018 their school managed to achieve 60 % but they had many learners compared to 2019. Also the sixth principal pointed out that 75% is the overall pass percentage target for 2019 academic year at their school and did not elaborate further. The seventh principal suggested that the overall pass percentages of their school for 2019 is 75% or higher. On similar note the eighth principal indicated that last year 2018 their school achieved 65%, therefore for 2019 academic year the principal proposed that they are targeting to achieve 75% overall pass rate in grade 12. For the ninth principal, he/she emphasised that their overall performance of their school for 2019 is 70%. The tenth principal also highlighted that their school target 65% for the academic year 2019 based on the 2018 academic performance results which were 55%. Ultimately all ten schools are having some kind of goals that they are trying to achieve, and that is why all of the principals have stated their pass percentage rates or schools' targets as shown above.

4.3.15 How do teachers contribute to the school success and learners' performance?

The first principal explained well how the teachers in this school try to contribute to the academic success and learners' performance; as he/she pointed out that teachers are also planned to teach during August holiday and that shows their commitment towards improving academic performance of their learners. For this principal the emphasis was that: *um, we have very strong team of committed teachers, if I may put it that way. And I am saying so because being a school with only two grades except now with grade 10 which has jointed this year. We get learners from more 40 feeder schools in grade 11 taught by different teachers, assessed differently and they come just to grade 11 and we have a year and some months to make these learners pass grade 12. What is understood by all teachers is that we need more time to teach these learners and thinks why we teach them over weekends, after school in the evening in the afternoon. As I speak, we are busy making arrangement for all our grade 12 learners to be taught for two weeks during August examination and these teachers will do this voluntary without an extra compensation for doing that because it is holiday they supposed to go and relax or have their rest. But they have agreed that they are going to teach for two weeks in August from 12 up to 23 of August. We will have lessons for grade 12 just to make sure we prepare our learners because we know come September is already examination that is how you can see that these teachers are committed towards making academic improvement in the school. Equally because of the teachers need more time to teach; they sometimes also teach over the weekends and this shows the commitment from the teachers' side.*

The second principal's views on the teachers' contribution to the school success and learners' performance is well addressed as he/she pointed out how teachers engage learners into vigorous academic endeavours that enable the learners to do well academically besides the tour that was taken and committees that exist in the school. Teachers are also involved in supervising learners during camping period to prepare for their examinations and also prepare quizzes just to promote learning among their learners and this contribute to good academic

success of the learners and the school as a whole. There is also CPD (Continuous Professional Development) committee where teachers discuss academic activities that need to be done and when. All ten principals have postulated well how the teachers are involved to contribute to the school success and learners' performance in their respective schools. For instance the third principal also clarified how the teachers at their school commit themselves to go extra miles by giving extra classes after hours and over the weekend just to assist learners thoroughly to understand the subjects' content taught. The fourth principal explained that teachers use different teaching approaches which include learner-centred approach in their classes and sometimes questions and answer teaching approach just to make sure learners are given adequate platform to actively get involved in teaching and learning. Next, principal number five justified that teachers contribute to school success through learners' motivation as well as through daily plans and their implementation. Teachers also participate in extra-curricular activities which help learners to concentrate well in classes because they become fit.

The sixth principal has also stated that teachers are the most important people in forging towards the achievement of both school and learners success. Indeed learners' performance is positively linked to the positive attitudes of teachers toward teaching and learning. The seventh principal proposed that for the teachers to contribute to the school success they need to practice teaching by using different methods of teaching as many times as possible to improve teaching skills. For principal number eight emphasised that teachers are the main determinants of the success of their school and learners' performance simply because when teachers do thoroughly preparations and make use of the technological gadgets in their teaching and learning sessions this will eventual lead to better improvement in teaching and learning. The ninth principal also indicated that teachers are the front runners and the engine of the school, therefore the positive atmosphere with the principal's democratic leadership

style makes teachers work hard to contribute to the school success. In essence, when teachers feel part and parcel of the school decision making and feel ownership of the school, they tend to do their best to raise the flags of their schools. Positive competition among teachers at this principal's school is the fundamental principle and principal emphasised that they always strive for such as it contributes to the performance. The tenth principal clarified that teachers need to be prepared always for what to teach and they need to know their learners' profile so that they would be able to address all the learners' needs. Teachers also need to always act professional so that they can be able to do their work diligently.

4.3.16 How do the principal nurture teaching and learning climate of learning?

This first principal has ultimately pointed out how he/she as a principal helps to nurture teaching and learning climate in schools by suggesting that they normal involves all the stakeholders in the learners' education by requesting assistance from the parents where they have need of resources so that learners can be assisted to have enough resources to enhance teaching and learning in the school. Furthermore he/she encourages teachers where they can to use their own teaching materials like the use of laptops and power point projectors just to make teaching and learning more interesting. For this principal he/she stated that: *it involves parents, learners and teachers at large. Like I indicated earlier, we do not have all the resources that we need, so what we do, we talk to our parents that this is where or what the school can provide. We talk to the teachers that this is what the school can provide. Equal, to the learners, of course the learners are much into the care of their parents. Now let me say for example when it comes to most teachers are now moving to digital way of teaching using laptops, computers and power point projectors. Um, most teachers now, they are willing or they do have their own personal laptops which they use some even have their own power point projectors which they use. But this has also just come because of the understanding or*

development that we do not have all resources so when you come as a teacher you need to have your own equipment just like a soldier you cannot have a gun and you do not have bullets. Where we can, you must have your own materials to use. So most of the teachers buy the ideas and understand and that is where they are, even the issue for August teaching, the teachers who are going to be involved in that teaching will also make the same contribution or else their parents will also make the contribution, because they also going to have meals with the learners and son on. So I think we do understand what responsibilities we are carrying and what contribution we should make towards learning. The principal also stated that sometimes teachers suggest to teach during August holiday and as a school leader he/she supports the ideas and where possible he/she gives them the necessary support they require to make the teaching and learning a success. Ultimately also the second principal has also indicated how the principal nurture teaching and learning climate in the school. Principal emphasised the key activities that are taking place in the school to support teachers to enable them to contribute to teaching and learning climate like buying of enough teaching materials. On the contrary the principal also pointed out the hindrance to nurture teaching and learning climate such as delay of materials deliverance to school on time take too long to be delivered by the ministry of basic education Arts and culture. On the same note the principal claimed that sometimes they urge parents also to support the school in terms of teaching and learning materials where they are able.

The third principal also highlighted some of the things that are done or need to be done in order to nurture teaching and learning climate in schools such as classroom observation and give reports to the teachers for the areas of improvement to be identified. Discussion with teachers on issues that is affecting the teaching and learning in the school and for the principals to read more books on leadership to enrich themselves with some skills on how to lead others and in the process they can nurture the teaching and learning climate in their

schools. The fourth principal emphasised that he/she holds open discussion with his/her teachers to come up with innovative ways of teaching and learning. The principal also always try to create a trust worth climate learning and teaching environment that enable teachers and learners to work productively. The fifth principal expressed that he/she encourages the organising of sporting activities, ensuring that the school is well resourced (furniture and textbooks). Principal further does classroom observations and also instil discipline among teachers and learners. The sixth principal emphasised that he/she urges teachers to give freedom to the learners to learn their future benefit from education by inculcating in them the spirit of ownership of learning. The seventh principal pointed out that for principals to nurture teaching and learning climate in school, he/she need to employ more leadership practice principles to make sure right thing is done to nurture teaching and learning climate. The principal number eight also acknowledged that his/her main responsibility is to create a conducive environment for teaching and learning. Indeed the principal stated that he/she want to see that learners should be able to get out their school with good grades that enable them to get admitted at high institutions of learning. Also the principal stressed that during recruitment process the principal try by all means to get the best qualified teachers for the school as well as make sure that relevant teaching and learning materials are readily available in the school. Furthermore the principal highlighted that if possible he/she need to make sure that the school get a qualified librarian furnished with computers and encourages learners to always make sure of the library. The ninth principal justified that he/she nurture teaching and learning climate at their school through team building activities and creation of social club as well as by respecting teachers' opinions; accommodating individual's differences such as culture, religion and norm. Furthermore, the principal also pointed out that emphasising the obedience of rule of law such as code of conduct is a key to nurture the teaching and learning climate at this principal's school. For the tenth principal, he/she stated that he/she need to

make sure that everyone is given platform to air their views pertaining to teaching and learning. Furthermore, the principal also pointed out that to nurture teaching and learning climate can be enhanced when the school is safe environment for everyone.

4.4 Summary

This chapter analysed the data and results as well as interpreted the data with the usage of the tables, graphs and chart and those data that were obtained from the interviews were analysed in the descriptive form. The next chapter is where the researcher discussed the results and the conclusion of this study is also made in the next chapter as well as the recommendations.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter discussed the results from the research instruments information obtained from the results and was based to answer the research questions which were the following:

5.2 Discussion of the research questions

5.2.1 How do principals' leadership roles influence teaching and learning in the Ohangwena region?

All identified secondary schools had missions of their schools where the principals base their leadership roles to make sure the school work towards achieving those missions in the long run as shown by the data obtained in this study. This question was included in the study to find out about principals' leadership roles that influence teaching and learning in schools such as coming up with schools missions where they craft their schools' objectives, values of teaching and learning to the learners and all the interested parties. This directs teachers, principals, and heads of department on the values of what they offer to their stakeholders' expectations. Results show that all principals were able to state the mission statements of their schools. This shows that most schools knew the value, expectations they have to offer to their stakeholders, example teaching and learning. Chen and Guo (2018) support these findings as they emphasise that instructional leaders define school mission through their competencies of self and others' emotion appraisal in their use study. Furthermore, leaders also motivate through their use of emotions and can understand different perspectives to plan which kinds of instructional programs could promote a teacher learning and maximise learners' and teachers' full potential to achieve school effectiveness (Chen &Guo, 2018).

Meador (2018) also concedes with Chen and Guo as he emphasised that principals should be able to set expectations high and hold those he/she is in charge of the same standard. This means that there will be time when the principal will have to dress down people and likely hurt their feelings. This is part of the principal's job which is unfriendly but it is necessary if the principal want to run an effective school. Also Shartzter (2009) explains that the effect of principal influential leadership on school effectiveness appears only through principal actions such as providing clear school mission and enhancing pupils' learning by grouping practices that influencing the school's learning environment. In essence the principal should keep on reminding others about the mission of then school to direct them on what is expected. Therefore these targeted schools also seem to know what is expected of them as they are all having their missions as stated by the principals. In reality, the results show that majority of the selected teachers from all ten identified secondary schools have indicated that they ensure that there are enough teaching materials, proper monitoring at schools is taking place as well as proper planning and also make sure that all staff members should be able to familiarise themselves with the ministerial policy documents to guide them through their daily endeavours. Although some schools have indicated adequate availability of teaching and learning materials; there are also some teachers in those identified schools who strongly disagreed the availability of enough teaching and learning materials in their schools. Furthermore, the results show those principals' roles to influence subordinates to do their work thoroughly by inspiring teachers to do their best and encourage the learners at the end of the day so that the learners can achieve their goals. These findings show that on average principals of these targeted schools know their leadership roles to enhance teaching and learning.

Shartzter (2009) also articulates that school principals who display influential leadership have linked with good results such as improvements in school environments, teacher and staff relations and learners' academic success. In addition Heaven and Bourne (2016) also emphasise that scholars argue that for quality school and learners' achievement, leaders have an influence on how to improve quality education in schools. Shaked, Glanz and Gross (2017) also confers that facilitating the improvement of teaching and learning is deemed to be the work of school principals as instructional leaders. In particular, learners' academic success depends on the actions taken by principal as instructional leader to improve teaching and learning. As a consequence, principal use different approaches to connect instructional leadership practices to meet their school's objectives focusing on five spheres such as building and sustaining a vision that instates clear learning objectives and bring in school wide and even community wide assurance to these objectives. Sharing leadership by evolving and including the expertise of leading teachers to improve school effectiveness. Also leading a learning community providing meaningful staff development; collecting information for use in instructional decision-making. And then overseeing curriculum and instruction by spending time in classrooms in order to effectively encourage curriculum implementation and quality of teaching and learning Shaked et al. (2017). If principal know that their roles as school leaders they are to influence positive academic results which is teaching and learning, therefore it is utmost important for each school leaders to know what is expected of them to enhance teaching and learning in their respective schools. This is the reason why Barber (2011) restates that principal's role is to ensure that the primary reason of a school which is teaching and learning is carried out by assisting to establish, develop and maintain a teaching staff which will provide possible chances for teaching and learning.

The results show that two out of the ten principals interviewed have been in service for more than five (5) years and only one (1) principal who have been in service less than five (5)

years. Hence the question was posted to all the principals about how long they have been principals at their particular schools. One principal has been at the school for nine (9) years while the second principal has been at the school for seven (7) years and only one principal who have been in service for less than a year. Ultimately this shows that many of these interviewed principals have been in service and have ample time to make changes to their schools' performance. Clark, Martorell and Rockoff (2009) discover some evidence that experience as an assistant principal in their current school is associated with higher performance of schools led by inexperienced principals. In fact schools that are led by experienced principals perform better.

Leadership style employed by each principal was also asked so that the researcher could establish whether the principals were aware of different leadership styles school leaders need to employ to execute their roles as school leaders. In addition the researcher aimed at finding out the most common leadership style used most by the targeted schools' principals. Therefore the principals were asked to describe their leadership style. All three principals interviewed were aware of the styles of leadership they can practice at their respective schools. Certainly this means that most of these principals are having a know of leadership style they can employ in their schools depend on the situations; just to make sure teaching and learning is taking place. Some respondents indicated that they use democratic leadership if they need inputs from or new ideas from the subordinates. Furthermore, autocratic leadership styles was also cited as one of the leadership styles employed by some of these targeted school principals especially when urgent decisions need to be taken and no need for consulting the teachers. In addition other principal pointed out that when he/she found out that all is well he/she employ permissive leadership style as he/she assumes that everyone know what to do and what is expected of them. Warren (2015) emphasises also that there is a need for basic understanding of different leadership styles that varies from uninvolved to

accommodative; from tight control to more permissive approach. Furthermore, Amanchukwu, Stanley and Ololube (2015) also concur with the notion that it is utmost important to hold an in-depth understanding of diverse styles of leadership as such understanding increases the tools available to lead effectively. Hussain (2014) also concedes with the same argument that it is imperative to differentiate between style and behaviour, whereby style refers to something that characterises a specific person during different situations, and this appears to be the concern of many 21 century researchers to prove. Furthermore, Menon (2014) also reveals that leadership style has direct effect on school, program and instruction. Indeed, great schools are built on the premise that learners' learning and success are central basis for each decision. Therefore it is important for principals to know the leadership style they can employ in order to be able to make correct decisions which leads to effective school and eventual help improve teaching and learning. The findings of this study shows that all principals are aware of the principals' leadership styles which shows that they are in better position to apply those styles to improve teaching and learning in their schools.

Majority of the principals had indicated well how they delegate subjects to teachers for example one respondent pointed out that subjects are grouped into subjects groups or departments. Therefore subjects delegated in the way to split the loads so that there are equal responsibilities among teachers according to their specialisations in their respective departments. Teachers are the subjects' heads and they are responsible to ensure that the setting of the tests, mastery tests, end of term examination or end of year examination are done and they of course feel also being part of the whole system and help the school. On the other hand one principal has indicated that delegation of tasks is done at department level especially when teachers goes on leave; he/she has to prepare tasks or work for learners and the work is delegated to someone within the department. When the delegated duty is given to

a specific teacher, then upon the return of the teacher responsible for the subject then he/she meets again to see if the target was met. Furthermore, another principal stated that there are subject heads on the bases of phases and the subject head is on the rotation, on yearly bases. So each year the departments sit and they allocate themselves, teachers or experienced teachers are given task to look after specific subjects who they look after specific subjects whom they can observe lessons or either guiding. Principals make sure that the executions of the above duties are done accordingly to make sure teaching and learning is improved in the schools. From the principals' views this shows that principals are doing a lot in their schools to make sure delegation of subjects teaching is done fairly and all subjects are taught even when some teachers are on leave the principals find alternatives to delegate the task or subject to someone so that teaching and learning continuous. Nanyundeswamy and Swamy (2014) defined leadership as a social influence process in which the leaders seek the voluntary participation of subordinates in an effort to achieve organisational goals. Furthermore, leadership can be described as someone who delegates or influences others to act so as to carry out explicit goals. Barber (2011) also conceded with the notion that suggests that instructional leadership should involves setting clear goals, allocating resources for instruction, managing the curriculum, monitoring lesson plans; and evaluating teachers. Moreover it also involves actions that principals performs or delegate to others to growth in learners' learning (Barber, 2011).

This question was included in the interview to solicit information about how the principals' leadership roles influence teaching and learning and also to sought what can be done to develop principal's leadership roles in the schools. Interestingly most of the respondents have addressed this question and gave their views on what should be done to develop principals' leadership roles in the schools to enable principals to influence teaching and learning. For example, one principal has recommended the concerns that some principals have been sitting

in their offices for 10 to 15 years and no additional course or training is done especially courses on leadership. Furthermore, he/she stated the need of mentorship to assist new principals who are coming in the system to be assisted to settle in easily is another problems that embed the principals' leadership roles to influence teaching and learning in Ohangwena region. On the other hand he/she also re-emphasised that the qualifications for the principals need to change at least for one to become a principal should at least have B.ED honours; instead of the current system which only look at Basic Education Teachers Diploma (BETD) and the experience. On the contrary, another respondent indicated that there should be frequent support from the regional office to help principals and he/she noted the issue of training of the principals to be frequent so that they are given up dated knowledge and leadership aspects that enable them to carry out their leadership roles thoroughly at schools. Another concern was raised by second principal who also conceded with the above principal on the issue of mentorship but emphasised on it in different approach as he/she emphasised that principals should be able to mentor someone to prepare him/her as the next principal. Furthermore, more workshops need to be done to equip principals with new leadership skills and enhances their leadership roles to influence teaching and learning endeavours at school levels. Also the same respondent suggested that principals need to be attending short courses on leadership to improve their leadership skills.

Deducing from most of these principals; there is a lot that need to be changed when it comes to the issue of developing principals' leadership roles in schools because some principals appear to be in the system for too long with outdated leadership skills whilst others need more support to assist them to keep up with the principal leadership roles in their schools.

The findings above are supported by Barber (2011) as he emphasised that transformational of the education system and ensuring uninterrupted improvement in the achievement of learners'

lies in the practice of effective school leadership. Also for school leadership to be effective, the principals must have the required skills to enable them to perform their work. On the similar note Bush (2011) argued that principals need further leadership skills from high institutions of learning to equip them with more knowledge and leadership capacity to enable principals to obtain necessary knowledge on how to run the schools and improve academic performance (Bush, 2011). In general, the results show that majority of the targeted principals have answered this question well by stipulating their leadership roles that influence teaching and learning; for example one respondent revealed that he/she encourages teachers to have enough teaching materials such as laptops and power point projectors. In addition contributions are made to offer teachers who are willing to teach during August holiday; this is done to give teachers little incentives to motivate them to continue volunteering to teach during August holiday just to make sure results are improved. For some principals they described that their leadership role they play in their respective school is making sure the ordering of enough text books for everyone is done on time and also they encourage teachers to buy any interesting books they find related to their subjects they teach. Also the same principals have pointed out that proper monitoring through class visits to make sure teaching and learning is taking place is done regularly. Ultimately this means that most principals are aware of their leadership roles they need to fulfil so that teaching and learning is taking place always and academic results are improved.

These findings can be related to Barber (2011) who justifies that instructional skills are part of the teachers' equipment, which need to be developed by the principal to ensure that teachers become more effective. What is more principal should be able to talk and listen as well as to know what he/she is doing. As a result, principal's role is to ensure that the primary reason of a school which is teaching and learning is carried out by assisting to establish, develop and maintain a teaching staff which will provide the possible chances for teaching and learning

Barber (2011). James and Muto (2007) also conceded with Barber as they emphasised that principals sometimes influence school-level factors such as resources, climate, instructional guidance, communication, and supervisor-teacher relationships for them to effectively contribute to classroom situations such as teacher discipline and teaching wellness. Furthermore Spicer (2016) also emphasised that a good principal is one who can shape a school climate so that the school can achieve its vision. Therefore principals who can build relationship with teachers and interact with all staff members hold the central elements for creating a positive school climate. In a nutshell, school's climate is also said by some studies to have direct influence to learners' achievement in schools (Spicer, 2016).

The researcher sought to find out how principals make sure teaching and learning is taking place in their respective schools. Among the teachers who completed the questionnaires most teachers in school one (1) and two (2) strongly agreed and agreed that they get support from their principals by reminding them on weekly basis of their responsibilities and what is expected of them. On the contrary there were also some teachers in the targeted schools who seemed not satisfied by their principals' effort to remind them of their work as they show strongly disagreed undecided what On the other hand school two (2) 90% of teachers agreed and strongly strike down as being given any support from their school's principals. The results furthermore indicated that, targeted teachers in all ten (10) schools have proved the principals' active leadership roles by teachers take responsible actions in the school to improve teaching and learning. The data shows that principal of school three (3) is more supportive than the rest of the principals in these ten targeted schools. Therefore this also attest that more school principals still need to do more in terms of playing active leadership roles by consulting their teachers at all time to let or remind them of what is expected of them to do. This will prevent teachers from going in the comfort zones and forget their responsibilities which will eventual lead to high schools' failure.

Brad (2016) argues that instructional leaders must always provide clarity on any vision created in school to enable teachers to have clear direction how to follow it. To achieve such vision, teachers must also understand and be invested in how to follow it. Ultimately instructional leaders are viewed as culture builders. Hallinger and Wang (2015) also concede with the notion that instructional leaders are sought to create an academic press that foster high expectations and standards for learners, as well as for teachers. Moreover, the results show that in most teachers in all ten (10) targeted schools agreed and strongly agreed that the school uses data on learners' academic performance when developing the school's academic goals. The principal being the schooling leader who oversees the operational activities of the school makes sure that the data obtained from learners' performance is given to teachers as they plan for the improvement and crafting academic goals; they look at what has been achieved and what has been not done correctly for future improvement. All teachers in school 3 and 2 seem to have supported the approaches used by the principals in those two schools as they all agreed that their principals are always encouraging the use of data from learners' performance to come up with new academic goals. On the contrary about the results show that some teachers in school 1 disagreed and strongly disagreed that their principal seems to not encouraging the usage of the data obtained from learners' performance so that they can develop new academic goals. The results furthermore indicated that school 2 have more teachers who were neutral, followed by school 3 with undecided indications and in school 1 respectively. Consequently, the results also show that school 3 is doing well in using data on learners' academic performance when developing its academic goals. Deducing from these results it shows that at least most schools are still better using the data from learners' performance which could help them to come up with new academic goals in order to improve academic results and principals are the ones who seem to encourage teachers and staff members to make use of those data as the results revealed.

These findings above also supported by Masuku (2011) who expresses that there is a need to ensure that there is a need to ensure that learners' attitudes towards education is improved by creating opportunities for their employment and further education when they graduate successfully from high schools. Indeed when they see possibilities for enjoying future benefits from education, learners tend to value education Masuku (2011). Furthermore, Okoroji et al. (2014) also postulates that the teacher with accommodative leadership style employs guidance in decision making, especially decision affecting his/her class by giving paramount attention their feelings by sharing information and creating a conducive working relation in the classroom. Hence it is very important for the schools to always use data on learners' academic performance when developing the school's academic goals.

To sum up, the results show that majority of teachers in school one (1) and school three (3) did not agree that their school principals give feedback after classroom observations. However, only few of them who either agreed or strongly agreed that their school principals give feedback after classroom observations. For example, there were fewer teachers in school 1 who had indicated that they either agreed or strongly agreed that their school principal gives them feedback after classroom observation. The same trend applies to the rest of the schools; as school 2 also did not have many teachers that agreed to strongly agreed to the notion of principal practice of giving written feedback; and it does not really takes place also in school. Therefore, there is no significant difference between school principals giving feedback after classroom observations between these ten (10) targeted schools. There is still need for more improvement on the practice of principals as an instructional leader to always give feedback to the teachers after classroom observations so that teachers are aware of where they went wrong in their teaching in order to be able to improve teaching and learning in their schools. Okoroji et al. (2014) supports these findings as he postulates that the teacher with

accommodative leadership style employs guidance in decision making, especially decision affecting his/her class by sharing information and creating a conducive working relation in the classroom. Furthermore Brad (2016) also admits that effective instructional leadership critical inspect the level of learners' learning taking place in classroom on daily basis. In fact, instructional leaders must involve in regular learning walks to monitor if there is level of learners' learning taking place in the school. Indeed, effective instructional leaders seriously observe learners' learning data on continuous basis, both formative and summative. Hence, it is utmost important for the principals after classroom observations to always give feedback to teachers whether written or in a form of formal discussion on the issues that need improvements so that teaching and learning can be improved in schools.

5.2.2 What specific leadership roles of principals are most effective in supporting teaching and learning?

The results show that most principals can advise the new teachers on his/her first year of teaching at school. All ten (10) principals seem to know their role to give different advice to the new teacher on his/her first year for example one principal indicated that he/she should advise the young and new teacher to look or choose a mentor or to be attached to an experienced teacher who would suit their needs and their characters so that they cannot be misled and also not to take decisions without consulting, because there are a lot of things that are destroying the teaching profession nowadays. Another principal also stated that he/she would advices the new teacher to do their best to become comfortable with the curriculum as well as to advices him/her to familiarise him/herself with internal and external policies that are guiding the basic education Arts and Culture in Namibia. On the other hand the principals emphasised that they would advise the new teacher to be professional and should have positive attitude towards teaching and learning as well as to take care of him/herself for his/her social being. These findings indicated that all principals in the targeted schools seem

to know what advice they can give to their new teachers in the first year. This is normal done to make sure that the teacher can be able to do the right things and able to settle well within the system.

Barber (2011) justifies that instructional skills are part of the teachers' equipment, which need to be developed by the principal to ensure that teachers become more effective. Hallinger (2014) study also finds that instructional leadership may moderate the effect of individual teachers and learners' performance. In essence, the study concludes that leadership can influence learners' achievement by creating conditions in the school that permit for greater consistency and working together among teachers. Therefore it is important for teachers to give proper advice to the new teacher to ensure that the new teacher is aware of what is expected of them to be effective.

Involvement of teachers in discussing of the day-to-day teaching and learning activities in the school was one of the specific leadership role identified by the researcher from the targeted principals. Most principals indicated well how they involve their teachers in day-to-day teaching and learning activities in the school. One principal indicated that they use to hold briefings three times in a cycle whereby they get feedback from every staff member as to what is going on and how things are happening. Moreover, the principal also emphasised that teachers who have problems for example in certain topics are encouraged to seek assistance within their departments or assistance can be obtained from neighbouring schools. Another principal also conceded with the above respondent as he/she also pointed out that briefings are held every Tuesday and Thursday in their school to discuss issues related to their school. In addition, the principals stated that staff meetings held termly also to discuss things related to education. The results further show that most principals stated that they use morning assembly and briefings for the staff to discuss things related to teaching and learning activities for the

school. On the other hand they use to have management meeting every Wednesday and Thursday to share and discuss the activities of the school and what is happening and then decisions are made which will translate back to the teachers so that the arrangement can be made to improve teaching and learning activities in the school. This shows that in all three schools teachers are actively involved in the discussion of the day-to-day teaching and learning activities. Because teachers are the ones who are directly involved in instructional activities. It is important to involve them in the discussion of teaching and learning activities in the school.

Knapp, Copland, Horning, Plecki, &Porton (2010) supported the notion that effective principal makes sure that academic success becomes the driver of instruction as the entire faculty adopts a school wide learning improvement agenda that focuses on goals for learners progress. Ultimately Gray (2009) also postulates that principal's role in instructional leadership means working cooperatively with other people to improve learners' academic achievement.

More specifically, the results show that school 2 and 3 are real doing well in terms of staff development compared to school 1 in ensuring that staff members are developed in terms of skills improvement and knowledge expansion. In addition school5, school8 and school9 have many teachers who acknowledged that there are staff development programs for all staff members in their schools. The results further show that majority of teachers in school 3 and 2 have attested that they are given opportunities to develop themselves in terms of professional development. The data also shows that school 1 principal is not real doing well when it comes to avail opportunities for staff development as most teachers indicated that they do not get the chances of professional development. The rest of the schools disagreed that there are no staff development taking place in their schools. Moreover it is not that worse as the results still

shows that the school (school 1) above average percentages of teachers managed to agree that staff development programmes existed in their school and they are also allowed to participate in those programmes. These findings show that all targeted schools are still doing well and above average in terms of making sure that staff development programmes are available and teachers participate. This shows that most of these identified schools are on track in making sure that their teachers are developed and have necessary skills needed to improve teaching and learning.

These research findings can also be related to Faroog et al. (2011) who concludes in their study that proper training, organisational planning and skills are needed to address the shortcomings of leaders' academic success. Bathurst (2007) also emphasises that staff development in education has come to be viewed as indispensable if the goals of the organisation are to be realised and need dispositions of the employees are to be met. Therefore, the principal needs a strong, effective staff to help get the job done. Hence, he/she should make sure that teachers get in-service trainings to develop their skills (Bathurst, 2007). This is why principals must always ensure that teachers get chance to have staff development opportunities that directly enhance their teaching and learning.

Indeed, the results show again that both school 1 and school 2 have similar numbers of teachers who have agreed and strongly agreed that their schools develop goals that are easily translated into classroom's objectives, while there is small variation between all three schools in terms of agreeing to their schools developing goals that can be easily incorporated into classroom instructions; the results still revealed that most of these three targeted schools seem to be doing well when it comes to the developing school goals that can be easily translated into classroom instructions. Moreover, the results show that more teachers were found to be neutral in school 2 and school 3, respectively. Overall both school 1 and school 2 are doing

well in developing goals that are easily translatable into school objectives compared to school 3. The shows that more principals are doing well in ensuring that the goals set in their schools are well translated by teachers in their classroom instructions so that this leads to good academic performance.

These findings can also be related to Brad (2016) argument that instructional leaders must always provide on any vision created in school to enable teachers to have clear direction how to follow it. To achieve such vision, teachers must also understand and be invested in how and why this vision will work. Equally, to enable the accomplishment of any set vision in school, the details behind achieving such vision must be developed collectively between the instructional leader and his/her leadership team. This will ensure a shared accountability and ownership among staff for the work and increases the likelihood of success Brad (2016). On the similar note Mathew (2015) also emphasises that principals are responsible for communicating goals, which should be widely known and followed in the whole school. It is true that the weakness of instructional leadership is meeting performance outcomes rather than goal development. This is because the emphasis is that goals should be set by the principal in collaboration with staff to achieve effectiveness Mathew (2015). For that reason schools should always develop goals that are easily translated into classroom objectives by teachers in order to improve teaching and learning.

The outcomes of the study show that school 2 has a high proportion of teachers who agreed and strongly agreed that their principal communicates school mission effectively to members of the school community. In addition results also show that school 3 and 1 teachers had also agreed that there is good practice of open communication from the principals and the teachers hence principal seem to also doing well by communicating school mission to the rest of the staff members. The results also show that majority of the teachers in school7 shown good

appreciation of their principal's effort in communicating school academic goals with the rest of the teachers. Also the results indicated that school 2 principal appears to communicate the school mission effectively compared to other schools but nevertheless the rest of the schools are also not doing bad as all principals appear to know the importance of open communication within the organisations which leads to effective work like teaching and learning. But on average most of the schools are also not doing bad as a number of those schools scored better percentages as indicated by the results, in essence majority of the principals are still doing well in terms of discussing schools' academic goals with their teachers in subject meetings.

As indicated earlier above these results are supported by Mathew (2015) study that emphasises that principals are responsible for communicating goals, which should be widely known and followed in the whole school. Warren (2015) also concedes with this notion as he restates that this approach is done to motivate the team with a shared vision, utilizing others' strengths and getting the best from other team members through good communication; high expectations and also a high level of accountability. This translates that it is utmost important for principals always to communicate the school's mission effectively to members of the school community to enable the staff members to know what is expected of them to achieve such mission. On reflection, the results further show that majority of teachers in school 2 expressed that their principal do share leadership and decision making and empower staff to participate in those decision making process. School 3 teachers, on the other hand also showed appreciation of being included in the decision making process at their school. Whilst on the contrary teachers from school 1 show dissatisfaction when it comes to participation in decision making process and leadership issues in their school. In reference to the this study results, the researcher suggest that there is more that need to be done by the principal in school 1 to make sure consultation with the teachers to encourage them to become leaders

tomorrow and also urges teachers to always participate in decision making process in their school and empower all staff members to do so. However, even though school principal of school 2 and school 3 are doing well, there is still room for improvement in ensuring that staff members are empowered to participate in decision making process in all schools.

These findings are supported by Okoroji, Anyanwu and Ukpere (2014) who emphasis that accommodative leadership style practice makes for easy flow of information to dispel rumours and also provide avenue of steady feedback mechanism. On the similar note Amanchuku et al. (2015) concedes that accommodative leadership style allows staff members to tend to have high job satisfaction and is more productive because they are always involved. Chang and Lin (2014) also concur with Amanchuku notion as they argue that the mechanisms are used by influential leaders to promote motivation, morale, and performance of the followers.

The results also show that teachers in school 2 are more appreciative about their principal support in terms of ensuring that learners are punished if they miss classes as most of them agreed and strongly agreed that their principal ensures that learners who miss instructional time classes get the relevant punishment. In addition the results revealed that teachers in school 1 and school 3 have indicated that their principals are incapable of ensuring that learners who miss instructional time classes get the relevant punishment. The results also revealed that more need to be done in school6, school7, school8, school9 and school10 as teachers in those schools are not satisfied with the principals' efforts in ensuring that learners who miss instructional time get relevant punishment. Generally most schools are doing well as shown by the results, however really enough. This shows that more still need to be done to ensure that principals execute their leadership roles to ensure that learners who miss instructional time classes get the relevant punishment. Shaked, Glanz& Gross (2017) support

these findings as they emphasise that learners' academic success depends on the actions taken by the principal as instructional leader to improve teaching and learning.

Also, the results show that most teachers in all ten targeted schools agreed that the principals and staff use test results to assess progress toward school goals. There was also good correlation to those who indicated that they strongly agreed that the test results are used to assess progress toward school goals as reflected by the results. These results shown that the school principal of school 1, school4 and school8 strongly agreed that test results are used in their schools to examine school progress in terms of set goals. Though other schools scored less percentages compared to above mentioned schools, overall most schools are still doing well when it comes to the usage of learners test results to assess progress towards school goals. These findings relate to James and Muto (2007) argument that principals can also influence teaching and learning directly by doing regular classroom observations. They can also control the learners' work to reach out to the learners to deliberate on their learning improvements and the difficulties encountered. For that reason it is necessary for the principals and staff always to use test results to assess progress toward school goals; this will allow them to make necessary improvement to learners' work in order to achieve schools' academic success.

Moreover, the results also show that most teachers in all ten targeted schools agreed that their principals do regular classroom observations to evaluate whether teaching and learning is taking place. The extent to which principals do regular classroom observations was strongly supported by more teachers in school5, school1, school3 and school8 who according to the results in both cases shown strong agreements. Besides that, the rest of the schools also indicated that regular classrooms observations are still taking place though on lower margins.

Furthermore to add to the above point majority of teachers either agreed or strongly agreed in all ten (10) schools. However, there is proportion of teachers who disagreed in all ten schools that were targeted that show the lack of regular classroom observations needed for evaluating teaching and learning in these ten targeted schools, as some schools have less or no teachers who have disagreed that regular classroom observations use to take place in their schools. The results show that the principals of school 2, 3, 5 and 8 are more committed in doing classroom observation or evaluating teaching and learning than in school 1 as the results show more teachers strongly agreed to that practice being carried out in their respective schools. For this reason it seems that principals in most of these targeted schools are doing well when it comes to doing regular classroom observations; this can also allow principals to be able to regularly monitor teaching and learning process in their schools. Warren (2015) supports these findings as he emphasises that monitoring leadership performance, getting feedback from the workforce and revisiting an organisation change that fits the objectives on an on-going basis. To all intents and purposes, effective instructional leadership critical inspect the level of learner learning taking place in classroom on a daily basis. In fact, instructional leaders must be involved in regular learning walks to monitor if there is level of learners' learning taking place in the school Brad (2016). Hence it is enormous needed for the principals to always do regular classroom observations as that is how they can evaluate whether teaching and learning is really taking place in schools.

The results in addition, show that almost all teachers who were targeted in this study revealed that principals use to point out specific teachers' strengths and weakness in post observational feedback through agreed and strongly agreed indications in their responses. This attest that principals are trying hard in these schools by helping teachers to know where they need to improve through pin pointing the weak areas and encouraging teachers to keep up good works via showing them where they are doing well in terms of teaching and learning. On the other

hand there were more teachers who strongly agreed in school 1 than the rest of the teachers in other schools. Contrary to this, some teachers were indecisive on their rating with regard to their principal pointing out their strengths and weakness in instructional practices needed for post-observational feedback in some of these targeted schools. Ultimately principals are doing well by consulting teachers and informing them about their best practices and the areas of improvement as stated earlier. Especially for principal in school 3 is more appreciated by his/her teachers as most of them strongly agreed that principal always tries to point-out specific strengths and weakness in teachers' instructional practices in post-observational feedback than in school 1 and school 2. Only few percentages of teachers for all ten schools who were not satisfied with how principals point out the identified strengths and weakness in teachers' instructional practice. This shows a good practice by most of the principals. These findings relate also to James and Muto (2007) study conclusion which emphasis that principal can still do classroom observations and other instructional leadership tasks such as checking the learners' work and provision of academic guidance. This can only be possible if principals are equipped with thoroughly knowledge and skills. Hence the principals' ability to point out specific strengths and weakness in teachers' instructional practices in post-observational feedback if they have thoroughly knowledge and skills to do that. On a similar note Warren (2015) restates that this approach is done to motivate the team with a shared vision, utilizing others' strengths and getting the best from other team members through good communication; high expectations and high level of accountability.

5.2.3 How do principals perceive their role in school leadership?

The researcher sought to find what leadership roles do principals play to create the culture of teaching and learning as stated earlier; hence the results show that some principals who were interviewed clearly indicated how their roles as principals can create a culture of teaching and

learning is done in their schools. One principal has pointed out that he/she leads by example as a principal he/she teaches also and this includes heads of departments, they are also teaching. Furthermore, he/she keeps supervising and encouraging the teachers to go to classes and he/she emphasised that there is strict supervision on teachers to make sure that when the teachers are in classes teaching and learning is taking place. On the other hand results show some variation of suggestions from the principals as they also emphasised that they recruit their former learners as teachers who know the culture of the school which is teaching and learning and also time on task. On the different approach one principal has also indicated that when he/she was a head of department at the same school he/she was teaching. Certainly one principal asserted that he/she also comply to teachers when teachers request for something it is provided on time to show that he/she cares for the teachers hence whenever there is a need to support teachers, he/she assist them. On average it seems that most principals of the targeted schools are aware of their roles as school leaders to create culture of teaching and learning in their respective schools. Even though, there are some school principals who appear not to have a clear know how to create a culture of teaching and learning in their school for example one principal did not clearly state how he/she perceives his/her role as a school leader to influence teaching and learning. These research findings are supported by Namukwambi's (2011) study which finds that school leadership and management can influence teaching and learning. He furthermore stated that the factors are not only unique to one approach as the issues of indiscipline, poor time management, lack of teaching and learning materials also contribute to poor teaching and learning. Consequently David (2011) also emphasised that leaders can also contribute to learners' performance through teachers' supervision, and retention, introducing new curricula and teaching techniques as well as learners discipline and learner allocation to the teachers and classes.

The researcher wanted to establish the different challenges principals face as they execute their leadership roles as school principals; therefore he sought from principals to elaborate how they perceive their roles as school leaders and their contributions to schools' performance. Most of the principals show that they have some challenges they experience in performing their leadership roles in their respective schools. For instance, one principal postulated that lack of resources, use of cell-phones by teachers while teaching, social problems experienced by teachers who are in drinking and next morning they come to school with hang over and cannot teach are some common trends the principals have to address on daily basis. The issue of dressing codes by some teachers is another major challenges faced by the principals as stated by some of the respondents. Whilst other principal on the other hand stated that the appointments of the new teachers to replace those that are promoted, retired or resigned is also very slow. In addition another principal also indicated that their school is not a boarding school so learners are staying on their own and sometimes come to school on hungry stomachs; the incident of stealing each-others money among learners are also common in this school. There is also high absenteeism and the unplanned principals' meeting at the circuit were also cited as some of the major problems experienced by this respondent. Lastly most of the interviewed principals have emphasised the problem of sustaining team building in their schools and the issue of young teachers who seem not to be well trained as well as the issue of up-bringing from home as some of the major challenges faced with by some school principals and dealing with those incidents is just too hectic. This in essence means by referring to the above findings; that school leaders to deal with those incidents cited by most of the respondents, one need to be well prepared to be faced with all the above challenges and still be able to make sure that teaching and learning is still taking place in the schools. As stated by all majority of the respondents there are enormous challenges that are faced by the school leaders. Some related literature as cited by Muhammad (2012) also suggested that

parents can differentiate the school's effectiveness in the way the learners behave at home, and analysing their performance at national examinations. It may be the case that community will observe the school effectiveness by looking at the good moral behaviour of the learners. On the other hand principal's role is to ensure that the primary reason of a school which is teaching and learning is carried out by assisting to establish, develop and maintain a teaching staff which will provide the possible chances for teaching and learning (Barber, 2011).

In fact, the results indicated that majority of teachers in all ten (10) schools strongly agreed and agreed that there are enough school materials needed by all staff members to help them carryout the daily endeavours. On a different note only few teachers in the ten targeted schools who disagreed that enough provision of materials is not done in their schools. This shows that on average the identified schools have necessary materials needed by teachers for teaching and learning to improve. In essence principals seem to be aware of the critical role they have to play to make sure adequate teaching and learning materials provision in their schools is ensured. The findings relate to James and Muto (2007) argument that principals sometimes influence school-level factors such as resources, climate, instructional guidance, communication, and supervisor teacher relationships for them to effectively contribute to classroom situations such as discipline and teaching wellness. Furthermore, Shiwedha et al. (2017) also acknowledged in their study that school principal is the driving force behind a successfully school and therefore should possess great qualities to be able to utilise financial, human and material resources optimally, effectively and efficiently. This is why principals must always make sure that there are adequate teaching and learning materials in their schools to enhance teaching and learning.

Ultimately the results also have revealed that more teachers in all ten identified schools have agreed and strongly agreed that principal discusses the school's goals with teachers at subject

meeting. The results also show that large proportion of teachers who strongly disagreed are found in school 3. This shows that principal of school 1 is doing well in discussing the school academic goals with his/her teachers at subject meetings compared to other two schools. On this note this means there is still more that needs to be done by other school principals especially in school 2, 3, 7 and school 9 so that teachers are involved in discussion of the school's goals.

Cruickshank (2017) supports the above findings as he emphasises that including staff in the development of a shared school vision may positively impact both school culture and teacher experience. Therefore it is necessary for the principals to always discuss the school's academic goals with teachers at subject meeting to craft the way forward for the teaching and learning improvement. On the whole, in all ten targeted schools, a vast majority of teachers indicated that the principals always meet with individual teachers to discuss learners' academic progress. There is also a clear correlation to those who indicated that they strongly agreed. However, school 1 and school 2 had most teachers indecisive of their school principals' extent of always meeting with individual teachers to discuss learners' academic progress. School 3,7,9 and 10 principals are doing well in terms of meeting with individual teachers to discuss learners' academic progress as results show many of the targeted teachers agreed and strongly agreed that principal always meet with the teachers to discuss academic progress of their learners. This shows that there is a need for more improvement of principals for school 1 and school 2 to make sure that teachers are met to discuss learners' academic progress.

These findings relate to Sharon et al. (2015) who restates that great leaders call for attention to daily management tasks involved in operation of an organisation, creating a safe and secure learning environment and effective interventions for learners in need, catching great teaching

doing things right and supporting them with sincere gratitude and emotional intelligence. With regards to school performance, Barber (2011) also states that principals as instructional leaders are responsible in the promotion of excellent learner performance by belligerently promote their views how things should be done in school for example teaching and learning. Therefore it is always important for the principals to discuss with teachers what should be done to improve academic progress in their schools.

5.2.4 How do principals' leadership roles affect teachers' performance in a school?

Involving the teachers in planning of the subjects taught in the school was one of principals' roles that can affect teachers' performance in a school. One identified principal clearly stated well how he/she involves teachers in planning of the subjects taught in the school as he/she pointed that teachers should do lesson planning and must have schemes of work as well as the group planning is always encouraged in the school to make sure the experienced teachers assist others. Principal also do class visits to check how teachers are teaching and checking learners' notes. The other interviewed principal also mentioned the issue of novice teachers as he/she claimed that novice teachers should be assisted by experienced teachers in the teaching of the subjects. Even if the results did not clearly show that most principals stipulate well how their principals' leadership role affect teachers' performance, results still show that a lot of these targeted school principals know how to help teachers to improve performance in school such as to involve teachers in planning of the subjects taught in those schools as they assume this influence better teaching and learning. Masuku (2011) emphasis that to address teachers' weakness there is a need for high school leaders, as instructional leaders to make major responsibility for in-service training of their teachers, through regular lesson observations and organisational workshops. Furthermore Hussain (2014) also postulated that leadership style

affects the ability of the school to cope with changes happening around it and on its level of effectiveness, teachers' satisfaction both directly and indirectly through their insights of their role, the nature of thought and types of coping and teachers' feeling regarding the extend of independence they feel in their work. Moreover, Okoroji, Anyanwu & Ukpere (2014) also recommend that teachers with accommodative leadership style employ guidance in decision making, especially decision affecting his/her class by giving paramount attention their feeling by sharing information and creating a conducive working relation in the classroom.

The researcher pondered on how principals endeavour to motivate teachers toward teaching and learning. Some principals have explicitly explained how they motivate teachers to be the best they can towards teachers. For example one respondent indicated that they have price giving ceremony where they hard working teachers are acknowledged and are given different prices such as monetary, laptops and power point projectors whilst some are given trophies. Furthermore another principal restated that he/she motivates teachers by boosting the teachers' morale by encouraging them verbally. However, on the same note he/she also postulated that price giving ceremony where best teachers are awarded on the bases of their best performance and prices comes in the form of certificates and monetary form. On the different approach one principal only indicated that he/she encourages teachers to take their responsibilities very serious and they must feel at home so that they are able to carry out their duties accordingly. These findings show that a lot is being done by the school principals to make sure that they play role in ensuring teaching and learning is improved in their respective schools; and also understanding the important of motivation factor to encourage teachers to be the best they can so that all teachers are well motivated to carry out their teaching and learning duty well. James & Muto (2007) emphasised that principals can openly give credit to individual success and summon those who fail. Equally Cruickshank (2017) argued that influential leadership offers a more distributed or bottom up approach. A good example of

this difference would be instructional leaders managing and rewarding their staff as they work toward a predetermined objective while influential leaders would involve their staff in the creation of a common vision, and inspire them to achieve it independently. In addition Van Neikerk (2009) also emphasises that the motivational process is regarded as an important incentive for action. She further pointed out that performance alone does not enable individual teachers to satisfy their needs, especially if they have insufficient skills. Moreover rewards or outcomes from motivated activity either from external environment in the form of praise, promotions and/or financial rewards may enhance teachers work or performance.

Most principals gave clear answers as to how they usually deal with discipline incidents in their schools as the roles of the school's principals. For example one principal has stated that school has rules and code of conducts for both teachers and learners as stipulated in education Act 16 of 2001; which directs what to do when dealing with disciplinary incidents. There is public service Act in place which gives direction and what to do when a staff member commits an offence. On the contrary, some respondents have stated that they had very few disciplinary issues at their schools. Moreover, they also continued to explain how learners are dealt with in case disciplinary issues arise at their schools; where they postulated that they too follow the procedures in place to discipline learners. Furthermore, it was also indicated by one respondent who pointed out that there are Acts in place for example Act 13 of 1995 that they follow when dealing with the disciplinary incidents. On a different note the respondent emphasised that they have counselling committee where they refer the person who has misconduct; then the disciplinary committee also do their work.

Even though some principals have shown that they understand steps to be taken to deal with disciplinary incidents in their schools, there seems to be some principals who are still not well acquainted themselves with how to deal with disciplinary incidents in their schools as stated

by one respondent who was interviewed in this study. Bradley (2016) claimed that it also places pressure on school divisions to ensure that their leaders are selected appropriately and prepared for the challenges that are presented in school based leadership. Muhammad (2012) also suggested that parents can differentiate the school's effectiveness in the way the learners behave at home, and analysing their performance at national examinations. It may be the case that community will observe the school effectiveness by looking at the good moral behaviour of the learners as stated earlier in this study. Hence the principals should know how to deal with some disciplinary incidents when they occur in their respective schools for learners to portray good behaviours and eventually perform in their academic endeavours. All principals need to acquaint themselves with that role to maintain order in their schools so that teaching and learning can continue uninterrupted. Furthermore, the results show that most respondents who were interviewed in this study addressed the question by highlighting their schools' targets for 2019 which serves as the other principals' leadership role they have to execute to make sure proper teaching and learning is done to achieve such targets. For example one principal indicated that his/her school target 52% and this was based on the previous year results which gave them below average performance. On the other hand another principal also pointed out that they targeted 60% for 2019 academic year based on the previous year results too; even though the previous year they performed above average, the results were not satisfactory hence the principal indicated that they need to improve to obtain about 60% passing rate for grade 12 results. Therefore the principal's role was stated by this respondent that he/she need to motivate teachers and all staff members to work hard to achieve the intended target. Interestingly there was also one respondent who asserted that their school targeted above 65% A to D symbol in ordinary level and 97% 1 to 3 grades on high level. This shows that all principals in these targeted schools made sure as school leaders that they set some targets in their respective schools so that they try to persuade teachers to achieve

those targets and to try to improve their academic results for 2019 which they are ultimately need to make sure everyone in school is trying to work toward achieving the set target.

Mathew (2015) also confirms that principal's role is deeply involved with setting the school direction. Mathew furthermore stated that to make sure that the school continuously runs on clear, measurable, and time based goals that result in the academic progress of learners, instructional leaders should set up a mission dimension that enable the principal's role of creating co-operation with staff. Therefore schools to have targets for each academic year forces the principals to demands all staff members to work towards that set target. For most of the interviewed principals have indicated how they play role as school leaders not to affect teachers' performance in a negative manners. For example some of the principals have revealed that teachers understood that they need more time to teach the learners; that is a reason they even teach over the weekends, after school in the evening and in the afternoon. Teachers also voluntary chose to teach during August holiday without being compensated. Whilst one principal has pointed out that he/she allows teachers to take learners for study tours to learn more on some subjects that are science related; as they go out they will be able to experience the real objects in nature that enhance their subjects skills and knowledge. Also he/she emphasised that he/she encourages teachers to organise spelling B quizzes in the school for all grades to motivate learners to study more. Lastly the same respondent also stated that their school have all committed teachers who are duty fit and they teach even over weekends and provide counselling to the learners who have problems to make sure all learners concentrate well on their studies. These findings show that principals make sure that teachers are very committed to make sure they can contribute immensely to their schools' success and learners' performance in all three targeted schools. By motivating teachers and allowing them to bring new initiative projects like school tours; teachers will be able to contribute well to good teaching and learning in the school. Brad (2016) supports these

findings as he stated that instructional leaders must always provide clarity on any vision created to have clear direction how to follow it. To achieve such vision, teachers must also understand and be invested in how and why this vision will work. Equally to enable accomplishment of any set vision in school, the details behind achieving such vision must be developed collectively between instructional leader and his/her leadership team (Brad, 2016). Therefore, to avoid resistance to some of the set goals and visions of the schools, principals need to make sure teachers are consulted and they are part of the decision making process.

According to the results, majority of teachers in targeted schools agreed and strongly agreed that their principal play a major role in enforcing school rules for teaching and learning to continue without disturbances. While not all targeted teachers participated in this study; the results still revealed that the principals are doing more on enforcing school rules to make sure there is discipline among both teachers and learners. On the contrary some teachers have also shown that some principals are unwilling to help to enforce school rules so that there is order in the school. This means that more is still need to be done to make sure all schools principals make sure that they enforce school rules for good behaviour among the learners and should back up teachers when they need it so that it enhancing teaching and learning is realised. Consequently if this is not addressed it will affect teachers' work and learners' work which eventual leads to high failure rates in schools. Yusuf (2009) supports these findings as he recommended that school principals should make an effort to improve teachers' job satisfaction so that teachers endeavour to provide effective education in class in class and facilitate learners' acquisition of targeted behaviours, and thus to ensure that teachers carry out educational activities more effectively and thereby improve intrinsic job satisfaction. Warren (2011) also asserts that the contributing factor to higher achieving schools is the quality of the principal's leadership which results in an orderly and efficient school climate with higher levels of cooperation from learners, the staff and parents. Therefore it is utmost

important for all principals to enforce school rules for better behaviour that eventually leads to good cooperation between teachers and learners and promote teaching and learning.

What is more the, the results show that more teachers in all three schools agreed and strongly agreed that their principal protect them from things that may detract them from their teaching time and focus. This makes the teachers' work easier as they are protected from the hindrances that may disrupt their teaching and learning. The results further reveal that none of the ten (10) schools' teachers revealed any dissatisfaction from their principals in terms of protecting them from distractors. Overall the results show that all the principals of these 10 schools are doing well in ensuring that teachers are not exposed to things that can detract them from their teaching time and focus. In essence this can lead to more focus on teaching and learning and eventually influences the academic results. These findings are supported by Horng, Kalogrides & Loeb (2010) who recommend that motivated quality teachers are said to be influenced by effective principal's ability to provide resources, developing school vision and goals and developmental of organisational structures to support teaching and learning which eventually leads to better academic results and principal's ability to employ competent teaching staff. In addition, Knapp, Copland, Horning, Plecki & Porton (2010) also supported the notion that effective principal makes sure that academic success becomes the driver of instruction as the entire faculty adopts a school wide learning improvement agenda that focuses on goals for learners progress. Therefore it is always utmost important for the principals to protect teachers from issues and influences that would detract teachers from their teaching time and focus.

Certainly, the results show that schools in this study show that the issue of incentives are not real prioritised however; schools are still doing better as there are some small incentives for teachers that are being sponsored by certain individuals from the community and some

organisations. Moreover, results also show that some of these principals from the targeted schools are also trying to self-sponsor teachers just to motivate them to do well. Consequently school1 is doing well in ensuring that there are enough incentives for learning and incentives for teaching at their school compared to the rest of the targeted schools. These findings can relate to what Cruickshank (2017) argues that influential leadership offers a more distributed or bottom up approach. A good example of this would be instructional leaders managing and rewarding their staff as they work toward a predetermined objective. Thankur (2014) also advocates that transactional leadership style is based on rewards and punishment system whereas the leader uses rewards and punishments to motivate employees' performance, and to promote relationships with the employees. Therefore, it is needed for the principals to ensure that there are incentives for teaching and incentives for learning in their schools to motivate teachers and learners to do well in teaching and learning.

Equally, the results also show that most teachers in all ten identified schools strongly agreed and agreed that their principals inform them of the schools' performance results in written form. There is also a correlation to those teachers who strongly agreed as results revealed that teachers in school 1 strongly agreed, in school 2 strongly agreed and school 3 teachers strongly agreed. This study also shows that school5, school8 and school10 are doing very well in terms of being informed by the principals on the school performance through written communication. Also the rest of the schools are also scored above average which shows that most principals are doing well. There are no teachers in school 2 and school 3 who strongly disagreed that principal inform teachers of the teacher's performance results in written form. Using results of those teachers who strongly agreed. It shows that it is more likely to have the principal informing teachers of the school's performance results in written form in school 1 than in school 2 and school 3. This shows that there is still more improvement needed to be

done by principals of school 2 and school 3 so that they develop a culture of always informing teachers through various channels of communications including the use of written memos. Knapp et al. (2010) propose that principals should focus on curriculum and instruction and oversee the collection, analysis, and use of information to support learners' learning. In this case when principal inform results in written form this will allow better analysis of the results and plan for improvement for school performance.

Also the obtained results show that most teachers in school 1, school 2 and school 3 have agreed that the principals encourage teachers to use instructional time for teaching and practising new skills and concepts at their schools; this attribution is correlated with those who strongly agreed. The results have shown also that only school9 and school10 where most teachers strongly disagreed that their principals do not encourage teachers to use instructional time for teaching and practising new skills and concepts. On the other hand the rest of the schools have mixed feelings, some agree some are neutral. For instructional leaders to urge teachers to use instructional time for teaching and learning as well as practising new skills shows that principals are more committed to make sure teaching and learning is respected in all three targeted schools. As a consequence, this can lead to better academic performance in all ten schools if teachers start complying with what the principals are urging them to do at all times. The results further revealed that there were no teachers in school 3 who strongly disagreed; this means that principal (s) in school 3 are likely to encourage teachers to use instructional time for teaching and practising new skills and concepts than in the rest of the schools. For these findings can also be relate to Yusuf (2009) argument that verbal persuasion may entail specific performance feedback from a supervisor or colleague or it may involves the general chatter in schools' lounge or in the media about the ability of teachers to influence learners. Hence when a servant leader helps a teacher improve self-efficacy through verbal persuasion, teachers seem to strengthen their beliefs on the capabilities they have to achieve

their task which is teaching Yusuf (2009). On a similar note Bradly (2016) also emphasises that it is important to put classroom instruction at pole position on a daily basis. Therefore, it is utmost important to put for principals as school leaders to always encourage teachers to use instructional time for teaching and practising new skills and concepts in order to improve teaching and learning in schools.

The results again show that most teachers in school 2 agreed that their principal reviews learners' activities and assignments when evaluating classroom teaching in comparison to school 1 and School 3. There was a significant proportion of teachers in school 2 who disagreed that their school principal reviews learners' activities and assignments when evaluating class teaching. However contrary to that, there was a consensus that principals review learners' activities and assignments when evaluating class teaching in all ten targeted schools. This means that principals in all ten targeted schools are doing well to make sure that there is quality work given to learners and this can promote good academic performance. On a different approach the results also show that many teachers in school3, school2, school5 and school8 were not satisfied with how the principals review learners' activities and assignments when evaluating class teaching. However a significant proportion of teachers who agreed were found in school6 and school7. But on average as mentioned above most of these schools shown consensus that principals are doing better in terms of reviewing learners' activities and assignments when evaluating class teaching. Heaven & Bourne (2016) have argument that can be related to the above findings as they emphasise that scholars argue that quality school and learners' achievement, leaders have an influence on how to improve quality education in schools. Above all, the schools need to develop effective leaders who are able to improve the teaching. This is because to some extent poor performance in schools is aligned to poor leadership whilst ignoring the significance of developing instructional delivery approaches in

schools Heaven & Bourne (2016). Furthermore, Okoroji, Anyanwu & Ukpere (2014) also suggest that accommodative leadership system which often creates chances of learners to be involved in any efforts aimed of finding solution to the problems and planning the classroom of the organisation. It is on this note that the researcher felt that principals need to review learners' activities and assignments when evaluating classroom teaching to make sure that there is quality work given to the learners.

5.3 Conclusion

This section focused on the conclusion that is made to this study by looking at both questionnaires and interviews data collected in this study. The researcher also proposed the determinant model which is also included in the conclusion in this section thereof.

This study investigated the principals' leadership roles on influencing teaching and learning at secondary school level in the Ohangwena. The data obtained in this study shows that targeted schools where teachers were requested to complete the questionnaires to give their views on their satisfaction about principals' leadership roles to execute different duties as school leaders did not show any school among all ten targeted schools that is certainly doing bad most of the targeted schools are trying something to improve their academic results. In all cases each one of these ten targeted schools have one or more weakness in different areas. For example school 3 teachers strongly agreed or agreed that their principal let staff members know what is expected of them. On the same note school 2 ,school 3, school5, school8 and school9 principals are also doing well in terms of ensuring that there are adequate teaching and learning materials and also ensure that there are enough staff development programs for the staff members. In addition school 2 and school 3 principals doing well in ensuring that teachers are not detracted from teaching and learning endeavours. The results further revealed

that school7 and school8 have high proportions of teachers who strongly disagreed that their principals do not protect teachers from things that detract teachers from teaching and learning focus. Good enough the rest of the schools have many teachers who agreed that their principals are doing well. On a different approach, only school 1 and school 3 principals that are not doing well by making sure when developing school goals; these goals are aligned to data on learners' academic performance. The rest of the schools are doing well when it comes to the schools usage of data on learners' academic performance when developing schools' academic goals to bring some improvement in terms of academic performance. Moreover, results also revealed that some schools' principals do not communicate schools' missions neither discuss school academic goals with their teachers.

Data furthermore revealed that some schools do not have incentives to motivate teaching and learning like school2, school3, school6, school8 and school9 of the identified schools. On the different note it is also worrisome as some teachers in the ten targeted schools indicated that they are never involved in decision making process and principals are also not doing enough to enforce learners to instructional time very serious. On similar note principals in all ten targeted schools rarely meet with individual teachers to discuss learners' academic progress, however principals seem to rely on test results to assess progress towards school goals. Principals are however doing well when it comes to informing teachers about schools' performance results but also seem to be doing little on informing teachers about their strengths and weakness for future improvement. The results show that principals seem to be more interested in encouraging teachers to use instructional time and urging teachers to be innovative. On the contrary, principals do not review learners' activities and assignments when evaluating classroom teaching and they rarely give written feedback or discuss what they have observed from teachers' lessons. This means that a lot still need to be done for the principals to make sure teaching and learning is improved in secondary schools. The results

furthermore revealed that even though all schools have mission set, there seems to be no clear approach on how to achieve those missions. On the similar note some school principals interviewed also seem not to know what is expected of them as school leaders to enhance teaching and learning besides some being in service for more than five (5) years. Interestingly, most principals interviewed in three targeted schools are aware of different leadership styles as well as they are aware of how to induct new teachers to settle in the system. However, the data also show that teachers not really involved in discussing day-to-day teaching and learning activities and this seem to be limiting their inputs when it comes to improving teaching and learning activities in these schools.

The researcher also concluded that some principals especially in school 2, school 3, school 9 and school 10 seem lacking knowledge of motivating teachers to be the best they can towards teaching and this can contribute also to poor teaching and learning in these schools. On the similar note the data revealed that some principals still struggle to know how to create the culture of teaching and learning in their schools; this could be due to the fact that some school principals in these targeted schools are faced with huge challenges such as policy implementations, social challenges and unprofessional conducts from teachers' side. There is also clear evidence from the results of this study that most principals lack leadership skills and knowledge as most of them are never given leadership trainings or workshops on leadership. In addition some have too low and old qualifications which put them in quagmire situation to run the schools. It seems some principals are in school but they do not know where to start to nurture the climate of teaching and learning in their respective schools. Therefore the researcher feels that there is more that need to be done in order to improve principals' leadership roles in order to enhance teaching and learning at secondary schools in Namibia ; for example giving principals more leadership trainings or workshops on the leadership skills.

5.4 Recommendations

In this section the researcher sought to look at the results of this study and suggested some recommendations that can be employed by the principals in order to enhance good teaching and learning at secondary school level.

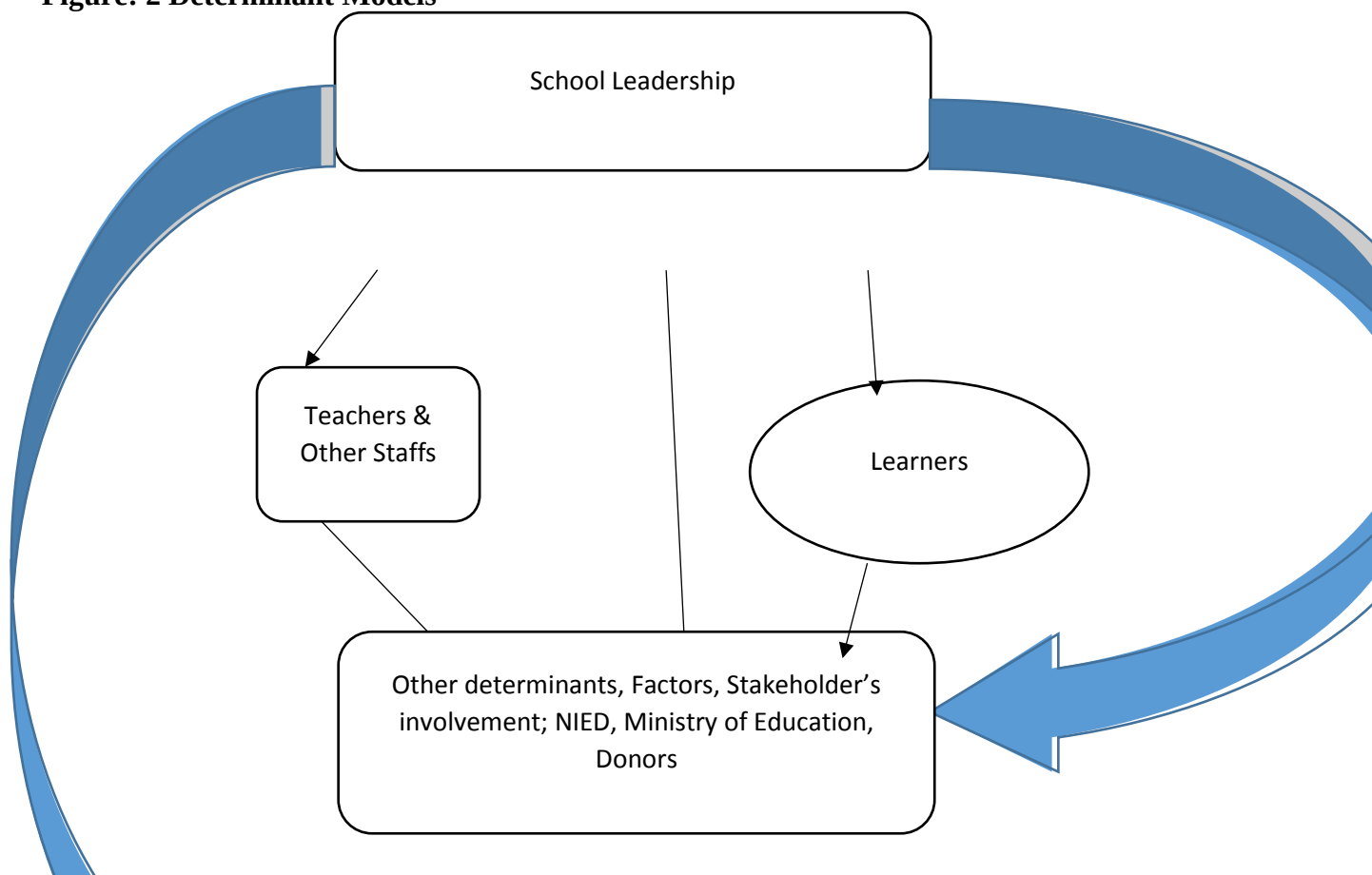
More trainings for the principals are needed to improve school leadership skills; on the similar note principals should be given more refresher courses or workshops on leadership skills. The researcher recommends that the entry requirement level for principals need to be changed from the current Basic Education Diploma and experience of teaching to Honours degree. The researcher also developed a determinant model which can be useful if well employed by the principals. This model will help principals how to run school successfully if well implemented.

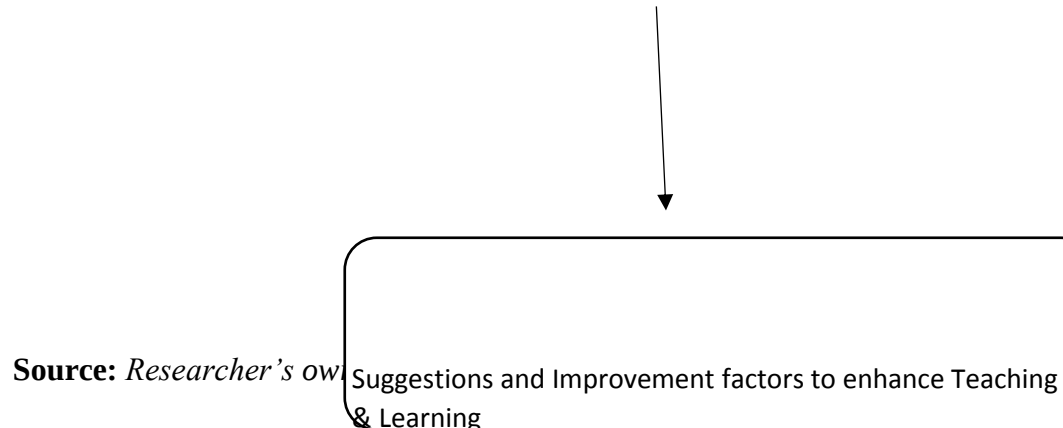
Procedure of developing the determinant model

The principal must first call meeting with his/her management which includes HODs, subject heads and other stakeholders to draw up a plan as to how they are going to monitor and assess how teaching and learning is taking place in their schools. This among others will includes who is going to check which subject each and every Friday and what must be assessed. The aim is to make sure that every Friday the learners' and teachers' work are assessed through looking at basic competencies in the syllabuses and make comparisons whether the work are matching well with the basic competencies. This must be done each and every week's Friday. This model aims to replaces the traditional way of lesson plan preparation which the researcher finds very irrelevant because it does not really give true reflection of what teachers did in the classrooms but rather a continual practice and no one really care to investigate further whether what the teachers pointed in the lesson plan is what taken place in the classroom. Therefore this model will enable the principals to thoroughly monitor and evaluate

what the teachers did in the classroom by looking at all given work such as written summaries, activities done in the classroom during that particular week. This will lead to effective teaching and learning to take place because all basic competencies can be addressed thoroughly without cheating.

Figure: 2 Determinant Models





Source: *Researcher's own* Suggestions and Improvement factors to enhance Teaching & Learning

The determinant model has two main aspects the school leadership needs to pay attention to; learners and teachers and other staffs. Principals need to look at learners' work at least every Friday to evaluate whether the learners' work are in-line with the basic competencies stipulated in the syllabus. In addition there are other two associates that complement the teachers and learners' work namely other determinants, factors, stakeholders' involvement. School leaders need to be able to monitor learners' work as mentioned above and teachers' work by assessing whether the summaries given are in-line with the basic competencies and if the activities given are of quality assessment tool to improve learners' learning. Other determinants or factors include the provision of adequate teaching and learning resources and facilities to schools including text books, computers, classrooms and computer laboratories to support teaching and learning. In nutshell this includes also support from other role players like Namibia Institute of Educational Development (NIED), and the Ministry of Education, Arts and Culture should be able to address the issues of inadequate teaching staffs and provision of adequate teaching and learning resources to schools. Donors that also play important role such as making sure the orphans and vulnerable children that need to be supported with educational materials for example Red Cross Society and FAWENA and

others that need to play role by helping those needy learners even with school uniforms and other school stationaries such as pencils, pens and exercise books as well as sanitary pads to encourage girl learners also to remain in schools and support all needy learners with the educational needs that will enhance teaching and learning.

Other factors include provision of adequate resources, motivation of the teachers and learners, recruitment of qualified teachers and appointment to be made on time as well as on the job training programs for teachers to improve teaching and learning. The suggestion factors include advisory teachers to follow prescribed syllabus and help teachers how to teach certain subjects instead of just coming to schools and ask teachers' files and sometimes blame teachers of not doing the right things instead of correcting them. Teachers need to focus more on following syllabus which is still happening, but instead of forced to do daily lesson preparation they should just make sure the learners' work which include class activities, summaries, tests and quizzes are based on objectives and basic competencies. This will allow principals to play a vital role on teaching and learning and address issues of poor teaching and learning. Principals will be able to know whether the right teaching approaches have been followed, and with this model in mind it will replace the traditional method of classroom observation, lesson plan checking. The researcher being a former teacher has had a problem with the approach of traditional method of lesson plans and checked by the principal hence proposed this model. This is because some teachers prepare well when they know the principal or head of department is to visit their classroom. By checking weekly summaries, class activities, quizzes and tests; the researcher postulates that this will on the contrary force teachers to do right things in terms of teaching the right content, follow the correct syllabus and basic competencies and giving quality assessment activities and quality summaries. This in essence will improve teaching and learning and school leaders will be at the centre to proper monitor the success of teaching and learning which eventual leads to improvement of

the academic results. Stakeholders' involvement will assist in terms of resources provision, budgeting issues, classrooms construction and any other support needed to improve teaching and learning. Hence this model if well employed by all principals will be able to assist principals in effectively monitor teachers and learners' work which eventually will enhance effective teaching and learning. In the same vein, the model will assist principals to be more accommodative, in a sense that they will be able to develop an open door policy in their respective schools to allow all stakeholders engagement who may supply other educational resources that the schools need to enhance quality teaching and learning. Therefore, this model is the outcome of this study, as the researcher sought it fit to answer to the issue under investigation.

5.5 Summary

This chapter discussed about the results of this study from the two instruments used in this study to collect the data which were questionnaires and interviews. Furthermore, the findings of the study were also discussed with related literatures to give more insights of the information related to what was found in the results and to make the information more relevant and scientifically sound by related the data to the existing literatures. In addition, the conclusion was also drawn from the whole of this study as well as the recommendation was done which forms the basis of the researcher's contribution to the new scientific body of knowledge. The next section listed all sources used in this study as references.

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Appendices

Appendix 1: Ethical clearance certificate

**UNAM**
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE /547/2019 **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: Investigating The Principals' Leadership Roles On Teaching And Learning At Secondary Schools In Ohangwena Region, Namibia

Researcher: DANIEL K. MBANGULA

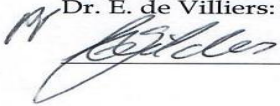
Student Number: 200437879

Supervisor(s) *Dr. Albert Isaacs (Main) Dr. R.N. Shanyanana*

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



REPUBLIC OF NAMIBIA
OHANGWENA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Section: Office of the Director
Tel: (+264) 65 290200
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Enquiries: Megano Gaoes
Our Ref: 12/3/10/1

Hansbecker Street, Greenwell Complex
Private Bag, 8800h
Sondana

6/13/2019

To: Mr. Daniel K. Mbangula
Cell: 081 494 8869
University of Namibia

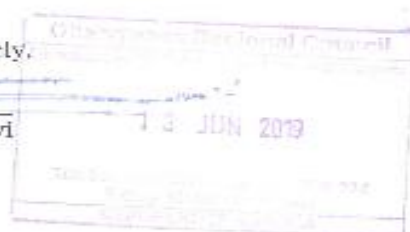
Dear Mr. Mbangula,

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN THREE (3) SECONDARY SCHOOLS IN OHANGWENA REGION.

1. Receipt of your letter on above stated subject is hereby acknowledged.
2. The request has been evaluated and found to have merit.
3. Kindly be informed that permission to conduct research at Huimbili Haudiku SS, Mwadikange Kaulinge SS and Eenhana SS is hereby granted under the following conditions and requests;
 - The information to be collected should only be used for the completion of your studies.
 - Staff members should participate in the research voluntarily.
 - You may share the final report of your study with the directorate as a matter of popularizing your findings and stimulating interest for further research in the field.
4. It is trusted that you will find this arrangement in order while wishing you all the best with your studies.

Yours Sincerely,

Isak Hamatwi
Director



Appendix 2: Research permission letter

ANNEX 16

RESEARCH PERMISSION LETTER

Student Name: Mbangula Daniel K

Student number: 200437879

Programme: PhD

Approved research title: “Investigating principals’ leadership roles on teaching and learning at secondary schools in Ohangwena region, Namibia”.

TO WHOM IT MAY CONCERN

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

.....
Name

Date

Director: Centre for Postgraduate Studies

Tel: +264 61 2063275

E-mail: directorpgs@unam.na

Appendix 3: Informed consent letter

Department of education management and policy studies

Faculty of education

University of Namibia, Namibia

Dear Participant

Selection and participation in a research on “**Investigating principals’ leadership roles on teaching and learning at secondary schools in Ohangwena region, Namibia**”.

Student researcher’s Name: Mbangula Daniel Kwalipo (DK)

I have read, understood and considered the letter explaining your purpose, aim and requesting my participation in your study. I understand that I will be interviewed for a period of 40 minutes to one hour on each of your appointment date and time of visit to my school. I therefore indicate my willingness to participate in this research project by signing in the space provided below, knowing that I can withdraw at any time. I also agree that the data collected for the research may be published in a manner that does not disclose my identity in any excuse.

Participant's Signature

Signature and date of student researcher.....

Appendix 4: Data collection instruments

Interview schedule for principals

This interview schedule will last for 30 minutes to 1 hour.

1. What is the mission of your school?
2. Describe your leadership roles at your school to enhance teaching and learning?
3. How long have you been a principal of this school?
4. How would you describe your leadership style?
5. What advice would you give to a new teacher on his/her first year?
6. How do you involve teachers in planning of subjects taught in the school?
7. How do you involve teachers in discussing the day-to-day teaching and learning activities in the school?
8. What are your practices towards delegation of subject teaching in school?

9. How do you motivate teachers to be the best they can towards teaching?
10. What role do you play in creating a culture of teaching and learning in your school?
11. What challenges do you experience in performing your leadership roles in the school?
12. What do you think should be done to develop principal's leadership roles in the schools?
13. What steps would you take if you are dealing with a discipline incident?
14. What is the overall pass percentage target of your school for 2019?
15. How do teachers contribute to the school success and learners' performance?
16. How do the principal nurture teaching and learning climate of learning?

Questionnaires for teachers

For each of the statements below, please indicate the extent of your agreement or disagreement by placing a tick in appropriate box.

The response scale is as follows:

1. Agree
2. Strongly agree
3. Disagree
4. Strongly disagree
5. Undecided or neutral

1. Principal enforces school rules for behaviour and backs teachers up when they need it.	1.	2	3.	4.	5.
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2. Principal lets staff members know what is expected of them.	1.	2.	3.	4.	5.
3. Necessary materials such as text book supplies and copy machines are available as needed by staff.	1.	2.	3.	4.	5.
4. Principal ensure teachers have staff development opportunities that directly enhance their teaching.	1.	2.	3.	4.	5.
5. Principal protects teachers from issues and influences that would detract from their teaching time and focus.	1.	2.	3.	4.	5.
6. The school uses data on learners' academic performance when developing the school's academic goals.	1.	2.	3.	4.	5.
7. The school develop goals that are easily translated into classroom objectives by teachers.	1.	2.	3.	4.	5.

8. Principal communicates the school's mission effectively to members of the school community.	1.	2.	3.	4.	5.
9. The principal discuss the school's academic goals with teachers at subject meeting.	1.	2.	3.	4.	5.
10. The principal ensures that there are incentives for learning and incentives for teaching.	1.	2.	3.	4.	5.

11. Principal shares leadership and decision making and empowers staff.	1.	2.	3.	4.	5.
12. The principal ensures that learners who miss instructional time classes get the relevant punishment.	1.	2.	3.	4.	5.
13. The principal always meet with individual teachers to discuss learners' academic progress.	1.	2.	3.	4.	5.

14. The principal and staff use test result to assess progress toward school goals.	1.	2.	3.	4.	5.
15. The principal inform teachers of the school's performance results in written form (e.g. in a memo or newsletter).	1.	2.	3.	4.	5.

16. The principal points out specific strengths and weakness in teachers'	1.	2.	3.	4.	5.
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instructional practices in post-observational feedback.					
17. Principal do regular class observation to evaluate whether teaching and learning is taking place.	1.	2.	3.	4.	5.
18. Principal encourage teachers to use instructional time for teaching and practicing new skills and concepts.	1.	2.	3.	4.	5.
19. Principal reviews learners' activities and assignments when evaluating classroom teaching.	1.	2.	3.	4.	5.
20. After class observations, the principal gives written feedback or in the form of a formal discussion.	1.	2.	3.	4.	5.