

THE SCHOOL PRINCIPAL AND TEACHERS' ROLES IN IMPROVING
LEARNERS' ACADEMIC PERFORMANCE AT A SELECTED SCHOOL IN
THE //KARAS REGION

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ABSTRACT

The purpose of this study was to investigate the principal and teachers' roles in improving learner's academic performance at a selected school in the //Karas region. This study specifically focused on junior secondary phase (grade 10). The study was guided by the following research questions: What role do the principal and teachers play in improving learners' academic performance at a selected school in the //Karas Region? What challenges do the principal and teachers face in improving the academic performance of learners at the selected school in the //Karas Region? How can the challenges of principal and teachers in improving learners' academic performance at a selected school in the //Karas region be handled? The researcher utilised a qualitative approach to obtain quality information and deep understanding of the role of the principal and teachers in improving learner's academic performance at a selected school. The population for this study consists of all the principals and teachers in the //Karas Region. The sample consists of one principal and fourteen teachers, which gave a total sample size of 15 participants. For this study, the researcher used one of the best performing schools in the region and a purposive sampling was used to choose the participants. Findings of this research revealed that the principal and teachers' roles in improving learner's academic performance are supervision and monitoring, discipline and decision making, assessment and evaluation as well as involvement in extramural activities. Upon executing those roles, they faced some challenges such as lack of teaching and learning resources, misconduct by teachers and learners, failure to meet set targets, late coming and overcrowded classrooms. These challenges were overcome through motivation, improvising resources, continuous professional development and team building activities.

Keywords: School principal, teachers, improving learners, academic performance, //Karas Region

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DEDICATION

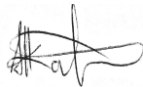
I dedicate this thesis to my parents Mr Kaukewahulo Cornelius and Ms Kornelia Uhela for their perseverance and fortitude to educate me. May you live long to relish the fruits of your labour. I as well devote this thesis to whoever believed in me when I was losing focus during my studies.

DECLARATION

I Saima Kaukewahulo declare that this thesis: THE PRINCIPAL AND TEACHERS' ROLE IN IMPROVING LEARNERS' ACADEMIC PERFORMANCE AT A SELECTED SCHOOL IN THE //KARAS REGION is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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Ms Saima Kaukewahulo

October 2022

Date

ABBREVIATIONS

HOD- Head of Department

LRC- Learner Representative Council

PLC – Professional Learning Community

T1 – Teacher 1

T2– Teacher 2

T3– Teacher 3

T4– Teacher 4

T5– Teacher 5

T6– Teacher 6

T7– Teacher 7

T8– Teacher 8

T9– Teacher 9

T10– Teacher 10

T11– Teacher 11

T12– Teacher 12

T13– Teacher 13

T14– Teacher 14

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CHAPTER 1: INTRODUCTION

1.1 Introduction

This study examines the school principal and teachers' roles towards improving learners' academic performance at a selected secondary school in the //Karas Region. This chapter introduced the study, gives the background of the study and the statement of the problem. It provides the research questions and objectives that are used to guide the study. Lastly, the chapter outlined the significance of the study, the limitations of the study, and delimitations of the study and definition of terms.

1.2 Background of the study

Leadership is the principal's and teachers' primary job. To improve learners' performance, the leader must employ a leadership style that is appropriate for the followers and effect change. Omar (2017) further claimed that a transformational principle focuses on: individual staff assistance, promoting a culture of compassion and trust among staff, respecting learners' interactions, and demonstrating transformational leadership, demonstrate a readiness to change, enable participatory decision-making and delegation, work as a team to achieve goals and vision, have high expectations of learners and teachers, and encourage employees to reflect on what they are attempting to accomplish. Norviewu-Mortty went on to say that the principal's positive personal attributes, successful instructional and managerial leadership, thriving collegial leadership, productive school and community partnerships for recruiting resources, innovative physical and human resources, and positive values are all important factors in effective leadership (Norviewu-Mortty, 2012).

Teachers, in addition to the principal, have a significant impact on student progress. Effective teachers, according to Gilbert (2018), use a learner-centered approach, clear teaching objectives, appropriate teaching tactics, and resources to stimulate class interaction and benefit learners by building their knowledge. Teaching should excite students' thinking, help them reach their full potential, and help them learn more effectively. In the process, appropriate attitudes are also fostered. Teachers

should also provide appropriate comments to students in order to boost their confidence and enthusiasm for learning.

Apart from that, Maquele (2012) declared that one of the teachers' responsibilities is to serve as a resource provider. Learners' academic progress is enhanced when sufficient materials, such as textbooks, exercise books, teaching aids, and classrooms, as well as laboratories, are available. When these materials are applied correctly, academic success can be achieved. As a result, according to Pichungova, Pravosudov and Stepura (2016), schools should strive for student autonomy in the learning process by encouraging them to actively participate in sharing, collaboration, and exploration, allowing them to enjoy learning, improve their communication effectiveness, and develop their creativity and sense of commitment.

Scholars agree that instructional leadership is one of the most effective methods for developing excellent teaching and learning environments around the world. It emphasises on teaching and learning via defining the school vision, mission and goals, supervising the instructional program and upholding the school climate (Manaseh, 2016). He went on to say that the instructional leader needs to be aware of what is going on in the classrooms in order to enhance their staff's capabilities by focusing on their strengths and minimizing their deficiencies. The roles, recruitment, and growth of school leaders, on the other hand, are reflected in the continual development of societies and their provision of education (Hakutumbulwa, 2021). Another scholar believed that the following sets of accidental forces could drive global transition: technological breakthroughs, deeper economic interdependence, and more intense competition from local to global levels, greater diversity of social status and identity from the twentieth century, as well as on-going power and responsibility dispersion (Sovacool, 2015).

The transition also occurred in schools, resulting in increased competition between schools, increased demand for financial accountability, recentralization of curriculum and assessment control, expanded powers of school principals, increased pressure for outcome-based assessment, public scrutiny of school performance, teacher evaluation against employers' defined competencies, and tighter controls on teachers teaching profession (Hakutumbulwa, 2021). Educational transformation in Namibia has effects on learners' success. There are a variety of tools used to assess student

performance, but according to Mouton (2015), school evaluation is based on the following performance indicators: provision of resources, teaching and learning processes, the school as a social unit, management and leadership of the school and hostel, links with parents and community, and links with other schools and the region. On the contrary, education is established on inputs, processes, and outputs.

Principals of rural schools have recently experienced substantial changes in their positions. Principals facing increased levels of responsibility, the introduction of common core learning standards, and decreased state funding for public schools face particular obstacles in raising student achievement levels (Linton, 2014). Academic achievement in some schools stays high, while it remains low in other schools in the same neighbourhood (Norviewu-Mortty, 2012). This is also the case in Namibia, particularly in the //Karas region. The //Karas Region has been one of the lowest-performing regions in the country DNEA (2018), but some schools in the region perform well. As a result, the researcher would like to look into the matter and make some recommendations for how struggling schools might improve their performance.

1.3 Statement of the problem

The //Karas Region is one of Namibia's underperforming regions. The performance of the //Karas Region in the Grade 10 National Examination has mostly fallen within the last three regions in Namibia for the last five years (DNEA, 2018). According to (Beukes, 2014), the Minister of Education, Dr David Namwandi said the //Karas region is ranked 11th out of the 14 regions and attained 46.4 percent pass rate in the 2013 grade 10 national examination for Junior Secondary Certificate (JSC). Over the previous six years the regional pass rate has wavered between 41 percent and 46.9 percent without ever overpass the 50 percent mark that the region has set itself as a target. He condemned the use of Afrikaans in public schools. While the minister was addressing principals and teachers at the principal's meeting in Keetmanshoop. The //Karas region Governer Bernadus Swartbooi also highlighted issues that put the performance of the region at stake: thorough foundation is not laid at some primary schools in the region and learners who do not master the essential skills at primary level end up performing poorly at secondary level. He also enquired the allocation of continuous assessment marks linked to the real performance of learners, which

illustrates an alarming picture of discrepancies and is a true illustration of laziness on the part of school leaders.

However, there are a few schools in the area that excel. The researcher is interested in learning more about the role of teachers and principals in increasing learners' academic achievement at one of the highest performing schools so that the information can be shared with struggling schools with comparable backgrounds. One of Vision 2030's goals is to see Namibia evolve from a literate society to a knowledge-based society where information is constantly acquired, refreshed, and applied to improve quality of life (Hanse-Himarwa, 2016). The researcher is concerned that if these substandard schools continue to exist, Namibia would not be able to achieve its 2030 vision.

1.4 Research Questions

The following research questions are used to guide this study about the principal and teachers' roles in improving learners' academic performance at a selected school:

1. What role do the principal and teachers play in improving learners' academic performance at a selected school in the //Karas Region?
2. What challenges do the principal and teachers face in improving the academic performance of learners at the selected school in the //Karas Region?
3. How can the challenges of principal and teachers in improving learners' academic performance at a selected school in the //Karas region be handled?

1.5 Research objectives

1. To identify the principal and teachers role in improving learners' academic performance at a selected school in the //Karas Region.
2. To find out the challenges the principal and teachers face in improving the academic performance of learners at the selected school in the //Karas Region.
3. To suggest ways the challenges of the principal and teachers in improving learners' academic performance at a selected school in the //Karas region can be handled.

1.6 Significance of the study

This study is significant to researchers, educationist, policy makers and other readers. This study may provide information to school principals and instructors on how to implement best practices that will help students perform better in school. It is believed that the findings of the study would assist policymakers in evaluating the roles of principals and teachers in order to promote school policies that will improve academic performance in schools. Based on the findings, university curriculum makers will be able to adjust their curricula and training processes. This could specifically assist the University of Namibia's Faculty of Education in adopting new leadership and management practices, as well as an appropriate teaching methodology training course for teachers. It could also assist the Ministry of Education, Arts, and Culture in developing and implementing an in-service training program for new principals.

1.7 Limitations of the study

Throughout the research procedure, the researcher faced a number of obstacles. Covid 19 was the stumbling block in the data collection process. Due to travel restrictions imposed by Covid 19, the researcher was unable to conduct face-to-face interviews. She was able to obtain the data by conducting telephonic interviews with the participants. This is because some participants cancelled appointments at the last minute, doing telephonic interviews was difficult. The researcher was able to recruit the requisite number of participants by following up with those who committed to participate on a daily basis and persuading those who cancelled their appointments. The researcher also assured the participants that the information they provided would be kept private.

1.8 Delimitation/scope of the study

According to Foundouki and Theofanidis (2018), delimitation is concerned with how the researcher decided to set boundaries of their work so that the study's objectives don't become impossible to achieve. The boundaries that the researcher set are in terms of study duration, population size and type of participants etc. The study is limited to the //Karas Region in the southern part of Namibia. It focuses on the

principal's and teachers' roles in helping individuals improve their academic performance at a selected school in the //Karas Region. The findings will not be applied to the entire //Karas Region or Namibia due to this delimitation.

1.9 Definition of terms

Leadership: Supervising and controlling teaching and learning activities.

Management: Monitoring activities at school and in classroom.

Teamwork: Working together to achieve a common goal.

Motivation: Inspiring others to do better.

Continuous professional development: A program that enhance educators' professional growth via discussing their strengths and weaknesses.

1.10 Conclusion

This chapter started with an introduction of the study. The background of the study is highlighted, the statement of the problem is also presented, while the purpose of the study is summarised. The researcher gave a summary of research objectives, limitations, delimitations and the significance of the study. The next chapter focused on the literature review.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

A literature review can be described as a systematic way of collecting and synthesizing previous research. This is done by selecting available documents on the topic, which contain information and evidence written from a certain standpoint to fulfil aims or express certain views on the nature of the topic. It also put emphasis on how the topic is to be investigated and the effective evaluation of these documents in relation to the research being proposed (Brouard, 2020). He further stated that it is important for the researcher to do literature review because, it helps the researcher to improve his research methodology, focus on research problem, cater to knowledge base for research area, contextualizing research findings, ensure novelty in the researcher's work, finding the knowledge gap and demonstrating the researcher's contribution. It also demonstrates to readers that the author has a firm understanding of the topic (Brouard, 2020).

This chapter presents a general view of the literature on the principal and teachers' role in improving learners' academic performance. It lay emphasis on the overview of academic performance, the principal and teachers' leadership role, management role, planning role, assessment and evaluation role in improving learners' academic performance, challenges faced by the principal and teachers at school as well as how they are overcome. It also presents the framework on transformational leadership practices by the principal and teachers and the conclusion.

2.2 Academic performance

Academic performance, also known as academic achievement, is the measure of students, teachers, or institutions' achievement of their educational objectives (Orji, 2014). Academic excellence can be defined as academic accomplishment in all academic subjects, in class as well as in extracurricular activities. This includes things like physical ability, leadership, honesty, communication skills, timeliness, assertiveness, music, and culture. Academic achievement, or how effectively a

student satisfies expectations set as a criterion for assessment by educational authorities, determines performance in educational institutions.

2.3 The principal and teachers' leadership role in improving learners' academic performance

2.3.1 Shared supportive leadership

According to the findings of a study conducted by Antisan, Noor, Mansur and Yusof (2020), learner academic success is mostly dependent on school leadership's effort in implementing strategic planning, initiatives explicitly meant to enhance and sustain quality and excellence in schools. By the end of the year, schools with poor strategic planning are expected to underperform (Nkengbeza, 2016). Recent study found out that teacher leadership is a process and teacher leader is a professional who facilitates this process to lead change in their schools for the benefit of all learners. Teacher leaders step outside their classroom doors and accept the challenges to improve their practice through working with colleagues, school administration and professional staff as well as learners and their families (Meyer, 2019).

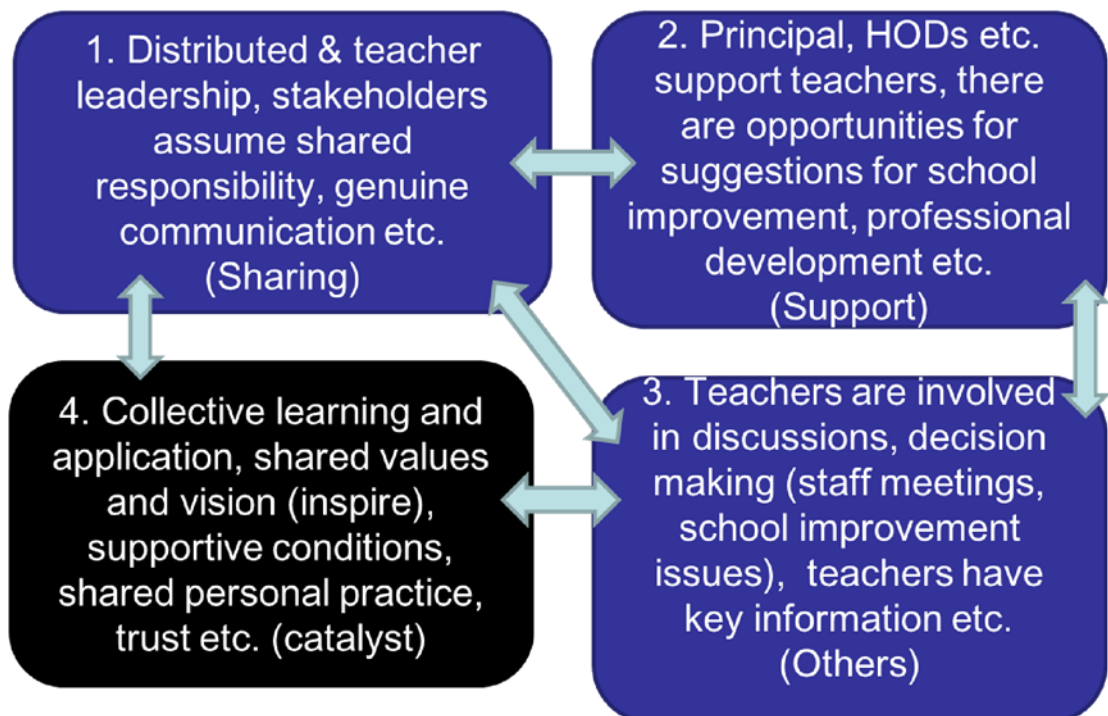


Figure 2.1: Shared and supportive leadership framework

As it can be seen from figure 1 above shared leadership (**sub-frame 1**) is linked with distributed leadership, teacher leadership, student leadership, and participative leadership. Shared leadership requires the principal to work with other stakeholders as peers (Nkengbeza, 2014; Nkengbeza, et al., 2015 & Steyn, 2014a). This frame assumes that the principal genuinely shares power, develop a supportive mechanism that build and support all the stakeholders for school improvement to take place and be sustained. This participative leader should have a sense of direction for the whole process to work effectively. All the stakeholders assume shared responsibilities. There is genuine communication among the stakeholders (Nkengbeza, 2014).

Sub-frame 2 deals with the necessary support that the leadership needs to give to other stakeholders. Meador (2019) indicated that principals can provide teacher support in the following ways: allow time for peer collaboration, ask questions and seek for their advice, have their back, be consistent, contact meaningful evaluations, create a teacher friendly schedule, encourage them to bring problems to you, get to know them, offer advice direction or assistance, and provide applicable professional development.

Sub-frame 3 looks at other components that directly influence shared and supportive leadership. Teachers as professionals take part in decision making in the school for example during staff meetings. Teachers have key information when it comes to teaching and learning. Therefore, Adams (2018) concluded that teachers involvement in decision making plays a major role in improving learners' academic performance.

Sub-frame 4 deals with the catalyst that help shared and supportive leadership (frame 1, 2, and 3) to work harmoniously. There should be a focus on shared beliefs and vision that direct the school (Nkengbeza, 2014 & Nkengbeza, et al., 2015). For the three frames to work well, there should be supportive conditions like place and time to meet, teacher empowerment, and appropriate technology in classrooms (Nkengbeza, et al, 2015) and relationships like genuine relationship among all the stakeholders (Nkengbeza, 2014). A school where teachers have developed a culture of sharing personal practice, genuine accountability and continuous inquiry (Nkengbeza, 2014), will also help the three frames to work harmoniously.

2.3.2 Instructional Leadership Activities the Principal Engages in

Principals provide instructional support by encouraging teachers collaboration, providing more time for teachers' planning, observing teachers work, offering constructive feedback, providing instructional guidance and developing an atmosphere of caring and trust (Krasnoff, 2015). However, novice principals in rural schools have a challenge of developing a good relationship and trust among their teachers, learners and parents as well as developing skills to fulfil responsibilities such as mentoring and professional development programs (Wieckzorek & Manard, 2018).

Good leadership in schools is vital for improving learners' outcome. Good leadership in schools is the practice of encouraging and enabling school-wide teaching expertise in order to achieve a strong rate of progress for all learners. It involves keeping up to date with the latest technologies and trends. This helps to foster positive and motivating culture for staff and high quality experience for learners. Some approaches used by effective school leaders are: establishing vision, involving others, cultivating leaders, managing academic setting and implementing appropriate leadership styles (Adams, 2018). School principals can play an important role in promoting teacher leadership by delegating authority and empowering teachers in ways that allow them to influence the key organizational decisions and processes. However, it is unclear whether instruction and student learning are enhanced by promoting teachers influence in all aspects of school organization or whether it is better for principals to work directly on certain processes while delegating influence on others (Sebastian, Allensworth & Huang, 2016).

2.3.3 Approaches the principal uses to supervise instruction

The improvement of teaching monitoring is a major priority for educational authorities all around the world. The success of the school is viewed as dependent on effective instructional monitoring. According to Yunas (2013), one of the most important responsibilities in improving the effectiveness of training is supervision. This necessitates good teaching and learning within the school, and the principal is

responsible for overseeing the process. Yunas (2013), indicated that the principal's job is defined by frequent classroom observations, monitoring, and effective teacher feedback and employee participation in school-based activities. The principle plays a critical role in ensuring that school curricular are implemented successfully. Curriculum development, program enhancement, and tracking of the school's desired goals are frequently considered by the instructional oversight.

According to Wehmeier (2004) quoted in Charles et-al (2012), supervision is the act of being in control and ensuring that everything is done correctly and safely in our contemporary society. Schools are considered to be social systems because they are bounded by sets of elements (subsystems) and activities that combine to form a single social entry. It is believed that the efficient functioning of each social structure, including schools, depends on the standard of their leadership. Thus, the school principal is the key to the successful implementation of the curriculum in the school by supervising instruction.

According to Adams (2018), the principal is the focal point within the school that determines the level of individual teacher teaching, the level of student success, and the degree of productivity in the school's running. It makes frequent observations of the instructional program in the classroom, the involvement of teachers in instructional program decision-making, and active participation in instructional program design and evaluation. By insisting on ways and means to instill consistency in the level of instruction, supervision promotes teaching and learning. Teachers are encouraged and inspired to strive for the educational aims and objectives they desire through guidance.

Charles et al (2012) indicated that head teachers need to supervise teachers by ensuring that lessons are planned early; lessons are organized with an interesting beginning and analysis of previous experience and teachers' use of voice variability and overview of key points at the end. Teachers should use backups/teaching aids properly and teachers have a good relationship with their learners. Adams (2018) reported that one of the variables determining high school achievement was the help given by the principal to teachers in obtaining the resources needed to achieve the best outcomes of the learners. When principals (as instructional leaders) know what's going on in classrooms, they're better able and willing to provide resources and

materials that support the educational efforts of teachers. This has been described as mobilizing resources. Egalite, Garissom and Lindsay (2021) stated that one of the leadership behaviors prevalent in high school achievement was the close control of instructional approaches by the principals. In the classroom, they described the principalities as a visible presence. When the principal is a regular participant during classroom observation, chances to communicate with teachers on instructional issues increase.

Therefore, it is worth noting that supervision is the key to the role of the principal in the successful classroom. Class visits and evaluation of lessons form the basis of supervisory activities of the principal. It indicates that supervision is focused on improving professional performance to achieve the school's valued outcomes which include enhancing student performance. It is crucial to improving the standard of teaching in a school and if teachers are well trained, aware of the supervisory value and they need to be supervisory-friendly.

2.3.4 Teachers' leadership role in improving learners' academic performance

There are various dimensions teachers' leadership has on learners' achievement such as: promoting a shared school vision, mission; coordinating and managing beyond classroom; facilitating improvements in curriculum, instruction and assessment. Teachers' leadership also emphasizes on promoting teachers professional development; participating in policy and decision making. Fostering a collaborative culture in school and collaboration with families and community also enhance leadership (Anderson et al., 2020). A study by Nadelson, Booher and Turley (2020) emphasized that tasks performed by teacher leaders include: monitoring improvement efforts, selecting curriculum and participating in administrative meetings, participate in peer coaching, engage parent and community participation. However, there are things that hinder the development of teachers' leadership like: inadequate time for collaboration, learning and leading as well as lack of incentives for engaging in leadership activities.

2.4. The principal and teachers' management role in improving learners' academic performance

The school must have a clear direction, and everyone must understand what the school is attempting to accomplish. The school vision should be properly expressed and clarified to all educators for successful management of learners. If the vision and mission of the school is clear, educators may perform better and encourage learners to work harder to improve their performance (Dowd, 2018).

In Oko (2014), National Open University of Nigeria defined administration as a social mechanism that defines, retains, motivates, regulates, and unifies formally and informally organized human and material resources within an interconnected framework explicitly designed to achieve predetermined goals. Administration essentially includes the planning, coordination, and management of the various aspects of the project. That is bringing together people with a shared intent to accomplish particular objectives that have been recognized. In addition to this view, preparing, arranging, scheduling, managing, ordering, directing, assessing, staffing, and empowering teachers, non-teaching staff and learners help the school to attain its overall objectives (Orji, 2014). Within the school setting, however, the school administrator (principal) usually performs these aforementioned functions.

The important management tasks of an elementary school teacher are similar to those in other sectors (Kelly, 2019), and they are as follow: (i) Administration: The direction, control, management, and organization of people and material resources for educational growth and development is referred to as administration. (ii) Personnel management: is the planning and management of human resources. Recruitment, transfer, and redeployment are among the topics covered, as promotion opportunities and performance rating systems, grievance resolution processes, and professional development. (iii) Planning: is a methodical process of selecting a future course of action in accordance with defined objectives, needs, priorities, and existing/likely capacities, all within a specific time period and reflecting cost-effective options. (iv) Financial management: refers to the mobilization, deployment, and efficient use of financial resources in accordance with defined goals and strategies. (v) Supervision, monitoring, and support: Using appropriate tools, methods, and mechanisms, monitor and facilitate teaching-learning processes and

other school development activities in order to improve their quality. The focus is on the school because this is where main learning takes place, and any attempt to improve process quality should eventually show up here. (vi) Information management and communication: "Information Management" refers to the management of information as an institutional resource. It covers issues of data collection, processing, dissemination, and utilization. The practice of exchanging information and comments is referred to as "communication."

It should be emphasized that many activities occur in schools, and many of these activities are governed by a regulated school schedule. In light of this, it is recommended that the school's head teacher and teachers should be extremely tough in enforcing the time limits set in the timetable (Ehiane, 2014). This emphasizes the importance of pupils adhering to the allotted time, knowing well that there would be no time compensation for time lost, causing them to take their studies more seriously and be more time sensitive. However, we must recognize that punishment can help pupils make desired changes if it is measured and proportional to the offense committed (Ehiane, 2014). Aside from that, disciplinary committees should be respected in terms of decision-making, and they should be given the authority to carry out their tasks on any student, regardless of their background. Nevertheless, enacting the aforementioned forms of punishment establishes a proper atmosphere for teaching and learning, hence improving students' performance. Finally, for national progress, education with morals and values is required.

According to Gichohi (2015), most schools embraced stakeholder involvement, which resulted in school management committees actively participating in the decision-making process. With regards to school management, parents should be encouraged to participate in their children's class meetings, more funding is required for the enhancement of school management and participatory activities that improve the learning environment. When parents visit school on a frequent basis to check on their children's well-being, it supports the child's perception that school and home are linked, and that school is an important part of the complete family's life. When parents fulfill the following roles in their children's early learning, academic attainment improves.

Apart from parental involvement, teachers use a variety of instructional materials to motivate learning, such as textbooks, charts, models, graphics, real objects, and improvised materials. The success of achieving what they set out to achieve in an instructional situation is determined by the suitability, adequacy, and effective utilization of the instructional materials (Ajoke, 2017). He went on to say that instructional materials' value in improving students' academic performance in teaching and learning is undeniable. It offers the learners with the necessary sensory experiences for effective and lasting behavioral change.

2.5 The principal and teachers' planning role in improving learners' academic performance

Planning is the most crucial aspect of any change in an educational institution and having a defined strategy to work toward is critical for school leadership to achieve academic achievement. Planning on the other hand cannot be done hastily, because it is a project that involves strategic plans that will guide the school toward actionable objectives. In this view, the school leadership's professional duty becomes strategic planning, which is explicitly prepared to improve academic success (Jerry, 2017). A good principal should gather information every time he visits a classroom. This allows him to have more evidence on evaluation. A good evaluator always let his teachers know what his expectations are and offer suggestions for improvement if expectations are not met (Meador, 2019). He further stated that, proper preparation and planning makes you a better teacher, boost learners performance, make the day go by fast and minimize classroom discipline.

2.5.1 Strategic Planning

In essence, strategic planning is the method of setting objectives, deciding on actions to accomplish those goals and organizing resources needed to take those actions. A strategic plan describes how objectives will be attained through the use of accessible resources. The keys to strategic planning success are: engagement and collaboration (Morrison-Porter, 2021). Besides that he further highlighted that, approach to strategic planning involves inspiration to drive change, transparency while designing the plan, engagement with diverse stakeholders, actions and outcomes. Another scholar defined strategic planning as an organized aspect of administrators that

comprises the process of picturing the ideal future for the school and translating that vision into clearly defined goals or objectives, as well as a series of activities to enhance results. A school can only be successful if it has a strategic plan, which helps identify and explain priorities, key improvement targets, action plans, and eventually measure and assess the school's effectiveness for change management purposes (Meador, 2019).

2.5.2 Parental Involvement

Involve parents in their children's education by giving parents your contact details and get to know them early in the school year, provide opportunities for parents to connect with the school, share your classroom goals or expectations with parents and expect them to do the same. Educators should also connect with parents in person as much as possible, address common challenges that inhibit parent engagement like conflicts or an intimidating atmosphere (Macharia, Muiru & Wairimu, 2016). He further highlighted that parent involvement helps learners get high grades or test scores, develop confidence and motivation in the classroom, have a better social skills and classroom behaviour.

Parental involvement at home includes helping children with their homework, showing desired behaviour, providing ongoing encouragement, monitoring homework completion and creating time and space for study. Parental involvement at school includes: communicating with teachers, volunteering for school activities, attending parent teacher conference, participate in school fundraising events, help with extracurricula activities and get involved in decision making (Brooks, 2019). This decrease absenteeism among learners, improve classroom behaviour, improve teachers performance, helps parents to understand the curriculum better and the advancement of their children. However, there are obstacles that hinder parental involvement; lack of time, communication barriers, the experience of parents with their own schooling and the inability of the school to reach out to parents (Nisbet, 2021).

2.6 The principal and teachers' role in assessment and evaluation of learners

Assessing what a kid knows and how he learnt it gives both the teacher and the student useful information for setting goals. Assessment leads to the establishment of realistic and personalized academic goals. Comparing students to their peers might assist determine their grade level and academic placement but, it is the evaluation of a student's progress that reveals his learning capacity. Assessments that are well-designed are crucial in establishing future teaching and learning practices.

2.6.1 Teachers roles in assessment and evaluation of learners

Keep in mind that assessments should prompt the teacher to re-teach, challenge students with higher-level tasks and progress to new skills and methods. Similarly, assessment gives the learner useful information. Assessment can help to summarize what one knows, which skills need to be practiced and how to progress to the next level of competence (McEwan, 2021). Physical education teachers, perhaps more than any other subject, are constantly making informal assessments. When teaching students how to throw, for example, a physical educator observes and provides feedback on how they can improve and which aspects of the skill are correct. Effective teachers continuously assess their students and adjust their lessons based on their observations of students' performances. Therefore, different kinds of assessment are used because the way various learners analyze and interpret information differs (Thomas, 2019).

Teachers' engagement in assessment is an important aspect of curriculum implementation since it allows them to track and quantify their students' progress and adapt their instruction accordingly. It keeps learners and their guardians up to date on their progress (Magpoc, 2020). Several factors must be examined in order to improve teachers' assessment techniques, including a thorough examination of classroom evaluation protocols, assessment before and during instruction, researching and interpreting data and much more. Teachers must be taught the use of assessment instruments and techniques, as well as how to conduct high-quality classroom evaluations. This is a procedure for keeping track of the learners' progress (Magpoc, 2020).

2.6.2 Principals roles in assessment and evaluation of learners

External forces such as policy mandates without funding, implied bias and low expectations, the political climate, racial and social injustice manifest in the school each day. Regardless of that, leaders have to make sure learners are receiving exceptional education in a quality environment that promotes equity for all. Another challenge faced by principals is carrying the burdens, worries, frustrations and challenges of so many other people. Another challenge is being an instructional leader in the world of standardized testing. Schools and teachers are evaluated based on standardized data of the standardized test give to them. However, this does not give the whole picture of our learners (Ferlazzo, 2018).

2.7 Challenges experienced by the principals and teachers in improving learners' academic performance

Learners are often late in our secondary schools today, which is against school rules and regulations. They leave school grounds without permission, they do not bring their books to school, they refuse to do their homework, they reject all forms of authority and they resist disciplinary measures. Teachers, on the other hand, are frequently absent from school, fail to maintain classroom discipline, and lack a professional work ethic (Ehiane, 2014). He went on to say that a lack of discipline and respect among instructors is a major impediment to effective classroom teaching and learning. Over-realization of freedom and rights, underestimation of responsibilities and obligations, marginalization of the head teacher's authority, poor role models by some teachers, lack of punctuality, bunking of classes by both learners and teachers, and the unionist attitude of some teachers have all contributed to the irony of discipline (Ehiane, 2014).

2.7.1 Challenges experienced by teachers in improving learners' academic performance

According to Mosibudi (2012), teachers' commitments are influenced by a lack of school leadership motivation, which has a significant impact on students' academic performance. School officials are also concerned about parents' lack of involvement

in school matters and their inability to be aware of all the school's accomplishments. Lack of support (psychological, material), limited collegial interaction, lack of guidance, gap between reality and ideals, lack of self-encouragement, feedback, lack of unit planning, fear and frustration are the biggest challenges faced by novice teachers (Muyumbano, 2019).

Charles and Mkulu (2020) conducted a study and the findings revealed that lack of motivation creates a philosophy of gratification in schools. Teachers become unconcerned about the learning of pupils and as a result pupils do not aspire to improve their overall academic achievement. Policy interpretation, overcrowding, support, parental participation, moderation mechanisms (internal and external), evaluation, planning, implementation, and communication as well as a lack of resources, were all identified as issues that hinder teachers' progress (Sethusha, 2012).

The importance of teachers in effectively delivering knowledge and creating a suitable learning environment cannot be overstated. However, certain instructor behaviors, styles, and attitudes have a negative impact on students' academic achievement. Teachers' attire, communication and teaching styles, supervision, the impact of their educational tools, discipline, and motivation are just a few examples with negative impacts (Dimkpa, 2015). According to Charles and Mkulu (2020), teachers have leadership issues as a result of the top-down leadership model that is still used in many schools. The feasibility of teacher leadership will be determined by the degree to which the school's head and senior management team relinquish power to teachers, as well as the extent to which instructors embrace the influence of their peers.

Overcrowding in classrooms makes it difficult for teachers to help individual students. Learners lack self-confidence and self-motivation when it comes to some of the subjects. This is because most parents are uneducated, parental support is not practiced (Kamati & Woldemariam, 2016). Besides that, low English proficiency for teachers and learners, lack of resources, ineffective teaching strategies, negative teachers and learners' attitudes towards learning, low socio-economic status of learners, lack of parental involvement, lack of motivation and support also hinder effective teaching (Namupala, 2013).

Some of the obstacles faced by the teachers are scheduling limits, class sizes and inadequate funding by the government as well as stern conditions attached to grants from the government which relegate buying of teaching and learning resources (Changala & Muzyamba, 2019). Teachers, according to Metin, have trouble selecting relevant information for performance tasks, inability to indicate progress in a performance task and encourage students to pursue the subject. Another issue with teachers having trouble deciding on the subject of performance tasks is that they can't decide how they should provide performance tasks in terms of curricular (Metin, 2013). Giving a research activity, for example, is sometimes acceptable for curricular acquisitions and other settings, it is not. Teachers are having problems selecting the right evaluation criteria for each subject. When some teachers execute performance challenges in the classroom, they report issues such as a packed classroom, lack of time, as well as a lack of physical environment and technology equipment in schools to implement the tasks (Metin, 2013).

2.7.2 Challenges the Principals Encounter in Improving Learners' Academic Performance

The principal's efforts to improve the students' academic performance are not simple. Several factors with which the principal must contend may obstruct it. Adams (2018) found that some of the factors that negatively affect student performance in examinations were: inadequacy of certain teaching/learning facilities, (ii) lack of effective school-based curriculum monitoring, (iii) teachers' inability to complete syllabuses on time, and (iv) learner characteristics such as indigenous learners. In their study of the Embu District, Amukowa and Karue (2012) discovered that comparable factors contribute to low performance in day secondary schools. A lack of reading materials, chronic absence due to a lack of school fees, admission of weak learners at one entrance, insufficient teaching materials and physical facilities were among the issues discovered. It should also be highlighted that the style of leadership provided by head teachers is subjective, negatively affecting the students' progress.

According to Kelly (2019) teaching personnel, support staff, furnishings for physical buildings, stores, and enough playing space are all resources and amenities that a school would require to fulfill its objective. Many secondary schools have a severe lack of physical facilities and equipment. Inadequate educational facilities, equipment, and supplies lead to overuse of school resources. Most schools do not

have enough classrooms, causing students to be overcrowded while learning. Kelly (2019) gathered public opinions and found out that the failure of educational is due to a variety of issues, including insufficient and inadequate physical facilities, equipment, learning and teaching materials, and adequately trained teachers, as well as an overburdened curriculum.

Conferring with Nzambi (2012), school leaders in Africa suffer a funding shortage. Teachers in some nations work in horrible conditions, are overworked, underpaid or have not been paid at all for months. For example, Amukowa and Karue (2012) found that there were few science teachers in Embu District Day Schools, forcing science teachers to double. They discovered that some of the schools had also hired and trained unqualified BSc graduates. There is a need to address the teacher shortage in science. Today's head teachers have a lack of engagement and uncooperative attitudes with other teachers, mixed with lateness and drinking that negatively affects performance (Wieckzorek & Manard, 2018).

In the sense that students may not have covered the complete syllabus by the time they take their final test, a lack of dedication on the part of teachers has a direct impact on student academic progress. Learner absenteeism is another issue that is exacerbated by conditions such as girl-child sexual maturity. According to Muyumbano (2019) a girl-child needs assessment research on gender equity and equality, a girl misses four days of school every 28 days owing to menstruation. Another issue for students is protests that cause property damage, as well as growing costs for parents and guardians as a result of poor test results. As a result Mutua (2013), it obstructs learning and teaching processes, causing financial hardship for schools and parents, causing negative connections between instructors, students, and parents. They cause disruptions in the classroom, making it impossible for teachers to cover the curriculum and adequately prepare students for national exams.

Exam results and curricula monitoring by the principal will be poor unless there is a comprehensive and consultative strategy to addressing the learners' difficulties. In support of Ehiane (2014), violence disrupts the regular operation of African schools, affecting the efficacy of school leaders. Kidane (2013), indicated that the principal may encounter a lack of support from parents who have little respect for the educational system, which can impair the principal's role in boosting the learners'

performance. The fact that the principal is overwhelmed with administrative duties is a problem that could prevent him/her from supervising the process of teaching and learning. For example, Mutua (2013) analyzed how head teachers restrict effective curriculum supervision in public high schools. The study reveals that most head teachers do not conduct clinical supervision due to many of the administrative duties they are expected to perform.

Other assessment issues that principals confront include poor document handling and poor record keeping of learners' continuous assessment achievement. Many assessment methods were applied incorrectly. Large class numbers, inadequate school infrastructure, a lack of manuals, a limited follow-up assistance and feedback system on the implementation of continuous assessment, and a shortage of material and equipment in schools were all identified as major problems of continuous assessment (Kidane, 2013). Principals spend the majority of their time dealing with parent issues, community-related tasks, discipline, and facilities administration, leaving little time for instructional leadership, teaching, and learning. Modern principals face two major challenges: a lack of time and excessive managerial responsibilities (Manard & Wieckzorek, 2018).

Although there are notable exceptions, school districts rarely provide adequate assistance for administrators in their leadership roles, as they were formerly expected to do little than following orders, supervise personnel, keep the buses running and limit problems. In these circumstances, the school leader may feel alone, overwhelmed and unable to carry out his or her duties. The rapid pace of reforms frequently leaves administrators with incoherent and contradictory goals, as well as little time to prepare their school communities for execution (Ehiane, 2014).

Educational leaders must lead their institutions regardless of the obstacles offered by an ever-changing environment. Curriculum standards, achievement benchmarks, programmatic requirements, and other policy instructions from a variety of sources result in complicated and unexpected educational obligations (Manard & Wieckzorek, 2018). Principals must deal with a growing range of student characteristics, including cultural background and immigration status, income gaps, physical and mental disabilities, and varying learning skills. They must handle new collaborations with other child-serving social agencies. Rapid advancements in

educational and communication technologies need changes in school operations. These are only a few of the factors that make education more difficult and leadership more important (Ehiane, 2014).

Too many meetings, too much paperwork, increasing test results, finding time to supervise education, fewer and fewer resources are some difficulties that principals encounter. Too much stress and concentration are focused on test scores, and not enough on the quality of instruction, with students being taught to the test rather than receiving high-quality and rigorous standards-based training (Wise, 2015). Cuts in funding and the programs that go along with them, continuing to meet the needs of a diverse student population while undergoing a conversion or narrowing of curriculum expectations, there isn't enough time to plan and present staff development, handle discipline, improve parent involvement, reward students and staff, complete necessary paperwork, and document every conversation you have with someone. All of this must be accomplished, and we must spend 50% of our time in classrooms. There simply isn't enough of me or time to complete all of the necessary chores properly (Wise, 2015). In addition, schools faced obstacles such as a shortage of qualified teachers and learning/teaching materials, irregular fee payment, inadequate science laboratories, and a lack of time to check on the teachers' and students' work by administrators (Mugambi, 2015).

2.8 Strategies used by the principal and teachers to overcome their challenges in improving learners' academic performance

2.8.1 Professional learning

According to Daehler, Heller, Miratrix, Shinohara and Wong (2012), the more time instructors spend on professional development, the more profoundly their practices change, and that engaging in professional learning communities maximizes that time. Professional learning helps teachers to become aware of their positions in terms of how their values and beliefs interface with the larger professional and political contexts at various levels of the system. According to a study by (Forde & Torrance, 2017), teachers have been empowered to find methods to exercise their agency to create changes that reflect their values and practices. It's worth noting that this has been a collaborative effort that has necessitated a focus on both human and social

capital development. This is especially true in the context of inclusion, which necessitates the use of social learning processes to impact attitudes, beliefs, and behaviors (Burns, 2016).

Teacher leadership is aided by professional learning, which allows instructors to cooperate on their professional work, examine learner data, and assess learners' progress (Wilson, 2016). Effective professional development is based on the following elements: active learning, collaboration, models and modelling of effective practice, coaching and expert support, feedback and reflection as well as adequate time to learn, practice and implement new strategies that facilitate change in their practice. However, there are barriers that prevent professional development from producing desired outcome such as: inadequate resources, lack of shared vision, and lack of time for implementing new approaches. Other barriers are failure to align state and local policies, dysfunctional school cultures as well as the inability to track and assess the quality of professional development (Darling-Hammond, Hyler & Gardner, 2017). Besides that, professional learning is essential because, it allow educators opportunities to directly improve teaching and learning, build strong relationship between team members, help teachers stay on top of new research and emerging technology tools for the classroom and it helps teachers reflect on ideas (Serviss, 2021).

Indeed, Swaffield and Poerket (2020) expressed it succinctly: The litmus test of any leadership is whether it mobilizes people's commitment to pouring energy into acts aimed to better things. Individual dedication is important, but collective mobilization is even more important. Mobilize shared values, commitments, and actions to achieve overarching goals that have an impact on school improvement efforts. In essence, PLCs are at the center of school-based teaching and learning. Professional learning communities provide a platform for both professional development and student achievement. Without good teachers, it is difficult to develop good schools.

2.8.2 The motivation of teachers

Motivation can be defined as the determination of a teacher to achieve both individual and school goals, and it is illustrated by job accomplishment. Teacher motivation can be derived from job satisfaction and any professional advancement

they earn in the teaching profession, such as promotion, in-service training, conferences, seminars, and refresher courses. It means teachers derive their happiness from the work-related environment and give them a high motivation to perform better than average (Adeyinka et al., 2013 and Mruma, 2013).

Teachers can have an impact on learners for better or for worse, but if teachers are motivated this influence will be more positive. Sources of loss of motivation among teachers are extrinsic e.g. workload, salary, lack of resources, lack of social recognition and curriculum limitations. However, teachers are motivated by intrinsic factors such as enjoyment or satisfaction when teaching (Kamstra, 2020). On the other hand, there are pre-service and in-service factors that influence teachers motivation such as helping teachers when needed, publicly praise teachers, leave some room in the budget for small gifts, encourage teachers to seek out professional development opportunities, give teachers a voice, empower each teacher's strength, recognize key stress times and encourage collaboration (Han & Yin, 2016).

2.8.3 Collective learning

In the literature, positive findings have been reported about the effects of collective learning and communities of learners (Opfer & Pedder, 2011, cited in Castelijns, Vermeulen & Kools, 2013). However, how these communities actually are functioning in practice, how collective learning takes place and which challenges and problems the participants face is still unclear. Solheim, Roland and Ertesvag (2018) suggested that the objective of follow-up research on collective learning in communities should be 'to provide practical, self-audit instruments and tools for schools wishing to promote and sustain themselves as a professional learning community, using an enquiry-oriented approach.

The information is needed about the context and process of the collective learning intervention including the sample characteristics, recruitment strategies and details of the methodology. They should consider both the processes and products to ensure that practitioners know both whether and how an intervention is effective. There is however no diagnostic or management instrument available, yet that enables making judgements about the actual functioning of groups as a professional learning community according to (Castelijns, Kools & Vermeulen, 2013). He further stated

that, many innovations in education are not accomplished, even if they are well thought out in advance. One of the leading causes is the organization's lack of learning ability, combined with a shortage of teachers and student ownership with respect to the renewal of ideas and policy. In communities of learners and teachers, they collaborate and learn together in order to figure out innovations in their day-to-day practice.

One of the project's starting points was the ambition to develop a learning climate that meets the learners' basic psychological needs. The assumption was that this would enhance their intrinsic motivation and self-regulation as well as their learning effectiveness. In this project, collective learning is understood as a process of collaborative inquiry, designed, and carried out by stakeholders into their common context, aiming for the improvement of that context.

2.8.4 Collaboration

Fathoni, Kanya and Ramdani (2021) conducted a study on factors affecting teachers' performance with the goal of discovering the influence of educators on student achievement. The majority of school and teacher performance appears to be dependent on reciprocal effectiveness, target alignment and working cultures that promote learning from students. Trust, communication, and good connection building are some of the fundamental components that great school leaders have bred into their schools. Apart from that, Muyombano offered the following ways for assisting new teachers: peer coaching, technical feedback, adaptation assistance, self-efficacy, problem-solving skills, and motivate learners & self, improve collegiality environment, provide mentoring courses, build professional learning community, and professional development (Muyumbano, 2019). Teachers depended on cluster meetings, their colleagues and most importantly, their own personal experiences to solve these issues. Teachers' perceptions and practices of classroom evaluation are also influenced by their social and educational setting, according to the study (Sethusha, 2012).

By promoting the development, articulation, implementation, management of a shared and supported vision of learning, an education leader fosters the achievement of every student. They advocate for nurture and preserve a school culture,

instructional program that is conducive to student learning and staff professional development in order to ensure the success of all students. An education leader ensures that every student succeeds by overseeing the organization, operation and resources in order to create a secure, efficient and effective learning environment (Erwin, 2016). They work with professors and community members to ensure that all students succeed by responding to a variety of community interests and needs by bringing together community resources.

By operating with integrity, fairness, and ethics, an education leader fosters the success of all students. They also help all students succeed by recognizing, responding to, and changing the political, social, economic, legal, and cultural contexts (Erwin, 2016). In a study by Mugambi (2015), it was found out that more learning resources and facilities, such as science laboratories and libraries, should be provided by the ministry of education, according to the report. The Instructors Service Commission should send/hire more teachers to understaffed schools to relieve current teachers of their workload and ensure timely syllabus coverage, as this will have a substantial impact on student achievement. Principals should delegate more duties to their deputy and teachers in order to save time to evaluate both the learners' and teachers' commitment to their work.

2.8.5 Criteria for assessment and evaluation

There are a few short-term tactics that could aid in the assessment process. Advocate for reduced class numbers, but in the meanwhile, use peer and self-assessments as feedback for students rather than only for grading purposes in larger courses. Make quick notes about students who are not performing well during practice sessions when conducting a teacher assessment. The process of evaluating every student is made easier by identifying mistakes in important parts of skills. Another way to assess a big number of kids is to do so eight or ten times every day. Focus on a few skills per year and examine them at multiple grade levels utilizing formative assessment. Physical educators can handle some internal obstacles, such as grading, despite the fact that many external barriers may be holding them back. In summary, teachers can transform their teaching environments by designing practical tools, assigning time, developing a record-keeping system, and encouraging learners to be self-directed. Teachers have no authority over the school's grading system, but they

do have control on the percentage of the grade that each of the four domains receives (Shulman, 2018).

More school teachers should be involved in the curriculum development process, the selection of participants for NIED curriculum panels should remain fair and transparent. Curriculum developers and other stakeholders should create an inclusive environment for teachers to fully participate, and their opinions should be valued equally to those of other participants (Lotty, 2020). As a result, senior primary school teachers should be equally active in curriculum design as they are in curriculum implementation. This is because they are familiar with learners' abilities, deal with them on a daily basis and are aware of the existing curriculum's flaws and obstacles. They have valuable first-hand information about their experiences and it encourages stakeholder inclusion. This is critical in the development of a practical and applicable curriculum. It is easier for instructors to implement the curriculum when they were involved in designing it (Lotty, 2020).

2.9 Transformational leadership practices by teachers and principals that have a positive impact on learners' academic achievement.

The theoretical framework (see figure 2.1 below) in the sense of this study reveals the relationship between the instructional leadership practices and the principal's supervision, the approaches to instructional management, the responsibilities of teachers and the difficulties faced in enhancing the academic performance of the learners

This theoretical framework has four composite variables represented by the characteristics of teachers and learners to see its effect on the dependent variable as seen in Figure 2.1. It is conceptualized that a variety of different variables affected student academic success, namely: instructional leadership practices, instructional supervisory strategies, teacher responsibilities and other obstacles that could impede the principal's effectiveness. The focus is on the principal who is the independent variable in the center. A successful principal ensured that he/she used the above four variables and harmonized them to enhance the academic performance of learners.

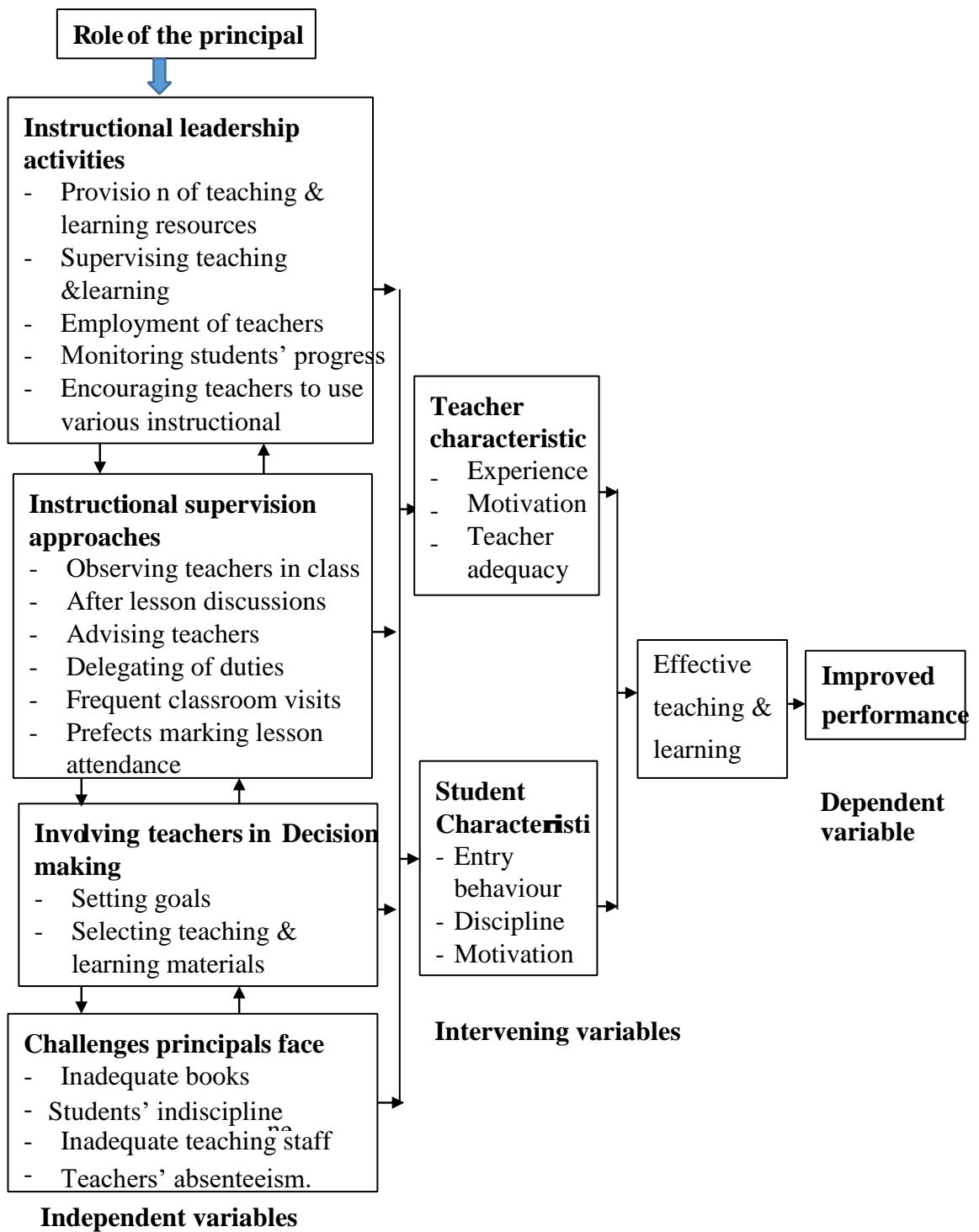


Fig. 2. 1: Transformational leadership practices by the principals and teachers

Figure 2.1 shows the impact of the four composite variables namely: principal's instructional activities, approaches in supervising instruction, the position of teachers and the challenges faced by the principal. These variables are mediated by two intervening variables namely teachers and learners' characteristics which most directly affects learners' academic performance. However, learners' academic success, on the other hand, is indirectly affected by the four composite variables. The study's reinforcement in the light of the above theoretical structure is that, it increases academic performance of learners as a dynamic strategy.

As Magolis (2012) observes, the system success depends on how the components work together and not how each element functions individually. For a school to achieve better academic performance, the principal needs to harmonize the four integrated variables, because the school is an open structure rather than a closed entity. Despite the above-mentioned strengths, transformational leadership has some weaknesses. It fails to explain the interacting variables between transformational leadership and positive work outcomes. The major interest is to explain a leader's direct influence over individual followers, not leaders' influence on the group or organizational processes. Transformational leadership can have detrimental effects on both followers and the organization. It is biased in favor of top management, owners and managers. Followers can be transformed into such a high level of emotional involvement in the work overtime that they become stressed and burned out.

2.11 Conclusion

This chapter reviewed the literature on the principal and teachers' leadership role, management role, planning role, assessment and evaluation role in improving learners' academic performance, the challenges experienced by the principal and teachers in improving learners' academic performance and how they overcome them. The next chapter focuses on the research methodology used in this study.

CHAPTER 3: METHODOLOGY

3.1 Introduction

Shona (2021) defined research methodology as a means of solving a phenomenon and a review of how the research is carried out. It's the means by which researchers describe and explain how they come to the solution of the phenomenon. This chapter describes the methodology utilized in this study. It designates the research design that was followed in order to collect the data, population, sampling technique, data collection procedure, data analysis and ethical considerations.

3.2 Research method

Qualitative research is exploratory in nature, with the goal of discovering new ideas and insights, as well as developing new hypothesis. It emphasizes on comprehending the unique and specific, rather than attempting to generalize findings to other situations (Malik, 2015). As a result, the researcher chose this approach because she wanted specific in-depth information about the school she has chosen.

In order to comprehend the social reality of individuals, Mohajan noted that qualitative research is a type of social action that emphasizes how people interpret and make meaning of their experiences (Mohajan, 2018). Besides that, the researcher opted for qualitative research paradigm because; it allows the researcher to speculate more on the area of investigation. It also allows the researcher to collect more in-depth information through open ended questions, using various ways of data collection. Therefore, the researcher aimed at observing the situation at the selected school, collect data from participants (interview) and make conclusions guided by some philosophical assumptions.

3.3 Research design

This study employs a case study research design. A case study is a systematic and in-depth examination of a single instance in its context. Its goal is to portray what it's like to be in a specific situation, it's usually explanatory in nature. The researcher aims to capture the reality of the participants' lived experiences and beliefs about a particular circumstance (Christiansen, 2014). This study adopted a case study because more and in-depth information was required about the matter under

investigation, and it used a single case (one selected school). The researcher selected a single case study which focused on a single entity because, the researcher had limited resources. This allowed the researcher to investigate the phenomenon in depth to provide rich descriptions and understanding, plus the depth of analyzing this data brought high levels of validity.

3.4 Population

The target population, according to Asiamah, Mensah and Oteng-Abayie (2017), is the distinct population from which the sample was drawn. A total of 19 schools in the //Karas region were included in the study. The study's participants are all of the principals and teachers in the //Karas Region. However, due to factors beyond the researcher's control, such as time and resources, she was unable to visit as many schools as she would have liked. The population included all the schools in the region because the study is about the //Karas region at large.

3.5 Sample and sampling techniques

Christiansen (2014) defines sampling as the process of choosing which people, settings, events, or behaviors to be considered. A sample is a subset of a population chosen to research the population without collecting data from the entire population. The selected school has a total of 26 educators, and 14 educators who taught grade 10 in recent years are selected. This is because these individuals deem to have more information and better understanding of their roles towards these learners' academic performance. The 15th participant was the principal and he is selected because he is the head of the school and he is at a better position of knowing what is going on in the school in terms of leadership and management that influence learners' academic performance.

A purposive sampling technique is utilized in this study because, it recruits participants who provided in-depth and detailed information about the phenomenon under investigation. Purposive sampling refers to the researcher's deliberate selection of individuals, groups, or things to include in the sample. The researcher focuses on a specific group, recognizing that it does not reflect the entire population; rather, it represents itself (Christiansen, 2014). This study does not represent a big population

and the population representation is chosen for the researcher's convenience; therefore, it employs a purposive convenient sampling method.

3.6 Data collection method

Interview

An interview is a collaborative interaction in which the interviewer asks the participants questions in order to obtain information and learn about their ideas, beliefs, perspectives, opinions, and actions (Creswell et al, 2013). The researcher used probing questions to encourage in-depth responses. The study instrument was created in English because both the researcher and the respondents were fluent in the language. An open-ended interview is used to gain the viewpoints of the principal and teachers on their role in enhancing learners' academic progress. The interview was done telephonically due to Covid 19 implications. Interview is used as a tool for data collection because, it helps the investigator to clarify, better understands, and discovers respondents' opinions, behavior, experiences and phenomenon.

3.7 Data collection procedures

The researcher scheduled a meeting with the participants and discussed the research project's goals, to make sure the participants know the kind of information expected from them. She obtained the participants' approval and ensured that classes were not disrupted. The researcher did the interview over the phone at the time set by the participants (appointment) for the researcher to collect data on time and avoid disappointment with participants. For the sake of data analysis, the researcher taped the conversations, kept it safe for data analysis and it made it easier for her to retrieve the information.

3.8 Data analysis procedures

The researcher used the following steps to examine the data after obtaining it. The information from the recorded audio is transformed into text. The information was transcribed, coded, and categorized into themes and subheadings. The research questions guided the creation of themes and subheadings. The researcher used thematic analysis because it endorsed her a lot of flexibility in interpreting information and it as well allowed her to approach large data sets more easily by

sorting them into broad themes. Written transcriptions allowed her to quote the interviewee. This helped her to adhere to the standard protocol that the qualitative research requires including credibility, context and transferability.

3.9 Ethical considerations and trustworthiness

Ethics has to do with the behavior that is considered right or wrong (Christiansen, 2014). To keep the privacy of the collected data, the researcher got ethical clearance from UNAM. She also obtained permission from the Ministry of Education //Karas Regional Director, and Inspector of Education, principal of a selected school, and lastly the consent letter for participants that indicate how the anonymity and confidentiality was going to be attained. The researcher explained the following to the participants before each interview session began: the purpose of the study, the protection of identity and confidentiality of information, the expected duration, voluntary participation and the right to withdraw from participation. This is done because; ethics supports the standards essential for collaborative work, such as mutual respect and fairness.

Credibility/ validity

Participants are informed that they can withdraw from the study any time. Only the participants who have shown interest in taking part are included. Iterative questioning e.g. probing questions and re-articulated questions are used.

Dependability/ reliability

The research findings are repeatable and consistent with the raw data collected.

3.10 Conclusion

This chapter described the research method utilized to gather the data. It also highlighted the research design, population, sample and sampling technique, data collection method, data analysis and ethical considerations used in this study. The next chapter presents the research findings of this study.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The previous chapter discussed the research methodology that was used in this study. This chapter presents, interprets, and discuss the results of the qualitative data obtained for the current study. The main purpose of this study was to analyze the principal and teachers' role in improving learners' academic performance at a selected school in the //Karas region. Obtained information was transcribed, coded, and analyzed to generate themes. Besides, thematic analysis and synthesis was used to interpret the following research questions of the study:

1. What role do the principal and teachers play in improving learners' academic performance of a selected school in the //Karas Region?
2. What challenges do the principal and teachers face in improving the academic performance of learners at the selected school in the //Karas Region?
3. How can the above-mentioned challenges of principal and teachers in improving learners' academic performance at a selected school in the //Karas region be handled?

4.2 Principal's roles of shared supportive leadership in improving learners' academic performance

Theme	Response
Decision making and delegation	<i>"By being involved in decision making that pertains to day-to-day events and delegating tasks." T1</i>
Delegating and monitoring	<i>"Principal spearheads all committees by evaluating and giving directives on what should be done." T2</i>
Delegation	<i>"Principal lead by example since he is the head of</i>

	<i>the school, delegate tasks and monitor progress. Therefore, colleagues will follow his good examples of commitment and punctuality.” T3</i>
Delegation and monitoring	<i>“Principals evaluate the whole process of committees to check how each committee is progressing.” T4</i>
Delegation	<i>“Delegating tasks to staff members.” T5</i>
Delegation and inspiration	<i>“Inspiring staff members to be interested in doing certain tasks. He allocates different tasks to different people.”T6</i>
Delegation	<i>“By sharing responsibilities with other staff members e.g. being a leader of a certain committee.” T7</i>
Delegation	<i>“By allowing learners to lead the assembly and teachers lead committees.”T8</i>
Delegation	<i>“By giving HODs and teachers a chance to act when he is not around.”T9</i>
Delegation, coaching and mentorship	<i>“By allocating responsibilities to those who like them and interested in leading others e.g. coaching different sport codes, mentoring especially novice teachers, conducting choir, hostel supervision etc.”T10</i>
Delegation based on levels	<i>“We share leadership at different levels e.g. principal is the head of the organization (school), followed by HODs, and subject head. Teachers also have different responsibilities in committees, LRCs and class monitors also have leadership positions.” T11</i>
Delegation	<i>“By giving a task to a certain staff member e.g. chairing a meeting at school.”T12</i>
Delegation	<i>“Leadership is shared when HODs act whereas the principal is not around, and teachers act when the HOD is not around. It is also done by assigning a</i>

	<i>responsibility to a staff member to running a certain program at school such as my future is my choice or my dream.”T13</i>
Delegation and mentorship	<i>“By letting experienced teachers to mentor the inexperienced teachers and student teachers. Doing career guidance for learners and running some programs in school such as Head of examination Centre.” T14</i>
Delegation, motivation	<i>“Allocating different tasks to different stakeholders. Inspiring others to excel by being better version of themselves everyday e.g. in academics, variety social settings and personal life.” Principal</i>

Table 1.2

The literature supports the themes derived from the participants’ responses: motivation, mentorship, decision making, delegation and supervision. The literature emphasized that supervision strengthens teaching and learning by insisting on ways and means to instill consistency in the standard of instruction. It is by guidance that teachers are motivated to attain the educational goals and objectives they seek (Mugambi, 2015). Sethusha (2012) has stressed that teachers’ collaboration should be more on improving teaching and learning.

4.3 How the principal manages the school

Theme	Response
Classroom and school rules	<i>“The principal tells teachers to display rules in their classes and also engage teachers in setting up school rules.”T1</i>
Monitoring	<i>“By walking around the school and see what is happening in classes as well as the school ground.”T2</i>
Marketing the school, recruitment, renovation and	<i>“Market the school through good results that come with commitment and dedication. He also deals with</i>

repair	<i>recruitment process when there is a need and facilitate renovation process.”T3</i>
Teacher empowerment	<i>“Empower teachers by involving them in decision making and instilling sense of ownership in everyone.”T4</i>
School rules	<i>“By enforcing school rules and their consequences.”T5</i>
Attendance	<i>“The principal control the attendance of teachers and learners at school and also by making sure teachers attend to their learners (going to lessons).”T6</i>
School rules, spirit of pride and ownership	<i>“He creates a conducive teaching and learning environment through discipline (enforcing rules) and making everyone feel at home by instilling the spirit of pride and ownership of their school.”T7</i>
Teamwork, discipline and good school atmosphere	<i>“The principal encourage teamwork, discipline, and making sure the school environment is clean.”T8</i>
Discipline	<i>“Teachers take misbehaving learners to the principal when they can’t handle the case. The principal call in parents if necessary and resolve the issue.”T9</i>
Monitoring preparation files and school finance	<i>“The principal check teachers’ preparation files and monitor school finances to see how money is used in the school.”T10</i>
Punctuality, adequate resources	<i>“He makes sure teachers and learners do things on time. Besides, he also ensures that stationaries are enough at school.” T11</i>
Communication, Adequate resources	<i>“The principal consult meetings to communicate the progress and needs of the school. Apart from that, he make sure physical and human resources are enough at school.”T12</i>
Class visits	<i>“By doing class visits, give feedback and if the teacher needs help, the principal ask experienced</i>

	<i>teachers with the same subject or advisory teacher of that subject to come and help.”T13</i>
Setting targets, monitoring teaching and learning	<i>“The principal ask teachers to set their targets as well as their learners. He monitors teaching and learning to ensure that the target set are met.”T14</i>
Curriculum implementation, monitoring, school rules and adequate facilities	<i>“I update colleagues and enforce new curriculum implementation, monitor teachers and learners work. Ensure teachers and learners adhere to the code of conduct. I also make sure there are enough facilities at school and hostel.” Principal</i>

Table 1.3

The information in the table highlighted different ways the principal manages the school such as: through curriculum and policy implementation, school rules, class visits, monitoring school resources and finance, target setting and teamwork. School administration includes preparing, arranging, scheduling, managing, ordering, directing, assessing, staffing and empowering teachers, non-teaching staff, learners and others to achieve the overall objectives of the school system. However, the school administrator (principal) usually performs these aforementioned functions within the school setting.

4.4 How the principal facilitates the planning process

Theme	Response
Head of all committees	<i>“The principal spearhead all committees since he is the head of the school.”T1</i>
Giving directives	<i>“Announcing in the brief meeting about what should be done and when.”T2</i>
Giving directives	<i>“He communicates what need to be done during brief meetings and get updates from individuals who were given responsibilities to do certain tasks.”T3</i>
Lesson plan	<i>“The principal encourage teachers to plan for their lessons.”T4</i>

Annual calendar of activities	<i>“The principal help with drawing up the calendar of activities that stipulate all the events that are supposed to take place throughout the year.”T5</i>
Decision making	<i>“This is done by involving different stakeholders at school in decision making and discussing matters pertaining to the school.”T6</i>
Decision making, lesson plan	<i>“The principal creates a democratic atmosphere where all stakeholders make decisions. Besides, he reminds teachers to submit their lesson preparation files every Friday.”T7</i>
Delegation	<i>“The principal assign tasks to HODs in their departments and committee leaders in their committees and request for feedback from them once the task is completed.”T8</i>
Decision making, delegation	<i>“He holds meetings with the school board as well as staff meeting with staff members to discuss school matters. He also delegates tasks to different members.”T9</i>
Decision making	<i>“The management meets, discuss matters and the principal share the information with staff members. Responsibilities are shared among members especially in various committees.”T10</i>
Giving directives	<i>“He gives directions on what should be done and ask people who were entrusted with the task to give feedback.”T11</i>
Decision making	<i>“The principal schedule staff meetings and parents’ meetings as well as management meetings. He also plan and facilitates school projects such as fund raising.”T12</i>
Giving advice to committees	<i>“Our principal gives advices to different committees e.g. finance, admission, health etc.”T13</i>
Lesson plan and budget	<i>“By advising teachers to always prepare well in advance for their lessons. He facilitates drawing up</i>

	<i>of a budget and share it with the whole staff when it is done so that everyone can have their inputs.”T14</i>
Sharing information, result analysis and plan of action	<i>“I communicate how things are supposed to be done and monitor different departments to see how they are progressing. As a school, we analyze the results at the beginning of each term and discuss the plan of action for improvement.” Principal</i>

Table 1.4

Planning at school can be done in different ways such as lesson planning, sharing information in a meeting, and drawing up a budget, drawing up annual calendar of activities as well as drawing up a plan of action for improvement. The literature supports this by saying it is only through a strategic plan that a school can be successful. This helps to articulate priorities, key objectives for improvement, action plans, and eventually track and assess the success of the school for change management purposes (Ajoke, 2017).

4.5 How the principal facilitates assessment and evaluation process

Theme	Response
Test week	<i>“The principal organize a test weeks with help of the staff and he does so to make sure all learners get their assessment tasks on time.”T1</i>
Moderation of activities	<i>“The principal together with the HODs check the quality of tasks given to learners by moderating them before they are handed to learners.”T2</i>
Moderating tasks, parents meetings	<i>“Moderating tasks together with the management and organize parents meetings so that teachers and parents meet to discuss issues pertains to their learners.”T3</i>
Continuous assessment activities	<i>“The principal is also a teacher, he assess learners by giving assessment activities to the grades he teach.”T4</i>

Advice on assessment	<i>“The principal motivate teachers to be committed and to be consistent in giving quality tasks to learners, mark them and return them to learners within a reasonable time.”T5</i>
	<i>“I do not know.”T6</i>
Moderating tasks, school self-evaluation	<i>“The principal with the help of HODs check how assessment is done by individual teacher through checking learners’ books. The principal together with the staff do the school self-evaluation end of each year.”T7</i>
Moderation of tasks	<i>“By making sure learners get moderated tasks.”T8</i>
Advice on assessment, school self-evaluation	<i>“Our principal encourages teachers to give more activities to learners and the overall school is evaluated through school self-evaluation that is facilitated by the principal.”T9</i>
Target setting, moderating tasks	<i>“The principal ask teachers and learners to set their targets, do different assessment activities, record the marks and see if they met the targets set. He also moderates activities and the exam with the assistance of HODs.”T10</i>
Moderating continuous assessment, parents meetings	<i>“Checking the continuous assessment forms for different subjects and also invites parents to come to school to check the progressing of their children.”T11</i>
Class visits and positive feedback	<i>“By doing class visits especially to novice teachers and provide them with positive feedback.”T12</i>
Result analysis, school self-evaluation, teachers’ self-evaluation, classroom observation instrument	<i>“Evaluation is done in different was such as analyzing learners results, school self-evaluation, classroom observation instrument, teachers self-evaluation.”T13</i>
Advice on assessment	<i>“The principal remind teachers to give quality and more tasks for the benefit of the Namibian child.”T14</i>

Advice on assessment and moderation of tasks	<i>“I ask teachers to give more quality tasks that have to be moderated in advance. I also advice teachers to marks and give feedback to learners on time.” Principal</i>
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Table 1.5

The principal monitors the assessment and evaluation process by doing class visits, moderating continuous assessment tasks, doing result analysis and giving positive feedback. Literature expressed that schools and teachers are evaluated based on standardized data of the standardized test give to them. However, this does not give the whole picture of our learners (Ferlazzo, 2018).

4.6 Challenges experienced by the principal

4.6.1 Shared supportive leadership

Theme	Response
Challenging authority	<i>“Some colleagues challenge the authority by doing wrong things on purpose.”T1</i>
	<i>“I did not notice any challenge in this regard.”T2</i>
Colleagues not cooperating, autocratic leadership	<i>“When teachers have issues that cause tension between them and the principal. Sometimes this happens when at times the principal uses autocratic leadership that creates discomfort between him and the colleagues.”T3</i>
Underestimating people	<i>“The principal sometimes underestimate some colleagues’ capabilities by not trusting them to do certain tasks.”T4</i>
Task not done	<i>“When the task delegated to some individuals is not done on time.”T5</i>
Not participating in decision making	<i>“Some staff members do not participate in decision making and later complain that they are not happy with how things are done.” T6</i>
Work not done	<i>“When some work is not done especially in</i>

	<i>committees e.g. postponing prize giving because people responsible did not prepare on time.”T7</i>
Devotion conducted inappropriately	<i>“When learners of a certain grade conduct the devotion in an inappropriate way.”T8</i>
Late coming	<i>“It I is when some colleagues come late to work.”T9</i>
Teachers or learners not cooperating	<i>Sometimes teachers or learners bring their issue to the principal when they can’t handle it on their own.”T10</i>
Arrogance, biasness	<i>“When some leaders at different levels of organization are arrogant and become biased in considering others opinions during decision making.”T11</i>
	<i>“I do not think he experienced challenges in this area.”T12</i>
	<i>“I did not figure out the problems he faced.”T13</i>
First lesson missed	<i>“The head of Centre for examination misses the first lesson during external examination to administer examination procedures.” T14</i>
Biasness	<i>“Some leaders of different committees are biased because they consider opinions for some individuals only.” Principal</i>

Table 1.6

Challenges experienced by the principal when executing the role of shared supportive leadership are: biasness, work not done on time, teachers or learners not cooperating, late coming and some colleagues challenging authority. This information relates to the literature that says a lack of engagement and uncooperative attitudes by teachers, combined with lateness and alcoholism that adversely affects performance, is a problem for today's head teachers (Dimkpa, 2015). A lack of dedication among teachers directly affects the academic performance of learners in the sense that learners may end up having not covered the syllabus by the time they are going to sit for their final examination.

4.6.2 Management challenges faced by the principal

Theme	Response
Not adhering to Covid 19 regulations	<i>“Some teachers and learners are negligent and the principal has to remind them always to put on their masks or to sanitize.”T1</i>
Teachers or learners not cooperating	<i>“When the principal deal with disciplinary hearings, it takes up much time of other duties he is supposed to do.”T2</i>
Refusing responsibilities	<i>“Some teachers refuse to lead certain events or being in certain committees.” T3</i>
Not submitting preparation files on time	<i>“There are colleagues who do not submit their preparation files on time while some do not submit at all and by doing so they are undermining authority.”T4</i>
Not cognizant with the school culture	<i>“Some colleagues do not respect the morals and values of the school e.g. by not writing lesson plans or coming late to school.”T5</i>
Leave issues	<i>“When so many colleagues go on leave at the same time and leave their learners unattended, they disturb classes that are being taught.”T6</i>
Teachers not cooperating	<i>“I do not think he experiences much except when teachers are not cooperating.”T7</i>
Littering of the school ground	<i>“Some classes use to be dirty as well as some areas where learners use to gather break time.”T8</i>
	<i>“I do not know what problems he experience.”T9</i>
Not handing in preparation files	<i>“Some teachers do not submit their preparation files and it causes tension between the teachers and the principal when they are given warnings.”T10</i>
	<i>“No problem.”T11</i>
Withdrawing from doing a certain task	<i>“Some people withdraw from doing certain tasks when the situation gets tough to deal with e.g. fund raising.”T12</i>

Disobeying school rules	<i>“Some learners break school rules by coming with their cell phones to school and this result in lots of issues.”T13</i>
Not meeting targets set	<i>“When the targets set by teachers and learners are not met, the principal together with teachers come up with the plan of action which some people take personal and feel more vulnerable.”T14</i>
Not handing in preparation files and time management	<i>“Some teachers do not submit their preparation files and they try by all means to avoid me. Some colleagues have a problem of being on time.” Principal</i>

Table 1.7

The following challenges are experienced by the principal while managing the school: not handing in of preparation files, not meeting targets set, disobeying school rules, teachers or learners not cooperating, leave issues, refusing or withdrawing from responsibility and not adhering to Covid 19 regulations. Lack of resources, ineffective teaching strategies, negative teachers and learners’ attitudes toward learning, low socio-economic status of learners, lack of parental involvement and lack of motivation are all factors that obstruct effective teaching (Namupala, 2013).

4.6.3 Planning challenges

Theme	Response
Inactive committees	<i>“Some committees are dormant.”T1</i>
	<i>“I have no idea.”T2</i>
Against afternoon classes	<i>“Some teachers do not want to be included in the afternoon classes’ timetable.”T3</i>
Inadequate resources	<i>“No enough resources to cater for all the learners’ needs e.g. textbooks, stationaries and sport facilities.”T4</i>
Not participating in decision making	<i>“Some people do not contribute anything during meetings when decisions are made.”T5</i>
Ignorance	<i>“Some committee members do not turn up for</i>

	<i>meetings; and do not do the tasks assigned to them.” T6</i>
Not teaching non promotional subjects	<i>“Some teachers do not attend to their learners during non-promotional subjects and their learners disturb the next class that is being taught.”T7</i>
Inactive committees	<i>“Some committees are dormant and no planning is done.”T8</i>
Formal communication not in writing	<i>“If the due date is far and the information shared is not in writing, some colleagues give excuses that they forgot when they do not do the work because the communication was not on paper.”T9</i>
Refusing to do tasks	<i>“When some members do not want to do tasks allocated to them.”T10</i>
Not listening to others	<i>“Sometimes the principal does not want to be questioned or consider others opinions.”T11</i>
	<i>“No problem.”T12</i>
Disagreement among committee members	<i>“Committee members not agreeing upon one thing and some members end up withdrawing.”T13</i>
Not handing in preparation files	<i>“Some of us do not hand in the preparation files but on the other hand our learners perform well.”T14</i>
Prolonged feedback	<i>“It takes time to get feedback from some committees and some colleagues take it personal when we analyze the results and discuss the plan of action.” Principal</i>

Table 1.8

Planning is done in various areas and these are the shortcomings experienced by the principal: not handing in preparation files, disagreements among committee members, prolonged feedback from colleagues, ignorance and inadequate resources. This is supported by certain researchers who revealed that the fact that the principal is overwhelmed with administrative duties. For example, Mutua (2013) analyzed head teachers effective curriculum supervision in public high schools in the southern district of Kakamega. The study revealed that most head teachers do not conduct clinical supervision due to many of the administrative duties they are expected to

perform. Similarly, (Morrison-Porter, 2021) find the level of success by head teachers in instructional supervisory practices small, especially in the fields of classroom observation, student notes testing and teaching. Without proper teaching and learning process, the learners' academic performance would inevitably be poor.

4.6.4 Assessment and evaluation challenges

Theme	Response
Task not done	<i>“Some teachers complain about some learners who do not do or submit their tasks.”T1</i>
Inadequate assessment	<i>“Some teachers do not give enough assessment activities.”T2</i>
Inappropriate conduct	<i>“I do not like the way the principal pop up at windows sometimes while I am teaching.”T3</i>
Inadequate stationaries	<i>“Textbooks are not enough and sometimes there are no papers to make copies of learners’ activities, this makes it difficult to give learners formal assessment.”T4</i>
Written work not returned to learners on time	<i>“Some teachers do not mark and return learners work on time so that learners get to know how they are progressing.”T5</i>
	<i>“I do not know.”T6</i>
Incorrect information in evaluation forms	<i>“Some colleagues do not fill in all correct details when completing school self- evaluation form and it does not give the correct information (no true reflection).”T7</i>
Learners marking themselves	<i>“Some teachers ask learners to mark themselves which is not always good.”T8</i>
Activities not marked	<i>“Sometimes teachers do not mark all the activities given.”T9</i>
Targets not met	<i>“Not all the targets are being met and teachers whose targets are not met are asked to explain why.”T10</i>

Delayed continuous assessment tasks	<i>“Some teachers fail to give all required assessment tasks to their learners before the exam starts and end up disturbing learners by giving them tasks while they have already started with the exam.” T11</i>
Nervous during class visit	<i>“Some teachers are not comfortable teaching while he or she is being observed. This does not give a true reflection of how the person normal presents his or her lessons.”T12</i>
Low self-esteem due to poor performance	<i>“Announcing test and exam scores in class by some teachers causes some poor performing learners to have very low self-esteem.”T13</i>
	<i>“Nothing.”T14</i>
Tasks not marked and withhold	<i>“When some teachers do not mark all activities and keep learners’ books especially the time learners are preparing for the exam.” Principal</i>

Table 1.9

The principal experienced these challenges during assessment and evaluation: teachers being nervous during class visit, incomplete continuous assessment, learners’ marking themselves, inadequate stationeries and inappropriate conduct. This goes hand in hand with the literature that says problems principals are faced with when it comes to assessment are very weak document handling and poor record keeping of learners' continuous assessment achievement. Many assessment techniques were used improperly. The study also found that large class sizes inadequacy of school infrastructure, lack of manuals and weak follow up support affect. Feedback system on the implementation of continuous assessment, lack of material and playground in the schools were the major challenges of continuous assessment (Ferralazzo, 2018).

4.7 How the challenges faced by the principal can be overcome

4.7.1 How shared supportive leadership challenges are overcome

Theme	Response
Refer to educational policies	<i>"Refer the colleagues to the school policies that guide the principal."</i> T1
	<i>"No idea."</i> T2
Read policies	<i>"Teachers should acquaint themselves with the information through reading policies and know their rights."</i> T3
Acknowledge everyone	<i>"Acknowledge all the teachers and empower them by giving them tasks to do."</i> T4
Remind colleagues of due dates	<i>"Push the colleagues to do the work by reminding them about the due dates so that everything will be on time."</i> T5
Team building activities, be approachable	<i>"We do more of team building activities to enhance teamwork. The principal is approachable and he advises everyone to feel free to approach him in case there is something that may require his attention."</i> T6
Discuss the problem with victims	<i>"Use different steps to deal with the problem and come up with amicable solution."</i> T7
Do it over and over	<i>"The learners are asked to conduct the devotion over and over until they do it right."</i> T8
Give warnings	<i>"The principal talk to colleagues and give them warnings if possible."</i> T9
Improve interpersonal relation	<i>"He advises them to uphold the school mission and culture by changing towards positive behaviors."</i> T10
Teamwork, transparency	<i>"Remind colleagues that we have to work as a team and a leader should inspire others and be</i>

	<i>transparent as well.</i> ”T11
Be prepared	<i>“Tells the person to be well prepared.”</i> T12
	<i>“Nothing.”</i> T13
Prepare activities	<i>“When going on leave, each teacher is required to prepare work their learners will be busy with while they are not around.”</i> T14
Treat people equally, exchange positions in the committee	<i>“I tell them that everyone’s opinion matters and people should exchange positions in the committee as time goes so that each of them get a chance to lead.”</i> Principal

Table 2.1

This is how the principal deal with leadership problems: he encourages teamwork and transparency, give warnings, encourages teachers to have a positive interrelation with others, discuss the problem with victims; do team building activities and being approachable. This is supported by the study that articulates that professional learning facilitates teacher leadership by allowing teachers to collaborate on their professional work, analyze learner data, and assess learners’ learning (Namupala, 2013). Most of the success of schools and teachers seem to rely on mutual effectiveness, target alignment and working environments that are conducive to learning. Trust, communication and strong relationship building are some of the key components that have been bred into their schools by successful school leaders.

4.7.2 How management challenges are overcome

Theme	Response
Importance of masks	<i>“Remind people about the importance of putting on a mask and update them on the number of active cases.”</i> T1
Discuss the issue	<i>“Talk to them about the issue and find the way forward.”</i> T2
Encourage teachers to do tasks	<i>“Convince teachers to do the tasks.”</i> T3

Make a follow up	<i>"The principal call the teachers in his office and follow up on the issue."</i> T4
Follow the grievance procedures	<i>"He follows the correct grievance procedures to deal with the issue."</i> T5
Discuss the issue	<i>"By talking to the culprits and use the correct disciplinary procedure to deal with the issue."</i> T6
	<i>"Nothing."</i> T7
Cleaning campaigns	<i>"He advices learners to keep the school clean and organize cleaning campaigns at school sometimes."</i> T8
	<i>"I do not know."</i> T9
Discuss the issue	<i>"Talk to them, find the cause of the problem and come up with the solution."</i> T10
	<i>"Nothing."</i> T11
Motivation, teamwork	<i>"Motivate them not to quit when the situations are hard and encourage teamwork."</i> T12
	<i>"I cannot remember any."</i> T13
Plan of action	<i>"Discuss the plan of action to improve the results."</i> T14
Discuss the issue, fix chairs	<i>"I dig deep into the issue by inquiring the culprits and find the way forward. The maintenance committee repair the broken chairs and tables so that they can be used in the classes."</i> Principal

Table 2.2

Even though management of the whole organisation is not easy, the principal uses the following: discussing the plan of action, motivation, teamwork, discussing the issue, cleaning campaigns and following correct grievance procedures to deal with some problems. The literature also says teacher motivation can be derived from job satisfaction and any professional advancement in the teaching profession, such as promotion, in-service training, conferences, seminars and refresher courses. It means teachers derive their happiness from the work-related environment and give them a high motivation to perform better than average (Adeyinka et al., 2013 & Mruma, 2013).

4.7.3 How planning challenges are overcome

Theme	Response
Encourage teamwork	<i>"He motivates the members to be active by telling them the importance of that committee at school."</i> T1
	<i>"I have no idea."</i> T2
Voluntary afternoon classes	<i>"Make afternoon classes voluntary."</i> T3
Rims of papers, fund raising	<i>"Learners are asked to bring rims of papers to school to ensure there are enough copy papers. Fund raising is done to get money to buy some facilities."</i> T4
Enforce democracy	<i>"The principal advice everyone to feel free to participate in decision making."</i> T5
Job description	<i>"Remind them of their job descriptions."</i> T6
Search for information	<i>"Motivate teachers to teach non-promotional subjects by checking for activities done by learners in those subjects. He also tell teachers who complain that they do not know how they will teach the subject to google the information and ask other colleagues."</i> T7
Reshuffle committees	<i>"Reshuffle committees and put in people who are willing to be in that committee."</i> T8
Formal communication should be on paper	<i>"The principal make copies of the message communicated and give everyone or put it on the school group."</i> T9
Discuss the bad side of it	<i>"Have a meeting and discuss how those behaviors affect other colleagues and work."</i> T10
	<i>"Nothing."</i> T11
Motivation	<i>"Encourage everyone to contribute positively to the school as an organisation."</i> T12
Decide on what is best for	<i>"Discuss the matter and compensate for what</i>

learners	<i>benefit learners.</i> ”T13
Encourage democracy	<i>“Make everyone feel important and welcome so that they will be free to contribute.”</i> T14
Stick to due dates, plan of action	<i>“The principal has to stick to the due date set and discuss the plan of action for the results.”</i> Principal

Table 2.3

The principal overcome planning issues by motivating teachers, reshuffling committees; enforce democracy, encouraging teamwork, rims of papers by learners and fundraising project. Efforts by the principal to boost the academic performance of the learners are not an easy job. It may be hindered by several factors with which the principal has to contend. Ehiane, (2014) found that some of the factors that adversely affect student performance in examination were: inadequacy of certain teaching/learning facilities, inadequacy of effective school-based curriculum monitoring, inability of teachers to complete the syllabuses in time, characteristics of learners such as indigenous learners.

4.7.4 How assessment and evaluation challenges are overcome

Theme	Response
School rules, punishment	<i>“Talk to the learners and teachers, remind them about school rules and give learners punishment if possible.”</i> T1
Test week	<i>“Plan for test week to make sure all subjects are written.”</i> T2
Discuss the issue	<i>“The teachers go to the principal and discuss their concerns with him.”</i> T3
Improvise	<i>“When the copy machine takes time to be returned after it has been sent for service, teachers are advised to use other possible means of assessment.”</i> T4
Feedback on time	<i>“Remind teachers to give feedback to learners on time.”</i> T5
	<i>“Nothing.”</i> T6

Honesty	<i>“Tell colleagues to be honest when filling in the school self-evaluation forms.”T7</i>
Mark 90% of learners tasks	<i>“Tell teachers to mark 90 % of work given to learners.”T8</i>
Mark 90% of learners tasks	<i>“Tell teachers to mark 90% of work given to learners.”T9</i>
Strategic plan of action	<i>“Advice teachers to find out things hindering them from reaching their targets and discuss how they will implement new strategies to improve the reslts.”T10</i>
Assess on time	<i>“Tell teachers to give assessment and mark them on time.”T11</i>
Intentions should be clear	<i>“The principal makes it clear at the beginning that the class visit is done with the purpose of helping but not necessarily criticizing.”T12</i>
Analyze exam results	<i>“Use end of term or end of year results for evaluation.”T13</i>
	<i>“Nothing.”T14</i>
Communication	<i>“Announce that teachers should mark learners work and give feedback on time.” Principal</i>

Table 2.4

The table above summarises how the principal handle assessment and evaluation challenges. The principal communicates, by analysing exam results, encourage teachers to mark 90% of learners’ work, advocate for honesty, and give feedback on time, coming up with the plan of action and test week. This is supported by the literature that, examination success and monitoring of curricula by the principal would be poor unless there is a comprehensive and consultative approach to address the problems of the learners. According to one study, when completing a teacher evaluation, make fast notes about students who are not practicing skills satisfactorily during practice sessions. The process of evaluating every student is made easier by identifying mistakes in important parts of skills (Jerry, 2017).

4.8 Teachers' roles of shared supportive leadership

Theme	Response
Delegation	<i>"By delegating tasks to class monitors of recording attendance and making sure the class is clean."</i> T1
Delegation	<i>"Everyone has a chance to lead by chairing a meeting and some people are chosen to be committee leaders."</i> T2
Collaborative teaching, empowering teachers	<i>"It is done through collaborative teaching whereby teachers teaching the same subject help each other to teach the topic they know well in case one gets stuck. It is also done through empowering teachers."</i> T3
Delegation	<i>"HODs delegate tasks to teachers because they are their immediate supervisors."</i> T4
Mentorship	<i>"Mentorship of novice teachers by experienced teachers in their areas of specialisation."</i> T5
Delegation, teamwork	<i>"Ask parents or community members to coach some sport codes they are best at."</i> T6
Collaboration, teamwork	<i>"Responsibility and authority is shared through high collaboration and teamwork e.g. collaborative teaching and planning."</i> T7
Delegation	<i>"The school management appoints teachers to serve in different committees such as disciplinary, finance, sports, admission etc. each of these committees has a leader."</i> T8
Delegation	<i>"Through delegation of tasks and by engaging learners in leadership by having learners' representative committee at school."</i> T9
Delegation, teamwork, collaboration	<i>"Teamwork and collaboration e.g. dividing tasks among staff members and help each other to complete them (different teachers' assigned</i>

	<i>different grades during admission).”T10</i>
Delegation, teamwork	<i>“Sharing tasks like each person get a chance to conduct morning devotion during the brief meeting or being the master of ceremony of a certain event.”T11</i>
Teamwork	<i>“Dividing responsibilities among ourselves based on our knowledge and experience. Each committee member is also expected to demonstrate and share leadership skills in the committee they are.”T12</i>
Sharing information	<i>“Teachers share their leadership skills and expertise by discussing how they do it in their classes and also by allowing certain learners who know well a certain topic to teach your learners.”T13</i>
Teamwork, delegation	<i>“Through teamwork and also by being assigned responsibilities by the principal or HOD.”T14</i>
Delegation, transparency, teamwork	<i>“By delegating tasks to teachers, leading by example and advocate transparency. I also encourage teamwork among the staff members.” Principal</i>

Table 2.5

In teacher leadership, teachers participate in decision making, lead various school improvement teams and work with other stake holders to initiate change in the school. This information goes hand in hand with the findings from the table above because it shows that teachers’ roles in shared supportive leadership are: delegation, teamwork, transparency, collaboration, mentorship and empowering of teachers. Charles et al (2012) indicate that head teachers need to supervise teachers by ensuring that lessons are planned early; lessons are organized with an interesting beginning; analysis of previous experience and teachers' use of voice variability and overview of key points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their learners and teachers follow suit.

4.9 Teachers' role in managing their classrooms

Theme	Response
Class rules	<i>"Display rules in the class and explain them to the learners just to make them aware."</i> T1
Class rules and setting	<i>"I let the problematic child to sit in front to make it easier to control them. I facilitate setting up of class rules that are done by learners and each rule is set with consequences."</i> T2
Be well prepared	<i>"I prepare well for the lesson and use teaching aids that stimulate learners' interest to learn."</i> T3
Setting and arrangement of the class	<i>"Setting and arrangement of the class is one of the mechanisms. Class monitors are chosen to control the class in the absence of the teacher."</i> T4
Class rules	<i>"Set ground rules with consequences and make sure learners adhere to them."</i> T5
Punish and motivate	<i>"I punish the learners who fail the task or misbehave, as long as I am not using corporal punishment. I also motivate learners to have a positive attitude towards school."</i> T6
Discipline	<i>"By maintaining discipline in the class and make learners feel at home."</i> T7
Class rules	<i>"Discuss class rules with learners and monitor the attendance of learners by doing the roll call."</i> T8
Motivation	<i>"Disciplinary issues are curbed through motivation."</i> T9
Class arrangement	<i>"The class must be well arranged with spaces between tables to make it easy for the teacher to move around the class."</i> T10
Attendance, be well prepared	<i>"Class attendance should be recorded to follow upon absentees. Be well prepared and make the lesson interesting to avoid the learners from getting bored and misbehave."</i> T11

Motivation	<i>“By complementing learners and give prizes to the best performers.”T12</i>
More class work	<i>“I give more class activities to keep the learners busy and avoid unnecessary drammas.”T13</i>
Class monitor, punishment	<i>“I ask the class monitor to report ill-disciplined learners to the principal when I am not around. If I am around, I punish learners who are misbehaving or failing tests.”T14</i>
Adequate facilities, monitor attendance, school rules	<i>“We make sure there are enough chairs and tables at school, it makes each learner feel at home.” Principal</i>

Table 2.6

Teachers’ roles in management are: enforcing school and class rules, motivation, being well prepared, good classroom setting, taking attendance and discipline. This information supports the literature because, preparing, organizing, scheduling, controlling, ordering, directing, assessing, staffing, and enabling teachers, non-teaching staff, learners, and others to meet the general objectives of the school system is said to be part of school administration (Ajoke, 2017). Within the classroom, however, the school administration (teacher) normally performs the aforementioned functions.

4.10 How teachers plan for academic as well as extramural activities at school

Theme	Response
Use syllabus and scheme of work	<i>“I plan for my lessons using the syllabus and the scheme of work as my guiding documents.”T1</i>
Prepare teaching aids	<i>“I prepare notes and other teaching aids that I will use during the lesson.”T2</i>
Departmental meetings	<i>“In my department, I meet teachers at the beginning of each term and discuss how things will be done.”T3</i>
Plan for lessons and Covid	<i>“We put measures in place to vindicate Covid 19</i>

19	<i>by having buckets of water in place, sanitizers and masks. I also plan for my lessons including remedial teaching.”T4</i>
Lesson plan, team building	<i>“We plan for lessons by collecting teaching materials and use them to prepare how we are going to present the lesson. We also plan for teambuilding activities using social fund that is contributed by members each month.”T5</i>
Year plan and annual calendar of activities	<i>“We use year plan to plan for our tasks in various subjects and the annual calendar of activities to plan for different events at school.”T6</i>
Lesson plan, annual calendar of activities	<i>“We do our lesson plans well in advance. There is an annual calendar of activities that stipulates all activities going to take place in the course of the year.”T7</i>
Annual calendar of activities, meetings	<i>“Academic activities are planned for at the beginning of the year e.g. award giving ceremony, sports etc. while lesson planning is done daily.”T8</i>
Annual calendar of activities	<i>“There is a calendar of activities that consist of all activities that will take place throughout the year.”T9</i>
Time management	<i>“I make sure that timing of different parts of my lesson is done well and give learners quality tasks.”T10</i>
Prepare resources in advance	<i>I make sure I get resources I plan to use during my lesson in advance e.g. pictures, videos, notes etc. I also make sure I announce the test to be written in advance so that I give my learners time to prepare.”T11</i>
Lesson plan	<i>We do lesson plan every day that is monitored by HODs every Friday.”T12</i>
Use various teaching aids	<i>“I use various teaching aids such as projector, posters etc. to make the lesson interesting.”T13</i>

Lesson plan, planning for academic functions	<i>“We plan for different things. Lesson plan is done by individual teachers and planning for a certain event is done by those who are tasked to do it.”T14</i>
Lesson plan, school functions, budget, decision making	<i>“Teachers plan for their lessons, certain programs that take place at school are planned for and organised by teachers. I assist with drawing up of a budget and discuss it with teachers so that they can also have their inputs.” Principal</i>

Table 2.7

Strategic planning is a structured feature of the principals and teachers in the sense of school management that includes the process of imagining the school's ideal future, and translating this vision into clearly specified goals or objectives and a sequence of steps to improve results. It is only through a strategic plan that a school can be successful, as it helps define and articulate priorities, key objectives for improvement, action plans, and eventually track and assess the success of the school for change management purposes (Morrison-Porter, 2021) . This information goes along with the findings in the table above as it says: teachers plan for lessons, school functions, budget, and take part in decision making, departmental meetings and teambuilding activities.

4.11 How teachers’ assess and evaluate learners

Theme	Response
Formal and informal assessment	<i>“Formal and informal assessment are done to check the progress of learners and their level of understanding.”T1</i>
Formal and informal assessment	<i>“Check learners’ progress and level of learning by asking random questions (informal) or through tests, project, exam etc. (formal).”T2</i>
Formal assessment	<i>“Assessment is done weekly by giving tests or activities. Teachers communicate when their tests will be written so learners will not have much</i>

	<i>pressure when preparing for them.”T3</i>
Moderation of tasks	<i>“HODs moderate tests and exam to make sure that learners are given quality tasks and they also do formal class visits.”T4</i>
Formal assessment	<i>“Assessment activities are given based on what is stipulated in the assessment policy guide. Assessment activities such as tests, projects, exam etc. are given to learners.”T5</i>
Formal assessment	<i>“Learners are given tests, homework, exam etc.”T6</i>
Formal and informal assessment, feedback	<i>“I use a wide range of assessment to monitor learners learning such as oral or written tasks. I mark and give feedback to learners, emphasizing on how questions should be answered.”T7</i>
Formal assessment	<i>“By giving class activities, tests, projects etc. All formal assessment activities are recorded to check learners’ progress.”T8</i>
Formal assessment, reflection, feedback	<i>“Learners’ knowledge is tested through tests and exam. After that, the teacher has to reflect and see if the objectives are met and give feedback to learners by returning test papers or end of term report.”T9</i>
Formal assessment	<i>“By giving tasks, tests and exam.”T10</i>
Formal assessment, feedback	<i>“I give different tasks to learners and a term report at the end of each term reflecting their results.”T11</i>
Formal assessment	<i>“Assessment is done in different ways like giving homework, classwork, tests and exam.”T12</i>
Formal assessment, motivation	<i>“By giving learners activities, marks and give feedback. Motivate learners to excel by giving positive complements.”T13</i>
Formal and informal assessment	<i>“Through activities and exam. It can also be done through extramural activities like sports, debate</i>

	<i>etc. This is because academics alone do not give a true reflection of ones' capabilities."</i> T14
Formal assessment, feedback	<i>"Learners are given various assessment tasks based on the subject and it is mostly done at the end of each topic. Learners also write exam and give reports end of the term."</i> Principal

Table 2.8

Teachers assess and evaluate learners work in different ways: formal and informal. Assessment activities are the ones that guide the teachers on what to do when they reflect on their work. Teachers are also responsible for giving feedback after evaluation so that learners know where they stand in terms of performance and discuss the way forward with their teachers.

Teachers' engagement in assessment is an important aspect of curriculum implementation since it allows them to track and quantify their students' progress and adapt their instruction accordingly. It keeps learners and their guardians updated on their progress. Several factors must be examined in order to improve teachers' assessment techniques, including a thorough examination of classroom evaluation protocols, assessment before and during instruction, researching and interpreting data, and much more. Teachers must be taught the use of assessment instruments and techniques, as well as how to conduct high-quality classroom evaluations. It is a procedure that is used to keep track the improvement of the learners (Magpoc, 2020).

4.12 Problems experienced by teachers at school

4.12.1 Shared supportive leadership challenges

Theme	Response
Autocratic leadership	<i>"Autocratic leadership used by some committee leaders."</i> T1
Refusing to do work	<i>"When you give directives for some people to do certain work but they refuse."</i> T2
Overruling	<i>"Some people think they know everything and end up overruling."</i> T3

Feeling inferior and biasness	<i>“Non-vocal people do not participate in decision making when vocal colleagues talk. Non vocal people feel inferior because their ideas are not considered.”T4</i>
Lack of experience	<i>“Little experience or knowledge on how to do some work by some colleagues in certain committee.”T5</i>
Attending to matters while exhausted	<i>“Some matters have to be attended to after school e.g. disciplinary hearing and that time I am very exhausted.” T6</i>
Not leading by example	<i>“Some colleagues do not walk the talk.”T7</i>
	<i>“I did not experience any.”T8</i>
Underestimating people	<i>“Some colleagues do not value other people’s opinions and it discourages.”T9</i>
Communication cease	<i>“Some colleagues stop talking to each other when they have issues.”T10</i>
Refusing to do the task	<i>“Some colleagues come late when it is their turn to do the devotion and someone else has to do it on their behalf.”T11</i>
Not leading by example	<i>“Some leaders do not pave the way for their followers. They ask people to wear masks but they do not do it thus others end up refusing to do it.”T12</i>
	<i>“I did not experience any challenge with this.”T13</i>
Not considering others inputs	<i>“When the people who delegate the task only listen to others when in a good mood, others also end up refusing to do the task.”T14</i>
No cooperation	<i>“When the colleagues are not cooperating.” Principal</i>

Table 2.9

Here are what teachers face when executing their leadership role: autocratic leadership, lack of experience, people refusing to do the task, biasness and communication that cease between some colleagues. A research paper by Mosibudi (2012) stated that teachers' commitments are affected by the privation of school leadership incentive, which plays a vital role in the academic performance of school learners. This suggests that a school leadership component error is a lack of parents encouraging deeper participation in school matters and preventing them from being aware of practically all of the school's triumphs. The feasibility of teacher leadership will be determined by the degree to which the school's head and senior management team relinquish power to teachers, as well as the amount to which instructors embrace the influence of their peers.

4.12.2 Management challenges

Theme	Response
Bullying	<i>"Ill-disciplined learners bully others."T1</i>
Refusing to clean	<i>"Boys who do not like to clean the class."T2</i>
Learners rotation	<i>"Rotation of learners' waste time."T3</i>
Too much administration work	<i>"Some teachers do not submit their preparation files when they were busy with extramural activities because they do not get enough time."T4</i>
Too much work for acting HOD	<i>"Too much work for acting HOD (when principal is absent), especially administration work."T5</i>
	<i>"No problem."T6</i>
Covid 19 implications	<i>"Covid 19 disturbs everything. Learners in isolation do not do activities given to others at school, learners learning from home do not submit activities given to them and it hinders learning process."T7</i>
Not attending meetings, dormant committees	<i>"Not all teachers attend meetings in their committees' e.g. disciplinary hearings. Some</i>

	<i>committees are not functional anymore.”T8</i>
Peer pressure	<i>“Some learners become unruly due to peer pressure.”T9</i>
Overcrowded classrooms	<i>“Some classes have more than forty learners and it makes it difficult to have enough spaces between learners.”T10</i>
Unprepared teacher	<i>“Sometimes if a teacher is not well prepared, he or she does not go to class or leave the class earlier and that class disturb the next class.”T11</i>
	<i>“No problem.”T12</i>
Workload is too much	<i>“Sometimes the work is too much and not all learners written activities will be marked on time.”T13</i>
Intimidating class monitor	<i>“Some learners hate the class monitor and end up imposing threats on him or her.”T14</i>
Disobeying rules	<i>“When some learners misbehave, get suspended and they do not return.” Principal</i>

Table 3.1

Difficulties encountered by teachers while managing a certain group of people: learners intimidating class monitor, disobeying rules, too much administration work, overcrowded classrooms, peer pressure among learners, bullying and Covid 19 implications. Policy interpretation, overcrowding, support, parental participation, moderation mechanisms (internal and external), assessment planning, implementation, and communication, as well as a lack of resources, were all identified as important issues in research (Sethusha, 2012).

The importance of teachers in effectively delivering knowledge and creating a suitable learning environment cannot be overstated. However, certain instructor behaviors, styles, and attitudes have a negative impact on students' academic achievement. For example, teachers' attire, communication and teaching styles, and advice, effect of their instructional resources, discipline, and motivation (Dimkpa, 2015).

4.12.3 Planning challenges

Theme	Response
Covid 19 implications	<i>“Covid 19 interrupted the planning process. We do not plan for sports and other extramural activities anymore, only lesson plans.”T1</i>
Too much workload	<i>“The work load increased when learners started attending school on different days of the week for decongestion purposes.”T2</i>
Time wasted by writing lesson plan	<i>“Lesson plan take up much time and lesson presentation depends on the mood of the learners therefore one may not go according to the lesson plan.”T3</i>
Teachers’ low self-esteem	<i>“Some teachers develop low self-esteem and lack of motivation and this influence their input to learners as well as their learners output.”T4</i>
Late coming	<i>“Some teachers are not punctual at work. Insufficient resources are also a problem.”T5</i>
Clashing	<i>“Teachers clashing during meetings when decisions are made because some teachers refuse the tasks given to them.”T6</i>
Not writing lesson plans	<i>“Some teachers do not submit their preparation files.”T7</i>
Financial implication	<i>“Lack of finance makes it difficult for learners to take part in sport activities that take place outside the school. Besides, some learners do not do practical’s due to lack of resources.”T8</i>
	<i>“Nothing.”T9</i>
Poor time management	<i>“Finishing too early or too late with lesson presentation.”T10</i>
Inadequate resources	<i>“Some resources that one would want to use during lesson are not enough e.g. projectors are always used by whoever comes first.”T11</i>

Not submitting lesson plan	<i>When you do not write a lesson plan but you prepare well for your lesson and end up getting a warning.”T12</i>
	<i>“Nothing.”T13</i>
Too much work load	<i>“Some individual teachers end up overloaded when they volunteer to do most of the tasks given to them.”T14</i>
Favouritism	<i>“Some teachers say I have favouritism when I ask advice from the colleagues who are always willing to help.” Principal</i>

Table 3.2

During the planning process, teachers experience the following problems: inadequate resources, too much work load, poor time management, financial and Covid 19 implications. Some challenges teachers are faced with are: overcrowded classrooms creating more challenges for the teachers to assist individual learners. Learners lack self-motivation and confidence in the subject content. Parental support is not practiced as most of the parents are not educated (Kamati & Woldemariam, 2016). Besides that, low English proficiency for teachers and learners, lack of resources, ineffective teaching strategies, negative teachers and learners approaches towards learning, low socio-economic status of learners, lack of parental involvement, lack of motivation and support also delay effective teaching (Namupala, 2013). The main challenges experienced by novice teachers are lack of support (emotional, material), limited collegial contact, lack of supervision, gap between reality and ideals, lack of personal encouragement, feedback, lack of unit planning, lack of motivation, fear and frustration (Muyumbano, 2019).

4.12.4 Assessment and evaluation challenges

Theme	Response
Pre-exposure to assessment questions	<i>“Learners are now divided into groups of how they are supposed to attend school due to Covid 19. If you give activity to some learners of the same grade, they may share questions with those</i>

	<i>who were not at school.”T1</i>
Failure	<i>“When learners are failing the tests or exam.”T2</i>
Absenteeism	<i>“Learners not doing the task when absent from school.”T3</i>
Being too hard on teachers	<i>“I at times realise that I use to be too hard on teachers when I advocate for honesty, fairness and fairness in the evaluation process.”T4</i>
Little work given to learners	<i>“Some teachers give few tasks to learners and some learners are not committed to do their work.”T5</i>
Incomplete tasks	<i>“Some learners do not do the homework while some write few things and leave other parts blank on a testpaper.”T6</i>
Feedback not on time	<i>“When learners are not getting feedback on time.”T7</i>
Overcrowded classrooms	<i>“Most of the classes consist of more than forty learners and it makes it difficult to finish marking on time.”T8</i>
Learners not giving reports to parents	<i>“Some parents do not receive reports from their children when they fail and they come to school asking for the reports to be printed again.”T9</i>
Failure	<i>“Learners failing a test.”T10</i>
	<i>“Nothing” T11</i>
Cheating	<i>“Some learners copy tests or exam.”T12</i>
Too much work load	<i>“Slow learners double teachers work by preparing extra activities for them.”T13</i>
Failure of academics and excel in non-academics	<i>“Some learners are good in sports but they are failing subjects (academics).” T14</i>
Failure, Covid 19 implications	<i>“At times many learners of certain grades fail the examination. On the other hand, Covid 19 makes it difficult to organise parents meeting because information shared on groups only reach people with smart phones.” Principal</i>

Table 3.3

These are the challenges faced by teachers during assessment and evaluation: learners failing, Covid 19 implications, cheating absenteeism and learners not giving their reports to parents. The literature says it was shown that teachers struggle to develop acceptable evaluation standards for each subject. When some teachers implement performance challenges in the classroom, they report issues such as packed classrooms, a lack of time, as well as a lack of physical environment and technology equipment in schools to implement the tasks (Metin, 2013).

4.13 How challenges faced by teachers are overcome

4.13.1 How shared supportive leadership challenges are overcome

Theme	Response
Exchanging positions	<i>“Each member of the committee is given a chance to chair a meeting or facilitate a certain event in their committee.”T1</i>
Discuss the problem	<i>“Talk to the person, find the way forward.”T2</i>
Collaboration and empowerment	<i>“Through collaboration and empowerment of teachers.”T3</i>
Continuous professional development	<i>“Meetings are done to discuss strengths and weaknesses of members in the organisation and find solutions.”T4</i>
Teamwork	<i>“The teacher should work together with other members to find information from different people on how to go about it.”T5</i>
Use administration period	<i>“Attend to the matter during the administration period.”T6</i>
Lead by example	<i>“Tell the colleagues to walk the talk.”T7</i>
	<i>“Nothing.”T8</i>
Motivation	<i>“By telling the colleagues that everyone’s point count and they should be taken into</i>

		<i>consideration.”T9</i>
Communication		<i>“Notify you’re HOD or the principal so that they can talk to both of you.”T10</i>
Communication		<i>“Talk to them and give a warning.”T11</i>
Communication		<i>“Insist on leadership qualities all teachers should have and remind them about the school mission.”T12</i>
		<i>“Nothing.”T13</i>
Communication, team building activities	team	<i>“Advise colleagues to behave according to the code of conduct. We do more teambuilding activities to get to know each other more outside the school and know a better approach for each individual.”T14</i>
Communication		<i>Find the cause of the problem and discuss the solution with both parties.” Principal</i>

Table 3.4

This is how the teachers overcome the challenges of shared supportive leadership: communication, teambuilding activities, motivation, leading by example, collaboration, teamwork and continuous professional development programme. The study revealed that and by promoting the development, articulation, implementation, and management of a shared and supported vision of learning, an education leader fosters the achievement of every student. They advocate for, nurture, and maintain a school culture and instructional program that are favorable to student learning and staff professional development (Amukowa & Karue, 2012).

An education leader ensures that every student succeeds by overseeing the organization, operation, and resources in order to create a secure, efficient, and effective learning environment. She/he works with academics and community members to ensure that all students succeed by engaging with them, responding to a variety of community interests and needs, and mobilizing community resources. By operating with integrity, fairness, and ethics, an education leader fosters the success of all students. They also help all students succeed by recognizing, responding to, and changing the political, social, economic, legal, and cultural contexts.

4.13.2 How management challenges are overcome

Theme	Response
Involve different stakeholders	<i>“Resolve the issue by involving different stakeholders like life skills teacher and learners parents.”T1</i>
Separate cleaning list for boys and girls	<i>“The cleaning list for boys and girls should be different to make it easier to monitor them.”T2</i>
Discuss the issue	<i>“Talk to learners about the bad part of coming late.”T3</i>
Continuous professional development	<i>“Use continuous professional development platform to discuss problems, overview of educational policies and come up with solutions.”T4</i>
Prioritise tasks	<i>“Prioritise tasks and do them according to their degrees of priority.”T5</i>
	<i>“Nothing.”T6</i>
Time on task	<i>“Inform parents to return learners tasks on time and encourage learners to do the tasks themselves.”T7</i>
Reshuffle committees	<i>“Reshuffle the committees and the members’ responsibilities.”T8</i>
Communication	<i>“Talk to them and punish them. Invite their parents to come to school and discuss the issue.”T9</i>
Class setting	<i>“Make sure the class is well arranged and be able to reach out to most of the learners and observe what they are doing.”T10</i>
Discuss the issue	<i>“The principal question teachers if he finds their learners in class unattended to.”T11</i>
	<i>“Nothing.”T12</i>
Mark 90% of the work	<i>“The principal inform teachers to mark at least 90% of the work given to learners.”T13</i>

Communication	<i>“Call those learners in the office, talk to them and punish them.”T14</i>
Communication	<i>“Talk to them and punish them. However, I keep motivating the often so that they can keep a positive mind about school.” Principal</i>

Table 3.5

The following strategies are used by teachers to handle management challenges at school: communication, good class setting, marks at least 90% of learners’ work, involve different stakeholders and continuous professional development programme. A study by Forde and Torrance (2017) stated that professional learning enabled teachers to become aware of their positions in terms of how their values and beliefs intersect with the wider professional and political contexts at the various levels of the system. In turn, this has empowered teachers to find ways through which they can use their agency to make changes to align their values and practice. Noteworthy is that this has been a collective endeavor requiring a focus not only on developing human capital but also social capital. This is particularly important in the context of inclusion which requires social learning processes to influence attitudes, beliefs and practices.

4.13.3 How planning challenges are overcome

Theme	Response
Be well prepared	<i>“Master the lesson content well so that you can present it well while adhering to Covid 19 rules.”T1</i>
Commitment	<i>“Be committed to your work and cope with working while on pressure.”T2</i>
Enough preparation time	<i>“Spend more time on preparing for the lesson than lesson planning.”T3</i>
Decision making, positive	<i>“Involve all teachers in decision making and</i>

feedback	<i>give positive feedback during class visit.</i> "T4
Order stationaries on time	<i>"Order materials in advance."</i> T5
Delegation and teamwork	<i>"Talk and agree upon one thing. This is done by emphasizing the importance of delegation and teamwork."</i> T6
Give a warning	<i>"Talk to teachers and give them warnings."</i> T7
Fundraising	<i>"The school looks for sponsors and do fundraising activities to raise some fund to use in that regard."</i> T8
	<i>"Nothing."</i> T9
Prepare extra activity	<i>"Prepare a spare task to give in case you finish early."</i> T10
Improvise	<i>"For the teaching aids, one can improvise."</i> T11
Discuss the issue	<i>"I talk to my HOD and principal and make them understand that writing a lesson plan does not mean the person is well prepared."</i> T12
	<i>"Nothing."</i> T13
Teamwork	<i>"Encourage teamwork."</i> T14
Transparency	<i>"Brief the staff on how and why it happens and advocate for transparency." Principal</i>

Table 3.6

For planning to go smoothly, this is how teachers tackle the issues regarding planning: teamwork, transparency, improvises, discuss the issue, fundraising, delegation, and decision making and positive feedback. The literature says, professional learning facilitates teacher by allowing teachers to collaborate on professional work, examine learner data, and assess students' progress (Wilson, 2016).

4.13.4 How assessment and evaluation challenges are overcome

Theme	Response
Various assessment tasks	<i>"Set different questions of assessment from the same topic."</i> T1
Positive feedback	<i>"Give positive feedback to learners and parents through meetings and report cards for learners."</i> T2
Give assessment tasks	<i>"Asses that learner the following day when he or she comes to school."</i> T3
Find suitable approach	<i>"Get used to people as time goes and find a suitable way to approach them."</i> T4
Discuss the matter	<i>"Talk to the teachers and tell them to make more effort in assessing the learners."</i> T5
Motivation	<i>"Talk to learners about the importance of doing their work. Emphasize the need for assessment."</i> T6
Use internal policy	<i>"Ask teachers to do what is stipulated in the schools internal policy."</i> T7
Give tasks on Friday	<i>"Tests can be given on Friday so that they can get enough time to mark during the weekend."</i> T8
Discuss the issue	<i>"Ask those parents to be the ones collecting reports every end of the term."</i> T9
Use different teaching technique	<i>"Punish learners and reteach using a different teaching method."</i> T10
	<i>"Nothing."</i> T11
Punish learners	<i>"Punish learners, set another test and let them write."</i> T12
Commitment	<i>"Advise teachers to admit the situation and help the children where they can."</i> T13
Motivation	<i>"Encourage learners to do best in what they are good at because we have different talents."</i> T14
Punish learners, moderation of	<i>"I advise teachers to deal with the situation e.g.</i>

tasks	<i>punishing the learners before they bring them to me. Tasks are moderated to check learners' progress."</i> Principal
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Table 3.7

Assessment and evaluation problems are tackled in the following ways: motivation, punishing learners, moderation of tasks, give more tasks, use various teaching methods and give positive feedback. The study highlighted some short-term strategies that may help in assessment: Continue advocating for smaller class sizes, but, in the meantime, use peer- and self-assessments in larger classes as feedback for students, rather than for the sole purpose of grading. Another method of assessing a large number of students is to assess eight or 10 students per day. In essence, teachers have the ability to make changes internally within their teaching environments by Creating practical instruments, allocating time, setting up a record-keeping system, and encouraging students to be self-directed learners are just a few of the activities that must be performed. Teachers have no control over the school's grading system, but they do have control on the percentage of the grade that each of the four domains receives (Shulman, 2018).

4.14 Conclusion

This chapter presented the findings and interpretation of this study. It focused on the principal and teachers' roles in improving learners' academic performance which are: shared supportive leadership, management, planning as well as assessment and evaluation. It also highlighted the challenges faced by the principal and teachers and how they are overcome. The next chapter presents the summary, recommendations, and conclusion of the findings.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Introduction

The main purpose of this study was to investigate the role of principal and teachers in improving learners' academic performance at a selected school in the //Kara's region in the southern part of Namibia. The researcher presented and analyzed the raw data generated from different sources in chapter four of this thesis. In this chapter, the researcher presents the summary of the research findings. The chapter also presents the recommendations for good leadership and management by the principal and teachers and ends with a conclusion. This is a case study, which employed a qualitative method approach in answering the following research questions:

1. What role do the principal and teachers play in improving learners' academic performance of a selected school in the //Karas Region?
2. What challenges do the principal and teachers face in improving the academic performance of learners at the selected school in the //Karas Region?
3. How can the above mentioned challenges of principal and teachers in improving learners' academic performance at a selected school in the //Karas region be handled?

5.2 Summary of the key findings

Leadership

Shared leadership is linked with distributed leadership, teacher leadership, student leadership, and participative leadership. Shared leadership requires the principal to work with other stakeholders as peers (Nkengbeza, 2014). Core teaching is one of shared leadership and collective learning element. Some teachers who are teaching the same subject can help each other to teach certain topics. Motivation is one of the qualities every leader is supposed to have. Motivation can be intrinsic or extrinsic; however it should help in improving learners' academic performance.

School principal and teachers inspire learners by walking the talk. They can be exemplary in various ways; being punctual, self-disciplined, well dressed, caring, being professional and through sense of humor. In shared leadership, every staff member has a chance to lead by chairing a meeting and some people are chosen to be committee heads. Besides that, novice teachers are given mentors to help them. Principal delegates academic and extramural activities, monitors and evaluates as well as empowering other stakeholders by involving them in decision making.

Management

The teachers are responsible for displaying rules in classes and explain them to learners. They are also responsible for arranging chairs and tables in a good order that support a conducive teaching and learning environment. Problematic children should seat at the front to make it easier to control them. There should also be enough spaces between the tables to make it easier for the teacher to move around easily and see what is going on in the class. Class rules should be set with consequences. Apart from classroom rules, some teachers manage their classrooms by giving more class activities to the learners to keep them busy. Some appoint class monitors to report ill-disciplined peers.

Class attendance should be recorded to see who is present or not and follow up on the ones absent. Teachers should plan thoroughly and use teaching aids that will stimulate learners to learn. One scholar emphasized that it should be noted that a lot of activities take place in schools and are to be guided by a structured school time table. In spite of this, it is suggested that the HOD and teachers should be very strict and respect the time allocated to some activities as indicated on the time table. This depict that students have to adhere to the allocated time, knowing well that there will be no time compensation for time lost, thus make the students' to be more serious and time conscious in their studies (Ehiane, 2014).

The principal walks around the school to see what is happening e.g. checking which teachers are not going for classes by checking the timetable and walking around to see how learners are in the classes. When it comes to finance, the principal should know how money is used at the school and he or she should also know the school needs, for example, if school need brooms or other stationaries. The principal also make sure human resources is adequate at school.

Planning

A school can only be successful if it has a strategic plan, which helps identify and explain priorities, key improvement targets, action plans and assess the school's effectiveness for change management purposes (Meador, 2019). HODs meet teachers at the beginning of the year and discuss how things will be done in their departments. Involvement of teachers in decision making and positive feedback during class visits is very important. Teachers plan for lessons using the syllabus and a scheme of work. There is a calendar of activities that clearly stipulates all the events that are supposed to take place in the course of the year and their target date. In various committees, members meet monthly to discuss issues pertaining to their committee.

Assessment and evaluation

It is increasingly recognized that the role of the principal is to assist teachers in learning and developing assessment literacy cultures by utilizing concepts such as assessment for learning and assessment as learning as vehicles to improve classroom and school planning as well as decision-making (McEwan, 2021). The principal have to monitor and evaluate assessment given to learners by moderating them. The principal and HODs also do class visits to monitor teachers and give them positive feedback. On the other hand, teachers have to give learners various assessment activities and also give them feedback.

Formal and informal assessment is done to check the progress and the learners' level of understanding. Formal assessments are summative (exam) and formative (tests, projects etc.). Informal is oral (asking random questions) or written task that is not done with the purpose of recording. Teachers teaching the same subject share resources so that learners get exposed to the same information and assessment. Learners get positive feedback when they are getting their test and examination scores. Positive feedback is given to parents via parents' meetings and report cards of learners. Moreover, Magpoc supported this by saying that teachers' engagement in assessment is an important aspect of curriculum implementation. It allows them to track and quantify their students' progress and adapt their instruction accordingly. It keeps learners and their guardians up to date on their progress (Magpoc, 2020).

5.3 Recommendations

The researcher recommends that the underperforming schools in the region can utilize the following measures to enhance their learners' performance:

- Educators should implement strict rules to maintain discipline in school.
- Teaching and learning should be made interesting to catch the interest of learners and make them stay longer in school (reduce dropping out).
- Educators should be constantly in contact with parents so that they can inform parents about their kids' behaviors and performance. This will help educators and parents to come up with amicable solutions for learners with learning difficulties and learners with behavioral disorders.
- Motivational speakers should be invited to inspire the learners about social life and professional development (careers).
- Management should make sure that teachers are happy at work and motivated to do their work well. This enables teachers to stay longer in the workplace.

- A culture of sharing and helping each other creates a good working environment.

- Continuous professional development program for teachers helps them to evaluate themselves constantly, keep their strength while working on the areas of improvement.

5.4 Contribution to the body of knowledge

The findings from this study will inform and equip school principals and teachers with information on how to use the best practices that might improve learners' performance in schools. It is hoped that the study findings will help the policy makers to assess the roles of the principals and teachers with a view to promoting school policies that might enhance quality academic performance in schools. The study will benefit the university curriculum developers to revise their curricula and training practices bases on the results. This may specifically help the Faculty of education at the University of Namibia to adopt new techniques in leadership and management as well as teaching methodology training course for teachers. It may also help the Ministry of Education Arts and Culture to come up with and implement an in-service training course for new principals.

5.5 Suggestion for further studies

In terms of upcoming research implications, methodological approach and findings from this study should be considered when developing future study in this area. Findings from this study could be strengthened if future study focus on individual learner accomplishment and focusing on the performance of in specific subjects. This can also assist in finding out how and which principals' behaviors have influenced teachers, causing enhanced learners' performance.

5.6 Conclusion

This study provides information that links the principal and teachers' roles to the academic achievement of learners. It can be concluded that good school leadership and management creates a good climate for teaching and learning. If teachers are motivated and feel appreciated, they are likely to create a culture of teamwork and collaboration which help them enhance learners' academic performance. On the other hand, planning and assessment are also essential in improving learners' performance because they help to keep track of learners' progress.

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APPENDICES

Appendix A: Ethical Clearance



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE /499/2019

Date: 8 October, 2019

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

Title of Project: The Principal And Teachers Role In Improving The Academic Performance Of Learners At A Selected School In The //Karas Region

Researcher: SAIMA KAUKWAHULO

Student Number: 200951351

Supervisor(s): *Dr. David Nkengbeza (Main) Dr. Africa Zulu(Co)*

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

A handwritten signature in black ink, appearing to be 'E. de Villiers', written over a horizontal line.

Ms. P. Claassen: HREC Secretary

A handwritten signature in black ink, appearing to be 'P. Claassen', written over a horizontal line.

Appendix B: Consent Form for Teachers and Principal
PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM

ANNEX 5



TITLE OF THE RESEARCH PROJECT: The principal and teachers' role in improving learners' academic performance at a selected school in the //Karas region.

REFERENCE NUMBER: 200951351

PRINCIPAL INVESTIGATOR Saima Kaukewahulo

ADDRESS: Karasburg

CONTACT NUMBER

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff or doctor any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the Research Ethics Committee at The University of Namibia and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and Namibian National Research Ethics Guidelines.

1.What is this research study all about?

- a) *Where will the study be conducted; are there other sites; total number of participants to be recruited at your site and altogether.*
- b) *Explain in participant friendly language what your project aims to do and why you are doing it?*
- c) *Explain all procedures.*
 - d) *Explain any randomization process that may occur.*
 - e) *Explain the use of any medication, if applicable/A*

2. Why have you been invited to participate?

- a) *Explain this question clearly.*

3.What will your responsibilities be?

- a) *Explain this question clearly.*
- b) *Explain the duration the participant is expected to participate in the study (i.e. 2 hours, 4 days, etc.)*

4. Will you benefit from taking part in this research?

- a) Explain all benefits objectively. If there are no personal benefits, then indicate who is likely to benefit from this research e.g. future patients.

People who are most likely to benefit from this research in future are teachers, principals and learners.

5.Are there in risks involved in your taking part in this research?

- a) Identify any risks objectively. **There is no risk involved in taken part in this research**

6.If you do not agree to take part, what alternatives do you have?

- b) *Clearly indicate in broad terms what alternative treatment is available and where it can be accessed, if applicable.*

If you do not agree to take part in this research, nothing will happen to you. You are free to withdraw from the interview at any time you wish.

7. Who will have access to your medical records?

- a) **The information collected will be treated as confidential and protected. If it is used in a publication or thesis, the identity of the participant will remain anonymous. Apart from the researcher, no one else will have access to this information.**

8. What will happen in the unlikely event of some form injury occurring as a direct result of your taking part in this research study?

- a) *Clarify issues related to insurance cover if applicable. If any pharmaceutical agents are involved will compensation be according to ABPI guidelines? (Association of British Pharmaceutical Industry compensation guidelines for research related injury which is regarded as the international gold standard). If yes, please include the details here. If no, then explain what compensation will be available and under what conditions.*

No, the researcher will travel with first aid kit to help with minor injuries. However, with major injuries, she will request the participant to go to the clinic or hospital.

9. Will you be paid to take part in this study and are there any costs involved?

No participant will be paid to take part in the research. It is voluntary.

10. Is there anything else that you should know or do?

- a) *You should inform your family practitioner or usual doctor that you are taking part in a research study. (Include if applicable)*
- b) *You should also inform your medical insurance company that you are participating in a research study. (Include if applicable)*
- c) *You can contact Dr at tel if you have any further queries or encounter any problems.*

d) You can contact the Centre for Research and Publications at +264 061 2063061; pclaassen@unam.na if you have any concerns or complaints that have not been adequately addressed by the investigator.

e) You will receive a copy of this information and consent form for your own records.

Declaration by participant

By signing below, I agree to take part in a research study entitled “The role of teachers and the principal in improving learners’ academic performance at a school in the //Karas region”.

I declare that:

- a) I have read or had read to me this information and consent form and it is written in a language with which I am fluent and comfortable.
- b) I have had a chance to ask questions and all my questions have been adequately answered.
- c) I understand that taking part in this study is **voluntary** and I have not been pressurized to take part.
- d) I may choose to leave the study at any time and will not be penalized or prejudiced in any way.
- e) I may be asked to leave the study before it has finished, if the study doctor or researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*)

.....

Signature of participant

.....

Signature of witness

Declaration by investigator

I *Saima Kaukewahulo* declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter. *(If a interpreter is used then the interpreter must sign the declaration below.*

Signed at (*place*) on (*date*)

.....

Signature of investigator

.....

Signature of witness

Declaration by interpreter

I (*name*) declare that:

- a) I assisted the investigator (*name*) to explain the information in this document to (*name of participant*) using the language medium of (Oshiwambo, Oshihero, Afrikaans, etc.)

Appendix C: Interview Questions

1. What leadership role is played by the Principal and teachers at your school in improving learners' academic performance?
2. What Management role is played by the Principal and teachers at your school in improving learner' academic performance?
3. Suggest what should be done by the principal and teachers to improve learners' academic performance at our school.

Appendix D: Permission letter



||Kharas Regional Council Directorate of Education, Arts and Culture

Private Bag 2160, KEETMANSHOOP | Tel: +264 63 227000 | Fax: +264 63 223800

Ref: Ms CY Cloete
Enq: 15/1

Private Secretary

04 November 2021

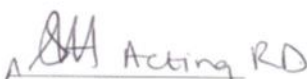
Ms Saima Kaudewahulo
P O Box 2895
Ondangwa

Dear Ms Saima

**SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT A
SECONDARY SCHOOL**

1. Your request to be allowed to conduct a research at a Secondary School in the ||Kharas Region under the topic: *The principal and teacher's roles in improving learners' academic performance at a selected school in the ||Kharas Region*, bear reference.
2. **Permission is hereby granted to you, Ms Saima Kaudewahulo to conduct research at a Secondary school in the ||Kharas Region on the topic "The Principal and Teachers roles in improving Learners' academic performance at a selected school in the ||Kharas Region, on condition that the anonymity of the respondents forming part of the research sample would be guaranteed.**
3. You should please present this letter of approval to the Principal, and agree on the most suitable time-slot/s for your research engagements.
4. Note must however be taken of the limitation that the engagement with the participants is not supposed to lead to the disruption or interruption of face-to-face teaching and learning activities, programmes or processes, or the discontinuation of the teaching duties of the Principal, Heads of Departments and Teachers during school hours.
5. Lastly, the Regional Management Committee of the Directorate: Education, Arts and Culture in the ||Kharas Regional Council would like to request you, Ms Saima Kaudewahulo, to share the findings of the research study with this regional directorate.

Yours faithfully


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

KHARAS REGIONAL COUNCIL DIRECTORATE OF EDUCATION, ARTS AND CULTURE PRIVATE BAG 2160, KEETMANSHOOP
2021 -11- 04
TEL: 063 - 227000 FAX: 063 - 223800 REPUBLIC OF NAMIBIA



All official correspondence must be addressed to the Chief Regional Officer

Appendix E: Plagiarism Report

URKUND

Urkund Analysis Result

Analysed Document: Ms Kaukewahulo's thesis Sept 30.docx (D114294091)
Submitted: 10/5/2021 10:51:00 AM
Submitted By: dnkengbeza@unam.na
Significance: 1 %

Sources included in the report:

Muyumbano Final Thesis 1 Nov-2017 (1).docx (D32232045)
OGWAL RICHARD JOEL dissertation ed.rtf (D42083753)
Literature Review - Maria Xuereb.pdf (D24028652)
Final version of thesis.docx (D10762466)

Instances where selected sources appear:

11

