THE INSTRUCTIONAL LEADERSHIP ROLES OF THE SECONDARY SCHOOL PRINCIPAL TOWARDS QUALITY SCHOOL IMPROVEMENT IN ZIMBABWEAN SCHOOLS

by

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<u>DECLARATION</u>

I declare that:

THE INSTRUCTIONAL LEADERSHIP ROLES OF THE SECONDARY SCHOOL PRINCIPAL TOWARDS QUALITY SCHOOL IMPROVEMENT IN ZIMBABWEAN SCHOOLS is my own work, and that all the sources used or quoted in the study have been indicated or acknowledged by means of complete references.

C. Ndoziya   **10 December 2014**

Student number 5086-179-4   DATE

DEDICATION

1) This study is dedicated to the following people:

2) My wife, Chipo for her love, support and providing vital information for use throughout the study.

3) My children, Yemurai, Gamuchirai and Farirai for checking on the progress made regularly.

4) My parents and other family members for being there for me.

5) To God the almighty for his grace and wisdom in my life.

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ABSTRACT

The overall performance of secondary schools in Zimbabwe has been of grave concern to all stakeholders in education. Several reasons for this downward trend have been proffered but perhaps without getting to the bottom of the problem. Poor student achievement at ordinary level (O-level) in most schools, including schools that seem to have adequate facilities and qualified teachers, is experienced every year. The purpose of the study was to examine and explore the instructional leadership roles of the secondary school principal towards quality school improvement in Zimbabwean schools with specific reference to Harare and Mashonaland East provinces.

The research methodology that was employed was the qualitative design drawing from case and ethnographic studies to collect data from the participants. A total of ten secondary schools, their heads, and fifty teachers from the same selected schools took part in the study. While parents were not directly involved in the study, the few that I came across during visits to schools were asked for their views as seen appropriate.

The research instruments that were used included qualitative document analysis, interviews and qualitative observations. Each of the ten secondary schools was visited at least eight times for the purposes of collecting and verifying data. While field notes were made during visits, an audio tape was used during interviews in order to capture what was said word for word.

The results indicate that for effective instructional leadership that improve quality of schools, heads needed to exercise both instructional and managerial roles effectively. However, the findings of the study indicated that heads tended to concentrate on managerial roles and performed instructional roles indirectly although these have a direct focus on quality school improvement. School principals in the study spent a lot of their time outside the school attending meetings called for by District and Provincial Education officials and other activities that did not seem to directly impact on quality school improvement. Instructional leadership is about spending a lot of time with teachers and students in the school and in particular in classrooms, among other things. As a result, teachers in the study lacked motivation and greatly missed opportunities to be assisted by

the ''head teacher'' which would translate to teacher growth and development and ultimately, school improvement. Instructional leadership was relegated to heads of departments.

Heads attributed their failure to perform instructional tasks to lack of appropriate interventions to improve their leadership roles, too many meetings and too much paper work which they felt needed to be reduced so that they could be able to focus on instructional leadership tasks.

KEY TERMS

Instructional leadership,

Instructional leader,

Principal/school head,

Quality of education,

Instructional leadership role,

School improvement,

Supervision and

Staff development

ABBREVIATIONS

DEO   **: District Education Officer**

HODs   **: Heads of Department**

IL   **: Instructional leader**

ILR   **: Instructional leadership role**

MOESAC   **: Ministry of Education Art Sport and Culture**

SDA   **: School Development Association**

SDC   **: School Development Committee**

O-LEVEL   **: Ordinary Level**

UNICEF   **: United Nations Children's Education Fund**

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CHAPTER ONE

BACKGROUND AND RATIONALE

1.1 INTRODUCTION

The improvement of quality of education is an issue for both national and international concern. As a result, in most countries, including Zimbabwe, education receives the largest allocation of the national budget (Wolf 2002, Taylor et al. 2003). The same writers further point out that there is increasing concern that the fruits of this huge expenditure are not seen in either learner achievement or economic growth.

It is true that the government through the ministry of Education, Sport, Art and Culture (MEOSAC) is responsible for schools, but the custodian of the school is the principal. This made school authorities to focus on school leadership after realising that school leaders can make a difference for both teachers and students. This is why it is sometimes argued that the school is as good/bad as its principal and yet in the case under study, there is rarely any formal leadership training given to principals of schools on or prior to their appointment.

Recognition of the importance of school leadership in developed countries has led to increased attention to recruiting and preparing school principals as instructional leaders. This has since increased because of the increasing demands that schools leaders be held accountable for students' performance (Hallinger 2005). Mestry (2009) observed that in the United States of America, a teacher is only eligible to apply for the principal's post once he/she has completed the Master of Educational Administration Degree. France provides a three month course for teachers appointed to headship or deputy headship posts. Singapore provides a one year full time programme for selected vice principals to do a Diploma in Educational Administration before being appointed as principals, Mestry (2009).

In Zimbabwe school principals have no formal leadership training given except that the incumbent should have a first degree plus a minimum of two years experience as a substantive deputy head. This is deemed sufficient to achieve the aims of education in general and in particular, aims of the school. Simply put, the aims of education are basically achieved through teaching and learning. This then means that in effective

schools, major activities evolve around studying teaching and learning, setting common priorities, making decisions regarding resource allocation and assessing the teaching/learning process.

 In essence, these activities are instructional activities that are supposed to be carried out by the school head. Flath (1989) posits that instructional leadership (IL) reflects those actions a principal takes to promote growth in student learning. The principal makes instructional quality the top priority of the school and attempts to bring that vision to realisation. Cotton (2003) argues that effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement.   Jenkins (2009) view instructional leadership as leading learning communities in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs and take responsibility of what students learn. Lashway (2002), King (2002) add that the emphasis now seems to be on tangible academic standards and schools to be accountable.

This study focused on examining the instructional leadership roles (ILR) of school principals in Zimbabwe selected for the case considering that writers such as Stronge (1988), Simpovitz and Poglinco (2001) appear to agree that there is an apparent gap between what is obtaining in schools and what needs to be happening. As instructional leader, the head is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning.

1.2 BACKGROUND/CONTEXTUALIZATION

Contemporary Zimbabwean schools face a challenge of becoming self managing organisations that deliver high quality teaching and learning. The schools have their own problems, particularly those that serve poor urban, rural and farm communities. These schools are generally less resourced and are struggling to cope with the immensity of change and challenges.

Public examination results in these schools are generally poor. The researchers' experience as District Education Officer (DEO) show that between 2007 and 2009 several secondary schools in and around Harare recorded less than 10% pass rate at

0rdinary level (O-level) while all farm schools in the same vicinity recorded 0%. O-level in the Zimbabwean context is the equivalent of grade eleven in the South African context.

Admittedly, heads of schools seem to have a lot on their plate. In Zimbabwe the school head other than being in charge of the school, is heavily involved in community development programmes. In the event of national events such as elections, census, referendums, to mention but just a few, the principal plays a pivotal role and yet these are rarely mentioned or talked about when the school's performance goes down. However Fullan (1991) cited by Jenkins (2009) observed that most heads of schools give less emphasis to instructional leadership due to lack of in depth training, lack of time, increased paper work and the community's perception of the principal role as that of the manager. Indeed most school heads seem deeply engaged in management and control tasks such as attending meetings, attending to visitors and parents queries many of which may not have overt connection with instruction. Flath (1989) is of the view that school heads lack education, training, time for the instructional leadership roles and that leadership activities are being set aside for immediate problems. This seems to suggest that school principals are reactive instead of being proactive in their school management roles.

In Zimbabwe research studies conducted by Jaji (1990), Nyagura and Reece (1989) and Makawa (1996) concluded the following among others:

- The professional support provided to secondary school teachers was almost non-existent.
- Many teachers had difficulty in interpreting national syllabuses.
- The most popular teaching approaches were question and answer work from the textbook and teacher demonstrations.
- Curriculum implementation was adversely affected by shortage of textbooks, inadequate resources and heavy teacher workloads.

The inferences from research conducted at the time seem to suggest that school principals were not effectively playing their ILR and therefore quality school improvement was compromised.

Be that as it may, it must be emphasised that the expectations for the heads of schools have moved from demands of management and control to the demands of an educational leader who can foster staff development, parent involvement and student growth despite the increased challenges faced by schools,. Therefore it becomes pertinent to look at some of the instructional leadership roles of the school principal with a view to improving schools.

1.2.1 Instructional leadership for the school principal

There are narrow and broad conceptions of instructional leadership behaviour. In the broad view, instructional leadership entails all the leadership activities that affect student learning. In this research, the researcher restricted IL to the narrow view of instructional leadership (Sheppard 1996). The narrow definition focuses on those actions that are directly related to teaching and learning, observable behaviours such as classroom supervision, where the latter also involves variables such as school culture which may have important consequences for leadership that focuses on teaching and learning and on the beviour of teachers in working with students, Bush and Glover (2003).

Findley and Findley (1992:102) state that "if a school is to be an effective one, it will be because of the instructional leadership of the principal". Hughes and Ubben (1989) claim that although the principal must address certain managerial tasks to ensure an efficient school, the task of the principal must be to keep focused on activities which pave the way for high student achievement. This requires school heads to have a view of instructional improvement as an ongoing process with teachers being staff developed and updated on curriculum and instruction on a regular basis. This also means that school heads need the opportunity to explore and update skills in leadership, curriculum supervision, instruction and management. Fullan (1991:167) puts it more aptly by saying "The starting point for improvement is not system change, not change in others around us, but change in our selves. Once school heads change, our schools will also change."

Most writers acknowledge that there are no specific guidelines or direction as to what an instructional leader does. However, tasks to be accomplished encompass those of supervision and evaluation of instruction, of staff development activities, of curriculum

development knowledge and activities, of group development knowledge and activities, of action research, of positive school climate and of the creation of links between the school and the community. Wildly and Dimmock (1993) maintain that the tasks comprise of defining the purpose of schooling, setting school wide goals, providing the resources needed for learning to occur, supervising, evaluating teachers, coordinating staff development programmes and creating collegial relationships with and among teachers. Although the role of the school head as instructional leader is widely advocated, it is seldom practised. Stronge (1988) calculated that school principals spend 62, 2% of their time on managerial issues and 11% on instructional leadership issues, even after undergoing training or in service for the role of instructional leader. It would be interesting to note the amount of time spend on instructional leadership roles by heads of schools under the case study.

1.3 AWARENES OF PROBLEM:

The researcher is a former secondary school head and District Education Officer in Zimbabwe. As head of school, I rarely used to find time to attend to my instructional leadership roles personally. While instructional leadership roles are not definitive, class visits, staff development programmes and discussions centred on curriculum issues are viewed as critical for teacher growth that leads to quality school improvement and high student achievement. In retrospect, I feel that I was not doing enough, though not deliberately. The pass rate at most of my former schools where I was principal, were generally good but perhaps we could have done much better had I managed to effectively perform the afore mentioned activities fully. This has prompted me to examine what other school heads are doing in their schools with a view to coming up with informed ways and methods that can be put in place for quality school improvement.

1.4 PROBLEM STATEMENT:

The main question guiding this study is concerned with the challenge that is faced by school principals in their provision of leadership as far as instruction is concerened. Therefore the problem statement is structured around the following question: what are the instructional leadership roles of school principals in secondary schools in Zimbabwe

that are essential in improving teacher effectiveness, learner outcomes and school quality? This becomes the main phenomenon that the study is investigating.

1.4.1 Sub problems

1. Do secondary school principals have the capacity to effectively play the instructional leadership role?
2. What aspects of the school principal's job description are emphasised by the principals themselves?
3. Which are the assessment procedures used by school principals to improve student learning?
4. What problems are encountered by school principals in curriculum implementation?

1.5 AIM OF THE STUDY:

The aim of the study was to examine the instructional leadership roles of school principals and the extent to which these roles resulted in quality school improvement. The main focus is on how school principals provide leadership to teachers so that they can in turn improve learner outcomes.

1.5.1 Sub aims

1. To increase understanding and knowledge about what principals of schools actually do in schools.
2. To develop ways/strategies for assisting principals of schools in their instructional leadership roles.
3. To improve quality in schools through instructional leadership.

1.6 SIGNIFICANCE OF THE STUDY:

In Zimbabwe at the time of conducting this study, the country had lost a large number of qualified and experienced teachers due to the economic melt down that was precipitated by the political crisis that emerged in Zimbawe between 2006 and 2010. The education system in Zimbabwe which was once the pride of the region was

negatively affected. It became clear that for schools to exist, they had to depend on the professionalism, competencies, knowledge, expertise, experience and dedication of the school principal. The salaries for teachers were generally low such that some well to do schools had to pay incentives to teachers for them to teach effectively. Furthermore, during this period the principals that survived were the ones who succeeded in combining the following postures of managing schools "art-vision, craft-experience, and science-analyis" as noted by Mintzberg, (2009:148). Additionally school principals that survived as leaders were those that managed to practice the six domains of leadership as articulated by LeBoeuf, Emery, Siang, and Sitkin (2012:234) which include being "responsible, inspirational, supportive, personal, relational, and contextual".

As such, the significance of this study lies in the fact that, the researcher wanted to find out the importance of the principal's IL role in inspiring teachers, learners and parents to ensure that a school achieved quality education that resulted in school improvement. Furthermore, the significance of the study lies in the fact that, the researcher was interested in: (i) increasing his understaning and knowledge on the IL role of the school principal; (ii) contributing to our insight of the IL role of school principals as they led and managed schools in Zimbabwe and possibly the African continent;   and (iii) showing how the study could possibly inform educational policy on how school principals can adopt a particular model of instructional leadership which would make schools successful and effective (Creswell, 2008:4-7).   Finally, the significance of the study lies in the fact that, the research was interested in exploring a number of theories of leadership in order to find out which theoretical perspective (s) could be used to explain the leadership behaviour of school principals in the Zimbawen context.

1.7 DELINEATIONS AND DEMARCATIONS:

There are many secondary schools in Zimbabwe and this research was not able to cover them all. As a result the case study only focused on examining the IL roles of principals of secondary schools in the Zimbabwean provinces of Masholand East and Harare. At the time of the study Harare Province had 82 secondary schools while Mashonaland East province had 248 making a total of 330 secondary schools.

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Chosen teachers in the selected schools participated successfully in the study. In total, 10 secondary schools and their principals and 50 teachers from the participating schools were studied. Thus, the extent to which quality school improvement took place had to be determined by what was seen and gathered from the participating schools and individuals' contributions to the study. It must be emphasised that qualitative observation among other techniques employed played a crucial role in the study. The study was confined to the selected secondary schools in Zimbabwe.

1.8 RESEARCH METHOD:

In this study, a case study approach using the qualitative methodology was employed. As noted by Flyvbjerg (2011:314) the main advantages of using a case study approach to a qualitiave research study include the following:

- It enhances depth of the study;
- Enables the development of a high conceptual validity of the study; and
- A deeper understanding of the phenomenon under study including its causes and consequnces.

Gonzales et al (2008:3) maintain that qualitative research provides an in depth, intricate and detailed understanding of meanings, actions, observable and non observable phenomena, attitudes, intentions and behaviours and these are well served by naturalistic enquiry. In this case, the study was a naturalistic one in the sense that, the researcher did not attempt to manipulate the phenomena of interest but sought to understand it in its sepcific contextual setting. Denzin and Lincoln (2005) add that qualitative research is a situated activity that locates the observer in the world. The world is turned into a series of representations, including conversation, interviews, field notes and recordings. Thus the researcher chose to study things in their natural setting trying to make sense of, or interpret phenomena in terms of the meanings people brought to them. It must be noted that this research was a case study. A case study concentrates on experiential knowledge of the case, optimising understanding requires meticulous attention to activities that were observed taking place in the schools chosen

as a case. Stake cited by Denzin and Lincoln (2005) posit that qualitative case study is characterised by researchers spending extended time on site, personally in contact with activities and operations of the case (schools), reflecting and revising descriptions and meanings of what is going on. The researcher is an ethnographer. In ethnography, the concern is more with description rather than prediction, induction rather than deduction, generation rather than verification of theory, construction rather than enumeration and subjectivities rather than objective knowledge. Ethnographic case workers seek to see what is natural in happenings, in settings and in expression of value. LeCompte and Preissle (1993) cited in Cohen, Manion and Morrison (2011:221) identified the key elements of ethnographic approaches that were found to be appropriate for the study as follows:

- The world view of participants is investigated and presented;
- Meanings are accorded to phenomena by both the researcher and the participants;
- The construct of participants are used to structure the investigation;
- Empirical data are gathered in their naturalistic setting; and
- Observational techniques are used extensively to acquire data on real life settings.

The researcher was able to observe the environment, people and their relationships, behaviour, actions and activities, psychological stances, histories and physical objects in the all the schools studied. This resulted in not only the description of activities in relation to a particular cultural context from the point of view of the members of that group but also the production of a list of features constitutive of the membership in a group.

1.8.1 Data collection instruments

There are several data collection instruments that could have been used but for this research, distinct data collection instruments were selected. These were structured interviews, observation, focus group interviews and document analysis. It must be pointed out that observation was still being employed even when administering other data collecting methods mentioned above because it was important not to lose sight of what was going on.

1.8.1.1 Observation

Observational techniques are used extensively to acquire data on real life settings (Cohen, Manion and Morrison 2011). The researcher had to observe the environment, people and the relationships, documents, behaviour, action activities and physical objects in the chosen secondary schools among others. In particular, the researcher observed the school principal at work, that is, the daily routine, teachers at work with their learners, interaction between head and teachers, the students, the school environment, what was written and not written to mention but just a few. Interviews conducted were a face to face encounter. Guba and Lincoln (1985) contend that as a result of the interaction between the researcher and the participants, the researcher becomes as it were, the human instrument in research. The advantage of the human instrument is his adaptability, responsiveness, knowledge, ability to handle sensitive matters, ability to see the whole picture and ability to clarity and summarise responses. Robson (2002) noted that what people do may differ from what they say and observation provided reality check. Observation enabled the researcher to look afresh at everyday behaviour that otherwise might be taken for granted or go unnoticed. Observations made, needed to be complimented by interviews in order to gather more information.

1.8.1.2 The interview

According to Creswell (2008) conducting an interview entails the process whereby the researcher asks one or more participants in the study, open ended questions and records the answers. Creswell further distinguishes three types of interviews namely: structured, semi structured and unstructured. In addition, we have focus group interviews. Berg (2004) and White (2005) propound that an unstructured interview has the potential to elicit from the participants the actual information being researched and is reasonably objective while permitting a more thorough understanding of the respondent's opinion. In this case study, all the four identified types of interviews were used in order to get a fuller view of what happened in the world of teachers and principals. It was also very crucial to remember the attributes of ethnographers as interviewers. These are truth, curiosity and naturalness, (Cohen, Manion and Morrison

2011). It was equally imperative to examine what had happened in the school and what needed to happen by going through school documents.

1.8.1.3 Document analysis

Document analysis was conducted in order to supplement information obtained by other methods stated above. It also acted as a checking mechanism as the researcher verified the reliability of evidence gathered through interviews and questionnaires. Bell (2006) divided documents into primary and secondary sources. In this research, primary source documents were analysed extensively. These included school policy documents, vision and mission, supervision reports, supervision time tables, student's exercise books, schedules for staff development programmes and meetings, minute books for staff meetings to mention but just a few. The idea here was to check on the frequency of supervision by the school principal and related evidence of the principal playing his or her instructional leadership role. It must be pointed out that documents contain both witting and unwitting evidence and this was borne into mind during document analysis. Bell (2006) divides the analysis of documents into external and internal criticism. The researcher mainly focused on external criticism which aims to discover whether a document is both genuine and authentic. This was out of a realisation, based on my experience, that heads can "manufacture" documents in their offices in an effort to meet expected targets usually set by the DEO. It was my considered opinion that the methods selected to gather data would provide the data required to produce answers to my research questions.

1.9 DEFINITION OF TERMS:

For the purpose of this research, the following terms were defined:

- Instructional leadership
- School improvement
- Educational quality
- School principal or head
- Role
- Teaching
- Instruction

- Curriculum

1.9.1 Instructional leadership

Greenfield (1987) defined instructional leadership as those actions taken to develop a productive and satisfying work environment for teachers and desirable work conditions and outcomes for children. Keefe and Jenkins (1991) define instructional leadership as the principal's role in providing direction, resources and support to the teachers and students for the improvement of teaching and learning in schools. Budhal (2002:3) adds that "it involves the principal's immersion in the actual teaching and learning programme of the school". Concordia University (2014) maintain that IL invoves setting goals clear, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers to promote student learning and growth.

What sticks out clearly from the above definitions is that instructional leadership involves direct, conscious efforts made by the principal to create conditions conductive to effective teaching that promotes achievement of desirable outcomes by learners. The desirable outcomes by learners refer to high student achievement rates. IL is committed to the core business of teaching, learning and knowledge. Staff members should meet on a regular basis to discuss how to do their jobs better and ultimately help students learn more effectively. Quality of instruction is the top priority for the instructional principal.

1.9.2 Educational quality

The following definitions of quality are cited by Doherty (1994)

- The total features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.
- Conformance to requirements which are measurable or definable.
- Fitness for purpose.

Ability to satisfy needs sound critical considering parental and learners' expectations from schools. Arcaro (1995:16) puts it more aptly by saying quality refers to "expecting the best from each and every student not just from the top level student." Quality is therefore, a management process characterised by conformance to requirements, responsiveness, focus on delivery, customer satisfaction and continous improvement.

1.9.3 School Improvement

Blauw (1998) contends that school improvement is a school based approach which is initiated and owned by the community that likes to change the educational process rather than the organisational features. Harris, Jameison and Russ (1996) view school improvement as a systematic, sustained effort aimed at change in one or more schools with the ultimate aim of accomplishing educational goals more effectively. What sticks out clearly in the two definitions is that change has to take place in order for schools to achieve at high levels. This change has to be initiated and sustained by the school principal or head together with the school community.

1.9.4 School Principal or Head

The school principal or school head is the most senior teacher, leader and manager of a school. This is the person in charge of a school and therefore accountable for everything that happens in the school. He or she is a manager, leader, change agent, father figure, etc. Hence, the role the head or principal plays in a school is crucial. The two terms, principal and head, in this study were taken to mean the same and therefore were used interchangebly.

1.9.5 Role

This refers to a persons' function, what he/she does for a process to be complete. In the context of this study a "role" will refer to the acutivities of the principal that have a bearing on teacher growth and student achievement in the school.

1.9.6 Teaching

The Oxford Advanced Learners's Dictionary (2005) defines teaching as giving lessons to students in a school, college, university, etc. It is to show somebody how to do something so that they will be able to do it themselves. In this study, teaching assumed three fronts, namely the teacher, the student and education. Thus, teaching includes all the activities by the teacher, of providing education to students. Closely related to teaching is the concept and practice of instruction.

1.9.6 Instruction

It is a concept, act, practice, or profession of imparting knowledge to students, teaching or educating students at school. It is giving detailed information on how to do something to somebody.

The terms teaching and instruction were taken to mean the same in the study and therefore were used interchangeably.

1.9.7 Curriculum

The Oxford Advanced Leaner's Dictionary (2005) defines curriculum as the subjects that are included in a course of study or taught in a school, college etc. Hass (1980:5) defined curriculum as ''all of the experiences that individual learners have in a programme of education whose purpose is to achieve broad goals and related specific objectives.'' It is all the planned experiences that a learner undergoes under the guidance of the school. In this study curriculum was taken to mean the aggregate of courses of study given in a secondary school. The curriculum of a society can also be defined as "an in tegral part of the culture of that society. To understand the meaning of any set of curriculum practices, they must be seen as both arising out of set of historical circumstances and as being a reflection of a particular social milieu" (Grundy, 1987:6).

1.10 Arrangement of Chapters

This study was divided into five chapters.

 Chapter one began with the introduction and background to the study.The research problem was also stated including the sub problems, aims of the study, the significance of the study and the confines of the study. A brief overview of the research methodology was provided and all critical terms used in the study were defined.

Chapter two provided the conceptual framework to the study. Models for both supervision and staff development were explained since these were viewed as crucial to quality school improvement. A focus on empirical results of research on ILR conducted in many countries including Zimbabwe was provided.

Chapter three detailed the research methodology that was selected for the study. Issues of validity and ethics were also adequately addressed.

Chapter four is made up of the findings of the research and their interpretation. This was followed by discussion of the findings in relation to the framework.

Chapter five focuses on conlusions and recommendations including what may need to be researched further.

CHAPTER TWO

CONCEPTUAL FRAME WORK AND LITERATURE REVIEW

2.1 INTRODUCTION

A literature review is an evaluative report of studies found in the literature related to one's selected area of study. By going through existing literature related to one's study, the researcher will be able to understand what has been done before, the strength and weaknesses of existing studies and what this might mean. This enables the researcher to build on the scholarship and research of those who have come before us. Shulman (1992) calls this "generativity". He further argues that generativity is the hallmark of scholarship, and that it grants our work integrity and sophistication.

Boote and Beile (2005) maintain that a literature review gives a theoretical basis for the research and will help to determine the nature of one's research. The researcher will be able to select a limited number of works that are central to his own area rather than a large number that are loosely connected to the topic. Furthermore, Boote and Beile (2005) put forward the following purposes of a literature review:

- Provide a context for the research;
- Justify the research;
- Show where the research fits into the existing body of knowledge;
- Illustrates how the subject has been studied before;
- Show that the work is adding to the understanding and knowledge of the field; and
- Help refine, refocus or even change the topic.

In chapter one, the writer indicated that the improvement of quality of education was an issue for national concern in Zimbabwe as a result, education received, the largest allocation of the national budget. However, Wolf (2002), Taylor et al (2003) point out that there is increasing concern that the fruits of this huge spending are not seen in learner's achievement. This assertion is confirmed by the following story headlines that appeared in newspapers when O –level results for 2012 were released:

- O- Level pass rate headache, who is to blame?

- O-Level results paints a sorry picture(newsday.co.zw)

- O-Level results: don't blame the children(the standard .com)

- O-Level results: who is to blame: (Sunday mail Feb 10 2013)

- O-Level pass rate blamed on "demotivated teachers" (The Herald, February 6 2013)

- Coltart admits O-Level results crisis (new Zimbabwe.com, Feb 5, 2013

At a time when Zimbabweans were grappling with each other over the 2012, O-Level results whose pass rate stood at 18,4 percent (Newsday, February 6 2013), Budhall (2000) and Steyn (2000) state clearly that the ultimate responsibility of the principal lies in improving the quality of teaching and learning. Thus, the task of a school head must be to remain focused on achievements which pave the way for high student achievement. Flute (1989) concurs "Research on effective schools indicates that the principal is pivotal in bringing about the conditions that characterize effective schools".

Interestingly, the newspaper reports and related literature pertaining to those results, that the writer went through at the time of the release of the afore mentioned results seemed to exonerate school heads, instead, the minister of Education Sport, Arts and Culture(MOESAC), David Coltart had this to say "That the rate has fallen is primarily, in my view, a reflection of the extreme crisis in education experienced between 2005-2009 when thousands of teachers left the service and many teaching days were lost." (Newsday February 6 2013) He further pointed out in the same newspaper that the results were a reminder that whilst there is still a lot of good in our education system, there was still much work to be done before we could say that we have restored excellence. However in an attempt to appreciate the pivotal role of school heads in secondary schools the minister then informed the nation that "acting heads man 80 percent of Zimbabwean secondary schools"(The Herald February 14 2013)

As alluded to earlier on, results are bad due to poor teaching and learning quality which is generally referred to as lack of the culture of teaching and learning which is supposed to be established by the school head as instructional leader. However, it must be pointed out that there are three tensions that serve to shape and describe a school. These are the public, staff and student. The said forces interact through the curriculum.

Therefore the role of the school head is to manipulate these tensions in order to maximise the quality of instruction. Most contemporary researchers have found it far more constructive to study what leaders actually do. What causes one individual to lead his school to greatness, while another individual, although equally intelligent and competent, manages to achieve only mediocrity. Thus, this chapter will attempt to discuss the literature review of the instructional leadership role of the school head in a quest to improve the quality of education.

2.2 CONCEPTUAL FRAMEWORK AND RELATED LITERATURE

This chapter discusses reviewed literature on educational leadership in general, and school leadership in particular. These terms have evolved over time with the effect that today they are often used synonymously with each other. My research focused on instructional leadership role of the principal with a view to improving quality of schooling. Instructional leadership is the most needed leadership at school for school quality improvement. Gupton (2003) observed that the most important function that school heads have to perform is to provide instructional oversight and guidance. There is no doubt that school improvement is an area that requires strong leadership. This view is supported by Byrnes and Baxter (2006:33) who assert that an excellent organisation has visionary leaders at the helm. Mc Ewan (2003) maintains that effective schools with high achieving students do not just develop by themselves, but are cultivated and thrive under the strong instructional leaders who create an environment that is conducive to effective learning and teaching.

Sergiovanni and Starrat (1993) proposed one of the first models of IL. They identified five leadership forces, namely, technical, human, educational, symbolic and cultural. The technical aspects of IL deal with traditional practices of management. These include, planning, time management, leadership theory and organisational development. The human component encompasses all of the interpersonal aspects of IL essential to the commucating, motivating, and facilitating roles of the principal. The educational aspects of IL include teaching, learning, and implementing curriculum. The symbolic and cultural forces derive from the leader's ability to become the symbol of what is important and purposeful about the school as well as to articulate the values and beliefs of the school over time.

In view of the fore going it was imperative to look at what other researchers have found out in order to come up with a frame work that guided this study. In Nigeria, a research study by Enueme and Egwunyenga (2008) on Principal's Instructional Leadership Roles and Effect on Teachers' Job Performance, posed two critical questions. These were: How do principals play their instructional leadership role? To what extent do these roles affect the work performance of the teachers? A survey was carried out in Asaba metropolis of Delta State. It covered 250 teachers in 12 government owned secondary schools. A questionnaire was used to gather data from the respondents.

The results showed that in Asaba metropolis principals showed high level of instructional leadership responsibility by assisting their teachers in their classroom instruction. They also concluded that teachers' job performance positively relates to the principals' ILR. It was recommended that principals should get a firm grip of their school curriculum in order to be able to offer useful assistance to teachers.

In a related study, Obi (2002) found out that to be a successful IL, the principal must give primary attention to the programme of staff development, which comprises leadership techniques meant to change the teacher's performance. Obi further stated that the principal's roles include classroom visitation, observations, conferences, seminars and workshops.

In Kenya a research study on the Role of the Head teacher in Academic Achievement in Secondary Schools in Vihiga District conducted by Lydiah and Nasongo (2009) sought to answer the following questions: What are the head teachers' organisational skills that influence academic achievements? Which academic activities does the head teacher participate in to help improve academic performance? What is interesting about this study is that it was occasioned by the continued poor performance by most secondary schools in the selected district. Ongiri and Abdi (2004) had earlier reported that many of the 4000 secondary schools in Kenya posted bad results year in year out, that there are 609 schools that excel and if a student is not in any of these schools he was not expected to get a credible result. This appears to be quite close to what obtains in Zimbabwe. A descriptive analysis was used to establish opinions and knowledge about the role of the head teachers in academic achievement. The focus was on the 84 secondary schools in Vihiga. Of these schools 7 were high performing, 17 were average

performing and 60 were poor performing secondary schools. In order to gather data, questionnaires, interviews and document analysis were used.

The results showed that over 70% of the head teachers in high performing schools emphasized teamwork in schools by having a get together to celebrate and review performance and had regular staff meetings while less than 65%of the average performing schools had regular staff meetings and get together to foster team building. It was worse in poor performing schools. The results also showed that 70%of head teachers in high performing schools checked teachers' and students' work and were involved in internal classroom supervision. The average performing schools had 65% while less than 65% of poor performing schools engaged in similar activities?

Earlier studies by Wekesa (1993) had shown that in order to improve students' performance, head teachers are required first to improve the management of the schools. Wekesa (1993) further maintains that this can be done by setting a clear vision for the schools and communicate this vision to students, support its achievement by giving IL, provision of resources and being visible in every part of the institution.

Research findings by Chitavi (2002) also revealed that school improvement and effectiveness can be realised when the head teacher is keen on academic achievement and is prepared to provide effective leadership.

In South Africa Kruger (2003) conducted a research study on Instructional Leadership: The Impact on the culture of teaching and learning in Two Effective Secondary Schools. As the topic suggests, only two effective schools were selected with intend to establish the leadership roles of the two principals in successful schools. It was found that in both schools there was an apparent emphasis on academic aspects by both educators and principals. Also, the principals' direct involvement in instructional matters was very limited, virtually non existent and that they influenced teaching and learning in a more informal way.

Another study conducted by Hoadley et al (2007) entitled Managing to learn: Instructional Leadership in South African Secondary Schools covered a stratified sample of 142 secondary schools from two provinces. The major findings were that principals reported spending most of their time on administrative functions and disciplining learners. Overseeing teaching and learning and supervising teachers were not a

function that took the majority of many principals' time. Only 17% of the principals felt it was their main task.

European and USA literature seem to show a consensus that school managers play a crucial role in creating the conditions for improved instruction (Marsh 2002, Spillane 2004, and Taylor 2007). However, what is less understood is how the principal contributes. Marks and Printy (2003) posit that school leaders seeking to improve academic performance of their schools often involve teachers in dialogue and decision making.

Blasé and Blasé (1999) found eleven strategies of effective IL, grouped around two themes: talking with teachers to promote reflection and promoting professional growth.. The strategies include giving feedback, modelling, using inquiry and soliciting advice and opinions, emphasising the study of teaching and learning, and designing staff development programmes.

Hallinger and Heck (1998) argue that researchers' questions have shifted from whether principals make a difference, to more particularly the paths, through which such effects are achieved. They contend that the principal's primary influence on schooling outcomes is in shaping the school's direction, the setting of visions, missions and goals. Hallinger's (2003) model of IL proposes three sets of leadership dimensions. These are: (a) defining the School's Mission, with functions such as framing the school's goals and communicating them;

(b) Managing the Instructional Programme, with functions such as supervision and evaluation of instruction, coordinating the curriculum and monitoring student progress and

(c) Promoting a positive Learning Climate, this includes protecting instructional time, promoting professional development, maintaining high visibility and providing incentives for teachers.

In a similar vein, Leithwood et al (2004) and Leithwood and Riehl (2005) identified four core sets of practices for successful leadership. These are, setting the direction, developing people, managing the instructional programme and redesigning the organisation. This research was modelled around the same core sets of practices as

propounded by Hallinger (2002), Leithwood et al. (2004) and Leithwood and Riehl (2005).

My research focused on the ILR of the secondary school head with a view to improving the quality of schooling. Lashway (2000) argues that while traditional responsibilities of the principal still must be met, priorities should be shifting towards instructional issues that impact on classroom instruction and student achievement. Leithwood et al. (2004) indicated that the quality of the principal is among school based factors, second only to the quality of the teacher in contributing to what students learn in the classroom. The report makes another important contribution that although principals are the central leaders in the school; they are not the only leaders. This view will be explored further later on. According to Bush and Oduro (2006) principals in Africa in particular, face the challenge of working in poorly equipped schools with inadequate trained staff, and diminishing resources.

Hallinger and Heck (2002) have a well developed model of instructional leadership which consists of three sets of leadership dimensions, namely school mission, managing the instructional programme and promoting a positive learning climate. These are said to form core basics of successful leadership. Conger and Kanungo (1998) refer to them as "visioning strategies", efficacy building strategies", and context changing strategies. Leithwood et al. (2006) refer to them as setting direction, developing people and redesigning the organisation. Perhaps at this juncture it is imperative to look at leadership per se since Leithwood et al. (2006) seem to emphasise strong leadership in their instructional leadership model.

2.2.1 Leadership

Leadership may be viewed as the act of inspiring subordinates to perform and engage in achieving a goal. Bush and Clover (2003:8) put it in greater detail when they maintain that:

> Leadership is a process of influence, leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities are geared towards the achievement of this shared vision.

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This definition appears to perfectly fit into ILR of the principal which is the subject of this study.

According to Leithwood (2003) at the core of most definitions of leadership are two functions: providing direction and exercising influence. The definition has three distinct implications that seem to stand out. These are:

- Leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction. In schools, the ends are increasingly centred on student learning, including both the development of academic knowledge and skills and learning of important values and dispositions.
- Leaders primarily work with and through other people. They also help to establish the conditions that enable others to be effective.
- Leadership is a function more than a role. Although leadership is often invested in or expected of persons in positions of formal authority, leadership encompasses a set of functions that may be performed by many different persons in different roles throughout the school.

Two types of leadership styles that seem to stand out in relation to IL are transactional leadership and transformational leadership. Burns (1978, cited in Cooper 2003) views transactional leadership as a traditional managerial process in which rules and standards are used to guide leadership behaviour. The approach thrives on the assumption that people are motivated by rewards and punishment. Helms and Cengage (2006) and Straker (2004) concur that transactional leadership theory is an authoritarian form of leadership that begins with a structured, unmistakable chain of command which places the leadership responsibility on satisfying the boss instead of focusing on the needs of the consumer.

The basic assumptions of the approach are that:

1. People perform their best when the chain of command is definite and clear; and
2. Workers are motivated by rewards and punishments;

Obeying the instructions and commands of the leader is the primary goal of followers and subordinates need to be carefully monitored to ensure that expectations are met.

The leader views the relationship that managers and subordinates have as an exchange wherein you give me something for something in return. As a result, when subordinates perform well they receive a reward and when they perform poorly they will be punished. Rules, procedures and standards are critical in transactional leadership.

While authorities like Cooper (2003) advocate for the combination of IL with transactional and transformational leadership, others such as Leithwood and Jantzi (2006) maintain that transactional leadership does not produce long term commitment to values and vision of the organisation. Coleman and Earley (2005) add that this approach tends to stifle the teachers' professionalism and in the process affect the values that the school might seek to achieve. Followers are not encouraged to be creative and yet creativity among teachers is a key to the successful execution of tasks that foster student achievement. Also, there seems to be a presumption that transactional leadership works in education systems where strong central control has been retained while transformational leadership seems to work well in systems that are decentralised West et al (2000). The education system in Zimbabwe is not strictly centralised. In view of the fore going the preferred leadership for this study was the transformational leadership as shall be shown below.

2.2.2 Transformational Leadership

The concept of transformational leadership was initially introduced by leadership expert, James MacGregor Burns. According to Burns (1978) transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of morality and motivation." Bush (1978) futher indicates that transformational leadership enhances the motivation, morale, and performances of followers through a variety of mechanisms. These include connecting the followers' sense of identity and self, to the project and the collective identity of the organisation, being a role model for followers that inspires them and makes them interested, challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers so the leader can align followers with tasks that enhance their performance.

Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals. Unlike in the transactional approach, it is not based on a give

and take relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energising vision and challenging goals.

When a principal engages in transformational behaviours, he can change teachers from being self centred individuals to being committed members of teams. This is achieved by motivating teachers so that they can perform at levels far beyond expectation and increasing their awareness of the importance of the intended outcomes and the means to attain them. The leader works closely and harmoniously with teachers in order to change perceptions that may be contrary to the vision, mission and goals of the school.

Transformational leaders are idealised in the sense that they are moral exempler of working towards the benefit of the team, organisation and or community. Later, research by Bass (1985) expanded upon Burns (1978) and developed what is referred to today as Bass's transformational leadership theory. Bass added to the initial concepts of Burns to help explain how transformational leadership could be measured, as well as how it impacts followers' motivation and performance.

The extent to which a leader is transformational is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader, are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers more than just working for self gain; they provide followers with an inspiring mission and vision and give them identity. The leader transforms and motivates followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful.

Four elements of transformational leadership were identified as critical by Bass (1985). These are:

- Individualised consideration: the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives emphathy and support, keeps communication open and places challenges before the follower. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a

will and aspirations for self development and have intrinsic motivation for their tasks.

- Intellectual stimulation: Such leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticise them publicly for the mistakes committed by them. The leaders focus on the what, in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found to be ineffective.

- Inspirational motivation: the degree to which a leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge their followers to leave their comfort zones, communicate optimism about future goals, and provide meaning for the tasks at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks; they are encouraged and optimistic about the future and believe in their abilities.

- Idealised influence: This is the degree to which a leader acts as a role model for their followers. Transformational leaders must embody the values that the followers should be learning and mimicking back to others. If the leader gives respect and encourages others to be better, those influenced will then go to others and repeat the positive behaviour, passing on the leadership qualities for other followers to learn. This will earn the leader more respect and admiration from the followers, putting them at a higher level of influence and importance.

The foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members. The vision is so compelling that they know what they want from every interaction. Transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of team work and commitment. Each element is

connected because there is a basis for respect, encouragement and influence that is involved in transformational leadership. The personality of the leader has to be genuine because any chance of inconsistency for the followers and all trust is lost and gone, and the leader has failed. This seems to perfectly tally with IL as propounded by Leithwood et al (2006), and Hallinger and Heck (2003). Leithwood and Jantz (1999:9) provide important dimensions for transformational leadership as they contend that it is about:

> "Buiding school vision, establishing school goals, providing intellectual stimulation, offering individualised support, modelling best practices and important organisational values, demonstrating high performance expectations, creating a productive school culture and developing structures to foster participation in school desions".

All the above seem to perfectly embrace the facets of IL and what school principals should do with teachers in their schools for the purposes of quality school improvement.

The transformational theory poses serious implications for managers in general, and secondary school heads in particular. Yukl (1994) identified some of the implications pertinent to school principals as transformational leaders as follows:

- The head should develop a challenging and attractive vision together with the employees;
- That vision must be tied to a strategy for its achievement;
- Develop the vision, specify and translate it into actions;
- Express confidence, decisiveness and optimism about the vision and its implementation; and
- Realise the vision through small planned steps and small successes in the path for its fullimplementation.

Hallinger (2003) mentions three important distinctions between the IL and transformational leadership. IL is top down, emphasising the principal's coordination and control. It seeks to manage and control organisational members to move towards a predetermined set of goals. It influences the conditions that directly impact the quality of curriculum and instruction delivered to students in classrooms.

Transformational leadership on the contrary, focuses on stimulating change through the bottom up participation. It seeks to envision and create the future by synthesing and

extending the aspirations of members of the organisational community. It seeks to generate second order effects, increasing the capacity of others in the school to produce first order effects on learning.

The ideals of transformational leadership discussed above seem to be summarised by the steps to effective IL identified byMcEwan (2002). These are:

- Clear instructional goals have to established;
- The principal should be there for your staff;
- Create a school culture and climate conducive to learning;
- Vision and mission of your school have to be communicated to all;
- Develop teacher leaders;
- Maintain positive attitudes toward students, staff and parents and
- Set high expectations for both staff and students.

The main outcome of transformational leadership is the "increased capacity of the organisation to continuously improve" Leithwood et al. (1997, p 17). For this reason the researcher considered the approach to be appropriate for the study because it is compatible with IL which emphasises the behaviours of school principals as they engage in activities that directly affect learning and ultimately improve the quality of education and students' achievements.

The lens now shifts to the basics for successful leadership as propounded by Leithwood et al. (2006) as the model that was selected to guide this study.

2.3. BASICS FOR SUCCESSFUL LEADERSHIP

2.3.1 The school vision and mission

Schools are loosely coupled organisations because most teachers, if not all, enjoy relative autonomy in nearly all essential aspects of their work. This autonomy if not handled carefully may lead to chaos in a school and result in student failure. Therefore the school principal, as the pivot needs to have clearly defined school goals and values. Common goals of the school act as the glue that binds the system together. School goals do not rain; a good school head should have a vision. A vision can be defined as an image of the desired future which one seeks to create. This desired future becomes

some kind of theme which should be articulated regularly. Karl Weich (1995) asserts that articulating a theme, reminding people of the theme, and helping people to apply the theme to interpret their work, are major tasks of administrators in loosely coupled systems.

Leithwood, Jants and Steinbach (1998:8) seem to emphasise the fore going when they stress that: leadership is a process of influence to the achievement of desired purposes. Successful leaders develop a vision for their school based on personal and professional values. They articulate this vision at every opportunity and influence their staff and activities towards the achievement of the shared vision and other stakeholders to share the vision. While the vision is the cause, the mission is the effect. A mission reflects the core purpose of the school and gives identity to the school. It can be defined as a written declaration of the schools core purpose and focus that normally remains unchanged over time. Properly written mission statements serve as flirters to separate what is important from what is not. It clearly states which markets will be served and how and communicates a sense of intended direction to the entire organisation. Successful leaders do not stop with envisioning what they want for the school. They also actively work to realise their vision.

According to Blumberg and Greenfield (1980) "it was this personal commitment to a particular education or organisational ideal, and their willingness to articulate and work for what they believed in and felt was vital to the success of the students and teachers in their school, that distinguish successful principals from many of their administrative peers". School principals with an overarching vision of what schools could be are better able to take the initiative in improving instruction. Their ideals prevent them from getting bogged down in administrative trivia. Weber, James R, (1994) maintains that although a vision can provide direction and impetus for instructional leadership, leaders must involve other people in the realisation of these visions. Shared values and a common vision help to focus the school's staff on teaching and learning Hord (1995) in Huffman and Hipp, (2003:78) emphasises that:

A core characteristic of the professional learning community is an undeviating focus on student learning. Shared values and a common vision play a definitive role in determining the norms for behaviour in a school. These norms manifest in the shared

responsibility for student learning, a caring environment, open communication, a balance of personal and common ambitions and a trusting relationship.

 Mc Ewan (2002:108) argues that a single school leader can hardly succeed in creating a school culture without the involvement of other members of staff. Dipaola and Hoy (2008) add that this is necessary for principals who intend to share and protect their time for instructional leadership.

According to Senge (1998) the practice of shared vision involves the skills of unearthing shared pictures that foster genuine commitment and involment rather than compliance. In mastering this discipline, leaders learn the counter productiveness of trying to dictate a vision, no matter how heartfelt. He further maintains that a vision spreads because of a reinforcement process. Increased clarity, enthusiasm and commitment rub off on others in the organisation. As people talk, the vision grows clearer, as it gets clearer, enthusiasm for its benefits grow.

Thus, the school head should ensure that the vision and mission statement of the school is communicated to all stakeholders. Webster (1994) explains the importance of this communication by making reference to basic functions of leadership namely, the exemplar and the ideologist. The exemplar function entails modelling behaviour and implies that the heads should practice what they preach and demonstrate the expected behaviour to teachers. The ideologist function refers to translating and interpreting schools traditions, aims and values to all.

Webster (1994) maintains that when the head thoroughly articulates the mission, core values of the school tend to be internalised. When stakeholders internalize core values, they are motivated to contribute to the momentum that turn things around and aim them in the direction that leads to learner growth. In the exemplar role, the head engages in the actual teaching activity aimed at achieving set goals, such a head is likely to enjoy the support of teachers who will view him/her as sharing their experience. Also such a school head can effectively manage curriculum and instruction because he/she is hands on.

2.3.2 Managing curriculum and instruction:

The implementation of a school mission can be seen most clearly in curriculum and instruction. The head as instructional leaders should be able to recognise the instructional options available to teachers and then select with teachers those that best fit the constraints provide by the school environment, bearing in mind the national policy framework. . Stein and Nelson (2003) raise the question as to whether generic studies of leadership suffice in developing our understanding of what it means to lead a school. They argue that without knowledge that connects subject matter, learning and teaching to acts of leadership, leadership float disconnected from the very processes it is designed to govern.

Instructional leaders need to know about instructional methods. This enables them to offer and provide informed advice and communicate priorities for improvement. This is what keeps the school performing and getting it right is no easy battle because teachers resist change. Hence, the instructional leader's knowledge and experience become handy to overcome any pockets of resistance by teachers. This is reinforced by Onguko, Abadalla and Webber (2008) when they maintain that the execution of leader practice requires a sound knowledge base and leadership skill that enable the principal to coach teachers and skills are a prerequisite for one to take a leadership role. This means that heads must share with teachers a common understanding of instructional goals and teaching practices. Thus collegiality becomes imperative. Little (2000) defines collegiality as "recourse to other knowledge and experience and to share work discussion." Collegiality has profound effect on instructional success.

Budhal (2000) indicates that school heads should update their knowledge of curricular content in order to be able to offer valuable guidance and support. Weber (1994) adds that the principal's knowledge must be credible to teachers. Some of the knowledge areas needed in instructional leadership include, trends in content fields, trends in media and methods and classroom supervision. Hallinger and Heck (2002) identified two basic components of what principals need to know: the general processes common to effective teaching and learning and the specific needs and interest of their instruction staff. Heads must understand basic principles of learning: that an example allow concretion of abstract ideas, that students should grasp one concept before moving on to another and that group instruction and individual instruction may meet different needs of learners.

However, both Southworth (2002) and Hill (2001) argue that the principal's knowledge is often dated, based on increasingly distant memories of a former life in the classroom.

Budhal (2000) offers the following guidelines for heads:

- They should read widely and understand the curricular content which is offered at school;
- They should attend seminars and courses on the latest teaching methodologies; and
- They should make available relevant information, journal articles and research findings on issues related to the curriculum of the school.

Thus, the head offers curricular support to ensure a quick resolution of problems which is necessary for continuity of a strong culture of teaching and learning. Where this support is lacking, the educators become frustrated, insecure and helpless. This affects teaching and learning adversely. The ability to engage in practice that help develop people depends, in part, on leader's knowledge of the technical core of schooling:- what is required to improve the quality of teaching and learning. This ability is part of what is now being referred to as leader's emotional intelligence (Coleman, Boyatzis and Mckee 2002). Recent research suggest that emotional intelligence displayed, for example, through a leader's personal attention to employee and through the utilisation of the employee's capacities, increases the employee's enthusiasm and optimism reduces frustration, transmits a sense of mission and indirectly increase performance(Mc Coll-Kennedy and Anderson 2002). This appears to have a bearing on supervision. Supervision is curial in managing the instructional programme in a school. However, it will be dealt with separately later on.

2.3.3 Promoting a Positive Learning Climate:

Lezotte (2002) defined learning climate as the norms, beliefs and attitudes reflected in institutional patterns and behaviour practice that enhance or impede student learning. This implies that what the school does, and how things are done in the school by adults, will eventually norm and form beliefs and attitudes that will be seen in student learning and achievement. In studies of effective and ineffective schools, it is clear that the norms for learning come from staff's requirements of students. School climate is evident

in the feelings and attitudes about a school expressed by students, teachers, staff and parents- the way student and staff feel about being at the school each day.

Davidoff and Lazarus (1997) provide a more comprehensive exhaustive definition when they contend that it refers to beliefs and a value system in which both teachers and students value the process of teaching and learning, where their practice reflects the commitment and where the resources to facilitate learning and teaching are provided. Van Deventure and Kruger (2009) provide a list of characteristics to be found in such a school. These include:- a positive climate, effective instructional leadership, a shared sense of purpose, sound home school relations, availability of resources, high professional standards among teachers, order and discipline, health relationship between all role players, and well maintained buildings and facilities.

Steyn (2002) emphasises the importance of creating a climate where learning is made exciting, where teachers are supported and where there is sense of shared purpose. Kruger (1996) talks about the complex psychological environment within an organisation: - the atmosphere, spirit and basic ambience. The school climate evolves over time and the principal is better placed to model and influence the behaviour of followers in order to promote commitment, sense of ownership and effectiveness. Thus relations in the school become pertinent. Robbins and Alvy (2003:45) regard relations as the thread that runs throughout the organisation and affect the culture, personnel practices and every individual who has contact with the school. Therefore the head as leader should maximize good relations with other people by building trust, creating a climate for teachers to discuss their own classroom practice freely and helping individuals to realise their potential.

Key four aspects of the school climate according to the Best Practice Briefs (2004) volume 31 are:-

A physical environment that is welcoming and conductive to learning. Characteristics of such an environment included the following

- School building contain a limited number of students;
- Student are and feel safe and comfortable everywhere in the school;
- Classrooms are orderly;

- Classrooms and grounds are clean and well maintained;
- Noise level is low;
- Classroom are visible and inviting; and
- Staff members have sufficient textbooks and supplies.

Chisaka and Mavundutse (2006:165) mentioned that quality is associated with a beautiful environment. In the same vein, Lethoko, Heystek and Maree (2001) maintain that people tend to value new, good looking and properly maintained facilities and infrastructure. In Zimbabwe vacancy announcement No 2 of 2012 indicates provision and maintenance of physical facilities and school grounds as one of the duties of the school head. This is complimented by vacancy Announcement No.3 of 2010 which required school heads to ensure that school buildings, furniture, equipment and other facilities are maintained in a good state of repair.

However it must be pointed out that the government of Zimbabwe, for now, only gives funds for the development of the said facilities to governmnt schools only and yet all schools are expected to ensure that there is furniture, good grounds, good buildings etc. This places the head in a very difficult position as he mobilises the school community through the SDA/SDC to ensure that these important facilities are in place and properly looked after. For now even the government schools are not receiving anything due to the difficult economic conditions.

Elbot and Fulton (2008) observed that the school's physical space holds together all members of the school community and helps to foster a sense of well being for everyone; a social environment that promotes communication and interaction. Some of the characteristics of such an environment include the following:-

- Interaction is encouraged, and teachers and students actively communicate;
- Parents and teachers are partners in the education process;
- Decisions are made on site with the participation of teachers;
- Staff are open to student suggestions and students participate in decision making; and
- Staff and students are trained to prevent and resolve conflicts.

Furthermore, an effective environment that promotes a sense of belonging and self esteem has the following characteristics:

- Interaction of teachers and staff with students is caring, responsive, supportive and respectful;
- Students trust teachers and staff;
- Morale is high among teachers and staff;
- Teachers, staff and students feel that they are contributing to the success of the school;
- The school is respected and valued by teachers, staff and students;
- Parents perceive the school as warm, inviting and helpful;
- An academic environment that promotes learning and self fulfilment. This is characterised by the following;
- An emphasis on academics, but all types of intelligence competence are respected and supported;
- Teaching methods respect the different ways children learn;
- Expectations are high for all students;
- Progress is monitored regularly;
- Teachers are confident and knowledgeable; and
- Results of assessment are promptly communicated to students and parents.

Badenhorse (1993:346) makes reference to a continuum on which organisational climate could be depicted ranging from the open to closed climate. In an open climate there is openness between principal and staff members as well as between learners and teachers. A controlled climate is marked by a highly task oriented management style and high staff morale. A paternal climate is characterised by closeness due to the passiveness of the head which leads to a lack of cooperation, lack of involvement of teachers as well as students. Morale is generally low among both teachers and students. Lastly, in a closed climate, there is a high degree of uninvolvement of teachers and students, little job satisfaction and high staff turnover. One is quickly reminded of a major misconception about headship.

According to Mamobolo (2002) one of the major misconception is that the status of the school head automatically ensure the existence of leadership. He further points out that

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the truth is that leadership requires the school leader to adopt a robust and dynamic style in order to create a climate of teaching, without such an atmosphere that creates an effective school, characterised by harmony and a well functioning instructional programme, the dream of quality school improvement remains a myth. This then means that the role of the head as instructional leader is to protect academic instructional time, monitor the quality of instruction and work with teachers in creating a healthy climate of teaching and learning (Dipaola and Hoy 2008). Middlewood, Parker and Beere (2005) maintain that creating a culture where teaching and learning is celebrated and practiced by everyone in the school makes a significant difference. Makombe and Madziyire (2002) add that interpersonal climate needs to be appropriate for effective teaching and learning to take place. Hence schools have to create a climate where positive working relationships operate within a shared ethos of enquiry and healthy critical debate. The focus will now be on some of the specific tasks of the instructional leaders.

2.4 THE INSTRUCTIONAL LEADERSHIP TASKS:

Van Niekerk and Van Nierkerk (2009) observed that most of the changes occurring in education centre on the instructional leadership task of the educational leader. In my research, this leader is the principal, who is tasked to ensure that effective teaching and learning that leads to quality school improvement takes place in the school. This is so because Glanz (2006) argues that the principal is ultimately responsible for providing top quality instruction and aims to promote the best practice in teaching. This calls for good leadership in the school. Pellicer (2008:13) posits that leadership involves persuading other people to set their individual concerns aside temporarily in order to pursue a common goal that is important for the responsibilities and welfare of the group. Wildy and Dimmock (1993) and Glickman et al (2007) seem to agree on these instructional leadership tasks as having capacity to not only improve quality of education in schools but result in high student achievement;- supervision, evaluation of instruction, staff development, curriculum development, group development, action research, positive school climate and school and community relations.

We now turn to a discussion about supervision and evaluation of instruction as aspects that should be employed by school principals for quality school improvement.

2.4.1 Supervision and Evaluation of Instruction:

Leithwood et al. (2006) and Ngware et al. (2010) maintain that teachers may be qualified and trained but still without effective teaching and learning taking place in the classroom. Hoerr (2008) adds that despite theoretical shifts overtime on the role of the principal, he or she still needs to be an educational visionary offering direction and expertise to ensure that students learn effectively. The call appears loud and clear that the school head should supervise teachers for effective teaching and learning to take place in the classroom.

Hence it is pertinent to define supervision. Glatthorn (1984) cited in Madziyire (2000:6) view supervision as a process of facilitating the professional growth of a teacher, primarily by give the teacher feedback about classroom interactions and helping the teachers make use of that feedback in order to make teaching more effective. A definition close to instructional leadership is provided by Burke and Krey (2005:31) who view supervision as instructional leadership that focuses on purposes, relates perspectives to behaviour, contributes to and support organisational action, provides for improvement and maintenance of the instructional programme and assesses goal attainment. What sticks out clearly from the definitions above is the focus on a helping relationship that cultivate the professional growth of the teachers, assisting him to fully make use of feedback from classroom observation interactions to ensure effective teaching and learning. Thus supervision is purposeful, Sergiovanni and Starrat (1993) view the purpose of supervision as:-

- The promotion of pupil growth and eventual improvement of society;
- To cooperatively develop methods of teaching and learning; and
- Supply leadership in securing continuity and constant re-adaptation in the educational programme over a period of time.

What seems to come out clearly from the foregoing purposes of supervision is:

- The improvement of instruction in order to benefit students;
- Teachers growth and creativity;
- Effective teaching and learning in the school and
- Improved attainment rates by the learners.

Moynn et al (1987) suggested that supervisors should assist teachers to plan and teach effectively, and help them to solve their own problems. May I hasten to point out that there is no one best way or method of supervision because there are several models that have been put forward.

2.4.1.1 Models of supervision:

Supervision originated as inspection of schools and this remained like this for a very long time. The inspector who supervised schools had little or no training and this resulted in inconsistencies in what supervisors looked for. This lack of specificity led to the development of a model known as scientific supervision. Other models of supervision include artistic, clinical, self assessment, developmental, connoisseurship, collegial, informal and inquiry based supervisory models. We will now turn to the scientific supervision model.

2.4.1.2 Scientific supervision

This model came into being in the wake of scientific methods of conducting research in other areas of knowledge. It was also a reaction to the scientific principles of management. Scientific supervision is modelled around Fredrick Taylor's scientific management, which advocated for clear division of roles. Emphasis was placed on speed, precision and control from above for the success of any work being under taken. In scientific management, the emphasis is on one best method of performing a job, that the best person for the job should be selected and trained to master the various stage and motions of doing the job, that subordinated should cooperate to ensure that the job is done per pre-specified standards and that there should be division of labour.

Similarly, scientific supervision focused on teacher ratings, objective measurement of teaching, standardized tests, scientific methods of teaching and examinations to determine outputs. Thus, teachers were instructed about what to do and could no depart from established procedures. There was heavy emphasis on control and accountability. This resulted in prescribed textbooks relevant for particular levels, prescribed teaching methods, prescribed formats of scheming and lesson plans and deadline for performing certain activities. While schools may have moved on, remains

of this model are still evident in a number of schools today especially in most developing countries including Zimbabwe.

2.4.1.3   Artistic supervision:

This model thrives on the need to understand classroom events and why they happen in the manner they occur. It revolves around the assumption that there is a lot that goes on in the classroom during teaching that cannot be measured. Thus, the hidden curriculum and other unintended outcomes assume prominence. The model makes use of ethnography in order to get in depth understanding of the teaching and learning situation.

2.4.1.4   Clinical supervision

Major proponents of this model are Cogan and Godhammer. Sergiovanni and Starrat (2006) define clinical supervision as: An in class support system designed to deliver assistance directly to the teacher--- to bring about changes in classroom operation and teaching behaviour. They add that it is a people centred approach based on continuous classroom improvement. It takes its principal data from classroom events. Acheson and Gall (1987:13) maintain that clinical supervision is: - a process focused upon the improvement of instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification. The two definitions underscore support for the teachers during instruction with intend to change behaviour.

Clinical supervision involves gathering data from direct classroom observation of the actual teaching and learning events, and prevailing conditions, with a view to improving classroom instruction. This is a face to face interaction. The term clinical is meant to emphasise the face to face relationship between the teacher and supervisor and a focus on the teacher's actual behaviour in the classroom. Goldhammer (1980) puts it more aptly by saying :- Given close observation, detailed observation data, face to face interaction between the supervisor and teacher, and an intensity of focus that binds the two together in an intimate professional relationship, the meaning of "clinical" is pretty well filled out.

The aforementioned descriptions of clinical supervision seem to indicate that the clinical supervision model is based on the following assumptions:

- Teaching profession is not random but is characterised by regularity in style and approach;
- The pedagogical skills used by the teacher can be classified and studied;
- If the teacher is conscious of his behaviour, the learning environment is greatly enhanced as is the teacher's overall instructional ability; and
- Through careful and systematic observation, analysis and dialogue with a supervisor, effective teaching can be reinforced.

This is confirmed by Glanz (2006) who observed that clinical supervision is premised on the notion that teaching can be improved by a prescribed, formal process of collaboration between the teacher and the supervisor. The focus is on improving instruction through systematic cycles of planning, classroom observation and analysis of feedback. This calls for trust between the teacher and the supervisor if the process is to be successful. Sullivan and Glanz (2005:152) mention that teachers must feel comfortable to share their teaching practices with the head. Supervision should promote instructional dialogue between the two in an open collegial and trusting manner. Acheson and Gall (2003) indentified four major goals of clinical supervision. These are:

- To provide a mirror in which teachers observe themselves;
- To diagnose and solve instructional problems;
- To provide a platform for evaluation purposes; and
- To give teachers a positive attitude about professional development.

Clinical supervision according to Cogan (1973) is a process constituting a number of phases that need to be followed systematically. These are:-

- Establishing the teacher/supervisor relationship;
- Planning a lesson, or lessons with the teacher;
- Planning strategy for observation;
- Observing instruction;
- Analyzing the teaching learning process;

- Planning the strategy of the supervisor teacher conference;
- Conducting the conference; and
- Renewed planning encompassing agreed changes.

The diagram below depicts clinical supervision by Goldhammer (1980) which was born out of Cogans' (1973) clinical supervision model.
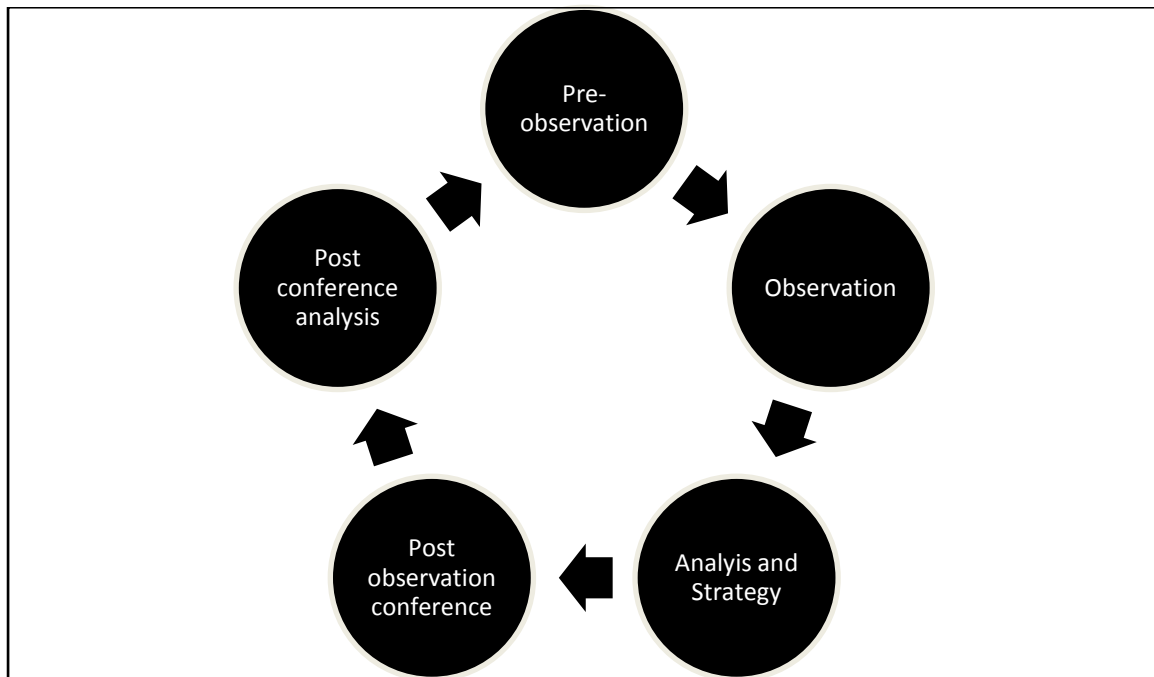
Figure1: Clinical supervision cycle

Goldhammer (1969) explained the clinical supervision cycle as follows:

Step 1_ Pre-observation Conference

Teacher's task: to mentally reherse and orally describe the upcoming lesson, including the purpose and content, that is, what the teacher will do, and what students are expected to do and learn from the lesson.

Clinical supervisor's task: to learn about and understand what the teacher has in mind for the lesson to be taught by asking probing and clarifying questions, not however with a view to floor or embarrass him but for clarity and assistance where needed. At this stage the following should be considered, what type of data will be recorded (e. g. teacher's questions, students' behaviours, and movement patterns)? How will data be recorded? Who will do what in the

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subsequent stages? How the the supervisor manages step 1 depends on what he already knows about the teacher from their earlier work together. It is important in pre-observation not to do anything that is likely to unsettle the teacher before he steps into the classroom.

Step_2 Classroom Observation

According to Goldhammer (1969:74) the principal purpose of Observation is to capture realities of the lesson objectively enough and comprehensively enough to enable supervisor and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyse it. Classroom observation has two concerns, Teacher's task: to teach the lesson so well, or as well as possible. Clinical supervisor's task: to invent or document the occurring during the lesson as accurately as possible. Recording can assume the following forms, verbatim, specific recording, general observation, video taping and audio taping.

Step_3 Data Analysis Strategy

Teacher's task: to help make sense of the data (if directly involved)

Clinical supervisor's task: to make some sense of the raw data and to develop a plan for the conference.The following questions should be considered at this stage: what patterns are evident in the data?, are any critical incidents or turning points obvious?, what strengths did the teacher exhibit?, are there any concerns about the lesson?, which patterns, events and concerns are most important to address?, how will the conference begin and how will it end.

Step_4 Conference session

The conference should be viewed in the context of a helping and healthy relationship and never competition or show of authority or subjugatition. The supervisor's objective is to help the teacher make more functional use of his own resources and therefore perform more effectively within the classroom.

Blumberg (1970) suggests this of the supervisor: "the helping person is more likely to make the relationship a growth promoting one when he communicates a desire to understand the other person's (teacher) meanings and feelings. The

attitude of wanting to understand is expressed in a variety of ways. When he talks, he avoids criticism and withholds evaluative judgements, he listens more often than he talks and the comments are aimed at assisting the teacher."

Teacher's task: to critically examine his own teaching with an open mind and to tentatively plan for the next lesson.

Clinical supervisor's task: to help clarify and build upon the teacher's understanding of the behaviours and events that occurred in the classroom.

The observation phase is designed to obtain specific data that will be analysed and used for discussion on re-instruction.

Step_5 Post Conference analysis

This is the time when the teacher and supervisor meet alone to discuss the observation and the analysis of the data relative to the teacher's objectives.If the data is collected and presented in a clear fashion, the teacher will be more likely to use the data and evaluate his teaching and classroom performance by himself. It is necessary to furnish the teacher with the feedback of the observation.

Teacher's task: to provide honest feedback to the clinical supervisor about how the clinical supervision cycle went.

Clinical supervisor's task: to critically examine his performance during the clinical supervision cycle.

Critical questions to consider include, how well did the clinical supervision cycle go? What worked well and what would you do differently next time?

The importance of clinical supervision lies in the fact that, it gives room for observation, analysis and post-conference analysis of the supervision of teachers by the school principal. This will in turn enhance teacher growth and effectiveness in the classroom.

The preceding types of supervision focused on supervision where the supervisee depended heavily on the super ordinate, the principal/head. The super ordinate would get in a classroom to observe the teacher teaching.

However, Sidhu and Fook (2010) noted some of the connotations that are synonymous with the word "supervise", such as oversee, direct and watch over. These may impact negatively on the noble purpose of supervision. Acheson and Gall (2003) maintain that supervision should not be an autocratic exercise but collaborative and interactive. They add that most teachers are comprehensive about being supervised and captured what most teachers felt about supervision by the principal.

That what griped them about this so called supervision was that the principal only came into their classrooms once a year for about an hour. It's a scary unpleasant experience. They would not mind if they were being supervised by someone who had been a success in the classroom, but usually it was someone who was a poor teacher who had been pushed into an administrative position, and to top it off, that person has had no training whatsoever on how to supervise (Acheson and Gall, 2003).

If a head of school becomes autocratic in their supervision, chances are that teachers may resist and hate the whole process thereby defeating this great process. Holland and Adam (2002) are of the view that teachers' negative view about the supervisor's supervision tasks are normally caused by wrong supervision methods. It then becomes critical that supervision be viewed, as Komoski (1997) suggest, as a leadership act whose purpose is to improve classroom instruction. In this way, it will benefit not only the supervisor but teachers and students as well. In an attempt to give autonomy to supervision the following types of supervision were developed.

2.4.1.5 Self Assessment Supervision

Beach and Reinhartz (1989) cited in Madziyire (2002) defined self assessment as; the process of self evaluation in which the teacher utilises a series of sequential feedback strategies for the purpose of instructional improvement. Self assessment enables the teacher to be more sensitive to personal classroom behaviours and to be self directed towards improving learning activities. Teaching becomes more meaningful and challenging because self assessment enables the teachers to determine the extent to which each teaching step helps to achieve set goals, Teachers who practice self

assessment supervision become more aware of what works and what doesn't, strengths and weakness during teaching, thus these teachers do not just put in the day's work but take stock of improvement and growth in their teaching. It is important to emphasise that in self assessment supervision, teachers should not only analyze and reflect upon the teaching performance but should also make use of what others say about his or her teaching attributes. Making use of the feedback from others again helps to improve his/ her operations. This takes us to a model which appears to adequately cater for all categories of teachers.

2.4.1.6 Development Supervision

The name implies that this supervision focuses on processes that are dynamic. When changes occur, teachers also need to change accordingly, with the help of supervisors such as heads. According to Glickman (1995) developmental supervision implies the use of different styles of supervisory leadership for the improvement of instruction. The styles are varied in an attempt to meet individual needs of teachers and the circumstances. Four approaches to developmental supervision have been identified. These are directive control, directive informational, collaborative and nondirective.

The directive control method is used to transmit supervisor expectations to teachers clearly. Supervisor enforces his/her ideas using a hierarchical approach. Directive control supervision consists of behaviours of presenting, classifying, listening, problem solving, standardising and enforcing, all line authority. The direction is mostly from supervisor to teacher. The approach works very well with teachers who have little expertise, involvement or interest in instructional problems. Madziyire (2002) adds that this approach suits teachers of low commitment.

The directive informational method of supervision is used to direct the teacher to consider and choose from clearly delineated alternative action. Again, the supervisor is the main source of information, goal articulation and practice. However the supervisors ask the teacher's input and he/she changes his/her choices in the classroom. In the end, the teacher is asked to make a decision as to which practice to use.

The collaborative method of supervision is based on the participation of equals making instructional decision. The outcome is a mutual plan of action, the method consists of

clarifying, listening, reflecting, presenting and problem solving, negotiating and standardising. According to Glickman (1995) this is the appropriate method to use when teachers and supervisors have the same level of experience and concern with the problem.

The nondirective method of supervision is used when the supervisor is helping the teacher to figure out their own plans. The method consists of listening, reflecting, clarifying, encouraging and problem solving. It can be used when teachers have greater amount of expertise and knowledge about the problem than the supervisor. The supervisor must be non judgemental and allow the teacher to direct the meeting. The purpose is to provide an active sounding board for thoughtful participation.

Research on teachers about developmental supervision concluded the following according to Hall (2005):-

- Experienced teacher preference vary between nondirective and collaborative styles;
- In general, experienced teachers do not view the directive style favourably; and
- Beginning teachers initially prefer directive informational or collaborative style.

According to Glickman (1995) the best method for determining whether to use collaboration, nondirective or directive is to combine observation of the teacher with discussion. As noted by According to Glickman (1995), during discussion, the following questions may be asked:-

- What has the teacher tried on their own?
- Does the teacher ask questions or ask for help in the classroom?
- Does the teacher recognise if there is a problem in the classroom?
- Does the teacher rely on the same strategies and ideas?
- Does the teacher use several different methods on instruction?
- Does the teacher rely too much, or not enough on colleagues?

As a result of the above questions, if a teacher is found to be working well with other teachers and has good ideas and classroom strategies but may be hesitant to initiate ideas on their own, the collaborative approach might be most beneficial.

In conclusion, developmental supervision allows for the enhancement of the teaching leaning process. It allows for growth through reflective thinking as individual teachers get opportunities to grapple with personal, social problems and inter dependence of goals.

2.4.1.7 Collegial Supervision

This model can also be called peer supervision a situation whereby teachers are teaching themselves how to teach better. Collegial Supervision refers to a range of practice and procedures that enable teachers to contribute to their professional growth and development. Smith (1997) maintains that such a collaborative approach enables teachers to learn and see each other as sources of professional growth. This model affords teachers and opportunity to experiment with other practices as a result of support and confidence gained from colleagues. Johnson and Johnson (1987) cited in Madziyire (2002) observed that building collegiality consists of:-

- Structuring sink or swim together situations
- Arranging face for face interaction
- Making each person accountable for what happens.
- Ensuring teachers acquire social skills.

Teachers will be working in support groups of three to five teachers. In their groups they get the opportunity to observe, analyse their colleague's teaching behaviours and provide the necessary feedback. This way, teachers' informally depend on their peer for support and instructional help. It can also be argued that while beginning teachers find their heads somewhat helpful, but not as much as their colleagues. Collegial supervision empowers teachers to gain greater control of their own teaching and is more acceptable to supervisees because it is not attached to administrative supervision. It is important to indicate in passing other modified forms of collegial supervision such as coaching, mentoring and teacher teaching teachers.

2.4.1.8   Inquiry Based Supervision

This is supervision that is derived from situations when a teacher or groups of teachers are involved in action research to solve problems with their supervisor. As elaborated by Schon (1983) in his notion of "reflection-in-action", the school principal and teachers need to act together in the process of designing a supervision model for instructional purposes. This view is also akin to the Freiran notion of transformative education (Freire, 1971). Thus, the model is also referred to as action research, Cohen, Manion and Morrison (2011) put it more aptly when they contend that action research can be used in almost any setting where a problem involving people, tasks and procedures cries out for solution, or where some change of feature results in a more desirable outcome. In this type of supervision the teacher assumes the role of observer, questioner and learners who eventually becomes a replete teacher. An examination of some definitions of action research would illuminate the concept further.

Ebbutt (1985:156) regards action research as a systematic study that combines action and refection with the intention of improving practice. Hopkins (1985:32) adds that the combination of action and research renders that action a form of disciplined, rigorous enquiry, in which a personal attempt is made to understand, improve and reform practice. The rigour of action research is attested by one of its founding fathers, Corey (1953) who argues that it is a process in which practitioners study problems scientifically so that they can evaluate, improve and steer decision making and practice. Kemmis and McTaggart (1992:10) appear more explicit when they argue that to do action research is to plan, act, observe and reflect more carefully, more systemically and more rigorously than one usually does in everyday life.

What appears to stick out in the above definitions is that action research is about the improvement of practice, the improvement to the understanding of practice and the improvement of the situation in which the practice take place. It would also appear that action research does not produce understanding that has universal truth, it is about me in the here and now understanding what I can do to ensure my values and intentions are realized in my teaching situation. If my deliberations produce an understanding which helps me, then I can offer it to others to try. Mcniff (2002:170) suggests that action researchers support the view that people can create their own identities and that

they should allow others to do the same. Mcniff places self reflection at the heart of action research, suggesting that when as in some forms of research the researcher does research on other people, in action research, the researcher does it to herself/himself.

Action research involves the careful monitoring of planned change in practice. A decision is taken that a particular action may either yield improvement or provide information as to the nature of the teaching situation. The action is thus, used as a research tool. Emphasising the individual nature of action research, Jack Whitehead (1985) put forward a simple representation of how the process feels:-

- I experience a problem when some of my educational values are negated in my practice;
- I imagine a solution to my problem;
- I act in the direction of the solution;
- I evaluate the outcomes of my action; and
- I modify my problems, ideas and actions in the light of my evaluations.

Ebbut (1985),Kemmis and McTaggart (1992) and Mc niff (2002) concur that action research involves a spiral or cycle of planning, action, monitoring and reflection. The simple diagram below illustrates the cycle:-
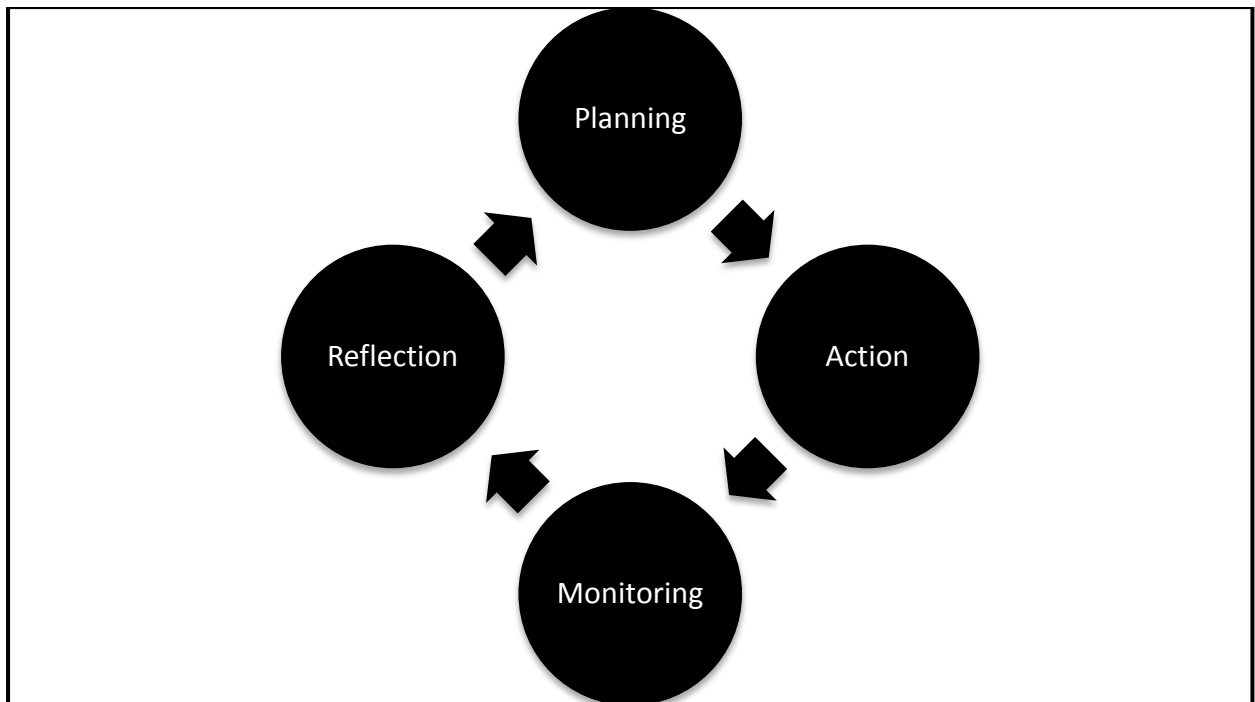
Figure 2: Cycle for action research.

The above sequence in figure 2 underpins the process of the inquiry but fuzzy edges may be found between the stages as the inquiry proceeds. At the very beginning, you may realise that one need more monitoring and observation of existing practice before you actually plan.

So far this discussion has focused on the individual nature of action research. This is not to say that groups of teachers within a school cannot undertake a collaborative action research project, exploring how best to change school practice. In fact, some writers on action research such as Elliot (1991) claim that the best action research is collaborative in nature, involving groups of teachers exploring and challenging the constraints of their professional lives.

In an attempt to justify the use of action research to improve teaching and learning, Ferrance (2000) argues that teachers:-

- Work best on problems that they have identified for themselves;
- Become more effective when they are encouraged to examine and assess their own work and then consider ways of working differently;
- Help each other by working collaboratively and

- Can help each other in their professional development by working together.

The most notable difference between clinical supervision and other models of teacher supervision discussed above is that the supervisor and the teacher discuss and agree upon the focus for the observation. In other words, the area of concerntration is on the observation. This then forms the basis for cooperative relationship in which the supervisor helps to develop strategies for improving his performance in future lessons. This mutual relationship is noted by Cooper (1984:2) when he says that, clinical supervision is based on the proposition that the relationship between the supervisor and the teacher is mutual, and that the two work together as colleagues rather than in a supervisor-subordinate relationship. It was for this reason that the researcher preferred the clinical supervision model for the study to other models discussed above.

The model also seems to take on board transformational leadership in that the later focuses on relationships formed between leaders and followers by building trust, modelling high standards, inspiring, having personal integrity, being ethical, consideration for the needs of individuals and holding transformational vision for the organisation,(Straker 2004, Helms and Cengage 2006) while the clinical supervisor as an effective leader inspires, educates, mentors, and encourages teachers , individually and as a team, creating an alliance between themselves and the leader, work to support the purpose, principles, and mission of the school, ultimately resulting in quality school improvement. This in essence calls for transformational leadership.

In addition to the above, transformational leaders, like the clinical supervisor believe in success of their subordinates and inspire them with their infectious passion and conviction in the goal (Straker 2004). Also, transformational leaders like clinical supervisor leaders, raise the followers's awarenees of the significant factors of desired outcomes, assist followers in working toward goals that benefit the team and the organisation (Dolye and Smith 2001).

2.4.2. EVALUATION:

According to Mazibuko (2007) the primary purpose of evaluation of teacher's performance is accountability. Evaluation means the formal process of gathering information or evidence over a period of time and the application of reasoned

professional judgement by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard. Laiurd (1993) put it more aptly by saying evaluation is the process of making judgement. It involves making judgements about ideas, work, solutions, methods and materials.

Aspinwall et al. (1992) maintain that evaluation means placing a value on things, it involves making judgements about the worth of an activity through systematically and openly collecting and analysing information about it and relating this to explicit objectives criteria and values. . In the school, two types of evaluation are usually employed by the school head namely formative and summative. Formative evaluation is carried out as the teacher works with his learners during every day teaching and learning while summative evaluation is carried out at the end in order to judge the teacher's effectiveness. Davidoff and Lazarus (2002) postulates that evaluation is intended to inform future planning and development. However as alluded to earlier on, evaluation can also be used to inform future development needs of teachers and these can be satisfied through staff development.

2.4.3 STAFF DEVELOPMENT:

Joyce and Showers (1998) point out that the goal of staff development is change in individual's knowledge, understanding, behaviours, skills, and in values and beliefs. This change, as a result of staff development, would raise the standard of teaching (quality) significantly for the benefit of learners. Staff development is a planned and continued educative process which is concerned with the professional growth of school personnel (teachers). This calls for active participation in the development of the school by the beneficiaries of a staff development programme.

One of the most popular definitions of staff development is by Warren and Glatter (1977) which describes staff development as a systematic attempt to harmonise individuals' interests and wishes and their carefully assessed requirements for furthering their careers with the forth coming requirement at the organization within which they are expected to work. In this definition, the needs of the individual and

those of the work place are put together to ensure that there is no conflict of interest because the individual needs will be satisfied in the context of the school. Young and Castetter (2004:158) see staff development as the process of staff improvement, through both formal and informal approaches that emphasise self realization, self growth and self development. As pointed out by Joyce and Showers (1998) Young and Castetter (2004) also say it will result in change in the knowledge, behaviours, skills, understanding or attitude of groups of people for current and anticipated tasks. Robbins and Alvy (2003) maintain that staff development consists of any activity that affects the attitudes, knowledge levels, skills and practice of individuals directly that will assist them in performing their present and future roles.

Halliday (1993) view staff development in the teaching profession as comprising a planned process whereby the effectiveness of staff, collectively or individually, is enhanced in response to new knowledge, new ideas and changing circumstance in order to improve directly or indirectly the quality of pupils education. Holiday makes it explicit that staff development improves the quality of education given to pupils. As a result, Blase and Blase (2004) observed that promoting teachers professional development was the most influential instructional leadership function. Thus, the instructional leader should organise staff development programmes for teachers in order to assist them on instructional aspects and to make them make the best use of their talents.

Staff development may assume a variety of forms such as short meetings with teachers at the end of a school day, half day work sessions, a week's seminar, motivational speakers from outside the school, to mention but a few. Common elements of staff development according to Halliday (1993) include:-

- Planned and structured learning experiences designed to make the fullest use of the abilities and potential of staff for present and future needs of the education service;

- Activities to increase job satisfaction and commitment; and

- The use of processes to monitor the implementation and effectives of learning experiences.

The importance of staff development in schools is emphasised by Fullan (1990) when arguing that the only way we are going to get from where we are to where we want to be in is through staff development. When you talk about schools improvement you are talking about people's improvement. The school is the people so when we talk about excellence or improvement or progress, we are really focussing on the people who make up the building.

Billing (1982) contends that staff development is intended to achieve the following among others:-

- Ensure that each member of staff is or becomes and remains a fully competent and responsive teacher of his subject, and that he becomes capable of doing his job more effectively in his present role;

- Encourage staff to contribute to innovation in their own subject teaching;

- To enable staff to broaden and update their knowledge and to advance their personal development and their academic and professional achievement;

- To equip staff to cater for the social welfare as well as the academic needs of students and to develop an awareness of student needs and educational experience;

- To improve communication and personal relationship and to encourage staff to contribute to the maintenance of an academic community;

- To enhance the personal satisfaction gained by each member of staff from his work by making full use of staff capabilities throughout their careers; and

- To encourage staff to review periodically and to discuss their individual progress, interest and opportunities and to ensure that the abilities and wishes of staff are known by those responsible for co-ordinating development programmes.

The aforementioned objectives of staff development can be achieved when the school head /instructional leader works with a committee to plan and implement staff development programmes. Robbins and Alvy (2003) maintain that training activities reflect and model attitudes of good teaching that are to be promoted in the classroom.

The head should be able to demonstrated support and ensure that staff development programmes are embraced by all teachers. We now examine some of the staff development models that may be used by principals for quality school imorovent.

2.4.3.1 Staff Development Models

There are several models of staff development programmes propounded by various writers. But for the purpose of this study, the focus will be on three models. The models that will be examined do not only provide clear contrast in their mode of delivery and hold different role expectations for staff development providers and receivers but have a bearing on models of supervision that have been discussed in section (2.3.2.1.1). Therefore in a way, these staff development models and the supervision models are two side of the same coin.

The three models, according to Piper (1975) are traditional, the informal and the intermediate, while Yorke (1997) calls them the management, the shop floor and the partnership models, respectively. In this discussion, these will be used interchangeable thus:

- Traditional/management;

- Informal/ shop floor; and

- Intermediate/partnership.

2.4.3.1.1 The Traditional/ Management Model of Staff Development

This model is derived from Fredrick Taylor's scientific management philosophy. According to Hoy and Miskel (1982) cited in Chigumira (1999) the model advocates for clear division of roles, centralisation of the needs identification process and preconisation of need by management. In this model the success of a development programme is dependent on speed, precision, control from above, continuity and optimum returns on inputs provided by management. According to this model the status leader, who in this study is the instructional leader identifies staff development target groups and the objectives of the programme. The instructional leader then executes the programme in pursuit of the identified objectives. The model views the needs of teachers as being subordinate to the needs of the school, and those of the

instructional leader. As a result the needs of teachers are accidentally met and not deliberately.

The traditional model is bureaucratic in nature and therefore, the idea here is that of schooling the teacher by giving the teacher information. The instructional leader controls what is provided in staff development and how it is delivered. Hence, the instructional leader in this model has to look at staff functions, consider present and future roles of the staff and then design a programme that will satisfy this. The models of delivery for this model are usually the lecture method, illustrated lecture method, demonstration and observation. Some of the advantages of using this method include:-

- Methods of staff development delivery are cheap in terms of time and effort expended by the instructional leader;
- They cater for larger numbers of staff and can be used as a firm basis for any future staff development programme; and
- People get useful information which is what they may need most.

However, there are also several disadvantages:-

- The programme is dominated by the instructional leader and this dominance gives the traditional model a top down approach;
- If fails to recognise the role that teachers can play when contributing to their own staff development programme; and
- It fails to take on board the needs of teachers as owners of the teaching learning situation.

We now turn to the shop floor model.

2.4.3.1.2 The Shop floor /Informal Model of Staff Development

Hannaford cited in Yorke (1997) observed that the future is so unpredictable that only teachers can determine their own staff development needs and react to them appropriately. This assertion forms the basis of the shop floor model. The model advocates that individual teachers or groups may define their own growth objectives and strive to achieve them. According to the model, the beneficiaries of staff development programme should be in control of the development process. An essential

feature of this model is that subordinates can determine their shortcomings or growth potential and set out remedy or seek to realise their growth. The major problem with the model is that it takes for granted that subordinates can identify their weaknesses and proceed to remedy them. What if they do not do so? This is why York (1997) argues that the shop floor model does not provide viable options should staff members fail to come up with viable initiatives. Also, management cannot be expected to fund staff development programmes before satisfying themselves about the worth of the programme. However, the model assumes that teachers are rational professionals who know what they want and are capable of identifying their own needs and suggest what ought to be done to improve the school.

2.4.3.1.3 The Partnership/Intermediate Model

The key characteristic of the model is its attempt to combine and reconcile the staff and school needs to the satisfaction of both. As a result, Piper cited in Yorke (1997) defines the partnership modes as: a systematic attempt to harmonise the individual's interests and wishes, his carefully assessed requirements for furthering his career and forth coming requirements of the organisation within which he is expected to work. Thus the model creates an atmosphere which requires adjustment on the part of teachers and the instructional leader in an attempt to serve the institution in a good atmosphere. This model is also referred to as the collaborative approach in some literature.

Sergiovanni et al (2006) view this model as effective for staff development because of the following characteristics:

- The teacher should actually be involved in contributing data, information or feeling in solving problems;
- The supervisor has a part to play in conducting the activities above as a colleague of the teacher;
- Teachers and supervisor work as professional colleague;
- There should be a provision of feedback by teachers and supervisors ; and
- Emphasis should be placed on direct improvement on teaching and learning.

A closer look at the partnership model would reveal that the model appears to mirror the clinical supervision cycle as outlined in Sergiovanni and Starrat (1993). The major

objective of clinical supervision is refinement of teaching skills by the individual teacher with the assistance of the instructional leader. Thus, in my view this model of staff development and clinical supervision are complementary to each other.   All the same, the instructional leaders should always remember that the school does not exist in a vacuum. It exists in and serves the community in which it exists. It is therefore incumbent upon the instructional leaders to establish links with the community.

2.5 CREATION OF LINKS BETWEEN THE SCHOOL AND THE COMMUNITY

> According to Steyn (2002:256) effective teaching and learning are promoted through activities such as curriculum supervision, improving instructional programme and building a close relationship with the community. Schools exist in the heart of each community. School community links are a mutually beneficial relationship in which the principal can play a leading role. Mitrofanova (2004) observed that school community relationship can interconnect together many resources and strategies to enhance communities that support all youth and their families. They could improve school, strength the neighbourhood and lead to a noticeable reduction in young people's problems.

Unfortunately, in the last few decades a guff has opened between many local communities and the schools within their boundaries. The neighbourhood school has often lost its identity. (Charznowski, Rans and Thompson 2010) maintain that strong relationships based upon trust and co-operation amongst teachers, principals, parents and community residents can and do play an important role in improving schools and student performance. This view is echoed by Cotton (2003) who sees a significant relationship between parent's active participation in their children's learning and the children's academic performance. As a result instructional leaders in Zimbabwe and elsewhere should strive to maintain harmonious relations with the community for the benefit of learners. When parents and community members are engaged in the life of the school, the resources available for teaching and the learning environment expand.

Albert and Holliday (1988) cited in Gallagher, Bagin and Moore (2005) argue that whether a school system is excellent or mediocre depends on how these people work together, how they communicate, how they relate, are involved, participate and share.

A school-community relations programme is aimed at focusing on the relationship of all these people with the overall goal of improving student achievement. The instructional leader is the glue for innovative collaborations at school level. Sheldon and Epstein (2002) posit that: when educators communicate effectively and involve family and community members in activities focused on students behaviours, schools report fewer disciplinary actions with students from one year to the next. It is also a recognised fact that student achievement is higher when parents display interest by being actively involved in their children's education

Buffie (1989) Mitrofanova (2004) and Ballenger (2007) suggest ways in which a principal can open the school to community involvement.

- Parents and community groups can be included in decisions that the school makes;

- Invitations can be extended for participants in school activities and parents can be encouraged to assume leadership roles;

- The school can go into the community by composing newsletters, visiting old people's home and clean up activities in the community; and

- Encourage community use of school facilities especially when they are not in use.

Mitrofanova (2004) is of the view that encouraging non profit community groups to use the facilities is not only good use of resources but also provides opportunities for the school to get involved in community projects. It must be pointed out that school buildings sit empty at the end of a school day and more so during school holidays.

- Organising consultation days;

- Open days; and

- Regular meetings with parents that foster student achievement.

An aspect that tends to alienate both the school community and teachers from the head is visibility of the principal at the school.

2.6 PRINCIPAL VISIBILITY

Some school heads are visitors to their own school. They are frequently absent. Budhal (2006) refers to visibility as wandering around with the purpose of motivating teachers, monitoring instruction, being accessible to provide support and to be informed. It is being present, seen and available for teachers, learners and parents of the school. My personal experience as a head has shown that visibility of the head is critical in the school for not only teachers but students and the community at large. Visibility is one of the primary tools available to both new and experienced school heads. So many things can be learned about the learning environment that one is responsible for by just being seen. From staff and student morale, interventions, to observing "traffic" flow, to actually seeing the wonderful interaction going on in buildings, is often waiting a visible head. Visibility must be something that is committed to being done. One of my favourites was simple monitoring bell schedules and attempting to view transitions from a different location in the building each period. This habit is often valuable in what was seen and what was prevented. The expectation that the head cares and is right here with us making sure that the day flows smoothly is a message that a visible head conveys. It impacts further, if head attends sporting events both at school and outside the school. Thus, the head's presence in the school is a motivator on its own. Students and teachers work harder and enthusiastically when the head is present.

It is unfortunate that sometimes heads of schools are not in their schools for long periods due to other commitments that may not directly improve quality of school life and student achievement. School principals in Zimbabwe tend to give precedence to district and provincial activities over IL activities in the school that require their continued presence. Smith and Andrews cited in Robinson (2007) concluded that visible presence is an element of instructional leadership. As a result of the head's visibility, the school becomes a place where parents in the district want their children to attend and teachers throughout the district want to teach.

When all has been said and done, it is time to focus on the relationship between the instructional leadership roles and quality school improvement.

2.7 THE LINK BETWEEN INSTRUCTIONAL LEADERSHIP ROLE AND SCHOOL IMPROVEMENT:

The purpose of school improvement is to improve the quality of education. In view of this, this discussion will first focus on quality of education because the idea of improving the quality of education has become increasingly important in Zimbabwe and the world over and then explain school improvement in relation to IL.

2.7 1 Quality of education

Terms that quickly come to mind that are associated with quality education are quality control, quality management, quality assurance, total quality management. Frazie (1997) observed that quality is difficult to define and to describe because it is time bound and it is subjective. Time bound in the sense that customer preference change from time to time and subjective in the sense that what is quality for you may not be quality for me.

Quality may be defined as those standards that meet client needs and satisfaction. However, for our purpose, quality will be taken as a management process characterised by conformance to requirements, responsiveness, integration, focus on delivery, customer satisfaction and continuous improvement: These concepts are briefly discussed as follows:

2.7.1.1 Conformance to requirements:

According to West Burnham (1992) conformance to requirements is the heart of quality management. It involves ensuring that the service provided is fit for intended purpose. In the school setting, the principle can be used in these situations:

- Reporting progress to parents;

- Purchasing textbooks that are not only relevant but appropriately written and up to date; and

- Organising classrooms and resources.

Conformance to requirement means that before a change is effected in education, the needs of the learner should be considered first. These identified needs will then inform the process of improving teaching and learning aimed at achieving better learning outcomes. According to West Burnham (1992:36) considering the needs of the learner means focusing on the following:

- The need to relate teaching strategies to individual ability;

- The flexible use of time to allow appropriate pacing and integrated units of study;

- Reviewing the role of the teachers as controller and emphasising the role of the facilitator;

- Questioning teaching the class when individual outcomes are the determinants of educational success;

- Ensuring that marking and assessment are formative rather than summative; and

- Programming options to ensure that individual rather that systems needs are met.

This means that if the anticipated outcomes are to be met, every step of the teaching learning process should be given due consideration.

2.7.1.2 Responsiveness

The term refers to a rapid response to complaints and requests and an open door policy. In other words, how does the school deal with complains that are received, visitors to the school, suppliers, students in class and even phone calls. The instructional leaders should come up with a policy that ensures prompt reaction to the above. Students' opinions and contributions become pertinent in decision making. The school head should be accessible to those who need him Responsive leads to integration.

2.7.1.3 Integration

Stakeholders become integrated in the school when their contributions are taken into account when making decisions. As a result, activities such as consultation days, meetings and open days assist in integration. The SDA/SDC which represents the school community plays a crucial role if meaningful integration is to take root

2.7.1.4 Focus on Delivery

In any school the focus should be on teaching and learning. The instructional leader should ensure that all teachers and students are engaged in this serious business of the school. The school head should provide the necessary resources that ensure delivery. The SDA/SDC should pull together with school authorities to ensure delivery. They should be supportive of all teacher/student activities because this results in achieving the intended outcomes of the individual students. West Burnhan (1992) maintains that quality schools centre all resources on those who are in direct contact with the customers. This ensures customer satisfaction.

2.7.1.5 Ensuring Customer Satisfaction

A customer focused organisation should be able to not only be able to identify its customers but should strive to meet the quality needs of the customer. Frazier (1997) maintains that merely meeting customer expectation is not enough but the organisation should find out about unknown needs, in order to delight the customer. Schools should continually work towards meeting the needs of the customers satisfactorily. It must be pointed out that schools are in competition with each other. Only quality schools in terms of customer needs satisfaction will be able to attract both quality teachers and students. Thus, the school head should come up with strategies that make the school competitive enough to be among the top achievers. The efforts by the school head to make the school better are part of school improvement.

2.7.2 School Improvement

School improvement is a complex process by which educational issues such as the curriculum, the school and the behaviour of participants are integrated. Mike Schmok (2009) maintains that school improvement is the single most important business of the school. It is the process that schools use to ensure achieving at high levels. Hopkins, Ainscow and West (1994) defined school improvement as planned educational change

that enhances student learning outcomes as well as the school's capacity for managing change. Hopkins (2004) adds that school improvement is about raising student achievement through focusing on the teaching learning process and the conditions that support it. It is about strategies for improving the school's capacity for providing quality education in times of change. The addition of the term "managing" in the definition emphasises the processes and activities that have to be carried out in a school in order to achieve improvement. The strategies that need to be put in place by principals that improve quality of school life and enhance student outcomes according to Joyce et al (1993) include the following:-

- There should be a focus on specific outcomes which can be related to student learning rather than succumbing to external pressure to identify non specific goals such as improve exam results;

- Schools must concentrate on formulating strategies, draw on theory and research into practice and the teacher's own experience so that the rational for the required change is established in the minds of those expected to bring them about;

- Recognise the importance of staff development, since it is unlikely that development in student learning will occur without development in teacher practice; and

- Provide for monitoring the impact of policy and strategy on teacher practice and student learning early and regularly, rather than rely on post hoe evaluations.

Creemers and Reezigt (1997) propound that school improvement should be a programme for innovation focusing on change and problem solving in educational practice. Schools have to design and invent their own solutions for specific problems and be able to evaluate as to whether needs have been met.

Creemers, Stoll and Reezigt (2007) observed that schools often need some form of external pressure to start improving. This pressure can be beneficial (positive influence) for schools have resources to be able to do that, but can be damaging (negative influence) for schools that do not have the skills and resources to initiate

change especially if they do not receive adequate support. This appears to reinforce that the instructional leader remains a driving force in ensuring that every member in the school remains committed to continuous improvement and total transformation.

It is the responsibility of the instructional leader to monitor and work with teachers towards, efficient achievement of curricular goals. Supervisors should provide opportunities to infuse curriculum change, taking into account levels of operation for teachers. Tanner and Tanner (2006) identified three levels of teacher operation namely, the initiative-maintenance level, where the teacher expects a lot of guidance, the meditative level, where the teacher in the level appreciates new ideas but cannot fully improve curriculum and the generative creative level, where the teachers are innovative and do not hesitate to experiment with new ideas.

Teachers in Zimbabwe fall into the three levels identified but what could be interesting is in what numbers considering the exodus of teachers mentioned earlier on. This is where staff development comes in, to bridge the gap but again, as alluded to earlier on 80 percent of the schools in Zimbabwe were manned by acting heads who were inexperienced. This is compounded by the fact that through Director circular No15 of 2013 all promotion posts were frozen with effect from 1 April 2013.

The question of resources again features prominently in school improvement. Resources should be made available. Without resources schools are likely to experience difficulties in their improvement efforts. Resources can be material, but there are also other resources (or support) that may be essential for effective school improvement. Creemers, Stoll and Reezigt (2007) identified these resources as:

- Autonomy granted to school so that they may be able to source freely;

- Financial resources and favourable daily working conditions for teachers and schools; and

- Local support from the community and parents of the school.

The same authorities further assert that: - teachers are considered an essential lever of change, because change is explicit in their classrooms and their daily practices, but for effective school improvement, individual teacher initiatives are not enough. Teachers can succeed in achieving major changes in their classrooms with strong effects on

student outcomes, but they cannot be expected to have a lasting impact on the school as an organisation. Improvement efforts initiated by one teacher will generally disappear (for example when the teacher changes school) unless the school as an organisation sustains the efforts. The message is clear that school improvement should target all teachers in the school or at least teachers in the department.

Perhaps this partly explains why results in some schools go down in a certain subject when a teacher leaves the school. It may be that the improvement was teacher centred and not for the whole school or department. In an effort to concretise school level school improvement, Creemers, Stoll and Reezigt (2007) identified three concepts that should be sufficiently present for improvement to take root namely: improvement culture, improvement processes and improvement outcomes. These three are inter-related and constantly influence each other. The culture influences not only the choice of processes but also the choice of outcomes. The chosen outcomes will influence the processes but their success or failure can also change the culture of the school.

This then means that for sustainable school improvement, the instructional leader should be able to create synergy between a focus on teaching and learning on one hand, and capacity building on the other. It must be emphasised that the ultimate aim of schooling is student achievement and growth. This is well attained when both the teachers and the IL have a strong concern for success. Teachers should be able to believe that all learners, regardless of prior background have the ability to succeed and be willing to go above and beyond to teach the students. The head should be able to demonstrate the ability to achieve strong academic results for students through the teachers he manages. The IL should commit himself or herself to the core business of teaching, learning and knowledge. The diagram below attempts to illustrate this.
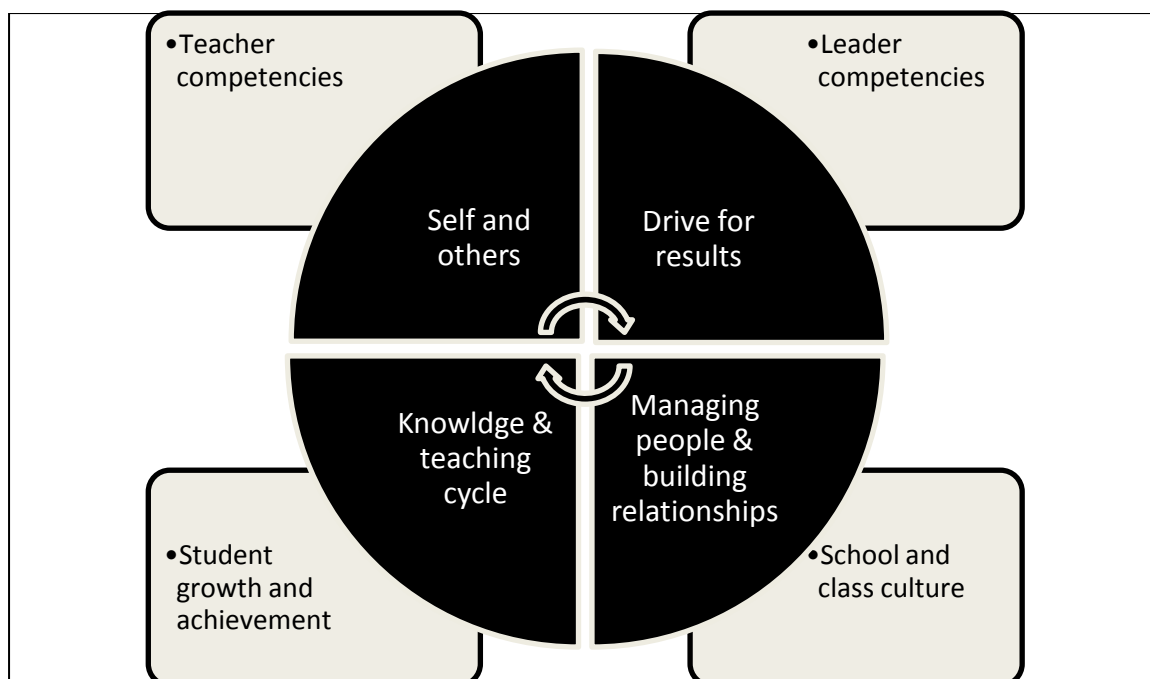
Figure 3: Focus on Student Achievement

The development of an effective school culture that enhances instructional leadership in the school requires that the teacher competences and leader competences need to be fused together so that they can result in student growth and achievement on one hand, and the development of an effective school culture on the other. Building a school culture that enhances the imporovement of instructional leadership requires that the school principal focuses on driving for results, building relationships, and managing people. The school principal needs to adopt an approach to managemet and leadership that focuses on his or her competences together with those of the teachers and the learners so as to improve on classroom instruction.

2.8 CHALLENGES IN INSTRUCTIONAL LEADERSHIP:

In general, most school principals the world over and in Zimbabwe in particular are facing difficult, trying and challenging times. Datnow, Hubbard and Mehan (2002) observed that there is a persistent and growing sentiment that public schools are failing to meet societal expectations with regard student achievement. In the case of Zimbabwe, this is clearly illustrated in section (2.1) when the nation was reacting to O-Level results for 2012 that had just been received. A plethora of problems were attributed to the poor performance. These included the exodus of teachers between

2000 and 2009 due to economic meltdown and political violence, poor and lack of infrastructure for effective teaching and learning, poor salaries for both teachers and heads which resulted in low morale among the teaching fraternity, and diminishing resources in most schools. Much as parents would have liked to assist, they were also affected by the economic meltdown. Simon and Newman (2003) noted that in times of social-economic and political pressure for schools to achieve more with less resources and freedom can generate incredible stress and strain on principals and teachers.

This seemed to be true for most schools in Zimbabwe in general, and in particular the schools studied especially rural and farm secondary schools. There was evidence of poor infrastructure, lack of classroom furniture and other important requisites for effective teaching and learning to take place. As alluded to earlier on, the government does not provide funds for infrastructural development to non government schools, a very unfortunate development. The low morale and poor salaries tended to force teachers to operate private classes after school and other shoddy activities in order to augument their salaries. Furthermore it can also be argued that in some schools, principals do not practice an efective IL role as far as curriculum conceptualisation, development and implementation because they did not receive adequate training at the local University and Tecahers' Colleges.

As if to say this was not enough, school heads generally appeared to have a lot on their plate every day. Cuban (2010) humorously observed this about the school head's job:- "Everyone wants to go to heaven but no one wants to die. Everyone wants principals to be instructional leaders but no one wants to take away anything from the principals". He goes further to indicate that principals like teachers and superintendents have limited hours and energy. They face tensions over what they should choose to do each day. Tensions between managerial and instructional duties of the school head never go away. Seldom mentioned are important political tasks in working with parents, mobilizing teachers, dealing with community social service issues etc.

School principals in Zimbabwe are actively involved in the socio political activities of the communities in which they serve. Most developmental activities centre on the school and the headmaster is expected to take a leading role. Important political occasions such as Indepedence day, Heroes day and others are presided over by the

school head that has to mobilise the community to raise funds for the occasion and read the speech for the day on behalf of the head of state and government. Related activities that seldom happen include taking part in national elections, census, compulsory rallies; etc all put the head in a very difficult position and tends to compromise ILR.

Thus, choices become compromises to ease tensions entangled in their teaching, managing and politicking roles. My experience as a former school head, is that I have never been able to do what I had intended to do in a single week, and in worse situations not even in a day, because before you know it, something will have cropped up, and that which crops up will be equally demanding. As a result even school heads who may put a high priority on instructional leadership find that, despite their good intentions, little of their work day may actually be spend on handling matters directly related to teaching and learning. It was hoped it would be interesting to find out in this study the extent to which school heads in the study adhered to their planned work schedules.

As alluded to earlier on, salaries were low, morale in the teaching fraternity was low and most teachers were engaged in activities that gave them the extra dollar that was needed in order to put food on the table. With so much to do, under such difficult and tempting conditions, one wonders whether school principals were focusing solely on ILR for quality school improvement. The researcher's experience as both head and district education officer showed that a number of school principals operated their own businesses in order to raise the much needed US dollar. The businesses included stationary shops, bottle stores, butcheries etc. As a result, once the head left the school on school business or purpotedly school business, more often he would come back the next day, thus compromising ILR that improve the quality of the school's results.

Howell (2009) found that at best, elementary principals devote about 30 percent of their time to instructional leadership duties while secondary principals devote only 20 percent on instruction.

It must also be considered that not all school heads are able to discharge their duties and responsibilities diligently due to other issues such as lack of skills, training and experience. This may appear quite evident in Zimbabwe considering that the minister of education David Coltart indicated that 80 percent of the school heads were in acting

capacity. Such heads could be deficient in some if not most areas of instructional leadership. McEwan (2003) cited some deficiencies as a lack of skills and training, a lack of teacher cooperation, a lack of time, a lack of vision and a lack of cooperation from stakeholders. These, impact negatively not only on the performance of one's duties but on the school system as a whole. Cuban (2010) cited one teacher in the United Kingdom who spent 20 years in the classroom and during that period worked with six different heads but none of them ever saw him teaching. In some cases the school head timidly gets into a particular teacher's classroom and sits for a few minutes after which a report is produced for the teacher. The report is never discussed. Cuban (2010) laments that "I hope that one becomes a principal in order to see to it that the building is kept clean, that paper work is completed efficiently , that angry parents are placated and that the school is well represented in the district political scene." This study attempted to reveal what obtained in the selected cases.

One should not also rule out difficult school communities. Communities that strongly feel that the school literally belongs to them and therefore things ought to be done according to their dictates. The problem becomes more pronounced now than never before in Zimbabwe because the bulk of the money available for use at the school comes from the community. Even teachers' salaries are arrived at in agreement with the community in the form of incentives. Such communities may cause nightmares for both the school head and teachers at large and this impacts on effective teaching and learning.

2.9 INSTRUCTIONAL LEADERSHIP IN ZIMBABWE:

The researcher did not find literature that focused on the ILR of the secondary school head towards quality school improvement per se, but managed to go through several related literature that was found to be useful to the study. The research study took place at a critical time in Zimbabwe in general, and in education in particular. Various fora had raised concern about the quality of education in the country considering the massive exodus of teachers that took place as a result of the economic meltdown. A study conducted by the Research and Advocacy Unit in 2012 showed that Zimbabwe lost 70 000 teachers due to political violence. The minister of education David Coltart

also revealed that figures indicated that 20 000 teachers were lost between 2007 and 2008 due to economic crisis.

According to the Zimbabwe Education Act (2004, chapter25:4) all children have the right to education. However, education is not free because learners are required to pay tuition fees, development fees and other fees that the SDC or SDA may deem necessary for the good of the school. Although tuition fees had been generally low and affordable in most government schools, development levies had proved to be an impediment to the provision of free education. The scenario appeared worse in rural and farm secondary schools where communities could hardly afford any form of fees charged especially with the introduction of the US dollar as the national currency.

High costs of fees, books and uniforms had led to high drop outs and low attendance rates in rural and farm schools, thus, compromising the quality of education. Consequently, Tendai Chikowore, the Zimbabwe Teachers Association (ZIMTA) president warned in 2008 that Zimbabwe may not achieve one of the aims of the Dakar Declaration to which Zimbabwe is signatory, that is, Education for all by 2015, as a result of the collapsing education system.

United Nations Children's Education Fund (UNICEF) asserts that 94 percent of the rural schools serving the majority of the population were closed down in 2008/2009. It also found out that attendance rates plummeted from over 80 percent to 20 percent during the same period. Learning appeared to be taking place in urban areas where teachers' salaries were paid in US dollars by the parents, creating a wide gap between rural and urban schools and this further increased the fleeing of teachers to neighbouring countries.

The fleeing of teachers to neighbouring countries did not only compromise the quality of education but also reversed some of the gains previously achieved in the provision of education. Teachers were going to other countries in search of high salaries and better conditions of service. The ZIMTA president, Mrs. Chikowore argued that the socio economic status of the teacher in Zimbabwe declined drastically over the years. Thus, schools were failing to attract experienced teachers. In addition, teachers had gone on strike in recent years between 2005 and 2009 over poor salaries and conditions of service. Polical violence and election results had further aggrevated the situation in

terms of effective teaching and learning with a view to quality school improvement. Principals of secondary schools who are the IL were equally affected and one wonders whether those that remained in the system were effectively carrying out their ILR in schools.

UNICEF noted that while it already provided support to MOESC, an investment of US $17 million dollars over the past two years, for classroom construction, school fees assistance to children, textbooks, learning materials, boreholes, toilets in rural schools, the children's agency recognises that teachers remain vital for learning, and support to bring back the teachers in the classroom is requisite.

All the issues raised above impacted negatively on the quality of education and it was hoped that this study would reveal the extent of the damage if any.

Instructional leadership tasks for the head are provided for in Director's circular minute No. 15 of 2006 which detail the duties and responsibilities of the head as:

- Design and provision of relevant suitable curriculum;
- Supervision and staff development of personnel;
- Determination of school mission goals and objectives;
- Public relations and communication with stake holders e g parents, students, responsible government ministries, donors etc;
- Provision and development of co curriculum activities; and
- Is classroom practitioner.

The identified roles above seemed to be in agreement with what obtains elsewhere, and in particular the frame work selected for the study. Supervision of teachers has been identified as instrumental to effective teaching and learning. In this respect Nyagura and Reece cited in Ndoziya (2002) contend that the purpose of supervision is that of offering advice, encouragement and support to teachers the new and experienced. It is designed to promote growth of student through goal setting, defining the purpose of schooling, providing resources for learning, supervising and evaluation, co ordinating staff development in the school, creating collegial relationships with and between teachers.

A research study conducted by Maphosa, Mutopa and Sibanda (2011) on "Perceptions of Zimbabwean Teachers towards Lesson Observation" concluded that perceptions held

by teachers on lesson observation were largely negative. Teachers included in the study did not like to be observed by the head due to mistrust that existed between the head and the teachers. The same study also concluded that teachers did not benefit from lesson observation by school heads as these were largely a fault finding exercise. However, some of the reasons for lesson observation advanced by Maphosa, Mutopa and Sibanda (2011) included the following:

- Quality assurance by way of monitoring the quality of teaching;
- Providing guidance to novice teachers;
- Recognising and reinforcing good practice;
- Identifying ways of improving teaching and learning;
- Highlighting teaching practices shared; and
- Improving the quality of students' learning and experience in the school.

Masuku (2011) looked at the instructional leadership of the school head in creating a culture of teaching and learning. He concluded that having a vision, mission, and clear goals were critical among other things. Good school community relationships were also emphasised.

In Zimbabwe, heads of schools are mandated to evaluate teachers for two purposes. These are salary advancement and promotion. This does not mean to say that teachers are not evaluated for professional development and growth, but the two singled out are mandatory and tend to take precedence. When applying for a promotion, the application form should be accompanied by a recent performance appraisal form.

As if to confirm that supervision and evaluation is not only meant for the purposes mentioned above, Makombe and Madziyire (2002:10) identified some major tasks of the head as:

- Ensure quality teaching and learning;
- Monitor and advice teachers in professional and academic matters through class visits;
- Supervise students' work;
- Lesson plans and assessment guides;

- Assist teachers in producing schemes of work and provide; and instructional materials and other resources.

These activities are carried out by the IL with a view to improving the quality of school life. This calls for techniques and skills on the part of the school head that enhance and improve quality. Madziyire (2000) highlighted some of the characteristics needed in supervisors for quality improvement:

- Ability to motivate individuals so that they feel empowered to contribute to their school;
- Ability to promote team work and customer satisfaction;
- Ability to set flexible goals, determine success factors and identify the mission;
- Ability to create conditions that will foster genuine commitment and greater sense of ownership;
- Willingness to make things happen and take risks; and
- Ability to mould a leadership team, which works towards a shared vision, share common values and a repertoire of leadership skills.

The creation of links between the school and the community by the head is equally critical. As a result the government promulgated Statutory Instruments No. 87 of 1992 and No. 379 of 1998. The said statutes saw the establishment of the School development committee (SDC) and the School development association (SDA) respectively. These are autonomous bodies that represent parents at school leve. The SDC and the SDA were created in order to not only raise funds for the development of the school but save as a powerful weapon for sound school community relationships.

The two bodies levy parents and collect money that is meant to improve schools. The extent to which the money is successfully collected is dependent on the relationship that exists between the schools, in particular, the head and the SDC or SDA. This working relationship also determines the extent to which the SDC or SDA is able to willingly contribute towards the development of the school. As a result in some schools there is a noticeable gulf between the school and the community. Makombe and Madziyire (2002:34) caution IL to keep in mind that schools belong to the community and that it serves to educate the children of the community. Instructional leaders should

work towards maintaining a sound relationship with the community. My experience as head and district education officer reveal that in Zimbabwe, schools and communities regard each other with a great deal of mistrust. Each has developed a sharp eagle eye for the weaknesses of the other. This mistrust appears to centre on financial issues and seldom on the performance of the school.

2.10 CONCLUSION:

In conclusion, the literature review has shown that instructional leadership roles have evolved over time and that a lot still needs to be done especially in relation to education in a developing nation such as Zimbabwe. At any given time researchers posed critical questions and the researcher has managed to establish widely accepted empirical findings in the studies. As the findings were presented, certain themes, conceptual frameworks and theories emerged. Some of the questions raised and themes that emerged during the literature review include the following:

QUESTIONS ASKED	THEMES THAT EMERGED
Successful leadership practices	Setting directions, developing people, redesigning the organisation and managing the instructional programme
Levels of the principal's pedagogic expertise and what effect it had on student outcomes	Most principals have distant memories of what happens in the classroom; they look back at what they used to do.
The degree to which principals are involved in the management of curriculum or whether it is left to HODs and teachers	Most principals spend most of their time on administrative functions and disciplining learners. ILR were not functions that took up the majority of the principal's time.
Teachers' perceptions of lesson observation by the head	Most teachers did not like to be supervised by the head because of the manner it is done.
To what extend do principals assist their teachers in the classroom and promote professional development	The principals promote the professional development of their teachers
Academic activities the head teacher participates in that help to improve academic performance	The head teacher's involvement in activities such as checking teachers' and students' work, internal classroom supervision, and

	monitoring discipline contribute towards the academic performance of the school

In terms of a conceptual model, this study adopted Leithwood et al's (2006) model which lays emphasis on the following key elements of the instructional leadership role of the school principal:

- The development and establishment of a school culture that accentuates effective instructional practices in the school;
- A focus on leading changes on the curriculum which impacts on the delivery of an effective instructional process in the classroom;
- The establishment of an effective instructional model that enhances teacher effectiveness and learner performance;
- The development of a comprehensive system of teacher professional growth that focuses on the implementation of effective instructional strategies by teachers in the classroom;
- The shaping of an instructional leadership model that enhances the development of a teacher as a reflective practicioner and action researcher as far as instruction is concerned;
- The establishment of a contextual framework that includes all key stakeholders (parents and learners) in the development of a successful instructional model for the school; and
- The development of teachers' instructional skills in the key areas of pedagogical content and craft knowledge so that they are able to meet the "demands of teaching more challenging content to more diverse learners" (Darling-Hammond, 2000:523).

As such, the ontological position adopted in the study is constructivism which asserts that "social phenomena and their meanings are continually being accomplished by social actors" (Bryman 2012:710). The social phenomena in this case is the instructional leadership role of the the school principal. The meanings being referred to are the teachers' professional growth in the use of teaching strategies that enhance teacher effectives and result in quality school improvement which is critical for learner

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performance. The meanings also refer to the pedagogical content knowledge of the teachers in a givem school situation.   In terms of a theory of knowledge or the epistemological position taken in this study, the researcher had to adopt data collection and anlaysis methods that enabled him to grasp the subjective meanings of school principals.

This epsitemological position was based on an inductive logic of reasoning because the researcher was interested in the development of a grounded theory to help in explaining how school principals in the Zimbabwean context develop instructional strategies that enhance teaching and learning which results in quality school imnprovement. As such, the aim of the inquiry in this study was to "understand and reconstruct" (Lincoln et al. 2011:99) how school principals perform instructional leadership roles with a view to achieving quality school improvement.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter focused on the research methodology and design that was used in this study. There are several research styles for conducting educational research. These include historical and documentary research, case studies, ex post facto research, naturalistic qualitative ethnographic research to mention but just a few.

Historical and documentary research is intended to provide access to, and facilitate insights into human social activities. The focus is usually on three areas of knowledge namely, the past, the processes of change and continuity over time and the last is the present, which explains current structures and relationships. The history of education itself is a broad, eclectic and a contested field of study (Reese and Rury, 2008).

Creswell (1994:12) defines a case study as a single instance of a bounded system, a community, etc. It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles (Cohen, Manion and Mrrison 2011:289).

Ex post facto research refers to those studies which investigate possible cause and effect relationship by observing an existing condition or state of affairs and then search for plausible causal factors. Cooper and Schindler (2001:136) define ex post facto research as a method of teasing out possible antecedents of events that have happened and cannot therefore, be controlled, engineered or manipulated by the investigator.

Boas (1943), Lincoln and Guba (1985), LeCompte and Preissle (1993) give a plethora of characteristics of naturalist qualitative research. These include the following among others:

- Humans actively construct their own meanings of situations;
- Meaning arises out of social situations and is handled through interpretive processes;

- To understand a situation researchers need to understand the context because situations affect behaviour and perspectives and vice versa;
- Research must include thick descriptions not only of detailed observational data but data on meanings, participants' interpretations of situations and unobservable factors;
- Reasearchers are the instruments of the research;
- Studies must be in their natural settings as context is heavily implicated in the social construction of meaning; and
- Purposive sampling enables the full scope of issues to be explored.

The above dictated that decisions made in this chapter were to be tactical in the sense that they established the practicalities of the research and its feasibility. This resulted in a specific methodology being selected for the study and the overall structure for procedures to be followed during the study. A description of data collection methods and instruments that were used in the study was provided in some detail. Briggs and Coleman (2007) contend that methodology provides a rationale for the way in which the researcher carries out research activities. In this study the qualitative research design was employed.

3.2 CONCEPTUAL ISSUES IN QUALITATIVE RESEARCH METHODOLOGY AND DESIGN:

A research design entails the determination of a research approach one intends to use in order to provide solutions to the research question. Mouton (2011) maintains that the research design reflects the type of study undertaken to provide acceptable answers to the research problem. Tredoux (1999) further states that the research designs are plans or protocols for a particular piece of research. According to Conrad and Serlin (2006) the research design concerns the assumptions underlying the manner in which the study is constructed to pursue a disciplined inquiry about the phenomenon to be investigated. It is the research design that guides the researcher to determine whether the research questions can be answered adequately by means of certain procedures and methods used to collect the data. Babbie (2007) observed that research design is about what the researcher is going to observe and analyse, why and how? He identified two major tasks in a research design as follows:-

- Specify as clearly as possible what you want to find out; and

- Determine the best way to do it.

Methodology refers to the ways of discovering knowledge, systems and rules for conducting a research study. O'Donaghue (2007) puts it aptly by noting that the research methodology is a strategy, plan of action, the process or design behind the choice and use of methods to reach the desired outcomes. The research method, therefore, is basically a specific procedure or techniques used to generate data. As alluded to earlier, the qualitative research methodology was regarded as the best choice methodology for this study because it enabled the research to understand how school principals derive meanings from their daily interactions with teachers as they provide leadership as far as instructional activities in the school are concerned.

According to McMillan and Schumacher (2010) a qualitative research study is a naturalistic inquiry involving the use of non interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them. The flow of events in this study would be what the IL does in the school with teachers and learners to improve learner achievement and quality of education. Gonzales et al (2008) posits that a qualitative research methodology provides an in depth, intricate and detailed understanding of meanings, actions observable and non observable phenomena, attitudes, intentions and behaviours, and these are well served by a naturalistic enquiry. It is naturalistic in the sense that the researcher did not attempt to manipulate the phenomena of interest, but sought to understand it in a context specific setting. Denzin and Lincoln (2005) add that a qualitative research methodology is a situated activity that locates the observer in the world of his or her participants. The world is turned into a series of representations, including conversation, interviews, images, field notes and recordings. Gonzales (2008) cited in Cohen, Manion and Morrison (2011) observed that qualitative research methodologies give "voice" to participants and probes issues that lie beneath the surface of presenting behaviours and actions. "Voices" connote that participants in the study will be afforded the opportunity to narrate personal stories shaped by the knowledge, values, experiences and feelings of the person who is telling the story. The researcher was interested in capturing

participants' voices and experiences in the instructional leadership roles of school principals.

Mamabolo (2002) is of the view that qualitative research methods are rooted in a phenomenological paradigm which holds that, reality is socially constructed through individual or collective definitions. The essential aspects of a qualitative research methodology according to Momabolo (2002: 236) are that:-

- Qualitative research methods seek understanding and employ data collection methods such as in-depth interviewing and participant obersavations;

- Qualitative methods are humanistic – this refers to the manner in which one investigates how people are studied and viewed in the research study. When people's words and acts are reduced to statistical equations we lose the human side of social life. Qualitative research methods enable people to learn about concepts such as pain, beauty, suffering, frustrations and love whose essence is lost through other research approaches.

- In qualitative research methodologies, the researcher has the natural setting as the direct source of data and the researcher is the key instrument. The researcher looks at the setting and people holistically. The people being studied are not reduced to variables but are viewed as a whole because they are participants with an agency who are active individuals in the construction of meaning or reality.

- Qualitative research methods are descriptive and data collected in a qualitative research study are in verbal form rather than numerical. The written results of the research study include quotations from the data to illustrate and substantiate the findings (thick descriptions).

- Meaning is of essential concern for the qualitative research methodology. Researchers who use this approach are interested in the way different people make sense of their lives and the social world around them; and

- The task of the qualitative researcher is to describe the meanings shared with the participants which may in turn, make it possible to explain why people behave as they do.

The above mentioned aspects appeared to confirm the suitability of the qualitative research methodology in this research study especially considering the aims of the study which were stated earlier on. This was further enhanced by Cohen, Manion and Morrison (2011) who contend that a qualitative research methodology is useful when focusing on teachers and principals and on classroom and school interaction. It was therefore imperative to use the qualitative research methodology as it enabled the researcher to understand how school principals and their teachers derive meanings from their daily interactions as they focus on improving instruction in the school.

3.3 THE QUALITATIVE RESEARCH METHODOLOGY:

According to Dale (2006) the qualitative research methdology is rooted in social disciplines, and relies heavily on verbal descriptions of participants' experiences to capture the human meaning of social life as it is lived, experienced, mediated and understood by the participants. These verbal descriptions will result in "thick description" (Greets, 1973) and for descriptions to be "thick" requires inclusion not only of detailed observational data but data on meanings, participants' interpretations of situations and observed factors. Suter (2006:41) views a qualitative research methodology as aimed at explaining complex phenomena through verbal descriptions rather than testing hypothesis with numerical value. McRoy (2002) adds that qualitative research methods are concerned with non statistical methods of inquiry and analysis of social phenomena.

The above definitions made it imperative for this researcher to study educational phenomena, and participants, in their natural settings (the school environment and the classrooms) and then interpret such phenomena in terms of meanings people in the study gave them. It must be pointed out that this research study was treated as a case study.

3.3.1 Case study

 A case study concentrates on experiential knowledge of the case and optimising understanding requires meticulous attention to activities that will be taking place in schools chosen as the case. Stake (1995) defines a case study as the study of the "particular" while Yin (2009:8) argues that a case study is an investigation of a case in a

context and it is important to set the case within its context (i.e rich descriptions and details are often a feature of a case study.) Cohen, Manion and Morrison (2011:289) maintain that a case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories of principles. Yin (2009:72) adds that case studies can penetrate situations in ways that are not always susceptible to numerical analysis. Hitchcock and Hughes (1995) identified the hallmarks of a case study as follows:

- It is concerned with a rich and vivid description of events relevant to the case;

- It blends a description of events with the analysis of them;

- It focuses on the individual actor or groups of actors and seeks to understand their perception of events;

- The research study is integrally involved in the case; and

- An attempt is made to portray the richness of the case in writing up the report.

Stake cited in Denzin and Lincoln (2005) maintains that a qualitative case study is characterised by the researcher's extended time on site, personally in contact with activities and operation of the case (schools), reflecting and revising descriptions and meaning of what is going on. It was the researchers' conviction that, in this regard, rich information and data was generated and gathered.

Babbie (2007:298) points out that "the chief purpose of case studies may be descriptive or the in depth study of a particular case to yield explanatory insights". As a case study researcher, the idea is to seek an idiographic understanding of the schools' (case) under study and form the basis for the development of a more general theory. Pressle (2006) cited in Cohen, Manion and Morrison (2011) points out that a qualitative research study is characterised by a loosely defined group of designs that elicit verbal, aural, observational, fictile, and gustatory and of factory information from a range of sources. It draws strongly on direct experience and meanings and these may vary according to the style of qualitative research study undertaken. In this research study the style that was used was the ethnographic.

3.3.2 Ethnographic research

LeCompte and Pressle (1993) view ethnographic research as a process involving methods of enquiry, an outcome and a resultant record of enquiry. The intention is to create as vivid a construction as possible of the culture or group being studied. They further propound that ethnographic approaches are concerned more with description rather than prediction, induction rather than deduction, generation rather than verification of the theory construction rather than enumeration and subjectivities rather than objective knowledge. Hitchcock and Hughes (1989) cited in Cohen, Manion and Morrison (2011) maintain that an ethnographic approach to research involves the description of activities in relation to a particular context from the point of view of the members of that group and the production of a list of features constitutive of membership in a group or culture among others.

The researcher used this strategy to closely examine the world of school heads as it was seen by not only them, but teachers involved in the study as well. This required spending reasonable time in schools in order to "obtain a holistic picture of the subject of study with emphasis on portraying the everyday experiences of individuals by observing and interviewing them" Creswell (2003). Sheppard (2004) adds that the ethnographic research design involves the researcher participating openly or overtly in people's daily lives for an extended period of time during which he or she will listen to what is said by the participants through asking them questions. By utilising an ethnographic approach, the researcher sought to see what was natural in happenings, in settings, and in expressions of value, (Cohen, Manion and Morrison 2011). The same authors further provide the following as key elements of ethnographic approaches:-

- The world view of the participants is investigated and presented;

- Meanings are accorded to phenomena by both the researcher and participants;

- The construct of the participants are used to structure the investigation;

- Empirical data are gathered in their naturalistic setting; and

- Observational techniques are used extensively to acquire data on real life settings (Cohen, Manion and Morrison 2011:221).

Cresswell (2003) observed that ethnographic research is flexible and typically evolves contextually in response to realities encountered. Hence the ethnographic researcher did not make conclusions and interpretations at the start of the study. He entered the setting cautiously with the intention to learn, to be accepted by teachers and school heads and establishing rapport with them, through an extended stay in the field.

Thus, the researcher observed the environment, people and their relationships, documents, behaviours, actions and activities, psychological stances and physical objects in the chosen schools among others. Guba and Lincoln (1985) contend that, as a result of the interaction between the researcher and the participants, the researcher becomes as it were, the human instrument in a research study. The advantage of the human instrument is his adaptability, responsiveness, knowledge, ability to handle sensitive matters, ability to see the whole picture and ability to clarify and summarise responses.

What then quickly came to mind as a result of the above was the issue of reflexivity. Reflexivity recognises that researchers are inescapably part of the social world that they are researching and indeed, that this social world is an already interpreted world by actors, undermining the notion of objective reality, Hammersley and Atkinson (1983:14). Thus, according to Preissle (2006) reflexivity suggests that researchers should acknowledge and disclose their part in, or influence on the research study. It is impossible to eliminate the effects of the researcher because the researcher is a part of the world being investigated. In view of this position, Patton (2002) suggests that "the researcher's focus becomes balance- understanding and depicting the world authentically in all its complexity while being self analytical, politically aware, and reflexive in consciousness. McCormick and James (1988) cited in Cohen, Manion and Morrison (2011) argue that ''combating reactivity through reflexivity requires researchers to monitor closely and continually their own interactions with participants, their own reaction, roles biases, and any other matter that might affect the

research."The diagram below attempts to clarify the planning of naturalistic, qualitative and ethnographic research.
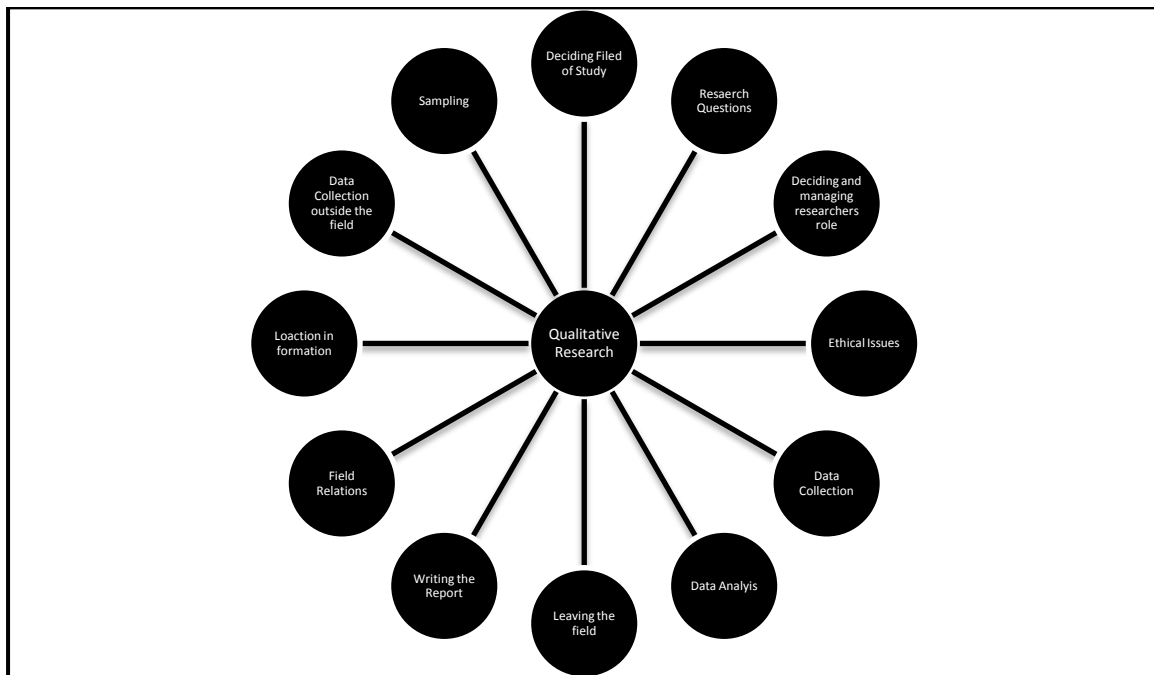
Figure 4: Planning an ethnographic study

Source: Cohen, Manion and Morrison (2011:224)

3.4   CHARACTERISTICS OF THE QUALITATIVE RESEARCH PARADIGM:

While there are several characteristics of qualitative research methods, the ones that are discussed below, were found to be relevant to this study, These are in three categories namely design strategies, data collection and field work strategies and analysis strategies.

3.4.1   Design strategies

3.4.1.1   Naturalistic inquiry

Johnson and Christensen (2008) propound that qualitative research methodology is naturalistic inquiry, which involves, studying real world situations as they unfold naturally.   This meant that the study had to be carried out without interfering or manipulating the participants and observing what took place and accepting the facts as they unfolded in schools. This view is shared by Wiersma and Jurs (2005) who contend

that, qualitative researchers do not manipulate or intervene in the situation, but operate in a non-manipulating and non-controlling manner with openness to whatever emerges in the natural setting. The intention was to spend at least three months in the selected schools (natural setting) interacting with the teachers and school heads in their respective schools, again a natural setting, with as little or no interference. The natural setting was the direct source of data for this research study and the researcher was the key instrument used in the data collection process.

3.4.1.2 Personal experience engagement

In this study, the researcher had direct contact with and was close to the people, situation and phenomena under study. The researcher's personal experiences and insights were an important part of the inquiry and critical to understanding phenomena, Patton (2002). This was important because as I got close to the participants, my own experiences assisted to inform and guide the interpretation of the data that the researcher collected.

3.4.1.3 Emergent design flexibility

Johnson and Christensen (2008) define this concept as ''openness to adapting inquiry as understanding deepens or as situations change". This way the researcher avoided getting locked into rigid designs that eliminated responsiveness and pursued new paths of discovery as they emerged. Therefore, it became imperative to retain the ability to adapt and remould the inquiry as new insights were gained.

3.4.1.4 Purposeful sampling

According to Patton (2002) case studies (e.g. people, organisations, communities, and events) are selected because they are "information rich and illuminative, that is, they offer useful manifestations of the phenomenon of interest under investigation" (McMillan and Schumacher 2010:138). Information rich cases are those cases from which the researcher can learn a great deal about issues that are important in the research study. I selected teachers and school heads purposefully in a manner that ensured a clear understanding of the research problem, at the same time addressing the research questions that guided the research study. Choosing teachers and school heads

was considered convenient because these were easily accessible and willing to participate (Castillo 2009).

3.5 DATA COLLECTION AND FIELDWORK STRATEGIES:

3.5.1 Qualitative data

Babbie (2007) views qualitative data as richer in meaning than quantitative data. Patton (2002) contends that qualitative data refers to (i) observations that yield detailed; (ii) thick descriptions (iii) inquiry in depth; and (iv) interviews that capture direct quotations about peoples' personal experiences and perspectives. Thus, the data was captured from people's activities, behaviours, actions and from documents, among other sources. It must be pointed out that the emphasis was on detailed inquiry into the manner in which school principals provide instructional leadership in schools with a view to improving quality of education.

3.5.2 Emphathic neutrality and mindfulness

An empathic stance in interviewing seeks vicarious understanding without judgement (neutrality) by showing openness, sensitivity, respect, awareness, and responsiveness. In observation it means being fully present (mindfulness). Patton (2002) posits the view that, empathy develops from personal contact with the people to be interviewed and observed.

3.6 ANALYSIS STRATEGIES:

3.6.1 Unique case orientation

A unique case orientation enabled the researcher to ensure that each case was special and unique. The first level of analysis was being true to, respecting and capturing the details of the individual cases being studied. Cross case analysis follows from and depends on the quality of individual cases studied. Thus, each individual case was valued and examined closely with the idea of capturing the details of the case which was paramount and made it unique. It was equally critical to maintain high quality in recording the data of each unique case using the coding that was decided on earlier on.

3.6.2 Inductive analysis and creative synthesis

According to Patton (2002) this refers to immersion in the details and specifics of the data to discover important patterns, themes, and interrelationships. This process began by exploring, then confirming, guided by the analytical principles rather than rules, and ended with a creative synthesis of the data colleceted. Immersing oneself in the details of the unfolding data so as to discover otherwise hidden dimensions and relationships enabled me to examine the actual experiences of school principals and teachers, rather than simply collecting dry facts.

3.6.3 Holistic perspective

This refers to examining the whole phenomenon, as a complex system and not the sum of its parts. Focus was on the complex interdependencies and not merely reduced to a few discrete variables and linear, cause effect relationships. Wiersman and Jurs (2005) put it aptly by saying:- Holistic ethnographers seek to describe and analyse all or part of a culture of a community by describing the beliefs and practices of the group studied and showing how the various parts contribute to the culture as a unified consistent whole.

3.6.4 Context sensitivity

This refers to the physical, geographical, cultural, temporal, historical and aesthetic setting within which the action occurs, Patton (2002). These individual cases will have to be folded into a broader spectrum, and cross checked against a broad mosaic of the perspectives of other people who had that same experience, Gay and Airasian (2003). The findings should be placed in a specific detailed framework, for the purpose of analysing, comparing and possible transferability and adaptation in new settings.

3.7 THE RATIONALE FOR USING THE QUALITATIVE METHODOLOGY:

Both qualitative and quantitative research methods are used in studies throughout many disciplines, including science and social science. However, Weirsman and Jurs (2005) maintain that "research designs differ because of the context, purpose and nature of the research." I deliberately chose the qualitative paradigm for the following reasons as propounded by Weirsman and Jurs (2005):-

- It is grounded in a philosophical position, which is broadly interpretive in the sense that it is concerned with how the social world is interpreted, understood, experienced, produced or constructed;

- Qualitative methods are humanistic. The methods by which people are studied affect how they are viewed. When people's words and acts are reduced to statistical equations, we lose the human side of social life. Thus, qualitative methods enable people to learn about concepts such as pain, beauty, suffering, frustrations and love whose essence is lost through other research methods;

- Qualitative research method serves to provide a bigger picture of a situation or issue and can inform in an accessible way;

- It is based on a multitude of techniques that allow data generation, flexibility and sensitivity to the social context;

- The case report is ideal for providing the "thick description" thought to be so essential for enabling transferability judgements. Guba and Lincoln (1985) say that "the case report is, at its best, a portrayal of a situation";

- Maxwell (2005) argues that qualitative research has both practical goals (e.g. that can be accomplishable, that deliver a specific outcome and meet a need) and intellectual goals (e.g. to understand or explain something.); and

- It emphasises participant obersavations, in depth interviews and document analysis.

The aforesaid reasons assume that the researcher has a critical role to play in qualitative research as shall be shown below.

3.8 THE RESEARCHERS ROLE:-

The sites/schools that were selected for the study, including school heads and teachers, broadly belong to the government of Zimbabwe. Therefore, my first task as a researcher was to obtain permission to access or gain entry into the schools for the purposes of conducting research. In this respect l approached the Ministry of Education

Sport, Art and Culture in order to secure authority to conduct research in the schools. Armed with this document, I then approached the Regional Offices where the schools are located in order to secure another clearance to conduct research in the selected schools. These two documents enabled me to gain entry into schools for research purposes.

It has been mentioned earlier on that in qualitative research methodology, the researcher is the key instrument for data collection and that qualitative research is humanistic in approach. Stringer (2007:24) adds that the role of the researcher is not that of an expert that does the research but that of a resource person there by becoming a facilitator and colleague in the process. This meant that the researcher had to build a sound relationship with the participants. This relationship had to be based on collegiality and trust because I was going to spend at least three months visiting the schools under study. The sound relationship was handy during data collection and had to be sustained throughout the study.

Patton (2002) talk about immersing oneself in the details of the unfolding data so as to discover otherwise hidden dimensions and relationships. This entailed that I had to be actively involved fully during the study. As a result l had to observe, interview and examine documents. This also meant that a lot of notes making audio recording had to done throughout the research period. Wiersma and Jurs (2005) identified descriptive notes and reflective notes as forms of notes to be made. Descriptive notes describe the situation and events as they unfold while reflective notes include interpretations and inferences. It must be pointed out that I had to guard against biases and assumptions that were uncalled for.

As mentioned earlier on, that I am a former high school head, it was very important to avoid schools where I was well known. This was important because Bodgan and Biklen (2007) advise that the qualitative researcher embarks on the study as if he knows very little about the participants, the environment of the school and the subject matter under study. This way, participants were able to open up easily and provided as much data as they could without fear or favour.

3.9 SITE SELECTION AND SAMPLING:

Creswell (2008) asserts that people or sites that can best help in understanding a researched phenomenon should be selected. Budhal (2000) adds that site selection and sampling processes are used to identify cases that the researcher is going to study.

According to McMillan and Schumacher (2010) choosing a site is a negotiated process to obtain freedom of access to a site that is suitable for the research problems and accessible for the researcher in terms of time, mobility, skills and resources. This meant that the researcher had to obtain information in advance about the sites, their suitability, history, routines and social systems. Thus, in this study I chose a total of ten high schools located in Harare and Mashonaland East Provinces. The schools were accessible to me and had been in existence for at least ten years. The high schools or sites were chosen as follows:-

- Two former group A high schools;

- Two former group B high schools;

- Two rural high schools;

- Two mission high schools; and

- Two farm high schools.

Former group A school in the Zimbabwean context means that it was a school for whites only in an urban setting while a former group B school was a school for blacks in high density surburbs.

Sampling is a critical element of any research. The quality of the piece of research not only stands or fails by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy adopted. Furthermore, Mhlanga and Ncube (2003) observed that "it is often neither possible nor desirable to collect data from the entire population, which may often be infinite". Trochim (2006) defined sampling as "the process of selecting units(e.g. people, organisations) from a population of interest so that by studying the sample we may fairly generalise our results back to the population from which they were chosen. " Patton (2002) and Strewing and Stead (2003) maintain that sampling should not be for the sake of having a sample, but should

be information rich. Mason (2006) posits that sampling and selecting are principles and procedures used to identify, choose and gain access to relevant data sources from which to generate data using chosen methods. Hence, a sample is a part of a total population. While it is a subset; it is representative of the population and time. My population was made up of high school heads and teachers in Harare and Mashonaland East Province. It is from this population that my sample (unit of analysis) was derived from.

Much as I would have wanted to include other school community members such as learners, HODs and members of the SDA/SDC in the study, these were left out for a variety of reasons. These include the fact that HODs work very closely, (all things being equal) with the principal and the researcher felt that their views and opinions could be biased in the sense that they would not be able to discuss the head freely because they are part of management. Learners were excluded because as Patton (2002) and Strewing and Stead (2003) maintain, a sample should be information rich and it was felt that learners were not rich enough on issues that relate to the activities of the principal. Admittedly, the SDC/SDA work quite closely with the head such that their views and opinions could have been useful, but constrains of time and accessibility led to their exclusion, although the few that l came across at the school had the opportunity to participate in the study after completing a consent form.

There are two main methods of sampling (Cohen and Holliday 1996 and Schofield 1996). These are probability sampling (also known as random sample) and non probability sampling (also known as a purposive sample) Denscombe (2005) and Berg (2004) propound that in qualitative research, non probability sampling (purposive sampling) tends to be the norm. It was against this assertion that purposive sampling was used in this study.

3.9.1 Purposive sampling

McMillan and Schumacher (2010) maintain that purposeful sampling involves choosing samples on the basis of being likely to be knowledgeable and informative regarding a particular phenomenon being investigated. Cohen, Manion and Morrison (211:56) put it more aptly by saying "in purposive sampling often a feature of qualitative research, researchers hand pick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being

sought". Babbie (2007) refers to this type of sampling as judgemental sampling. The units to be studied are selected on the basis of the researcher's judgement about which one will be the most useful or representative. Thus, people were selected deliberately because their views were relevant to the issue concerned. Teddlie and Yu (2007) see the purposes of purposive sampling as:-

- To achieve representativeness of the activities, events, behaviours, setting and individuals involved;

- To enable comparison to be made;

- To focus on specific, unique, issues or cases; and

- Generate theory through the gradual accumulation of data from different sources.

For the purpose of this study five teachers from each of the ten selected high schools were chosen to participate in the study. The chosen teachers had to be qualified, and must have taught for at least one year. Heads of Departments (HOD) did not participate in the study. Thus, a total of fifty teachers and ten high school heads were the major focus of the study. However, observations and informal conversation could not be restricted to the fifty teachers. The views of parents that happened to be at the school during my visits were also solicited and incorporated depending on their usefulness. This is referred to as opportunist or emergent sampling, which involves spontaneous decisions to take advantage of situations and opportunities that present themselves during data collection.

3.10 DATA COLLECTION:-

Creswell (2008) views data collection as identifying and selecting individuals for study, obtain their permission to study them and gathering information by asking people questions or by observing their behaviour. Research data may be categorised as primary and secondary data. Primary data are generated by the researcher using data gathering techniques. Secondary data are those that have been generated by others and are included in data sets, case materials and data bases. The purpose of data collection is to obtain information to keep on record, to make decisions about important issues or

to pass information on to others. Through data collection I was able to take note of the frequency of types of behaviours, and or words in the form of responses and opinions as given by the participants. When these were put together some patterns emerged that served as guidelines to answers to research questions.

In an effort to facilitate and improve data collection a field log was used to provide a detailed account of how time was spent at a research site. Details that relate to the researcher's observations and interviews were also recorded in field note books. Each site was having its own field note book in order to avoid mix ups of information.

McMillan and Schumacher (2010) identified five phases for data collection and analysis strategies and these were applied in this study. The phases are as follows:-

Phase 1: This was the planning stage where the researcher analyses the problem and research questions with a view to choosing sites and deciding instruments to be used that would yield valid and reliable information about the study. The selected research instruments had to be tested in a pilot study. Visits were made to all the ten high schools chosen in order to make appointments and for familiarisation purposes before embarking on the study.

Phase 2: At this stage it was critical to establish rapport with participants through informal discussions and visits to the staff room because data gathering was to commence at this stage. Hence sound relationships became essential to kickstart the process.

Phase 3: Data collection continued but I was also attempting to make some sense out of the already collected data. Efforts were also made to take note of relationships if any.

Phase 4: Data collection ends in this phase. Final touch ups needed to be done especially taking cognizance of findings that could have arisen. Thus, I focused on not only possible interpretations but also verification of information. It was also critical to talk to every participant before leaving the school in case he had something to say and of course to say good bye.

Phase 5: In this phase all data collection processes were finalized in order to come up with a holistic approach of analysing all data. The different forms of data were analysed

with a view to establish the relationships between the different parts and sources that made the whole.

As alluded to earlier on, the qualitative research methodology is able to use a variety of techniques for gathering information. There is no single prescription for which data collection instrument to use, rather the issue here is of "fitness for purpose". The techniques discussed below were seen as appropriate for this study.

3.10.1 DATA GATHERING TECHNIQUES:

3.10.1.1 Naturalistic observations

Observation is more than just looking. It is looking, (often systematically) and noting systematically, (always) people, events, behaviours, settings, artefacts, routines and so on (Marshall and Rossman (1995), Simpson and Tuson (2003). The distinctive feature of observation is that it offers the researcher the opportunity to gather live data from naturally occuring school situations. Thus, qualitative observation does not only provide a firsthand account of the situation but also yield more valid data than what one would get while using other methods. Hence I had to carefully watch the actions of the school heads as instructional leaders and what the teachers said were the instructional roles exhibited. Some of the things observed included movement of all the members of the school, punctuality, responsiveness, collegiality amongst staff, discipline, the rapport, to mention but just a few.

The learners, the environment and everything else that had a bearing on teaching and learning was also put under the spotlight. Field notes were made as events unfolded naturally including what l was able to hear from people in the school, including grape vine.

Movement of teachers, students and people in general in the school could tell a long story about the school head. Actually, this story could start to unfold as soon as one approached the schools gate, mingling with teachers and students, at the gate as one met the security personnel if any, at the reception and finally in the head's office. Therefore, the story went on as one made regular visits to the schools. It was critical to

record events as they unfolded in the school to ensure accuracy of observations. Observations are a purposeful, systematic and selective way of watching and listening to an interaction as it occurs, Conrad and Serlin (2006). Lemmer (1995) indicates the activities to be undertaken during qualitative observation as noting how people perceive reality, their words, feelings and beliefs. It was also imperative to take note of non verbal behaviour during interviews.

Spending some time in the schools definitely enhanced the quality of observations that were made. This was so because I had become part of the school family, a resident as it were, and the trust, confidence and collegiality I had managed to gain enabled most participants to behave more naturally, thereby gathering useful data which was not simulated. Robson (2002: 310) observed that "what people do may differ from what they say they do, and observation provides a reality check, observation also enables the researcher to look afresh at everyday behaviour that otherwise might be taken for granted."

May I hasten to point out that observation can be of facts (Cohen, Manion and Morrison 2011: 456). For example, the number of textbooks available, furniture for students and teachers, presence of the school head at the school, the availability of library, to mention but just a few. In this study all these constituted part of what I observed and these facts had to be recorded because they acted as pointers to the ILR of the head and to quality school improvement.

In a nut shell, observations enabled the researcher to gather data on:-

- The physical setting (e.g. the physical environment and its organisation);

- The human setting (e.g. the organisation of people, the characteristics and make up of groups or individuals being observed.);

- The interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, nonverbal etc); and

- The programme setting (e.g. the resources and their organisation, pedagogic styles, curricula and their organisation). Morrison (1993).

3.10.1.2 The rationale for qualitative observation

There are several advantages of qualitative observations that prompted me to adopt this technique. According to Simpson and Tucson (2003:17), observation is a highly flexible form of data collection that can enable the researcher to have access to interactions in a social context and yield systematic records of these in many forms and contexts, to complement other kinds of data. Patton (2002) puts forward the following advantages which l found to be quite pertinent to my study:

- Direct observations will enable the researcher to understand and capture the context within which people interact;

- Participant observations will provide the researcher with first hand experience of a setting and this permits the researcher to be open, discovery oriented and inductive; and

- Observational field work will give the researcher the opportunity to see things that may routinely escape awareness among people in a setting. Direct observation will also give the researcher the chance to learn things that participants would otherwise be reluctant to talk about in an interview due to their sensitivity.

It is true that one can see and learn a lot just by observation, but perhaps if one is observing a full blown situation, the observation may lack critical information if one does not ask somebody involved in the full blown situation. This is where interviewing comes in to fill in the missing gaps.

3.10.1.3 Qualitative interviewing

According to Babbie (2007:306) qualitative interview is based on a set of topics to be discussed in depth rather than based on the use of standardised questions. "Its an interaction between an interviewer and a respondent in which the interviewer has a general plan of inquiry, including the topics to be covered, but not a set of questions that must be asked with particular words and in a particular order." What is important is that the researcher has to be familiar with the questions so that the conversation proceeds smoothly and naturally. Thus, the researcher should establish the direction of the conversation, guide and control so that the conversation remains focused on the topics to be covered. Hence, the respondent was the one who did most of the talking as

he/she narrated not only experiences in the school but what actually happened in it. Participants did not only narrate their experiences but also opinions, feelings and knowledge about the ILR of the head in their schools.

McMillan and Schumacher (2010) view interviews as vocal questionnaires while Berg (2004) defines them as a conversation with the purpose of gathering information.

In this respect l conducted the first interviews with heads of schools. Prior arrangements with the head had to be made. Interviews with heads in most cases lasted for at least an hour. These were later followed by interviews for the respective five teachers in each of the schools. Obviously these interviews took time and this meant coming to the school till all the teachers had been covered. Efforts were made not to interfere with teaching and learning of the students, as a result free peorids for the teachers were mostly used. Where necessary, follow ups were made with both heads and teachers in order to tie up all the loose ends.

Kvale (1996) cited in Cohen, Manion and Morrison (2011:414) set out key characteristics of qualitative research interviews that were found to be appropriate for this study:

- Engage, understand and interpret the key features of the livelihoods of the participants;

- Use natural language to gather and understand qualitative knowledge;

- Elicit descriptions of specific situations and actions rather than being pre structured;

- Focus on specific themes and ideas i.e. have direction but avoid being tight structured;

- Accept that the interview may provoke new insights and changes in the participants themselves; and

- Be a positive and enriching experience for all participants.

Two types of interviews that were employed have been mentioned in passing earlier on.

These and other types that were used in the study are discussed bellow:-

3.10.1.3.1 Types of qualitative interviews

3.10.1.3.2 Unstructured interview

The technique was used to collect qualitative data by setting up a situation with the head that allowed the head the time and scope to talk about their opinions on ILR. I had to decide the focus of the interview since I had specific areas that I wanted explored. The idea was to create scenarios that made it easy to understand the head's point of view rather than make generalisations about the behaviour. The technique also used open ended questions suggested by the researcher while other questions arose naturally during the interview.

It was very important to establish rapport with the head so that the interview flowed like an ordinary conversation. Prepared questions were meant to guide and keep focus of the conversation while those that arose were meant for clarity purposes or for digging more information. Berg (2004) and White (2005) maintain that unstructured interview has the potential to elicit from the informants the actual information being researched; and is reasonably objective while permitting more thorough understanding of the respondent's opinion.

The technique has several strengths that were deemed relevant for the study, among them:-

 High validity- people are able to talk about something in detail and depth. The meaning behind action may be revealed as the interviewee is able to speak for themselves with little direction from the interviewer. Complex questions and issues can be discussed. The interviewer can probe areas suggested by the respondent's answer, picking up information that had either not occurred to the interviewer or of which the interviewer had no prior knowledge.

Pre judgement - problem of researcher pre determining what will or will not be discussed in the interview is resolved. With few pre set questions involved, the interviewer does not pre judge what is and is not important information.

3.10.1.3.3   Informal conversation interview

In this type of interview, most of the questions are situational, they arise from the immediate context and therefore not predetermined. The data gathered is based on the event, that is, the researcher will be making observations and in the process something emerges which prompts one to engage in an informal conversation. Thus, informal observations are built on and emerge from observations. Informal conversations took place as I visited the selected sites. They were not restricted to a particular place of the school because, I met and conversed with teachers, parents, and even the head where ever in the school such as the staff room, library, and sports field and even by the school gate. These conversations could even occur while conducting an interview. This meant that l had to digress cautiously from the interview and quickly come back before loosing focus. It was not going to be easy to capture everything that took place during these conversations and therefore the conversations were audio taped. The researcher would then play the tapes at convenient times and transfer the information to the correct note books that had been created for each school. These informal conversations increased the salience and relevance of questions and were matched to individuals and circumstances.

3.10.1.3.3   Focus group interview

Babbie (2007) defines a focus group as a group of subjects brought together in a room to engage in a guided discussion of some topic. The group is usually made up of six to twelve people. Morgan (2002) defines a focus group interview as a technique that collects data through interaction on a topic determined by the researcher. Stringer (2009:73) maintains that a focus group interview provides another means of acquiring information. It allows the researcher to question several individuals systematically and simultaneously. It must be pointed out that the group members interact with each other over an issue posed by the researcher. The interviews were meant to elicit opinions, attitudes, feelings and perceptions about the group on ILR and not the individual.

 In a focus group interview, the interviewer had to develop the skills of a moderator. Controlling the dynamics within the group was a major challenge. Thus, the researcher had to ensure that no one interviewee dominated the group to reduce the problem of

group conformity. Both introverts and extroverts were afforded the opportunity to say their views during the deliberations. Thus, all group members had the opportunity to participate fully on all issues brought forward for discussion. The discussions were lively and a lot was going on as teachers could talk freely about what obtained at their respective schools. The researcher had to use the audio tape once more in order to be able to capture what was going on, especially the goings on that seemed informal when someone else was speaking. The data gathered would be decoded at my own time and correctly posted to where it belonged.

The four stages for conducting focus group interviews identified by Wilkinson and Birmingham (2003) were applied in this research. The first stage is that of establishing the focus group. The second one is of developing questions that are meant for discussion. The third one involves constructing the focus group, and the last one is that of analysing group data. Participating teachers had to be drawn from the ten schools under study and no school head was allowed to be part of the group. Five groups comprising ten teachers in a group were created and met at an identified venue convenient to all of us. However some teachers failed to come for group interview due to other commitments, but no less than six teachers attended each session.

Formal interviews that were conducted between the researcher and the respective heads and teachers were recorded in field note books that had been created for each school. Recording took place as the interview progressed and short hand writing had to be used in order to speed up the process. At the end of each day, when the interviews were still fresh the researcher would revisit the field notes in order to write properly and also to look for themes and patterns that could be emerging.

3.11 DOCUMENT ANALYSIS:

A document may be defined briefly as a record of an event or process (Cohen, Manion Morrison 2011). The records are produced by the individual or group. Schools as institutions of learning do not only produce documents but also maintain them. The documents are usually generated by the head, his deputy, HODs, teachers, and the SDC. Intense, the life of a school can be learned through document analysis. Both personal and professional lives of school personnel can be found in school documents. Common documents found in high schools that the researcher analysed in the study included the

school's vision and mission statements, files for teachers, minute books, school policy documents, internal memos, supervision documents, staff development documents, newsletters, performance appraisal forms, learners' exercise books etc. There were also useful documents in schools that were not necessarily generated by schools themselves but came from district, provincial and head offices. These also contained valuable information about what high schools should do or not do in an effort to improve the quality of education. Best and Khan (2006) maintain that document analysis serve to add knowledge to research and explain certain social events. Thus, all these documents were analysed carefully since they revealed the current nature and state of ILR in high schools. However, it was equally important to scrutinise the documents because some of the data contained in documents were not necessarily relevant and could be distorted, especially those generated at school level. The researcher, as a former high school head and D.E.O is aware that some documents can be manufactured at school level. This is usually done by the head, deputy head and HODS in order to meet official expectations and requirements. Document analysis was found to be useful because it was used to triangulate what the researcher had come up with during interviews and observations. Gall et al (1996:574) recommend the triangulation process to eliminate biases that might result from relying exclusively on one data collection strategy, source or theory. A special attempt was made to match all the information gathered through other sources with what the researcher gathered through document analysis. Official documents such as the school's vision and mission statement, code of conduct for teachers and learners, year plan for curricula activities, supervision reports etc were found to be very useful among others.

Patton (2002:307) maintains that document analysis provides a behind the scenes look at the phenomena that may not be directly observable and about which the interviewer might not ask questions without the leads provided through documents. As a result, through documents I was able to see the current and past routines of the schools

3.11 ETHICAL CONSIDERATIONS IN DATA COLLECTION:-

Ethics is typically associated with morality, that is, matters of right and wrong, good and bad as agreed upon by members of a group. Babbie (2007) says it is conforming to the standards of conduct of a given profession or group. Massiwa and Kabanda (2006)

contend that ethics are the principles of right and wrong that can be used by individuals acting as free moral agents to make choices to guide their behaviour. This is critical, especially in qualitative research where the researcher engages in face to face interactions with participants. Issues that need to be considered include privacy, human rights, honestly, fairness, voluntary participation, confidentiality, anonymity etc. Nolen and Van der Putten (2007:40) refer to these as respect for participants, informed consent of participants, beneficence and justice. As a researcher, it was imperative to be aware of the general agreements shared by researchers about what is proper and improper in relation to the fore mentioned issues. Some of the ethical issues which were pertinent to this study are discussed below.

3.11.1 Voluntary participation

According to Cohen, Manion and Marrison (2011:78) voluntarism entails applying the principle of informed consent and thus ensuring that participants freely choose to take part (or not) in the research and guarantees that exposure to risks is undertaken knowingly and voluntarily. Diener and Crandall (1978) cited in Cohen, Manion and Morrison (2011:78) defined informed consent as the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions. This meant that I had to explain to the participants the purpose of this study, the anticipated benefits of study, procedures, risks and the right to ask questions. Informed consent also means that a participant was free to withdraw from the study even when it had already started. Fortunately, in this study no participant withdrew after having agreed to take part. Issues of establishing rapport and collegiality become critical as well as anonymity and confidentiality of all information.

3.11.2 Confidentiality and anonymity

Information that is obtained from respondents may make other people feel bad and strain relationships if exposed. It was therefore important to protect and guard all information that was gathered during the study since it was confidential and had been provided in confidence. Krathwohl (2004) and Anderson (2009) view confidentiality as the control of access to information and the guarantee that data will not be shared with unauthorised people. Participants have a right to have their responses kept in strict

confidence and therefore the participants' identities should not be revealed to anyone. Thus, it was important to assure participants thattheir responses will strictly remain known to the researcher only. I ensured privacy by using three practices namely confidentiality, anonymity and appropriate storage of data. This was important because teachers were being requested to comment and give responses to questions that touch on their school head's ILR thus, it was absolutely necessary to assure participants that the source of information would remain between the two of us. Also, the sites and the participants remain unidentifiable in the final research thesis.

As indicated earlier on, the names of schools and participants had to be coded in a manner that was known to me only, thus ensuring anonymity and confidentiality. Anonymity refers to keeping the identity of the participants from being known (Anderson 2009).

3.11.3 Harm, caring and fairness

McMillan and Schumacher (2000) identified a potential ethical problem that could be associated with this study, the principle of persons being treated as ends themselves rather than as a means to an end. This happens when a researcher is only concerned about finding results regardless of any personal humiliation that some people may experience and suffer or loss of interpersonal relationships. Johnson and Christensen (2008) view the treatment of research participants as the most important and fundamental issue the researcher must confront because research with humans has the potential for creating a great deal of physical and psychological harm. In this respect the researcher was careful to ensure care and fairness in all actions. Participants were encouraged to focus on making meaningful contributions towards quality school improvement rather than using this as an opportunity to expose other people's weaknesses or even settle scores.Participants were encouraged to relate issues and aspects as accurately as possible without attacking personalities.

McMillan and Schumacher (2000) point out that there are no guarantees that observing ethical issues will always result in a happy ending. Thus, in addition to being sensitive about ethical issues the researcher also highlighted the power of the participants in the success of the study. This was done with the hope that their sense of importance could

compensate for inconveniences that they may have suffered. Participants were also encouraged to discuss any problems that they may have encountered during interviews.

3.12 VALIDITY AND RELIABILITY:

Babbie (2007:146) views validity as the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. This sounds as if validity only applies to quantitative research. However, McMillan and Schumacher (2010) contend that validity refers to the degree to which the explanations of the phenomena match the realities of the world. Thus, in qualitative research validity can be addressed through the honestly, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and disinterestedness or objectivity of the researcher (Winter 2000).

Bell (2005) posits that if an item is unreliable, then it must also lack validity. McMillan and Schumacher (2000) maintain that reliability in qualitative research refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participants' meanings from the data. Lincoln and Guba (1985) suggested the key criteria of validity in qualitative research which were found to be relevant for the study:

- Credibility (replacing the quantitative concepts of internal validity);
- Transferability (replacing the quantitative concepts of external validity);
- Dependability (replacing the quantitative concepts of reliability); and
- Conformability (replacing the quantitative concepts of objectivity).

Lincoln and Guba (1985) argue that, within these criteria of validity, rigour can be achieved by careful audit trails of evidence, member checking or categorising results, peer debriefing and triangulation.

In qualitative research, the common types of validity that were applicable to the study, according to Maxwell (2000) are discussed below.

3.12.1 Descriptive validity

This refers to the factual accuracy of the account that is not made up, selective or distorted (Winter 2000:4). In this respect validity subsumes reliability; it is akin to

Blumenfeld – Jones' (1995) notion of truth in research, what actually happened. In this respect the researcher- tried to ensure that only what happened in the setting under study was reported accurately.

3.12.2   Interpretive validity

It is the ability of the researcher to grasp meanings, terms, interpretations, intentions that situations and events, present when the participants give information. Johnson and Christensen (2008:277) maintain that interpretive validity refers to the extent, to which the research participants' view points, thoughts, feelings, intentions and experiences are grasped accurately by the researcher and portrayed in the research study. This meant that I had to attempt to put myself in the shoes of the participant and tried to understand everything from where the participant was.   It also meant getting to understand the participants' non verbal actions and feel the way they will have felt. This also called for genuine involvement in the study.

3.12.3   Theoretical validity

Theoretical validity is the extent to which the researcher explains social phenomena under study and investigation. McMillan and Schumacher (2010) view it as the congruence between the explanations of the phenomena and the realities of the world. This meant that the sites and participants had to be visited enough times in an effort to verify information previously received.

3.12.4   Internal validity

 Briggs and Coleman (2007) maintain that internal validity relates to the degree to which research findings accurately represent the phenomena being studied. It seeks to demonstrate that the explanation of a particular event, issue or set of data which a piece of research provides can actually be sustained by the data.   Onwegbuzie and Leech (2006:234) define internal validity as the "truth value, applicability, consistency, neutrality, dependability and or credibility of interpretations and conclusions within the underlying setting or group."

3.12.5   External validity

According to Cohen, Manion and Morrison (2011:186) external validity refers to the degree to which the results can be generalised to the wider population, cases, settings, times or situations, i.e. to the transferability of the findings. Generalisability in naturalistic research is interpreted as comparability and transferability (Eisenhart and Howe 1992: 647). In view of this the researcher came up with clear and appropriate questions that adequately addressed the concerns of the study so that valid data could be obtained. Through observations, the researcher was able to come with detailed descriptions of events, behaviours, situations as displayed by the participants during site visits.

3.12.6   Internal reliability

As noted by Wiersma and Jurs (2005: 215) internal reliability refers to consistency in the research process and relies on the logical analysis of the results as the researcher develops the description of the phenomena under study. Triangulation was done to assist to achieve internal reliability. There was a need to cross check and verify results from the various techniques employed regularly in order to ensure reliability.

3.12.7   External reliability

This refers to the degree to which another researcher working in the same site or similar one would be able obtain consistent results.

3.12.8   Validation

Research findings will be valid if from the start, the data gathering instruments that were used were bias free. The way the researcher phrases questions can connote some bias. Research bias is a serious threat to the validity of any research. This meant that all questions had to be carefully phrased. According to Johnson and Christensen (2008), research bias means obtaining results that are consistent from selective observations and selective recording of information. It was pertinent to capture all data as said through the use of an audio recorder so that l would not record in a selective manner. Also, validation did not wait, it occured throughout the study especially during observations, interviews, conversations and recording of data.

The following strategies for validating findings suggested by Johnson and Christensen (2008) were applied during the study:

- Triangulation of different data sources of information by examining evidence from the sources and using it to build coherent justification for themes;

- Spending an extended period of time in the field of study with the participants in order to cultivate and develop an in depth understanding of each other and the phenomena being studied;

- Using thick, rich descriptions to convey the findings;

- Using member checking to determine the accuracy of the findings; and

- Participant language and verbal accounts should be used.

3.13 DATA ANALYSIS:

During the study a lot of data was collected through the various data gathering techniques discussed above. This data was subjected to thorough analysis in an effort to make sense out of it. Bodgan and Bilken (2007:159) contend that data analysis is the process involved in systematically searching and arranging the interview transcripts, field notes, and other materials that are accumulated by the researcher so that he/ she can make the findings. Marshall and Rossman (1999) maintain that data analysis refers to the process of bringing order, structure and interpretation to the large volume of data collected. Creswell (2003) points out that data analysis involves making sense of both the text and images. Data analysis took place in two stages namely during the process of gathering and after completion of the process. When collecting data, analysis was done through checking recurrent themes that came up. There after, Creswell's steps in qualitative data analysis were used. These are:

- Data collection which involved organising and preparing the data for analysis;
- Data entry and storage, which involved reading through all the data to get a general sense of the information to reflect on its overall meaning;

- Segmenting, coding and developing category systems where the researcher embarked on a detailed analysis of the the data with a coding process;
- Identifying relationships between the data collected through the coding process to generate a description of the setting or people including categories or themes which were analysed for each individual;
- Consruction of diagrams, tables etc to convey the findings of the analysis by using figure tables and matrices as adjuncts to the discussion; and
- Coordinating and validating results.

This meant that I had to search for patterns and relationships in data, breaking it into small units and sythezising it. This way, the researcher was able to gain understanding of the phenomena being studied. Patton (2002) has the following types of data that are critical in qualitative data analysis most of which were collected by the researcher:

- Phenomenological data analysis which seeks to group and elucidate the meaning, structure, and essence of the lived experience of a phenomenon, of a person or group of people. This was quite useful because the researcher interacted with the participants over a period of at least four weeks;

- Pattern, theme and content data analysis which seek to search text for meaning, words or themes. Certain patterns and themes emerged as a result of interacting with the data; and

- Inductive data analysis involves discovering patterns, themes and categories in the data. I was able to identify, define and explain the categories as developed and reflected by the participants.

3.14 *CONCLUSION:*

This chapter focused on the research methodology and design that the researcher employed in the study. The qualitative approach in studying ILR of the school head was identified as appropriate. Hence, the rationale for adopting the approach was explained

The research design and instruments for data collection such as observation, interviews etc were also identified and explained in some detail. In addition, ethical issues that

govern a qualitative research methodlogy and issues of validity and reliability were raised and adequately addressed. In the end, data analysis was briefly discussed and the types of data analysis that were applied in this study. The next chapter will focus on presentation, analysis and interpretation of data which was gathered during the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

In the preceding chapter a description of the research design and the methodology employed in the study was given. The qualitative research design was used because it relies heavily on verbal descriptions of participants' experiences to capture the human meaning of social life as it is lived, experienced and understood by the participants. In a qualitative research study, the researcher has the natural setting of sites as the direct source of data and the researcher is the key instrument. Major participants in the study were school principals and teachers in the ten selected secondary schools.

As argued by Cohen, Manion and Morrison (2011) a qualitative research methodology is useful when one tries to understand the interactions of teachers and principals in the classroom and the school because it is constructionist and interpreative. Its logic of reasoning which is inductive is useful because it enables the researcher to generate theory from the research study (Bryman, (2012:714). The researcher was interested in finding out meanings that emerged from these interactions in this particular context.

This chapter focuses on the research findings as provided through the research instruments that were used during the study. The data was generated through the use of individual interviews, document analysis, and qualitative observation and focus group interviews. The findings were presented systematically with a view to providing answers to research questions. The main research problem under investigation was "An Examination of the ILR of the school principal towards quality school improvement in Zimbabwe". The research study was treated as a case study because "the research design entailed the detailed and instensive analysis of a single case" (Bryman, 2012:709).

Greenfield (1987) defined the IL as those actions taken to develop a reproductive and satisfying work environment for teachers and desirable work conditions and outcomes for children. Jenkings (2009) contends that, it is the principal's role to providing direction, resources and support to the teachers and students for improvement of teaching and learning in the schools. Authorities such as Lashway (2002) go into some

detail about what the principal should do. Lashway (2002) points out that the IL is concerned with principals modelling learning, that they must be able to recognise whether lessons are aligned to standards, develop classroom assessments consistent with standards and evaluate students work for evidence that standards have been achieved.

However, Fullan (1991) cited by Jenkins (2009) observed that most heads of schools give less emphasis to IL due to lack of in depth training, lack of time, increased paper work and the community's perception of the principal's role as that of a manager.

In presenting the findings of this study, each of the ten secondary schools was described and discussed in terms of school infrastructure and its location. This was followed by profiles of participants that took part in the study. Pass rates of 10 secondary schools studied were also presented. Last but not least, sub questions of the study had to be revisited together with the data obtained. Central themes that emerged from interviews conducted were represented and discussed. It must be noted that interviews were conducted in English, though some responses were given in vernacular and as much as possible the participants' own words as spoken during the interview were presented verbatim.

4.2   SECONDARY SCHOOLS IN THE STUDY

The data on the secondary schools included in the study was obtained through observation and document analysis. In most schools, the information was displayed in the head's office. The MOESAC has produced a handbook entitled Minimum (Functionality) Schools Stands. This handbook details the minimum requirements needed in a secondary school for it to be operational. The minimum requirements cover a wide range of aspects including school infrastructure and reference will be made to this handbook to check whether a school is compliant or not. According to the Minimum (Functionality) Schools Standards (2013) a fuctional secondary school should have the following requirements:

- One administration block;
- Six classrooms;
- Six teachers' houses;

- A source of clean portable water within 500 metres of the school;
- Adequate toilet facilities as prescribed by official regulatons;
- Two specialist rooms;
- One laboratory;
- Library;
- A counselling room; and
- Safe and secure, among others things detailed in the handbook.

Table 4.1 below shows the schools' infrastructure that the researcher deemed important in a school. All the ten schools included in the study have adequate textbooks for use by both students and teachers. This was so because UNICEF provided textbooks to all secondary schools for six core subjects. The identified core subjects are English, Shona, Science, Mathematics, History and Geography. As a result the student to textbook ratio in these subjects is one as to one. I had the opportunity to see the textbooks. They were very good, useful and appropriate for the levels. What seemed to differ was how they were being used from school to school as shall be shown below.

Table 4.1 SECONDARY SCHOOLS IN THE STUDY

School Aspect	School A	School B	School C	School D	School E	School F	School G	Sch
Type	Former Group B	Former Group B	Rural	Rural	Former Group A	Former Group A	Farm	Far
No. of students	1034	987	496	532	1028	1134	94	
No. of Admin blocks	1	1	1	1	1	1	0	
No. of classroo	16	12	10	12	24	28	0	
No. of science labs	2	2	2	2	4	4	0	
No. of other specialist rooms	5	4	4	4	8	10	0	
Toilets	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Inadequate	Ina
Textbooks	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Ad
Library	1	0	0	0	1	1	0	
General cleanliness	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Good	Very good	Un satisfactory	Un sat
No. of teachers	48	46	23	25	55	60	6	
Deputy Heads	1	1	1	1	1	1	1	

SECONDARY SCHOOL A:

The school was established before independence (1980) as an F2 secondary school. In the Zimbabwean context, an F2 secondary school was an institution that taught both vocational and technical subjects and academic subjects. The emphasis was on vocational and technical subjects. F2 schools then were mainly for the not so intelligent students and hence the focus was on vocational subjects. It is situated in the high density suburbs (formerly black townships), close to a very busy thriving industry for small to medium enterprises and many bottle stores, shops and butcheries. The school has a double session that is, some students come in the morning from 7 am to 12 pm, while others start at 12 pm and finish at 5 pm. Double sessioning does not only compromise the quality of teaching and learning but may cause other social problems especially considering that these learners were close by an industrial hub where people work and drink beer throughout the day.

During my visits to the school, several students could be seen milling around these shops but it was not easy to tell whether they were in the session or not, but the picture did not look good. According to the school head, students were not allowed to mill around the shops but he admitted that it was very difficult to control this. He further indicated that proximity to this industrial hub did not only impact on students discipline but also on academic performance. Some of the students work there before and after school. This was further compounded by the fact that, parents have not changed their perception about the school. They still viewed it as an F2 school according to the head. As a result, good students from the community are sent to secondary schools elsewhere, and not to this F2.

All students were required to put on school uniform throughout their learning time and my visits showed that this was being observed well. The school environment was generally quiet and conducive to effective learning and teaching. What appeared to be lacking was the businesslike approach to work by both teachers and students. When lessons changed over, both teachers and students took their time to get to the next class. Teachers could be seen counting steps from the staff room to the next class or from classroom to classroom. As a result approximately seven to ten minutes were lost when lessons changed over. The worrying thing was that nobody seemed to be worried about

this. When I asked the Head to comment on this, he answered, "Aa vatomboenda zvavo kuclass, zviri nani izvi nekuti kana pasina incentive havatombouyi nokubasa kwacho. Vanokudza kuti handina mari ye transport." (It is better that they are here and attending classes, in the absence of incentives, they do not even report for duty citing lack of transport money.)

While the school has a library, a visit to the library showed that the books were not only few but old if not obsolete. Teachers confirmed that it was as good as if there was no library at all due to lack of textbooks. The head also concurred that there were very few books and that funds were not available because; "we have to raise weekly incentives for teachers otherwise they will not come to school.''

The school had adequate toilets for use by both teachers and students. School grounds were generally clean except for broken furniture which could be seen in most corners outside the school and of course litter which needed to be picked up.

The school is functional according to the handbook referred to earlier on but it is clear that in terms of providing quality eduaion to the children, there were a lot of inadequacies.

SECONDARY SCHOOL B

The school was established in 1984. It is situated in the high density suburb and it is relatively far away from both peoples' houses and shops, thereby enabling an atmosphere conducive to effective teaching and learning. As was the case in School A, the school has double sessions running as described in school A.

Visits to the school showed that the students generally came to school early and leave late since they could be seen studying in the school grounds. Pockets of groups of students could be seen around the sports fields busy with their school work. The head indicated that he encouraged learners to study in the school premises while off session. It was unfortunate that the school had neither library nor extra classrooms to accommodate the learners. The learners had to literally lie on their stomachs and do their work.

This lack of classroom accommodation was quiet evident as some classes were conducted under trees. At least four classes daily would be conducting the first three periods of the afternoon session outside while another four would also conduct their last three periods of the morning session outside. Classroom management appeared to be difficult since some learners had chairs whilst others were literally seated on the grass. All teachers teaching outside had neither a mobile chalkboard nor flip charts for use which suggested that there were no deliberate attempts to create an environment conducive to learning and teaching outside the classroom. Interestingly fashion and fabrics practical lessons were also conducted outside and one wonders what the state of the garments (such as a shirt or a dress) would be like when submitting coursework because coursework garments are not supposed to be washed till they are marked.

When asked to shed light on the outside classes, the head cited lack of funds to buy the chalkboards let alone build classrooms since all funds collected were used in paying incentives for the teachers and other staff. Teachers in the study were clear about incentives, "No incentives no teaching" and even if the money was not available for one week, it meant that there would be literally no teaching for that particular week and this seldom happened because the school was making efforts to ensure that there were funds to pay the teachers.

School grounds were generally clean and student discipline was good. Adequate toilets were available for both learners and teachers. UNICEF textbooks were available and adequate but what was disturbing was the fact that, teachers were reluctant to allow students to take the books home for fear of losing them. Teachers argued that while books were available, the rules and regulations that governed the books were too strict and hence kept the books under lock and key. According to the teachers the rules said that in the event of a loss of textbook by a student, it was the teacher's responsibility to replace the lost book. This was confirmed by the head. Hence learners did not quiet benefit from the UNICEF books in this school since they could be only used in class and collected immediately after use.

The school is not functional according to the handbook since it has no library.

SECONDARY SCHOOL C

This is a rural school built in 1984 and is situated not far away from the local villages with the nearest village being 200 meters away from the school. Most students come from these villages while quiet a sizeable number came from a high density suburb some six kilometres away from the school. Learners from the high density suburb went there because of the low fees being charged by the school as compared to what urban schools charged.

While the school was fenced, some stretches of the fence had fallen down allowing goats, cattle and donkeys to move freely in the school. Efforts were made in certain sections of the school to chase away the animals but with little success especially during my visits since domestic animals are not properly kept and looked after during the months of August to October. Thus these animals were a problem and made the school dirty despite the effort that was being put to keep it clean.

All learners were required to be in school uniforms and double sessions were also the norm. Some of the students walked as much as seven kilometres to get to the school and this was not without its challenges. The school enrolled learners with as much as 30 units from grade 7 into form 1. Good students generally had 12 units and above, because those with between four to ten units preferred boarding and urban schools. Visits to the school showed that morale was generally low amongst teachers. This was evident in their movement as they went about their work within the school. The approach was very casual. A teacher I talked to indicated that "hakusi kutown kuno, kune maincentives, I am given $50 the whole month." (This is not in town where teachers get incentives). The head confirmed that it was extremely difficult to motivate the teachers considering that they were only seven kilometres away from the urban centre where teachers were being paid about $150 per month incentives. The head further commented about the poor salaries paid to the teachers since they were being paid about $350 per month by the government. Requests to transfer to urban centres were many in the heads' office. He showed me twelve requests to transfer from the school to urban centres. Fortunately or unfortunately, teaching vacancies were not easy to get in urban schools. Be that as it may, the fact that so many teachers had requested transfers did not arguar well for effective teaching and learning. I had the opportunity to look at student's exercise books for all of five participating teachers in the school and a few others and it was evident that the work was inadequate. The teachers were also

aware of this and one of them had this to say '' zvinoindirana nemari yacho.'' (This is commensurate to the salary received from the government.)

The school had no library and inadequate classrooms. Some of the specialist rooms such as the agriculture unit were converted to a full time classroom. Furniture was also inadequate and in bad shape. The desks and chairs in most classrooms were deplorable. While parents were making efforts to pay school levies, according to the head, the money charged was little, though not affordable due to scarcity of the US dollar. This was not a functional school because it did not have a library, only five teachers' houses and adequate furniture as required by the ministry in the handbook. Also it was not properly fenced and animals were all over the school.

SECONDARY SCHOOL D

Like secondary school C, this school is situated in a rural area and surrounded by villages. There is also a busy growth point close to the secondary school. It was pleasing to note that the school was properly fenced such that there were no stray animals. As a result a few decorative shrubs and flowers could be seen in the school.

There were double sessions in the school, for this reason several students could be seen at the growth point. This poses social problems such as substance abuse and drinking beer but it would appear that there is little the head could do to control this due to the distance.

During my visits to the school, it was evident that the teachers were demotivated. Discussions in the staffroom centred on efforts which were being made by teachers to transfer to urban schools. One teacher I talked to indicated that she was at the school simply because she came from the nearby villages. I asked her whether her children were attending at the school and she replied "why I would waste my child, teachers here do not teach because there is no incentive and I do not blame them." The head echoed the same sentiments that teachers were demotivated by the poor salaries and did very little in the class. She further indicated that the school community was generally poor and could not afford to pay the incentives. It was tried once and only managed to pay each teacher $10 and that exhausted the school funds. I asked the head why she did not prefer charges on the teachers since this constituted poor performance of work and

negligence. The head replied that it was difficult to do so because the teachers had genuine grievances and that the ministers responsible for education had said that teachers should be given incentives in order to argument these poor salaries. Thus, it was the school that was failing to observe guide lines, though not deliberately.

The school had no library and classroom accommodation was inadequate. Some students could be seen sitting under trees trying to do their home work as they waited for sessions to change. The morale among the students appeared encouraging. I had the opportunity to look at the exercise books of learners. Very little written work was being given and the principal conceded that little work was being givem to students the form of written exercise. She added "This is better than nothing, at some schools that l know, teachers are seated and this was raised at the last district meeting for heads."

The school was not functional because it did not have a library and the source of clean water was close to a kilometre away. The school gets water from a community bore hole. As noted above this school was marginalised in terms of the quality of the education provide to students.

SECONDARY SCHOOL E

This school was established before independence and is a former group A school which was meant for white children only. It is in an urban area. At the time of the study, they were only Black learners at the school and the head confirmed that they had not enrolled a white learner for the past ten years. It is an all boys' secondary school.

The school environment appeared quite good and conducive for effective teaching and learning. The students were properly dressed in their school uniforms daily and the mood in the school seemed business like. Teachers could be seen walking briskly from class to class with books clutch in their hands.

A visit at the heads' office revealled some excellent performance as seen in many trophies displayed in the office. When I talked to the head, he indicated that the school was a power house in sporting activities and that explained why they were so many trophies. Among the trophies, was the secretary merit award which the school won a few years ago? All learners attend school in the morning and the afternoon is either reserved for sporting activities or study time depending on the time table. All school

activities were conducted under supervision of teachers, who seemed quite eager to be with students.

When I asked the head about the magic behind this high level of motivation, he said it was because the school could afford to pay reasonable incentives for the staff. Teachers were getting between $250 and $350 depending on one's responsibility at the school.

The school had a boarding component and teachers readily accepted responsibilities in the boarding sector since this meant more incentives. The boarding component has fewer students than the day school and most of the boarders were doing A level. In the library they were many books but a number looked old and perhaps obsolete. Head indicated that plans were afoot to buy new library textbooks. The only disturbing aspect was the school buildings which seemed to need repainting. This school was functional because it did not only meet the minimum requirements spelt out in the handbook but exceeded in most of the aspects.

SECONDARY SCHOOL F

This is a former group A, secondary school situated in the city centre. At the time of study, as in school E, there were no white students attending at the school. It is a girls' school. The school environment was very clean and beautiful with nice shrubs all over the place. The school facilities were equally maintained thereby creating a very conducive environment for both teaching and learning.

All students attended school in the morning with afternoons reserved for either sporting activities or study time. Learners were appropriately dressed in school uniforms and the teachers were energetic as they went about their school business. The morale among both teachers and students appeared high.

While the head's office was equally attractive, it did not have as many trophies as in school E. It is also functional because it exceeded most of the minimum requirements identified in the handbook.

SECONDARY SCHOOL G

The school is situated in a former commercial farming area and was established in 2002. The commercial farming area is now made up of A1 and A2 farmers. A1 farmers

have around 15 hectares of land each whilst A2 farmers generally have 50 hectares or more. These farmers and their workers constitute the school community. The school is a district council school. The school enrolled almost everyone who wanted to go to school in order to boost their numbers. Learners could repeat grades at will as long as they wanted.

There were no classrooms built for the students, all learners learn from a former tobacco barn and a farm house which is also used to accommodate teachers. Learners and teachers share four "blair" toilets. In the Zimbabwean context a "blair" toilet is basically a pit latrine. The situation at the school was extremely deplorable. It would be miraculous for effective learning and teaching to take place under these circumstances. The community still uses part of the tobacco barn to store their farm equipment. There is nothing to demarcate the school from the community. As a result there was no portion or section which you would call the school ground. Hence no effort was being made to do anything to improve the appearance of the place.

When I talked to the head about the progress or efforts being made to improve the place, he indicated that the place was highly politicised such that he was hardly in control of anything. This was confirmed by the fact that as soon as I parked my car, several youths appeared from all directions and wanted to know why I was at the school. Fortunately some of them managed to recognise me as the "District Education Officer" (DEO) and they went away. This to me appeared to suggest that the current DEO was still unknown in the area. I was the DEO for the area in 2005. True to my speculation, when I checked the school log book, I was the last DEO to visit the school and the head confirmed it.

Both teachers and students appeared to be demotivated. There was no urgency in everything they did. Half the students did not have school uniforms and the head said it was difficult to enforce the wearing of uniforms because the community was visibly poor. A levy of $10 was being charged but still parents could not afford to pay it. Students literally sit on logs. There was no furniture for both teachers and students. Broken chairs used by teachers were formerly owned by the former farm owner.

As an educationist, it was a painful experience especially considering that I was involved during the formative stages of the school to note its state of deterioration. We had

hoped that government and the responsible authority would do something, but up to the time of my visit nothing had happened. This was not a functional school in all respects. In fact, there is no semblance of a school save for learners and teachers that were physically there but visibly elsewhere.

SECONDARY SCHOOL H

This school was a replica of the latter in all respects except that the farm house at this school was being used by both teachers and the police because one of the rooms was used as a sub police station. Perhaps the presence of the police at the school reaffirmed the fact that farm schools were highly politicised. When I met the school head, I recognised her and congratulated her for staying at the school for so long. I appointed her as the head to the school when I was the DEO. She then quipped and said she had stayed that long because the school is close to Harare (about ten kilometres) and she commutes from her house in the city. I later realised that this was the case with all other teachers at the school. They all operated from Harare and no staff member stayed at the school. This was confirmed by the hasty in which the staff members left the school every day at 4 pm to get transport to Harare.

As I was in this school, l observed that most of the students did not have school uniforms because of poverty. The head indicated that the attendance by the students was erratic especial during the rainy season. Most learners preferred working in the fields in order to get the scarce US dollar. Some of the learners even owned a hectare or so on which they would use to plant tobacco and earn much more than the teachers. This had prompted a number of teachers to rent a few hectares of land on which they grew tobacco. It was quite evident that the teachers went to the fields during working hours because most learners would be absent. Hence the poor results did not surprise me though they were other contributing factors. The head confirmed that she was aware that once in a while teachers went to their plots because of very poor or no attendance at all.

This school was not functional according to criteria set out in the ministerial handbook. There were neither classrooms nor teachers houses, not to mention specialist rooms.

SECONDARY SCHOOL I

This is a well established mission boarding school which was built before independence. It has a very long history and has produced some of the renowned academics in the country. The school has a day school component which accommodates learners from the surrounding villages since it is situated in a rural area. The mission has a big hospital which serves as a district hospital.

There were adequate classrooms, accommodation for all learners and specialist rooms as indicated above. The school enrolled very good students in the boarding component with less than ten units. However the day school component meant for the locals tended to be less strict such that some students with as much as sixteen units were enrolled. Learners were strictly in school uniforms throughout the day and appeared to be quite motivated and hungry to learn. Morale among teachers was generally good though they were pockets of discontent as shall be shown. Beautiful shrubs and flowers in beds could be seen making the school attractive thereby creating a conducive learning environment.

A visit to the head's office revealed that trophies of academic excellence were displayed in the office. Some of them were becoming rusty, perhaps a sign that they were won a long time ago. The office was orderly. The head had been at the school for two years and this partly explained why he appeared not to be quite in control of the school and less knowledgeable about certain things as shall be shown.

All learners attended in the morning and afternoons were meant for supervised studies and sporting activities. However the supervised study time was not being managed effectively. Some classes especially forms two and three could be heard making noise. When I enquired the head indicated that only two teachers on duty supervised the study while the rest would be free. He further indicated that he had found this as it was and that teachers resisted change. On my way from the school, a few teachers could be seen drinking beer at bottlestores located in a nearby township and this was the norm throughout my visits. This was usually around three in the afternoon. Informal discussions with some of the teachers showed that they had been at the school for a long time, some more than 15 years and these seemed to constitute the pockets of resistance to change. The school is functional because it met the set criteria as indicated above.

SECONDARY SCHOOL J

This is another mission boarding school with up to A, level situated in the rural area far away from both villages and townships. In the Zimbabwean context, "A" Level refers to a school that has forms one to six which is an equivalent of grade twelve in the South African context. However, because it is in a rural area, the school has a day school component which was meant to absorb learners from the local community. Students in the boarding component were enrolled on merit while the selection was not as rigorous for the day school learners.

The school had fairly adequate classroom accommodation and all learners attended in one session. The afternoon was meant for either studying or sporting activities. The study sessions where effectively supervised by class teachers who would literally sit in class for the entire study time. As a result during study time there would be dead silence in the whole school. This enhanced the learning and teaching environment which was largely conducive.

There is no library at the school. Both teachers and students use a room as their library. As a result it is not possible to sit and study in the library. When I visited the room, I realised that they were few books. Teachers also complained that the school had no library and yet the head was busy "buying cars for himself in the name of school cars." This allegation could not be ascertained. Maybe what the teachers meant was that the school did not need two pickup trucks when they already had a school bus.

All learners wore school uniforms throughout the day and appeared quite eager to learn. However the teachers were not that enthusiastic about their work because of the alleged unfair distribution of the incentives and boarding duties. This will be dealt with later. School grounds needed attention since they were not that presentable as we would expect in a boarding school with full time ancillary staff.

The fact that there was no library in the school meant that it was not functional because it did not meet the requirements stipulated in the handbook.

Participants played a crucial role in the study and there it was imperative to look at their profile. The focus on participants in this study was heavily in flunced by the classic work of Berger and Luckman (1966) which theorised the notion o fteh social

construction of reality. The researcher observed social phenomena in schools as both a participant and non participant observer. But as argued by Berger and Luckman (1966:47-48):

> "The social reality of everyday life is thus apprehended in a continuum of typifications which are progressively anonymous as they are removed from the here and now of the face-to-face situation. Social structure is the sum total of these typifications and of the recurrent patterns of interaction established by means of them. As such, social structure is an essential element of the reality of everyday life".

> The social structure alluded to in the above quotation refers to the everyday lives of principals and teachers as they co-construct their reality in the process of developing models of instructional design and support. Such activities are influenced partly by social structures in the schools and the socio economic and politcal context in which the school and its actors are located. As a participant and non participant observer, the research adopted a critical realist epistemology because the categories that were created by the researcher refer to "real objects in the natural or social world" of teachers and school principals as they co-construct meanings regarding the development of models, practices and theories on instructional leadership and support of teachers. As an epistemological position, realism "acknowledges a reality independent of the senses that is accessible to the researcher's tools and theoretical speculations" about the IL of the school principal. This position is contrasted to a constructivist epistemology which asserts that "reality is socially constructed and can be understood only in context" (Willis, 2007: 54). The context in this particular case, are the different types of schools in Zimbabwe.

4.3 PARTICIPANTS IN THE STUDY

The information on participants was largely collected through document analysis and interactions with the participants. The participants were mainly teachers and heads of schools. There were few instances that I came across parents at the school, but each time I met them, I talked to them in an effort to hear their views.

For the researcher, it was essential to hear the voices of school principals because the researcher was also interested in the agency of the school principals as they grappled

with a hegemonic discourse of the Ministry of Education which was brought to the school through the Educatin Act. This mediation of the Eduation Act by school principals enabled them to reacreate their own narratives so that they could be able to run their schools amidst abject poverty of teachers and learners in the absence of adequate government   funding.

4.3.1 SECONDARY SCHOOL HEADS

Table 4.2: Heads of Schools in the Study

Head	A	B	C	D	E	F	G	H	I	J
Gender	M	M	M	F	F	M	M	F	M	M
Highest academic qualifications	B.A General	A-LEVEL	A-LEVEL	B.A General	A-LEVEL	A-LEVEL	BSc General	B.A General	A-LEVEL	A-LEVEL
Highest professional qualification	Grad CE	B.Ed	B.Ed	Grad CE	M.Ed	M.Ed	PGCE	PGCE	B.Ed	B.Ed
Teaching experience	34	20	27	18	32	31	9	10	20	19
Years as head	24	6	16	10	22	20	6	7	9	8
Years at present school	10	3	5	6	15	12	4	7	2	4
Lessons taught	0	0	8	10	0	0	22	20	0	0
Headship training	0	0	0	0	0	0	0	0	0	0

Key:

- Dip. Ed: Diploma in Education
- C.E: Certificate in Education
- B.ED: Bachelor of Education
- M.ED: Master of Education
- B. Tech: Bachelor of Technology

- Grad. Ce: Graduate Certificate in Education
- P.G.C.E: Post Graduate Certificate in Education

At total of ten heads were included in the study. Of these, three were females while the remaining were males. This does not in any way suggest that the distribution of heads in the country is similar to what was found in this case study. The study focused on the type of schools not the person in charge.

What stood out clearly was that all the heads of schools met the ministry's criteria for appointment as head. They all had first degrees and had been deputy heads for at least two years. It was pleasing to note that all of them had ten or more years teaching experience and three had more than thirty years of experience. These heads were not only experienced teachers, but also experienced heads as well, since none of them had less than five years in the post.

The least number of years as head was six years and the highest was twenty-four years. This was massive experience. The table also shows that all heads had been at that particular school for two years and above and therefore the expectation was that one was not only knowledgeable about the school but also in full of control.

However it was interesting to note that all the ten heads did not have formal training for the post, even after appointment, none of them was inducted. They all came to their schools with an appointment letter, introduced to the school by a district official and took over the reins just like that. While all the heads had attended many workshops and one day meetings with the Ministry of education officials, these did not necessarily touch on what the head should do in order to improve teaching and learning. In other words the meetings rarely focused on the ILR of the head. Heads of schools indicated that the workshops were generally reactive to what will have happened or to be informed about the pending changes in the system. One head had this to say about the meetings "We are awalys gathered to explain why the pass rate is low and to indicate corrective measures to be taken by the school. It is assumed that l know how to make things right."

 Director's circular number 15 of 2006 stipulates that school heads are expected to have teaching loads. Table 4.2, shows that six of the heads had no teaching loads at all while

the two with 20 and 22 periods were at farm secondary schools. The remainder of the teaching heads were from rural day schools. I actually found the head of secondary school C in class teaching mathematics to form three students. I asked to sit in the class and he delivered a very good mathematics lesson. This head, I do not doubt has firsthand experience of what obtained in the classroom. He could competently talk about the subject and showed a lot of passion for mathematics and teaching in general.

4.3.2 TEACHERS IN THE STUDY

TABLE 4.3: PROFILES OF TEACHERS STUDIED

Teacher	Gender	Highest academic qualification	Highest professional qualification	Teaching experience	Years at present school	Subject
			SCHOOL A			
A	M	O-LEVEL	Dip.Ed	18	10	English
B	M	A-LEVEL	Dip.Ed	6	4	Geography
C	F	A-LEVEL	Dip.Ed	5	5	Shona
D	F	A-LEVEL	Dip.Ed	7	4	Maths
E	M	BScHon Psychology	_	14	9	History
			SCHOOL B			
A	F	A-LEVEL	M.Ed	17	6	Shona
B	M	A-LEVEL	Dip.Ed	5	5	Science
C	M	O-LEVEL	Cert.Ed	23	7	Science
D	M	O-LEVEL	Cert.Ed	21	21	Geography
E	F	A-LEVEL	B.Ed	18	10	Shona
			SCHOOL C			
A	F	A-LEVEL	Dip.Ed	11	9	English
B	M	A-LEVEL	Dip.Ed	11	6	Maths
C	M	O-LEVEL	Dip.Ed	14	7	shone
D	F	A—LEVEL	Dip.Ed	9	6	Science

E	M	A-LEVEL	Dip.Ed	13	8	Geography
			SCHOOL D			
A	M	A-LEVEL	Dip.Ed	11	5	Science
B	F	O-LEVEL	Dip.Ed	18	10	Shona
C	F	O-LEVEL	Dip.Ed	10	5	History
D	F	A-LEVEL	Dip.Ed	7	5	English
E	M	BSc Maths & Statistics	-	7	7	Maths
			SCHOOL E			
A	M	B.Com	-	15	14	Accounting
B	M	A-LEVEL	Dip.Ed	17	14	Shona
C	F	B.A Hons History	Grad CE	14	10	History
D	M	BSc Maths & statistics	-	10	6	Maths
E	M	A-LEVEL	Dip.Ed	16	7	English
			SCHOOL F			
A	F	B.A Hons History	M.Ed	23	22	History
B	F	A-LEVEL	BSc Counselling	25	8	Shona
C	F	A-LEVEL	B.Ed	18	6	English
D	M	A-LEVEL	Dip.Ed	15	5	Geography
E	F	B.A General	Grad CE	20	15	Shona
			SCHOOL G			
A	M	BSc General	-	5	5	Science
B	F	A-LEVEL	Dip.Ed	7	2	English

C	N	O-LEVEL	Dip.Ed	6	3	History
D	F	A-LEVEL	Dip.Ed	5	3	Maths
E	F	A-LEVEL	Dip.Ed	7	4	accounts
			SCHOOL H			
A	M	BSc Computers	-	8	4	Maths
B	F	A-LEVEL	Dip.Ed	7	7	Geography
C	F	BSc Psychology	-	5	5	Shona
D	M	A-LEVEL	Dip.Ed	5	3	English
E		WITHDREW-	-	-	-	
			SCHOOL I			
A	F	BSc Maths	-	15	15	Maths
B	M	B>A General	Grad CE	22	14	English
C	M	A-LEVEL	Dip.Ed	14	6	Science
D	F	B.A General	Grad.CE	19	10	Shona
E	M	B.A Hons History	Grad.CE	20	12	History
			SCHOOL J			
A	M	A-LEVEL	B.Tech	21	14	Accounts
B	F	B.A English	-	6	6	English
C	M	A-LEVEL	Dip.Ed	14	11	Geography

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D	F	B.A General	-	6	6	Shona
E	F	A-LEVEL	Dip.Ed	13	6	English

Key:

- Dip. Ed: Diploma in Education
- C.E: Certificate in Education
- B.ED: Bachelor of Education
- M.ED: Master of Education
- B.Tech: Bachelor of Technology
- Grad. Ce: Graduate Certificate in Education
- P.G.C.E: Post Graduate Certificate in Education

A total of 50 teachers participated in the study through individual interviews and focus group interviews. The teachers had relevant teaching experience. The least experienced had five years while the most experienced had twenty-five years. After five years of continuous teaching, the expectation is that one would be a mature teacher.

Academic qualifications for teachers varied from Ordinary level to a first degree while professional qualifications ranged from Diploma in Education to a Master's of Education. An Ordinary level in the Zimbabwean context refers to a school that has forms one to four which is an equivalent of grade ten in the South African context. What was critical is that all the fifty teachers were appropriately qualified to teach at a secondary school. It was also observed that all the teachers were teaching the subject they trained to teach. Only nine teachers out of fifty had less than five years at their present schools while fourteen had over ten years. This meant that the majority of the teachers could competently talk about their experiences in the school and the heads. However the same table shows that out of the fifty teachers who took part in the study twenty-eight did not have degrees.

While according to ministry requirements these qualify to teach in secondary schools, one would have wished if more teachers teaching in secondary schools had degrees. My suspicion is that this may be the pattern across the whole country that we have more teachers without degrees teaching in secondary schools. School results for the schools under study were considered as an important indicator of how the head played his ILR.

4.4   SECONDARY SCHOOL RESULTS FOR THE SCHOOLS

In Zimbabwe, school performance is measured through results produced at Ordinary and Advanced Levels. It is the results that will determine whether the school is considered as below average or above average. Actually every year secondary schools are ranked according to results from number one up to the last at district level, provincial and national levels. Rankings of the top twenty or fifty performing secondary schools are sometimes published in newspapers. Table 4.4 shows Ordinary level results obtained by secondary schools in the study between 2010 and 2012. These three consecutive years were deemed sufficient to indicate what the schools were capable of doing academically.

TABLE 4.4:

SCHOOL PASS RATE O-LEVEL

SCHOOL	2010	2011	2012
A	7.8 %	6.9%	5.3%
B	9.7%	13.6%	11.3%
C	3.6%	9.1%	13.7%
D	9.8%	11.7%	9.4%
E	29%	31.5%	26.7%
F	31.7%	34.7%	24.3%
G	0%	0%	0%
H	0%	0%	0%
I	64.8%	68.6%	58.5%
J	44%	45.2%	42.6%

Ordinary level results in the table indicate that mission boarding schools, though with a day component, performed much better than the rest of the schools under study. The highest pass rate in these schools was 68.6% in 2011 while the lowest was 41.6% in 2012. Former group A, schools came second with the highest pass rate being 34.7% in 2011 and the lowest was 24.3% in 2012. There was nothing that seemed to separate urban schools in high density suburbs from those in rural areas. The performance in these schools was generally way below average. National average pass rate for 2012 was 18.4% and schools A, B, C and D were far from achieving this.

The worst case scenario obtained in farm schools were a 0% pass rate was the norm in the three years considered. The heads of the two schools blamed both the community and the government for the poor results. Head of school G said "The government is not serious about these schools. It is a political issue and we are made to suffer. The schools are not registered and therefore cannot get support from the government. The community is living in poverty so what do you expect me to do?" The head of school H

also complained that there was no support from the district and the provincial offices of the ministry since "they had not visited the school for more than five years. All they requested were reports to explain why students failed." In school H the head and staff agreed that in 2013 the nine students who were supposed to write the examinations at O-Level would not write in order to give them more time to prepare. This then meant that these students would do a four year course in five years with the hope that things would improve. Heads in rural secondary schools indicated that the performance was largely affected by poor salaries coupled with the non availability of incentives to motivate teachers while those in high density schools blamed the poor results on the quality of students that they enrolled in the schools.

Admittedly, the above results are not good especially in former group B, rural and farm schools. However, these results should be viewed in light of the massive unprecedented expansion in education that took place after independence between1984 and 1990. Many secondary schools were built in both urban and rural areas but the expansion could not be matched with a requisite quality of education, it was merely a quantitative expansion to enable as many people as possible the right to education since this had been denied by the previous regime. Following this expansion, results in secondary schools in general were generally very poor. Most if not all newly established schools recorded pass rates of 0 percent in subsequent years. These schools are mainly in townships and rural areas. This pattern continued for at least the following ten years and there after pass rates started to pick up. It is for this reason that pass rates of about 15 percent in previously non existent schools are commendable though not satisfactory. The focus now is on improving the quality of education in all schools through effective IL among other things. This position does not obfuscate the current crisis in the education system which has been aggravated by the political and economic challenges of the country.

The data above would not adequately show the ILR of the head without presenting what the heads and the teachers who participated in the study said. Individual interviews were conducted with the ten heads and fifty teachers (see appendix G and F for questions). This will now be presented using the sub questions of the study raised in paragraph 1.4.1.

4.5   CAPACITY OF HEADS TO EFFECTIVELY PLAY THE ILR

The head of school A was the most experienced of all the heads included in the study with thirty-four years of experience, twenty-four years as head and ten years at the current school. This was his third school as a head. The school's vision, mission and values were displayed in the head's office and also in the staffroom. When asked on progress being made to attain this, considering the low pass rate the head said "maticha haadi basa (Teachers do not like to work), they are not supportive when it comes to the implementation of instructional programmes meant to improve results. All they are keen on are incentives and extra lesson" .On supervision he indicated that supervision of teachers was critical for the success of the school. When asked how often he conducted class visits, the head said that his wish was to see every teacher once a term but this had proved extremely difficult as a result he delegated the task to the deputy and the heads of departments. According to his classroom visits timetable, he was supposed to have visited all the teachers by the time of my visit in September. However, he admitted that he had only managed to see two teachers due to lack of time. He indicated that there were too many meetings to be attended such that he had "no time to go into classrooms". This was the same with checking students' written work. Not a single exercise book had been seen by the head at the time of my visits. However the head indicated that he requested HODs to submit their class visits reports to him so that he can monitor the frequency of visits by HODs.

On staff development, both the head and the teachers concurred that this was usually done at the beginning of the year when doing 'Key Result Areas' and at the end of October when concluding the same exercise. This meant that the only form of staff development that was done in the school was on performance appraisals. The head said that HODs conducted subject based staff development but could not ascertain whether this was taking place.

On procurement of resources, the head indicated that he ensured that all the required stationery was available for as long as funds were available. He further indicated that they sometimes run out of the necessary stationery and resources due to payment of incentives to staff. He then stressed that paying incentives was a priority because

"Teachers are now getting into classrooms and hopefully teaching effectively. In the absence of incentives teachers do not teach"

Teachers interviewed at this school confirmed that they had not been visited by their head in the last two years. Only one teacher indicated that he was visited in 2012. They also said that their learners' work had not been checked by the head in the last two years. When asked about supervision, all teachers in school A confirmed that this was the responsibility of the HODs. They concurred that the head did not have time to do this. One teacher said, "He is a very busy man". When asked to elaborate on this he said, "The head leaves the school every day at around 9 o'clock and we know we will see him the next day". The head did not teach any subject.

In secondary school B, the head showed me his timetable for both class visits and checking learners' work but admitted that it was extremely difficult to find time to get to classes. As a result he had not seen a single teacher at the time of my visit and indicated that "it is now the key duty of the HODs. All I now do is to get reports from HODs on progress made and to inform me about critical situations then I will act". The school vision, mission and values were displayed in the head's office but there was nothing in the staffroom.

When I asked him what the vision of the school was, he turned his chair and started reading, which to me meant that it had not sunk in him. I was not surprised when all the teachers in the study could not say their school's vision let alone the mission statement. One of the teachers said "asi headmaster vakambozvitaura last year I cannot remember well" (the head once mentioned about it last year)

On school resources, the head said that it was now difficult to provide adequate resources because school funds were being channelled to pay incentive for staff. The head lamented the poor salaries paid to teachers that had reduced teachers to beggars. "we have to beg the SDA to pay teachers. Anyway they now understand that if teachers do not get incentives their children will suffer". The head indicated that teachers had become extremely difficult to work with due to poor salaries that were being received. He said "teachers now wanted payment for anything they deemed extra, including attending sporting activities."

Teachers interviewed in school B said that they had not been visited by the head. What was interesting was that one of the teachers said, "The head does not come to our classes, it is the responsibility of the HODs. The head only ensures our presence by moving around or standing at the gate as we come for our sessions." This was indeed true because during my visit, half the time the head was either by the gate or moving around. Perhaps it is management by walking around (MBWA) which may be helpful if done correctly.

On staff development the head appeared at easy to explain what he was doing. To him, staff development was synonymous with staff meetings. For this reason he explained the main focus of his staff meetings. Staff meetings were being held twice a term, at the beginning and at the end of each term. While staff meetings are extremely important and useful, these do not necessarily constitute staff development programmes.

I had an opportunity to look at the minute book for staff meetings and observed that the meetings were dominated by the head who emphasised on attendance, marking and keeping records, giving learners work to do and professionalism. Teachers confirmed that they did not do staff development programmes in their school. One teacher had this to say "zvine mari mukati here?" (Will we get paid for these?) This appeared to reinforce that teachers wanted payment for anything they deemed extra work as indicated earlier on by the head. As was the case in school A the headmaster was also not teaching throughout the whole year.

In secondary school D, the head indicated that she had to conduct eight lessons in a week but usually manages to attend at most five in a week due to meetings and attending to parents who may have visited the school. Each time she failed to teach she would either request someone to teach on her behalf, provided that someone was free, or gave the students work to do. She admitted that classes taught by the head usually suffered because the head did not get enough time due to continued absence from the school attending meetings and that was why she preferred non examination classes.

When asked about vision, mission and values of her school the head said that she shared her vision with teachers but, "it was tough going due to the low levels of motivation. Teachers do not want to hear about working hard since we cannot afford incentives". The head had a well prepared timetable for class visits and checking learners' work. At

the time of my visit she had managed to visit ten teachers once and had checked exercise books for three classes in Shona, Maths and English. Staff meetings were being done twice a term but no staff development had been conducted. She acknowledges that this was important but time was the major constraint according to her.

Teachers involved in the study at school D agreed that the head made efforts to see teachers teaching but were not sure of the criteria used in order to be visited. Of the five teachers visited, two had been visited once. Of the three not visited, two of them had not been visited in the previous three years. No wonder why one of them said "the head only visits weak and lazy teachers. I do my work well and therefore there is no need for her to come to my class or collect my learners' exercise books." When I checked with the head the criteria she used to visit teachers she indicated that she targeted new teachers and "of course my usual suspects who always need a push." Teachers who had been visited said that they had not discussed the supervision reports but got copies to keep. When probed further as to how they benefitted from the supervision by the head, six of them said that it was a useless exercise. One of them said "She does not discuss the report with me so why bother to read it. l know she needs those reports for the district officials to see that she is working". The head said that she had no time to discuss good reports.

As in school D, the head of secondary school C taught 10 lessons a week and hardly delegates to anyone. As indicated earlier on, the head has a passion for teaching his subject and I actually witnessed this. He also had his timetables to visit teachers and checking exercise books but unfortunately nothing had been done. When asked about why he had failed to do this he replied, "it was not easy to teach and visit teachers in their classes. I am not saying it is not important but time is the problem. I still hope to do it before the end of the year".

While the vision and mission stateements were available in the office , the head admitted that they rarely talked about it as staff, let alone with the wider school community because "teachers are demotivated''. Teachers involved in the study said that their head had no time to conduct class visits since "he was busy with his own class. Vanongoti munhu ngaaite basa rake" (he says we should do our work). However one of the teachers expressed disappointment that the head did not conduct class visits. This

was what he said," how are we expected to learn, to know our weaknesses. Even HODs here are concentrating on their classes. They rarely visit". When I asked the head about HODs supervising teachers he said that he seldom checked on this. He indicated that while he may not have time to conduct supervision, the current environment was also not conducive to this. This is what he had to say when probed further, "The point is teachers are generally demotivated such that following them up would actually worsen things. We cannot afford incentives as the case in towns so I appreciate whatever each one does."

No staff development had been done by the head at the time of the visits. He indicated that they only met to discuss results based management, since the forms were to be submitted to the provincial office at the end of the year. However staff meetings were being done twice every term. Teachers said that they had not done any staff development programmes "for years now." One teacher indicated that at his former school, at least two staff development programmes were conducted yearly and he had "found them to be very educative "and wondered why they were no longer done.

At secondary school E, as soon as one enters the school gate, one is greeted by a nicely written notice board which clearly shows the school's vision, mission, motto and values. This is again displayed in the head's office and in the staff room. The vision, mission, motto and values were not only clearly written but displayed such that one would not doubt the importance attached to this by the school. I asked the head why they had put so much effort into this and he said, "this is what we believe in as a school, what we believe will take us further and produce useful and responsible citizens for this country. We are committed to ensuring that every student, when leaving this school should be able to earn a living responsibly. The head exuded with confidence and belief as he explained this to me. This should not be surprising because the head had massive experience as both the teacher and head. In fact he was the second most experienced in the study. (See table 4.2)

All teachers included in the study were not only articulated about the vision and mission but seemed to show belief that what they were saying works and would be achieved.

Perhaps this was also reinforced by the fact that both the head and most of the teachers had been at the school for more than ten years.

The head had timetables for both class visits and exercise book inspection but unfortunately none of these had been done at the time of my visits. When asked why he had not done the visits the head said, "My friend this is a very busy school. I have so much to do such that I do not find time to visit teachers. At the beginning of every term I make the timetable with the hope that I will find time, but I do not. Anywhere, my deputy and HOD take care of this." He then indicated that the deputy had reported to him fortnightly to update him on the visits by HODs. During my visit I noticed that the head seemed to use MBWA because he would spend time outside the classrooms and talking to grounds men. The head is non teaching.

Teachers in the study said they were being observed in class by their respective HOD's and admitted that the head did not have time to do this. They indicated that the HOD's made an effort to observe them teaching at least once every term and also checked student's work.

Staff development was not being done by both the head and the HOD's and the head said "we have done this so many times in the past and one cannot continue doing the same things considering that my staffis stable." Teachers at the school involved in the study, said that they missed staff development programmes because it was an opportunity to learn and share with others." All teachers indicated that all resources for use by both teachers and learners were generally adequate while the head said that incentives were taking the bulk of the money that could have been used to buy more books and equipment. However he expressed satisfaction with the resources he provided for both teachers and learners. The visits I made to the classrooms and the staffroom also corfirmed that the school was well resourced.

At secondary school F, the school vision, mission and values were displayed in both the head's office and in the staff room. The head seemed to understand what and where she wanted the school to be as enshrined in the vision. She was very clear that "my task is to uplift the girl child who has been neglected for a very long time. I will do everything in my power to ensure that our girls stand up and be honoured in our society." While the teachers in the study were aware of the vision and mission, they seemed to lack the

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vigour and commitment that l had seen in the head. One male teacher said "Mai ava vanopenga", (she is crazy) she must be pursuing a political agenda and I don't want to be a part of it." When asked to elaborate, he refused and requested me to find out from other teachers.

As was the norm in the other schools, the time table for both class visits and checking children's work were available. At the time of my visit, the head was supposed to have seen all the teachers at least once and checked exercise books for all the teachers. However, only five teachers had been seen out of the possible 60. No students' work had been checked. When asked why she was not meeting the target as planned she said "you see the timetables are more like a wish list, we wish we could do or buy so many things but we cannot. Do not forget that the ministry officials ask for time tables when they visit the school. It is my safety valve."

Teachers in the study have not been observed teaching by the head in the last two years. One said "at the beginning of each term, she says she is going to observe all teachers but we now know that she is not going to do it." Teachers said that the head had too many meetings to attend, "she is in charge of so many things in this province, so she is always away from school." The head confirmed that she had so many responsibilities and now relied on HOD's for effective supervision of teachers. The head is non teaching like most of the heads in the study.

Staff development had not been done and the head said "yes we have not done staff development per se, but I incorporate staff development in my staff meetings because it is not easy to create separate time for the two. After all they are related." School resources were generally adequate and procured by the head and teachers confirmed that they did not have problems with resources for both teaching and learning. Again this was quite evident in the classrooms that I visited.

The two farm schools were two sides of the coin. There was a thin line separating the two such that it was not worth considering. While the schools had both the mission and the vision for their schools, they were not displayed due to non availability of a school office and staff room. As a result the heads had this written in a book. Both heads rarely talked about this because they felt they were more pressing issues in the school than this. Teachers at the school confirmed that they had heard about the mission and vision

but still needed to be schooled on this. Both heads were not conducting class visits and checking exercise books because they claimed that they were full time classroom teachers and did not find time to do this. There were no heads of departments in these schools by virtue of their numbers. However, the heads of the schools promised to create time and assist temporary teachers who had come in for two teachers who were on leave. As alluded to earlier on, these were not functional schools according to the ministry's handbook, chapter 2 which stipulates requirements on structures and facilities. Teachers in the farm schools, particularly the new and temporary ones, expressed a desire to be assisted by the head or any other senior teacher in the schools but this seldom happened. One of them said "It is unfortunate that the head is forever busy, l do not understand what I am supposed to be doing especially whe it comes to dealing with slow learners, I connot assist the."

The head of secondary school I, had the least number of years at the present school as head. While he had 9 years as head, he was 2 years at this mission school. The vision and mission of this school were displayed in the office but when asked to elaborate on the vision, the head said "I found these here, I am yet to go through this and see if it needs to be changed or not. At the moment I am still busy with too many challenges at the school." When asked to explain the challenges he faced, he indicated that they were many and ranged from teachers to students' discipline and did not elaborate. The head is non teaching.

Timetables for classroom observations and checking students' work were available, but no visits had been conducted at the time of the visits. When asked why he was failing to see teachers the head said, "My plate is full for now; there are issues which need to be sorted out before I create time for observations. I hope the HODs who have been here for a long time are doing this.

Teachers in the study confirmed that they had not been visited and wondered whether they would ever be visited because "he is always in his office, I wonder whats going on." However two of them had been seen by their HODs once but still hoped that the head would visit one day.

Teachers also indicated that staff development was last done in 2011, first term. They pointed out that it was very important to do staff development programmes for staff but

unfortunately they were not in charge of anything. Resources for use were fairly adequate as indicated by the teachers and the head said that most of the money was being spent on incentives. The head also said that the incentives which were being paid were a bit on the high, but teachers felt otherwise. They still wanted further payments on boarding duties and even supervising study time. L then realised why the study time was generally noisy in this school.

At secondary school J, the vision and mission were displayed in the office and the head articulated the vision very well. He pointed out that the staff appeared to be reluctant to embrace the vision but insisted that he would continue working hard towards its realisation. Teachers in the study blamed lack of commitment to the vision to autocratic leadership in the school by the head. One teacher said people were being coerced to do almost everything and threatened by the withdrawal of incentives if they did not tore the line. "We are here because the incentives are satisfactory though not fairly paid. If salaries paid by the government were adequate, I would have left this school three years ago." All the teachers in the study complained about the head's leadership and discriminatory tendencies. Another teacher complained that tea which was served in the staff room was different from what was given to the head and his deputy.

Despite the presence of a time table which required the head to have seen all the teachers twice by the time of the visit, only six teachers had been observed teaching, while only three classes had been sampled for checking students' work in Commerce, English and Geography. The head attributed his failure to meet targets to meetings and other commitments while teachers said the head did not observe lessons because he was always in South Africa on personal business. Generally relationships were strained in this school and it was quite evident. Staff development had also not taken place and teachers blamed the head. In fact the teachers seemed to blame the head on everything and wished him gone. One teacher had this to say "This school would be much better in all respects without this man."

4.6   ASPECTS OF HEADS' JOB DESCRIPTION EMPHASISED BY HEADS OF SCHOOLS

Heads included in the study seemed to place a lot of emphasis on similar aspects. It is the degree of emphasis which tended to differ from school to school as shall be shown

below. At secondary school A, the head placed a lot of emphasis on discipline for both teachers and learners. He emphatically stressed that if learners were not disciplined, no effective teaching and learning would take place. He explained that discipline of learners at the school was problematic because of the school's proximity to an industrial hub where all sorts of things were happening such as drinking beer, gambling, fighting etc. Poor discipline at the school had made students to engage in vandalism. Students vandalised furniture, windows, books and shrubs. The head indicated that he engaged the school community in an effort to stamp out these bad practices. The vandalism was evident in that one could easily see the many broken windows in the school. He expressed the hope that he was winning since he was trying everything in his power.

The head also prioritised public relations and communication with stakeholders such as parents. In this respect, the head explained that he invited parents to the school for meetings regularly. Individual parents were also invited to the school to solve disciplinary issues that related to their children. During visits, several parents could be seen queuing at the head's office with various requests to make to the head.

The head said that school community relations were generally satisfactory. He indicated that parents needed to be more supportive on learners' discipline and curbing vandalism in the school. He however acknowledged that parents were doing their best to pay fees and levies despite the economic difficulties they were going through.

It was also indicated that completion of reports required at district and provincial offices was also a priority and this took the head's time. The head indicated that the number of reports required by the two offices seemed to increase every week. He also complained about the duplication of reports to different offices in the same Ministry.

Closely related to this was the issue of attending meetings. The head said that meetings took a lot of his time since these were held outside the school. The meetings were being called for by the district office, National Association of Secondary Heads (NASH), provincial office and other stake holders. It was indicated that the head had to attend at least two meetings every week.

While procurement of school resources was important, the head said that this was being hampered by the critical shortage of funds because the money was now being used to pay incentives for staff. The head also prioritised creating a physical environment that is

welcoming and conducive to learning. This was evident in that the school was well sign posted, shrubs growing in the school and the area around the administration block was neatly paved.

On aspects of the head's duties that enhanced teaching and learning, the head said that supervision in general, and lesson observation in particular was critical. He explained that learners' work needed to be checked to enhance quality but lamented the lack of time to carry out this. He blamed this on too much unnecessary paperwork and meetings.

On the other hand, teachers interviewed indicated that the head knew very little about what was happening in the classrooms because ''he does not visit them''. Teachers expressed a wish to be seen teaching by the head so that he could competently comment about their performance. It was pointed out by the teachers that no induction took place when they joined the school. All the teachers in the study said that they would not ask their head about curriculum matters because ''he was far removed from the classroom, he last taught some 20 years ago''.

The few exercise books I sampled in English, Maths and Science where the expectation is that at least four pieces of work should be given weekly showed that the work given ranged from inadequate to fairly adequate. Teachers were not giving enough written work to learners and this went unchecked.

The head of secondary school B placed a lot of emphasis on completing returns required by the district and provincial offices. He said ''if you want to invite officials, do not process their papers on time''. In view of this, he dispatched all returns and any other paperwork required by the two offices timeously. He explained that the paperwork was too much and repetitive but had no choice except to do it as required.

Public relations and communication with stakeholders was equally important for him. He emphasised that maintaining good relationships with the community and keeping them informed was crucial ''otherwise they will not pay levies and we will be grounded as a school. We are heavily dependent on the parents and we need them to keep the school going''. In this respect, the head said he invited parents to meetings once every term and met regularly with the SDA. He also said that he invited parents to the school when they had sporting competitions and organised consultation days every year.

During consultation days, parents have the opportunity to discuss the progress of learners with teachers, he explained.

Discipline in the school was also being emphasised and the head moved around the whole school to check on truant students. During my visits to the school, l often saw the head walking around the schoo and this seemed to confirm what he had said. However the head said that they did not have disciplinary problems. Students were generally well behaved. While the procurement of resources was important, but like in school A, most of the funds were being channelled to staff as incentives. He indicated that efforts were always made to ensure that the school had enough resources for use by both teachers and students. While shortages were observed here and there, generally the school appeared to be satisfactorily provisioned.

Performance appraisals were also being emphasised by the head because according to him ''these forced the teachers to work harder because I tell them that the forms are submitted to the provincial office''. He indicated that HODs played a major role in performance appraisals while he concentrated on supervising to ensure that this was being done. The teachers in the study indicated that performance apprasaisals were a waste of time because "these did not reflect what they actually did in class with the learners, they are just forms to be completed every year."

Although the head mentioned that creating a physical environment which was attractive was a priority, this was not evident because the grounds looked ordinary. Little effort was being put into this.

When I asked the head about how he assisted teachers in curriculum implementation, the head indicated that his major responsibility was to ensure that text books were available for both teachers and students. The head also made sure that stationery, especially scheme books were available. The head was clear that lesson observation, checking learners' work were critical for the improvement of performance of learners as teachers would be informed of the areas that needed more attention. Unfortunately, he did not find time to do this and said "his presence and visibily in the school enhanced teaching and learning." However, he delegated these tasks to HODs because of lack of time.

Teachers in the study said that the head emphasised that they should plan their work in time, prepare adequately and give learners written work. ''No staff meeting would be complete without saying this'' said one of the teachers. All the teachers indicated that they would like to be visited by the head and see them teach. One teacher complained that ''the head makes comments about how we teach but has never been to the class, this is unfair.'' It was sad to hear that all the teachers in the study had never been assisted by the head on curriculum related issues. Instead they mourned the lack of support from the head especially when one was new in the school. One teacher said "in this school one has to learn to swim or sink particularly when you are still new, no one helps you."

The head of secondary school C prioritised teaching his Maths classes and did this with passion. Maths teachers in the school looked up to him and engaged them in discussions that were maths related. He also engaged other teachers in discussions about teaching methods and classroom management. Teachers in the school generally respected him for being not only exemplary but effective in the classroom. One teacher interviewed said ''I have worked with heads but this one is an exception, he does not ask anyone to teach his class, he does not miss any lesson. He really leads from the front.''

He also had high respect for public relations and communication with stakeholders. Several parents were seen at the school waiting to see the head. He explained that after realising that parents had problems with paying fees, he called for a meeting where they then agreed on part payments. He explained that ''it was important to engage parents because they own the school and we need to understand their problems and make things easy for them.'' The SDC was also very active in the school. During one of my visits, I met the SDC chairman who spoke highly about the head. He said ''tinofara chaizvo na headmaster vedu, zvinhu zviri kufamba zvakanaka uye vanonzwisisa nhamo dzedu.'' (We are very happy with our headmaster, things are going on well and he understands us.)

The head also emphasised completion of relevant returns for both the district and provincial offices and any other paperwork required. He admitted that the paperwork was too much ''but maybe necessary.'' Closely related to this was attendance at meetings. He stressed that he did not miss any meetings called for by the district and

provincial offices despite being many. However, he pointed out that "some of the meetings seemed to be a waste of time considering that some heads travelled long distances. A cicular would be adequate to cover some of the meetings."

Discipline was also a priority although the school did not experience disciplinary problems. Sporting activities were being emphasised by the head because he believed ''they kick out bad habits such as drug abuse, smoking and drinksing. Children are kept busy through sport.'' As a result he made efforts to provide a variety of sporting activities in the school despite the lack of basic equipment needed in some of the disciplines.

The head of school D had high respect for completing the required returns and made sure that she always submitted on time. She also attended all district and provincial meetings without fail. It was interesting to hear the head say that "it was an opportunity to move away from the school and relax, do a little shopping." She pointed out that her role in curriculum implementation was to ensure that syllabi for all subjects were available and procurement of the relevant textbooks and stationery. When probed further about the seemingly lack of stationery and some equipment in the school, she indicated that funds were extremely scarce in the school and that parents could hardly afford to pay fees.

 On assisting teachers, she said ''I am not knowledgeable about all the subjects and therefore I leave this to the HODs. I don't even expect teachers to come to me about their subjects.'' She also admitted that it was pertinent to conduct staff development, check learners' work and observe lessons in order to improve teaching and learning but could not do this effectively due to other competing aspects of the school. She pointed out that heads of schools were overloaded and could hardly cope with ministry expectations in terms of supervision.

Teachers in the study said that they looked up to the head to provide guidance and direction on all curriculum related issues but in most cases this was not forth coming. They pointed out that heads should check learners' in order to ensure adequacy of written work. One teacher in the study at this school said ''practice makes perfect, but if the head does not check students' work, it means less practice will be given. Some teachers are lazy to mark and do not give written work.'' I found this to be true when I

checked exercise books in mathematics for three teachers. Learners were generally being given written work twice a week instead of daily.

Emphasis was also being placed on creating a physical environment that is welcoming and conducive to learning. The directions to the school were signposted neatly and there were beautiful shrubs and flowers growing in the school. The head indicated that she was keen to ensure discipline in the school and enjoyed the support she got from parents on this issue. She however indicated that the teachers were not quite supportive in this respect; they left everything to the head. The relationship between the school and the community appeared healthy. SDC meetings were conducted regularly and the minutes were signed by both the head and the chairperson. There was also evidence of the last general meeting which was held in February.

At secondary school E, the head's priority was procurement of resources especially provisions required for the boarding component of the school. He explained that it was important to maintain reasonable levels of boarding provisions in case of shortages. During my visits, I could see teachers being given bread during the tea break and the teachers seemed to enjoy this. It was also evident that on the whole, both teachers and learners were adequately provided. Closely related to boarding provisions was the safety of all learners in the school. He explained that it was important for learners to feel safe and secure in the school. In this respect, the main entrance to the school was managed by three security guards and two others could be seen patrolling the school grounds.

The head placed a lot of emphasis on discipline of learners and indicated that prefects in the school were well trained and played a crucial role. He said that they had few disciplinary problems and each time a learner was caught on the wrong side of the law, the parents would be invited to the school in order to address the issue. Public relations and communicating with parents appeared to take quite a chunky of the head's time. Several parents were seen visiting the school for different purposes and usually came out of the head's office smiling which suggested that they had been assisted to their satisfaction. SDA meetings were being held regularly including general meetings at the beginning and end of every year. I had the opportunity to look at the minutes and everything seemed to be above board.

On curriculum issues, the head stressed that lesson observation and checking the quality and adequacy of written work were important aspects that improved teaching and learning. He explained that he kept ''an eagle's eye on the HODs to ensure that lesson observations are done and reports submitted to me as proof that this is happening.'' He admitted that there was no time to observe teachers because of the many things he had to do in the school. The head comfortably indicated that he heavily relied on delegation. The teachers in the study indicated that much as they would have liked to be visited by the head himself, he had no time for this. One teacher said ''our head is a very busy man, he cannot come to my class though this would be quite interesting.''

Sporting activities were also being held in high esteem by the head. He explained that ''this is a sporting school and all children are required to take part in sports.'' Many sporting disciplines were being offered at the school and indications were that enough equipment and uniforms were available. Sporting facilities at the school were the envy of many, and were being maintained properly. Grounds men could be seen in the fields working almost on a daily basis. The grounds looked beautiful and inviting.

When asked about teaching materials that he gave to teachers, the head said that he only focused on stationery and teachers were expected to get the rest by themselves. He said ''teachers should be resourceful, they know their learners better and should make use of internet.'' All teachers and students in the school had access to internet.

The head also complained about the increased number of paperwork which he had to complete and submit to district and provincial offices. ''There are so many deadlines that one has to meet every week.''

In school F, the head prioritised creating a physical environment that is welcoming and conducive to learning. She said the appearance of the school and the layout at the school gave ''learners hope and a sense of responsibility as they go about their schoolwork.'' For this reason, the head could be seen outside ensuring that grounds people did their work. It was no wonder then that the school was so attractive and beautiful and people who came to the school including me admired the school grounds.

She also insisted on timeous procurement of school resources ''so that teachers do not waste time and find excuses for not doing their work properly.'' She made it a point that

most of the stationery and equipment needed for use by both teachers and students were available. Teachers involved in the study confirmed that they had no problems with getting resources. However she said that she expected the teachers to be resourceful as well and not expect the head to do everything for them.

Public relations and communication with parents was viewed as critical because parents were major stakeholders in the school. She said ''parents are our partners in education and there is very little if any that we can do without our valued parents particularly in these difficult times when the government is virtually disabled'' In view of this, they held regular meetings with the parents and some could be seen at the school during my visits. One parent I talked to during my visits said she was happy that her daughter was attending the school. She further indicated that when one's daughter was at that school, one would not worry about the behaviour of the child because the head was good at this.

When asked about aspects that enhanced teaching and learning that resulted in improved performance by learners, the head was quick to mention supervision of teachers, checking students' work and staff development. She said that she preached these in every staff meeting and at every opportunity but did not have time to do it herself. She hoped the HODs were doing enough because ''we pay them more than the rest of the teachers at the end of every week.'' Teachers in the study confirmed that HODs were carrying out lesson observations and checking exercise books. When asked whether they would want to be visited by the head, all agreed that they would welcome that development because it would give them the opportunity to share and learn from her.

The head of secondary school G spent most of his time attending to his own learners because he had a full load according to him. The little spare time he got was used to complete the many district and provincial returns which were required weekly. Attending meetings also took his time. On public relations, the head indicated that the parents were not cooperative and rarely came to the school even when invited. He said ''perhaps they are busy in the fields and do not value school,''

Teachers at the school lamented the absence of lesson observations and staff development because they saw this as an opportunity to learn. However they

sympathised and understood their head, since he was busy teaching his own learners.The head indicated that there was virtually no money to buy anything in the school because parents were not interested. As a result teachers hardly had stationery to use and seldom used their own money to buy things like pens.

There were no sporting facilities at all and the school did not take part in any sport. Money was said to be the major stumbling block.

The same situation was found to be obtaining at school H, because the head was also a full time classroom teacher. The school had no money to buy the basics required in a school. Teachers were equally frustrated and mourned the lack of basic things needed in a school. One teacher said, "This is not a school, l do not what name to give it because l have not seen anything like this."

The pointed out that she could not afford to attend most meetings because the school had no money to give her for transport purposes. She relied on other heads who would have attended the meetings for information. Teachers at the school also understood her plight and therefore no longer expected much from her in terms of everything.

The head of secondary I indicated that his top priority was ensuring adequate supply of boarding provisions. He stressed that in a boarding school; food was a major concern and tended to cause headaches if not handled properly. Cleanliness in the kitchen was also critical for him and said that he visited the kitchen twice everyday and monitored the quality of the food cooked. Other resources were also important and ensured that these were available despite the resources which he claimed were not adequate.

He attached importance to school returns required by both the district and provincial offices and these were done on time as required. The head also attended all the meetings called for by the same offices though he admitted that the meetings were a bit disruptive to the smooth running of the school. He said that teachers did not teach as much when he was away on school errands and admitted that he had not yet struck a good relationship with the HODs despite paying them more incentives than the other teachers. According to the head, he needed more time ''for things to start happening the way I want. I am meeting pockets of resistance from teachers but with time, I will go over it.''

Class visits, staff development and inspecting students' work for quality and adequacy of work were viewed as necessary for effective teaching and learning to take place though the head was still to find time to this. He claimed that he hed more important tasks to attend to at that moment. When pressed to elaborate the head said thatteachers in the school did not quite understand him. Teachers who took part in the study said that they wanted the head to be supportive through lesson observations and regular staff development but unfortunately this was not forthcoming. They still hoped that the head would organise these crucial programmes.

Discipline of students was at the heart of the head and indicated that he was emphasising this at almost every assembly. He showed me a record that he maintained about learners' discipline. He said "In a boarding school discipline has to be maintained at all times and I always look out for students who may go out for some mischief." It was indicated to me that the head had suspended three senior students who had been found drinking at the local township.

The headmaster of secondary school J, viewed public relations and communication with the parents as crucial aspects that needed to be taken seriously by any head. He said ''I am the link between the school, community and the ministry.'' Regular meetings with parents were being organised and he said attendance by the parents was good. The head indicated that school community relationships were quite sound and amicable. He worked very well with the SDC and conducted meetings as scheduled. The head said ''piece jobs that arise in the school are reserved for the local community; we have also employed a good number of them in the kitchen and the school garden. A quarter of the school enrolment is also reserved for the local community.'' During one of my visits to the school, villagers were gathered in the school grounds for a community meeting which underlined the good relationships that existed.

Procurement of resources for teachers and boarding provisions were also important to the head. He indicated that while they still ordered some boarding provisions, the school had come up with income generating projects in order to cut costs. The school kept its own pigs, chicken, cattle and had a school garden.

On what the head did to assist teachers with a view to improving teaching and learning, the head said that he supervised teachers teaching in class and checked students' work.

He indicated that teachers needed support and motivation for them to enjoy their work. To this end, the head said "I motivate teachers through provision of good accommodation and other welfare related issues."

However, all teachers involved in the study spoke to the contrary. Teachers indicated that they were demotivated because the head did not consult them on anything. They also said that the head was non teaching and yet he did not find time to visit them in classrooms, conduct staff development and induction for new teachers. One teacher said "I came here straight from the university with no teaching qualifications and did not know what to do. I had a difficult and painful experience. I copied the previous teachers schemes of work and that's what I used for two terms until a friend assisted me." Another teacher complained that "the head is not interested in teachers and practices favouritism, some kind of divide and rule and sets unrealistic expectations. The head here is an executive whose work load is concentrated outside the school in order to be paid by the school."

Teachers at the school bitterly complained about boarding school duties which they said were too demanding and yet not compensated for. According to the teachers, when one was on this duty, one's day started at 06:00 and ended at 22:30 and most teachers were doing this for seven days each term. Incentives in the school were also a thorny issue because of the alleged disparities that existed and yet no explanations were given. One teacher lamented "it's a pity there are no auditors, people should be arrested at this school." Most teachers were quick to point out that all the projects in the school were a cover up so that parents would find it difficult to see what was actually happening.

The head also indicated that school returns were an area of importance and ensured that these were done on time. He indicated that he attended meetings that he deemed important. "Some of the meetings are a complete waste of time, we have work to do here and students to look after."

When I went through the head's file for class visits and checking of students' work, I only found reports written by the HODs and a few written by the deputy head which seemed to confirm what the teachers had said. Indeed he had not done any class visits as claimed by him.

Schools may be viewed as the most vital social institution in any society. How well they work is a concern for teachers, parents, politicians and most of all, learners. Heads of schools are the prime drivers of how schools work. The focus is now on what heads did in schools to improve learning of students.

4.7 Methods/Measures Employed by Heads to Improve Student Learning

The head of secondary school A mentioned that he provided resources needed by both teachers and students despite the scarcity of money. He also addressed learners regularly impressing upon them to take their studies seriously. The head said ''When I address students on these issues, I encourage open communication, students are given an opportunity to say what they think about their teachers and I will in turn talk to the teachers. I normally do this with senior classes.''

It was also indicated that the head appointed mentors to less experienced teachers so that they could learn from them and improve their teaching. Both teachers and learners were informed about the minimum requirements in terms of written work per week. Termly awards were also organised in order to motivate all learners. The head said that during these award ceremonies, best students per subject per form were given prizes. Parents were also invited to these occasions.

Teachers involved in the study at the school agreed that the head seldom talked to students but felt that it was some kind of witch hunting. Instead the teachers felt that it was high time the school introduced internet services so that students and teachers could research. One teacher thought ''the head should engage us on how to assist weak and semi illiterate students in this school since they are so many. This is why our pass rate is always poor.'' Another teacher said that while mentors were appointed by the head, this was not working because ''hazvina mari mukati'' (there is no payment for this). As a result these appointees were not functional. Incidentally, one of the teachers in the study was one of the mentors and he said ''I am not an HOD. HODs are given extra money and yet I am expected to just help.''

In school B, the head said that they were in the process of installing internet facilities in the school in order to improve teaching and learning. He said that he was going to use

one of the specialist rooms for this purpose. It was hoped that both students and teachers would be able to conduct research. Unfortunately, three teachers in the study were not impressed by the pending development because, according to them, half the teachers in the school were not computer literate, let alone the students.

The head also encouraged students to create study time for themselves and to have a study timetable. Perhaps this explained why several students who would be off session could be seen in the school studying under trees. Teachers were also encouraged to further their studies in order to develop their own knowledge, beliefs and values. It was hoped that this would in turn impact on the students.

Provision of resources was cited as another way of improving student learning by the head but was quick to point out that the money was far stretched to provide adequately. Merit awards were in place and seemed to follow the same pattern as in school A, and parents also attend these occasions.

The head of school C said that it was extremely difficult to improve the learning of students because the funds were not permitting. This was coupled by a large number of his staff who were demotivated and hardly put in a day's work. However, the head said that he still encouraged students to work hard in order to realise their ambitions. Much as they would have wanted to organise merit awards, funds did not permit. They could not afford to buy the required prizes. The head emphasised that he ensured that most students came to school everyday and would be in class until dismissal time. He also encouraged students to be actively involved in sporting activities in order to kick out drug abuse and other bad habits. He said that he took the students for sporting activities often. This was confirmed by teachers at the school and one teacher joked by saying ''Havagoni kutsvaga mari'' (He does not know how to make money)

At secondary school D, the picture was similar to that which obtained in school C. The head said ''We are going through difficult and trying times, teachers are demotivated, learners appear the same, the parents cannot afford to pay for their children and the government does not pay for learners who are supposed to benefit under Basic Education Assistance Module (BEAM). We don't know what to do, our hands are tied as heads of schools.'' The head pointed out that it semed like both teachers and students were demotivated despite the effort he put into this.

At school E, the head said that he had installed internet in the school library in one of the computer rooms. As a result he hoped that the learners had no problems with getting information thereby improving learning. He said that he bought many library books each year. A visit to the library showed that several learners were busy on internet and seemed to enjoy this.

Minimum requirements for written work per week were known to all teachers and the head did not doubt that this was being observed because "we pay them well as compared to other schools". Regular open communication with the students was also a feature of the school according to the head. Competition among both teachers and students was highly encouraged by the head. In this respect merit awards for teachers and students were done monthly. Students would receive prizes per subject per form while teachers received prizes for teacher of the month per form.

Teachers who participated in the study said that things were generally well organised in the school and that they were happy and motivated. However, one teacher said "The head should conduct demonstration lessons once in a while and should assist us to design assessments that cater for the different learners without compromising the quality of what has to be learnt".

The head provided time tabled study time supervised by teachers. Students in boarding school had time tabled study time during the weekend and non-boarders were welcome to attend provided they came on time and in school uniforms. The head also invited former students of the school who have done well in life, with responsible positions in society and at the work place to come to the school as motivational speakers. He said that this worked very well for his students. He said "This inspires them so much and raises their hopes of being successful as well".

Secondary school F, seemed to be a replica of school E because they approved to do precisely the same things. This is understandable because the two are former group A schools situated in town and fairly close to each other. The head in school F emphasised that teachers should continuously develop themselves professionally. She argued that "We have many universities now that provide flexible learning such as Zimbabwe Open University and National university of Science and Technology. Teachers without degrees have no excuse at all and I think the ministry should do something about this".

When asked to elaborate what she meant, the head said that a few years ago, primary heads without O-level were given a specific time frame to complete the O-level after which those without were retired. She felt that the same could be done with secondary school teachers.

In the farm schools G and H heads were full time teachers and were more concerned about teaching than anything else. They said that they did not have the resources, the parents were poor and the schools were not registered and therefore could not be supported by government for now. They both hoped that the storm would wither one of these good days. The head of the school H quipped "it's you who put me into this trouble" referring to me.

In secondary school I the head indicated that he wanted to introduce internet services at the school before the end of the year. According to him plans were at an advance stage to have internet facilities. He hoped that this would definitely assist both learners and teachers. Procurement of resources required by both teachers and students was another strategy used to ensure improved learning by students. Closely related to this was his keen interest in facilitating field trips by students. He said "I am a firm believer in practice, seeing for them. I encourage teachers and students to go for field trips especially the upper classes".

The head also engaged in regular open communication with the students. He said "the meetings were meant to encourage learners to take their studies serious, to aim high in life and to instil discipline among the students". One such meeting was done during one of my visits and I was allowed to attend as well. I found the meeting to be very educative, inspiring and motivating. What surprised me was the absence of teachers during those meetings. Only the deputy and three other teachers were present. The head said that he invited all the teachers but, "they are still reluctant to attend. I will deal with this". Merit awards were given yearly.

The head also ensured that there was study time which was time tabled including during the weekends. He hoped that creating study periods would improve the learning of students, but as mentioned earlier on, the study time seemed to lack adequate supervision.

In school J, the head bragged about the internet facilities in the school which he said "have made life and learning very easy for everyone. At the touch of the button, you have all the information you need and now students have no excuse to fail". He also indicated that he procured adequate resources for use by both teachers who participated in the study saw things otherwise. They felt that the room with internet was very small to accommodate both teachers and students. According to them this was made worse by the fact that the head also came to the same room for internet. As a result, no teacher and perhaps very few students would visit the room in his presence. One teacher also said while the school had internet, power outages were a serious challenge. The school generator was mainly used to power the kitchen and dormitories in the evening. This meant that the access to internet was severely restricted.

The head also met regularly with students to motivate them to work hard and to take their studies seriously. Teachers were encouraged by the head to further their studies considering the increase in the number of universities in the country. He said that this would benefit the students as well. Teachers who participated in the study said that the head should teach and conduct demonstration lessons for teachers to learn from. One teacher said "the head should be a super teacher; he should show us that he can do it instead of blaming our efforts all the time. A head should talk about teaching methods that work".

Good performance by students was being rewarded termly through merit awards. Prizes per subject per form were given and parents were invited to the occasions.

In all the ten secondary schools included in the study, it was quite evident that heads of the schools were generally busy. Such busy people cannot be without challenges.

4.8 Challenges Encountered by Heads in Curriculum Implementation.

The head of secondary school A mourned the lack of financial support from government for effective curriculum implementation. He pointed out that the government had not paid the school money for learners who were meant to benefit under BEAM for the past two years. He said that this was made worse by the fact that Zimbabwe school Examination Council (ZMSEC) demanded examination fees for BEAM students from the

school instead of government. As a result, examination fees of the following year would not be accepted by ZIMSEC until they paid what was owed.

The provincial office was criticized for delaying the approval of school levy increases. He said that sometimes it took the whole term if not more to get the approval and this disrupted and upset the school plans since they had to procure school resources and pay incentives for teachers to teach.

The other challenge experienced by the head was that of time. He said "there is so much to be done by the head in a school and yet there is no time for everything". The head indicated that heads of big schools did not have time to teach and even get into classrooms for lesson observations. He felt that this should be officially delegated to the deputy and HOD's. He also pointed out that there was need to reduce paper work for heads and unnecessary duplication.

The head said that low motivation among teachers affected effective curriculum implementation. Teachers did not appear to share the same vision and mission with the head especially in vocational subjects. He added that this was evidenced by the number of students who registered to write examinations in vocational subjects at "O" level. The head joked that he no longer needed any training since he was about to retire in a few years to come, but emphasized that the Ministry needed to urgently review the salaries of both teachers and heads.

In secondary B, the head said that it was not possible for heads of schools to teach and conduct lesson observations as stipulated by the Ministry because heads had a lot of administrative work to do for the smooth running of the school. He said "we have told the Ministry at several Nash forums that this was detrimental to good school governance, but this is falling on deaf ears." He also cited the lack of financial support from the government for both teachers and the general upkeep of its schools. The head said that the heavy reliance by schools on parents in the harsh economic conditions was destroying schools. He expected the government to pay teachers better and to fund E-learning which was being advocated for lately.

The head mentioned that, heads needed some training on how to administer schools on appointment, so that they do run schools on a trial and errorbasis. He said "l look back to what my former heads used to do in the school and do that as well. A lot of things

have changed and need to be done but one is just thrown into the deep end and expected to swim without any training or induction."

Inadequate classroom accommodation was cited as another big setback in that not only did the learners have shorter times in class but also attended some of the lessons outside, under the trees. In this respect the head said that the government and the parents should not expect good pass rates under such difficult circumstances.

The head at school C said that much as he wanted his school to be the leading centre of academic, sport and cultural excellence in the district, teachers were not committed to this because of poor salaries paid by government and the schools' inability to pay incentives. He admitted that he was rendered powerless in front of teachers because according to him, teachers were suffering and therefore demotivated. He wished if something could be done urgently. He said "it has been five years now and very little is happening in poor schools. We have killed this generation." He also urged the government to provide basic infrastructure for every school so that learners would be attracted to the schools. He complained that most rural day secondary schools enrolled semi illiterate to illiterate learners because of the poor facilities in the schools. He indicated that all schools had qualified teachers but the quality of students and the available facilities were the major talking point.

It was also pointed out that most teaching heads were not "exemplary." He said "it is either the classes suffer or the expectations of the head's duties suffer. You cannot win both." In this respect he suggested that maybe only schools with less than twenty teachers should be expected to teach. He pointed out that the Ministry should also assist heads in their professional development through training. Appropriate training programmes should be designed by the Ministry for heads to develop in their work.

In secondary school D, the head that she desperately needed assistance in financial administration and management. She said "maybe a course like financial management for non finance people would assist me. I am entirely at the mercy of the school bursar." She also complained that it was extremely difficult to be a classroom teacher and be expected to check students work and conduct lesson observations. The head felt that the government needed to do something about the poor salaries of teachers which had made them to do very little teaching. She said that teachers were disgruntled and

tended to vent their anger on the head as if heads had better salaries. She said "l am equally unhappy about my poor salary but then as a leader one is at times forced to pretend that things were fine." The head also acknowledged that there was too much paper work in schools such that heads were being reduced to some clerical staff and not instructional leaders.

At secondary school E, the head lamented the lack of time to meet all the expectations of his job description. He felt that it was not unreasonable that heads should teach and carry out lesson observations but "the day was just not long enough." The head indicated that the Ministry needed to appoint second deputy heads in order to lessen the burden on the head and when this was done, maybe heads would be able to find time to teach and check students work. It was also pointed out that the insistence by the district and provincial officials that heads meetings should be strictly attended by heads themselves added to the dilemma because these meetings were held regularly. He said "the officials should come to the schools and support curriculum implementation and not only visit in order to investigate. They were not appointed to investigate but to support teaching and learning." It was also mentioned that most of the meetings were not worth to be called for since a circular would be able to do precisely the same at an even cheaper cost.

The head indicated that poor salaries for staff had eroded a lot of money generated by parents for developmental purposes. As a result he said that developmental programmes for the school were at a standstill in most schools. According to him, the government had the responsibility to adequately fund education and not parents, and hoped that the situation would improve in the near future.

Another major challenge raised was that of the quality teachers graduating from training colleges. He said "there is something terribly wrong with the training given to these young teachers. They do not know anything from subject content to methodology. T1 teachers used to be the cream of the country and would competently compete with university graduates. This has totally changed." T1 teachers are teachers that trained to teach in secondary schools at Gweru Teachers' College before independence. Most of them are now retired. He suggested that something needed to be done soon to upgrade the current crop of teachers so that they could be able to effectively teach our learners.

The issue of poor quality of teachers was also raised in secondary school F. The head in this school did not only blame teachers' colleges but some universities as well. She said "If l had my way l would not accept teachers from these colleges (names supplied) and also graduates from these universities (names supplied as well) because they lack both content and methodology. They do not even have the proper grooming of a teacher such that l can see as a teacher walks that this one must be from this college or university."

The head said that school heads needed to be assisted in order to develop them professionally. She felt that many heads were suffering quietly in their schools without knowing what to do in the face of so many challenges. She urged the government to come up with training programmes meant assist heads in growing their work. It was also hoped that the Ministry would soon realise that "it is not possible for us to teach and do lesson observation. HODs should be empowered and receive a salary."

School heads at G and H mourned about the lack of support from government to develop infrastructure for the schools. The head of school H said "How can we be here for ten years now without a single classroom block. This is politics and we have been made the sacrificial lambs." Both indicated that the school committees were equally not interested in the schools because they had been invited to mould bricks for construction to take place but to no avail. The two heads were also worried about the attitudes of the learners themselves whom they said did not want school and preferred farming. They concurred that their schools were totally not viable at all and were likely to continue getting 0% pass rate for as long as things did not change.

Heads in these two schools lamented the absence of training for heads on assumption of the post and thereafter. They expressed that they found it extremely difficult to function in the capacity of head without training. Although they were handling very little money in the schools, they indicated that they had little knowledge about accounting procedures. This was made worse by the fact that the two schools did not have bursars and therefore the heads collected the money themselves. As indicated earlier on, the two heads were not able to supervise their teachers effectively because they were full time classroom teachers and according to them, could not create time for this.

At secondary school I the head said that he desperately needed training in managing school funds. He said that previously he had worked in relatively smaller schools with

little money and could hardly cope and now that he was at a big school the situation was worse. Also he had no confidence in the bursar's ability and hoped that things would work out soon. Uncooperative teachers in the school were an issue of great concern to the head because this disturbed the school's rhythm. He complained that such teachers were not productive and seemed to waste learners' time. He said "if l had my own way, l would transfer a number of teachers in this school because they are a problem and retard progress in the school." The head indicated that meetings called for by the Ministry officials were too frequent such that they impacted negatively on the running of the schools. He suggested that maybe three meetings in a term would suffice, thereby creating time for other duties such as lesson observations. Closely related to this was the issue of teaching which he felt should only be done by heads with less than twenty teachers.

The head of school J was of the view that all heads of boarding schools should be non teaching because the head was always away either attending meetings or sourcing boarding provisions. This meant that the head's classes suffered. It was pointed out that the HODs should be appointed on a salaried scale to supervise teachers in their departments because the heads had a lot of work to do such that they could hardly find time to get into classrooms. Lack of training on appointment and subsequent support for professional development were also cited as impediments to successful implementation of curriculum. He admitted that here and there heads lacked depth about what needed to be done in order to assist teachers. He said "sometimes l do not assist teachers, not because l don't have time but because l don't know how best to do it. l sometimes lack confidence in what l may want to do. In the end l delegate the HOD." The head indicated that teachers in most schools were generally demotivated because of poor salaries and the idea of giving teachers incentives was not sustainable and standards were going down every year. He hoped that the government would do something soon rather than later.

4.9 DISCUSSION OF FINDINGS FROM THE QUALITATIVE RESEARCH:

As stated earlier on, the discussion of the findings was informed by the main research problem raised earlier, in paragraph 1.4 and the sub-problems raised in paragraph 1.4.1. The discussion took into account the literature reviews in chapter 2 especially the

IL model by Leithwood et al (2004). The IL tasks as propounded by Glickman et al (2007) were also taken into account. Major themes that emerged from the qualitative research were identified as the discussion unfolded.

4.9.1 Capacity of heads to effectively play the ILR

All heads of schools included in the study were suitably qualified to fill the position of head as per Ministry requirements. They also had the requisite experience such that on paper all the heads should be able to play their ILR effectively. Interviews conducted with the heads, observations and document analysis revealed that all the heads had vision and mission statements in their offices. The vision and mission statements were derived from the MOESC's vision and mission. Actually the heads indicated that it was a requirement to have these statements displayed in the offices. As a result the vision and mission in eight of the schools in study were beautifully written, in line with MOESC vision and framed and hung in the office for everyone to see.

A vision can be defined as an image of the desired future which one seeks to create. It indicates where the school is heading to and should be shared by all teachers and members of the school community. A shared vision is critical in that it guides the change process and realises the potential for improvement. Members of the organisation, the school, will have a common purpose. Interviews and observations made at schools seemed to suggest to the contrary.

The vision and mission statements in most schools were there not because they served a purpose but instead fulfilled a MOESAC requirement. The hand book on functional schools also states that every school should have a vision and mission statement. Having these statements is one thing and commitment to the statements is another.

In two schools, the heads did not know the vision and the mission by heart. One had to turn around his chair and read the vision to me, a clear indication that what he was reading was not part of him, and therefore not committed to it. It was then no wonder that the teachers and let alone the learners did not know the vision. In most schools, teachers confessed that the head once talked about it some time ago.'' Some time'' ago connotes a lack of articulation of the vision. It also meant that the vision and mission were neither communicated regularly at every opportunity nor shared by the school

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community. Thus, it became clear that these documents did not serve any purpose in most schools. One teacher had the audacity to describe his head as "crazy" in reference to her vision, mission and values about the school.It was also apparent that some of the heads did not believe in what they had written down, or found written down by the previous head. I deliberately said found written down because two heads in the study said that they had found the vision and the mission statements in place at the time of joining the school. True as this maybe, because the vision and mission statements are meant to last a long time but a head upon joining a school should go through the vision and mission and decide whether to adjust, adapt or adopt as given. It is only after making the necessary changes based on personal and professional values that one would work towards the achievement of the vision. Therefore in the absence of this, one was tempted to believe that these heads kept the statements because it was a MOESC requirement.

Formulation of a school vision and mission statement is a collaborative effort. Therefore the absence of zeal among teachers suggests that they were not part to the formulation of the vision and mission. Perhaps the head did this alone in his office or they were done years before the teachers joined the school. Failure by school heads to articulate the vision and mission rendered them useless and meaningless pieces of paper. One teacher during the interview remarked "I have no time for his vision or mission; my children are hungry so I can only concentrate on my extra lesson". When asked to elaborate, the teacher said that he organised extra lessons at his house and students attended after school and weekends and paid $1 per hour each. I later found out that this was a common practice by most teachers in all schools except boarding and farms school. Another teacher said that extra lessons were the way to go because the money was not enough despite the incentives.

However at secondary school E, empirical evidence indicated that both the teachers and the head shared the school, vision and mission. Teachers in the study confirmed that they participated in the formulation of the vision. As a result teachers in the school tended to become connected to the vision in a fundamental and important manner and this seemed to enable them to have a common purpose. However, the fruits of this commitment to a vision still needed to bear tangiable results in the form of improved performance by the students.

On supervision, especially lesson observation and checking students' work, what came out clearly was that most heads did not conduct lesson observation and check learners' work. All heads in the study understood and appreciated the need to do this but did not find time to do these critical instructional activities as shown in the reviewed literature.

Two heads had managed to conduct lesson observation on a few teachers and a few classes had been sampled to monitor learners' work. lt then came as no surprise that heads could not say the methods of supervision that they applied in their schools during supervision despite the availability of several methods of supervision as was shown in the literature review. All they could say was that they did not find time to visit teachers in classrooms.

Sergiovanni and Starrat (2006) maintain that effective supervision is embedded in formative clinical supervision which is a people centred approach based on continuous improvement of the teacher's classroom behaviour which in turn improves student learning. Teachers who participated in the study confirmed that heads did not visit them in classrooms. What appeared interesting was the fact that all the 10 heads had time tables for conducting class visits and checking student's work and yet these were never adhered to. Statements by some of the heads during interviews seemed to suggest that time tables were meant to impress ministry officials during visits. One head said "when officials come they ask for a time table, so l should have one always." The other head said that it was a wish list and not all wishes were fulfilled. This showed that heads kept supervision time tables in order to fulfil a MOESC requirement. Also, heads were required to periodically submit supervision reports to the district offices. In view of this it may not be ruled out that heads "cook" supervision reports for submission to higher offices. Obviously such reports are meaningless and would not assist anyone.

The absence of class visits by most principals showed that they do not effectively play the ILR because the reviewed literature places class visits for the purpose of lesson observation at the centre of IL among others. This was aggrevated by the fact that exercise books of learners were hardly checked for relevance and adequacy of written work.

Despite the absence of class visits by heads, empirical data from teachers who participated in the study showed that teachers wanted to be assisted by heads through

lesson observation. They still hoped that one day the head would find time to visit so that they could learn from them. Some teachers made accounts of how difficult it was for them to cope with school work since there was rarely any assistance given especially during the first days of teaching. Teachers confessed that they operated in isolation in most cases save for the little assistance that they sometimes got from HODS.

However, it emerged that most heads supervised teaching and learning through MBWA. The head would walk along the corridors and between buildings and once in a while get into classrooms for a few minutes. According to the heads, this was a very effective way of supervising because it covered a number of teachers at the same time. It also made the students alert and all unnecessary movements in the school by both teachers and students would be avoided. This is supported by Blasé and Blasé {2004) who concluded that principals who walk around the school supporting the teachers' instructional efforts surpass that of principals who abandoned teachers. One teacher in the study indicated that the atmosphere in the school would be quite and conducive to effective teaching and learning when the head was moving around the school. Another teacher also said that walking around the school impacted on everyone in the school including grounds men and security guards. Thus, most heads preferred to visit classes and support teaching and learning informally rather than the formal way.

It was evident that most school heads delegated formal and structured instructional leadership tasks to HODS. These included lesson observation, checking adequacy of and relevance of written work, drawing up school syllabuses and checking schemes of work. Heads said that these duties were being done by HODS and the head's role was to check through the reports that this was being done. This seems to coincide with findings by Wildy and Dimmock (1995), McEwan (2003) on IL that principals spend little time directly attending to teaching and learning but play a more indirect and supportive role due to the inadequacies of teaching and learning resources.

As indicated above, staff development was not being done by all heads. If anything, some forms of staff development were being incorporated during staff meetings and yet this should be a stand alone activity. Joyce and Showers (1998) point out that staff development should result in change in the individual, knowledge, understanding,

behaviours, skills, and values and beliefs. It should raise the standard of teaching significantly for the benefit of learners.

In the absence of staff development, it may mean that teachers included in the study were being denied an opportunity to not only become competent teachers but also being responsive to the changes in their subject areas. The teachers did not get the opportunity to broaden and update their knowledge and to advance their personal development. Teachers who participated in the study lamented the absence of staff development because they had benefitted in the past. Heads included in the study acknowledged that staff development was crucial for all teachers and said that HODS were doing it in their departments. However, it should be pointed out that heads of schools have a responsibility to conduct staff development personally in order to assist teachers, especially new ones. Failure to do so as is the case in this study constitutes negligence of duty. One wonders why the Ministry officials are not picking this up, this may also suggest negligence on the part of the officials who are supposed to supervise schools. One of the heads said that in the past he had a staff development committee which organised and facilitated the programmes but with the advent of economic hardships and poor salaries for teachers, the committee ran out of steam. He hoped that the committee would be revived when the situation normalised.

This brings up another pertinent observation made during the study that motivation amongst teachers was at its lowest ebb. Motivation is the general desire or willingness of someone to do something. It is the condition of being eager to act or work. Teachers in the study, in most cases were not eager and interested in their work. This was more pronounced in rural and farm schools where teachers were not receiving incentives from the school. Comments from teachers such as ''zvine mari mukati here '' (does this have a financial benefit) and '' this is what Coltart pays'' were abound in schools. Most teachers were just putting in the day's work except in former group A schools where incentives were quite reasonable. The remarks of one of the heads sums it all '' Incentives make them come to school and get in the classroom. Previously, teachers were not coming to school and the few that came did not get into classrooms but would instead sell sweets and biscuits.''

According to the heads this made their work extremely difficult and could hardly enforce anything. Teachers in the study pointed out that they had been reduced to beggars by the ministry and thanked parents for coming to their rescue. Poor salaries had also forced the emergency of dubious unregistered private schools and colleges formed by teachers. Extra lessons were being conducted at these '' schools'' and homes by teachers for a fee. One teacher had the guts to say '' at my school, serious teaching takes place because the pay is instant.'' Another unscrupulous teacher involved in the study said ''Important chapters are reserved for my extra lessons and my students know it so they attend in numbers at $ 1 each per hour.'' He further stated that he did not regret this because it was not of his creation and he had a family to look after.

The above comments by both teachers and heads seemed to suggest a new culture of teaching that was currently in schools where little is done in class in order to lure learners to attend private lessons conducted by the same teachers in an effort to make money. The same teachers also sell and coerce learners to buy sweets, biscuits and whatever from them. The heads appeared to admit that the situation in schools at the time was some how beyond their control. This was accercebated by the fact that most heads spent most of their time away from the schools. Obviously this compromised not only ILR but also quality school improvement.

4.9.2 Aspects of Job Description Emphasised by Heads

It was found out that heads placed a lot of emphasis on procurement of resources and their management. School resources managed by heads were both physical and human. School maintenance activities and attending to repairs tended to take another large chunk of the head's time in all the schools studied. Adimittedly, these are important for the school but in the researcher's view these activities could be delegated to some other people or at least take little time.

Document analysis showed that heads of schools did not only write to the district officials persistently to request for replacement teachers but also visited the district offices for the same purpose. One head indicated that she did not stay in her office at the beginning of every term until she got the full complement of teachers she wanted. Teachers are replaced when they go for maternity leave and other types of leave. However, one head said that fewer teachers were now going on vacation leave because

of incentives. Incentives were only paid to teachers attending and teachings at the time, thus, teachers did not want to lose this money.

Closely related to teachers was the enrolment of students. In all schools heads were actively involved in the enrolment of learners. This was more pronounced in mission schools and former group A schools because of the popularity of the schools. Heads of these schools indicated that this was very important to be actively involved because if teachers and ancillary staff were left to do this with little supervision, open vacancies would be sold to prospective learners who may not necessarily qualify to be enrolled at the school.It was also important for heads to monitor the enrolment levels in the school so that they remained in line with the available school facilities for use by the learners.

Physical resources included classrooms, laboratories, library, general infrastructure and stationery and equipment. Proper records of these resources were maintained and the stock levels were well managed. Budget allocations also showed that the resources were a priority in most schools. The buildings and school funds were generally observed as neat and clean in most schools thereby creating a conducive atmosphere for instructional programmes to be effected. One head said "I make sure that all the required stationary and equipment is available so that my teachers do not get excuses for poor performance." Heads also created time for teaching and learning to take place. This was reflected in the detailed timetables and subject allocation tables displayed in the heads' offices. These were carefully done and displayed in an attractive manner in most schools.

Closely related to timetables was the issue of attendance by both teachers and students. All heads were keen to insure that teachers and students came to school on time and got into the classrooms. As a result heads could be seen outside and in some cases by the school gate at the beginning of every session. The effect was that everyone would increase the pace as they approached the gate. Most learners would literally run and insured that they were properly groomed as they got to the school gate. This tended to signify the importance attached to teaching and learning by the heads. Study time was also created in schools that did not have double sessions. However it was noted that in some of the schools the study time was not properly utilised due to lack of adequate supervision by both the head and the teachers. Also, some teachers complained about

the allocation of study supervision duties especially in the mission schools. Creating study time for learners can be very beneficial for achievement improvements.

Heads of schools focused on creating links between the school and the community. Charznowski Rans and Thompson (2010) are of the view that strong relationships based upon trust and cooperation amongst teachers, principals, parents and community residents can and do play an important role in improving schools and students performance. These relationships were found to be quite favourable in most schools except farm schools. SDC/SDA meetings were being held regularly and minutes of meetings seen by the researcher seemed to suggest that sound relations existed. Parents could also be seen at schools for various purposes and everything appeared to move smoothly. The few parents that I talked to showered praises for their heads, an indication that heads were doing a good job in the school.

Heads of schools in the study confirmed and acknowledged that parents were indispensible in their schools, because parents were virtually the source of funds for almost everything needed by the school. It was no wonder then that heads held their parents in high esteem and made every effort to maintain good relations. One head jokingly said "you cannot bite the hand that feeds you" in reference to parents. Teachers in the study also acknowledged that relationships with the community were generally good. However, they pointed out that the relations were sometimes soured when incentives were not paid on time or when parents felt that teachers were not doing enough despite the sacrifice to pay.

It must be pointed out that the government of any country plays a major role in the provision of quality education. However, the scenario that obtained in Zimbabwe at the time was such that the government could hardly afford to do anything to improve the situation and requested parents to do their best through the SDC/SDA. For this reason parents were the major players in the provision of education since they provided the much needed infrastructural development, school resources and incentives to keep the teachers in class. In the end poor communities suffered since they could not afford to augment teachers's salaries thereby compromising quality school improvement.

School discipline was a priority in all schools. Heads and teachers agreed that learners needed to be disciplined for instructional programmes to move smoothly. For this

reason, the prefectoral system was in place in all schools. School prefects were easily identifiable by their uniforms which were different from the rest of the student body. However, heads indicated a lack of support towards discipline by most teachers. Most teachers feel it was the head's responsibility to ensure that discipline prevailed in the schools. Nonetheless, some teachers could be seen trying to compliment the head's efforts.

In a nutshell principals in the study seemed to emphasise the following aspects of the job description among others:

- Ensuring that the school had a vision and mission statement displayed in the office;
- Procurement of school resources for both teachers and learners;
- School enrolments and adequate staff complement;
- Discipline throughout the school;
- Attendance by both staff and learners;
- Maintaining various records as stipulated by the MOESC;
- Subject allocation and time tables;
- School community relations;
- Statistical data about the school; and
- Generally clean environments.

However the following important ILR were generally overlooked by most heads in the study:

- Teaching;
- Lesson observation;
- Checking learners' books;
- Assisting teachers with their work; and
- Staff development for teachers.

4.9.3 Methods/Measures Used by Heads to Improve Student Learning.

Most heads included in the study indicated that instructional leadership that improved student learning started with a well designed plan. The plan could be yearly or

quarterly. The plans analysed during document analysis covered issues such as policy documents. Policy documents centred on aims and objectives of the school, subject policies, schedule of meetings, assessments for the learners and examination results. The frequency of assessments and types of assessments were detailed subject by subject and form by form. As a result one could see that in all schools Mathematics, English and Shona were supposed to be written every day. Heads indicated that these policies on subjects and frequency of assessments were given to all teachers in the school. As a result one head said "teachers who are not giving enough work and cut corners do so not because they don't know, but are being lazy or have other reasons. I give everything in writing." What was glaringly missing was the deliberate attempt by heads to actively participate and design instructional programmes meant to improve teaching and learning of students. Heads tended to take for granted that teachers were able to improve the learning of students and yet the input of the head in such improvement programmes is paramount.

Heads confirmed that they mainly relied on the HODs and teachers and to some extend the deputy for effective curriculum implementation. Thus, teachers were in charge of instructional programme management in the schools involved in the study despite their seemingly lack of capacity to effectively do this. The concept of teachers being in charge of instructional management is also shared by Wildy and Dimmock (1995) who maintain that "curriculum management is the responsibility of senior teachers and there is a tight linkage between both senior teachers and teachers and high quality teachers." Unfortunately, the tight linkage alluded to by Wildy and Dimmock was evidently missing at the time of the study because teachers in general were demotivated and lacked adequate relevent training to discharge this responsibility.

Schools do not become great because of magnificent buildings but because of magnificent results in public examinations. For this reason all heads preached to their students about academic excellence at every opportunity. Motivational speakers and successful former students of the schools were regularly invited to the schools to preach about academic excellence as well. According to Licata and Harper (1999) academic emphasis is a significant characteristic of effective schools.

In most secondary schools in the study, merit awards for outstanding performance by learners was a prominent feature. During these awards learners received prizes presented to them by invited guest. In most cases the top three students per subject per form received the prizes. Parents were also invited to these awards and this motivated not only the learner but the parent as well. Heads of schools confirmed that awarding prizes greatly improved the performance of learners. As a result heads as instructional leaders supported learners.

Closely related to this was the fact that heads analysed results for public examinations and used them to not only challenge the current learners and teachers but to motivate them to work even harder. Teachers were also rewarded for good results in public examinations. As a result heads kept records of teacher performances group by group. Thus all heads included in the study were keen on ensuring that learners achieved excellent academic results because they are a corner stone of a successful school and head. However, it must be pointed out that it is not enough to talk about the need for good results without doing something to improve them. Also the purpose of analysing results should include the need to see what was done wrongly and design remedies for improving the results. The results shown above, about the schools studied do not seem to reflect that instruction improvement plans were being put in place. The results in most schools were persistently poor for three consecutive years.

Procurement of resources needed by students was at the heart of all heads, funds permitting, as a way of improving student learning. When students get adequate resources and exposed to field trips, performance is likely to be enhanced. I have deliberately said funds permitting because as pointed out earlier on, school funds were being used to pay incentives for teachers. Paying incentives was a sure method of making teachers go to classes. Therefore, it can be argued that paying incentives to teachers was a method used by heads to improve students' learning because without it, learners would be without teachers. This view is reinforced by what obtained in rural and farm schools where teachers were getting very little or no incentive at all. Teachers in these schools were observed to be hardly putting the day's work. The teachers were also making every effort to transfer to urban schools where incentives were paid. Heads of those schools confirmed that teachers were disgruntled such that it was difficult to make them teach effectively, let alone motivate them.

Last but not least, heads of secondary schools paid special attention to discipline in their respective schools. They emphasized that for effective teaching and learning to take place, the learners must be disciplined. One head said "without discipline in the school, no learning would take place. The whole school would be chaotic." At one of the schools were vandalism was prevalent, the head indicated that he was fighting tooth and nail to ensure discipline prevailed in the school. He was also soliciting the help and support of the parents in order to realise this. Results at this particular school seemed to confirm that discipline contributed to the poor pass rate in the school. The school had the lowest pass rate after the farm schools despite being in the urban environment. Thus, fostering discipline in schools as an instructional task was one of the measures used by heads to improve students' learning.

4.9.4 Problems/Challenges Encountered by Heads in Curriculum Implementation.

All heads in the study acknowledge the importance of carrying out a lesson observation, checking students' work and assisting teachers with general instructional challenges themselves. However, the heads indicated that they could not find time to do those important IL activities. For this reason the instructional tasks were delegated to HODs. While this may be true that the tasks were delegated to HODs, it must be pointed out that in Zimbabwe for now, HODs are also handicapped in performing the duties because of poor salaries and that the post is a post of special responsibility which is paid an allowance. The allowances for HODs were last paid in 2004, thus schools looked up to the SDC/SDA for payment of the allowances in the form of incentives. This meant that teachers for now missed this crucial opportunity of being assisted by the heads and HODs.

Teachers in the study confirmed during interviews that they wished to be assisted by heads and hoped that their heads would find time to do this. Assistance by heads is crucial because Leithwood et al (2004) maintain that teachers may be qualified and trained but still without effective teaching and learning taking place in the classroom. This is where expertisee of the head comes in as he conducts class visits; supervise students' work, assists teachers in producing schemes of work and lesson plans but as alluded to earlier on, this was not being done.

Closely related to this was the fact that all heads said, that too many meetings were taking a lot of their time. Some heads during interviews said that some of the meetings were not worth it and the information/issues deliberated on in meetings could be circularised thereby saving precious time. Heads indicated that they attended at least two meetings every week called for by various offices. Going by this, it meant that a head who attends the meetings, as most of them did, would not be at the school for 26 days in a term that normally has 12 weeks. By the end of the year this head would have been away from school for 3 months. This is indeed a lot of time. Thus, too many meetings were a challenge to heads of schools included in the study. It must be pointed that when a head is absent on a number of days, visibility is compromised. The head's presence in the school is a motivator on its own and enhances teaching and learning. As a result Andrews (2007) concluded that visible presence is an element of instructional leadership.

Increased paper work for heads was cited as another challenge. Schools heads in the study said that the paper work in schools had increased considerably such that they spent a lot of time on paper work. One head said "when officials visit, they asked for this paper and that paper over and above the papers that I would have sent already." Some of the paper work includes evidence that supervision was indeed carried out by the head. My own experience as head is that some of the supervision reports required are in fact manufactured in offices in order to fulfil requirements. Hence, when one manufactures reports, those reports are generally positive in order to avoid unnecessary further interrogations. After all such reports are never seen by most of the affected teachers. This kills the spirit of developing the teacher so that he grows and matures professionally.

Some heads indicated that they did not know exactly what to do in order to help teachers improve teaching and learning. They said that they had not been empowered on how best to go about this job due to the absence of induction on appointment as head and non availability of subsequent training programmes for heads. They indicated that at meetings called for, supervision is emphasised by the officials but without explaining how to go about. I was shown a specimen form that was used for writing an end of term report on the school prepared by MOESC officials, but there was no specimen form for the supervision of teachers. The forms used by the different heads varied from school to

school. This may partly explain why the heads could not mention the methods they used to supervise teachers. It could be that some did not know any method of supervision by name. The same may be said about forms of staff developments because this was also non existent in most schools.

Another challenge was levels of motivation which were generally low in most secondary schools in the study. Teachers were most unhappy about the salaries they were being paid and this posed a great challenge for heads of schools. Heads pointed out that it was difficult to work with teachers who were not happy about their conditions of service. Salaries paid by government were just too low since they fell far below the poverty datum line. Although incentives had assisted in schools where they were available, teachers were still unhappy. One teacher during interviews had this to say "we have been reduced to beggars, for how long shall we remain at the mercy of the parents." One head also indicated that while incentives had helped to improve the situation, this was not sustainable for a long time. All heads said that the government needed to do something about salaries and conditions of service urgently.

Last but not least, heads of schools, especially those in Rural and farm schools were faced with a challenge of poor and inadequate school infrastructure. The state of some school buildings and furniture used in the schools were appalling in some cases. One head said that the government should provide the basic school infrastructure for all schools so that learners would want to come to school. Farm schools were the worst affected since there was virtually nothing in the schools studied.

4.9.5 Application of models of supervision and staff development

The literature reviewed showed that supervision and staff development were critical IL roles for the principal for quality school improvement. The models of supervision that were identified and discussed are shown as follows:

- Scientific supervision;
- Artistic supervision;
- Clinical supervision;
- Seff assessment supervision;
- Developmental supervision;

- Collegial supervision; and
- Inquiry based supervision.

When the researcher conducted qualitative observations and interviews with the school principals and teachers, it became evident that not all the models of supervision were being applied in the schools under study. However the following models appeared to be prevalent in schools were supervision took place.

The scientific supervision model thrives on the school principal being in charge and telling teachers what to do and what not to do. Teachers were reminded in every meeting and every briefing that there was need to finish the syllabus by certain set dates in order to allow time for revision in preparation for examinations. The issue of deadlines for the completion of tasks is an element of scientific supervision. This meant that teachers had to move at a pace that allowed them to finish the syllabus on time irrespective of whether the learners had understood the concepts or not. In some schools the head had pre prepared formats of lesson observation such that when he went for supervision, it would be a matter of completing the supervision form. This meant that the head had some kind of one size fits all approach to supervision. Teachers are not the same in many respects such as experience, professional growth, maturity, subject knowledge, and even dealing wth learners to mention but just a few. The one size fits all approach to supervision does not enhance teacher growth and will not result in quality school improvement.

Uniformity in schemes of work and lesson plan formats, another element of the model, were also observed. This explains why one teacher confessed to me that during her first year as a teacher, she simply copied the previous teacher's scheme book and lesson plans without understanding anything. This does not augur well for effective teaching and learning in secondary schools. Hence, by so doing quality school improvement is compromised. Acheson and Gall (2003) maintain that supervision should not be an autocratic exercise but rather be a collaborative and interactive one.

Self assessment supervision was also evident in a number of secondary schools especially in schools were teachers got little or no assistance from the principal. While most teachers might have done this knowingly or unknowingly, the fact that some teachers found time to reflect on their teaching and ask themselves whether this was

the best way to go about their work is indicative of self assessment. Several teachers narrated to me that they became better teachers by continuously looking at their previous lessons and seeking ways to make each lesson better. Teachers who practice self assessment supervision become aware of what works and does not work strength and weaknesses during teaching and take stock of improvement and growth in their teaching. The teachers in the study who had done this successfully were proud of what they had achieved, and that they had taught themselves.

Another supervision model that assisted teachers who practiced the self assessment model was collegial supervision. Inexperienced teachers sometimes requested experienced colleagues to observe them while teaching and suggest ways of improvement. They also requested to sit in the classrooms of the experienced teachers in order to observe how their colleagues tackled certain topics. It was pleasing to note that certain heads of schools encouraged collegial supervision.

Most principals were aware of clinical supervision as a model that improved teacher professional development but it was neither practiced by heads nor teachers. The researcher did not find evidence of the remaining models of supervision being practiced in secondary schools studied.

The staff development models discussed in the literature review were as follows:

- Traditional model;
- Shopfloor model; and
- Partnership model.

During the researcher's long stay in the schools it became evident that not all the staff development models were being made use of. In fact schools had long stopped conducting staff development programmes per se. However elements of the traditional model of staff development could be seen in most schools. This was visible in staff meeting minutes as the head read out his expectations to all staff members. The head would spell out what needed to be done in the school and statements such as, not in this school, not in my school, I am the head here, etc were littered here and there in minutes of meeting held at several schools. The traditional model emphasises that the needs of the school and those of the head take precedence in the school and that those of the

teacher are accidentally met. This explains why one of the popular forms of staff development found in all the secondary schools was on performance management or results based management. All teachers in the study indicated this as the form of staff development that they got every school term. However, discussions with the teachers showed that they needed proper staff development that addressed their gaps in teaching and learning, programmes that would enable them to function better in the classrooms and grow professionally. While school heads argued that they do not have time to perform this crucial IL role, they acknowledged that it was important for quality school improvements. Teachers lamented the absence of this vital aspect of teacher improvement and professional development and hoped that one day sanity would prevail.

4.10   CONCLUSION

This chapter presented the qualitative research findings. The findings were presented in a manner that attempted to answer the research questions of the study. This was followed by a discussion of the findings in a similar fashion. There were themes that emerged from the qualitative study. The themes were as follows: -

1. School heads in the study played ILR in an indirect manner while HODs played the role directly.
2. Heads of secondary schools were finding it difficult to effectively play the ILR in the face of many meetings that needed to be attended and increased paperwork.
3. Money in the form of incentives had become the only form of motivation that seemed to keep teachers in the classrooms.
4. Key ILR such as lesson observation, checking adequacy of written work and staffdevelopment programmes were greatly compromised.
5. The head's visibility (MBWA) seemed to impact positively not only on teaching and learning but on the school as a whole.
6. There was still a marked difference in the distribution of resources between former group A and group B schools and this influenced school achievement. Former group A schools were still miles ahead of their counterparts. Rural and farm schools were the worst affected.

7. Teachers in the study greatly missed the assistance of their heads in teaching and learning and in professional growth.

8. Parents were regarded as crucial in assisting the school head to play his ILR by raising the required funds for incentives. Paying incentives equals teaching and learning.

The next chapter focused on summary, conclusions and recommendations from the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to examine the instructional leadership role of the secondary school head in Zimbabwe with a view to establishing how these ILR resulted in quality school improvement. The qualitative study was conducted with reference to the aims and objectives of the study as indicated in paragraphs 1.5 and 1.5.1. These were:

1. To increase understanding and knowledge about what heads of schools actually do in schools.
2. To develop ways and strategies of assisting heads.
3. To improve the quality of education in schools through instructional leadership.

In chapter four, the qualitative empirical data was presented, analysed and discussed. The presentation and discussion of findings was supported by what the participants in the study said during interviews. The evidence from qualitative observations and document analysis was also given. This was done in order to defend the conclusions and recommendations that would be reached in this chapter.

5.2 Summary of Findings and Recommendations

5.2.1   School Vision and Mission Statements

Literature reviewed in the study showed that the success of schools rested with a clearly set out vision and mission statements. These needed to be articulated regularly to the school community. According to the research findings, secondary school heads who participated in the study had well written vision and mission statements displayed in their offices. What appeared to be lacking in most of them was depth and articulation of the statements to all stakeholders in the school so that the vision and mission would become the glue that bound everyone in the school. Involvement of all stakeholders at formulation stage, especially teachers, left a lot to be desired as most teachers seemed to be at sea about the vision and mission of the school. The vision statement should not be in the office to capture the attention of visitors and meet a ministerial requirement. A

clear vision and mission formulated in consultation with all stakeholders serves as a guide to all school activities. Suporvitz and Poglinco (2001) maintain that a concrete vision of instructional quality provides a tangible representation of what effective instructional planning and delivery looks like, provides teachers with an instructional portrait they can work toward, and provides a picture that administrators can measure implementation against. The concrete conception of instruction should serve two purposes for the savvy IL. First, it should provide them with a concrete vision of instruction against which to benchmark the instruction. Second, the vision should bring serious and challenging work of instructional improvement to the forefront of discussions and work. It should assist heads to articulate a set of expectations. These expectations should become the baseline for academic and non academic performances in the school. It should become unacceptable for a teacher to profess ignorance about the school vision. Thus, teachers should not be given a choice to participate but should strive towards this vision in their daily work. The vision of the school should be persistently and consistently applied across classrooms and overtime. Expectations should permeate the entire school well beyond academics resulting in expectations for staff behaviour and performance, students' behaviour and performance, appropriate movement between school buildings etc.

 In view of this, it is recommended that school heads should be wholly converted and committed to visioning so that it becomes part of the instructional leadership role to assist them as they go about their school activities meant for quality school improvement.

Senge (2006) has the following ideas that are critical for most learning organisations such as schools:

- Leaders are not special people or heroes who command us to do things and know the answers to everything. Instead, leaders foster the growth of a learning organisation in which people continuously learn and contribute to a shared vision;
- Creative tension is where people honestly and clearly see where they are (present reality) as well as where they would like to be (their vision for the future). Creative tension lies in the space between reality and vision (gap). It

is recommended that school heads become aware of the existence of this gap for the improvement of *the schools. Heads should harness these concepts to both push and* pull teachers and the school community towards change meant for school improvement. Change that is driven towards a vision is intrinsic while change driven by outside forces is extrinsic and unsustainable. Change in most schools under the study appeared to be externally driven. The diagram below illustrates creative tension that school heads should adopt for quality school improvement.
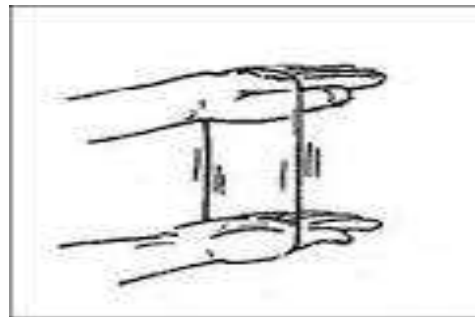

Figure 5: Creative tension: Adapted from P Senge (2006)

5.2.2 Teacher growth and professional development

Literature review showed that it was important for teachers to be assisted to grow on the job in order to improve the quality of instruction in schools. School heads as IL were identified as critical in playing this role. However, research findings indicated that secondary school heads needed to be involved in academic activities of the school such as supervision of teachers, checking of students' work, conducting staff development and drawing up school plans and policies that guided the instructional programmes. The findings further revealed that most of the activities mentioned above, save for making plans and policies, had been severely neglected by most heads of schools. This in turn impacted negatively on teacher growth and professional development. Teachers needed supervision and staff development for them to develop professionally and turn around the performance of schools. In the absence of this intervention, teachers in the study seemed to rely on strategies with which they were most familiar even if these practices did not address all of their students learning challenges. Real change in education comes through changes in the instructional methods that teachers use. School

principals are central figures in the way instructional innovation is implemented and communicated to teachers in a particular school (Marks and Nance 2007).

While heads in the study seemed to have neither the the time nor the expertise to be IL in the true sense, they could still exercise IL just as powerfully through facilitating teachers' learning. The model provided by Barth (1991) is recommended for adoption by heads of schools. Barth proposes that if students are to learn and grow, their teachers must learn and grow too, through collegiality. He discusses four aspects of teachers, namely, teachers talking together about students, teachers developing curriculum together, teachers observing one another teach, and teachers teaching one another. The researcher would like to add, teachers and the head working together to shape a solution for a problematic situation.

The model is likely to enhance teacher collaboration in the school and result in teacher growth and development. While the focus appears to be on what teachers will mostly do, this requires not only the head's approval but regular support and participation. Furthermore, heads need to eliminate teacher isolation which appeared prevalent in most schools studied, so that discussions about student learning become a collective mission of the school (Senge2006, Elmore 2005). Schools where teachers collaborate in discussing issues related to student learning are more likely to be able to take advantage of internally and externally generated information. In this respect the researcher would like to advocate for teacher teams. This means that heads should facilitate the creation of teams in the schools because teachers work better in teams as opposed to working individually in isolation in their classrooms. Smylie (2010) postulates that high performing teams will accomplish the following:

- They will clarify exactly what students should know and be able to do as a result of each unit of instruction;
- When teachers are clear on the intended results of instruction, they will be more effective;
- They will then design curriculum and share strategies to achieve those outcomes;
- They will develop valid assessments strategies that measurehow well students are performing; and

- They will analyse the results and work together to come with new ideas.

The diagram below is suggested as a model for teacher growth in secondary schools.

Figure 6: A Model for teacher growth: Adapted from Timperley et al (2007:9)
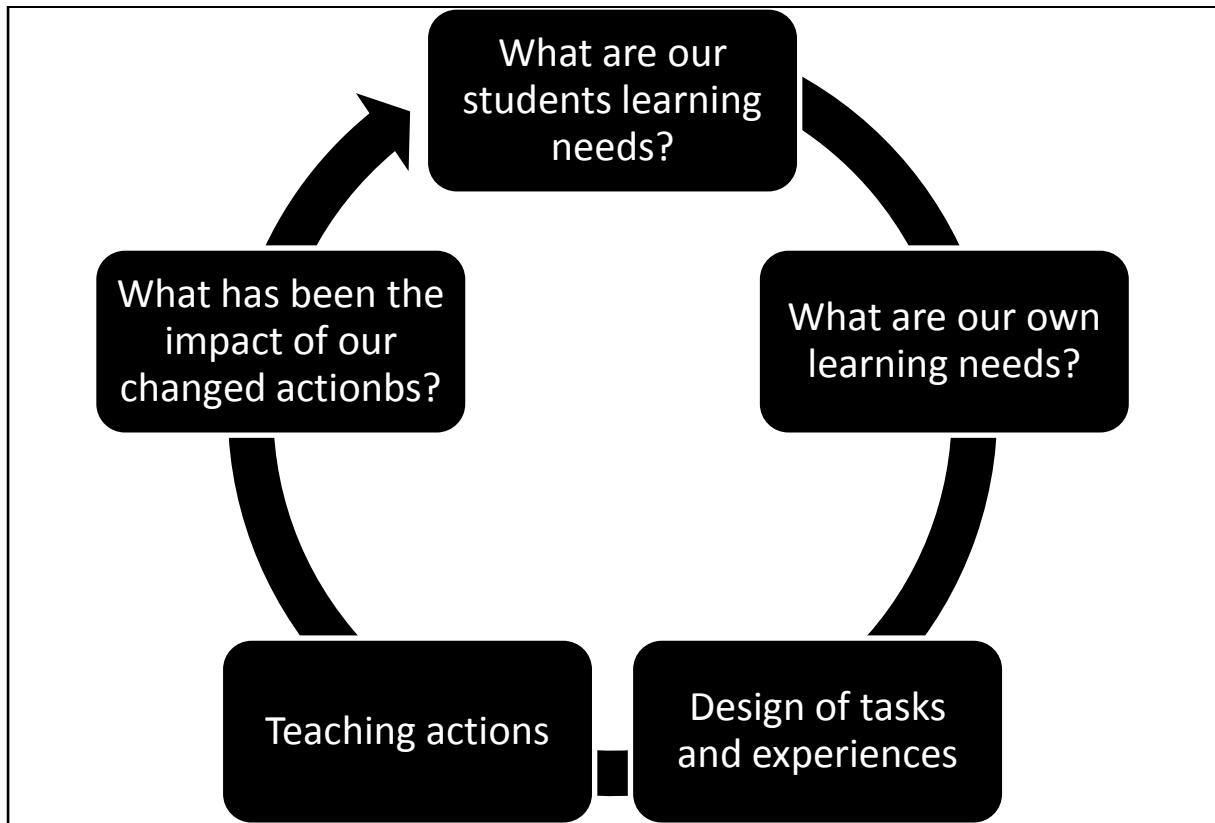
The process of supervision requires considerable personal contact between the teacher and the head. During this contact time the head monitor instruction and collects useful data which will be used during post observation conference and ultimately for setting targets for improvement. In this respect the researcher recommends the use of clinical supervision as one of the supervision models to be used by heads during supervision for growth and professional development.

Effective supervisors are those who assist teachers to improve teaching and learning creatively. They help teachers to solve problems that arise during the pursuance of their duties and are more concerned with promoting desirable learning outcomes among students.

In an effort to come up with effective staff development programmes that assist teachers, secondary school heads are encouraged to establish staff development

committees that are functional. Chigumira (1997:127) emphasises the creation of a favourable environment by the head as IL for successful staff development to take place. The staff development committee spear headed by the school head should identify and design training in a variety of skills required by the teachers in the school.

Findings revealed that teachers needed to have sufficient knowledge and skills in the subjects they taught. This was confirmed by empirical data gathered from a head during an interview. She expressed great concern about the quality of teachers produced by some colleges and universities. This showed that teachers needed to be assisted in order to gain the vital knowledge, skills and experience that would enable them to operate confidently and effectively.

However, heads cited lack of time and knowledge as some of the reasons for not doing this, although the same heads still regarded the aspects as instrumental to teacher growth and professional development which in turn would result in effective teaching and learning. As a result these important leadership tasks have been relegated to HODS. In this respect, it is recommended that growth of teachers and professional development be taken more seriously by secondary school heads and incorporated in instructional leadership with a view to improving the quality of education. It is further recommended that secondary school heads should incorporate transformational leadership and clinical supervision models since the two models focus on, not only changing the organisation but also involves the teacher from start to finish with the head inspiring and modelling, thus ensuring quality school improvement.

5.2.3 Motivation of teachers

Reviewed literature in the study indicated that motivation of teachers was an important aspect for the successful execution of school improvement in the school. According to the findings of the study, the level of motivation among teachers was generally low. Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity. It is concerned with goal directed behaviour. Infinedo (2003) adds that a motivated worker is easy to spot by his agility, dedication, enthusiasm, focus, zeal and general performance and contribution to the organisational objectives and goals. What l observed in most schools in the study was precisely the opposite. Teachers in most schools walked lackadaisically as they went about their school duties. This was

observed as teachers moved from one classroom to the other. The research findings also confirmed that teachers were generally not happy. Poor job satisfaction and low morale were attributed to low salaries and poor working conditions. The findings indicated that school heads tried their best to motivate teachers through incentives. Findings also showed that in schools where incentives were paid, teachers' morale had considerably improved and effective teaching and learning was taking place while in schools that could not afford paying incentives, teachers were found to be doing very little as was evidenced by the little written work given and comments made by the teachers.

Thus, a lack of incentives was found not only to be a contributory factor to poor performance by teachers but also led to a confrontational attitude between teachers and parents. Teachers in some schools felt that parents should be doing more in terms of incentives while the parents felt that they were being short changed by the teachers. It is therefore recommended that the motivation of teachers and incentives be included into the model of instructional leadership so as to assist secondary school heads to come up with motivational strategies that could lead to the creation of an enabling environment conducive to effective teaching and learning. This would lead to quality school improvement.

5.2.4 Regular training for heads

Training is generally viewed as the acquisition of specific work related skills in order to enable the recipient to function better in his immediate work environment. Literature reviewed has shown that training for principals was a prerequisite for appointment as a principal in several countries. This would enable the appointees to do the work effectively. Heads perform specific tasks that are different from everyday teaching that require training. Research findings showed that secondary school heads needed to conduct supervision and staff development for teaches. There were constraints of pressure of time and increased paper work that were cited as the reasons for failure to do this. However, some heads in the study confessed that they were not quite sure about how they were supposed to assist teachers for not only effective teaching and learning to take place but also for their professional development. The findings showed that the heads could not mention by name, the methods they used to supervise teachers.

The findings also revealed lack of induction on appointment as head and subsequent training thereafter.

In view of this, it is recommended that the MOESC should seriously consider partnering with the National Association of Secondary Heads (NASH) as a professional body created for the sharpening of work related skills to conduct training and development for heads. Through this partnership a lot could be done to enhance the training and development of most heads. Currently NASH may not be doing enough due to limited funds but if the government comes in with resources, the researcher is convinced that a lot could be achieved. As a former head, the researcher is aware of powerful presentations that have been made to NASH at conferences year in year out. If the partnership is in place heads would indicate their training needs to NASH so that at these yearly conferences their needs would be met by the powerful presenters that are invited. We are not short of expertisee to address issues of supervision and staff development. Thus, NASH should not concentrate on sports alone but rather should be a fully fledged professional body that caters for the needs of its members through funding provided by the MOESC.

Furthermore, it is recommended that theMOESC should conduct a needs assessment for heads with a view to holding relevant workshops and meetings for heads. It is not like meetings are not held, rather the meetings do not address what heads want and for this reason most heads have found the meetings to be a waste of time.

If these were done, heads of secondary schools would function more effectively and comfortably in the schools. It is therefore recommended that regular training and induction of heads on appointment be included into the model of instructional leadership to assist heads in the discharge of their responsibilities.

5.2.5 Relationship between instructional leader and stakeholders

Reviewed literature showed that the relationship between the IL and the other stakeholders especially school parents was special because it made things happen or not in the school. During the study, it was found out that the relationship between the head and parents was general good in most of the school except in farm schools. The relationships between the head, teachers and students were generally good in all the

schools. The sound relationships between the instructional leader and other stakeholders were found to be critical for effective teaching and learning to take place. Empirical evidence in the study showed that the school community depended on the each other especially during the harsh economic period that the country was going through. The parents needed teachers while the teachers needed parents. As shown in the findings the instructional leader had to maintain a crucial balance between the two so that each one of them did his part effectively. Like in any relationship, the findings showed that the relationship was at times soured but the bottom line remained that both parties needed each other. The intimate relationships among the stakeholders made them to be there for each other in difficult times thereby minimising disengagement from their work. In view of this, sound relationship in the schools should be considered seriously in instructional leadership in an effort to assist the head as the instructional leader. Closely related to the above is the head's emphasis on work.

5.2.6 Instructional leader's task orientation

Reviewed literature showed that the principal needed to strike a reseasonable balance between their work and the people that they work with. Human beings can react when acted upon. Findings of the study showed that the leader's task orientation was a factor in IL. This was reflected in the study by the emphasis that heads of most school placed on hard work by both HODS and teachers. The efforts made by heads to come up with school plans and various subject policies reflected the extent to which heads wanted their schools to be successful. Most heads were found to be results orientated and did not only declare their desire to create conducive teaching and learning environments but also strived to change the aspirations into action despite the difficult circumstances that they operated under.

 Importantly, heads work with many people namely parents, teachers and students .Hence, the emphasis on the work and achieving good results in the public examinations should not cloudy the fact that one is working with human beings, who have feelings and emotions. Empirical evidence showed that some heads were a bit unpopular with their teachers because of their heavy handedness. Therefore school heads should lead with teachers' feelings and emotions in mind. In view of this, the head's task and or people orientation should be part of the model of instructional leadership so that

secondary school heads could benefit as they discharge their instructional leadership roles.

5.2.7 Structuring the instructional programme of the school

Research literature underscored the fact that times have changed. School heads must be both managers and IL if schools are to increase the academic achievement of all learners. According to the findings secondary school heads structured the instructional programme of the school so that effective teaching and learning could take place. It also emerged that while the instructional programmes were in place, not all of them were developed logically and clearly enough for teachers to make use of them in a manner that improved the school. Findings also showed that in some schools, the instruction programme was done a few years back by a former head or HOD and the current incumbents simply took over without attending to some necessary detail that would suit the current circumstances in an effort to improve the school. This was largely attributed to lack of knowledge on the part of the head.

Effective principals must have knowledge of the ways to plan appropriate instruction for a diverse student body so that the goal of high achievementfor all students is translated into specific practices. Supovitz and Poglinco (2001) maintain that" IL can play a central role in shifting the emphasis of the school activity more directly onto instructional improvements that lead to enhanced student learning and performance."

 It mut be pointed out that when individual teachers independently determine the kind and type of instruction in the classroom, three things are likely to happen. First, the instructional culture of the school tend to splinter, or may not even have the culture because thre is no overriding instructional guidance and no coherent glue to tie instruction to a larger whole. Second, the quality of instruction varies widely as teachers bring different experiences and have different notions of what is good teaching. Third, the content that students receive, even in the same grade, differs from class to class as each teacher prioritises what students ought to know. This was quite evident and prevalent in most schools studied.

IL supported by proper tools and resources can counteract these tendencies toward fragmentation and incoherence, thus, it is therefore recommended that structuring of

the school programme be included as part of the instructional leadership so that heads, would be able to design and develop overriding programmes that become the glue to tie all instruction for teachers in order to improve schools. It is further recommended that heads as IL be exposed to current trends in education in general and in particular changing trends in curriculum and its implementation through staff development organised by the MOESAC.

5.2.8 School resources

Availability of both human and material resources in the schools was found to be critical for effective teaching and learning to take place as shown in the reviewed literature. The study showed that most secondary school heads recognised resources as an important factor in instructional leadership and made efforts to procure them each time funds were permitting. UNICEF had also done a commendable job in all secondary schools by providing textbooks for core six subjects. As a result the ratio of learner to textbook was very good for the six subjects covered by the programme.

Findings also showed that funds generated under school levies were being diverted to pay incentives for teachers. The diverting of school funds meant for material resources toward incentives in a way, resulted in shortages in material resources. Findings showed that the human resource was given preference over the material resources since most of the money was chewed up by incentives paid to teachrs. Also, this was evident in the efforts made by heads to ensure an adequate supply of teachers.

Never the less heads acknowledged and prioritised the procurement of resources despite the difficult economic conditions they were operating in. Lack of instructional resources thwarted the head's efforts to improve the quality of education especially in rural and farm schools. Findings in these schools showed that the infrastructure was not good and inadequate. The worst case scenario existed in farm schools where there was virtually nothing. In view of this, it is recommended that school resources and provision of basic infrastructure in secondary schools should be taken seriously by both heads and the MOESC. The MOESC may need to be reminded that it is the government, not parents that should play a leading role in the provision of quality education to the nation at large. It appears criminal that ten years after the establishment of new farm schools, no noticeable efforts have been made to improve these schools despite

recording 0% pass rates year in year out. The ministry should not rush to establish schools before registration because unregistered schools are not funded by government. The farm schools studied were not viable and a complete failure. Costly mistakes as these ought to be avoided.

## 5.2.9 Empowerment of heads of departments

The reviewed literature showed that the principal cannot accomplish all ILR single handedly. It was shown that leadership needed to be distributed throughout the school for the successful completion of tasks. The findings of the study indicated that schools had HODs who complimented the head in performing instructional leadership role in the schools. Both teachers and the heads acknowledged that the HOD was pivotal in the department as the instructional leader. Findings further revealed that the heads of secondary schools made efforts to create an environment in which teaching and learning could take place optimally through effective supervision by the HODs. This was important because HODs worked directly with the both teachers and learners.

According to the heads, HODs had adequate time to closely supervise teachers in their departments because they were deliberately allocated fewer teaching periods, usually 20, in most schools so as to create time for supervision. HODs were subjects expects in the subjects they were in charge of. In view of this, the researcher recommends that HODs need to be empowered as direct instructional leaders. Empowered HODs would not religious follow the syllabus given to them by the ministry or the head but would see their positions as a window to experiment and make the teaching areas more relevant to the needs of the students. If HODs were empowered, they would participate effectively in instructional leadership. It is further recommended that the empowerment of HODs should include making the position a substantive post and not a post of special responsibility as is the position now. This would give HODs the legitimate authority to pursue their tasks with confidence, zeal, dedication, agility and focus on goals attainment in order to mprove schools.

Spillane, Havelson and Diamond (2001) maintain that schools should develop a wide leadership base so that the head would not continue to labour under self imposed omniscience. It is not realistic to expect that heads as IL can provide a high level of pedagogical content knowledge, including knowledge about students' conceptual

(mis)understandings of the subject, the problem solving strategies and how they learn in all the subjects. In view of this it is recommended that heads should be able to create other leaders in the school through the selection of competent teachers to lead in school teams, departments and staff development programmes. IL means communicating a strong theoretical basis of a specific subject to teachers. It means developing in teachers a high level of pedagogical content knowledge. This is easily achieved when heads create other leaders in the school. The end result would be the following model of instructional success which would be adopted by heads that create leaders.

Figure7: A model for instructional success
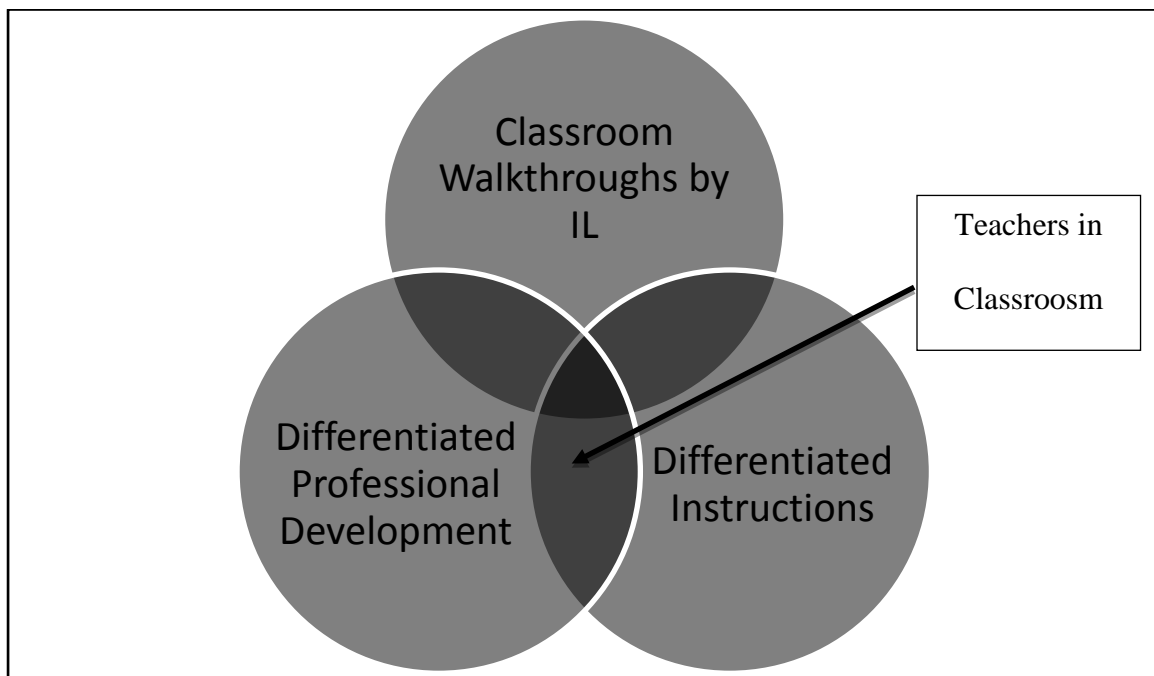
The diagram above would replace the popular MBWA which was prevalent in most schools.

5.2.10   Commitment and level of responsibility of teachers

Teacher commitment to the performance of instructional tasks has been described as pivotal for the successful implementation of not only instructional programmes but also school imorovement plans. While heads had very high expectations of their teachers, findings showed that most teachers lacked commitment to work especially in schools where incentives were either low or none existent. This made the head as IL to struggle

and put up with disgruntled and dissatisfied teachers in pursuance of the elusive quality school improvement.

In view of this, the researcher recommends that the MOESC take decisive bold steps to bring some normalcy in the schools so that heads would be able to do their work effectively. Teachers were expected to work very hard and produce good results even under difficult socio-economic conditions that obtained at the time. Teachers also made life difficult for heads by operating illegal private classes in their homes where students were made to pay for extra lessons. Questions that quickly come to mind are issues of child abuse by teachers, safety of children and similar ills when lessons are done at home.

Although findings revealed that school heads exhibited some courage and discipline to influence teachers to perform their duties responsibly under the obtaining socio-political and economic crises, some teachers continued to do things their own way. Private extra lessons continued to be conducted at homes by several teachers. This lack of commitment was echoed by child parliamentarian Shaline Shauramba in the Daily News of 28 November 2013 when she said '' Teachers are not giving us quality time when they are teaching us during normal times as they are more focused on teaching during extra lessons so they can get more money. This has disadvantaged students from poor families who cannot get money for extra lessons''

In view of this, it is recommended that school heads as instructional leaders should seriously consider coming up with creative methods of protecting the vulnerable children from attending home lessons without creating worse situations in schools. All partners in the education system should put heads together and provide a workable solution that will make everyone happy.

5.2.11 Creating schools of excellence in Provinces

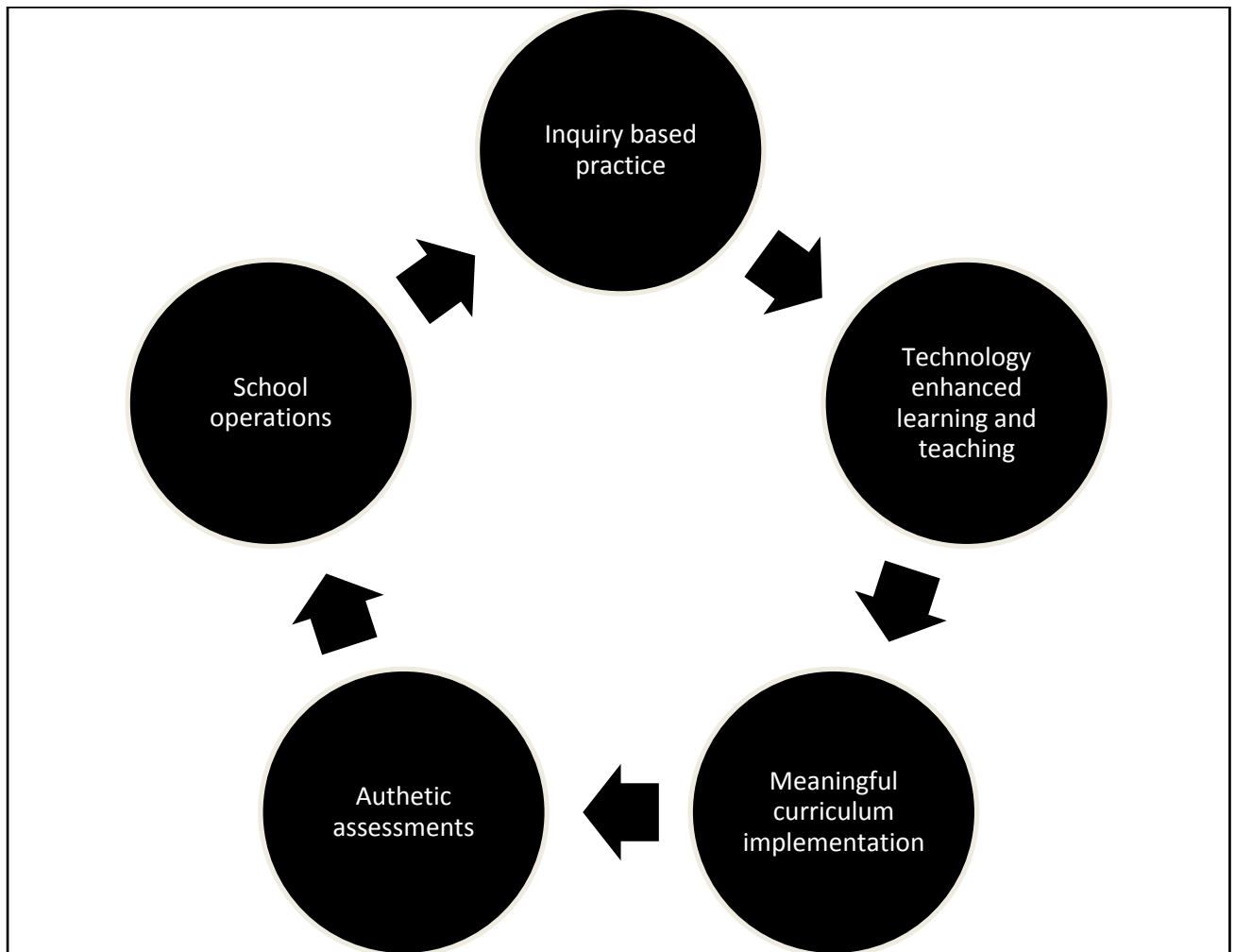Schools of excellence refer to schools that are deliberately created for the purpose of raising academic achievement by providing a rigorous standard based curriculum and safety nets for all students and teachers. The purpose is to ensure that all students reach a nationally and internally benchmarked standard of achievement in core subjects and sporting disciplines. Research findings showed that most schools made efforts to

reward both teachers and students with outstanding performances through prize giving days. This practice is also found at district and provincial levels. Public examination results for O and A level are published for information purposes but also to reward high performing schools.

In a way this practice provides role models for other schools to emulate. However what seems to be lacking is the deliberate effort to create schools of excellence-schools where low and average performing schools can go to and get blue prints of how to do better. In view of this, the researcher recommends the creation of schools of excellence in districts and provinces so that schools not doing so well can visit and not only see but also experience what it means to do better with a view to implementing at their own schools what they have seen and experience, thus, improving quality of instruction.

Schools of excellence when created in districts and provinces will provide IL with a framework for instructional improvement based upon standards for the performance of all students, the continuous examination of students' work, and consequent instructional activities. The schools should provide tangible vision of what effective instruction can look like. Embedded within the structures will be particular and purposeful embellishments, including the development of rituals and routines that minimise behavioural problems and purposeful teacher activities. The following IL framework is recommended for schools of excellence to be established in districts and provinces.

Figure 8: Instructional leader framework of school of excellence.

Adapted from Butterfield (2012)

Closely related to creating schools of excellence is the absence of specifically targeted assistance provided to schools that are performing at low levels. The study showed that performance in most schools was generally poor to average except in mission schools. Farm schools recorded pass rates of 0% for the past three consecutive years as shown in the data presented and yet nothing seemed to be in place to improve the situation.

The researcher proposes that there be a deliberate policy to assist such poor performing schools.The first step would be to target the schools in need of help based on students' performance data. Each targeted school is then paired with a high performing school to observe current practices, discusss tudent performance data with staff and assist in the development and implementation of an improvement plan.The

targeted schools then learn how to align their programmes of professional development to the identified weaknesses. They will learn how to develop improvement plans to guide their activities and monitor the outcomes of the activities, all designed to raise student performance levels.

Murphy (2010) maintains that the challenge is not simply re-teaching in the same way in which teachers taught before, but providing support for teachers to expand their repertoire of skills and providing support and time for students to get additional assistance they need in order to master the skills. The current practice cited by heads in the study, of requesting school heads to write reports explaining why learners failed is not assisting anyone in my view. Thus, the researcher recommends the creation of additional learning time for students with a view to raising their performance and improving quality in schools.

5.3 SUMMARY OF RECOMMENDATIONS FOR HEADS

The purpose of the study was to examine the ILR of the secondary school heads in Zimbabwe with specific reference to 10 selected schools. A theoretical framework of effective ILR was discussed in chapter two as propounded by Leithwood et al (2004). What has been found out is that there is need for secondary school heads to apply all aspects of instructional leadership presented and researched in the study in order to improve the quality of schools.

In view of this, it is strongly recommended that the recommendations above be implemented by secondary schools heads in the study. The summary is as follows:

- Vision and mission statements should serve an instructional purpose in the school and all the teachers must move towards the fulfilment of the vision for quality school improvement;
- Critical and core instructional activities such as classroom visits, checking learners' work, and staff development that enhance teacher growth and development and quality school improvement should be attended to seriously by all heads regularly;
- Motivation of teachers in the school remains critical for effective learning and teaching to take place and for school improvement;

- Training that focuses on ILR should be made available through NASH and MOESC so that secondary school heads may be able to assist teachers and learners more effectively for quality school improvement;
- It should be noted that heads need to effectively manage time around instruction by creating protected time for teachers and learners which should not be interfered withby other stakeholders;
- Instructional programmes in the school needed to be reviewed periodically so that the y remained relevant and useful;
- The procurement of adequate school resources should be maintained despite the obtaining circumstances that seemed to dictate the channelling of school funds towards incentives;
- The post of HODs should be made a substantive post in an effort to not only empower them but create other IL needed by schools for quality school improvement;
- There is need to establish schools of excellence in districts and provinces so that these would provide a framework for instruction success from which other schools could learn from; and
- IL at schools should put in place teams of teachers that would work together for the purpose of designing strategies that achieve good results, remove teacher isolation, and allow teachers to grow and mature professionally.

5.4 FURTHER RECOMMENDATIONS

This research study would be incomplete without making pertinent recommendations to other important stakeholders in the schools. These include the MOESAC, policy makers, local authorities and parents.

- There is need to increase government support to secondary schools in order to improve the quality of education;
- The present situation where parents have to subsidise teachers' salaries through incentives is not conducive and sustainable. Communities that do not afford this burden are suffering and the next generation is being sacrificed.

There is need to improve teachers' salaries and working conditions if these teachers are to do their best to improve the quality of teaching and learning;

- There is need for the government or local authorities to provide basic infrastructure for a secondary school before dumping learners and teachers at the site for learning to begin;
- The post of the head of department should be a substantive post as is the case in other countries for effective execution of the duties;
- There is need to improve the country's socio-economic and political environment that have severely impacted on the performance of schools;
- Parents should be made aware that they are critical stakeholders in the schools with an obligation to participate actively in the provision of quality education for their children; and
- Secondary school heads as instructional leaders should not leave crucial aspects of their responsibilities such as staff supervision and development of teachers solely to HODs.

5.5 LIMITATIONS OF THE STUDY

The sample size may be regarded as small considering the number of secondary schools in Zimbabwe. Therefore the study may not be able to support the general theory on instructional leadership role of the head adequately. Schools that were selected for the study were convenient to the researcher in terms of where they were located with a view to reducing costs.

It may not be ruled out that some of the data gathered during the qualitative interviews could be artificial considering the fact that some participants may have wanted to cover not only their tracks but also protect the schools that they worked in. Elements of doubting the researcher's intentions as a former head and District Education Officer may not be ruled out considering the political sensitivity that obtained at the time of the study.

Closely related to this was the fact that participants were selected based on willingness to take part in the study and this was not easy. At times the researcher had to beg, persuade, and convince people that the exercise was purely academic and there were no hidden agendas.

Last but not least, the time factor did not allow me to spend as much time on sites as I wished. May be by staying longer in the schools more information could have been gathered.

5.6 RECOMMENDATION FOR FURTHER RESEARCH

While the study examined instructional leadership role of the school heads with a view to improving the quality of education in the school, there are aspects that can still be explored by researchers. For example, this study did not include the deputy head and heads of departments who are equally active participants in instructional leadership. Learners and members of the SDA/SDC were also exluded and therefore studies that include them could be able to yield different results. Hence a study that includes them may be considered to vindicate or totally alter the said findings. Other examples that may be considered are as follows;

- What strategies can be employed by heads of schools as instructional leaders to deal with poor performing teachers and learners?
- To what extend does the head's personality affect his instructional leadership roles?
- How can school heads be prepared for them to effectively assume the instructional leadership role?
- To what extent can instructional leadership in the school be shared and distributed.

5.7 CONCLUSION

It was quite evident that a well developed instructional leadership needed to be put in place by the head in order to achieve qualitative teaching and learning that improved the school. The findings revealed that there were several challenges in the school environment and outside that hindered the head from playing the instructional leadership role effectively for quality improvement. These impediments can be removed or at least be minimised so that effective teaching and learning takes place.

However, for this to happen, it requires the collective effort and commitment of all stakeholders to responsibly and actively do their part. This should not be an event, but a process that is continuously done in order to achieve the desired results.

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APPENDICES

APPENDIX A: LETTER SEEKING CLEARANCE TO CONDUCT RESEARCH

IN ZIMBABWE SECONDARY SCHOOLS

11 Galway Street
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Student Number: 50861794

16th April 2014

The Secretary
Ministry of Education Sport, Arts and Culture
P.O.Box C Y 121.
Causeway
HARARE
ZIMBABWE

Dear Sir/Madam

RE: REQUEST FOR CLEARANCE TO CONDUCT RESEARCH IN ZIMBABWEAN SECONDARY SCHOOLS IN HARARE AND MASHONALAND EAST REGION: C. NDOZIYA

I, C Ndoziya, am registered with the University of South Africa for the degree of Doctor of Philosophy (Educational Management) for the current year 2014. My supervisor is Professor KP Dzvimbo. I wish to conduct a research study entitled. "and focus group interviews with

the same teachers. A total of 60 participants will be sampled, ten of whom will be headmasters, 50 of whom will be teachers. To this end, I am requesting for your permission to conduct the research study in the above mentioned regions. I do not anticipate any risks or discomforts of research participants due to involvement in the research study.

The success of the present study in contributing evidence-based knowledge on improving instructional leadership roles of secondary schools heads in Zimbabwe is hinged on the experiences of headmasters, and teachers in the selected Regions. Benefits emanating from such knowledge will eventually spread to others secondary schools and the education system in general.

The participation of all research will be free to terminate their involvement at any point during the interview process if they no longer like to continue. The anonymity of respondents will be maintained while all the information they contribute will be managed with the privacy aand confidentiality prescribed for authentic research in education.

On completion of the study, a copy of my thesis will be made available to the ministry. My supervisor Professor K. P. Dzvimbo may be contacted on +27124294067 and dzvimkp@unisa.ac.za.

I thank you in advance as l look forward to a favourable response.

Yours faithfully

C. Ndoziya.

APPENDIX B: APPROVAL FROM HEAD OFFICE

Reference: P/ NDOZIYA C

E. C. No.: 0244809 W

All communications should be
addressed to
"The Provincial Education Director
Mashonaland East Province"
Telephone: 0279-24811/4 and
24792
Telex :
Fax: 079-24791

ZIMBABWE

Ministry of Education, Sport & Culture
Mashonaland East Province
P.O. Box 752
Marondera
Zimbabwe

21 JUNE 2013

Mr./Mrs./Miss ... C. NDOZIYA

11 GALWAY ROAD

DELVILLE, GEMISTON

1401

PERMISSION TO CARRY OUT RESEARCH IN SCHOOL FOR EDUCATIONAL
PURPOSES: MR/MRS/MISS ... C. NDOZIYA ... **E. C. NO.** 0244809 W
STUDENT I. D. 50561794 ... **HEAD/TEACHER AT** ... UNISA ... **SCHOOL**

Reference is made to your minute dated ... 27 MARCH 2013
Please be advised that permission has been granted that you carry out research work in
our schools. You are accordingly being asked to furnish the Ministry with information
about your findings so that we share the knowledge for the benefit of the system as well
as our nation at large.

We wish you all the best and hope to hear from you after completing your project work.

HUMAN RESOURCES OFFICER – DISCIPLINE
FOR PROVINCIAL EDUCATION DIRECTOR
MASHONALAND EAST PROVINCE
/mm

APPENDIX C: LETTER SEEKING REGIONAL CONSENT TO CONDUCT RESEARCH IN SECONDAY SCHOOL IN HARARE PROVINCE

11Galway Street

Delville

GERMISTON

1401

Cell: +27 792358412

E-mail:ndoziyawlter@yahoo.com

Student Number: 5081794

16th April 2014

The Provincial Education Director

Harare Province

Ministry of Education Sport, Arts and Culture

P.O. Box 689

Harare

ZIMBABWE

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SECONDARY SCHOOLS: C NDOZIYA

I, C Ndoziya, am registered with the University of South Africa for the degree of Doctor of Philosophy (Educational Management) for the current year 2014. My supervisor is Professor KP Dzvimbo. . I wish to conduct a research study in your province entitled "The instructional leadership role of the school principal towards quality school improvement in Zimbabwean schools. I will use individual interviews for headmasters,

and teacher- and focus group interviews A total of 42 participants will be sampled, seven of whom will be headmasters, 35 of whom will be teachers. To this end, I am requesting for your permission to conduct the research study. I do not anticipate any risks or discomfort of research participants due to involvement in the research study.

The success of the present study in contributing evidence-based knowledge on improving instructional leadership roles of secondary school head in Zimbabwe is hinged on the experiences of headmaster and teachers involved in the study. Benefits emanating from such knowledge will eventually spread to other secondary school in the region and the country at large.

The participation of all research participants in the current study will be wholly voluntary. Participant will be free to terminate their involvement at any point during the interview process if they no longer like to continue. The anonymity of respondents will be maintained while all the information they will contribute will be managed with the privacy and confidentiality prescribed for authentic research in education.

On completion of my study, a copy of my thesis will be made available to the ministry. My supervisor Professor K.P. Dzvimbo may be contact on +27124294067 and dzvimkp@unisa.ac.za

I thank you in advance as I look forward to a favourable response

Yours faithfully

C.Ndoziya

APPENDIX: D APPROVAL FROM HARARE

All communications should be
addressed to
"THE PROVINCIAL EDUCATION
DIRECTOR"

Telephone   : 792671-9
Fax   : 796125/792548
E-mail
moeschre@yahoo.com

ZIMBABWE

REF: G/42/1
Ministry of Education,
Sport and Culture
Harare Provincial Education Office
P. O. Box CY 1343
Causeway
Zimbabwe

27.03.2013

C. Ndoziya
of University
of S. Africa.

RE : PERMISSION TO CARRY OUT RESEARCH IN SOME SELECTED SCHOOLS

To carry out research into the
Instructional leadership role of
the School Head: A case study,
for quality school improvement.

Reference is made to your letter dated 27.03.13

Please be advised that the Provincial Education Director grants you authority to carry out your
research on the above topic. You are required to supply Provincial Office with a copy of your
research findings.

Mallombe

For Provincial Education Director
Harare Metropolitan Province

APPENDIX E: LETTER SEEKING REGIONAL CONSENT TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN MASHONALAND PROVINCE.

11 Galway Street

Deliver

GERMISTON

1401

Cell: +27 792358412

E-mail:ndoziyawlter@yahoo.com

Student Number: 50861794

16th April 2014

The Provincial Education Director

Mashonaland East Province

Ministry of Education Spot, Acts and Culture

P.O. Box 81

Marondera

ZIMBABWE

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SECONDARY SCHOOLS: C NDOZIYA

I, C Ndoziya, am registered with the University of South Africa for the degree of Doctor of Philosophy (Educational Management) for the current year 2014. My supervisor is Professor K.P. Dzvimbo. I wish to conduct a research study in your province entitled "The instructional leadership role of the school principal towards quality school improvement in Zimbabwean schools. I will use individual interviews for headmasters,

and teacher- and focus group interviews. A total of 18 participants will be sampled, three of whom will be headmasters, 15 of whom will be and teachers. To this end, I am requesting for your permission to conduct the research study. I do not anticipate any risks or discomforts of research participants due to involvement in the research study.

The success of the present study in contributing evidence-based knowledge on improving instructional leadership roles of secondary school head in Zimbabwe is hinged on the experiences of headmaster and teachers involved in the study. Benefits emanating from such knowledge will eventually spread to other secondary school in the region and the country at large.

The participation of all research participants in the current study will be wholly voluntary. Participant will be free to terminate their involvement at any point during the interview process if they no longer like to continue. The anonymity of respondents will be maintained while all the information they will contribute will be managed with the privacy and confidentiality prescribed for authentic research in education.

On completion of my study, a copy of my thesis will be made available to the ministry. My supervisor Professor K.P. Dzvimbo may be contact on +27124294067 and dzvimkp@unisa.ac.za

I thank you in advance as I look forward to a favourable response

Yours faithfully

C.Ndoziya

APPENDIX: F APPROVAL FROM MASHONALAND EAST PROVINCE

Reference: P/ NDOZIYA C

E. C. No.: 0244809 W

Ministry of Education, Sport & Culture
Mashonaland East Province
P.O. Box 752
Marondera
Zimbabwe

21 JUNE 2013

All communications should be
addressed to
"The Provincial Education Director
Mashonaland East Province"
Telephone: 0279-24811/4 and
24792
Telex :
Fax: 079-24791

ZIMBABWE

Mr./Mrs./Miss .... C NDOZIYA

11 GALWAY ROAD

DELVILLE GEMISTON

1401

**PERMISSION TO CARRY OUT RESEARCH IN SCHOOL FOR EDUCATIONAL
PURPOSES: MR/MRS/MISS** .... C. NDOZIYA ....**E. C. NO.** 0244809 W
STUDENT I. D. 50861794 .... **HEAD/TEACHER AT** .... UNISA ....**SCHOOL**

Reference is made to your minute dated .... 27 MARCH 2013
Please be advised that permission has been granted that you carry out research work in
our schools. You are accordingly being asked to furnish the Ministry with information
about your findings so that we share the knowledge for the benefit of the system as well
as our nation at large.

We wish you all the best and hope to hear from you after completing your project work.

HUMAN RESOURCES OFFICER – DISCIPLINE
FOR PROVINCIAL EDUCATION DIRECTOR
MASHONALAND EAST PROVINCE
/mm

MIN. OF EDUCATION AND CULTURE
THE EDUCATION OFFICER
21 JUN 2013
(ADMINISTRATION AND SERVICES)
MASHONALAND EAST REGION
P.O. BOX 752, MARONDERA

APENDIX G: LETTER SEEKING SCHOOL CONSENT TO CONDUCT RESEARCH

11 Galway Street

Delville

GERMISTON

1401

Cell: +27 792358412

E-mail: ndoziyawlter@yahoo.com

Student Number: 50861794

16ᵗʰ April 2014

The Headmaster

_____

_____

_____

Dear Sir/Madam

RE: REQUEST FOR PERMISSION CONDUCT RESEARCH IN YOUR SECONDARY SCHOOL: C NDOZIYA

I, C Ndoziya, am registered with the University of South Africa for the degree of Doctor of philosophy (Educational Management) for the current year 2014. I wish to conduct research study in your school. I will use individual interviews for headmasters, and teachers - and focus group interviews with teachers. A total of 6 participants will be sampled, 1 of whom will be the headmaster, 5 of whom will be the teacher. To this end, I am requesting for your permission to conduct the research study. I do not anticipate any risks or discomforts of research participants due to involvement in the research.

The success of the present study in contributing evidence-based knowledge on the instructional leadership role of school principal towards quality school improvement in Zimbabwe is hinged on the experiences of headmaster and teachers at your school involved

in the study. Benefits emanating from such knowledge will eventually spread to other secondary schools in the district and the region at large.

The participation of all research participants in the current study will be wholly voluntary. Participants will be free to terminate their involvement at any point during the interview process if they no longer like to continue. The anonymity of respondents will be maintained while all the information they will be managed with the privacy and confidentiality prescribed for authentic research in education.

On completion of my study, a copy my thesis will made available on the ministry. My supervisor Professor K.P. Dzvimbo may be contacted on +27124294067 and dzvimkp@unisa.ac.za

I thank you in advance as I look forward to a favourable response.

Yours faithfully

C. Ndoziya

APPENDIX H: ETHICAL CLEARANCE FORM FROM UNISA

UNISA | college of education

Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

C Ndoziya [50861794]

for a D Ed study entitled

The instructional leadership role of the school principal towards quality school improvement in Zimbabwean Schools

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.

Prof KP Dzvimbo
Executive Dean : CEDU

Dr M Claassens
CEDU REC (Chairperson)
mcdtc@netactive.co.za

Reference number: 2014 JUNE /50861794/MC

19 JUNE 2014

236

APPENDIX I: HEADMASTERS AND TEACHERS INFORMED CONSENT LETTER

11 Galway Street

Delville

Germiston.

1401

Cell: +27792358412

E-mail: ndoziyawalter@yahoo.com

Student Number: 50861794

16th April 2014

Dear headmasters and teachers

My name is C. Ndoziya, l am a student with the University of South Africa, studying for a Doctor of Philosophy degree (Educational Management). Iam conducting a research on instructional leadership roles of the school principal towards quality school improvement in Zimbambwean schools. Permission to conduct the research has already been granted by both the Secretary of Education and your Provincial Education Director.

Procedures:

If you agree to participate, l will talk to you for an hour and our conversation will be recorded. Before the video tapping l will first of all request your consent on whether you agree to be video tapped or not. Other participants will also be interviewed and their responses and yours will be reported as findings. Your participation inthis research study is completely voluntary such that you can decide not to participate right from the onset. Should you decide to participate, you can still terminate your involvement at any time, notwithstanding the fact that you would have consented to participate. Please feel free to express your experiences honestly. You will remain anonymous and all the information you provide will be held in strict confidence and utmost privacy. You may refuse to answer any question if you feel uncomfortable and you do no have to provide me wiyh a resean for refusing to answer rany question. If you decide not to be part of the study, there wil be no consequences for you. Ther is no right or wrong answer to a question. L just want to know your opinion and ideas. The study does not anticipate any risks toyou.

Privacy and confidentiality

l shall not record your name in this study, however to help me remember what you say here, l will record on audio tape and l will take notes as well. As indicated above, before the recording l will seek your consent.You real name will not be recorded. After translating your spoken conversation inti written conversation, the tapes will be kept in a safe and secure place for a period of two years.

Benefits

Ther are no direct benefits from this study but your participation will help us to shed light on the instructional leadership roles of school heads in an effort tp improvethe quality of education in our schools and with the information gained from the interviews we can try to improve the quality of Zimbabwean schools in general.

Volunteer Statement

The interview process has been explained to me. I have been given a chance to ask questions which I may have and I am content with the answers to all my questions. I also know that, my records will be kept private and confidential.I can choose not to be interviewed, not to answer certain questios or to stop the interview at any time. I give consent that my interview may be tape recorded. I understand that my volunteer interviews will be analysed with many others and reported on as findings of the study.

Date:

Name of Volunteer

Signature

The interviewer's statement

I C. Ndoziya, the undersigned, have defined and explained to the volunteer in a language that he/she understands, the procedure to be followed and the risks and benefits involved and the obligations of the interviewer.

Date

Name of interviewer: Signature of interviewer:

APPENDIX G: INTERVIEW SCHEDULE FOR HEADMASTERS

1.1   School head's capacity to perform instructional leadership roles.

1.1.1   How often do you supervise each teacher in a year? Explain how this is done.

1.1.2   How often do you conduct staff development programmes for teacher? Explain how this is done.

1.1.3   In your opinion, do headmasters have the time and ability to adequately supervise teachers in the school?

1.1.4   In your view, what are the main factors which contribute to a school's success or failure? Explain the position of your school in the respect.

1.1.5   To what extent are you involved in the procurement of teaching and learning resources?

1.2   knowledge of school curriculum

1.2.1   What is your role in curriculum implementation in the school?

1.2.2   How do you assist teachers in curriculum implementation?

1.2.3   What challenges do you encounter when assisting teachers with curriculum issues?

1.2.4   What are the key aspects of your duties that enhance teaching and learning? Explain how you apply them to complement teaching and learning.

1.2.5   Which aspect of teaching and learning do you emphasise during staff development programmes for teachers?

1.2.6   Are there any teaching and learning material other than textbooks that you give your teachers?

1.2.7   What are the teaching methods that are commonly used by your teachers? Explain how effective they are?

1.2.8   Before and after supervision do you discuss with your teachers? Explain the major focus of the discussion.

1.3   Curriculum evaluation and improvement

1.3.1   In an ideal situation, which should be made available for effective teaching and learning?

1.3.2   How adequate are resources for teaching and learning in your school?

1.3.4   In what way is your school's vision quality driven? Explain the extent to which teachers share the vision.

1.3.5   What is the role of parents in improving teaching and learning in the school?

1.3.6   How do you see the school/community relationship?

1.3.7   In which area would you require training in order to improve quality of education in the school?

1.4   Is the anything else that you would like to bring to my attention?

Thank you very much for your time and this informative discussion.

APPENDIX G: INTERVIEW SCHEDULE FOR TEACHERS

1.1   School heads' capacity to perform instructional leadership roles

1.1.1   How often are you supervised by the principal himself in year? Explain how this is done.

1.1.2   How does the principal conduct supervision of teachers?

1.1.3   In your opinion, does the head have time to supervise and teachers in the school?

1.1.4   How often does the head conduct staff development programmes for teachers? Explain how this done?

1.1.5   How is the head involved in the procurement of teaching and learning resources?

1.1.6   How do you see the school/community issue?

1.2   School head's knowledge about curriculum issues.

1.2.1   What aspects of your work are emphasized by the head during supervision?

1.2.2 Which aspects of teaching and learning are emphasized by the head during staff development programmes?

1.2.3 When you have work related challenges, who assists you the most?

1.2.4 In what ways are you assisted by the head in the performance of your work?

1.2.5 How knowledgeable is the head about the teaching of your subject?

1.2.6 Which teaching and learning material other than text books, did you receive from the head in the last twelve months?

1.2.7 Before and after supervision do you discuss with your head? Explain the major focus of the discussion.

1.3 Curriculum Evaluation and improvement

1.3.1 In an ideal situation, which resources should be made available for effective teaching and learning?

1.3.2 How adequate are resources for teaching and learning in the school? Indicate how this can be improved.

1.3.3 In what ways would you like to be assisted by the school head?

1.3.4 In your opinion what should be done by the head in order to improve teaching and learning.

1.3.5 What is the role of parents in improving teaching and learning?

1.3.6 In your opinion, is the school's vision aimed at school improvement? Explain the extent to which you share the vision.

1.3.7 In which areas would you require training?

1.4 Is there anything else that you would like to bring to my attention?

Thank you very much for your time and for sharing with me