

**An investigation of the effects of school leadership on learners’
achievements in the Oshikoto Region: Education Directorate**

By

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APPROVAL PAGE

This research has been examined and is approved as meeting the required standards for the fulfilment of the requirements of the degree Master of Philosophy in Public Administration

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DECLARATION

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DEDICATION

This thesis is dedicated to Ms Angaleni Shikongo (my wife), Prinz, Magla, Wilma and Johanna, my sons and daughters, Ms Wilhelmina Muneenkondo Sheeli Iileka (my mother), Mr Sam Shishuweni Iileka (my late father) for their tolerance, tender hearts and untiring care and inspiration throughout the period of undertaking this study. My thanks go to Ms Wilhemine Iileka Muneenkondo Sheeli and Mr Sam Shishuweni Iileka for their understanding of Education – even though they never had sufficient chance to go a mile with education. It was going to be difficult without their assistance.

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ABSTRACT

School principals play a proactive role in the performance of teachers and learners. The type of leadership a school principal is using is an important factor that determines the way in which the school performs. The purpose of this study was to investigate the effect of school principals' leadership styles in the performances of learners in the Oshikoto Region. The study sought to answer the following questions: (1) What are the effects of school leadership on learners' achievement in the Oshikoto Region: Education Directorate? (2) What are the leadership characteristics and behaviours that affect learners' achievement as perceived by principals and teachers in the Oshikoto Region? (3) What are the leadership styles that affect learners' achievement in the Oshikoto Region? (4) What conclusions can the study draw and what recommendations can the study make regarding the effects of leadership on learners' academic achievement in the Oshikoto Region?

The study adopted a quantitative research design through the use of a questionnaire with closed-ended and open-ended questions which were administered to 140 teachers and 6 school principals who were all selected through a one-stage cluster sampling technique.

Findings of the study show that principals in the Oshikoto Region are predominantly using autocratic and laissez-faire types of leadership. In addition, the study unveiled that poor supervisory techniques on the part of the principals and poor internal relations are main factors contributing to poor learners' performance in school in the Oshikoto Region.

The study recommended that school principals who do not have the right leadership training skills must be enrolled for appropriate leadership training. Furthermore, the study recommended that the Ministry of Education should continue working together with novice school principals to assist them in the deliberation of work in a bid to improve learners' performance.

OPSOMMING

Skoolhoofde speel 'n proaktiewe rol in die prestasie van onderwysers en leerders. Die soort leierskap wat 'n skoolhoof bied, is 'n belangrike faktor wat die prestasie van 'n skool bepaal. Die doel van hierdie studie is om die effek van skoolhoofde se leierskapstyle op die prestasie van leerders in die Oshikoto-streek te ondersoek. Die studie ondersoek die volgende navorsingsvrae: (1) Watter effekte het skoolleierskap op leerders se prestasie in die Direkoraat Onderwys: Oshikoto-streek? (2) Wat behels die leierskapeienskappe en -optrede wat leerders se prestasie beïnvloed volgens skoolhoofde en onderwysers in die Oshikoto-streek? (3) Wat is die leierskapstyle wat leerders se prestasie in die Oshikoto-streek beïnvloed? (4) Watter gevolgtrekkings en aanbevelings kan gemaak word rakende die effek van leierskap op leerders se akademiese prestasie in die Oshikoto-streek?

Die studie maak gebruik van 'n kwantitatiewe navorsingsontwerp met behulp van vraelyste met oop en geslote vrae wat aan 140 onderwysers en 6 skoolhoofde uitgedeel is wat deur middel van 'n enkelfase-klustersteekproef geselekteer is.

Die studie se bevindinge wys dat skoolhoofde in die Oshikoto-streek hoofsaaklik outokratiese en *laissez faire*-tipes leierskap gebruik. Verder het die studie uitgewys dat swak supervisiepraktyke op die beurt van die skoolhoofde, tesame met swak interne verhoudinge, hoofkategorie is wat bydra tot leerders se swak prestasie in skole in die Oshikoto-streek.

Die studie beveel aan dat skoolhoofde wat nie die regte leierskapsopleiding of -vaardighede het nie, moet inskryf vir die geskikte leierskapsopleiding. Verder beveel die studie aan dat die Ministerie van Onderwys moet aanhou saamwerk met nuwelingskoolhoofde om hulle by te staan in die beplanning van hul werk om leerders se prestasie te verbeter.

ACRONYMS

TPMRS – Teacher and Principal Management Rating Scale

DEFINITION OF TERMS

In this study, the definitions of the following terms are important:

School leadership: This is an activity of the school managers that involves directing the school by shaping the attitudes, motivations and behaviours of the staff and learners to improve school performances (Bush and Glover, 2003:18)

Learners' academic achievements: These are ratings used to determine learners' success in their academic subjects at school. It is done by awarding marks or indicating the level of success or failure (Burns,1978:23)

Public schools: These are schools funded and managed by government (Ministry of Education, 1990: 23)

University admission requirements: Marks obtained in examinations by a learner as required by a university to secure admission for further study (Ministry of Education, 1992:24).

LIST OF FIGURES

Figure 1: Qualifications of the participants.....	40
Figure 2: Ages of the participating teachers	41
Figure 3: Participants' years of teaching experience as a teacher and as a principal at the current school	42
Figure 4: Years worked at the current school as teacher and principal.....	43
Figure 5: Teachers' and principals' responses to the principals' framing of the school goals	45
Figure 6: Communication of the school goals	47
Figure 7: Teachers' and principals' responses on to the principals' supervision & and evaluation of instruction	49
Figure 8: Coordination of the curriculum	51
Figure 9: Responses to monitoring of learners	53
Figure 10: Teachers' and principals' responses on to the principal's' protection of instructional time ..	55
Figure 11: Teachers' and principals' responses on to the principals' maintenance of high visibility	57
Figure 12: Teachers' responses on to the principals' the provision of incentives for teachers.....	59
Figure 13: Teachers' and principals' responses on to the principals' promotion of professional development.....	61
Figure 14: Teachers' and principals' responses on to the principals' the provision of incentives for teachers	63
Figure 15: Leadership roles and behaviours that affect learners' achievements as perceived by teachers and principals	65
Figure 16: Leadership styles that affect learners' achievements as perceived by teachers and principals	66
Figure 17: Recommendations from by principals and teachers	68

LIST OF TABLES

Table 1.1: Regional trend on pass and failure rates at senior secondary level for the period 2010–2014.	3
Table 1.2: Symbol mark value	4
Table 1.3: Minimum pass requirements for university admission	5
Table 4.4: Gender of the participating principals and teachers	39

TABLE OF CONTENTS

APPROVAL PAGE	ii
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
OPSOMMING	vii
DEFINITION OF TERMS	ix
LIST OF FIGURES	x
LIST OF TABLES	xi
TABLE OF CONTENTS	xii
CHAPTER 1: INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the study	2
1.3 Statement of the research problem	5
1.4 Research questions	6
1.5 Significance of the study	6
1.6 Delimitations of the study	7
1.7 Limitations of the study.....	7
1.8 Summary	8

CHAPTER 2: LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Leadership development	9
2.2.1 Great man theory	10
2.2.2 Trait theory (1930–1940).....	10
2.2.3 Behavioural theories (1940s–1960s)	11
2.2.4 Contingency/situational theory (1960s) (Fiedler’s and The Hersey-Blanchard Model of leadership)	11
2.2.5 Transactional leadership theory (1970s).....	12
2.2.6 Transformational leadership theory	13
2.2.7 The social learning approach to leadership	13
2.3 Theoretical and conceptual framework	14
2.3.1 Theoretical framework	14
2.3.2 How transformation takes place	15
2.3.3 Attributes of a transformational leader	17
2.4 Conceptual framework of the study	18
2.5 Behaviours and roles of leadership that affect learners’ achievements	22
2.6 Leadership styles and their effects on learners’ achievements	255
2.6.1 Autocratic leadership style and learners’ achievements.....	255
2.6.2 Democratic leadership style and learners’ achievements	266
2.6.3 Laissez-faire leadership style and learners’ achievements	277

2.6.4 Transformational leadership style and learners' achievements	288
2.7 Strategies that can be used to make leadership more effective in the improvement of learners' academic achievements	29
2.8 Summary	333
CHAPTER 3: METHODOLOGY	355
3.1 Introduction	355
3.2 Research design.....	355
3.3 Population.....	355
3.4 Sample.....	366
3.5 Data collection procedure.....	366
3.6 Data analysis	366
3.7 Ethical considaration	377
3.8 Pilot study.....	377
3.9 Summary	377
CHAPTER 4: PRESENTATION AND DISCUSSION OF THE RESULTS	39
4.1 Introduction	39
4.2 Biographical Information	39
4.2.1 Gender of the participating principals and teachers	39
4.2.2 Educational qualifications of the participants	400
4.2.3 Ages of the participating teachers and principals	411
4.2.4 Teachers' and principals' years of experience	422

4.2.5 Participants' years of working as a teacher or a principal at the current school	422
4.3 Teachers' evaluation of the principals' school management strategies	433
4.3.1 Teachers' and principals' responses to the principals' framing of the school goals (Domain 1).....	444
4.3.2 Teachers' and principals' responses to the principals' communication of the school goals (Domain 2)	466
4.3.3 Teachers' and principals' responses to the principals' supervision and evaluation of instructions (Domain 3).....	488
4.3.4 Teachers' and principals' responses to the principals' coordination of the curriculum (Domain 4).....	500
4.3.5 Teachers' and principals' responses to monitoring of learners' progress (Domain 5)	522
4.3.6 Teachers' and principals' responses to monitoring of learners' progress	533
4.3.7 Teachers' and principals' responses to the principals protection of instructional time (Domain 6).....	544
4.3.8 Teachers' and principals' responses to the principals' maintenance of high visibility (Domain 7).....	566
4.3.9 Teachers' responses on the principals provision of incentives for teachers (Domain 8).....	588
4.3.10 Teachers' and principals' responses to the principals' promotion of professional development (Domain 9).....	600
4.3.11 Teachers' and principals' responses to the principals' provision of incentives for learners (Domain 10).....	622

4.4 Leadership roles and behaviours that affect learners’ achievements as perceived by teachers and principals	644
4.5 Leadership styles that affect learners’ achievements as perceived by teachers and principals	666
4.6 Recommendations by principals and teachers	677
4.7 Summary of the main findings	69
4.8 Summary	711
CHAPTER 5: RECOMMENDATIONS AND CONCLUSION	722
5.1 Introduction	722
5.2 Summary of the chapters	722
5.3 Recommendations	73
5.4 The research gap.....	74
5.5 Areas for further research.....	744
6. 0 REFERENCES.....	755
APPENDIX 1: PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE	866
PRINCIPAL VERSION	866
APPENDIX 2: PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE	944
TEACHER VERSION	944
APPENDIX: 3 PERMISSION REQUEST LETTER TO THE PRINCIPAL	1022
APPENDIX: 4 PERMISSION REQUEST LETTER TO THE DIRECTOR	1033

APPENDIX 5: PERMISSION LETTER FROM THE DIRECTOR OF EDUCATION	1044 1044
APPENDIX 6: INFORMED CONSENT FORM	1055
APPENDIX 7: PERMISSION LETTER FROM SCHOOL PRINCIPAL 1	10808
APPENDIX 8: PERMISSION LETTER FROM SCHOOL PRINCIPAL 2	10909
APPENDIX 9: PERMISSION LETTER FROM SCHOOL PRINCIPAL 3	1100
APPENDIX 10: PERMISSION LETTER FROM SCHOOL PRINCIPAL 4	1111
APPENDIX 11: PERMISSION LETTER FROM SCHOOL PRINCIPAL 5	1122
APPENDIX 12: PERMISSION LETTER FROM SCHOOL PRINCIPAL 6	1123
APPENDIX 13: PERMISSION LETTER FROM SCHOOL PRINCIPAL 7	1134

CHAPTER 1: INTRODUCTION

1.1 Introduction

Public education in Namibia follows a 7-3-2 system comprising primary, junior secondary and senior secondary education. Article 20 of the Constitution mandates the provision of free and compulsory primary education for all and is divided into lower and upper phases covering grades 1–4 and grades 5–7, respectively (Constitution of the Republic of Namibia, 1990:78)

Primary education, on the one hand, focuses on foundation knowledge and skills such as reading, writing, and numeracy. This phase also focuses on preparing learners for entry into junior secondary education. There is no certification for completing primary education. Junior secondary education, in turn, consists of grades 8–10, whereas senior secondary education consists of grades 11–12. The purpose of junior secondary education is to prepare learners for direct access to senior secondary schools and to vocational training centres (VTCs) (Broad Curriculum of Basic Education of Namibia, 1992:67).

The purposes of senior secondary education, on the other hand, include preparing learners to obtain qualifications of international standards, which will provide entrance to tertiary institutions, and develop self-reliance and entrepreneurship as preparation for the world of work, including self-employment and encouragement for lifelong learning (Department of Lifelong Learning, 2000:89).

The best indicator to judge the quality of an education system is learners' learning achievements. In the case of Namibia, learners' performances on national examinations is the main indicator of the quality of education and provides evidence of the number of learners entering tertiary institutions (Marope, 2005:32). Strikingly, learners' performances on the 2010–2014 National Senior Secondary Certificate (NSSC) examinations shows that of the 94 599 learners who sat for the grade 12 examinations, only about 35.5% qualified for admission at tertiary institutions (Directorate of National Examination and Assessment of Namibia Report, 2015:34).

These results point to the fact that senior secondary education in Namibia is underperforming and has been unable to provide the required candidates for tertiary education and training. Therefore, the research question for this study is: How does school leadership contribute to the

learners' achievements in the senior secondary education phase? This study thus aims to identify factors in school leadership that are contributing to the poor performances of learners at senior secondary level. Based on the findings of the study, recommendations will be made on how leadership can help improve the performances of learners at senior secondary level so that a satisfactory number of learners, who are above average, qualifies for admission to further their studies at institutions of higher learning every year.

1.2 Background of the study

Many factors, including family, school, and personal factors related to individual learners, determine learner achievements. For many years, the role of school principals worldwide, including the role of school principals in Namibia, resembled top-down hierarchical leadership, a management style of the business and other sectors. In this context, principals regarded themselves as managers of schools, responsible for budgeting, developing timetables, maintaining buildings, organising and chairing parents' meetings, and providing stationery. As managers, principals expected teachers to teach the curriculum. As administrators, principals' relationships with teachers and learners were impersonal, with controlled communication, and were based on classroom inspections as means of monitoring teaching and learning (Wolcott, 1984:325).

Today, as education expands and new curricular changes are introduced in Namibian schools, the role of principals is also changing in many ways. First, the idea of principals as managers who manage other human beings by telling them what to do is being redefined to that of leaders concerned with influencing teachers and learners (Marshall, 1988:78; Wolcott, 1984:325).

For the purpose of this study, the table below makes reference to the trend of pass and failure rates at secondary level in Namibia as reported by the Directorate of National Examinations and Assessment (2015:45) to establish the extent to which school leadership in Namibia has influenced the performances of learners in Namibia.

Table 1.1: Oshikoto regional trend on pass and failure rates at senior secondary level for the period 2010–2014

Year	Number of Learners who sat for the Senior Secondary Examination	Number of learners who qualified for university studies	Percentage of learners who qualified for university studies	Number of learners who did not qualify for university studies, but qualified for admission to other tertiary institutions	Percentage of Learners who did not qualify for university studies, but qualified for admission to other tertiary institutions	Number of learners who failed the Senior Secondary Examination	Percentage of learners who failed the Senior Secondary Examination
2014	2196	537	24.5	705	32.1	954	43.4
2013	2082	431	20.7	820	39.4	832	39.9
2012	2099	532	25.4	750	35.7	817	38.9
2011	2196	454	20.7	890	40.5	852	38.8
2010	1984	518	26.1	640	32.3	826	41.6
TOT/AVE	10 557	2472	23.4	3805	36.00	4281	40.6

Table 1.1 shows that, in the last five years, a grand total of 10 557 learners sat for the Senior Secondary examinations and only 2 472 qualified for university admission. This is a representation of 23.4% of learners who qualified for university admission and of 76.6% of learners who did not qualify for university admission. However, out of 76.6% of learners who did not qualify for university studies, 36% of these learners passed and could be admitted to other institutions of higher learning that are taking graduates who obtained between 24 and 21 points. Finally, 40.6% failed completely.

The requirement for admission to the University of Namibia is 25 points in five subjects, including English with at least a C symbol (Ministry of Education, Arts and Culture, 2006:15). The table below illustrates the symbol values used in assessment.

Table 1.2: Symbol and mark value

Symbols	Value	Points
A	80 – 100	7
B	70 – 79	6
C	60 – 69	5
D	50 – 59	4
E	40 – 49	3
F	30 – 39	2
G	20 – 29	1
U	0 – 19	0

The table indicates that if, for example, a learner scores an A symbol, this learner's mark is between 80 and 100 in a particular subject and an A symbol counts 7 points. A learner in grade 12 takes only six subjects. For a learner to qualify for university admission, they must accumulate a minimum of 25 out of 42 points in five subjects, including English with at least a C symbol (Ministry of Education, Arts and Culture, 2006:23). If a learner obtains a U in a certain subject, that learner is ungraded as his mark is between 0-19. U stands for ungraded.

Table 1.3: Minimum pass requirements for university admission

Subject	Symbols	Points
English	C	5
Mathematics	C	5
Physics	C	5
Biology	C	5
Agriculture	C	5
Total		25

The table shows the minimum points that a learner should achieve for admission to the University of Namibia. The minimum points are a total of 25 points acquired by a learner from five subjects. This means for a learner to achieve the admission requirements for access to the University of Namibia, they should at least score a minimum of a C symbol in each of the five subjects, which has the equivalent value of a mark between 60 and 69. This calculation must include English (Ministry of Education, Arts and Culture, 2006:23). The question that should be dealt with is: Do school leaders have an adequate influence so a substantial number of their schools' learners qualifies for university admission?

The conclusion that could be drawn here was that a bigger number of school-leavers did not go to universities or other institutions of higher learning. This situation has been attributed to a number of factors, such as socio-economic factors, poverty, hunger, orphanage, leadership and floods. Of all these factors, this study considered the effects of school leadership on learners' academic achievements. The next section states the research problem under study.

1.3 Statement of the research problem

Public schools in Namibia are expected to prepare learners to reach academic achievements so they can compete on a global level. However, there are public concerns that learners are not performing well academically across school curriculum areas as demonstrated by the results of high-stake examinations. Over the past two decades, the public and policymakers have blamed school leadership countrywide for not doing enough to improve learner achievements. Similar sentiments have been expressed in the Oshikoto Region.

The situation in the Oshikoto Region education directorate is that all principals and the majority of the teachers are qualified, most of the schools are operating under similar circumstances (they have almost the same type of learners and they face the same challenges) and the ministry is supplying the same teaching and learning materials to all schools. Despite all these comparable circumstances, learners' academic performances in these schools are not at the same level of achievements. Several studies have been undertaken, focusing on various causes of poor performances in the Oshikoto Region. One of these studies was conducted by Shapaka (2014:34) on leadership styles and teacher attrition. Another was done by Nambinga (2015:56) on how school principals could improve their management styles consciously to reduce teachers attrition. None of these studies have tried to investigate how principals' leadership styles influence learners' academic achievements. Therefore, the study investigates the effect of principals leadership styles on learners' academic performances with the purpose of filling this gap.

1.4 Research questions

In order to investigate the aforementioned, the study sought to answer the following questions:

- a. What are the effects of school leadership on learners' achievements in the Oshikoto Region: Education Directorate?
- b. What are the leadership characteristics and behaviours that affect learners' achievements as perceived by principals and teachers in the Oshikoto Region?
- c. What are the leadership styles that affect learners' achievements in the Oshikoto Region?
- d. What conclusion and recommendations can the study reach regarding the effects of leadership on learners' academic achievements in the Oshikoto Region?

1.5 Significance of the study

This study could be significant to principals, teachers, learners, parents and all other educational stakeholders. The study could benefit the principals in the sense that it helps them retain good relations with teachers, learners and parents so that they work together toward the improvement of learners' academic performance. Once the principals have improved their leadership, a work-conducive environment can be constructed under which the teachers will operate. This could also

enhance good work relationships between the principal and the teachers, which could then make them deliberate their duties and effeciently, leading to learners' enhanced academic achievements. Learners'improved performances emanating from improved leadership and a satisfied work force could be a great benefit to parents and other educational stakeholders.

1.6 Delimitations of the study

The study was limited to government schools which were at least five years old at the time of collecting data for this study. These schools should have had their respective principals for at least two years at the time of collecting data for this study. Only teachers, heads of departments, and principals in the senior secondary school phase participated in the study.

1.7 Limitations of the study

The information gathered from the principals may be problematic, because they evaluated themselves and there is a tendency for bias to emerge when self-assessments are employed. The feedback from the teachers was used to compare trends the researcher noticed. Another limitation was also that there was a collapsing of the options on Hallinger's (2008:45) Teacher and Principal Management Rating Scale. The original Teachers and Principals Management Rating Scale, a five-point likert scale, has the following options: almost always, frequently, sometimes, seldom and almost never. For the purpose of this study, almost never and seldom options were put together to mean "never" while almost always, frequently and sometimes options were put together to mean "always". The justification for the combination of the categories lies in the fact that seldom and almost never both mean rarely, infrequently or not often, and sometimes has the following synonyms: from time to time, now and again, time and again, time to time, every so often. In turn, frequently means repeatedly and almost always means regularly (Oxford Dictionary, 2013:345). In addition, seldom and almost never were found to mean almost the same thing or were closer to one another and the same applies to sometimes, frequently and almost.

1.8 Summary

This chapter gave a brief introduction to the study. This part of the study gave some brief highlights on how the education system of Namibia operates and how the sector has been doing in terms of learners' performance. The chapter also briefly discussed some information on what necessitated the study. In addition, the chapter stated the problem, namely the failure of learners at senior secondary phase in that the majority of them do not qualify for university enrolment. Furthermore, the research questions were outlined. These questions are meant to seek what the existing literature has to say about the matter under investigation. The significance of the study was also highlighted in this chapter. This part has indicated how educational stakeholders will benefit from the recommendations of this study. It is also in this chapter where the delimitations and limitations of the study feature. This study was confined to public schools that were at least 5 years old by the time of the study. The limitation of the study was the self-assessment conducted by the principal as differences could be seen in the feedback between the principals and teachers regarding principals' conduct. The next chapter considers the literature on the study's topic.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Literature reviewed for this study is presented in 5 sections. The first section introduces different leadership theories and how they were developed. The section also singles out the leadership theory that the study is going to use as an operational theoretical framework. The second section looks at the school leadership characteristics that affect learners' achievements. The third section presents leadership styles and their effects on learners' achievements. The fourth section explores the roles behaviours of school principals that influence on learners' achievements. Finally, the chapter presents the strategies to be used in making leadership styles improve learners' achievements in the learning.

2.2 Leadership development

For several years, leadership has attracted the attention of philosophers, researchers and professors. They have conducted research and developed leadership theories in an attempt to define leadership. In their attempt, they identified the differences between different theories, developed new theories and informed which one works better than the other or better than all the other theories (Berber, 2012: 123).

At this point in time, the most well-known and widespread theories in chronological order are traits theory, behavioural theory, contingency/situations theory, transactional theory and transformational theory. In this study, the researcher decided to review them in chronological order so that a relation is kept between them as they were developed one after the other. The researcher is also hoping that if they are presented in order of their development, readers will be able to make a clear difference between them and establish what prompted the development of each theory after the development others (Wolcott, 1984: 44).

2.2.1 Great man theory

This theory evolved around the mid-19th century, specifically in the 1840s. There were no specific human characteristics that were used to identify a great leader. The assumption of Great man theory is that great leaders are born, not made – they are leaders by birth. The theory was inspired by the study of influential heroes. In 1860, an English philosopher challenged the Great man theory as changes had been taking place. This meant that Great man theory could not work any longer as its focus was only on social issues. As a result, this argument encouraged different thinking about leadership theory as required in later times from 1930 onward (Bolden et al., 2003:6).

2.2.2 Trait theory (1930–1940)

According to Stogdill (2003:7), when great man theory was disputed, the thinking that followed brought about a trait theory, which believes that leaders are either born or made with some traits that make them productive in their leadership tasks. These traits include intelligence, sense of responsibility, creativity, innovation and others. The trait theory focused on evaluating mental, physical and social characteristics and/or a combination of characteristics that is shared among great leaders.

As time progressed, some limitations of trait theory were identified. The study was the first to suggest the behavioural approach. However, presently there is an attempt to discover, propose or promote such characteristics in the search for emotional intelligence. Goleman (2004:45), in a report in *Harvard Business Review*, indicated that when he scrutinised and calculated the ratio of technical skills, level of intelligence (IQ) and emotional intelligence (EQ) as components of exceptional performance, EQ attested to be two times as vital as the others for work at all levels. This is therefore an indication that there is a connection between the success of the organisation and its leadership's EQ level.

Goleman (2004:55) further clarified that emotional intelligence is about being aware of one's own emotions, strengths, weaknesses, essentials and ambitions, having a will to achieve, being

able to control and manage one's self-wishes and being able to build understanding necessary for fruitful interaction with others. All these can be made possible through commitment.

2.2.3 Behavioural theories (1940s–1960s)

From 1940, the behavioural theories proposed a new viewpoint. Unlike trait theory, the focus of behavioural theory is on the behaviour of a leader rather than their mental, physical and social characteristics. One must have some acceptable behaviour for one to be regarded as a leader (Bolden et al., 2003:7).

According to Schwella (n.d.), a professor of leadership at Stellenbosch University in South Africa, the behavioural approach to leadership states that leaders should consider acting in manners that warrant that the team who does the work operates well as a club, while concurrently concentrating on getting the job done. Nurturing the team is denoted as relationship-related behaviour, while getting the work done is referred to as task-related behaviour. For a successful leadership, the approach prescribes that both relationship-related and task-related behaviour should get attention.

2.2.4 Contingency/situational theory (1960s) (Fiedler's and The Hersey-Blanchard Model of leadership)

This theory claims that there is no single way of leading. The leadership style that a leader decides to use is determined by the situation at hand. This means that a leader or a person can perform at the highest level in a particular place but at the lowest level in another place. To some extent, contingency/situational theory is an extension of the trait theory because human characters are determined by situations in which leaders practise their leadership (Adair, 2002:88; Bolden et al., 2003:7).

In support of the same idea, DuBrin (2013:274) noted that leadership styles do not work effectively in every situation. A particular style can work much better in a certain situation than in another situation. Both external and internal forces have significant impact on leadership effectiveness. For example, a leader who works with a group of new members will apply a

leadership style that suits new members as they are not exposed that much to the environment of the organisation. Situational leadership suggests that leaders should be flexible to be able to accept new ideas rather than clinging on to old ones that cannot work in the current circumstances.

McCleskey (2014:118) and Hershey and Blanchard (1969; 1979; 1996) described the situational leadership style by stressing the need to relate the leader's style to the maturity level of the followers. In other words it is not compulsory to emphasise relations and tasks under all settings (Schwella (n.d.)). Three conclusions have been drawn about the role of situations in leadership. Firstly, organisational effectiveness is affected by situational factors not under the leader's control. Secondly, situations determine how leaders behave. Thirdly, situations influence the consequences of leaders' behaviour (Mahsud & Yukl, 2010:82). However, according to Bass (2008:112) and McCleskey (2014:118), situational leadership was criticised for its lack of internal consistency, conceptual conflicts, and uncertainties.

2.2.5 Transactional leadership theory (1970s)

Situational leadership theory was at its height from 1940–1960. Towards 1970, new thoughts started emerging again. From the thinking process of that time, transactional leadership theory developed, which was also known as exchange theories of leadership. Transactional leadership focuses on the exchanges that occur between leaders and followers (McCleskey, 2014:122). According to Bolden et al. (2003:16), this theory is nurtured by the sharing between the leader and their followers, meaning there is a common constructive relationship between the leader and their followers. This theory has motivational value. The leader sufficiently rewards the followers for executing their assigned tasks well or punishes them for failure. Transactional theory aims to create an environment in which the individuals or organisational goals are common. It also focuses on creating followers that add value to the strength of the organisation and vice versa.

However, Burns (1978:34) and McCleskey (2014:122) criticised transactional leadership practices as leading followers to temporary relationships of exchange with the leader. These relationships tend to be insignificant impermanent exchanges of satisfaction and often create dislike

between the participants. Additionally, a number of researchers criticised transactional leadership theory because it employs a one-size-fits-all, universal approach to leadership theory construction that neglects situational and circumstantial factors related to organisational challenges (Yukl & Mahsud, 2010:244).

2.2.6 Transformational leadership theory

James MacGregor Burns (1978:10) [1] first introduced the concept of transformational leadership. Burns (1978:10) defined transformational leadership as a theory that suggests that people interact with one another to bring about strong relationships that will lead to trust and consequently to improved motivation, both intrinsic and extrinsic, in leaders and followers. Followers are transformed by inspiring them. Organisational rules and regulations are flexible and directed by the members' customs. All these aspects offer a sense of belonging to the followers as they will be willing to associate with the leader and the organisation. Transformational leadership concentrates on what the leader achieves as well as on leaders' personal characteristics and their relationship with the members of the organisation. It is about bringing about important changes by taking members beyond their individual interest to the interest of the organisation.

According to Schwella (n.d.), key to this leadership approach is that the leadership of an organisation should make sure that a powerful vision is created and shared and members of the organisation in total are inspired to work towards achieving this vision as a team. When people in the organisation have been transformed, this results in the total transformation of the organisation (Bolden et al., 2003:16).

2.2.7 The social learning approach to leadership

Schwella (n.d.) stated that this approach entails that organisations endlessly acquire skills and investigate in order to advance ability and performance. For this to occur, leaders should avoid being directive and authoritative. Instead, they should rather be facilitators so that they make space for learning. Alshammari et al. (2015:334) further clarified that some of the problems

which organisations face have no easy or ready answers. Leaders should therefore facilitate systems and team learning so that new know-hows are acquired to deal with those complex problems. Heifetz (2004:212) names this type of leadership as leadership without authority because this approach is exercised in situations where there are no easy answers.

2.3 Theoretical and conceptual framework

2.3.1 Theoretical framework

Reference was made to different theories of leadership in the previous section. Among these different leadership theories is transformational leadership theory. The researcher decided to base the study on transformational theory because, according to researchers such as Bolden et al. (2003:16) and Diaz-Saenz (2011:299), transformational leadership was found to be the best leadership theory in enhancing learners' academic performance. As indicated earlier on, this study is investigating the effect of leadership on learners' academic achievements in the Oshikoto Education Directorate, Namibia.

The main proponent for the transformational leadership theory is James MacGregor Burns (1978:23) who first introduced the concept of transformational leadership. Burns (1978:76) defined transformational leadership as a theory that suggests that people interact with one another to bring about strong relationships that will lead to trust and consequently to improved motivation in leaders and followers. Followers are transformed by inspiring them. Organizational rules and regulations are flexible and directed by the members' customs. All these aspects offer the sense of belonging to the followers as they will be willing to associate with the leader and the organization. Bolden et al. (2003:16) states that transformational leadership concentrates on what leaders achieve as well as on their personal characteristics and their relationship with the members of the organization. It is about bringing about important changes by taking members beyond their individual interest to the interest of the organization. When people in the organization have been transformed, it results in the total transformation of the organization.

DuBrin (2013:123) contended that transformational leaders have certain characteristics. They encourage individuals to set high goals for themselves and team members to take pride in the team.

They also try to communicate high-performances expectations to the individual employees and say things that make group members feel proud of being members of the success. Transformational leaders show confidence in individuals' abilities to meet the expected performances rate and say positive things about the team. They also have a great task of encouraging individuals to live up to their potential and always emphasize how the team differ from others. Transformational leaders suggest training to improve individual ability to carry out the job and that will make them talk optimistically about the future of the team.

Leithwood (2006:234) noted that, amongst others, one of the dimensions of transformational leadership is the ability to enhance academic achievements through collective building of school vision and establishing school goals which is the focus of this study. A transformational leader contributes to this factor by aligning the objectives and goals of all stakeholders in the organisation (Bass & Riggio, 1996:234). Research has determined that principal leadership can have a significant, but indirect impact on learner outcomes (Braughton & Riley, 1991:89). Finnigan and Stewart (2009:6) specifically studied transformational leadership and found that this specific style had an indirect influence on learner achievements. Heck and Hallinger (1996:67) and Hallinger (2005:7) also noted that a principal can impact classroom instruction, but only indirectly through the development of school climate rather than through direct supervision of classroom practices. Given that a principal is generally not involved in the direct delivery of instruction, the behaviour of the principal, especially when supportive, collegial, and not overly restrictive, can have a positive impact on learner achievements through the impact this behaviour has on school climate and thus his or her teachers (Tschannen-Moran & Tschannen-Moran, 2011:89).

2.3.2 How transformation takes place

Leaders are working on transforming their organizations as they foresee the benefit of moving them from low performances to acceptable performances or from acceptable performances to high performance. They also sometimes have the responsibility to move organizations from crisis by refurbishing the organizational culture and subculture (Finnigan & Stewart, 2009:423).

There are several ways in which these transformations can take place. DuBrin (2013:127) has it that to transform members, a transformational leader informs group members about the significance and values of certain rewards and how they can achieve them. They indicate how proud workers will be after the organization has become number one in its business. They let workers know of the financial reward coming with such success. A transformational leader helps group members to see the bigger picture for the interest of the team and the organization. A leader assists his followers to go beyond concentrating on less important satisfaction to searching for self-fulfillment. If people are assisted like this, they will even end up making use of some of their leave days to which they are entitled to do more to make the organization the champion in its industry.

In addition, Tschannen-Moran and Tschannen-Moran (2011: 45) further explained that a transformational leader helps people understand the need for change – both emotionally and intellectually. When changes are taking place, they involve removing people from their comfort zone. A leader should recognise the emotional part of resisting change and dealing with it in the open. To succeed with bringing about a change, a leader must create a platform where leaders and group members can discuss their feelings about the changes so that they establish a common understanding of the changes. This allows leaders and group members to work and be success at endings and make successful beginnings.

Bolden et al. (2003:17) advocated that top leaders should understand that to enforce a change easily, they first have to make junior leaders understand the urgency of the change. Junior leaders, in turn, will help the top leaders to share the change with the rest of the group members in the organization. Bolden et al. (2003:17) further stated that another useful component of transformation is trust between leaders and group members. To work on trust, a leader should ensure transparency throughout the entire organization, so that people know what everyone is doing in the organization.

At a troubled organization, a transformational leader cannot deal with all problems at once. The allocation of funds and other resources should be limited to areas where change is needed the most and areas expected to yield good results (DuBrin, 2013:127). For example, when Mr. Moses Chirimhana, a Zimbabwean school principal, realised through research that failure in his school is

caused by a number of factors, he prioritized dealing with these causes and allocated resources to those that could make the school improve on performances if they were tackled quickly.

Chirimbanas' Bambane Secondary School was one of the schools that were recording high failure in the district of Bambane in Zimbabwe (Ministry of Education, 2005:34). The situation became a big concern to Chirimbana, the head teacher and other management members. The management of the school agreed on carrying out a mini research project to establish the causes of failure in their school. The research established that failure is caused by a number of factors. These factors were poor monitoring system, learners' hunger from home, career guidance, insufficient classrooms, lack of motivation and poor planning (Chirimbana, 2006:33).

According to Chirimbana (2006:50), the management of the school considered findings of the research and decided that not all factors could be addressed at the same time as resources were limited and could not cater for every problem. The management prioritized these factors and put them in order of urgency. This means that they decided to use the available limited resources to address problems that could bring about a quick improvement in learners' pass rates. They consequently addressed the following problems: the poor monitoring system, lack of motivation and hunger from home.

2.3.3 Attributes of a transformational leader

Goff, Goldring and Bickman (2014:342) maintain that transformational leaders were found to have characteristics of effective leaders. This study refers to nine of them. Transformational leaders are charismatic as they are agreeable and extraverted – qualities which promote interpersonal relationships. They are also said to be emotionally intelligent as they can read emotions of others very well. In addition, Silva (2011:772) advocated that they are visionary as they create vision and communicate it. In the process, they convey a set of values that guides and motivates employees. Transformational leaders do not only concentrate on organizational survival, but they also set time aside to encourage personal development among their staff. Developed group members consequently show increased performance. Furthermore, transformational leaders have a supportive leadership

approach. They apply this by giving positive feedback and recognizing achievements of group members. Moreover, they empower their staff by involving them in decision-making.

Transformational leaders are innovative thinkers, which allow them to achieve their goals. As a result, they also encourage innovative thinking among their staff by giving them challenging tasks. Transformational leaders also lead by example. For example, if a leader is busy working on cutting the cost, to lead by example they will commute in the same bus with the staff members, not in the costly car provided by the company that runs on fuel paid for by the company. It is very important to note that not all transformational leaders have all the nine characteristics (Diaz-Saenz, 2011:299).

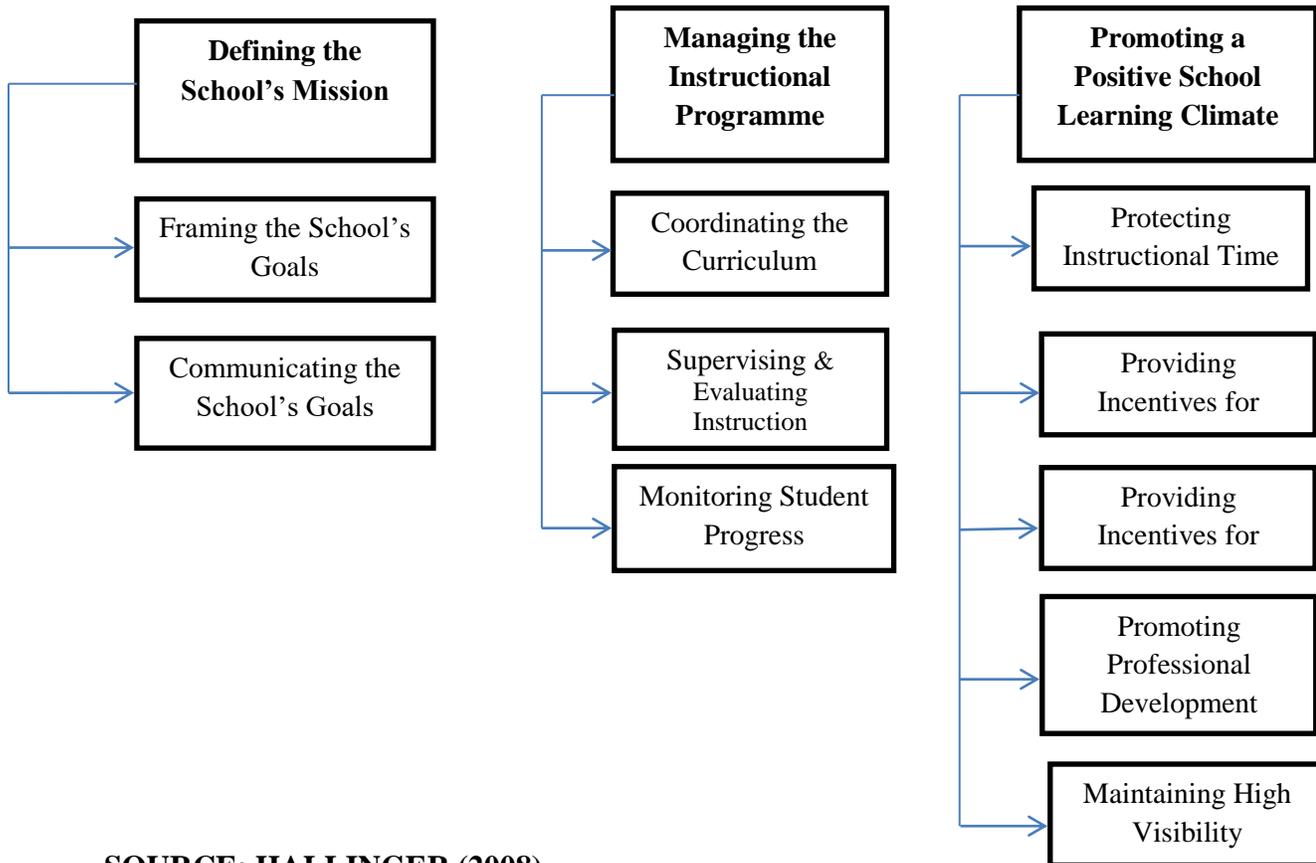
Leithwood (2006: 234) noted that, amongst others, one of the dimensions of transformational leadership has an indirect positive influence on learners' academic achievements. This is the case because a transformational school principal keeps his staff motivated and makes them remain courageous to make sure that their learners achieve well in the subjects they teach.

This section considered how transformation leadership improves performances in general and also specifically in an educational set-up. However, what remains to be established by this study is whether transformational leadership is being exercised in the Oshikoto Region: Education Directorate and whether it has a positive indirect influence on learners' achievements in the region.

2.4 Conceptual framework of the study

The study measured the effects of school leadership on learner achievements using an adapted version of the Teacher and Principal Management Rating Scale (TPMRS). The instrument was developed and tested by Hallinger (1982:120) and assesses three dimensions of instructional leadership, namely "Defining the School's Mission", "Managing the Instructional Programme", and "Promoting a Positive School Learning Climate" (Hallinger & Murphy, 1985) (see Figure 3.1).

Figure 2.1: Principal Instructional Management Rating Scale (PIMRS) Conceptual Framework



SOURCE: HALLINGER (2008)

As shown in the figure above, the three dimensions are further delineated into 10 instructional leadership functions. Figure 2.1 above shows that the two functions, “Framing the School’s Goals” and “Communicating the School’s Goals”, comprise the dimension “Defining the School’s Mission”. These functions concern the principal’s role in working with staff to ensure that the school has a clear mission and that the mission is focused on the academic progress of its learners. Although the dimension does not assume that the principal alone defines the school’s mission, it does, however, assume that it is the principal’s responsibility to ensure that such a mission exists and to communicate it widely to staff. This dimension is the starting point for creating a learner-centred school (Hallinger, 2008:55).

The second dimension, i.e. “Managing the Instructional Programme”, incorporates three leadership functions, namely “Supervising and Evaluating Instruction”, “Coordinating the Curriculum” and

“Monitoring Student Progress” (Hallinger, 2008:45). This dimension focuses on the role of the principal in “managing the technical core” of the school. This has to do with having a close look at how learners are progressing academically in the school (in individual subjects, particular grades, and overall progress in the school). When properly and regularly done, the principal, school management and individual teachers will be able to see where the shortcomings are and develop strategies to tackle them. In larger schools, he may not be the only person involved in developing the school’s instructional programme. However, this framework assumes that the principal has a key leadership responsibility in the development of the academic programme of the school through coordination of the curriculum and supervision and evaluation of instructions to make sure the curriculum is implemented correctly (Hallinger, 2008:45).

The third dimension, i.e. “Promoting a Positive School Learning Climate”, includes several functions such as “Protecting Instructional Time” which is about making sure that teachers and learners are not disturbed during teaching and learning time by involving them in some other activities that have nothing to do with teaching and learning. Another function is “Promoting Professional Development” that deals with availing employees of information that inspires involvement in career advancement activities. This is done by dispensing timely communications to ensure that staff read the information, stay focused on enhancing their careers, establish the profits of lasting education and make the right choices to broaden their skills and knowledge (Leithwood, 2006:99).

“Maintaining High Visibility” is one of the functions that help promote a positive school learning climate. This has to do with availability and visibility or presence of the principal so that he can attend to any situation that learners and teachers cannot sort out themselves. The visibility of the principal in the school makes learners and teachers feel secure as they can get their direction any time they need it (Bal, 2007:56).

The last dimension includes “Providing Incentives for Teachers” and “Providing Incentives for Learners”. These are about recognising the good jobs of teachers, learners and other stakeholders in whatever form. It is very important that, as a leader, one should not let a good job go unrecognised so that the stakeholders remain inspired to continue striving to achieve the school goals (Bass,

1996:234). As shown in Figure 2.1, this dimension is broader than the other two dimensions in both scope and intent. It conforms to the idea that successful schools create an “academic press” through the development of high standards and expectations and a culture of continuous improvement (Hallinger, 2008:50).

Based on this conceptual framework, the present study will adapt the PIMRS designed in a Likert format with a 5-point response scale ranging from “Almost Never” (1), “Seldom” (2), “Sometimes” (3), “Frequently” (4) to “Almost Always” (5) (see Appendix A). Two parallel forms of the instrument, namely a self-assessment form that should be completed by school principals and a self-assessment form that had to be completed by teachers were used in this study. The items in each form were identical, except for the stems that were changed to reflect the differing perspectives of the role groups (Hallinger & Murphy, 1985:56; Krug, 1986: 67; O’Day, 1984: 89).

In the context of this study, high scores on a particular leadership function does not necessarily indicate effective performances or the quality of principal instructional leadership, but only demonstrated that principals apply active leadership in that area. Therefore, principals who obtained a high rating on a given leadership function were perceived as engaging more frequently in instructional leadership behaviours and practices associated with principals in an effective schools (Leithwood et al., 1990:498–518).

In short, the PIMRS results produced data on the perceptions of principal performances on each of the ten instructional leadership functions. When this data is compared to teachers’ responses, the results may be used to understand the extent to which teachers are actively involved in different aspects of the principals’ instructional leadership role. Such information may be useful for needs assessment, programme evaluation, policy analysis, or further research (Hallinger & Murphy, 1985).

2.5 Behaviours and roles of leadership that affect learners' achievements

The term “roles” refers to the position or purpose that a principal has in a school. Leadership roles in general include figurehead, spokesperson, negotiator, coach and motivator, team builder, team player, technical problem-solver, entrepreneur, strategic planner and executor. Murphy et al. (2006:334) mentioned that principal roles are categorised according to precursors, behaviours and leadership styles. Evidence from studies examining the relationships between principal precursors (such as principals' experience and educational attainment) and learner achievements was positive. Conditions that shape leadership precursors include experience, knowledge, personal traits, and values and beliefs. For this study, the focus is on principals' experience. Knoepfel and Rinehart (2008:56) defined principals' experience in two different ways: years of experience in education and years of experience as principal. In addition, Knoepfel and Rinehart (2008:56) defined experience as the number of years the principal spent in the field of education.

A number of studies addressed the relationship between principals' experience and learners' achievements (Braun, Gable & Kite, 2011:67; Grissom & Loeb, 2011:88; Jacobson, Knoepfel & Rinehart, 2008:90). These authors found that experience in education, when analysed with other variables such as principals' educational qualifications and age, was not associated with learners' achievements.

In contrast, a quantitative study by Grissom and Loeb (2011:7) on school leadership showed that experience of a principal was the only noteworthy demographic indicator of learner educational progression. Two qualitative studies (Braun et al., 2011:456; Ruff & Shoho, 2005:33) also established a positive relationship between the principals' experience and learners' achievements.

Another aspect of leadership affecting learners' academic achievements is the role of the principal in the school. Hallinger (2008:56) stated that the principal's role through working together with the staff is to ensure that the school has a clear mission and that its mission is focused on the academic progress of its learners. Principals ensure that such a mission exists and they communicate it widely to the staff. They frame the school's goals and communicate them to stakeholders.

Furthermore, Dlag (2012:56) clarified that principals are not the only person involved in developing the school's instructional programme. However, they do have a key leadership responsibility in the

development of the academic programme of the school. They coordinate the curriculum, supervise and evaluate instructions, and monitor learners' progress. Additionally, Porter et al. (2013:13) stated that principals have the responsibility of framing the school's goals for the staff to meet. They use needs assessments or other formal and informal methods to secure staff input on goal development. They have to use data of previous learners' performances when developing the school's academic goals.

In his article on leadership, Odolo (2014:78) advised that the principal should discuss the school's academic goals with teachers at staff meetings, refer to the school's academic goals when making circular decisions with teachers and ensure that these goals are reflected in highly visible displays in the school (e.g. posters or bulletin boards emphasising academic progress). The principal must take it seriously to refer to the school's goals or mission in forums with learners (e.g. in assemblies or discussion). They must see to it that the classroom priorities of teachers are consistent with the school goals and point out specific weaknesses in teachers' instructional practices in post-observation feedback (e.g. in sessions or written evaluation).

Successful schools create an "academic press" through the development of high standards and expectations and a culture of continuous improvement. To ensure these, the principal has to protect instructional time, promoting professional development, maintaining high visibility, providing incentives for teaching and providing incentives for learning (Hallinger, 2008: 66).

Another role of the school principal as Louis et al. (2010:50) maintained is to make sure that there is a limit to interruptions of any kind during instructional time. Those interruptions can include calling learners to the office, public address, late coming, absenteeism, and too much extra and co-curricular activities. These interruptions must be avoided and addressed. There must be a strong encouragement for teachers to use instructional time for teaching and practicing new skills and concepts. Other things that school leaders must do to encourage learners' good performances are informal talk to learners and teachers during break and holidays, discussing issues with them, participating in their co-curricular and extra-curricular activities and providing direct instructions. The principal must reinforce and compliment higher performances by teachers in staff meetings,

newsletters and/or memos in personnel files and also create opportunities for their professional growth. With reference to school goals, a school leader must identify training needs for staff members and organize in-service training to address those needs. They must make sure that skills learned from this training is shared with the rest of the staff members and used in classrooms.

Diaz (2011: 88) asserted that principals also have supervisory roles that are concerned with backing up and developing the staff to be able to manage instructions in the classroom, inspiring, heartening, applauding and giving praise to educators to ease learner learning and enlighten instructional practices for the benefit of learners.

Behaviour has to do with what the principal does. According to Grissom (2011:56) principals' behaviours are characterised by actions, such as instructional management (the promotion, support, and improvement of classroom instruction and school curricula), internal relations (building strong interpersonal relationships with learners, teachers, and parents), organisational management (overseeing the budget, resources, facilities, and environment of the school), administrative duties (routine, day-to-day tasks such as completing paperwork), external relations (working with stakeholders beyond the school) and their supervisory role. They also include other roles such as setting and defining the school's mission, managing the instructional programme and promoting a positive school learning climate.

Osborne-Lampkin et al. (2015:10) undertook a study examining the relationships between principal behaviours and learner achievements in South Africa. Results suggested positive relationships between learner achievements and principals' instructional management, internal relations, and organisation management. However, only qualitative findings from a different study by Braun et al. (2011:21) suggested a relationship between principals' external relations and learner achievements.

Mendels (2012:56) supported the idea of Hallinger that the exercise of compliments for superior work and good behavior should not end with teachers but the principal should also reward learners during assemblies, in school newsletters and by seeing them in the office with their work. The principal should also contact parents to communicate improved or exemplary learner performances

or contributions. They should support teachers actively in their recognition and/or reward of learner contributions and accomplishments in class.

Having stated above how various role and behaviors of school leaders influence learners' achievements, what remains unknown in this study are the actual leaders' roles and behaviors that will positively impact on learners' achievements, specifically in the Oshikoto Educational Directorate.

2.6 Leadership styles and their effects on learners' achievements

2.6.1 Autocratic leadership style and learners' achievements

Based on a global perspective, autocratic leadership style is also referred to as authoritative leadership. This is the leadership style whereby the leader gives no explanation when giving an order. Okumbe (1998:67) says that a principal using this kind of leadership allows for no participation at all in decision-making. In this leadership style, the leader unilaterally makes decisions and is task oriented, is hard on workers, is keen on schedules and expects people to do what they are told without much questioning or debate. The principals who subscribe to this style are influenced by the scientific management approach and succumb to McGregor's Theory X which presumes people are naturally lazy and need close supervision. Autocratic leaders are also transactional leaders since their leadership styles promote compliance by followers through both reward and punishment (Ashforth & Humphrey, 2015:23). In schools where this style is used, the staff, learners or subordinates lack motivation and they show less involvement in their work.

A study by Mbera (2015:231) on learners' performances showed that the more autocratic the principal becomes, the worse the performances of the school is. School leaders who practise the authoritarian leadership style cause poor academic performances of learners because they embrace punitive leadership styles, which are extremely hard on their subordinates. The bigger the use of autocratic doctrines, the poorer the learners' academic performances will be. The autocratic leader time and again creates a sovereignty of horror, oppression and belittling of subordinates, shouting with displeasure at the smallest problem. Subordinates get unsettled and stop passing bad news or any news in fright of getting condemned or blamed for it and their self-

confidence drops, which is again followed by poor academic performances of learners (Bal et al., 2008:78).

Marongwe (2014:69) noted that one merit of autocratic leadership was that the workers are compelled to work quickly for high production. A demerit of this leadership style which was the work is being strictly structured and was always done following certain set of procedures. Hence, it may be assumed that head teachers who employ the autocratic leadership style get high performances in their schools since there is close supervision of teachers and learners. Deadlines may also be met at appropriate times. In such schools teachers may also have no time for decision-making. Hence, the researcher considered it suitable to have an insight into this leadership style exhibited by school principals in secondary schools and how they influence learners' performances in the Oshikoto Region.

2.6.2 Democratic leadership style and learners' achievements

The democratic leadership style also referred to as interactive or participatory leadership is characterised by cooperation and collaboration (Odiawo, 2012:45). It can be consultative and participative (Hersey and Blanchard, 1984:44). In terms of this leadership style, the leader seeks the opinion of their subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralises power and authority (Hanques, 2010:56).

Principals who apply this style tend to use the behavioural theory which advocates for both staff and task. These are what Neil Miller Kemp and Nathan (1989:25) would call "Omega Managers". These are managers who are strong on both the management of people and task. Where this leadership style is practised, there is a sense of ownership, accountability and responsibility by the subordinates in institutions at each stage. According to Cole (2002:104), this style is based on the belief that where people are committed to decision-making in which they participated, they will exercise self-direction and are motivated. Mostly, the institutional climate and internal environment allow for interactions which breed high team spirits, cohesion and adherence to the institutional ethos (Mutuku, 2005:98).

Kibunja (2004:83) stated that it is common schools described above to find suggestion boxes, noticeboard magazines and councils. Other activities that may involve teachers concerning the welfare of the school may include setting of internal examinations, academic day's co-curricular activities and setting of own academic targets by teachers and learners. These activities encourage learners and teachers to work towards the attainment of the set targets. The staff becomes more collaborative and the social commitment to one another is great as they work towards common goals. A study by Yambo (2014:31) revealed that in schools where teachers and learners are allowed and assisted to set their own academic targets, performances was observed to be more satisfactory than in schools where targets are imposed on teachers and learners by the school leadership. Another study by Wango (2010:230) confirmed that when learners and teachers are involved in the process of setting their own academic targets and deciding on other actions to be practised in the school, they develop the sense of owning all school activities and they carry them out bravely or work hard towards achieving the targets they have set themselves. The conclusion drawn by the study carried out by Alshammari et al. (2015:56) is that when teachers and learners are involved in all processes and systems put in place for the school to operate, they stay committed towards achieving academically as individuals and as a team. With these good individual and team achievements, they would always want to associate themselves with the school and their leaders.

2.6.3 Laissez-faire leadership style and learners' achievements

This is another commonly used leadership style in schools. Nzuve (1999:76) described laissez-faire leadership style as one where the leader waives responsibility and allows subordinates to work as they choose with minimum interference. This leader lets the subordinates decide on what will be done with or without their influence.

Generally, either the group may make decisions on what to do with the group or the leader presents the problem to the group and then leaves it to them to decide on what to do (Hersey & Blanchard, 1984:23). Laissez-faire managers succumb to the sociological theory of management and McGregor's Theory Y which argues that people are innately motivated, naturally like work and are interested in doing their work (Nathan & Kemp, 1989:90). The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has an inborn sense of responsibility. Here communication flows horizontally among group members.

In support of the above, Okumbe (1998:78) described this leadership style as a kind of leadership which encourages no rule or code of regulation in an organisation. The leader is merely a symbol since there is no hierarchy of authority and their primary role is to only supply materials needed by the group. Ongunja (2010:34), in turn, pointed out the merit of laissez-faire leadership, as those decisions that are easily accepted and subordinate provide their own motivation. On demerits, he (Orgunja, 2010:34) stated that there is no control, chaos and conflicts arise due to unguided freedom and unhealthy competitions among the members are high.

An institution where laissez-faire leadership style is practised has some implications that may influence learners' performances negatively as this leadership style affects the school working environment. For example, in a situation where teachers have to set examinations during a given period, there may be unnecessary delays in setting; evaluation and feedback while no action taken. Consequently, learners may also relax due to the prevailing situation since they do what they want. This can have an adverse influence on the performances of learners. The study seeks to find out if this is one of the leadership styles applied by principals in public secondary schools in the Oshikoto Region: Education Directorate.

2.6.4 Transformational leadership style and learners' achievements

Cole (2002:234) explained that transformational leadership is based on the belief that where people are committed to decisions in which they participate, they will exercise self-control, self-direction and be motivated. Such leaders can most probably enhance the motivation, morale and performances of staff through a variety of mechanisms. In support of the above, Obuje (2013:77) contended that transformational theory is one of the most current leadership theories in which leaders are involved in adapting to the needs of those in their sphere of influence. Berber (2012:102) also contended that transformational leaders are considered as agents of change who have a clear vision and lead from the knowledge of those in the organisation. Most importantly, transformational leadership depends on one's ability to motivate in order to inspire others.

Mumbe (1995:33) conducted a study to investigate principal leadership styles and influence on academic achievements in secondary schools. In this study, he concluded that the transformational leadership style affected learners and the general school performances positively and motivated teachers to work with principals towards the achievements of school objectives. In the schools headed by transformational principals, both the head of teachers and teachers use the term "our school" which is an indication that there is a sense of ownership, responsibility and accountability at every stage of decision-making.

Following the above discussion, it was considered suitable to have an insight into the leadership styles exhibited by school principals in secondary schools and how they influence learners' performances in the Oshikoto Region: Education Directorate.

2.7 Strategies that can be used to make leadership more effective in the improvement of learners' academic achievements

In support of Burns (1978:66), there is ample Western literature concerning those strategies that influence effective learning and high performances of learners. Some scholars (Lezotte & McKee, 2006: 99; Reeves, 2009:87) have highlighted teamwork as an internal improvement strategy or mechanism that helps promote effective learning and high achievements of learners.

Braun et al. (2011:342) defined teamwork as a leadership strategy characterised by clarity of purpose, accountability, team structure and trust. Effective team structures include the use of procedures to help guide the group work and to provide a consistent framework. Furthermore, effective team structures have agreements in place that are clear, purposeful and understood. Accountability, in turn, requires teachers, learners and parents to be committed to decisions and plans of action. In addition, accountability entails that members should hold one another accountable for delivering against the plans agreed to and feel a sense of obligation to the team for its progress.

In maintenance of the above, Lencioni (2002:56) advocated that schools rise and fall based on the quality of the teamwork that occurs within them. Well-functioning leadership and teaching teams are essential to the continuous improvement of teaching and learning. That is particularly true when schools have clearly articulated, stretching aspirations for the learning of all their learners.

Goff (2014:333) noted that effective teams strengthen leadership, improve teaching and learning, nurture relationships, increase job satisfaction, and provide means for mentoring and supporting new teachers and administrators. Schools will improve for the benefit of every learner only when every leader and every teacher are members of one or more strong teams that create synergy in problem-solving provide emotional and practical support, distribute leadership to better tap the talents of members of the school community, and promote the interpersonal accountability that is necessary for continuous improvement. Such teamwork not only benefits learners, it also creates the "supportive

leadership” and the process and time for meaningful collaboration that enable teachers to thrive and are better able to address the complex challenges of their work.

Contrary to this, Spark (2007:67) suggested that good teaching is primarily an individual affair and that principals who view themselves as instructional leaders promote it by interacting one-on-one with each teacher to strengthen his or her efforts in the classroom.

Another strategy to make leadership more effective in the improvement of learners’ performances is the avoidance of autocratic leadership (Burns, 1978:234). Sharing the same sentiment are Ibrahim and Orodho (2014:20) who alluded that one of the strategies that must be considered by every educational institution is the avoidance of autocratic leadership style as it does not allow sharing of ideas among teachers, learners and parents and the style itself has a negative effect on learners’ academic achievements. Yambo (2013:23) warned that in situations where the situation is dictating the use of autocracy, it must be used with care and only for that particular situation.

The current global trends towards acquisition of quality education have created heated debate on the types of leadership styles which school principals, teachers and boards of management should adopt for the effective implementation of the curriculum to yield academic achievements of high quality by learners (Oketch & Ngware, 2012:20).

According to Campbell et al. (1993: 102), the autocratic leadership style is used when leaders tell their team members (teachers, learners and parents) what they want done and how they want it accomplished, without getting the advice of their followers. This style results in the group members reacting aggressively and apathetically in the work environment. This often results in unending industrial disputes in a school, consequently affecting the achievements of the overall goals and objectives unlike the participative or democratic leadership style that requires the leader to include one or more teachers, learners and parents in the decision-making process in determining what to do and how to do it. However, the leader maintains the final decision making authority.

To make leadership more effective in the improvement of learners’ academic achievements, one strategy that school leadership can use is creating an environment conducive for transformation (Hoy, 2003:87; Hoy & Sweetland, 2001:296). In simple terms, school managements should use transformational leadership if they want their learners to excel academically.

McGuigan and Hoy (2006:20) stated that transformational leadership is characterised by dimensions such as setting goals, developing people, redesigning the organisation and managing the instructional programme. These are aspects that are believed to collectively and individually enhance academic achievements. Hoy (2003:88) advocated that in an educational set up, transformational leadership has been linked to good academic achievements of learners. Specific transformational leadership practices are examples of leadership behaviours and roles which provide support for a school to be strong in terms of learners' academic achievements. These practices include providing colleagues with the organisational purpose; engaging staff in the collective development of a shared vision; engaging teachers, learners and parents in goal setting and reviewing progress toward those goals; allowing for innovation, industriousness, and professionalism; providing coaching for staff members who need it; offering encouragement to individuals for good performance; providing opportunities and resources for collaborative staff work; and using all available opportunities to communicate the school's vision to staff, learners, parents and other members of the school community.

In recent years, school researchers have shown that transformational leadership makes an impact on learner achievements, regardless of the socioeconomic status of the learners. This is made possible by the collective effectiveness of teachers, learners and parents (Goddard, Tschannen-Moran & Hoy, and 2006:16). The more transformational the principal is, the more academic optimism there will be in the school. Transformational leadership is a form of principal leadership that moves individuals toward a level of commitment to achieve school goals by setting direction, developing people, redesigning the organisation and managing the instructional programme (Leithwood et al., 2006).

A study by Rutledge (2010:67) found that transformational leadership in schools makes stakeholders optimistic and confident that learners will achieve well academically because leaders are always influencing the teachers in their school to believe that not only the mission of the school can be accomplished, but also that individual learners can and will be successful in the school.

Deal and Peterson (2012:34) emphasised that transformational leadership predicts a significant and a positive school culture consisting of norms, beliefs and values. This form of leadership increases the collective effectiveness of a school. Teachers, for example, believe that their actions can and will

have a positive impact on their learners' academic achievements. Transformational leadership fosters shared decision-making which is a key component in building teachers' mutual efficiency.

Principals who wish to be transformational will develop purposeful and meaningful relationships with the community. They will connect school clubs with community organisations that have similar goals. Trust will be established through a school culture that brings all parties together to share in planning, accomplishing and celebrating goals. The trust in learners and parents is vital to academic achievements. Leaders who want to increase the academic achievements of their school must opt to use transformational leadership (Miskel, 2005:234).

The last strategy reviewed for the purpose of this study is accountability. Linn (2003:234) defined accountability as "the quality or state of being accountable; an obligation or willingness to accept responsibility for one's actions". Popham (2004:417) clarified further that it's about having a will to hold yourself to a standard that advances the performances of your organisation or an individual and also being willing to be held accountable by others.

With regard to this study, educational leaders, apart from themselves, have the responsibility of making team members (teachers, parents and learners) aware of their responsibilities toward learners' achievements. A study by Bullough et al. (2003:35) revealed that learners, parents and teachers have a responsibility towards the academic achievements of learners. They all have roles to play and have to be held accountable for their actions with their contributions towards learners' achievements.

Another study conducted by Vandervoort (2012:56) found that most parents believe that a child's parents and their classroom teacher are equally responsible for preparing a child to take standardised tests. The school principal, the child's peers and the learner themselves were among other people that parents felt should take responsibility. Contrary to that and in the same study, a small number of parents stated that the classroom teacher should be primarily responsible for this preparation but none declared that the classroom teacher is exclusively accountable for learners' academic achievements.

In Ballard and Bates' (2008:560) study attempting to link learner achievements, teacher accountability and quality classroom instruction, teachers strongly showed that teachers and learners are equally responsible for learners' academic achievements. Teachers also indicated that parents, principals, teacher aids, district administrators and the community were also included as responsible participants in a learner's performance. Teachers further indicated that they are responsible for taking time to teach learners the content they need to know, to show improvement in learners over time and to prepare them thoroughly before taking a test. Parents' responsibility includes giving learners the fundamentals or background skills required to be successful and making education a priority in order for their children to understand the importance of the tests.

With regard to accountability, Burns (2000:224) clearly indicated that transformational leaders ensure the success of their organisations by making team members aware of their responsibilities and assisting them in carrying out these responsibilities successfully. This also applies to any public educational institution with teachers, parents and learners who were found to have equal roles to play towards academic achievements of learners and have to be held responsible for their actions regarding those responsibilities.

With the comprehensive understanding of how different types of leadership influence on learners' performances in general, as clearly explained above, what remains unclear are the actual leadership strategies being used by the school principals in the Oshikoto Region: Education Directorate.

2.8 Summary

This literature review set out to learn more about leadership. The term leadership was clearly defined and reference was made to situations that are related to leadership that is effective. The conceptual and theoretical aspects on which the study was based were discussed. The chapter also provided some detailed information on how transformational leadership takes place. In addition, the chapter discussed the attributes of transformational leaders. Leadership styles such as autocratic, democratic, laissez-faire and transformational were considered in this chapter. Finally, the chapter shed some

light on strategies that school leaders can use to improve academic achievements of learners. The next chapter presents the methodology of the study.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter discusses the methodological issues related to the study. It will start off by presenting the research design which the study utilised. It will also elaborate on the sample and sampling strategies adopted in the current study before moving on to the instruments used in the study and the justification for the selection of such instruments. It will also present data collection procedures and ethical issues which were considered in the current study.

3.2 Research design

This study adopted a quantitative research design that aims to examine empirical evidence by considering the primary data on the effects of school leadership on learner achievements in the Oshikoto Region (Mouton, 1996:232).

Two types of data were collected. Firstly, biographical data regarding research respondents' geographical location and years of experience will be collected. Secondly, data profiling principal leadership based on 50 behavioural statements that describe principals' job practices and instructional behaviours will be collected using a 5-point Likert scale comprising a range of responses to each question and statement. For example, the rating scale will consist of statements to which respondents will provide answers using "Almost Never" (1), "Seldom" (2), "Sometimes" (3), "Frequently" (4), and "Almost Always" (5) (see Appendix A). Collected data will then be analysed to generate frequency tables, pie diagrams and bar graphs, and percentages for presentation and discussion.

3.3 Population

The study involved 13 secondary schools in Oshikoto Region, Education Directorate. The population of the study consisted of 280 teachers and 13 principals. Only government-funded (public) senior secondary schools participated in this study. School secretaries, relief and temporary teachers, cleaners and other institutional workers were excluded from the study.

3.4 Sample

Out of 13 senior secondary schools, 7 schools were selected to participate in the study. Seven selected schools made up a sample of 140 teachers and 7 principals. Both the sample of the teachers and the principals form 50% or more of the total population. The study used a one-stage cluster sampling technique to select 140 teachers and 7 principals from 13 senior secondary schools. This means all teachers and principals from 7 selected schools were eligible to participate in this study (Christenson, Johnson & Turner, 2010:67). Only government-funded public senior secondary schools participated in this study.

Four inclusion criteria were used to determine the sample. (1) The school had to be at least five years old at the time of collecting data for this study. (2) The school should have had the same principal for two years at the time of collecting data for this study. (3) Only government-funded public schools participated in the study. (4) Only teachers and principals in the senior secondary school phase participated in the study.

3.5 Data collection procedure

The researcher got written permissions from the Director of Education for the Oshikoto Region and from the various principals of schools that were involved in the study. All participants completed a consent form to indicate their voluntary participation in the study.

3.6 Data analysis

Quantitative analysis was used to analyse the responses of the respondents and thus to address the research questions of this study. Data was analysed for each leadership behaviour rated on the survey instrument called The Principal Instructional Management Rating Scale (52 items in total) and within the ten leadership domains: (1) framing the school goals, (2) communicating school goals, (3) supervising and evaluating instruction, (4) coordinating curriculum, (5) monitoring learner progress, (6) protecting instructional time, (7) maintaining high visibility, (8) providing incentives for teachers, (9) providing professional development, and (10) providing incentives for learning. The Principal Instructional Management Rating Scale was developed by Professor Dr. Philip Hallinger. The tool can be administered to a principal as a self-assessment tool as well as to managers and

teachers to provide a broader picture of the principals' leadership. It was purposely developed to assess principals' accountability and professional development. The collected information can then be used to work out recommendations to address the identified shortcomings and also recommend on what to be maintained (Hallinger, 1987: 59). Microsoft Excel 2010 was used to generate frequency tables, pie diagrams and bar graphs, and percentages for both teachers' and principals' responses.

3.7 Ethical consideration

This study considered issues of confidentiality, informed consent, and debriefing. First, to maintain confidentiality, information on the subjects' demographics were coded for analysis. Second, to ensure informed consent, the researcher discussed the purpose of the study with respondents. In addition, respondents were assured of their voluntary participation in this study. Third, each respondent was given a consent form to sign once they have agreed to take part in the study.

3.8 Pilot study

A pretest refers to a trial administration of an instrument to identify flaws in the research instrument and research procedures. When a questionnaire is used as a data collection instrument, it is necessary to determine whether questions to respondents are clear and whether respondents understand what is required of them. This is referred to as the pretesting of a questionnaire (Polit & Hungler, 1995:38, 711).

To maximise the advantages and minimise the disadvantages of the questionnaire, the data collection instrument was pretested on four teachers and two principals. In the context of this study, pretesting the data collection instrument was necessary to determine whether questions were clear to respondents (Polit & Hungler, 1995:38, 711).

3.9 Summary

The focus of the chapter was on the design and methodology of the study. The research design and methodology for the study were clearly explained in this chapter. The methodology includes the subject of study, conceptualisation and measurement of school leadership, data collection

methods, and how data will be analysed. The chapter also indicated the design used for the study and finally considered the issue of ethics (confidentiality, informed consent and debriefing) and piloting of the data collection instrument.

The next chapter presents and discusses the information collected from teachers and principals from selected schools in the Oshikoto Region.

CHAPTER 4: PRESENTATION AND DISCUSSION OF THE RESULTS

4.1 Introduction

This chapter presents the findings of the study. The findings will be presented in the following order: the first part will present the demographic/biographical information of the participants, followed by the findings from the questionnaire administered to the teachers and principals on the effects of leadership on learners' academic achievements and the discussion of these findings.

4.2 Biographical Information

4.2.1 Gender of the Participated principals and teachers

The study established the gender of the participating teachers and principals. The table below presents the results. The number of principals was supposed to be 7 but the study ended up with 6 as one of the principals could not respond to the questionnaire as he kept postponing until such time that the presentation of the collected information had to start

Table 4.1: Gender of the participated principals and teachers

	Male	Female	Total
Teachers	62	78	140
Principals	5	1	6
Total	67	79	146

Table 4.4 above shows that 140 teachers and 6 school principals from seven out of 13 secondary schools in the Oshikoto Region: Education Directorate participated in the study. The 140 teachers who participated in the study represent 50% of the 280 secondary school teachers and 7 principals represent 50% of the 13 principals of secondary schools in the region. Out of 140 teachers, 62 (44.3%) were male and 78 (55.7%) were female while 5 (83.3%) out of 6 school principals were male and 1 (16.7%) was female.

4.2.2 Educational qualifications of the participants

The study elicited the qualifications of the participating principals and teachers. The figure below presents the findings from the participants.

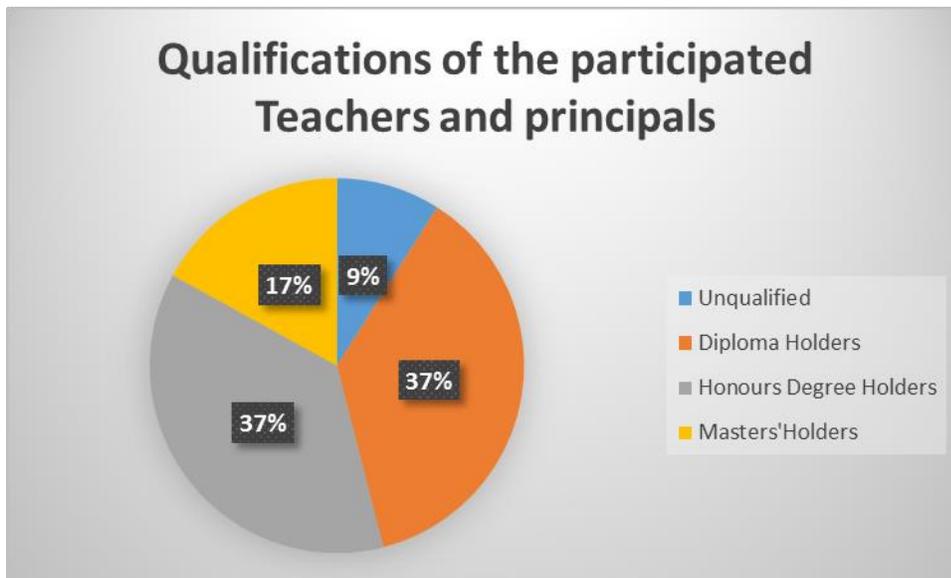


Figure 1: Qualifications of the participated teachers and principals

With regard to qualifications of participants, 17% of principals and teachers had Master's degrees, 37% had honours degrees, 37% had diplomas and 7% were unqualified.

4.2.3 Ages of the participated teachers and principals

The study also established the ages of the participating teachers and principals. The figure below presents the findings acquired from the participants.

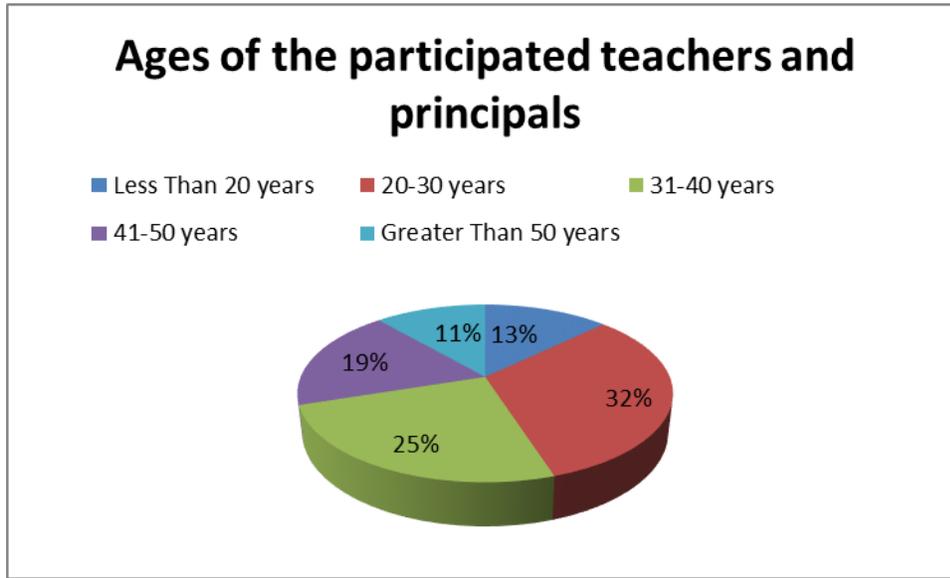


Figure 2: Ages of the participated and Principals teachers

Teachers and principals who participated in the study are of different ages. Thirteen percent of teachers and principals were younger than 20, 32% were between 20 and 30, 25% were between 31 and 40, 19% were between 41 and 50 and 11% were above 50 years of age.

4.2.4 Teachers' and principals' years of teaching experience

The study also established the years of experience of the participating teachers and principals. The figure below presents the findings acquired from the participants.

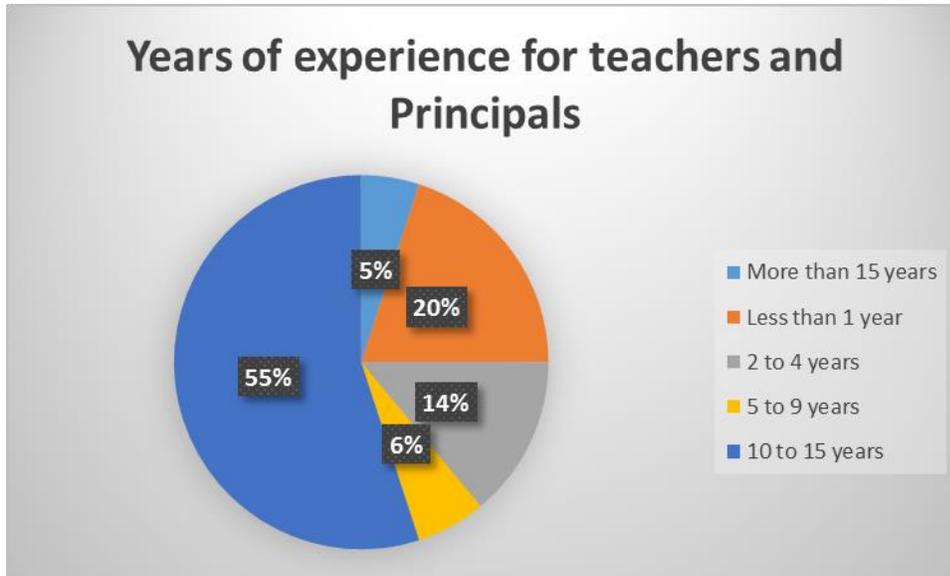


Figure 3: Years of experience as a teacher or as a principal

Teachers and principals who participated in the study have different years of experience in the profession. Five per cent of them had more than 15 years, 20% had less than 1 year, 14% had 2–4 years, 6% had 5–9, years and 55% had 10–15 years of experience.

4.2.5 Teachers and principals' years of working as a teacher or a principal at the current school

The study also established the number of years of the participating teachers and principals have been at their current schools. The figure below presents the findings acquired from the participants.

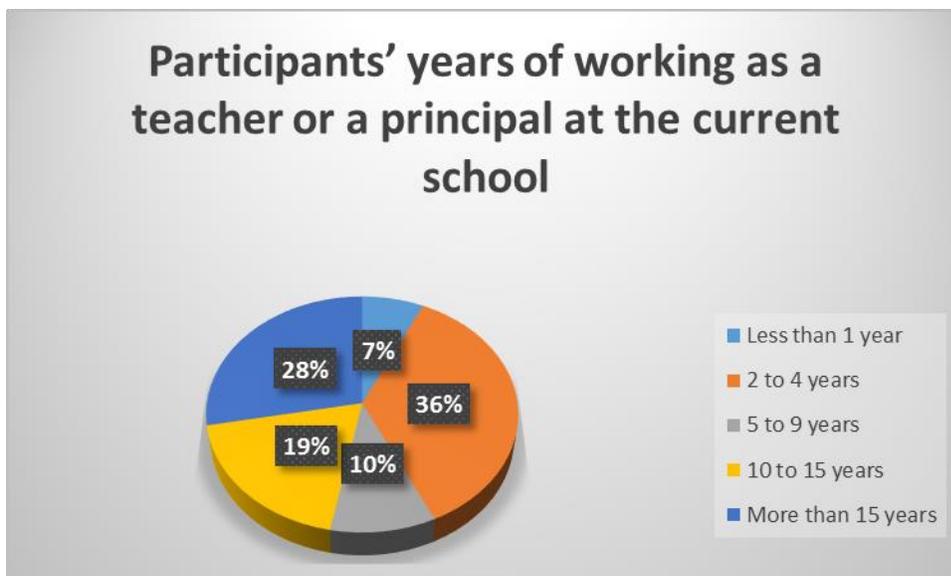


Figure 4: Years worked at the current school as teacher and principal

Teachers and principals who participated in the study also have been teachers and principals at their current schools for different number of years. Twenty-eight per cent of teachers and principals have been at their current schools for more than 15 years, 19% for 10 to 15 years, 10% for 5 to 9 years, 36% for 2 to 4 years and 7% for less than 1 year.

4.3 Teachers' and Principals' evaluation of the principals' school management strategies

The ratings for the teachers were out of 7000 which emanated from 5 options times 140 teachers times 10 questions, while that for the principals were out of 300 which emanated from 5 options times 6 principals times 10. The number of principals was supposed to be 7 but the study ended up with 6 as one of the principals could not respond to the questionnaire as he kept postponing until such time that the presentation of the collected information had to start, therefore the total of the principals' score is 300 instead of 350.

The principals and teachers had to choose what the principals usually practise in their various schools regarding leadership. The options from which they were choosing were almost always, frequently, sometimes, seldom and almost never. For the purpose of this study, almost never and

seldom options were put together to mean “NEVER” while almost always, frequently and sometimes options were put together to mean “ALWAYS”. The justification for the combination of the categories lies in the fact that seldom and almost never both mean rarely, infrequently or not often, and sometimes has the following synonyms: from time to time, now and again, time and again, time to time and every so often, while frequently means repeatedly and almost always means regularly (Oxford Dictionary, 2013:345). In meaning, seldom and almost never were found to mean almost the same thing or be close to one another and the same applies to sometimes, frequently and almost.

4.3.1 Teachers’ and principals’ responses to the principals’ framing of the school goals (Domain 1)

The performances of teachers in any school is said to be closely linked to the way the principal frames or drafts specific goals for teachers and learners. The study therefore sought to establish the principals’ and teachers’ understanding and the extent to which they feel the principal frames specific learning goals for their schools which will translate into learners’ achievements.

In this study, these goals were broken down into subdomains with the framing of the school goals as the main domain. Specifically, the following subdomains were considered: developing a focused set of annual school-wide goals (D11), framing the school’s goals in terms of staff responsibilities for meeting them (D12), using needs assessment or other formal and informal methods to secure staff input on goal development (D13), using data on learner performances when developing the school’s academic goals (D14) and developing goals that are easily understood and used by teachers in the school (D15).

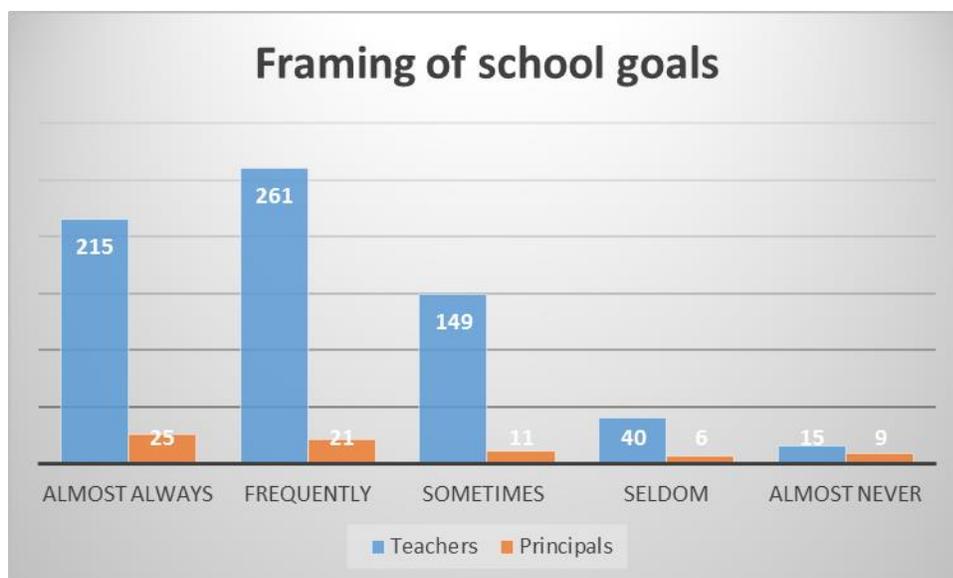


Figure 5: Teachers' and principals' responses to the principals' framing of the school goals

The figure shows that 261 responses were given by teachers who felt that the framing of goals was done frequently in their schools, 215 by those who felt it was almost always done and 149 by those who felt that it was sometimes done. However, 40 responses came from those who felt goal setting was seldom done and 15 from those who felt it was never done. In order to have a better understanding of teachers' perceptions regarding this domain, the study combined those that felt that it was never done and seldom done to form one category, "NEVER done", and those who felt it was sometimes done, frequently done and almost always done to form another category, "ALWAYS done". Based on these findings, it can be concluded that 55 responses came from teachers who felt it was never done and 625 came from those who felt it was always done.

The figure also shows that 21 responses were given by principals who felt that the framing of goals was done frequently in their schools, 25 by those who felt it was always done and 11 by those who felt it was sometimes done. However, 9 responses came from those who felt it was never done and 6 from those who felt that it was seldom done. The study combined responses from those who felt that it was never done and seldom done to form one category, "NEVER done", and those who felt it was sometimes, frequently done and almost always done to form another category, "ALWAYS done". Based on these findings it can be concluded that 57 responses came from principals who felt it was always done and 15 from those who felt it was never done.

The majority of the principals and teachers indicated that principals in the Oshikoto Region had framed goals for their schools which teachers and learners are striving to achieve. These findings validate the findings of Porter et al. (2008:13) who stated that in schools where principals and teachers work towards achieving pre-set goals, learners perform well. Findings further correlate with the theoretical framework of the study (transformational leadership theory) which emphasises the issue of goal setting as an important component in achieving good learners' performances as it was also emphasised by Burns (1978:234), the proponent of transformational leadership. The findings are also in line with McGuigan and Hoy (2006:20) who authenticated the fact that transformational leadership is characterised by dimensions such as setting goals, developing people, redesigning the organisation and managing the instructional programme. These are aspects that are believed to collectively and individually enhance academic achievements. As per the findings, goals framing cannot be attributed to learners' failure in the Oshikoto Region.

4.3.2 Teachers' and principals' responses to the principals' communication of the school goals (Domain 2)

Every school has goals to be achieved and such goals must be communicated to all educational stakeholders that include the teachers, the parents and the learners. Such communication must be vibrant if learners are to achieve their best. This communication is a responsibility of the school principal. The study therefore elicited from the teachers and principals the extent to which the school principals pay reverence to this communication rule. In this study, this domain was assessed under the following subdomains: communicating the school's mission effectively to members of the school community (D21), discussing the school's academic goals with teachers at staff meetings (D22), referring to the school's academic goals when making curricular decisions with teachers (D23), ensuring that the school's academic goals are reflected in highly visible displays in the school (e.g. posters or bulletin boards emphasising academic progress) (D24) and referring to the school's goals or mission in forums with learners (e.g. in assemblies or discussions) (D25). Figure 6 below presents the teachers' and principals' responses to this domain.

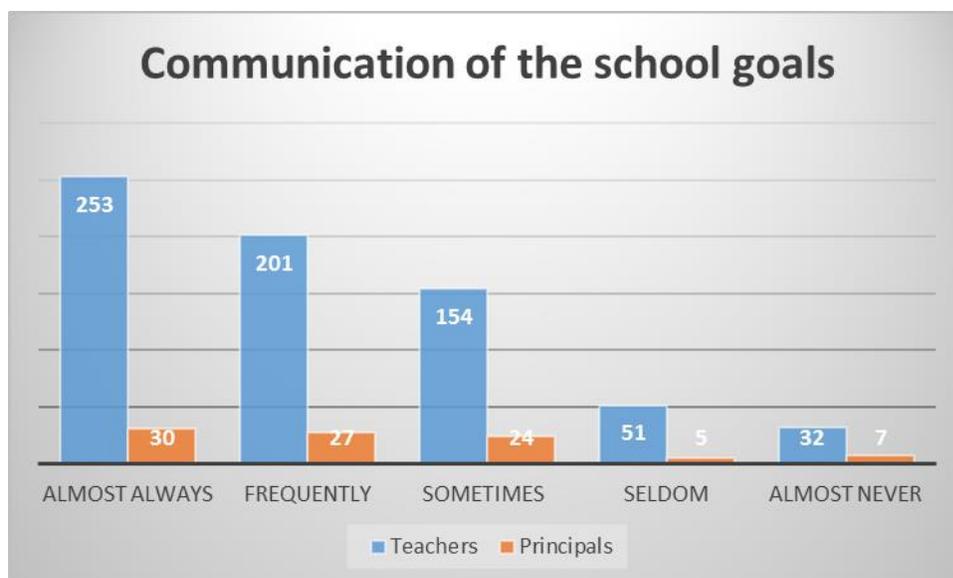


Figure 6: Communication of the school goals

The figure above shows that 253 responses came from teachers who felt that their principals communicate school goals almost always, 201 responses came from teachers who felt that their principals do it frequently, 154 responses came from teachers who felt that their principals do it sometimes, 51 responses came from teachers who felt that their principals do it seldom and 32 responses came from teachers who felt that their principals almost never communicate these goals. The study combined responses from those who felt it was never done and seldom done to form one category, “NEVER done”, and from those who felt it was sometimes, frequently and almost always done to form another category, “ALWAYS done”.

Based on these findings, it can be concluded that in total 608 responses came from teachers who felt that school goals are always communicated in the Oshikoto Region while only 83 from teachers felt it was never done.

The figure also shows that 30 responses came from principals who indicated that they communicate school goals almost always, 27 from those who felt that they do it frequently, 24 from those who felt they do it sometimes, 5 from those who felt they seldom do it and 7 from those that felt that they almost never do that.

Based on these findings, it can be concluded that a total of 81 responses came from principals who felt goals are always communicated while 12 responses came from those who felt it was never done.

It can therefore be concluded that the majority of the principals and teachers felt that principals in the Oshikoto Region communicate goals for their schools to teachers, learners and other stakeholders. The majority of the principals and teachers indicated that principals in the Oshikoto Region communicate goals to teachers, parents and learners very well.

What the study established corresponds to DuBrin's (2013:123) view that transformational leaders are always trying to ensure that organisational goals are communicated to all stakeholders (learners, parents and teachers) from time to time. Leaders ensure that there are platforms and means for communicating and explaining goals so that they are clear to all stakeholders as this will direct them when they are setting individuals' goals. As per the findings, goals communication cannot be attributed to learners' failure in the Oshikoto Region.

4.3.3 Teachers' and principals' responses to the principals' supervision and evaluation of instructions (Domain 3)

Learners' achievements is said to be strongly associated with the way the school principals supervise teachers' work, while teachers, in turn, are responsible for supervising learners' work. If this supervision chain is insufficient learners are likely not to do as is expected of them. At the end of the day, this lack of supervision affects the performances of the learners negatively. Therefore, this study tried to establish through the teachers the extent to which they feel the school principals are deliberating this responsibility which was assessed under the following subdomains: ensuring that the classroom priorities of teachers are consistent with the goals and direction of the school (D31), reviewing learner work products when evaluating classroom teaching (D32), conducting informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal discussion) (D33), pointing out specific strengths in teacher's instructional practices in post observation feedback (e.g. in sessions or written evaluations) (D34) and pointing out specific weaknesses in teacher instructional practices in post observation feedback (e.g. in sessions or written evaluations) (D35). Figure 4.6 below presents the teachers' responses to this aspect.

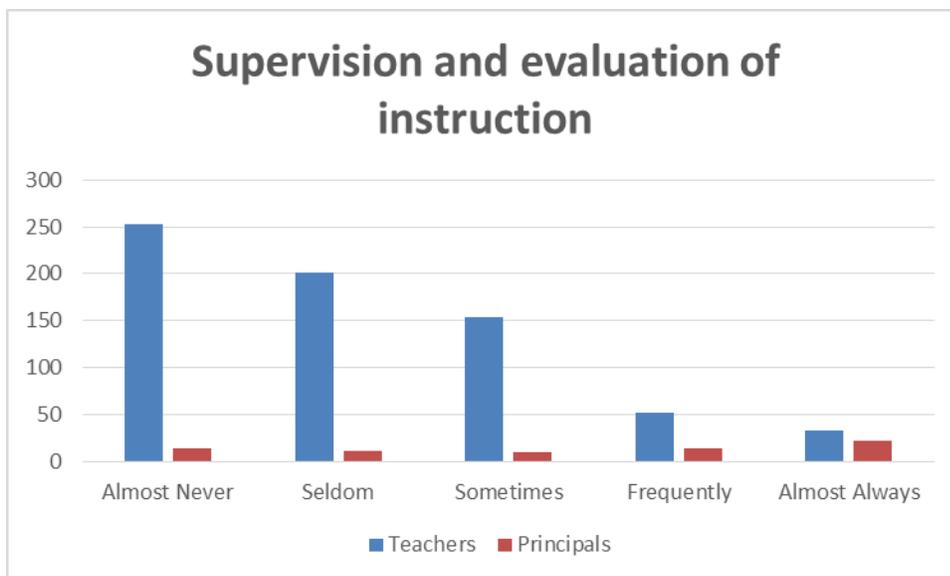


Figure 7: Teachers’ and principals’ responses on the principals’ supervision & and evaluation of instruction

The figure above shows that 25 responses came from teachers who indicated that their principals almost always supervise and evaluate instructions, 50 responses came from teachers who felt that their principals frequently supervise and evaluate instructions, 150 responses came from teachers who felt that their principals supervise and evaluate instructions sometimes, 200 responses came from teachers who felt that their principals seldom supervise and evaluate instructions and 250 responses came from teachers who felt that their principals almost never supervise and evaluate instructions. The study combined responses from those that felt it was never done and seldom done to form one category, “NEVER done”, and from those who felt it was sometimes, frequently done and almost always done to form another category, “ALWAYS done”. Based on these findings, it can be concluded that the majority of 350 responses came from teachers who felt it was never done compared to 225 responses that came from teachers who felt it was almost always done.

The figure also shows that 20 responses came from principals who indicated that they almost always supervise and evaluate instructions, 12 responses came from principals who felt that they frequently supervise and evaluate instructions, 10 responses came from principals who felt that they sometimes supervise and evaluate instructions, 11 responses came from principals who felt they seldom

supervise and evaluate instructions and 14 responses came from principals who felt that they almost never supervise and evaluate instructions. The study combined those who felt that it was never done and seldom done to form one category “NEVER done” and those who felt it was sometimes done, frequently done and almost always done to form another category, “ALWAYS done”. Based on these findings, it can be concluded that 42 responses came from principals who felt it was always done while 25 responses came from principals who felt it was never done.

The findings of the study in this domain have shown contradiction between the principals’ and teachers’ perceptions on supervision and evaluation of instructions which is supposed to be done by principals. Principals say they do it while teachers say they do not do it. The researcher decided to draw a conclusion based on teachers’ responses rather than the principals’ self-assessment results. According to a clear majority of the teachers, principals in the Oshikoto Region do not adequately supervise and evaluate instructions.

In relation to these findings, Heck and Hallinger (1996:100) and Hallinger (2005:11) view should be noted, namely that a principal impacts on classroom instruction, but indirectly through indirect supervision of classroom practices which is one of the characteristics of transformational leadership.

4.3.4 Teachers’ and principals’ responses to the principals’ coordination of the curriculum (Domain 4)

The role of the principal is to coordinate the curriculum and to make sure that teachers teach according to what is stipulated in the curriculum. If they do not coordinate the curriculum, the teachers are likely not to finish the curriculum or may end up teaching things which are not in the curriculum and this has a negative effect on the performances of the learners in the end. Therefore, the study assessed the extent to which school principals in the Oshikoto Region are involved in the coordination of the curriculum. This domain was assessed under the following subdomains: making clear who is responsible for coordinating the curriculum across grade levels (e.g. the principal, heads of departments, or subject-head teachers) (D41), drawing upon the results of school-wide testing when making curricular decisions (D42), monitoring the classroom curriculum to see that it covers the school’s curricular objectives (D43), assessing the overlap between the school’s curricular

objectives and the school's achievements tests (D44) and participating actively in the review of curricular materials (D45). The figure below shows the results.

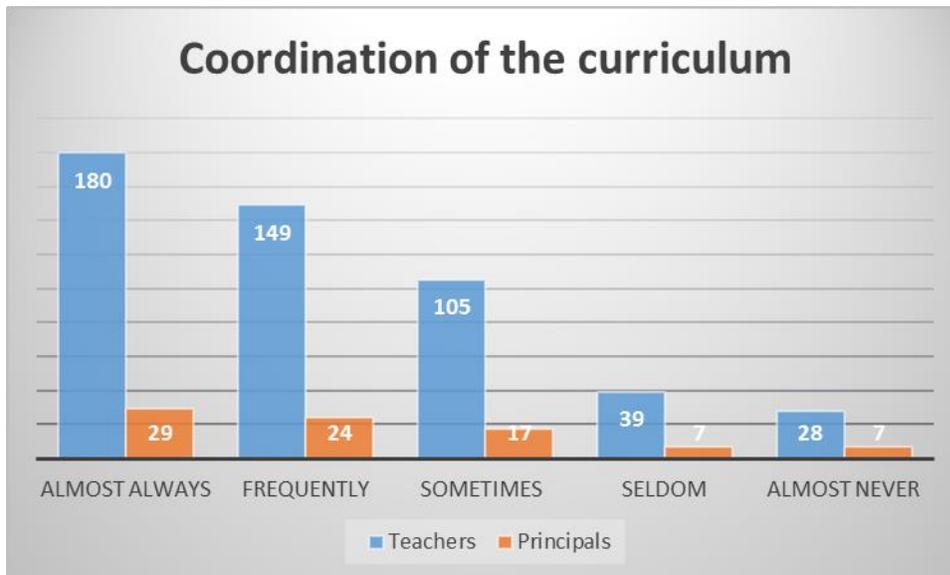


Figure 8: Coordination of the curriculum

The figure above shows that 180 responses came from teachers who indicated that their principals almost always coordinate the curriculum, 149 responses came from teachers who felt their principals frequently coordinate the curriculum, 105 responses came from teachers who felt that their principals sometimes coordinate the curriculum, 39 responses came from teachers who felt that the principals seldom coordinate the curriculum and 28 responses came from teachers who felt that the principals almost never coordinate the curriculum. The study combined the responses of those who felt it was never done and seldom done to form one category, “NEVER done”, and those who felt it was sometimes done, frequently done and almost always done to form another category, “ALWAYS done”. Based on these findings, it can be concluded that 434 responses came from teachers who felt it was always done and 67 came from those who felt it was never done.

The figure also shows that 29 responses came from principals who indicated that they almost always coordinate the curriculum, 24 responses came from principals who felt they do it frequently, 17 responses came from principals who felt they do it sometimes, 7 responses came from principals who felt they do it seldom and 7 responses came from principals who felt they almost never do it. The study combined responses of those who felt it was never done and seldom done to form one

category, “NEVER done”, and responses from those who felt it was sometimes done, frequently done and almost always done to form another category, “ALWAY done”. Based on these findings, it can be concluded that 70 responses came from principals who felt it was always done while 25 responses came from principals who felt it was never done.

The results in this domain are showing that the majority of both the principals and teachers felt that the Oshikoto Region: Education Directorate does not have a significant problem with the coordination of the curriculum by the school principals. Both principals and teachers felt that the Oshikoto Region: Education Directorate has no significant problem with the coordination of the curriculum. The situation in the Oshikoto Region is in line with Hallinger (2008:45) who noted that the principal has a key leadership responsibility in the development of the academic programme of the school through coordination of the curriculum to make sure the curriculum is correctly implemented

4.3.5 Teachers’ and principals’ responses to monitoring of learners’ progress (Domain 5)

For principals to ensure learners are achieving the set academic targets, they have to monitor the progress of learners with reference to learners’ achievements in subject tests and examinations. Therefore, the study assessed the extent to which school principals in the Oshikoto Region are involved in the coordination of the curriculum. This domain was assessed under the following subdomains: meeting individually with teachers to discuss learner progress (D51), discussing academic performances results with departments to identify curricular strengths and weaknesses (D52), using tests and other performances measures to assess progress toward school goals (D53), informing teachers of the school’s performances results in written form (e.g. in a memo or newsletter) (D54) and informing learners of the school’s academic progress (D55).

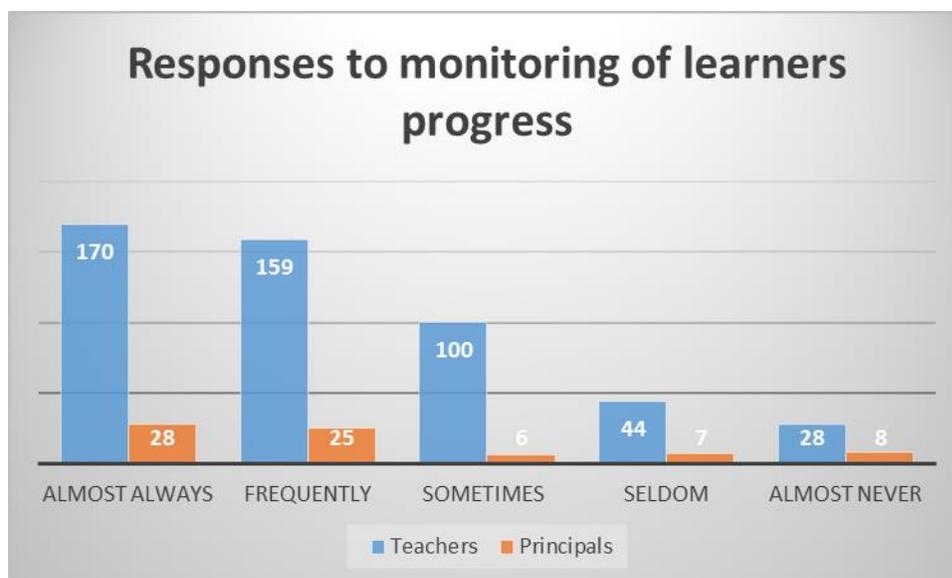


Figure 9: Responses to monitoring of learners' progress

4.3.6 Teachers' and principals' responses to monitoring of learners' progress

The figure above shows that 170 responses came from teachers who indicated that their principals almost always monitor learners' progress, 159 responses came from teachers who felt that their principals do it frequently, 100 responses came from teachers who felt that their principals do it sometimes, 44 responses came from teachers who felt that their principals seldom do it and 28 responses came from teachers who felt that their principals almost never monitor learners' progress. The study combined those who felt that it was never done and seldom done to form one category, "NEVER done", and those who felt it was sometimes done, frequently done and almost always done to form another category, "ALWAYS done". Based on these findings, it can be concluded that 429 teachers felt it was almost always done and 72 felt it was never done.

The figure also shows that 28 responses were given by principals who indicated that they almost always monitor learners' progress while 25 responses came from principals who felt that they do it frequently, 6 responses came from principals who felt that they do it sometimes, 7 responses came from principals who felt that they do it seldom and 8 responses came from principals who felt that they almost never do it. The study combined those who felt that it was never done and seldom done to form one category, "NEVER done", and those who felt it was sometimes done, frequently done and almost always done to form another category, "ALWAYS done". Based on these findings, it can be concluded that 60 responses came from principals who felt it was always done while 15 came

from those who felt it was never done. It can therefore be concluded that the majority of the principals and teachers felt that principals in the Oshikoto Region monitor learners' progress.

The findings of the study correspond to Hallinger (2008:45) who indicated that monitoring learners' progress is one of the technical cores of the school which the principal has the key role to manage. This has to do with having a close look at how learners are progressing academically in the school (in individual subjects and particular grades). When properly and regularly done, the principal, school management and individual teachers will be able to see where the shortcomings are and develop strategies to tackle them.

4.3.7 Teachers' and principals' responses to the principals protection of instructional time (Domain 6)

Another role of principals is to ensure that instructional time is protected so that no unnecessary interruptions are experienced during teaching and learning hours. It is always observed that instructional or teaching and learning time is interrupted by teachers deliberately not attending to learners, teachers' absenteeism, and attending to learners' and teachers' challenges during teaching and learning time. If these interruptions are experienced, time allocated to teaching and learning in the broad curriculum will never be enough to complete the subjects' syllabi. Therefore, the study assessed the extent to which school principals in the Oshikoto Region are involved in the protection of instructional time. This domain was assessed under the following subdomains: limiting interruptions of instructional time by public address announcements (D61), ensuring that learners are not called to the office during instructional time (D62), ensuring that late and absent learners suffer specific consequences for missing instructional time (D63), encouraging teachers to use instructional time for teaching and practising new skills and concepts (D64) and limiting the intrusion of extra- and co-curricular activities on instructional time (D65).

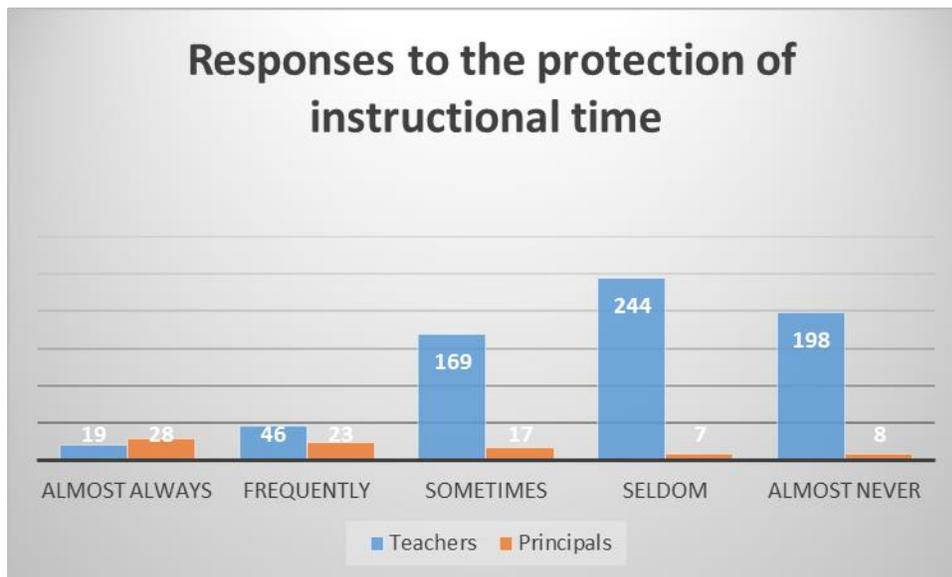


Figure 10: Teachers’ and principals’ responses to the principals’ protection of instructional time

The figure above shows that 19 responses came from teachers who indicated that their principals almost always supervise and evaluate instructional times, 46 responses came from teachers who felt that they do it frequently, 169 responses came from teachers who felt that their principals do it sometimes, 244 responses came from teachers who felt that their principals do it seldom, and 198 responses came from teachers who felt that their principals almost never do it. The study combined those who felt that it was never done and seldom done to form one category, “NEVER done”, and those who felt it was sometimes done, frequently done and almost always done to form another category, “ALWAYS done”. Based on these findings, it can be concluded that 442 responses came from teachers who felt that it was almost never done and 234 responses came from teachers who felt it was almost always done.

The figure also shows that 28 responses came from principals who indicated that they almost always do it, 23 responses came from principals who felt that they do it frequently, 17 responses came from principals who felt that they do it sometimes, 7 responses came from principals who felt that they do it seldom and 8 responses came from principals who felt that they almost never do it. The study

combined those who felt that it was never done and seldom done to form one category, “NEVER done”, and those who felt that it was sometimes done, frequently done and almost always done to form another category, “ALWAYS done”. Based on these findings, it can be concluded that 68 responses came from principals who felt it was always done while 15 came from those who felt it was never done.

The findings for the teachers are opposite to the findings for the principals. Since there is contradiction between the two results, the researcher felt that there is a possibility of bias in the responses from principals as they were assessing themselves, unlike teachers who were non-participant assessors. Based on the aforesaid reason, the researcher opted to make use of the results from teachers’ responses to draw the conclusion and making recommendations. In a clear majority, teachers felt that principals in the Oshikoto Region are not protecting instructional time to a satisfactory extent. The findings concur with Leithwood (2006:99) who explained that promoting a “Positive School Learning Climate” includes several functions such as “Protecting Instructional Time” which is about making sure that teachers and learners are not disturbed during teaching and learning time by involving them in some other activities that have nothing to do with teaching and learning.

4.3.8 Teachers’ and principals’ responses to the principals’ maintenance of high visibility (Domain 7)

It is of crucial importance that the principal is available to attend to teachers’ and learners’ issues that are brought to their attention and those that they are identifying themselves. Therefore, the study assessed of the extent to which school principals in the Oshikoto Region maintain their visibility. This domain was assessed under the following subdomains: taking time to talk informally with teachers and learners during holiday and breaks (D71), visiting classrooms to discuss school issues with teachers and learners (D72), attending/participating in extra- and co-curricular activities (D73), covering classes for teachers until a late or substitute/relief teacher arrives (D74) and tutoring learners or providing direct instruction to classes (D75).

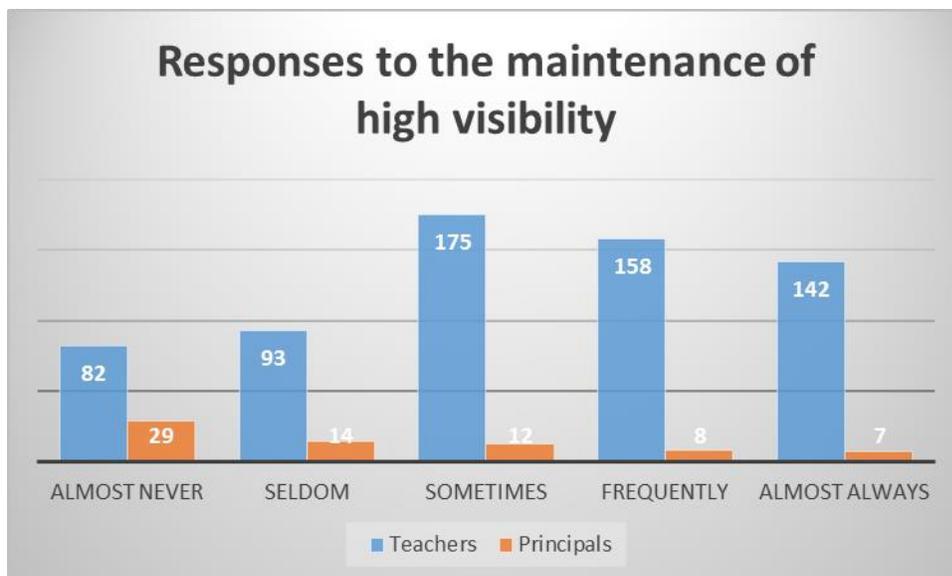


Figure 11: Teachers' and principals' responses on to the principals' maintenance of high visibility

The figure above shows that 142 responses came from those teachers who indicated that their principals almost always maintain high visibility, 158 responses came from teachers who felt that their principals frequently maintain high visibility, 175 responses came from teachers who felt that their principals do it sometimes, 93 responses came from teachers who felt that their principals do it seldom and 82 responses came from teachers who felt that their principals almost never do it. The study combined those who felt that it was never done and seldom done to form one category, “NEVER done”, and those who felt it was sometimes done, frequently done and almost always done to form another category, “ALWAYS done”. Based on these findings, it can be concluded that 475 responses came from teachers who felt it was always done and 175 responses came from teachers who felt it was never done.

The figure also shows that 29 responses came from principals who indicated that they almost always maintain high visibility, 14 responses came from principals who felt that they frequently do it, 12 responses came from principals who felt that they do it sometimes, 8 responses came from principals who felt that they seldom do it and 7 responses came from principals who felt they almost never do it. The study combined those that felt that it was never done and seldom done to form one category, “NEVER done”, and those who felt it was sometimes done, frequently done and almost always done

to form another category, “ALWAYS done”. The results are that 55 responses came from principals who felt it was always done while 15 responses came from principals who felt it was never done.

In a clear majority, both principals and teachers felt that principals in the Oshikoto Region maintain high visibility. The findings are in accordance with Bal (2007:56) who specified that maintaining high visibility is one of the functions that help promote a positive school learning climate. This has to do with availability and visibility of the principal so that they can attend to any situation that learners and teachers cannot sort out themselves. The visibility of the principal in the school makes learners and teachers feel secure as they can get their direction any time they need it.

4.3.9 Teachers’ responses on the principals provision of incentives for teachers (Domain 8)

What keeps performances going in an institution, are incentives. Incentives are ways of showing appreciation in whatever form to someone after they have done a great job so that they remain courageous to work harder and do better in future. In educational institutions, incentives for teachers are very important as they are said to contribute to encouragement and ultimately good academic performances of learners. When teachers are motivated to work hard, it is likely to have a positive impact on learners’ academic performances (Hallinger, 2008:102). It is for this reason that this study assessed the extent to which school principals in the Oshikoto Region provide incentives for teachers.

This domain was assessed under the following subdomains: reinforcing superior performances by teachers in staff meetings, newsletters, and/or memos (D81), complimenting teachers privately for their efforts or performances (D82), acknowledging teachers’ exceptional performances by writing memos for their personnel files (D83), rewarding special efforts by teachers with opportunities for professional recognition (D84) and creating professional growth opportunities for teachers as a reward for special contributions to the school (D85).

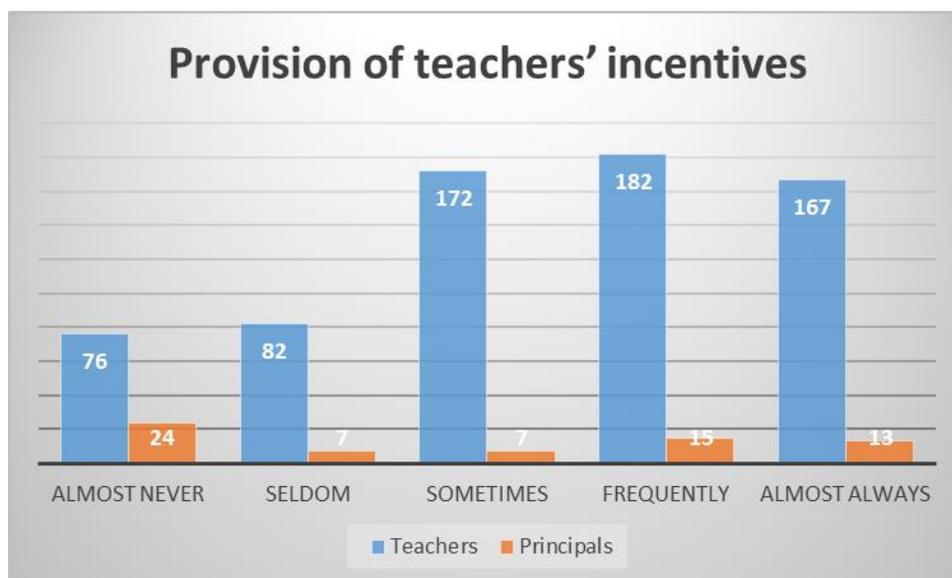


Figure 12: Teachers and principals' responses to the principals' provision of incentives for teachers

The figure above shows that 167 responses came from teachers who indicated that their principals almost always provide incentives for teachers, 182 responses came from teachers who felt that their principals frequently do it, 172 responses came from teachers who felt that their principals do it sometimes, 82 responses came from teachers who felt that their principals seldom do it and 76 responses came from teachers who felt that their principals almost never do it. The study combined those who felt that it was never done and seldom done to form one category, “NEVER done”, and those who felt it was sometimes done, frequently done and almost always done to form another category, “ALWAY done”. Based on these findings, it can be concluded that 521 responses came from teachers who felt it was almost always done and 158 came from teachers who felt it was never done.

The figure also shows that 13 responses came from principals who indicated that they almost always provide incentives for teachers, 15 responses came from principals who felt that they frequently do it, 7 responses came from principals who felt that they do it sometimes, 7 responses came from principals who felt that they seldom do it and 24 responses came from principals who felt that they almost never do it. The study combined those who felt that it was never done and seldom done to form one category, “NEVER done”, and those that felt it was sometimes done, frequently done and almost always done to form another category, “ALWAYS done”. Based on these findings, it can be

concluded that 35 responses came from principals who felt it was always done while 31 responses came from principals who felt it was never done.

The closeness of the results from the responses of principals in this domain cannot be relied on as it does not provide a clear difference as to whether the principals are providing incentives to teachers or not. Therefore, the researcher opted to rely on teachers' responses. Using the results from the responses of the teachers, the researcher concluded that there is no problem with the provision of incentives to teachers in the Oshikoto Region since the majority of the teachers have indicated that principals are providing incentives to teachers. These findings concur with Bass (1996:234), Mendels (2012:56) and Hallinger (2008:56) who all supported the idea that the giving of compliments for superior work and good behaviour should not end with teachers but the principal should also reward learners during assemblies, school newsletters and by seeing them in the office with their work. Principals should actively support teachers in their recognition and/or reward of learner contributions and accomplishments in class.

4.3.10 Teachers' and principals' responses to the principals' promotion of professional development (Domain 9)

For an institution to keep improved performance there must be programmes that are meant to develop staff members professionally so that they are able to contribute positively to the performances of the institution. Schools' leadership also need to develop their teachers professionally for them to be able to make sure their learners' academic performances keeps improving. Professional development has to do with aspects such as the way teachers conduct themselves so that they are good role models to their learners and the way teachers conduct themselves so that teaching and learning take place in productive ways. When teachers are professionally developed, they are up to date with new educational developments or matters and they are likely to do their jobs in line with the new developments. All these things can contribute to improved academic performances of learners (Hallinger, 2008:102).

This study therefore assessed the extent to which school principals in Oshikoto region develop their teachers' professionally. This domain was assessed under the following subdomains: ensuring that in-service activities attended by staff are consistent with the school's goals (D71), actively supporting the use in the classroom of skills acquired during in-service training/professional

development (D72), obtaining the participation of the whole staff in important in-service activities (D93), leading or attending teacher in-service activities concerned with instruction (D94) and setting aside time at staff meetings for teachers to share ideas or information from in-service activities (D95).

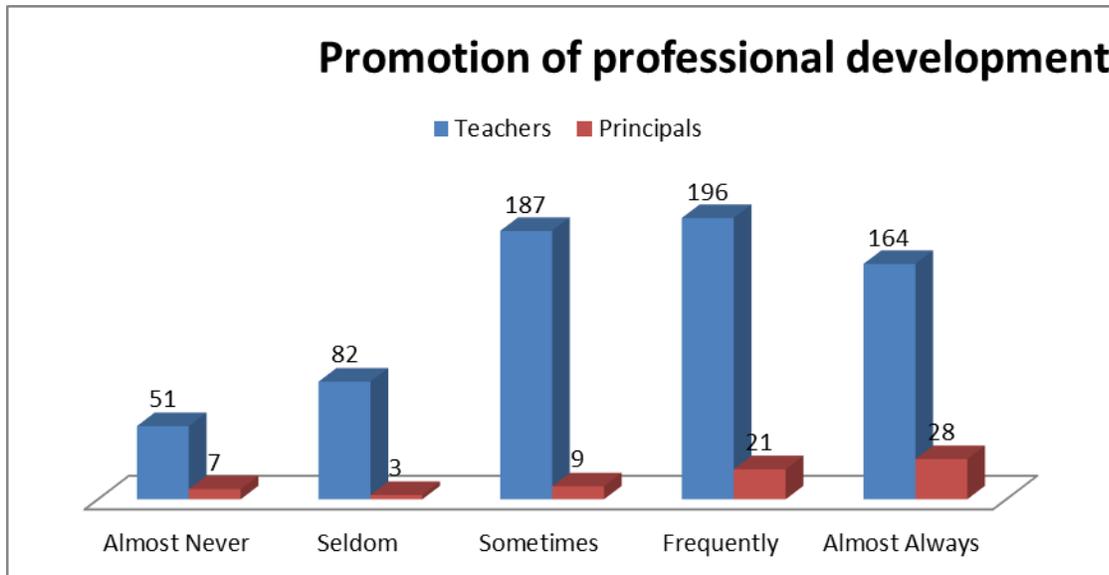


Figure 13: Teachers' and principals' responses on to the principals' promotion of professional development

The figure above shows that 164 responses came from teachers who showed that their principals almost always carry out professional development activities, 196 responses came from teachers who felt that their principals frequently do it, 187 responses came from teachers who felt their principals sometimes do it, 82 responses came from teachers who felt that their principals seldom do it and 51 responses came from teachers who felt that their principals almost never do it. The study combined those who felt that it was never done and seldom done to form one category, "NEVER done", and those who felt it was sometimes done, frequently done and almost always done to form another category, "ALWAYS done". Based on these findings, it can be concluded that 547 responses came from teachers who felt it was almost always done and 133 responses came from teachers who felt it was never done.

The figure also shows that 28 responses came from principals who showed that they almost always carry out professional development activities for teachers, 21 responses came from principals who felt that they frequently do it, 9 responses came from principals who felt that they sometimes do it, 3 came from those who felt that they seldom do that, and 7 from those who felt that they almost never do that. The study combined those who felt that it was never done and seldom done to form one category, “NEVER done”, and those who felt it was sometimes done, frequently done and almost always done to form another category, “ALWAYS done”. Based on these findings, it can be concluded that 58 responses came from principals who felt it was always done while 10 responses came from principals who felt it was never done.

It can therefore be concluded that the majority of the principals and teachers felt that principals in the Oshikoto Region have working professional development programmes for teachers. The findings echo Leithwood (2006:99) who advocated that one of a principal’s functions is “Promoting Professional Development” that deals with availing employees of information that inspires involvement in career advancement activities. This is done by dispensing timely communications to ensure that staff read the information, stay focused on enhancing their careers, establish the profits of lasting education and make the right choices to broaden their skills and knowledge.

4.3.11 Teachers’ and principals’ responses to the principals’ provision of incentives for learners (Domain 10)

Incentives are not only needed for teachers but also for learners in order to have an improved academic performance. For this study, this domain is therefore assessed under the following subdomains: recognising learners who do superior work with formal rewards such as an honour roll or mention in the principal’s newsletter/assembly speech (D101), using assemblies to honour learners for academic accomplishments or for good behaviour or citizenship (102), recognising superior learner achievements or improvement by seeing them in the office with their work (D103), contacting parents to communicate improved or exemplary learner performances or contributions (D14) and supporting teachers actively in their recognition and/or reward of learner contributions to and accomplishments in class (D105).

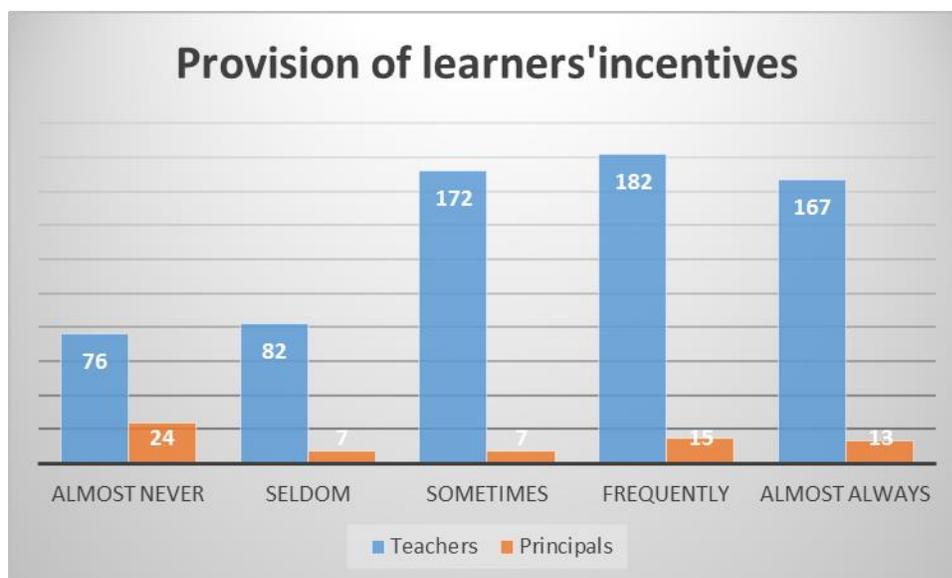


Figure 14: Teachers’ and principals’ responses on to the principals’ the provision of incentives for teachers

The figure above shows that 167 responses came from teachers who indicated that their principals almost always provide incentives for learners, 182 responses came from teachers who felt that their principals frequently do it, 172 responses came from teachers who felt that their principals sometimes do it, 82 responses came from teachers who felt that their principals seldom do it and 76 responses came from teachers who felt that their principals almost never do it. The study combined those who felt that it was never done and seldom done to form one category, “NEVER done”, and those who felt it was sometimes done, frequently done and almost always done to form another category, “ALWAYS done”. Based on these findings, it can be concluded that 521 responses came from teachers who felt it was almost always done and 158 responses came from teachers who felt it was never done.

The figure also displays that 13 responses came from principals who indicated that they almost always provide incentives for learners, 15 responses came from principals who felt that they frequently do it, 7 responses came from principals who felt they sometimes do it, 7 responses came from principals who felt they seldom do it and 24 f responses came from principals who never do it. The study combined those who felt that it was never done and seldom done to form one category, “NEVER done”, and those who felt it was sometimes done, frequently done and almost always done to form another category, “ALWAYS done”. Based on these findings, it can be concluded that 35

responses came from principals who felt it was always done while 31 responses came from principals who felt it was never done. However, there is no significant discrepancy in these responses, therefore the researcher believes it is not advisable to use these results to draw a conclusion and base recommendations on these results.

Using the results from the responses of the teachers, it can therefore be concluded that there is no problem with the provision of incentives to learners in the Oshikoto Region. These findings concur with Bass (1996:234), Mendels (2012:56) and Hallinger (2008:56) who all supported the idea that the giving of compliments for superior work and good behaviour should not end with teachers but the principal should also reward learners during assemblies, school newsletters and by seeing them in the office with their work. The principal should also contact parents to communicate improved or exemplary learner performances or contributions. They should actively support teachers in their recognition and/or reward of learner contributions and accomplishments in class.

4.4 Leadership roles and behaviours that affect learners' achievements as perceived by teachers and principals

The study established the leadership roles and behaviours that impact on learners' academic performance. The figure below presents the results from the participants.

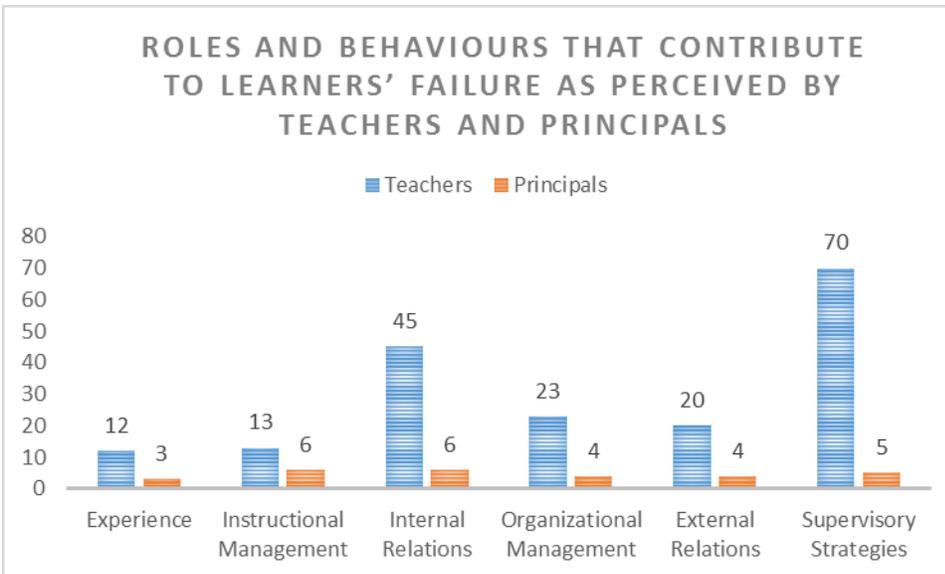


Figure 15: Leadership roles and behaviours that affect learners' achievements as perceived by teachers and principals

The figure above shows that roles and behaviours of principals contribute to learners' failure as perceived by teachers. Supervisory strategies contribute more than others, with 70 responses, internal relations with 45 responses, organisational management with 23 responses, external relations with 20 responses, instructional management with 13 responses and experience with 12 responses.

In the principals' view, instructional management and internal relations all with 6 responses are contributing more than others to learners' poor performances in the region, followed by supervisory strategies with 5 response, then organisational management and external relations, both with 4 responses and experience and instructional management with 3 responses each.

Based on the findings above, there is a contradiction between the principals' and teachers' perception. Teachers are saying it is principals' supervisory strategies that are contributing to the poor performances of learners while principals are saying it is not principal's supervisory strategies but rather instructional management. However, both teachers and principals agreed that internal relations also contribute to the poor performances of learners in the Oshikoto Region. On this

attribute, it can therefore be concluded that internal relations and supervisory strategies are the ones responsible for the poor performances of learners in the Oshikoto Region. These findings coincide with the findings of Hallinger (2008:45) who stated that the principal plays a proactive supervisory role in keeping internal relations viable to create a work-conducive environment for teachers, learners and all other educational stakeholders.

The findings are also in accordance with Diaz (2011:88) who opined that principals also have supervisory roles that are concerned with supporting and developing the staff to be able to manage instructions in the classroom, inspiring, heartening, applauding and giving praise to educators to ease learner learning and enlighten instructional practices for the benefit of learners.

4.5 Leadership styles that affect learners' achievements as perceived by teachers and principals

The study also considered the leadership styles that school principals are using in the Oshikoto Region. The figure below presents the results.

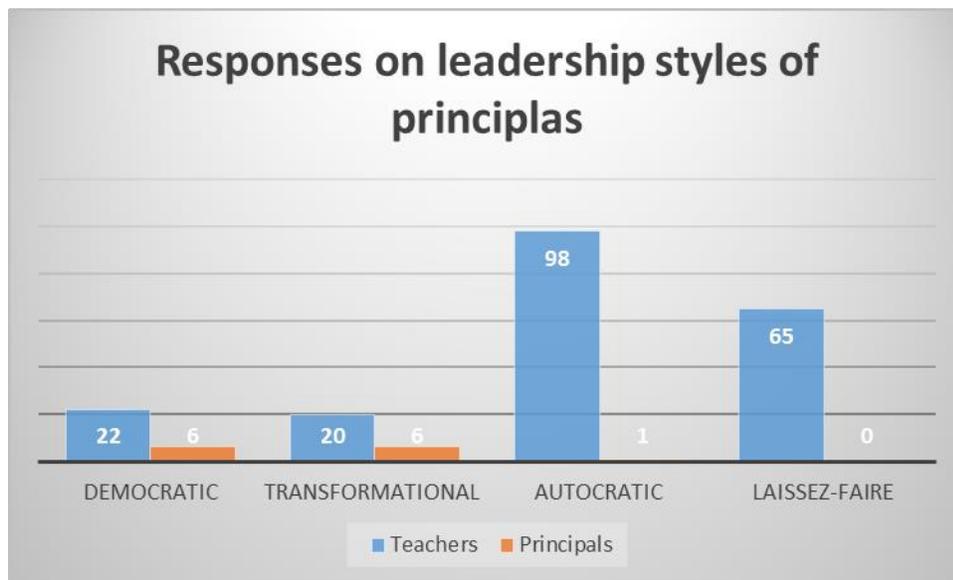


Figure 16: Leadership styles that affect learners' achievements as perceived by teachers and principals

The findings as indicated by the figure are that the majority of the responses from teachers have indicated that most of the principals in the Oshikoto Region are mostly using autocratic leadership (98 responses) followed by laissez-faire with 65 responses. The results further

indicated that principals sparingly use democratic (22 responses) and transformational (20 responses) leadership styles.

The principals say they make use of both democratic and transformational leadership styles as there are a maximum of 6 responses for each. They further indicated that they rarely use autocratic and laissez-faire leadership styles as there are zero responses for laissez-faire leadership style and 1 response for autocratic leadership style.

Based on the findings above, there is a contradiction between the principals' and teachers' perception. Teachers are saying principals are using autocratic and laissez-faire leadership styles while principals are saying they are using transformational and democratic leadership styles.

It can be concluded that the possibility of the principals being biased is very high. Therefore, what they are saying can hardly be relied on as they did self-assessment. As a result, in this case, to draw the conclusion for the study, the researcher opted to make use of the teachers' responses which said the principals in the Oshikoto Region are using laissez-faire and autocratic leadership styles.

These findings are in line with the findings of Okumbe (1998:67) who says that a principal using autocratic leadership allows for no participation at all in decision-making. In this leadership style, the leader unilaterally makes decisions and is task oriented, is hard on workers, is keen on schedules and expects people to do what they are told without much questioning or debate. In schools where this style is used, the staff, learners or subordinates lack motivation and they show less involvement in their work and poor performances is always experienced. An institution where laissez-faire leadership style is practised has some implications that may influence learners' performances negatively as this leadership style affects the school working environment. Ongunja (2010:34) stated there is no control with this type of leadership and chaos and conflicts easily arise due to unguided freedom and unhealthy competition among the members.

4.6 Recommendations by principals and teachers

The study also sought to find suitable recommendations from principals and teachers on aspects that need to be improved by principals in their management of schools for the purpose of improving school performance. The figure below presents the results.

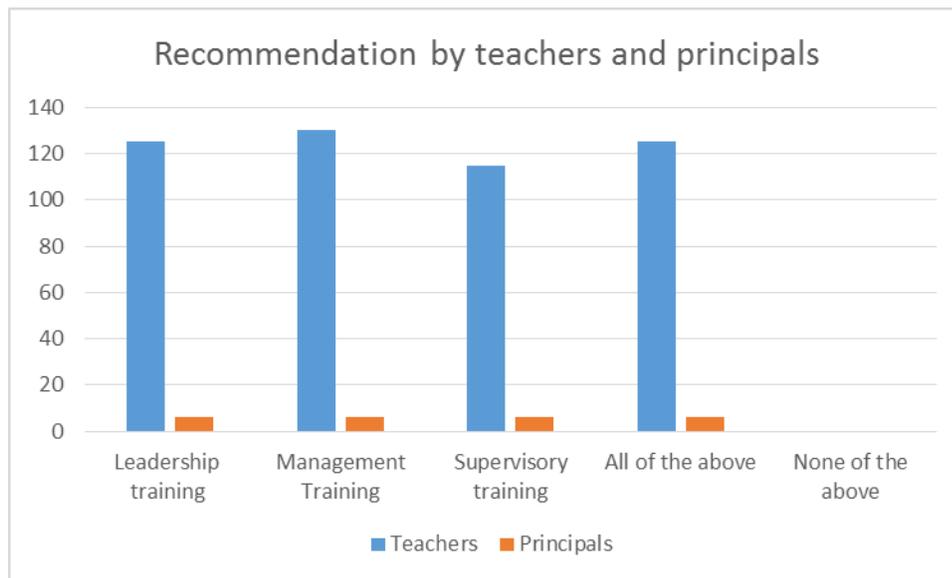


Figure 17: Recommendations from by principals and teachers

The figure above is indicating that regarding recommendations to principals on how they can improve on learners' performances in their respective schools, a significant number of teachers (125 of 140) and principals (6 of 6) recommended that for principals to be able to make a remarkable improvements in learners' performances at their schools, they need to undergo training in leadership, management, and supervision. These findings are in accordance with McGuigan and Hoy (2006:20) who state that transformational leadership is characterised by dimensions, such as setting goals, developing people, redesigning the organisation and managing the instructional programme, that are learned through intensive training in supervision, instructional management and leadership. These are behaviours that are believed to collectively and individually enhance academic achievements.

4.7 Summary of the main findings

The Summary of the main findings is presented in line with the research questions and the objectives of the study.

Question A

What are the effects of school leadership on learners' achievements in the Oshikoto Region: Education Directorate?

The study investigated the effects of school leadership on learners' achievements in the Oshikoto Region. The study used transformational leadership as framework. A questionnaire which was based on transformational leadership principles was used to collect the data for the study. The questionnaire used ten domains which were framing the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring learner progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for learners. The study also further investigated the roles, behaviors, and leadership styles that best enhance learners' academic performances as perceived by teachers and principals.

The study unveiled that principals in the Oshikoto Region had framed goals for their schools that teachers and learners are striving to achieve. The study also established that principals communicate these goals well to teachers, learners and parents. Furthermore, the study unveiled that the Oshikoto Region: Education Directorate does not have a significant problem with coordinating the curriculum, monitoring learners' progress, maintaining high visibility and conducting professional development programmes by the school principals, as the majority of the principals and teachers have indicated so.

As to whether principals in the Oshikoto Region are supervising and evaluating instructions, the study has shown contradicting perceptions between teachers and principals as principals have said they are doing it while teachers have said they are not doing it. The study also found another contradiction between teachers' and principals' perceptions regarding whether principals are

protecting instructional time or not. The majority of the principals have said they are doing it while the majority of the teachers have said principals are not doing it.

Question B

What are the leadership roles and behaviours that affect learners' achievements as perceived by principals and teachers in the Oshikoto Region?

The study established that there is a contradiction between the principals' and teachers' perceptions regarding the contribution of roles and behaviour of teachers to learners' performance. Teachers are saying it is principals' supervisory strategies that are contributing to the poor performances of learners while principals are saying it is not their supervisory strategies that are contributing to the poor performances but rather that instructional management does. However, both teachers and principals agree that internal relations also contribute to the poor performances of learners in the Oshikoto Region.

Question C

What are the leadership styles that affect learners' achievements in the Oshikoto Region?

With regard to the type of leadership used by principals in the Oshikoto Region, teachers and principals have shown contradicting perceptions. The majority of the teachers' perception is that most of the principals in the Oshikoto Region are using autocratic and laissez-faire leadership styles and sparingly use democratic and transformational leadership styles while principals said they are making use of both democratic and transformational leadership styles and rarely use autocratic and laissez-faire leadership styles.

Question D

What conclusion and recommendations are you suggesting the study can draw regarding the effects of leadership on learners' academic achievements in the Oshikoto Region?

Teachers and principals recommended that for principals to be able to make a remarkable improvement in learners' performances at their schools, they need to undergo training in leadership, management, and supervision.

4.8 Summary

This chapter dealt with the presentation of the findings after the research questionnaire was administered. The chapter started with the biographical information (gender, qualifications, ages, and teaching experience) of the participants. The questionnaire allowed the teachers to evaluate the leadership of their principals in association with learners' performances in their schools. The questionnaire also allowed principals to evaluate how their own leadership affects the academic performances of their learners. The questionnaire was based on domains such as framing of the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring of learners' progress, protecting instructional time, maintaining high visibility, providing incentives for teachers and learners, promoting professional development, leadership characteristics that affect learners' achievements as perceived by teachers and principals and leadership styles that affect learners' achievements as perceived by teachers and principals.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter presents the summary of the chapters, the summary of the main findings, the recommendations based on the study findings and the research gap which the study addressed. The last part of this chapter will present the areas for further research.

5.2 Summary of the chapters

Chapter 1 gave an introduction and the background of the study, the rationale and significance of the study. It then gave an overview of the study. Apart from that, it provided the problem statement and the research questions and objectives of the study. It then presented the methodology of the study.

Chapter 2 presented the brief description of the Namibian education system and curriculum-related issues, it also presented the Namibian school hierarchy and relevant conditions for university admission based on the Namibian education system.

Chapter 3 gave the theoretical and conceptual framework of the study and the various roles and behaviours of leadership that affect learners' performance. It also presented the various leadership styles that are used in schools and how each of these influences learners' performance. The last part presented the various strategies that can be used by school principals to make leadership more effective in improving teaching and learning for study.

Chapter 4 presented the data from the various data collection procedures of the study. These findings were reconciled with the reviewed literature.

Chapter 5 presents a summary of the main findings of the study and shows how these are aligned with the main aims, objectives and research questions, the research gap which this study addressed and the recommendations as well as areas for further research.

5.3 Recommendations

The study established that shortcomings such as using autocratic and laissez-faire leadership styles, poor supervisory strategies, poor internal relations, poor supervision and evaluation of instructions, and unprotected instructional time are leadership problems that are contributing to learners' failure in the Oshikoto Region.

To alleviate the problem of poor supervisory strategies, some scholars (Lezotte & McKee, 2006:231; Reeves, 2009:33; Braun et al., 2011:342) have highlighted teamwork as strategy or mechanism that a school leader can use in promoting effective learning and high achievements of learners. To address shortcomings that are found with autocratic and laissez-faire leadership styles, researchers such as Cole (2002:234), Obuje (2013:77), Berber (2012:102) and Mumbe (1995:33) have conducted studies which concluded that the transformational leadership style affected learners and the general school performances positively and motivated teachers to work with principals towards the achievements of school objectives. Hallinger (2008:55), the inventor of the Principal Instructional Management Rating Scale (PIMRS) which was used to collect the data for this study and one of the advocates of transformational leadership, indicated that principals should ensure good internal relations, supervision and evaluation of instructions, and protection instructional time for learners to achieve well academically.

The study therefore recommends that school principals who do not have appropriate leadership training and skills should be assisted by the Ministry with leadership training courses for them to acquire the appropriate skills to improve their management skills. The study also recommends that the Ministry should offer in-service training on a regular basis for school principals who have not acquired the necessary skills. In addition to that, the Ministry should also regularly check principals' management needs.

The researcher is of the belief that if the recommendations above are implemented, leadership problems observed in principals of the Oshikoto Region will be addressed.

5.4 The research gap

This study aimed to investigate the effects of school leadership on learners' achievements in the Oshikoto Region: Education Directorate. Recommendations were made based on the study.

5.5 Areas for further research

The study focused only on the Oshikoto Region's schools and was only focused on learners' academic achievements. However, there is a need to explore other factors that can affect learners' performance, for example teachers' and principals' qualifications, home environments, and educational background of parents.

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APPENDIX 1: PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE PRINCIPAL VERSION

CONSENT

I was notified that my participation in this study is entirely voluntary and that I may withdraw at any point of filling-in the questionnaire without any consequences to myself. Also I understand that I can choose not to answer any questions that I find objectionable or uncomfortable and consent.

Moreover, I was told the steps that will be taken to ensure confidentiality of all information. I was further told that if I have questions about this study, I can contact Malakia Iileka at Cell phone number +264 813164074 or at email: imalakia@gmail.com or his supervisor Ms. Lyzette Schwella at phone number +27 (021) 918-4122, or at email: lyzette@schwella.co.za.

I therefore here by give my consent under the stated conditions that:

Please tick inside the box below your choice

I do participate in the study

I do not wish to participate in the study

1. How many years, at the end of this school would you have worked in the current school?

- 1 5-9 more than 15
 2-4 10-15

2. How many years as a teacher at the end of this year?

- 1 5-9 more than 15
 2-4 10-15

Section 2: This questionnaire is designed to provide a profile of your principal leadership. It consists of 50 behavioural statements that describe principal job practices and behaviours. You are asked to answer each question in terms of your observations of the principal's leadership over the past.

Read each statement carefully. Then tick (✓) the number that best fits the specific job behaviour or practice of your principal's leadership during the past school year. For the response to each statement:

5 = Almost Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Almost Never

Please answer each question to the best of your ability and as truthful as you can. Tick (✓) only one number per question. Try to answer every question.

Thank you.

To what extent do you . . . ?

1. FRAME THE SCHOOL GOALS						
		Almost Never	Seldom	Sometimes	Frequently	Almost Always
1.	Develop a focused set of annual school-wide goals	1	2	3	4	5
2.	Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3.	Use needs assessment or other formal and informal methods to secure staff input on goal development	1	2	3	4	5
4.	Use data on learner performances when developing the school's academic goals	1	2	3	4	5
5.	Develop goals that are easily understood and used by teachers in the school	1	2	3	4	5
2. COMMUNICATE THE SCHOOL GOALS						

6.	Communicate the school's mission effectively to members of the school community	1	2	3	4	5
7.	Discuss the school's academic goals with teachers at staff meetings	1	2	3	4	5
8.	Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5
9.	Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	1	2	3	4	5
10.	Refer to the school's goals or mission in forums with learners (e.g., in assemblies or discussions)	1	2	3	4	5
	3. SUPERVISE & EVALUATE INSTRUCTION	Almost Never	Seldom	Sometimes	Frequently	Almost Always
11.	Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	1	2	3	4	5
12.	Review learner work products when evaluating classroom teaching	1	2	3	4	5
13.	Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal discussion)	1	2	3	4	5

14.	Point out specific strengths in teacher's instructional practices in post observation feedback (e.g., in sessions or written evaluations)	1	2	3	4	5
15.	Point out specific weaknesses in teacher instructional practices in post observation feedback (e.g., in sessions or written evaluations)	1	2	3	4	5
	4. COORDINATE THE CURRICULUM					
16.	Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, heads of departments, or subject-head teachers)	1	2	3	4	5
17.	Draw upon the results of school-wide testing when making curricular decisions	1	2	3	4	5
18.	Monitor the classroom curriculum to see that it covers the school's curricular objectives	1	2	3	4	5
19.	Assess the overlap between the school's curricular objectives and the school's achievements tests	1	2	3	4	5
20.	Participate actively in the review of curricular materials	1	2	3	4	5
	5. MONITOR LEARNER PROGRESS					
21.	Meet individually with teachers to discuss learner progress	1	2	3	4	5
22.	Discuss academic performances results with departments to identify curricular strengths and weaknesses	1	2	3	4	5

23.	Use tests and other performances measure to assess progress toward school goals	1	2	3	4	5
24.	Inform teachers of the school's performances results in written form (e.g., in a memo or newsletter)	1	2	3	4	5
25.	Inform learners of school's academic progress	1	2	3	4	5
	6. PROTECT INSTRUCTIONAL TIME					
		Almost Never	Seldom	Sometimes	Frequently	Almost Always
26.	Limit interruptions of instructional time by public address announcements	1	2	3	4	5
27.	Ensure that learners are not called to the office during instructional time	1	2	3	4	5
28.	Ensure that late and absentee learners suffer specific consequences for missing instructional time	1	2	3	4	5
29.	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
30.	Limit the intrusion of extra- and co-curricular activities on instructional time	1	2	3	4	5
	7. MAINTAIN HIGH VISIBILITY					

31.	Take time to talk informally with learners and teachers during holiday and breaks	1	2	3	4	5
32.	Visit classrooms to discuss school issues with teachers and learners	1	2	3	4	5
33.	Attend/participate in extra- and co-curricular activities	1	2	3	4	5
34.	Cover classes for teachers until a late or substitute /relief teacher arrives	1	2	3	4	5
35.	Tutor learners or provide direct instruction to classes	1	2	3	4	5
	8. PROVIDE INCENTIVES FOR TEACHERS					
36.	Reinforce superior performances by teachers in staff meetings, newsletters, and/or memos	1	2	3	4	5
37.	Compliment teachers privately for their efforts or performance	1	2	3	4	5
38.	Acknowledge teachers' exceptional performances by writing memos for their personnel files	1	2	3	4	5
39.	Reward special efforts by teachers with opportunities for professional recognition	1	2	3	4	5
40.	Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5

	9. PROMOTE PROFESSIONAL DEVELOPMENT					
		Almost Never	Seldom	Sometimes	Frequently	Almost Always
41.	Ensure that in-service activities attended by staff are consistent with the school's goals	1	2	3	4	5
42.	Actively support the use in the classroom of skills acquired during in-service training/ professional development	1	2	3	4	5
43.	Obtain the participation of the whole staff in important in-service activities	1	2	3	4	5
44.	Lead or attend teacher in-service activities concerned with instruction	1	2	3	4	5
45.	Set aside time at staff meetings for teachers to share ideas or information from in-service activities	1	2	3	4	5
	10. PROVIDE INCENTIVES FOR LEARNERS					
46.	Recognise learners who do superior work with formal rewards such as an honour roll or mention in the principal's newsletter/assembly speech	1	2	3	4	5
47.	Use assemblies to honour learners for academic accomplishments or for good behaviour or citizenship	1	2	3	4	5
48.	Recognise superior learner achievements or improvement by seeing in the office the learners with their work	1	2	3	4	5

49.	Contact parents to communicate improved or exemplary learner performances or contributions	1	2	3	4	5
50.	Support teachers actively in their recognition and/or reward of learner contributions to and accomplishments in class	1	2	3	4	5

51. ROLES AND BEHAVIORS THAT BEST ENHANCE LEARNERS ACADEMIC PERFORMANCES AS PERCEIVED BY PRINCIPAL

Experience	Instructional management	Internal Relations	Organisational Management	External relation	Supervisory strategies
1	2	3	4	5	6

52. LEADERSHIP STYLES THAT BEST ENHANCE LEARNERS ACADEMIC PERFORMANCES AS PERCEIVED BY PRINCIPALS

Democratic	Autocratic	Laissez-faire	Transformational
1	2	3	4

53. Which of the following aspects would you recommend for principals in Oshikoto Region to improve learners Performance?

Leadership training	1
Management Training	2
Supervisory training	3
All of the above	4
None of the above	5

APPENDIX 2: PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE TEACHER VERSION

CONSENT

I was notified that my participation in this study is entirely voluntary and that I may withdraw at any point of filling-in the questionnaire without any consequences to myself. Also I understand that I can choose not to answer any questions that I find objectionable or uncomfortable and consent.

Moreover, I was told the steps that will be taken to ensure confidentiality of all information. I was further told that if I have questions about this study, I can contact Malakia Iileka at Cell phone number +264 813164074 or at email: imalakia@gmail.com or his supervisor Ms. Lyzette Schwella at phone number +27 (021) 918-4122, or at email: lyzette@schwella.co.za.

I therefore here by give my consent under the stated conditions that:

Please tick inside the box below your choice

I do participate in the study

I do not wish to participate in the study

1. How many years, at the end of this school would you have worked with the current Principal?

- 1 5-9 more than 15
 2-4 10-15

2. How many years you would have worked as a teacher at the end of this year?

- 1 5-9 more than 15
 2-4 10-15

Section 2: This questionnaire is designed to provide a profile of your principal leadership. It consists of 50 behavioural statements that describe principal job practices and behaviours. You are asked to answer each question in terms of your observations of the principal's leadership over the past.

Read each statement carefully. Then tick (✓) the number that best fits the specific job behaviour or practice of your principal's leadership during the past school year. For the response to each statement:

5 = Almost Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Almost Never

Please answer each question to the best of your ability and as truthful as you can. Tick (✓) only one number per question. Try to answer every question.

Thank you.

To what extent does your principal . . . ?

11. FRAME THE SCHOOL GOALS						
		Almost Never	Seldom	Sometimes	Frequently	Almost Always
1.	Develop a focused set of annual school-wide goals	1	2	3	4	5
2.	Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3.	Use needs assessment or other formal and informal methods to secure staff input on goal development	1	2	3	4	5
4.	Use data on learner performances when developing the school's academic goals	1	2	3	4	5
5.	Develop goals that are easily understood and used by teachers in the school	1	2	3	4	5
12. COMMUNICATE THE SCHOOL GOALS						

6.	Communicate the school's mission effectively to members of the school community	1	2	3	4	5
7.	Discuss the school's academic goals with teachers at staff meetings	1	2	3	4	5
8.	Refer to the school's academic goals when making curricular decisions with teachers	1	2	3	4	5
9.	Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	1	2	3	4	5
10.	Refer to the school's goals or mission in forums with learners (e.g., in assemblies or discussions)	1	2	3	4	5
	13. SUPERVISE & EVALUATE INSTRUCTION	Almost Never	Seldom	Sometimes	Frequently	Almost Always
11.	Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	1	2	3	4	5
12.	Review learner work products when evaluating classroom teaching	1	2	3	4	5
13.	Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal discussion)	1	2	3	4	5

14.	Point out specific strengths in teacher's instructional practices in post observation feedback (e.g., in sessions or written evaluations)	1	2	3	4	5
15.	Point out specific weaknesses in teacher instructional practices in post observation feedback (e.g., in sessions or written evaluations)	1	2	3	4	5
	14. COORDINATE THE CURRICULUM					
16.	Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, heads of departments, or subject-head teachers)	1	2	3	4	5
17.	Draw upon the results of school-wide testing when making curricular decisions	1	2	3	4	5
18.	Monitor the classroom curriculum to see that it covers the school's curricular objectives	1	2	3	4	5
19.	Assess the overlap between the school's curricular objectives and the school's achievements tests	1	2	3	4	5
20.	Participate actively in the review of curricular materials	1	2	3	4	5
	15. MONITOR LEARNER PROGRESS					
21.	Meet individually with teachers to discuss learner progress	1	2	3	4	5
22.	Discuss academic performances results with departments to identify curricular strengths and weaknesses	1	2	3	4	5

23.	Use tests and other performances measure to assess progress toward school goals	1	2	3	4	5
24.	Inform teachers of the school's performances results in written form (e.g., in a memo or newsletter)	1	2	3	4	5
25.	Inform learners of school's academic progress	1	2	3	4	5
	16. PROTECT INSTRUCTIONAL TIME					
		Almost Never	Seldom	Sometimes	Frequently	Almost Always
26.	Limit interruptions of instructional time by public address announcements	1	2	3	4	5
27.	Ensure that learners are not called to the office during instructional time	1	2	3	4	5
28.	Ensure that late and absentee learners suffer specific consequences for missing instructional time	1	2	3	4	5
29.	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	1	2	3	4	5
30.	Limit the intrusion of extra- and co-curricular activities on instructional time	1	2	3	4	5
	17. MAINTAIN HIGH VISIBILITY					

31.	Take time to talk informally with learners and teachers during holiday and breaks	1	2	3	4	5
32.	Visit classrooms to discuss school issues with teachers and learners	1	2	3	4	5
33.	Attend/participate in extra- and co-curricular activities	1	2	3	4	5
34.	Cover classes for teachers until a late or substitute /relief teacher arrives	1	2	3	4	5
35.	Tutor learners or provide direct instruction to classes	1	2	3	4	5
	18. PROVIDE INCENTIVES FOR TEACHERS					
36.	Reinforce superior performances by teachers in staff meetings, newsletters, and/or memos	1	2	3	4	5
37.	Compliment teachers privately for their efforts or performance	1	2	3	4	5
38.	Acknowledge teachers' exceptional performances by writing memos for their personnel files	1	2	3	4	5
39.	Reward special efforts by teachers with opportunities for professional recognition	1	2	3	4	5
40.	Create professional growth opportunities for teachers as a reward for special contributions to the school	1	2	3	4	5

	19. PROMOTE PROFESSIONAL DEVELOPMENT					
		Almost Never	Seldom	Sometimes	Frequently	Almost Always
41.	Ensure that in-service activities attended by staff are consistent with the school's goals	1	2	3	4	5
42.	Actively support the use in the classroom of skills acquired during in-service training/ professional development	1	2	3	4	5
43.	Obtain the participation of the whole staff in important in-service activities	1	2	3	4	5
44.	Lead or attend teacher in-service activities concerned with instruction	1	2	3	4	5
45.	Set aside time at staff meetings for teachers to share ideas or information from in-service activities	1	2	3	4	5
	20. PROVIDE INCENTIVES FOR LEARNERS					
46.	Recognise learners who do superior work with formal rewards such as an honour roll or mention in the principal's newsletter/assembly speech	1	2	3	4	5
47.	Use assemblies to honour learners for academic accomplishments or for good behaviour or citizenship	1	2	3	4	5
48.	Recognise superior learner achievements or improvement by seeing in the office the learners with their work	1	2	3	4	5

49.	Contact parents to communicate improved or exemplary learner performances or contributions	1	2	3	4	5
50.	Support teachers actively in their recognition and/or reward of learner contributions to and accomplishments in class	1	2	3	4	5

51. ROLES AND BEHAVIORS THAT BEST ENHANCE LEARNERS ACADEMIC PERFORMANCES AS PERCEIVED BY TEACHERS

Experience	Instructional management	Internal Relations	Organisational Management	External relation	Supervisory strategies
1	2	3	4	5	6

52. LEADERSHIP STYLES THAT BEST ENHANCE LEARNERS ACADEMIC PERFORMANCES AS PERCEIVED BY TEACHERS

Democratic	Autocratic	Laissez-faire	Transformational
1	2	3	4

53. Which of the following aspects would you recommend for principals in Oshikoto Region to improve learners Performance?

Leadership training	1
Management Training	2
Supervisory training	3
All of the above	4
None of the above	5

APPENDIX: 3 PERMISSION REQUEST LETTER TO THE PRINCIPAL

IILEKA MALAKIA (Mr.)

PO Box 3270, Ongwediva, Namibia Tel: 065 – 285616 Cell: 0813164074
imalakia@gmail.com

9 February 2016

Enquiry: Malakia Iileka
Cell: 0813164074

The Principal

Re: Request to conduct research in selected schools

I am writing to request permission from your office to conduct research in your school.

I am pursuing for my Master Degree in Public Administration and Planning with Stellenbosch University, South Africa. I am researching on the influence of leadership on learners' academic performances at a secondary level.

My research topic and proposal have already been approved and permission has also been granted by the office of the Director of Education for your Region (see the attached proof and Director's letter)

Thank you for assisting me in this regard.

Yours

Malakia Iileka
(Student)

APPENDIX: 4 PERMISSION REQUEST LETTER TO THE DIRECTOR

IILEKA MALAKIA (Mr.)

PO Box 3270, Oshakati, Namibia Tel: 065 – 285616 Cell: 0813164074
imalakia@gmail.com

9 February 2016

Enquiry: Malakia Iileka
Cell: 0813164074

The Director of Education
Oshikoto Region
Oshikoto Regional Council

**Re: Request to conduct research in elected schools in Oshikoto Region
Directorate of Education**

I am writing to request permission from your office to conduct research in the selected schools in your Region. The schools are Omukwiyu Gwemanya SS, Olukonda SS, Nehale SS, Uukule SS, O-Iipundi SS and Ekulo SS.

I am pursuing my Master Degree in Public Administration and Planning with Stellenbosch University, South Africa. I am researching on the influence of leadership on learners' academic performances at a secondary level. My research topic and proposal have already been approved (see the attached proof)

Thank you for assisting me in this regard.

Yours

Malakia Iileka
(Student)

APPENDIX 5: PERMISSION LETTER FROM THE DIRECTOR OF EDUCATION

	REPUBLIC OF NAMIBIA OSHIKOTO REGIONAL COUNCIL DIRECTORATE OF EDUCATION, ARTS AND CULTURE	
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Tel: (065) 281900
Fax: (065) 243315
Enq: Ms Tende

Private Bag 2025
ONDANGWA
18 February 2016

Ref: 12/218/1

M. Iieka Masiira
PO Box 3270
Ongwediva

Dear M. Masiira

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SELECTED SCHOOLS IN OSHIKOTO REGION, DIRECTORATE OF EDUCATION

Please be informed that permission and amendment has been granted as per your request to visit selected schools in our Region for research purposes, schools are as follows: Hans D Namuhuja SS, Omukwiuyugwomanya SS, Olukonda SS, Nehale SS, Uukule SS, O-lipundi SS, Ekulo SS.

Embarking on a case study as yours is highly welcome as it gives us as educators an opportunity to see how best we can influence the learners' academic performance.

It is very important that your visit should not interfere with the normal teaching and learning process at schools, that the information which is going to be gathered will be treated as confidential and that any participation in the interview should be on a voluntary basis. Consult the concerned school principals well in advance to ensure a proper co-ordination of other school activities.

Thank you for showing interest to do research in Oshikoto Region. It is our sincere hope that the information you are going to get will be quite useful towards the completion of your qualification.

Sincerely yours


MR LAMBERT KASIDI
DIRECTOR OF EDUCATION
OSHIKOTO REGION



CC: Principals of selected schools

APPENDIX 6: INFORMED CONSENT FORM



UNIVERSITEIT STELLENBOSCH • UNIVERSITY
Jan van Riebeeckstraat • postkoder 7700

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

Title of the study:

“An investigation of the effects of school leadership on student achievement in Oshikoto Region Education Directorate”

You are asked to participate in a research study conducted by Malakia lileka, Bachelor Degree (Honours) in Public Administration at Stellenbosch University. The results of this study will contribute to a thesis which will be submitted to the **Stellenbosch University, School of Public Leadership, Humanities Department** for the Partial Fulfillment of the requirements of the Master's degree in Public Management. You were selected as a possible participant in this study because your school was randomly selected among the 14 secondary schools in Oshikoto region as eligible participant in the present study.

1. PURPOSE OF THE STUDY

This study intends to examine school leadership characteristics that may affect student achievement as perceived by principals and teachers and ultimately use such findings to improve their school environments.

2. PROCEDURES

2.1 If you volunteer to participate in this study, we would ask you to do the following things:

- 2.1.1. Read the contents of this consent form. Ensure you clearly understand the contents of the consent form.
- 2.1.2 Read the title and purpose of the study and ensure that you clearly understand the purpose of the current study.
- 2.1.3. Ask the researcher any questions regarding statements or words that you may find unclear in the consent form.
- 2.1.4. Sign the consent form in the space provided if you agree and satisfied with the contents of the consent form.
- 2.1.5. **DO NOT** write the name of your school, your telephone / cellphone number, e-mail address, surname or initials or any other personal details or particulars on the questionnaire

5. PAYMENT FOR PARTICIPATION

Research subjects in this study will not receive any payment for their participation in the study.

6. CONFIDENTIALITY

6.1 Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of the following coding procedure:

- 6.1.1 All questionnaires will be coded from 001 – 049 for analysis.
- 6.1.2 Participating schools and individual subjects will be coded School or Subject A, B, C, D, etcetera
- 6.1.3 All collected questionnaires will be kept in a lockable safe to which only the researcher has the key and access
- 6.1.4. The completed codebook and analysed data will be secured with a unique password known only by the researcher both on my PC and personal laptop.
- 6.1.5 Only the researcher will have access to the lockable safe, office PC and personal laptop, 27/7.

6.2 Information may only be released to the researcher's supervisor in line with the requirements of the Stellenbosch University. In addition, the only time when data may be released to the third person is through the final research report (thesis) which will contain only cumulative and aggregated information generated from raw data.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. E.g. the researcher may terminate the research subject's participation if the subject shows some signs of not being comfortable with certain statements or in cases where the subject violates the principles of confidentiality and anonymity.

8. IDENTIFICATION OF INVESTIGATORS

Supervisor- Schwella Lyzette Tel: + 27 21 918-4122 email: lyzette@schwella.co.za,
Cape Town, South Africa
Principal Investigator- Malakia Iileka Tel: +264 81 3164074 email: imalakia@gmail.com.
Ondangwa, Namibia

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me in English and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

SALOMO M. N. ANTONIWS A
Name of Subject/Participant

Name of Legal Representative (if applicable)

[Signature]
Signature of Subject/Participant or Legal Representative

12/04/16
Date

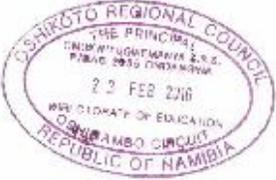
SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to N. Salomo He/she was encouraged and given ample time to ask me any questions. This conversation was conducted in *English* and *no translator was used*.

[Signature]
Signature of Investigator

11/04/16
Date

APPENDIX 7: PERMISSION LETTER FROM SCHOOL PRINCIPAL 1

	OSHIKOTO REGIONAL COUNCIL Oshikoto Directorate of Education, Arts and Culture Oshanaambo Circuit Omukwiyugwemanya Secondary School	
Private Bag 2035 Oshanaambo	Tel: +26465 264419	Fax: +26465264416
Eaq: Mr C.S Kamwi 0814972333/ ckamwi@gmail.com		22 February 2015
To: Mr Malakia Illeka P.O Box 3270 Oshanaambo Namibia		
Dear Mr Illeka		
RE: PERMISSION FOR CONDUCTING RESEARCH IN THE SCHOOL.		
With reference to the letter dated 18 th February 2016 from the office of the Director in which you were given permission to carry out your research in schools in Oshikoto region including Omukwiyugwemanya SS. On behalf of entire school board, staff and management of Omukwiyugwemanya SS, I am writing to indicate that you are granted permission to involve our school as a participant in your research towards the completion of your Masters in Public Administration with University of Stellenbosch, South Africa.		
We will be very strict that your visit does not interfere with our normal teaching and learning process and it is also very important to ensure that the information to be collected will be treated confidential and the involvement of staff members in the study is on voluntary basis.		
We wish you all the best in your study.		
Sincerely Yours		
 Mr Christip Kamwi School Principal		
<i>All the official correspondence should be addressed to the Principal</i>		

APPENDIX 8: PERMISSION LETTER FROM SCHOOL PRINCIPAL 2



P O Box 19175 Omuthiya Tel 065 244110 Fax 0886554251 e-mail: omuthiyaiipundiss@gmail.com

Enquiries: Mr. Thomas Uupindi
E-mail : tomupindi@yahoo.com
Tel : 065 - 244110

26 February 2016

Mr Malakia Iileka
PO Box 3270
Ongwediva

Dear Mr Iileka

PERMISSION FOR CONDUCTING RESEARCH IN THE SCHOOL

With reference to the letter dated 18 February 2016 from the office of the Director, you were given permission to carry out your research in schools in the Region including O-lipundi SS. I am also writing on behalf of the staff, management and school board of O-lipundi SS to indicate that you have been granted permission to involve our school as participant in your research towards the completion of your Masters in public Administration with the University of Stellenbosch, South Africa.

We will be very strict that your visit does not interfere with our normal teaching and learning process and it is very important to ensure that the information to be collected will be treated confidential and involvement of staff members in the study is on voluntary basis.

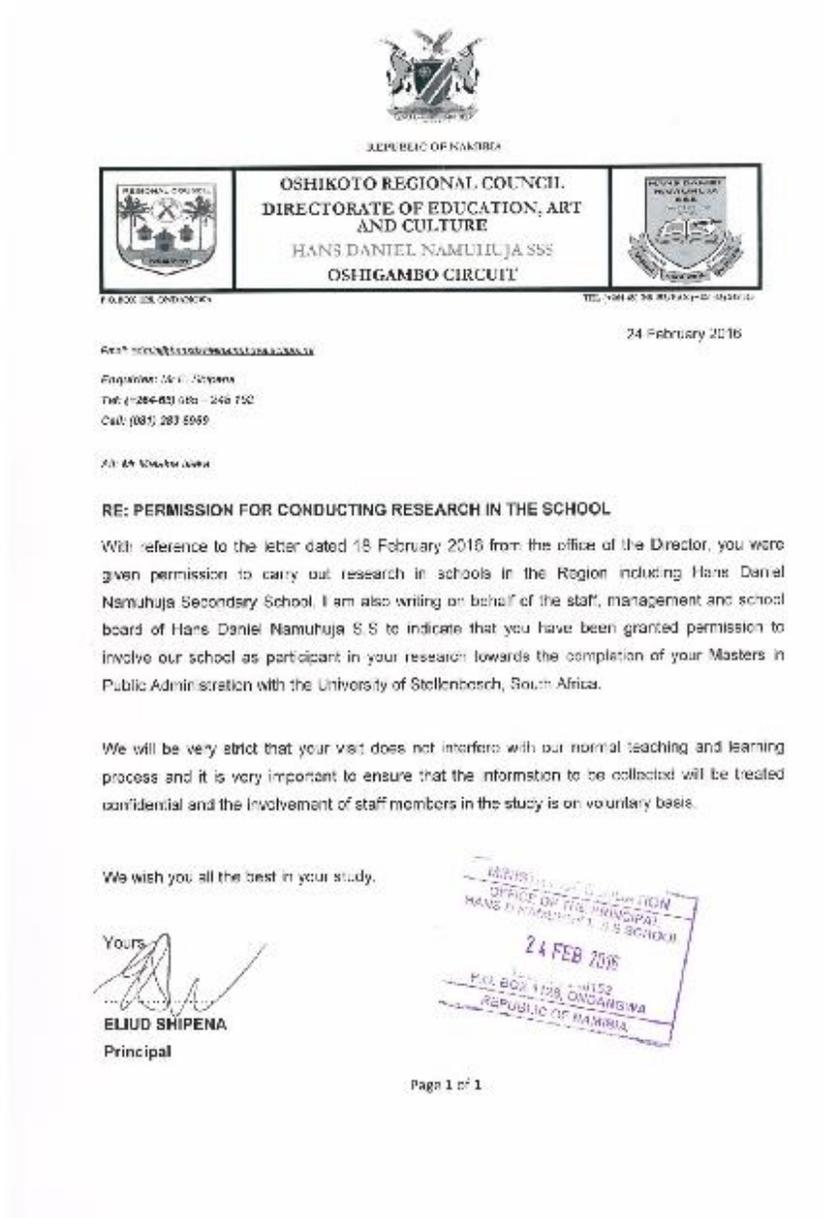
We wish you all the best in your study.

Yours

(Principal)



APPENDIX 9: PERMISSION LETTER FROM SCHOOL PRINCIPAL 3



APPENDIX 10: PERMISSION LETTER FROM SCHOOL PRINCIPAL 4



MINISTRY OF EDUCATION
NEHALE SENIOR SECONDARY SCHOOL
PRIVATE BAG 2014 ONDANGWA, NAMIBIA
Telephone & Fax: 055 248851
Email: nehalesss26@gmail.com
Principal: MR E IIMENE



24 February 2016

*Inquiries: Mr. E. Imene
055 248851/055 248852*

To: Mr Malakia Iileka
PO Box 3270
Oshikoto

Dear Mr Iileka

Subject: Permission for conducting research in the school

I, the undersigned, hereby write referring to the letter written to you by our Director of education Oshikoto Region granting you permission to carry out a research in some schools in Oshikoto including Nehale Secondary School in the Onalthinge circuit.

Permission is granted as per your request and be assured that we will be there to assist you towards the completion of your Masters in Public Administration with the University of Stellenbosch, South Africa.

Wishing you all the best in your studies.

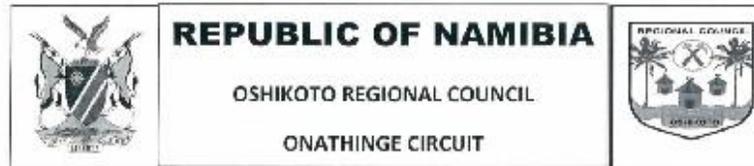
Thank you

Yours Sincerely

[Signature]
.....
Eilias Imene
Principal



APPENDIX 11: PERMISSION LETTER FROM SCHOOL PRINCIPAL 5



Enquiry: P Nambandi

Tel: (065) 2430216 / 0812404591

Olukonda SS

Private Bag 2028

Ondangwa

24 February 2016

Mr Malakia Illeka

P O Box 3270

Oshakati

RE: PERMISSION FOR CONDUCTING RESEARCH IN THE SCHOOL

As per your letter dated 18 February 2016 from the office of the Director, you were granted permission to carry out your research in Oshikoto region schools including Olukonda Secondary School. I am also writing on behalf of the staff members, management and school board of Olukonda SS to inform you that you are permitted to engage our personnel as interviewees in your research towards the completion of your master in public administration with Stellenbosch University, South Africa.

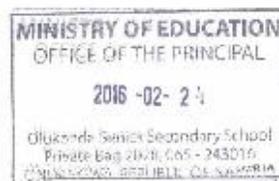
We humbly request that your visit does not disrupt our daily teaching and learning and please ensure that the information obtained will be highly confidential and staff members would be involved voluntarily.

I am wishing you all the best in your research.

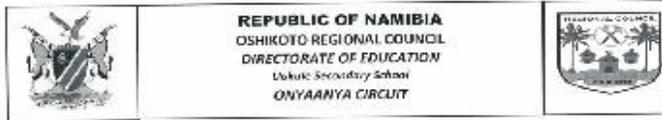
Sincerely yours

Joseph Karimye

School principal



APPENDIX 12: PERMISSION LETTER FROM SCHOOL PRINCIPAL 6



24 February 2016

Enquiries: Mrs Mswale Lizazi
Toll : 068-35-41059
Cell : 0811475249

To: Mr Filika Malekia
P O BOX 3270
Oshana

PERMISSION FOR CONDUCTING RESEARCH IN THE SCHOOL

As per the letter dated 18 February 2016 from the office of the Director, you were given permission to carry out your research in schools in the region including Uukale Secondary School.

I am writing inform you have been as well given permission to involve our school as a participant in your research towards the completion of your masters in public Administration with the University of Stellenbosch, South Africa.

We will ensure that you do not interrupt with our normal teaching and learning process. We are also urging that the information to be collected will be treated confidential and staff members take part in your study voluntarily.

We wish you all the best in your study.

Yours Sincerely


Mrs Mswale Lizazi
Principal



APPENDIX 13: PERMISSION LETTER FROM SCHOOL PRINCIPAL 7



EKULO SENIOR SECONDARY SCHOOL

DIRECTORATE OF OSHIKOTO REGION

Tel. /Fax: 065-240119
E-mail: ekulo2@yahoo.co.uk

Private Bag 77003
ONDANGWA

Enquiries: Mr. N.Hamutenya

26 February 2016

To: Malakia Iileka
PO Box 3270
Ongwediva

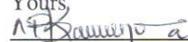
Dear Mr Iileka

PERMISSION FOR CONDUCTING RESEARCH IN THE SCHOOL

With reference to the letter dated 18 February 2016 from the office of the Director, you were given permission to carry out your research in schools in the Region including Ekulo SS I am also writing on behalf of the staff, management and school board of Ekulo SS to indicate that you have been granted permission to involve our school as participant in your research towards the completion of your Masters in public Administration with the University of Stellenbosch, South Africa.

We will be very strict that your visit does not interfere with our normal teaching and learning process and it is very important to ensure that the information to be collected will be treated confidential and involvement of staff members in the study is on voluntary basis.

We wish you all the best in your study.

Yours

Mr. N. Hamutenya
(School Principal)

