

# Midlands State University

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**THE IMPACT OF LEADERSHIP ON LEARNER OUTCOMES: A CASE OF  
BHANGWE CLUSTER IN MBERENGWA DISTRICT.**

**BY**

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## **ABSTRACT**

The study sought to establish the impact of school leadership on learner outcomes. The idea behind carrying out the research was to make sure that solutions to rectify the problems faced by the cluster were found. The research was carried out in Mberengwa District. The researcher used the case study design to carry out the study. The study used questionnaires and interviews to collect data. In the study twenty teachers and five school Heads were used as research subjects. The research found that the problems that caused poor outcomes emanated from five behaviors by school leadership. The study found that lack of clinical supervision by school Heads, lack of staff development meetings on instructional leadership, not involving teachers in decision-making process, not involving parents in school activities and unequal treatment of teachers by school Heads caused learners to perform badly in the cluster. The study recommends that the school Heads, teachers and parents should work together in order to alleviate the problems faced by learners in terminal examinations. This can be done by regular staff development meetings on instructional leadership by school Heads, clinical supervision by school Heads, involving teachers in decision-making process, treating teachers equally and involving parents in all the school activities.

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## CHAPTER 1

### THE RESEARCH PROBLEM

#### **1. 0. Introduction**

The study sought to establish the impact of school leadership on learner outcomes in Bhangwe Cluster in Mberengwa District. The chapter, therefore, outlines the background to the study, statement of the problem, research questions and the significance of the study. The limitations and delimitations of the study and definition of terms will concludes the chapter.

#### **1.1 Background to the study**

A lot of learners in Bhangwe Cluster in Mberengwa District are performing badly in their terminal examinations every year for the past five years. The District Bulletin (2017) clearly shows that the performance of the learners in the cluster is below the district expectations. The statistical history of the cluster has prompted the researcher to have an interest in investigating the possible cause so that mitigation strategies can be proffered. The performance of the learners in the cluster falls short of the average performance of other clusters in the district. For the past five years the average performance of the cluster was around five percent (Mberengwa Bulletin, 2017). There are many variables that contribute to the poor performance by learners in their terminal examinations, but this study has focused on investigating the impact of school leadership on the outcome of learners in the cluster. The researcher is a management student and therefore has decided to carry out a research on the impact of management in as far as learners' outcomes are concerned. The researcher sought to investigate

whether School Heads are the causative factors to the poor performance by learners in their terminal examinations. The researcher chose to study school Heads based on the premise that school Heads are the ones who set school visions, missions, targets, standards and school climate through their leadership skills. The research employed the positivism approach to address the topic under study. “Of the few empirical research projects carried out internationally in the area, the most notable has been the work of Silins and Mulford (2002) in Tasmania which explored connection between leadership and organizational learning.”

According to Silins and Mulford (2002)’s research, many factors stuck out that can affect the learners’ outcomes. The economic, political and social situations can have an impact on the learners’ outcomes. However, the research focused on the school Heads and their leadership prowess. The researcher focused on school Heads on the assumption that school Heads are appointed on merit of being competent and hard working. More so, school Heads are seen as the engines of schools and the direction of the school is rooted in the school head’s vision. Northouse (2010) asserts that leadership is the driving force for goal achievement in organizations. The research sought to find out whether School Heads behavior and operations can enhance or decrease the performance of learners in their examinations or not. School results differ in schools, and the differences in these results in schools has prompted the researcher to investigate the impact of the cluster school Heads in the outcomes of learners during terminal examinations. The leadership styles employed by school Heads in their day to day administration is critical to goal attainment. The way school Heads handle their

human and material resources during the learning process could have played a significant role in learner outcomes.

### **1.2 Statement of the problem**

A lot of learners perform badly in their terminal examinations. Learners in Bankwe Cluster perform badly at Grade Seven level every year. This poor performance may be as result of poor leadership by school Heads. This unhealthy situation led the researcher to investigate the impact of School Heads on the learner's outcomes in schools.

### **1.3 Main Research question**

What is the impact of school leadership on learner outcomes?

### **1.4. Sub Questions**

- What is the impact of the leader's competency on learner outcomes?
- How does lack of staff development meetings by school Heads affect learner outcomes?
- What are the effects of lack of clinical supervision by school Heads on learner outcomes?

### **1.5 Purpose of the study**

The study sought to find out the impact of school leadership on the outcomes of the learners. The study sought to find the mitigation strategies to bridge the leadership gaps that exist in schools. It also sought to improve leadership knowledge in practicing school Heads. The improvement of learner outcomes in terminal examinations was also aimed by the study. The study sought to equip aspiring school Heads with the skills of leadership that facilitate positive performance by learners in terminal examinations.

### **1.5 Significance of the study**

It was hoped that the results of the research would enable school heads to see their limitations and work towards improving their leadership skills to improve the learners' outcomes in their terminal examinations. There is a need to make school Heads aware of their influence towards learner outcomes. The research will help consolidate leadership knowledge and theories so that the cluster Heads will adopt the findings of the research and implement them in their day to day running of their institutions. The findings of the research will inform all the stakeholders to the learners' outcomes to play significant roles and actively participate towards goal achievement and attainment.

It was hoped that the study would motivate all the stakeholders to work as a team with every member equally responsible in his or her capacity. The study will benefit learners in the sense that the findings will enable school heads to improve their leadership prowess which will ultimately improve learners' pass rate. The researcher will also benefit from the study because it is a requirement for completing the researcher's studies. The researcher's research skills will improve as a result of carrying out this research study. The researcher's leadership skills will improve as a result of the interface with the theories, styles and types of leadership throughout the research process. The study will also act as a base for other future research projects in related areas.

### **1.6 Limitations of the study**

The study was restricted to five school Heads and twenty teachers in Bankwe cluster in Mberengwa District in the Midlands Province. This was necessitated by the limited time the researcher had to carry out the study since the researcher was a classroom

practitioner. Due to high financial demands of the study, the researcher faced challenges to carry out the study. The economic situation obtaining in the country caused the researcher to confine the study to one cluster. Travelling costs were a challenge so the researcher chose the cluster where he was resident to cut the transport expenses. The researcher cycled to nearby schools to collect data and carry out interviews. The researcher opted to study the cluster with an intention of gathering data and information that could be used to improve the performance of learners in their terminal examinations.

### **1.7 Delimitations of the study**

Bhangwe Cluster is in the Midlands Province in Mberengwa District. It consists of Forty two teachers and five school Heads excluding one secondary school which is not part of this study. The cluster is 260 kilometers South West of the Midlands State University. The research concentrated on Five school Heads and twenty teachers in the cluster.

### **1.8 Definition of key terms**

School – an institution mandated with the obligation to impart cultural values, norms and various bodies of knowledge to society’s future generations

Leadership - The ability to provide an organization with direction in such a way that the workers share the leader’s vision ,support the development plans, make best use of resources ,cooperating in generating ethos, and cultivate a learning and teaching environment which fully satisfy its members ,supporters and associates.

Respondents – people who are tasked with the responsibility to answer a questionnaire or a request for information.

School Head – A school head is a person with the responsibility of running a school on behalf of all the responsible stakeholders.

### **1.9 Summary**

The chapter has stated the problem to be studied. In the chapter, the background to the study was given, the research questions which aid the study were outlined, limitations and delimitations were explored. The purpose of the study was also highlighted in the chapter. The next chapter is going to look at literature review from different scholars to substantiate the research.





## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### **2.0 Introduction**

The chapter is going to review literature from other scholars on the impact of leadership on learner outcomes. Views from different research carried out on the topic under study are going to broaden the theoretical framework underlying the views about the impact of school leadership in learner outcomes in Bhangwe cluster in Mberengwa District. “Reviewing other researchers’ work equip the researcher with the skills and methods of collecting data and how to present the study.”

#### **2.1. Theoretical Framework**

There are many theories of leadership that can be adopted in schools by school Heads to attain organizational goals. Theories of leadership are selected to match the situation obtaining at an institution. This study has chosen the transformational theory among others because it is the most theory used to turn around a situation that is not pleasing. According to Northouse (2010), transformational leadership among others, is one of the best leadership approach that can change and transform institutions into competent organizations. Transformational leadership approach is a tried and tested approach to leadership that has proven to be effective. It has been noted that the use of transformational leadership in organizations produces positive outcomes in schools and different organizations at large.

Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation

and morality (Bass and Avolio, 2003; Antonikis and House, 2003; Burns 2003). An important goal of a transformational leader is to develop followers to become better performers who are goal oriented (Burns, 2003). Hence, transformational leaders try their best to satisfy their followers to gain their commitment towards achievement of organizational goals (Antonikis and House, 2003).

Transformational leadership has taken the center stage in the last two decades in managerial circles and leadership studies (Bass and Avolio, 2003) because of its motivational approach to followers as compared to other leadership styles. Bass and Avolio (2003) say transformational leadership has four unique but interrelated behavioral components; inspirational motivation, intellectual stimulation, idealized influence and individualized consideration. Inspirational motivation refers to the degree to which the transformational leader articulates the vision of the organization and inspire and motivate the followers to experience the same passion as his towards achieving the set goals. On intellectual stimulation the transformational leader does not challenge the status quo only, but they stimulate creativity in the followers. On idealized influence the transformational leader behaves in such a way that cause the followers to admire him and try their best to identify with the leader. The leader acts as a role model to the followers. On individualized considerations the transformational leader acts as a coach or mentor. The leader give individual attention to the subordinates, the leader respects and appreciates the contribution of each team member in the organization. The leader opens the communication lines for the subordinates and the subordinates are at liberty to approach the leader when having issues to be addressed. Several empirical and

theoretical studies have found out that leaders who possess the behaviors identified are able to motivate followers towards achieving the intended goals of the organization (Marzano and Mulford, 2003). Therefore transformational leadership is one of the leadership styles that can cause a school to produce positive outcomes when adopted by school heads (Marzano et al, 2005).

Harris (2005) conducted a research on the importance of transformational leadership in enhancing the performance of learners in schools. The findings of the research supported a direct and positive link between leadership that has been labeled as “transformational and organizational innovation. He further indicated that transformational leadership has apposite relation with empowerment and positive school climate setting. Hence, transformational leaders are crucial in learner performance and learner outcomes. Gronn (2009) posits that transformational leadership encourages creativity, innovativeness and open-mindedness. An environment where employees are free to express themselves and to be creative is conducive for production of results.

## **2.2. The Impact of school leadership on learner outcomes.**

The leadership of academic institutions has a bearing on how learners perform in their terminal examinations. The approach that a leader can adopt at a school can uplift or destroy the general performance of the school. The study of school leadership in relationship to learner performance has been given less priority by many a researcher. Many researchers have focused on teacher practices and school environments in relation to learner outcomes. Little attention has been given to school leadership in connection to the outcomes of learners. This study has opted to pursue the avenue that

has been neglected by many a scholar. Habiba (2013) carried a research on the impact of school leadership on learner outcomes in the Gauteng province of South Africa. The findings of the study prompted this researcher to carry out such a similar research in Zimbabwean schools. Another research on the topic was carried by Spillaine et al (2009) in Switzerland. Another research that influenced the researcher was carried out in Kenya by Mwangi (2011). The findings of these researches indicate that the school Heads have an impact on the outcomes of learners. Their findings are supported by Leithwood and Day (2007) research that posit that school Heads are the second biggest influence to learner outcomes through their involvement in school culture creation and tone setting. Little or no research of this kind was carried in Zimbabwe. Most of the researches are on teachers and the learning environment. This phenomenon has prompted the researcher to carry out a research on the impact of school Heads on learner outcomes in a Zimbabwean set up. Guided by Bass (2003) ideas of transformational leadership, the researcher decided to investigate the impact of school leadership on learner outcomes guided by the transformational leadership theory framework. The researcher chose the transformational leadership theory framework for the study because of its tenets that are crucial in turning around the fortunes of a struggling institution. The researcher's perspective is supported by Bass and Avolio (2003) who postulate that organizations that are not performing well need the services of a transformational leader to turn around their fortunes.

### **2.3. Effective leaders engage parents and the community in improving learner outcomes.**

A research carried out by Marzano and Mulford (2003) found out that learners do well in an environment that has the entire community and parents supporting the school. Parents to a school are an important factor to the achievement of learners. School Heads are to value the contributions that parents bring to the school for the school to produce results which are good (Spillaine, Camburn, and Pajero, 2003). The findings by Marzano and Mulford (2003) are supported by Harris (2005) when he posits that the parents and the community at large are important stakeholders to the running of school business. He further asserts that for a school to produce good results, it must have parents that are supportive in all respects. The school community is a key stakeholder in the performance of learners in their terminal examinations. MacBeath (2009) agrees to the above sentiments by stressing that parents support the school by providing financial resources, material resources and moral support. This information is crucial to the researcher because it gives direction to the research project and also helps the struggling schools to improve the learner outcomes.

In the context of this study, most schools Zimbabwe are community owned, this means that parents control a bigger stake in the administration of the schools. School leadership should not make decisions for the school without the engaging school parents. The parents are important in as far as setting of standards for the school is concerned. Sergiovanni (2001) postulates that the parents the parents are the owners of the school and their active participation in decision making is key to the realization of the school's short and long term goals. Leadership that values parents as important

stakeholders receive all the support they need from the parents. When parents feel to be owners of the school, they give everything they are capable of giving to the school to enable the school to achieve its intended goals (Spillaine, Camburn and Pajero, 2009).

#### **2.4. Transformational leadership has greater influence on learner outcomes**

A research that was carried by Mwangi (2011) found out that transformational leadership has an impact on the learners' outcomes. According to the research the transformational leader's presence at a school brings about a sense of purpose and belonging to the members of staff and this motivates them to willingly give their best to the interest of the school. The research findings are in tandem with Bass (2003) views on transformational leadership. Bass (2003) says a transformational leader creates a vision for an organization and then involve the members of the organization in realizing the goals of the organization through influence.

Leaders who are transformational are given maximum support by their teachers and this support cement the spirit of oneness and team work. An institution that works as a team has a high level of work rate and is associated with quality results. Transformational leaders are mostly associated with high learner performances because of their human and goal oriented mentality. This is supported by Leithwood et al (2009) when they argue that a leader who has his staff at heart and who is goal focused is efficient and efficacious.

Spillaine et al (2009) say transformational leaders focus on establishing a positive school culture and they create a vision for the organization to enhance the quality of school teaching and learning, develop people and improve the organization. In their findings, they postulate that transformational leaders identify and share school vision to

all the relevant stakeholders. The transformational school Head leads by example. The school Head sets the pace and the followers follow in his or her footsteps.

A research carried out by Shatzer et al (2014) on transformational leadership and organizational achievement posits that transformational leadership is guided by four very important elements that make the leaders achievers. In their research they found out that transformational leaders act as role models for their subordinates to emulate. The leaders are always at the forefront of every transactions that come across the institution. This is what Avolio and Bass (2003) regard as the idealized influence element of the transformational leader. The findings of the research pointed out that transformational leaders are prepared to take risks for the benefit of the organization. The person of the transformational leader and his /her behaviors cause the members of staff to adore him/her. The transformational leader builds trust with followers and the followers in turn develop confidence in the leader. The development of trust and confidence in both creates a symbiotic relationship that warrants positive learner outcomes. These views are supported by MacBeath (2009) when he says transformational leaders have a character that cause followers to naturally adore them and this usually has a positive impact on the success of an organization.

In their research, they found out that transformational leaders are very supportive to their subordinates. The research found out that transformational leaders motivate their followers through valuing them during decision-making process. The transformational leader involves his teachers in the decision making process. The transformational leader solicits for ideas from subordinates without criticizing them. The transformational



leader values creativity and innovation from his or her subordinates (Gronn, 2009; Adair, 2005; Cherry, 2014).

Their research found out that transformational leaders are successful because they value each worker at an organization. The transformational leader is highly considerate about individual needs and individual differences. People in society are different and they are motivated differently. The transformational leader is privy to individual differences. The transformational leader study his or her followers to determine what really motivates them. The leader treats each individual according to his or her motivational needs. Leithwood et al (2009) concur with the findings of the research when they postulated that transformational leaders value the differences in their workers and they try their best to proffer individual coaching and training to boost the competences of the workers.

### **2.5. The leadership style used by a leader impacts on learner outcomes**

The researches carried out by Viviane et al (2008), Griffith (2004) and Leithwood and Jantz (2008) on the impact of leadership on learner outcomes found out that the leadership styles by school Heads has a strong impact on learner outcomes. However, the way in which the styles contribute to the outcomes of the learners is silent in the studies. This study seeks to identify how the styles affect the performance of learners. This study sought to close the gap that was identified in the studies mentioned above.

In their studies, they observed that leaders who adopt the democratic style are generally destined to achieve their goals. This is supported by Adair (2005) who says a democratic leader has followers who are eager to support his cause. Democratic leaders do not make decisions by themselves, but consult all members who constitute the school constituency. Decisions arrived at are regarded as the contributions of the

stakeholders and they are highly regarded as all embracing. The participants to the decision making process put their all to whatever has been agreed upon and they make sure that plans are successful (Carter, 2008; Cherry, 2014; Robinson et al, 2008). Nsubuga (2003) agrees with the above mentioned researchers when he posits that democratic leaders allows subordinates to bring their input in decision making and what the majority agrees on is what is effected or followed. The leader who employs the democratic leadership style according to Leithwood and Jantz, (2000) research derives his authority from the group he leads. They go on to say democratic leaders participate in decision making process as equal members and not as superiors. Griffith (2004) says teachers perform to their best in an environment where they participate in the deliberations of the organization and where their views and contributions are valued.

Spillaine et al (2004) in their research the impact of leadership on the outcomes of learners observed that successful schools have good leaders who are adored by their followers. To augment their position, they stress that good leadership is embedded in the leadership styles employed by school Heads. They opined that the democratic leadership style improves schools and enables schools to produce better outcomes.

A research by Leithwood and Jantz (2000) observed that all the styles of leadership are critical to be used by school Heads. They further assert that sticking to one style of leadership has some consequences in how learners perform. Viviane at al (2008) say the autocratic style is a good style to use when the school wants to achieve immediate goals in a short space of time. When there are government policies to be implemented,

the autocratic style is the best to adopt (Adair, 2002; Cherry, 2014; Bass and Avolio, 2003).

The contributions by the above researchers are critical in this study because they help identify the gaps in the school leaders under study and the identified gaps will inform the researcher on the best approach to adopt with the intention of improving the outcomes of learners. The relationship of parents, teachers and school Heads have not been covered by the researches that the researcher have come across on this area of study. This chapter has reviewed literature from different researchers who contributed immensely in the area of research. Various viewpoints have been raised and discussed. Supporting evidence from tried and tested research findings has been highlighted. The next chapter will look at the research methodology employed by the researcher in the study.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### **3.0 Introduction**

This chapter describes the procedure adopted in acquiring or gathering data for this study. The chapter includes a description of the research design employed, stating its characteristics, strength and weaknesses. The chapter also outlined the population, sample and sampling procedures followed. The instruments used to gather data are discussed, stating their characteristics, strength and limitations. The instruments used are questionnaires and interviews. The chapter also outlines the data collection procedures followed and data presentation and analysis techniques used.

#### **3.1 Research design**

Yin (2011) says a “research design is a strategy or way of data collection with an intention of answering research question., Gary (2011) “says a design is a strategy that directs a researcher in planning and implementing a study in a way that is mostly likely to achieve intended goals. Research is not done haphazardly, but is done systematically. A research design gives the researcher direction on how to carry one’s research. The design gives the layout of the study and the procedure to be carried out during the study (Yin, 2011).

The study adopted the case study design. Merriam (2009) “says a case study gives a detailed analysis of a sample under study.” Rolls (2005) “assert that a case study is a study of a single phenomenon or unit of analysis to make a full description of the phenomenon. The case study design is a type of qualitative research (Bexter and Jack,

2008; Victor, 2016). Dul and Huk (2008) posit that a case study design is an investigation strategy involving extensive exploration of a single unit of study, which may be a person, family, group and community among others who are examined extensively. The case study design has been chosen in this study because it produces detailed results which can lead into the improvement of learner outcomes in the cluster since it studies phenomena in depth. According to Robert (2012) “the advantage of using case study design is that the examination of data is often conducted within the context of its use that is within the situation in which the activity takes place.” Thomas (2011) argues that the detailed qualitative accounts often produced from case studies help to explore or describe data in real life environment but also help to explain the complexities of real life situations which may not be captured through experimental survey research. Results from case study are easy to explain to the audience (Rolls, 2005; Kesler and Dale, 2005). Stakes (2013) says the advantages of the case study design are that research findings can be used to address challenges that are particular to the studied area. The research chose the case study design because it studies a phenomenon in great detail. After the completion to the study, the researcher would extrapolate the results of the findings with other researches that were carried out using the case study design in environments that are almost similar to the researcher’s environment. The researcher used the case study in this study because it gave the researcher a room to investigate the problem thoroughly. The case study enabled the researcher to come into close contact with the participants and it also enabled the researcher to get into details of the problem at hand. In the research the findings are important in the improvement of learner outcomes in the cluster.

The researcher agrees to the notion that the case study design has some limitations. One of the weakness of the case study is that the findings cannot be generalized to other areas where the study was not conducted. The findings are only applicable to the place under study. Rolls (2005) argue that the disadvantages of case study design are that the study of a smaller number of cases can give no ground of establishing reality or generality of findings. The researcher felt that the case study design that he used has some short falls in as far as the findings of the research are concerned. The researcher felt it difficult to generalize the findings from the research to other clusters in the District. Basing on the findings of the study, the researcher is not at liberty to conclude that what he found in the study can be the same reasons why learners perform badly in other provinces.

### **3.2 Population**

“A population is the entire group about which some specific information is required” (Merriam, 2009). Creswell (2009) views a population as the total collection of elements about which one wishes to make some inferences. A population “can be any group of people that have common characteristics that are of interest to the person carrying out a research (Savage, 2000)”. A population can be of any size.”

Bhangwe cluster consists of forty three teachers and five school Heads. The total population of the cluster is forty eight. The researcher would have wanted to get information from as many a teacher as possible, but because of financial constraints and limited time, the researcher restricted the study to a reasonable but significant number.

### **3.3 Sampling and sampling procedure**

A sample is a portion of the overall population that one wishes to study. Chiromo (2006:16) defines a sample as “A small group or subset of the population selected from the population.” ‘In this study the sample was drawn from a population of forty three teachers and five school Heads.” The sample consisted of twenty teachers and five school Heads selected purposively by the researcher. The reason for selecting this sample was to make use of people who are in leadership position in the cluster. In selecting the sample, the researcher was of the opinion that senior teachers who have leadership experience could contribute favorably to the study.

In this study, the non-probability sampling technique was adopted. According to Palsy (2008) non-probability sampling is used in qualitative research. Qualitative research is that research that produce findings not arrived at by means of statistical procedures or other means of quantifications (Creswell, 2009). The purposive sampling technique was used by the researcher to select the study sample. Chiromo (2006) says purposive sampling is a non-probability sampling procedure in which the researcher uses his own judgment in selecting a sample, which he thinks would yield desirable data. Palsy (2008) supports saying the idea behind purposive sampling is to concentrate on people with particular characteristics who would better be able to assist with the relevant information solicited for. The subjects are chosen on the basis of the researcher’s judgment of their typicality. The researcher decided to adopt the purposive sampling technique so that he interrogated people with know –how of the topic under consideration. Out of the forty three teachers in the cluster, the researcher selected teachers who were in leadership positions.

### **3.4 Research instruments**

A research instrument is any device for systematically collecting data such as observations, questionnaires and interviews. These instruments are used to obtain information from all the respondents in the sample. In this study the researcher used questionnaires and interviews to collect data.” The researcher opted to use two instruments to counter the challenge of using one instrument. Triangulation is an important phenomenon in carrying out research. The use of two instruments has advantages of producing results which are accurate because the data collection tools will augment each other.

#### **3.4.1 The Questionnaire**

“The researcher structured and administered a questionnaire to the chosen twenty teachers. Willis (2004) defines a questionnaire as a document containing questions and other types of items designed to solicit for information appropriate for analysis.” Merriam (2009) views a questionnaire as a list of questions sent or given to a number of persons for them to complete or answer given questions. There are two types of questionnaires; the open –ended and closed questionnaires. The open ended questionnaire is sometimes called the unstructured questionnaire and the closed questionnaire is sometimes called the structured questionnaire. Golafsani (2003) notes that structured /closed ended questionnaires included pre-coded questions with well-defined skipping patterns to follow the sequence of questions. The researcher adopted the structured questionnaire because it has uniform questions that are structured in the same way. The questions are arranged in a chronological sequence. Questions are answered in the same sequence. The order of the questions is the same therefore; it makes analysis of the data easy. This is supported by Oppenheim (2000) who says a questionnaire



gives the respondents the chance to answer the same questions in the same order and way since there is uniformity. According to Merriam (2009) the use of questionnaires was cheap and fast. The use of questionnaires has the impetus of soliciting for accurate information since the respondents have the freedom to complete the questionnaires in privacy and their confidentiality is guaranteed (Gilham, 2000; Oppenheim, 2000; Willis, 2004).

The researcher chose the questionnaire in this research because of its effectiveness. The questionnaire is easy to prepare and administer. The researcher is a classroom practitioner who has limited time to do research, therefore the use of questionnaires to collect data makes his work easier since the completion of the questionnaires can be done in his absence and during the respondents' own time.

### **3.5 Interviews**

The researcher carried out five interviews with the five school Heads to get their perception on learner outcomes. According to Gilham (2004) an interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research. There are two types of interviews that are commonly used in research; the structured and unstructured interviews. In this study the researcher used the structured type of interview. The researcher opted for the structured interview because of its ease of use. The structured interview has questions that follow the same sequence and order and this makes the analysis of data to be easy. This advantage of the structured interview prompted the researcher to use the instrument.

The researcher's perspective on structured interviews are supported by Corbetta (2003) when he states that structured interviews are interviews in which all respondents are

asked the same questions with the same wording and in the same sequence. Thus, Gray (2004) emphasized that it would be ideal if questions can be read out in the same tone of voice so that the respondents would not be influenced by the tone of the interviewer. Bryman (2001) explains structured interview entails the administration of an interview schedule by an interviewer. The aim is for all interviewees to be given exactly the same context of questioning. This means that each respondent receives the exactly the same interview stimulus as any other. The goal of using this interview style is to ensure that interviews' replies can be aggregated easily by the researcher. The use of structured interviews makes the job of the researcher easy during data analysis. Data from structured interviews was easy to collate and analyze since the questions are the same and are structured sequentially.

The use of structured interview gives the researcher control over the topic and the progression of the interview. Issues of digression from the topic under consideration are minimized when structured interviews are used. In support of the researcher's perspective on structured interviews, David and Sutton (2004) argue that structured interviews enable prompting for further clarity on haze answers from the respondents. No answer can be left unattended to adequately. Also, if a responded does not understand the question, the researcher can go a mile further in elaborating on the demands of the question. This enables the researcher to get the information and data that is relevant to the topic under consideration. The structured interviews guide the researcher not to digress from the main thrust of the topic under discussion. The above notion is supported by O'Leary (2004) when he argues that the structured interview

gives the respondents the opportunity to answer the same questions and in the same order of occurrence.

David and Sutton (2004) say structured interviews adhere too closely to the interview guide and probing for relevant information is minimized. Also, since there is a set interview guide, the respondents may hear and interpret or understand the questions in a different manner. Corbeta (2003) says structured interviews introduce some rigidity to the researcher. The researcher is limited by the interview guide and there is no room to digress from the interview guide. Willis (2004) says the use of interviews can intimidate respondents from answering questions only and they end up giving the interviewer what they think he or she is looking for. This may affect the findings of the study. The researcher was of the opinion that use of interviews to collect data has an effect on respondents especially those who are familiar to the researcher. The responses given by these respondents are meant to placate the researcher and this would affect the results of the research.

### **3.5. Data collection procedure**

'To collect data the researcher used questionnaires and interviews. Twenty teachers were given questionnaires" to complete. Five school Heads were interviewed by the researcher personally. The researcher observed research ethics by informing the respondents and garnering their informed consent. The researcher made sure that privacy to the respondents' information was guaranteed. The researcher explained to the respondents how to complete the questionnaires. The researcher collected all the completed questionnaires personally. The retention rate was one hundred percent.

### **3.6. Ethical issues**

Rights and values of participants are to be held with high regards. The participants' freedoms and rights are not to be infringed and violated. Cresswell (2009) supports the above sentiments on freedom and rights protection of participants in research when he postulates that ethics are of paramount importance in carrying out research. Chiromo (2009) posits that ethical considerations gives the researcher a guideline to follow when so that the research will not violate the rights of others as well as causing untold harm to others. In carrying out this research, the researcher was not blind to ethical issues. The researcher sought permission from the powers that be to carry out research in the cluster. Informed consent was garnered first from all the participants before involving them in the study. The participants were informed about the reason for the study and that they were free to withdraw whenever they felt like doing so. This move helped the researcher to get data and information from informed consent point of view. This according to the researcher has an impetus of getting data which is to a greater extent accurate and less biased. The researcher assured the participants that the data they gave was to be treated with confidentiality. The researcher used pseudo names for the cluster and schools to foster the ethos of confidentiality. Mazinyani, Jinja, Diniwe, Jiti and Ndukwane are pseudo names that were used for the schools in the cluster.

### **3.7 Data presentation and analysis plan**

The researcher collected all the completed questionnaires and analyzed them. The completed questionnaires were analyzed through a table. Each response on the questionnaire was analyzed separately. The responses to each item on the questionnaire was expressed numerical. Tables and explanations were used to present

data. Data gathered from interviews was analyzed through explanations. The data were first converted to percentages before the table was drawn.

### **3.8 Summary**

This chapter has presented the research methodology and justified the research methodology used in the study. The case study design has been discussed, stating its characteristics, advantages and disadvantages. The chapter further discussed the research population, sampling and research instruments. The research instruments discussed in the chapter are questionnaires and interviews. The advantage and disadvantage of each instrument have been noted. The chapter has also discussed data collection, presentation and analysis procedures. The next chapter deals will look at data presentation, discussion and analysis.

## **CHAPTER 4**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.0. Introduction**

This chapter is going to present, analyze and explain data that were collected in the Mberengwa District. The chapter will give an analysis of the data that was collected through questionnaires and interviews. The chapter will display the data in tables. The displayed data will be discussed to give meaning and relevance to the generated data.

#### 4.1. Data Presentation

**Table 4.1: Teachers' responses on questionnaires**

**Main research question: What is the impact of school leadership on learner outcomes?**

Question	Response				
	SA	A	NS	SD	D
1. Does leadership support learning?	20	0	0	0	0
2. Does leadership motivates teachers and learners?	17	0	2	0	1
3. Does leadership involve teachers in decision making?	8	3	5	0	8
4. School Heads use the democratic style	6	9	1	4	0
5. School Heads use the laissez-faire style	3	7	0	2	8
6. School Heads use the autocratic style	0	6	7	1	6
7. School Heads staff develop teachers in instructional leading	1	6	2	2	9
8. School Heads lead by example	2	6	1	0	11
9. School Heads sets and communicate clear goals.	1	12	7	0	0
10. School Heads conduct clinical supervision	2	5	0	13	0

11. Heads influence subordinates towards goal achievement	4	11	4	0	1
12. School Heads give moral support to teachers	0	8	1	0	11
13. School Heads are open and accessible to all teachers	0	8	0	2	10
14. School Heads are hard-working all the times	2	5	0	3	10

**Response 1: Does leadership support learning?**

The question sought to establish whether school Heads support learning in schools. 5 respondents strongly agreed that school Heads do support the learning process. 15 respondents agreed that the school Heads in the cluster do support the learning process. All the respondents in the cluster were of the view that school Heads are very supportive to the learning process. The conclusion was therefore that school heads in the cluster do support learning.

**Response 2: Does leadership motivate teachers and learners?**

The question sought to establish whether school Heads do motivate teachers and learners to like what they do. 17 respondents opined that leadership motivates teachers and learners to do their work. 2 respondents were not sure whether school Heads do motivate teachers and learners or not. 1 respondent strongly disagreed that school Heads do not motivate teachers and learners to love what they do. The conclusion was therefore that school Heads in the cluster do motivate their teachers during the teaching and learning process.



### **Response 3: Does leadership involve teachers in decision making?**

The question sought to establish whether school Heads in the cluster value their teachers' decisions during critical decision making process. 3 respondents strongly agreed that school Heads involve teachers in decision making process. 5 respondents agreed that school Heads involve teachers in decision making process. 4 respondents strongly disagreed that school Heads involve teachers in decision making process. 8 respondents disagreed that school Heads involve their teachers in the decision making process. Data from the findings suggest that school Heads do not involve their teachers in crucial decision making processes.

### **Response 4: School Heads use the democratic leadership style when they manage people**

The question sought to establish the type of leadership style used by school Heads to run schools in the cluster. 6 respondents strongly agreed that school Heads use the democratic leadership style in their day to day operations. 9 respondents agreed that school Heads are democratic in their operations. 1 respondent was not sure about the style used by the school Heads. 4 respondents strongly disagreed that school Heads use the democratic style in their operations in schools. The conclusion from the data suggest that school Heads in the cluster are democratic. The school Heads use the democratic leadership style to manage schools.

**Response 5: School Heads use the laissez-faire leadership style in their operations**

The question sought to establish whether school Heads use the laissez-faire leadership style in the cluster to do daily business. 3 respondents strongly agreed that school Heads use the laissez-faire leadership style to run schools. 7 respondents agreed that the school Heads in the cluster use the laissez-faire style to run schools. 2 respondents strongly disagreed that school Heads use the laissez-faire leadership style in their daily operations. 8 respondents disagreed with the assumption that school Heads in the cluster use the laissez-faire leadership style in school business. The data suggest that school Heads in the cluster do not use the laissez-faire leadership style in their leadership.

**Response 6: School Heads use the autocratic leadership style in their operations in the cluster.**

The question sought to establish whether school Heads in the cluster employ the autocratic leadership style in their daily operations. 6 respondents agreed that school Heads use the autocratic leadership style in their daily operations. 7 respondents were not sure whether school Heads use the autocratic leadership style or not. 1 respondent strongly disagreed that school Heads use the autocratic leadership style in running school business. 6 respondents disagreed that school Heads use the autocratic leadership style in running school business in the cluster. The conclusion was therefore that school Heads in the cluster are not autocratic in their administration.

### **Response 7: School Heads staff develop teachers in instructional leadership**

The question sought to establish whether school Heads conduct staff development meetings on instructional leadership in the cluster. 1 respondent strongly admitted that school Heads conduct staff-development meetings on instructional leadership. 6 respondents agreed that school Heads conduct staff-development meetings on instructional leadership. 2 respondents were indifferent, they could not figure out whether staff-development meetings are conducted or not in the cluster. 2 respondents strongly disagreed that school Heads conduct staff-development on instructional supervision in the cluster. 9 respondents disagreed that the cluster school Heads conduct staff development meetings on instructional leadership. The data suggest therefore that school Heads in the cluster do not staff develop their teachers on instructional leadership.

### **Response 8: School Heads lead by example**

The question sought to establish whether school Heads in the cluster lead their teachers by example. 2 respondents strongly agreed that school Heads lead by example. 6 respondents agreed that school Heads in the cluster lead their schools by example. 1 respondent strongly disagreed that school Heads in the cluster lead by example. 11 respondents disagreed with the assertion that cluster school Heads lead by example. The data suggest that school Heads in the cluster do not lead by example.

### **Response 9: School Heads set clear goals and communicate them to the school constituency**

The question sought to establish whether school Heads in the cluster set goals which are clear to everyone and whether the goals are communicated to important people. 1 respondent strongly agreed that school Heads in the cluster do set clear goals and they do communicate the set goals to the relevant people in time. 12 respondents agreed that school Heads in the cluster do set and communicate the goals to the school stakeholders in time. 7 respondents were not sure whether school Heads do set clear goals and whether they do communicate them or not. The conclusion was therefore that school Heads in the cluster do set clear goals and they do communicate the goals to their teachers.

#### **Response 10: School Heads conduct clinical supervision**

The question sought to establish whether school Heads conduct clinical supervision in their supervision in the cluster. 2 respondents strongly agreed that clinical supervision is carried out by school Heads in the cluster. 5 respondents agreed that school Heads in the cluster carry out clinical supervision when they conduct their routine supervision. 13 respondents strongly disagreed that cluster school Heads carry out clinical supervision in their supervision. The data therefore suggest that clinical supervision is not conducted by the cluster school Heads.

#### **Response 11: School Heads influence subordinates towards goal achievement**

The question sought to establish whether school Heads influence their subordinates to willingly work towards achieving school goals without being coerced. 4 respondents strongly agreed that school Heads do influence subordinates to work very hard to

achieve school goals. 11 agreed that school Heads use influence to achieve school goals. 4 respondents were not sure whether school Heads influence their subordinate to achieve goals or they do not influence them. 1 respondent disagreed with the assumption that school Heads do influence subordinates towards achieving school goals. The data suggest that school Heads in the cluster influence their teachers on goal attainment and achievement.

### **Response 12: School Heads give moral support to teachers**

The question sought to establish whether school Heads morally support their teachers during their execution of duty. 8 respondents agreed that school Heads give teachers moral support in their day to day operations. 1 respondent was not sure whether school Heads do give moral support to their respondents or not. 11 respondents disagreed that school Heads give subordinates moral support in their operations in schools. The data suggest that school Heads in the cluster do not give their teachers moral support when it is needed.

### **Response 13: School Heads are open and accessible to all teachers**

The question sought to establish whether school Heads are open to all teachers at the station and also to establish whether all teachers at the station are free to access the school Head without fear or hesitation. 8 respondents agreed that school Heads are open and accessible to all the teachers at the station. 2 respondents strongly disagreed that school Heads are accessible to all the teachers at the station. 10 respondents disagreed with the assertion that school Heads are open and accessible to all the

teachers at their stations. The conclusion from the data is therefore that school Heads in the cluster do not give equal treatment to their teachers. The school Heads do have teachers to prefer most to other teachers.

#### **Response 14: School Heads are hardworking all the times**

The question sought to establish whether school Heads lead by example through demonstrating industriousness. 2 respondents strongly agreed that school Heads in the cluster are hardworking all the times. 5 respondents agreed to the notion that cluster school Heads are hardworking all the time. 3 respondents strongly disagreed with the assertion that cluster school Heads are hard working all the times. 10 respondents disagreed with the assumption that school Heads in the cluster are hardworking all the times. The data suggest that school Heads in the cluster are not hardworking all the times.

The data from the respondents indicate that school leadership in the cluster make individual decisions for the schools. The school Heads do not involve their teachers in decision making. The data also portrayed that staff development meetings on instructional leadership are rarely conducted by school Heads in the cluster. The other issue of significance that has been revealed by the data was of lack of clinical supervision by school Heads in the cluster. The data revealed that school Heads do not treat their teachers equally at their stations. The above issues can impact negatively on the outcomes of learners.

#### **4.2 Data presentation from interviews**

The researcher interviewed five cluster school Heads in the primary schools department to determine their perception on the probable cause of the poor outcomes by learners in their terminal examinations. The findings from the interviews are presented below.

##### **What is the impact of the leader's competency on learner outcomes?**

The question sought to establish the perception of school Heads in the cluster on the probable cause of poor performance by learners in their final examinations. All the cluster school Heads admitted that the performance of learners in terminal examinations was not pleasing. The school Heads were of the perception that the geographical environment where the schools are situated contributed to the poor performance by learners. The school Head of Ndukwane emphatically said, 'Our learners cannot produce good results due to our geographical location. We are in the remotest areas of Zimbabwe where the parents cannot feed themselves. Where do you think they will get the resources to support the school's vision?' The school Heads blamed the community that does not support their children and the school in the learning process. They emphatically stressed that parents do not avail resources for learners and the school. The school Head from Jiti School was of the opinion that the cluster is endeared with learners who are naturally dull to the extent that any initiative towards improving the results was just but misdirected effort. He stressed that bright students are sent to towns by their parents and the dull ones remain in the cluster. The school Heads opined that the teachers in the cluster were to blame. They saw teachers as the causative problem. The school Heads categorically emphasized that teachers in the cluster sabotage them by underperforming to tarnish the images of school Heads.

### **What are the effects of lack of clinical supervision by school Heads on learner outcomes?**

The question sought to establish whether school Heads carry out class visits to see how teachers were executing their lessons and to establish whether school Heads inspected teachers' documents to ascertain that the teachers were doing their core business. All the school Heads admitted to carrying out class visits at their schools. The school Head from Mazinyane Primary School posited that he does inspect documents, pupils' books and conduct class visits once a term. The school Heads from Diniwe School and Jinja School postulated that they inspect teachers' documents a day before schools open and they visit classes when they are not busy. The school Head of Diniwe School said, 'I do inspect the teachers documents on the day we conduct our opening meeting which is the day before opening schools so that I make sure they begin work well prepared, supervision of exercise books is done by my teachers because they are the managers of the classes.' The school Heads from Jiti and Ndukwane Schools agreed to carry out supervision of teachers and pupils' books once every term. The data portrays that supervision of teachers and learners by school Heads is not thoroughly done in the cluster. They said a teacher has to be visited at least once per year to have something to file.

### **How does lack of staff development meetings by school Heads affect learner outcomes?**



The question sought to establish whether school Heads do conduct staff development meetings to equip their teachers with relevant skills and competences in their execution of duty. The general perception by school Heads was that staff development meetings were not a priority. The school Heads of Diniwe and Jiti Schools emphatically explained that staff development meetings were carried out when there were new developments from the ministry and from workshops and seminars. The school Head of Diniwe School said ‘We do not just conduct staff development meetings for the sake of carrying them, we do them when they are critical issues from the ministry and other issues which we deem to be dire and need attention.’ Mazinyane and Jinja School Heads postulated that they do not have school planned workshops on how to help each other on how to teach since they had experienced teachers. The school Head of Ndukwane School admitted to conducting staff development meetings when a need to conduct such a meeting arise. The Head does not have a planned schedule for conducting staff development meetings at his school. The data from the interviews concluded that staff development meetings were not adequately given the impetus they deserve.

### **4.3 Discussion**

**Main research question: What is the impact of school leadership on learner outcomes?**

#### **4.3.1: What is the impact of the leader’s competency on learner outcomes?**

The research found out that the poor performance of learners in the cluster was not a result of incompetence by school Heads. The research found out that the school Heads were competent in their operations in schools. The research noted out that school Heads were supportive to the learning initiative and they do all their best to support the learning process. The research found out that the school Heads in the cluster used the

democratic leadership style most in running the schools. However, some school Heads were found to be using the autocratic and laissez-faire leadership styles in their operations. These styles of leadership may render a leader incompetent if used to excess. This is supported by Yambo (2012) who asserts that the success of an organization is rooted in the competence of its leaders. The findings from the collected data suggest that some school Heads in the cluster are able to vary their leadership styles depending on the obtaining situation. From the collected data, it was clear that the three major leadership styles were fairly used by school Heads in the cluster.

#### **4.3.2: How does lack of staff development meetings by school Heads affect learners' outcomes?**

The research found out that staff development meetings on the best practices were rarely done in the cluster. Staff development meetings are an important aspect in the teaching-learning process because they help teachers to update, upgrade and renew their teaching skills and competences. Teachers are gifted in different subject areas in the primary education sector, staff development meetings will enable teachers to share their areas of competence, and doing so will help the entire school to be able to deliver in areas where teachers were weak. Sparks and Hirsh (2000) say staff development meetings are an integral factor in the teaching profession because they facilitated sharing of knowledge among teachers. They go on to say that leadership should staff develop subordinates regularly to keep them abreast with the prevailing situations in the learning system. The research found out that lack of staff development meetings contributed to the poor performance by learners in the cluster.

#### **4.3.3: What are the effects of lack of clinical supervision by school Heads on learner outcomes?**

The research has found out that clinical supervision is rarely done in the cluster and this has affected learners in their performance in terminal examinations. School Heads in the cluster do ordinary supervision to submit reports to the relevant authorities. The underlying objectives of clinical supervision are not adhered to by cluster school Heads. Critical supervision is a critical component of leadership as postulated by Feger et al (2004) that it creates relationships between a supervisor and a teacher that is one-directional. Veenman and Denessen (2001) say clinical supervision is a process whereby a teacher gets individualized assistance from the school Head to improve his instruction prowess in order to improve education for all students. The researcher noted that lack of clinical supervision contributed to the poor performance by learners in the cluster.

#### **4.3.4: What are the effects of not involving parents in school activities and learner outcomes?**

The study found out that parents are critical components in the performance of learners in terminal examinations. Parents are the ones who have the responsibility of procuring school resources and learner resources for effective teaching and learning to take place. The parents in the cluster were found to be passive members of the learning process. Parents were found to be not actively participating in the learning process and their poor participation has contributed to the poor performance by learners in the cluster. MacBeath (2009) agrees with the findings of the study when he postulate that the learner's achievement is anchored on the positive support and participation of parents in the day to day operations of the school. The research concluded that the

negative attitude by parents towards the education of their children has contributed immensely on the poor outcomes by learners.

#### **4.3.5: What are the effects of school management relationship with the members of staff in relation to learner outcomes?**

The research noted that the relationship between school Heads and some teachers is not health and it affects the learning of children. The research found out that school Heads in the cluster do not treat their teachers equally. Some teachers in the cluster are given special treatment while others are neglected. Teachers who are not liked by school Heads are not given special positions of responsibility though they do have the skills that warrant responsibilities. Harris (2005) postulates that leadership has a greater effect on teachers and learners when it is widely distributed. The research also found out that school Heads do not involve teachers when they make critical decisions that affect the operation of teachers. This affect the level of teacher motivation and the way they perform in their classes. Teachers fill not to be part of the system and they do not go beyond the call of duty. This is supported by Leithwood and Bently (2008) who say teachers who feel to be valued by their leaders perform to their best to maintain the good rapport between them and the leader.

#### **4.5. Summary**

The chapter has presented and analyzed data that was collected through questionnaires and interviews. The data that has been presented was collected from five primary schools in Mberengwa District of the Midlands Province. The respondents to the research were selected using purposive sampling method. The researcher used tables in presenting the data. In analyzing the data, the researcher found out that lack of

adequate staff development meetings, clinical supervision, parental participation and school relations contributed to poor learner outcomes in the cluster. The final chapter will present the conclusion and recommendations of the study.

#### **4.6. DISCUSSION OF FINDINGS**

The research findings show that most school Heads in the cluster are competent in their job. The research has found out that school Heads in the cluster support the learning process very well. The school Heads are goal achievement oriented;

The research findings revealed that school Heads in the cluster rarely conduct staff development on the best practice on teaching and this has been noted as the possible cause of the poor outcomes by learners.

The research findings revealed that school Heads in the cluster no nothing about clinical supervision and it is hardly carried out in the schools. Lack of clinical supervision has contributed immensely on how learners perform during their terminal examinations

The research findings concluded that parents are not actively participating in the affairs of the cluster schools and their lack of participation has impacted negatively on learner outcomes.

The research findings revealed that the relationships between school administrations and teachers has contributed immensely to the poor outcomes by learners in their terminal examination. The research findings revealed that teachers in the cluster feel to be a useless lot and they do not perform to their maximum.



## CHAPTER 5

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### **5.0 Introduction**

The research focused on the impact of leadership on the outcomes of learners in their terminal examinations. This research was carried out in Bhangwe cluster in Mberengwa District in the Midlands province of Zimbabwe. The chapter summarizes the entire study, draws conclusions and gives recommendations that will lead to the improvement of learner outcomes in the cluster. The recommendations, if implemented, according to the researcher may improve the outcomes of learners in the cluster and Zimbabwe in general.

#### **5.1. Summary**

The study aimed at investigating the impact of school leadership on the outcomes of learners in their terminal examinations in Bhangwe cluster. The study aimed at finding possible solutions to mitigate the challenge that is affecting the cluster. The study followed different avenues to investigate the impact of school Heads on the performance and outcomes of learners in the cluster. In the study the case study design was used to investigate the phenomena in great detail. The study used twenty teachers and five school Heads in the cluster to collect data for the research. The cluster has a population of forty three teachers and five school Heads. The twenty teachers and five school Heads were selected using the purposive sampling technique. The researcher collected data using questionnaires and interviews. The researcher used interviews to collect data from teachers and interviews to collect data from school Heads. The study

found out that school Heads in the cluster do not conduct adequate staff development meetings to equip teachers with the necessary competences for the job. The study noted that clinical supervision is rarely conducted in the cluster and this has affected the outcomes of learners in the examinations. The research found out that the relationship between school Heads and some teachers is not sound and this has resulted in some teachers intentionally underperforming to fix school Heads. Also, it has been noted in the research that school Heads do not involve their teachers when they make critical school decisions that have a bearing on how learners perform. The research also noted that school Heads do not value the input of parents and this has resulted in parents staying aloof from school business.

## **5.2 Conclusion**

It can be concluded that Goal oriented school Heads who use transformational leadership are effective school Heads. The research also came to conclude that school Heads who conduct constant staff development meetings, workshops and seminars are associated with good results at their schools. It has been concluded in the study that clinical supervision is a critical aspect in the teaching-learning process because it creates a positive relationship between the school Head and his teachers as well as equipping the teachers with the necessary skills needed for their jobs. The teachers who are clinically supervised remain relevant and up to date with the demands of their job. The study also concluded that the relationship of parents, teachers and the school Head is a critical issue in as far as achievement of learner outcomes is concerned. When carrying out critical school business, decisions from parents and teachers should be solicited for. Teachers and parents are critical members in the school decision making process and their involvement is of paramount importance. The study also



concluded that equal treatment of all the teachers at a school is a key area that needs attention from school leaders to avoid withdrawal by certain teachers from effective participation on school activities.

### **5.3. Recommendations**

From the findings on the study, the researcher want to make the following recommendations to school Heads in general and aspiring school Heads

- It is recommended that school Heads should use mostly the democratic style of leadership to run schools and minimize the use of the laissez-faire and autocratic styles. The autocratic and laissez-faire styles should be used to the minimum when situations demand but they should not be the main styles to be used to run schools.
- The researcher recommends that school Heads should carry out staff development meetings regularly to update teachers on the relevant skills necessary for their job. Staff development meetings should be made school culture and school Heads should inculcate a positive attitude in teachers concerning staff development meetings.
- The researcher recommends that school Heads should carry out clinical supervision in good faith to help teachers overcome their pedagogical problems. Clinical supervision creates a good relationship between the school head and the teachers.
- The researcher recommends that school Heads should give parents the powers to run their schools and to give decisions on the functioning of the school. School Heads should not look down upon parents in rural schools, but they should give them the driving seat in as far as school business is concerned.

- The researcher recommends that school Heads should try to make all their staff become members of the in-group. School Heads should treat their teachers the same and they should not have favorite teachers at their stations. School Heads are encouraged by this study to involve their teachers when they want to make sensitive decisions that affect teachers. The study also recommends school Heads to recognize and appreciate teachers who deserve recognition and appreciation.

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## APENDICES

### QUESTIONNAIRE FOR TEACHERS

I am Webster Ndlovu, a Master of Education in Educational Management student at Midlands State University; I am carrying out a study on the impact of school leadership on learner outcomes in Mberengwa District. May you please complete this questionnaire by use of a tick or writing in the spaces provided. The information you provide will be confidential. Do not write your name, address or phone numbers on this questionnaire.

#### SECTION A: BIO DATA

In this section please tick in the appropriate box ( )

1. Male  Female
2. Your age 30 years and above  31-40 years   
41-50 years  50 years and above
3. Highest academic qualifications O' Level  A' Level
4. Highest professional qualification  
CE  Dip Ed  Degree   
Masters   
Others  
(Specify).....
5. Working experience  Years
6. Designation at school  
Teacher  Senior Teacher  TIC   
Deputy Head  Head



## SECTION B

Please tick in the appropriate column

KEY

AS - Strongly Agree

A - Agree

NS - Not Sure

D - Disagree

SD - Strongly Disagree

1. Does leadership support learning?

SA	A	NS	D	SD

2. Does leadership motivate teachers and learners?

SA	A	NS	D	SD

3. Does leadership involve teachers in decision making?

SA	A	NS	D	SD

4. School Head uses the democratic style

SA	A	NS	D	SD

5. School Head uses the laissez-faire style

SA	A	NS	D	SD

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6. School Head uses the autocratic leadership style

SA	A	NS	D	SD

7. School Head staff-develops teachers in instructional leadership

SA	A	NS	D	SD

8. School Head leads by example

SA	A	NS	D	SD

9. School Head sets clear goals and communicates the goals for the school

SA	A	NS	D	SD

10. School Head conducts clinical supervision

SA	A	NS	D	SD

11. School Head influences subordinates towards goal achievement

SA	A	NS	D	SD

12. School Head gives moral support to teachers

SA	A	NS	D	SD

13. School Head is open and accessible to all teachers

SA	A	NS	D	SD

14. School Head is hard working all the times

SA	A	NS	D	SD

## **INTERVIEW GUIDE FOR SCHOOL HEADS**

I am Webster Ndlovu, a Master of Education in Educational Management student at Midlands State University; I am carrying out a study on the impact of school leadership on learner outcomes in Mberengwa District. May you please assist me by responding to the questions I am going to ask you. The information you provide will be confidential.

1. What is your perception on the performance of learners at your school?
2. What part do you think you play in their performance?
3. What is your take on the performance of learners taking the staff you have into consideration?
4. What do you think about your position as school Head and the learners' performance?
5. Which leadership style do you think is the best for this school?
6. What are your views towards the contribution of the community towards the performance of learners?
7. What do you think must be done to improve the results of the school?
8. What do you think you can do as the school Head to help teachers produce positive results?
9. How do you manage and handle radical teachers at your school?

Thank you for giving me your time and your contributions. The information is going to be treated as very confidential.