



**FACULTY OF EDUCATION**

**Challenges faced by principals in the implementation of instructional leadership in  
technical vocational colleges in Harare**

**By**

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**A DISSERTATION SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL  
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## DECLARATION

I, Chiedza Annie Musengeyi, declare that this study, '**Challenges faced by principals in the implementation of instructional leadership in technical vocational colleges in Harare**' is my original work and has not been previously submitted to any university. All sources used have been indicated and acknowledged by means of references.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## **APPROVAL**

This dissertation entitled '**Challenges faced by principals in the implementation of instructional leadership in technical-vocational colleges in Harare**' by Chiedza Annie Musengeyi R1811512P, meets regulations governing the award of a Bachelor of Education in Management and Leadership at Midlands State University, and is approved by its contribution to knowledge and literal presentation.

**Supervisor** \_\_\_\_\_

**Date** \_\_\_\_\_

## **DEDICATION**

I dedicate this project to my husband and my best friend Washington for his unwavering support in my studies, my parents who have always encouraged me to do the best I can in whatever I do and to my children Takudzwa and Takundiswa for giving me lighter moments when pressure of studies was mounting. Above all, I would like to thank God the almighty for giving me strength to sail through.

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## **ABSTRACT**

This study placed its focus on the challenges faced by principals in the implementation of Instructional Leadership in technical-vocational colleges in Harare. The problem was that the implementation of instructional leadership in Zimbabwe has not been effective as the desired results in the education sector are yet to be realized. There are many assumed challenges hindering its operation. This study therefore sought to investigate the challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. This study also looked at possible ways to redeem these challenges. Instruments used to collect data in this study were questionnaires and interviews. The research incorporated descriptive survey as well as case study approach that covered the entire Harare Technical Vocational Colleges. A population sample of Technical Vocational Colleges in Harare was stratified and a sample size of sixty one (61) was adopted and structured questionnaire and semi structured interviews were adopted as research instruments of this study. The research answered five (5) research questions and it was concluded that, there were challenges faced by principals in the implementation of instructional leadership in technical vocational colleges in Harare. Recommendations were made at the end of the study.

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# **CHAPTER ONE: THE RESEARCH PROBLEM**

## **1.1 Introduction**

The research investigated challenges that principals face during implementation of instructional leadership in Technical Vocational Colleges in Harare. The chapter introduced the research topic as well as the background that led the researcher to do this research. An explanation of the statement of the problem and main research question as well as sub-research questions in the research is given. Significance of the study, delimitations, limitations as well as definition of key terms were presented.

## **1.2 Background of the study**

Globally, countries are grappling with the question of how to provide skills and knowledge to enable school leavers to make a smooth transition to the world of work or self-help enterprises. Technical and vocational education has been found to be among the most successful plan of actions in human resources capacitation needed by African countries to prepare and modernize their workforce for further development of industries as well as development of the nation (Afeti, 2013). Vocational education is a broad, federal concept that encompasses a wide range of subjects of a practical or technical nature. In Zimbabwe, for example, vocational education encompasses programmes such as Culinary Arts, Tourism and Hospitality management, Fashion design, Mechanical engineering and learning areas such as agriculture, home economics, art and design, music, technical graphics, woodwork and information and communication technology (Ministry of Education, Sport and Culture, 2009). Technical vocational college principals have a new role to play; which is, instructional leaders as they are perceived to have a greater impact on student achievement (Allensworth, 2012). It is therefore important that, they enact instructional leadership in their institutions.

Instructional leadership is fast gaining thrust in the educational fraternity globally. Instructional leadership represents a move away from the traditional view of leadership, which is based on an assumption that, the led are powerless, lack personal direction and cannot manage change (Senge, 2006). In recent years, school leadership has been restructured to capacitate classroom practitioners and to employ school-based shared leadership to divert from bureaucratic control but professional teaching instead (Blasé and Blasé, 2000). This restructured leadership style is instructional leadership. It involves the spirited management conveyance of the curriculum in the class through actions based on insight, assessment and evaluation to ensure superlative learning. The notion that principals act as instructional leaders is regarded as an alternative to achieve desired outcomes in learners (Noonan & Hellsten, 2013). Principals' main thrust is to pay attention to learners' academic success. This shift in principals' duties require that learner performance is made a priority, and they have a task to develop competences around curriculum, data, human capital development and pedagogy in order to achieve the required learner success (Alvoid & Black, 2014). Therefore there is increased emphasis on instructional leadership and principals as leaders should assist change the focus of lecturers from themselves to (Lunenburg, 2010).

Instructional leadership has been prevalent in educational leadership literature for the past three decades (Miller, 2010). During this period authors and researchers in the area have developed different frameworks at different times that used to guide the function of educational leaders as instructional leadership. Researchers (Wallace Foundation, 2013, Blasé and Blasé, 2000) developed a framework of instructional leadership which consists of defining and setting the school vision and mission, managing and controlling the instructional programs and creating a positive teaching and learning school climate. Thus, the instructional leaders should frame school goals, communicate, supervise and coordinate curriculum,

monitor progress and provide support for the teaching - learning culture in order to make their schools more effective.

Glatthorn (2012), Horing, et al (2010), Darling-Hammond (2010), Stronge (2013) and Lashway (2007) conceptualized instructional leadership practices as motivating employees for work and change, promoting high expectation, defining and communicating a clear mission, goal and objectives, designing and modifying curriculum, analysing school and learners data, making formative observation about teaching and providing direct and immediate feedback to teachers to improve the teaching learning process and to ensure quality of education. This implies that as Musaazi (1988) indicated, instructional leaders are considered as a major vehicle for educational change and development. Thus, the quality of the service delivered and the success of technical vocational colleges in Zimbabwe is critically linked to principal's knowledge and skill. They have responsibility and accountability for effective instructional outcomes.

In line with this responsibility and accountability as Heck (2006) pointed out, for technical vocational college principals to be effective they must be knowledgeable about curriculum development, lecturers' instructional effectiveness, clinical supervision, lecturers' evaluation and development. That is why in recent years demands in the world educational institutions have increased significantly and not only for learners and lecturers but also for principals as instructional leaders (Feye, 2019).

Scholars (like Bush, 2009 and Davis et al, 2005) indicated that, in the 21st century school leaders should lead their educational institutions with passion, be skilful, knowledgeable committed and enthusiastic about their work and design different strategies to make their

institutions/schools effective. In line with this, the Wallace Foundation (2013) indicated an effective instructional leader performs tasks like creating a vision for learners' educational achievement , promoting a favourable academic climate , fostering leadership in others , enhancing data delivery and managing stakeholders and procedures to enhance college development .However, as a result of many culminating factors, principals are increasingly in a difficult situation and must find innovative ways to improve the efficiency and effectiveness of their institutions Dufour and Matto (2013).

Even though an attempt has been made to make the instructional leadership decentralized and professional, still a lot remains to be done to capacitate and professionalize technical vocational college principals. This is because as indicated by MOE (2013) most principals failed to play their pivotal instructional leadership role.

### 1.3 Statement of the problem

The concept of principals embracing their roles as instructional leaders is of paramount importance in a new era of college management if they wish to improve the performance levels of the students in their charge. The success (or failure) of any institution is intertwined with the type of leadership which governs the institution, which holds true for fortune five companies. Failure is never levied against lecturers/tutors and this has always been in the case in school administration. Henceforth, principals should embrace aspects of instructional leadership and control the management of that institution. However, the implementation of instructional leadership in Zimbabwe has not been effective as the desired results in the education sector are yet to be realized. There are many assumed challenges hindering its operation. This study therefore sought to examine the challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare.

## 1.4 Research questions

### 1.4.1 Main Research question

What challenges are faced by principals in the implementation of instructional leadership in technical vocational colleges in Harare?

### 1.4.2 Sub-questions

1. What curriculum related challenges do principals face in the implementation of instructional leadership in Technical Vocational Colleges in Harare?
2. What instructional challenges are faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare?
3. What managerial challenges are faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare?
4. What financial challenges are faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare?
5. What strategies can stakeholders employ for improvement of the implementation of instructional leadership in technical vocational colleges in Harare?

## 1.5 Significance of study

### 1.5.1 To Theory

This study provided theoretical contributions on the challenges faced by principals in the implementation of instructional leadership in technical vocational colleges in Harare. Various stakeholders would benefit from conclusions drawn from this research , in particular, Midlands State University as this project will form a basis for other similar future projects or studies with related topics..

Furthermore, several academic researchers across Zimbabwe who may probe the same topic in future will find information from this pertaining to challenges faced by principals in the

implementation of instructional leadership in technical vocational colleges in Harare. The project may also help expose existing gaps in literature concerning challenges faced by principals in the implementation of instructional leadership in technical vocational colleges in Harare's context and aims to provide the information to cover this gap.

### 1.5.2 To practice

The results of this research would be of much significance to technical vocational colleges across Zimbabwe as it would provide an insight to the challenges faced by principals in the implementation of instructional leadership and also aid in the review of the instructional leadership with regards to technical vocational college principals so that it can be aligned with the challenges on the ground in order to reap maximum benefits.

The findings of this study would also capacitate the technical vocational college principals in Harare by enlightening on the ways of acting on proposed strategies to overcome challenges in the implementation of instructional leadership in technical vocational colleges in Harare.

### 1.5.3 To Policy

The researcher also hoped that the findings of this study would also capacitate college principals and policy makers in technical vocational colleges by enlightening on the ways of acting on proposed strategies to overcome challenges faced by principals in the implementation of instructional leadership.

### 1.5.4 To self and methodology

The research enriched research skills of the researcher and also enlightened the researcher on challenges faced by principals in the implementation of instructional leadership in technical

vocational colleges in Harare. The researcher will also get Bachelor's degree and knowledge as well.

## 1.6 Delimitations of the study

### 1.6.1 Time scope

Statistics from 2018 to 2020 were included in the study to make sure that up to date statistics are used to allow forecasting future statistics.

### 1.6.2 Geographic scope

The study was confined to technical vocational colleges in Harare and other technical vocational colleges outside Harare were not part of this research. By only focusing on technical vocational colleges in Harare, the researcher had the hope that the population would be of a manageable size.

## 1.7 Limitations of the study

This study encountered problems in trying to examine challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare, such as, time as a limiting factor. This was because; the researcher was busy at her workplace and had to work during odd hours throughout the week. The study was also affected by the COVID 19 pandemic which forced Technical Vocational Colleges to close early for an indefinite period. This affected the researcher's travelling for data collection. Financial constraints were also a limiting factor in this current economic situation where transportation for data collection, printing and binding prices were skyrocketing and sometimes charged in foreign currency. Henceforth, due to time, COVID 19 Pandemic and monetary limitations the research did not cover the intended scope.

## 1.8 Definition of key terms

*Implementation* - According to Kim and Park (2000), it is the carrying out, execution or practice of a plan, method or a design idea model specification, standard or policy for doing something.

*Instructional leadership* — Leadership tasks related to students and learning and has a positive impact on student learning (Nuemerski, 2012).

*Principal* – an educator who has executive authority for a school or college.

*Technical Vocational College* – is an educational institution designed to provide technical skills required to complete the task of a particular and specific job.

## 1.9 Summary

The research study was introduced including background information pertaining to instructional leadership with particular focus on the challenges faced by principals in implementing it in technical vocational colleges in Harare. The research questions, statement of the problem significance, delimitations and limitations of the research were discussed. The following chapter will place its focus on discussion of literature pertaining to challenges faced by principals in implementing instructional leadership in technical vocational colleges.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

In this review of literature, some theoretical underpinning framework and viewpoints were discussed. This literature focused on the challenges faced by principals in implementing instructional leadership in technical vocational colleges. Thus, literature related to curriculum, instructional, managerial and financial challenges faced by principals in the implementation of instructional leadership in technical vocational colleges. This chapter also reviewed literature related to interventions that can be made in order to enhance the implementation of instructional leadership in technical vocational colleges. Various tools were used to review literature. These included electronic journal articles, several information resources, books and dissertations with the idea of finding related works.

### **2.2 Challenges faced by principals in the implementation of Instructional Leadership in Technical Vocational Colleges**

Apart from the several advantages realised from instructional leadership, different researchers unearthed areas that hamper the effective implementation of the procedure. Among the critics are Stronge (1988), Tsudu & Taylor (1995) & Steyn & van Niekerk (2006) cited in Sijiku (2017). They identified instructional leadership as a type of leadership which is rarely employed in schools because of lack of knowledge. Whitehead & Decker (2013) assert that it is essential that principals become instructional leaders.

#### **2.2.1 Curriculum challenges**

Failure to formulate, have a clear goal and objectives and a shared vision can hamper the implementation of instructional leadership. Disruptive student behaviour also poses as a challenge to the principals when implementing instructional leadership. This happens when

learners use drastic ways to compel authorities to consider their opinions, these may include strikes. The heads of departments did not articulate the universities' missions to the lecturers neither did they manage academic programmes as lecturers expected. In addition, the teaching-climate was not promoted to the lecturers' expectations (Heaven and Bourne, 2016).

#### 2.2.1.1 Lack of commitment and dedication amongst teachers

A study by Sijako (2017) showed that there was lack of cooperation by some teachers as shown by their absenteeism without due cause from school and not being punctual. This showed that some classroom practitioners were not doing their duties diligently as far as teaching and learning is concerned, which made it difficult for the principal to fulfil the vision and mission of the college as well as doing their duties that promote teaching and learning.

#### 2.2.1.2 Lack of teaching and learning resources

According to the findings of a study by Oliva (2013), the biggest challenge is coping with ongoing curriculum amendments because every change means the school has to make adjustment as well. It was revealed that, there was less effective training and workshops for principal and educators, lack of support from the department, demotivated and sometimes not well trained educators and limited resources to meet school needs.

The study further revealed lack of resources, lack of information, too much administrative work and poor training of educators, as curriculum challenges that affect implementation of instructional leadership. It was further found out that, there was a high workload on the principals even though efforts have been made to reduce it. Lack of motivation among educators and lack of proper training which creates uncertainty and confusion were also mentioned as curriculum challenges that are faced by principals (Oliva, 2013). The scholar further indicated poor training

and limited resources as curriculum challenges faced by principals in the implementation of instructional leadership.

Resources are regarded as the most important support structure because curriculum management depends largely on resources available in schools (Department of Education, 2000:94). According to Singh (2012), lack of resources necessary for the execution of teaching and learning can inhibit effective curriculum implementation. Providing essential materials allows teachers to focus their attention on teaching their learners, rather than tracking down materials they do not have (Singh, 2012).

## 2.2.2 Instructional challenges

### 2.2.2.1 Lack of professional support

At the colleges in question gathered information showed that there was no sufficient support from the administration at all levels. From the data it was gathered that, pertaining to continuous professional development principals were not doing everything possible to capacitate subordinate educational practitioners. Only class visits were done to give direction to the teachers. This is converse to what Darling-Hammond & Youngs (2002) noted as continuous professional development. They assert that a positive climate which fosters innovation, shared leadership and feedback as well as continuous professional capacitation was a result of supportive leadership, practices and policies. Nevertheless, in these schools there was no professional capacitation.

According to findings of a study by Sijako (2017), there was lack of support to the leaders of the schools to effectively play their part. The study revealed the fact that school heads are overwhelmed and cannot cope with their instructional leadership roles and responsibilities. Deployment of teachers did not take into account the number of leaning areas available at a

school. This resulted in some teachers being allocated to teach subjects that are not their speciality and principals had more learning areas to teach leaving them with little or no time for their instructional leadership responsibilities.

### 2.2.3 Managerial challenges

Bad execution of plans which do not outline responsibilities and duties explicitly. Tsudu & Taylor (1995) posit that there is no firm instructional leader. School principals have administrative tasks where they have a lot of responsibilities that involve instructional leadership duties. Training is not sufficient for classroom practitioners and instructional leaders for them to be able to execute instructional leadership duties.

A study by Bush and Middlewood (2010) revealed that college principals should pay attention to the execution of curriculum related activities by seeing to it that registers of attendance are signed. Data showed that some college principals are still employing traditional practices such as inspection at the expense of supportive and motivating practices.

#### 2.2.3.1 Unsystematic accountability of work

A study by Sijako (2017) revealed that, there was unsystematic accountability of work by teachers in the schools that were under study. Accountability sessions unearthed that there was no evidence that the accountability encouraged in schools was accompanied by any form of support. In other words accountability was not promoted to improve teaching and learning. More so, in selected institutions the documents examined by the researcher did not display organised accountability. There was no accountability of what happened to classroom practitioners who did not execute their duties well in their respective learning areas. The researcher was of the idea that teachers who exhibited incompetence in their various learning

areas give an account of what transpired and a strategy developed to help the teachers improve their performance.

### 2.2.3.2 Increased workload

According to Cardno (2003), managing a school today means taking more responsibilities. Principals carry varied workloads and the nature of their job has become complex. They have to do the administrative tasks, manage finances, and account to education authorities. In some instances, they are class teachers teaching more than one subject on top of the administrative workload. Crisis within the school involving learners, teachers, parents and suppliers take up their time also.

### 2.2.3.3 Role complexity and ambiguity

Marsh (2003) puts it this way that principals' roles are full of confusion and ambiguity. They are educational leaders, managers of people and resources, advocates of their schools and education generally and in the community at large. They are negotiators and representatives of government authorities and unions. Principals act as specialists and models to members of the school community; they exercise authority to teachers and learners. In addition to the above, they are accountable to education authorities that in most cases put pressure on them. All this instigates challenges that principals face in curriculum management.

Contributing to this debate, Leithwood and Montgomery (1982) commented that considerable data support the assumption that: (a) the principal's role is inherently ambiguous and complex; (b) this ambiguity manifests itself as a lack of clear expectations for the role and conflict about responsibilities; (c) often there is no viable rationale for duties assigned to the role; (d) that no defensible criteria for evaluating the principal's performance are available; (e) the complexity in the principal's role is a function of different people with whom the principal interacts, each potentially the bearer of problems; and (f) the school principal has a limited and, sometimes, incorrect view of the larger educational systems - what it will

tolerate, the extent of his or her own influence with the system, a lack of specific knowledge about the change process, and how to assess student needs.

Sayed and Jansen (2001) opine that clarity of roles for all involved in curriculum matters should be a precondition for effective curriculum management in schools. Principals often encounter problems in understanding what it means to be a curriculum manager and are uncertain about the specific nature of curriculum leadership. They fail to strike a balance in their roles because the roles are packed with a variety of other related activities that cannot be separated from the whole school function. Not only do they have key roles in the education system but also in the wider community.

According to Thurlow et al. (2003:36), most principals in South African schools are not aware of the clarity of their roles in curriculum management; hence their performance of curriculum management roles and responsibilities is ineffective. School leaders lack role models for the new education system because the department itself is still confused by these new management structures. O'Neill and Kitson (1996) state that, HoDs have the most curriculum responsibilities and may find their decisions at odds with those of the principals and deputies because the HoDs lead the curriculum and guide other SMT members. HoDs in their roles as curriculum managers are team leaders, monitors of teachers' work, and organisers of phase development workshops, while at the sametime dealing with their considerable teaching loads. Thus, some activities may be presumed as the responsibility of the principal or deputy principal because of the past management practices of apartheid policy that ignored shared decision-making. The school management team (SMT) may struggle with these activities in understanding and deciding who is responsible for which area

in curriculum management (Thurlow 2003). If conflicting roles are not effectively managed, the whole school community may find itself in crisis of uncoordinated curriculum.

## 2.2.4 Financial challenges

### 2.2.4.1 Lack of resources

Due to lack of financial resources, there is no acknowledgement and motivation for classroom practitioners to enhance their skills and capability (Spillane, 2012). She further posits that an instructional leader endeavours to attain school goals by inspiring followers. As a result for this to be achieved, an instructional leader should engage followers.

## 2.3 Strategies to improve the implementation of instructional leadership in technical vocational colleges

According to the findings of a study by Namutebi (2019) on Instructional Leadership and Lecturers' Job Performance in Public Universities in Uganda, the heads of departments of the Uganda's public universities have to improve the manner in which they communicate their universities' mission to the lecturers. This will enable the lecturers to comprehend the mission well and work towards achieving it. The department heads should also improve the degree to which they manage the academic programmes offered in their respective departments. They should particularly pay attention to improving how they supervise, monitor, appraise and provide feedback about the job performance of the lecturers whom they supervise. Furthermore, the public universities in Uganda should improve their teaching-climate by ensuring that all the teaching and learning facilities lecturers and students need to teach and learn are made available. Being public universities implies that these institutions' top management should lobby government to increase the funding of their instructional budget.

College principals require capacitation as far as instructional leadership is concerned to develop in them intuition concerning curriculum delivery in their colleges. The principals

need continuous professional development to empower them with strategies on how to handle issues of discipline which will ultimately improve the college as a whole.

Principals should take action towards full capacitation of their staff. They should ensure an alliance of their team and entrust staff with duties and explicitly explain their importance regularly. Educators need to be shown care and concern by principals by employing assistive strategies (Sijako, 2017). They should display their accountability values to all stakeholders. They should communicate what stakeholders need to know concerning the school and not be limited to their offices. Indiscipline of students and lecturers should not go unnoticed, hence discipline should be enforced at all times.

According to Goodwyll, Larson and Ahwireng (2013), principals should communicate through regular meetings with all stakeholders so that problems that each stakeholder might be going through are laid out and solved before they get out of hand. Principals should be at the fore front in organising continuous professional development for self-growth and professionally. All stakeholders should be taken on board as far as decision making is concerned. There is need for principles to come up with a social support system that promote the psychological well-being of stakeholders and to share any concerns and burdens in order to receive help and support before situation worsens.

Principals are recommended by Sijako (2017) have self-motivation as well as regularly encourage stakeholders to exploit their full potential. College principals need to acquaint themselves with motivational skills such as verbal acknowledgement for a job well done as well as offer incentives. Such acknowledgement would motivate stakeholders to perform to the best of their ability. Acknowledgement of staff contributions by instructional leaders motivates the staff to keep up their good deeds.

### 2.3 Summary

This chapter reviewed literature related to challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges. Existing literature related to curriculum, instructional, managerial and financial challenges faced by principals in the implementation of instructional leadership in technical vocational colleges was also reviewed. It further reviewed literature related to ways that can be used in order to enhance the implementation of instructional leadership in technical vocational colleges. The next chapter focused on the methodology of the research that was employed in this research.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

Focus in this chapter is on the research methodology that was used in the examination of the challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. Thus, the research design, population, sampling technique and research instruments were given and examined to test the efficacy of the research's dependability and constancy. Procedures of collecting data, analysis of data plan, reliability and validity and ethical deliberations were also looked into.

### **3.2 Research Design**

Kumar (2011) asserts that research design is procedural course of action that the researcher adopts so as to have answers to research questions that are, valid, objective, economic and accurate. Burns & Groove (2002) opine that it's the blueprint for carrying out a research with optimum command pertaining to factors that might compromise the dependability regarding findings. The study was both subjective and objective hence a mixed methods approach was adopted. Henceforth, this study adopted a descriptive survey and case study approach. According to Otuka, et al. (2007) descriptive survey is a methodology which precisely narrates what is in existence, opinions which are subscribed to, processes in motion as well as developing shifts.

#### **3.2.1 Justification of the adopted research design**

According to Creswell & Clark (2007) a mixed methods approach was adopted for its ability to incorporate both the qualitative and the quantitative perspectives, as a result providing a better comprehension of the problem of the research as to what approach accomplishes by itself. As a result, this enabled the researcher to make use of a various instruments to collect data.

The research made use of the descriptive research design for the reason that the researcher sensed it was the best approach to comprehensively examine challenges faced by principals in the implementation of instructional leadership in technical vocational colleges in Harare. The design indicated was adopted for the reason that it allows the position of the population of the selected population to be set on with regard to particular factors, interrogation of what is current as well as computing what is in existence without having questions pertaining to its existence, this enables an illustrative sample to be extracted. According to Saunders (2009), the ideal approach there is to management scientists keen on collection of raw data for illustration of a population of a big magnitude that is impossible to note in person is descriptive survey.

Together with the questionnaire as the principal instrument of collecting data it was used as well as a result of its innate advantages. It is economic as well when it comes to collecting vast data from a considerable population. The case study approach was also involved in order to make use of the qualitative perspective with regards to sections where attention and examination was on a unit.

### 3.3 Population and Sample

Saunders et al (2009) opines that the study populace comprises a combination of items from where the sample is extracted. This assertion was supported by Frankel and Wallen (2006) who puts it across that the study population comprises everyone who the researcher wants to get information from so as to draw conclusions on the basis of the sample drawn from this population.

#### 3.3.1 Target Population

The target population for this study consisted of all principals and lectures of technical vocational colleges in Harare. According to the Ministry of Higher and Tertiary Education,

there are three (3) Technical Vocational Colleges in Harare with a principal population of 3, 3 vice principals and a lecturer population of 422. 9 staff members who held administrative posts in technical vocational colleges as well as 4 provincial education staff members were also part of the population under study. Henceforth, the target population of this study was 442.

### 3.3.3 Sampling technique

The procedure of getting a sample is sampling. Thus, a representation of the array of a populace is the sample as Makombe (2003) opines. Sampling was necessary because in a study of this nature, it is neither desirable nor possible to cover the entire population. Stratified random sampling technique was adopted for this study and the target population of Harare technical vocational colleges was stratified to ensure representativeness of the sample used for this study. According to Saunders (2009), the process of stratified random sampling begins by setting apart then unsystematic picking of respondents from the strata. Researcher ensures that those who participate are a representative subset of the research population and thus any findings can be generalised or extrapolated to that target population with confidence (Gill & Johnson, 2002).

The population of this study was first divided into mutually exclusive groups that were relevant, appropriate and meaningful to the content of the study (Kato, 2008). These were;

- a) 6 principals
- b) 422 lecturers
- c) 9 administrative staff members
- d) 4 staff members from the provincial education office.

Stratification was adopted because it ensured homogeneity within each stratum, that is, very few differences or dispersions on the variable of interest within each stratum, but

heterogeneity between strata (Saunders, 2009). A systematic sampling method was then used to select the required sample size in the lecturer's strata. According to Hayes (2020), it is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point but with a fixed, periodic sampling interval. Systematic sampling was adopted mainly because of its simplicity (Hayes, 2020).

In this context, the researcher put all potential participants in a list and every starting point of 7 and every 10<sup>th</sup> person on the list was selected for the study and the researcher had a total of 42 subjects.

### 3.3.4 Sample Size

Kenton (2019) defines a sample as a little representation of a larger group. Kenton (2019) goes on to say it is a portion consisting of traits of a bigger populace and should constitute the rest of the populace not prejudice against a particular element. Henceforth, the sample size of this study was 61 (6 principals, 42 lecturers, 9 administrative and 4 province staff members).

## 3.4 Sources of Data

Bryman and Bell (2015) recommends the use of research methods the use of research methods that are appropriate to research objective. Thus, the researcher was guided by this notion in selecting data collection methods. In order to fulfil the research objectives, the researcher used both primary and secondary data gathering methods and these are explored below.

### 3.4.1 Secondary data

Secondary data refers to “data that are already available, data which has already been collected and analysed by someone else for some other reasons” (Kothari, 2004). It involves a systematic review of existing review of existing data sources. The researcher collected data

from the provincial education office, textbooks and journal articles. A review of empirical literature provided insights onto past discussions and conclusions on studies relating to the challenges faced by principals in the implementation of instructional leadership in technical vocational colleges.

### 3.4.2 Primary data

Primary data refers to the original data that the researcher collects for the purpose of answering his/her research questions (Welman et al., 2007). Cooper and Schindler (2014) define primary data as original works of research or raw data without interpretation or pronouncements that represent an official opinion or position. Thus, the researcher used primary data sources in order to collect data that would answer the specific research questions for the study. Questionnaires were used as the primary data collection tools for the study.

## 3.5 Research instruments

As part of rigorous data collection process the researcher adopted a structured questionnaire and semi-structured interviews as the research instruments for this study. According to Harris (2010), questionnaires and interviews are often used in mixed methods studies to generate confirmatory results despite differences in methods of data collection, analysis, and interpretation (Harris, 2010).

### 3.5.1 Questionnaires

A questionnaire is a structured technique for data collection that consist of a series of questions, written or verbal, that a respondent answers (Zaluski, 2017). Jonker and Pennink (2010) described a questionnaire as a document containing questions and relevant information systematically designed to solicit appropriate information from the respondent to satisfy research objectives.

### 3.5.1.1 Questionnaire construction

The Likert Scale was used to construct the questionnaire, whereby respondents have been granted choices ranging from strongly agree, agree, not sure, disagree then lastly strongly disagree. It was to ensure that, respondents remain within the confines of the research subject. The research objectives were used to construct the questionnaire and a particular objective had three questions under it. Distribution of questionnaires was done to college principals and lecturers.

### 3.5.1.2 Justification on the research instrument used

Questionnaires were adopted because they are instruments used to collect primary sources of data in a survey research. According to Kendall (2008) questionnaires are cheap to administer and can provide evidence of patterns amongst large populations. The use of questionnaires was done because they safeguard the respondents' privacy, facilitated vast gathering of data within a small time frame. In addition, the researcher chose questionnaires as they allowed respondents to answer questions at their own convenient time and place.

### 3.5.2 Interviews

Schostak (2006) defines interviews as an expansible discussion that occurs between associates which focuses on having deeper information about a particular theme, and through which an occurrence could have an explanation as a result of connotations given by interviewees. They are ways for participants to get involved and talk about their views. In addition, the interviewees are able to ask for clarification, elaborate on ideas and discuss their perception and interpretation with regards to a given situation in their own words.

The researcher adopted semi structured interviews because this type of interview gives the researcher opportunities to explore deeper into a given situation for views and opinions of the interviewee. Abawi (2013) posits that this is mainly because, semi structured discussions involve several organised questions but the interviewer has the flexibility to alter the phrasing as well as arrangement of the questions. In this context, a guide was crafted comprising a series of questions, themes and matters that the researcher planned to address as part of the interview and extra questions came up which the researcher had not foreseen when the interview started.

### 3.5.3 Data Collection Procedure

Data collection according to Adams et al. (2007) is the actual implementation of the research methods. The researcher took an introductory letter from Midlands State University and sought permission to carry out research from the Ministry of Higher and Tertiary Education, Science and Technology Development. The researcher identified research study's respondents and to ensure validity and reliability of the data collected, the researcher then personally distributed questionnaires and collected them from the technical vocational colleges after the respondents completed them. Respondents were given one week to complete.

## 3.6 Validity and Reliability

### 3.6.1 Validity

According to Chiang (2015), validity is the ability of the instrument to measure that which it is supposed to measure. Silverman (2005) defines validity as the veracity or generally appreciated definition of a notion. It has great significance in projects because it gives an explicit manifestation of what is being computed. Hence in order to enhance soundness of what the research gathered, tools like questionnaires were pre-tested before being

administered to the sample of the study to ensure that, they were measuring what they were intended to (Zohrabi, 2014). This was, the challenges that principals face in the implementation of instructional leadership in technical vocational colleges in Harare. With regards to this research, focus was placed on soundness of the content a result of convenience of its use (Sproule, 2009). In addition, the researcher ensured validity by asking questions that were in line with research objectives and backed by theoretical and empirical literature. The supervisor assisted in questionnaire development in order to enhance the validity of instrument, such was expert evaluation.

### 3.6.2 Reliability

The level of dependability is what pertains to reliability (Silverman, 2005). McLeod concurs with this definition as he asserts that consistency of the gathered data is reliability. Moral matters also influence the dependability of a research instrument and it is all important to note that (Woodrow, 2014). In line with this research study, it was important to ensure the consistency of research instruments; for example when conducting interviews, the end result of reliability could be affected by delicate matters questioned by the interviewer and respondents may not be willing to respond to sensitive matters. To achieve reliability, the researcher discussed the research instruments with the supervisor and took note of problematic questions and pre-tested the questionnaires and interview questions.

### 3.7 Ethical considerations

Makau & Akarunga (2016) assert that the researcher should not device a study that contravenes the security and rights of those being interviewed. Therefore, the researcher is mandated to highlight the dangers linked to the study to the interviewees during the research process (Humberston, Prince and Henderson, 2015) With regards to this the researcher gave the interviewees assurance that the data being gathered was solely for educational purposes.

### 3.7.1 Informed Consent

Acquiring consent is a crucial component of communal projects (Salkind, 2010). In light of this the researcher enlightened every interviewee of the possible dangers and potential advantages of taking part in this project. It was the interviewees' personal choice to take part in the research or not, the willing respondents signed forms of consent.

### 3.7.2 Confidentiality

In community studies, private matters of the respondents are confined to the researcher and must not be shared with any other persons. Research Governance Office (2012) asserts that confidentiality is a legal obligation brought about when a respondent is granted straight confidence by the researcher. The participants were given confidence that the information gathered was purely for the academic intentions and that no names would be involved.

### 3.8 Data Analysis Plan

Once researcher gathered information, the data was statistically analysed using Microsoft excel package and presented using graphs and tables. This was because, graphs, tables and percentages are critical in presenting quantitative data (Dressing, 2016). This was done by recognising the main objective of this study (the challenges faced by principals in the implementation of instructional leadership in technical vocational colleges in Harare). The researcher used descriptive statistics in order to arrange, summarise and present the findings. Percentages and frequencies were used to summarise responses. Qualitative data was analysed by narration and given as data acquired from semi structured interviews of individuals.

### 3.9 Summary

The chapter presented the methodology of the research adopted through examination of the challenges faced by principals in the implementation of instructional leadership in technical

vocational colleges in Harare. This included the design of the research, the study populace, sampling design and magnitude of the sample involved, tools of the research, information gathering procedures, data analysis as well as presentation, validity, reliability and ethical considerations. In the following chapter data was analysed as well as presented.

# **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

## **4.1 Introduction**

This chapter presented, analysed and interpreted data derived from principals, lecturers and provincial education office staff's responses to the research instruments. Collected data was shown and given as bar graphs, pie charts and tables. The chapter began with presenting, analysing and interpreting demographic information of the respondents and further analysed results related to the curriculum, instructional, managerial and financial challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. In addition, the researcher also presented and analysed results of the strategies that can be employed to overcome the challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare.

## **4.2 Response Rate and Demographic Analysis**

The researcher managed to distribute 48 questionnaires of the initially printed 48 and 45 subjects managed to respond. The response rate was 93.75%. This response rate was very good according to Ziehl (2016) the extent to which respondents cooperated was very good since they responded to the questionnaires without being compelled. 3 (6.25%) of the given questionnaires were not given back to the researcher although the researcher visited the respondents to collect the questionnaires.

### **4.2.1 Gender**

The results of gender of the respondents in this study were presented below in Table 4.1 below.

**Table 4.1 Gender**

Gender	Principals (n = 6)	Lecturers (n = 39)	Frequency (n = 45)	Percentage
Female	2	17	19	65.67%
Male	4	22	26	34.33%

*Source: Survey, 2020*

The results of the study presented in fig. 4.1 above shows that, amongst the 45 completed questionnaires, 26 were male and 19 female. This gave a clear picture that, there were more male than female respondents giving a picture of 57.78% male versus 42.22% female. Amongst 19 female respondents, 2 were principals and 17 lecturers. Of the 26 male respondents, 4 were principals and 22 were lecturers.

#### 4.2.2 Age of Respondents

The age group results of this study are presented in table 4.2 below.

**Table 4.2 Ages of Respondents**

Age Group	Principals (n = 6)	Lecturers (n = 39)	Frequency (n = 45)	Percentage (100%)
18 - 29		3	3	6.7%
30 - 39		11	11	24.4%
40 - 49	2	17	19	42.2%

50 and Above	4	8	12	26.7%
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Source: Survey 2020

The results of the age of respondents presented above in Table 4.2 showed that, 42.2% (19) of the respondents were between 40 and 49 years to which 17 were lecturers and 2 principals. 26.7% (12) were 50 years and above and amongst these, 4 were principals and 8 lecturers. 24.4% of the respondents were within the age range of 30 to 39 years and all of them were lecturers. 6.7% were within the age range of 18 to 29 years and all of them were lecturers.

#### 4.2.3 Level of Education

The results of the level of education of the respondents were presented below in table 4.3.

**Table 4.3 Level of Education**

Level of Education	Principals (n = 6)	Lecturers (n = 39)	Frequency (n = 45)	Percentage (100%)
PHD	1		1	2.2%
Master's Degree	3	5	8	17.8%
Bachelor's Degree	2	10	12	26.7%
Higher National Diploma		15	15	33.3%
National Diploma		9	9	20.0%

Source: Survey, 2020

According to the findings of this study, the least number 2.2% (1) of the respondents had a PHD and was a principal. 17.8% (8) had Master's degrees and amongst them, 3 were principals and 5 lecturers. 26.7% (12) of the respondents were Bachelor's degree holders and amongst them, 2 were principals and 10 lecturers. The most respondents (33.3%) of this study were Higher National Diploma Holders and all of them were lecturers. Lastly, 20% (9) respondents were National Diploma holders and all of them were lecturers.

### 4.3 Curriculum challenges

To find out the curriculum challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare, was the research aim of this study. The findings of this study are presented in Table 4.4 below.

**Table 4.4 Curriculum Challenges**

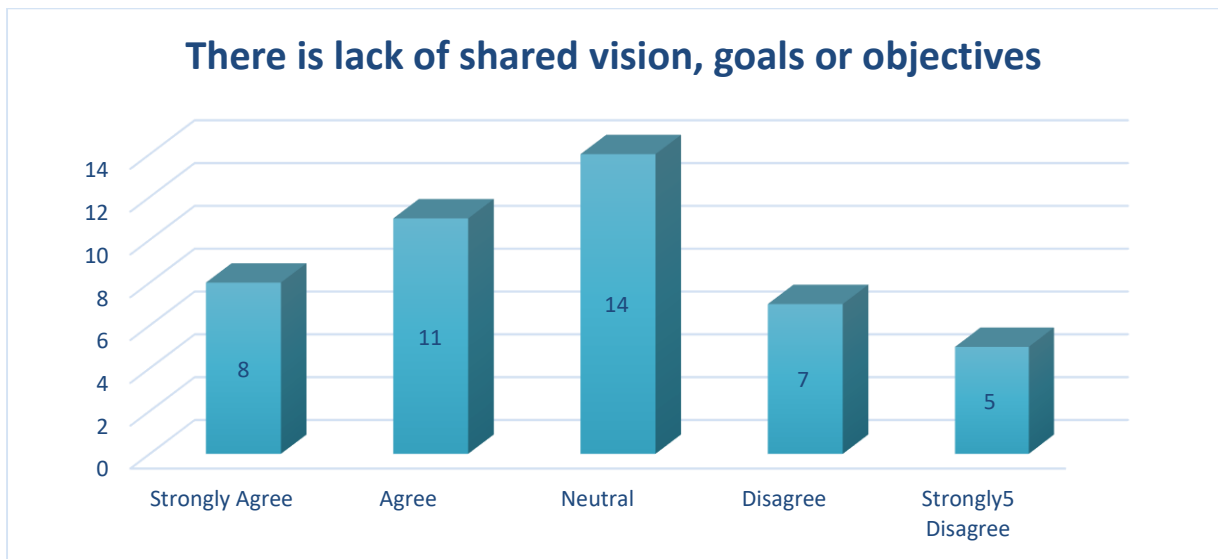
Indicators/ Frequency (n = 45)	Strongly Agree (f/ %)	Agree (f/ %)	Neutral (f/ %)	Disagree (f/ %)	Strongly 5 Disagree (f/ %)
There is lack of shared vision, goals or objectives	8 (17.8)	11 (24.4)	14 (31.1)	7 (15.6)	5 (11.1)
There is lack of proper teaching and learning materials	29 (64.4)	16 (35.6)	0	0	0
There is lack of dedication and commitment amongst lecturers	3 (6.7)	8 (17.8)	13 (28.9)	7 (15.6)	14 (31.1)
Student disruptive behaviour affects instructional leadership implementation	30 (66.7)	12 (26.7)	3 (6.7)	0	0

*Source: Survey, 2020*

#### 4.3.1 Lack of shared vision, goals or objectives

Lack of shared vision, goals or objectives was found out as a curriculum challenge faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study are closely associated to that of Mason (2013), who found out that, there was lack of shared mission/ vision as lecturers had different ideas of

what exactly the mission/ vision mean or is and this often led to confusion and undermined its priorities. The findings of this study are presented below in fig 4.1.

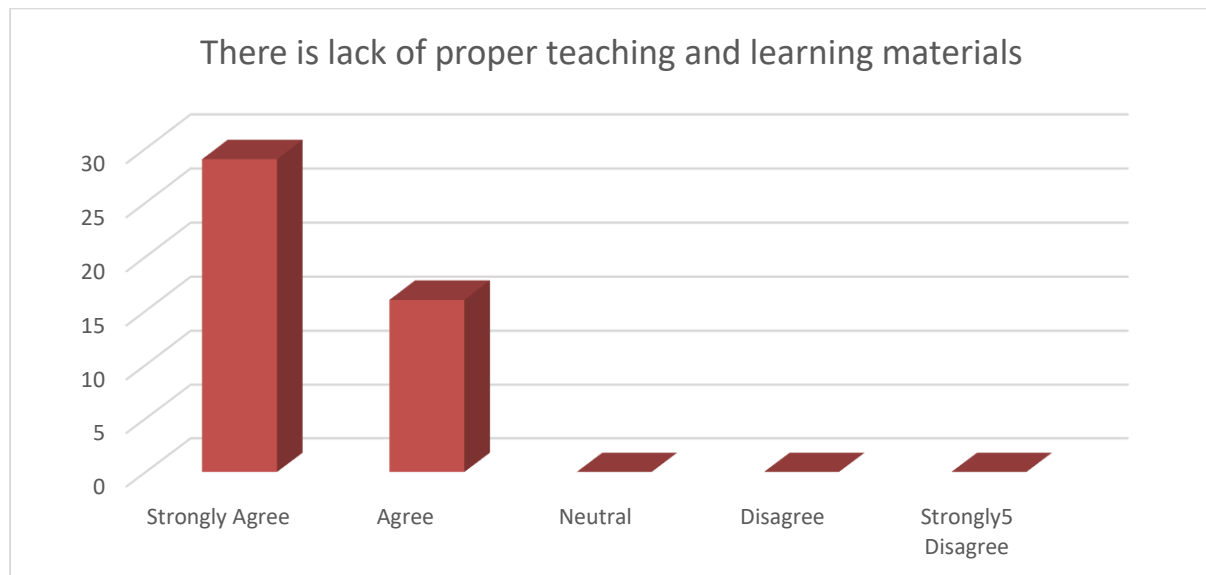


*Fig. 4.1 Lack of shared vision, goals or objectives*

The results presented above showed that 31.1% of the respondents were neutral that, there was a lack of shared vision, goals and objectives as a curriculum challenge in the implementation of instructional leadership in Technical Vocational Colleges in Harare. 24.4% agreed that there was lack of shared mission in the college curriculum and this affected implementation of instructional leadership in Technical Vocational Colleges in Harare. 17.8% of the respondents strongly agreed that there was a lack of shared mission in Technical Vocational Colleges in Harare and this was a curriculum challenge which affected implementation of instructional leadership. On the other hand, 15.6% of the respondents disagreed whereas 11.1% strongly disagreed that, there was a lack of shared vision, goals or objectives in Technical Vocational Colleges in Harare. The findings of this study concurs with that of Feye (2019), who found out that, there was a lack of clear vision and mission on colleges.

### 4.3.2 Lack of proper teaching and learning materials

This study found the lack of proper teaching and learning materials as a curriculum challenge faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The results of this study were presented below on Fig 4.2.



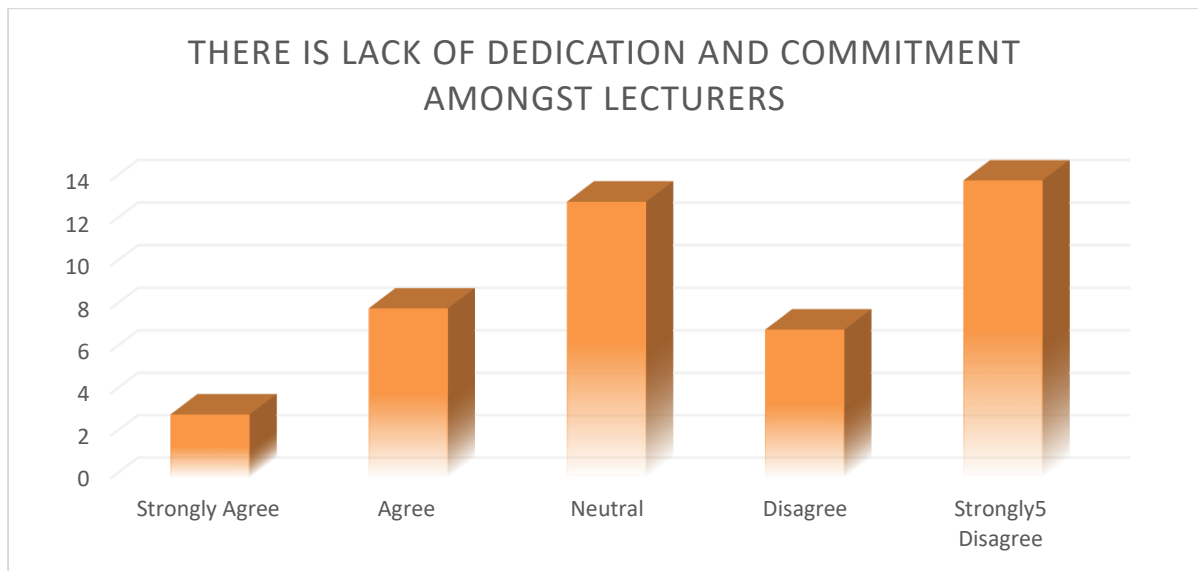
*Fig. 4.2 Lack of proper teaching and learning materials*

According to the findings of this study, 64.4% of the respondents indicated that, there was lack of proper teaching and learning materials in Technical Vocational Colleges in Harare and this affected proper implementation of instructional leadership. 35.6% of the respondents agreed that there was lack of proper teaching and learning materials in Technical Vocational colleges. This indicated that, the lack of proper teaching and learning materials was a major curriculum challenge faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare.

### 4.3.3 Lack of dedication and commitment amongst lecturers

The lack of dedication and commitment amongst lecturers was found out as a curriculum challenge faced by principals in the implementation of instructional leadership in Technical

Vocational Colleges in Harare. The findings of this study closely matches with that of Sijako (2017) who found out that there was that there was no devotion and allegiance from some classroom practitioners and some were absenting from school often and were not punctual . The findings of this study were presented in Fig. 4.3 below.

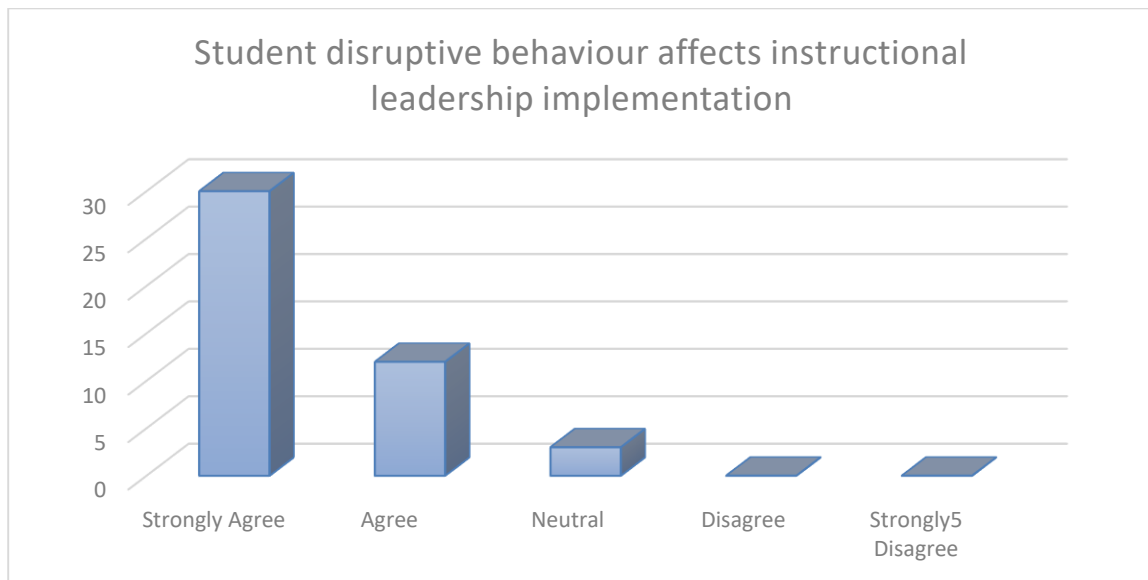


*Fig. 4.3 Lack of dedication and commitment amongst lecturers*

The findings of this study indicated that, 31.1% of the respondents strongly disagreed and 15.6% disagreed that there was no devotion and allegiance amongst lecturers in Technical Vocational Colleges in Harare. 28.9% of the respondents were neutral and there was no devotion and allegiance amongst lecturers in Technical Vocational Colleges in Harare. On the other hand, 17.8% agreed and 6.7% strongly agreed that there was lack of commitment amongst lecturers in Technical Vocational Colleges in Harare and this was a curriculum challenge faced by principals in the implementation of instructional leadership. The findings of this study contradicts with that of Abdulsheed and Fauzi (2016), who indicated that, “*low commitment of staff in the teaching and implementation of the objectives of unity schools is great challenge for principals*”.

#### 4.3.4 Student disruptive behaviour

This study indicated student disruptive behaviour as a curriculum challenge faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study were presented below on Fig. 4.4



*Fig. 4.4 Student disruptive behaviour*

The findings of this study revealed student disruptive behaviour as a major curriculum challenge in the implementation of instructional leadership in Technical Vocational Colleges in Harare. This was indicated by a 66.7% of the respondents who strongly agreed and 26.7% agreed that, student disruptive behaviour affects instructional leadership implementation in Technical Vocational Colleges in Harare. 6.7% of the participants were neutral that, student disruptive behaviour affects instructional leadership implementation in Technical Vocational Colleges in Harare.

#### 4.4 Instructional challenges

To inquire instructional challenges faced by principals during implementation of instructional leadership in Technical Vocational Colleges in Harare, was another research aim of this study. The results of this study are presented in Table 4.5 below.

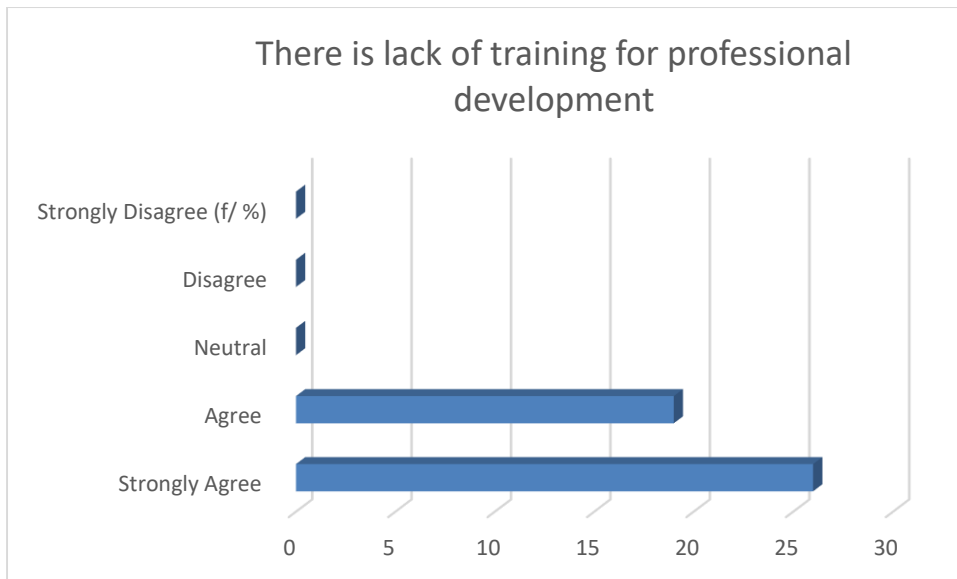
**Table 4.5 Instructional challenges**

Indicators/ Frequency (n = 45)	Strongly Agree (f/ %)	Agree (f/ %)	Neutral (f/ %)	Disagree (f/ %)	Strongly Disagree (f/ %)
There is lack of training for professional development	26 (57.8)	19 (42.2)	0	0	0
There is lack of educational resources	31 (68.9)	14 (31.1)	0	0	0
There is inadequate college infrastructure	23 (51.1)	22 (48.9)	0	0	0
There is lack of well trained personnel with regards to instructional leadership	31 (68.9)	14 (31.1)	0	0	0

*Source: Survey, 2020*

##### 4.4.1 Lack of training for professional development

According to the findings of this study, the lack of training for professional development was identified as another challenge that was faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study are presented in Fig 4.5 below.

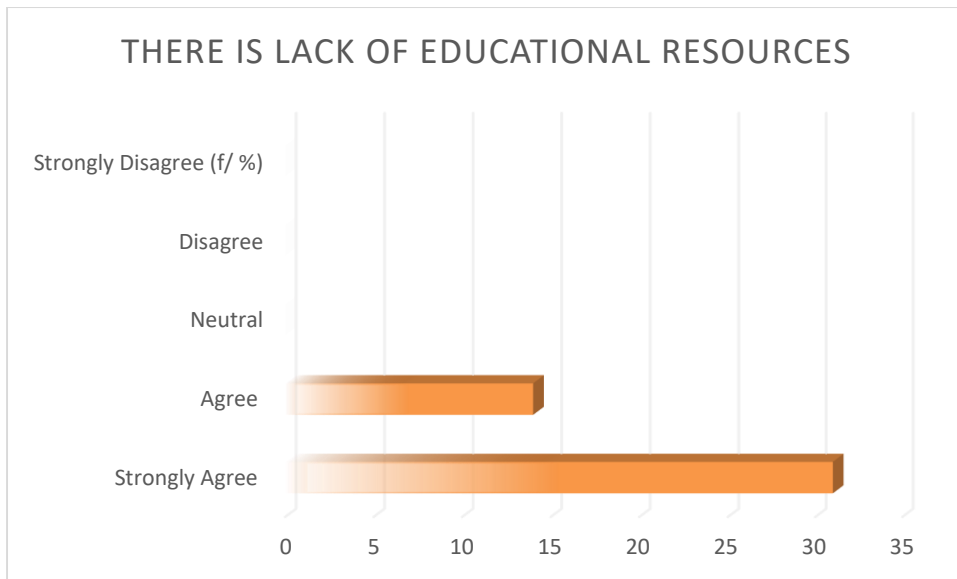


*Fig. 4.5 Lack of training for professional development*

This study revealed the lack of training for professional development as a major instructional challenge faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. This was indicated by 57.8% of the respondents who strongly agreed and 42.2% who agreed that, there was lack of training for professional development in Technical Vocational Colleges in Harare.

#### 4.4.2 Lack of educational resources

According to the findings of this study, lack of educational resources was indicated as a major instructional challenge faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study were closely associated with that of Oliva (2013) who found out that, there was lack of resources as a challenge that affects implementation of instructional leadership. The results are presented below in Fig. 4.6.

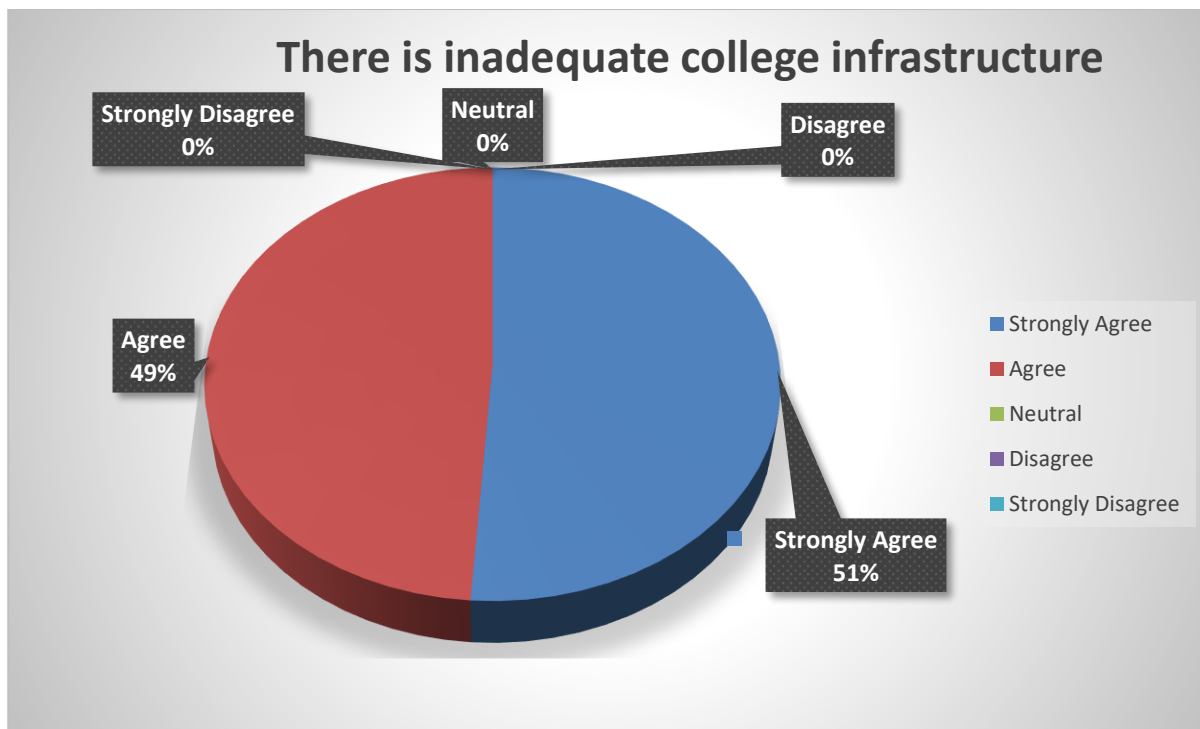


*Fig. 4.6 Lack of Educational Resources*

This was revealed by 68.9% of the respondents who strongly agreed and 31.1% who agreed that, there was lack of educational resources in Technical Vocational Colleges in Harare and this affect the implementation of instructional leadership. The findings of this study matches well with that of Scott (2017) who found out that “a significant lack of educational resources long has been voiced as a big problem in FN schools”.

#### 4.4.3 Inadequate college infrastructure

Inadequate college infrastructure was identified as another challenge that was faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study are presented in Fig. 4.7 below.

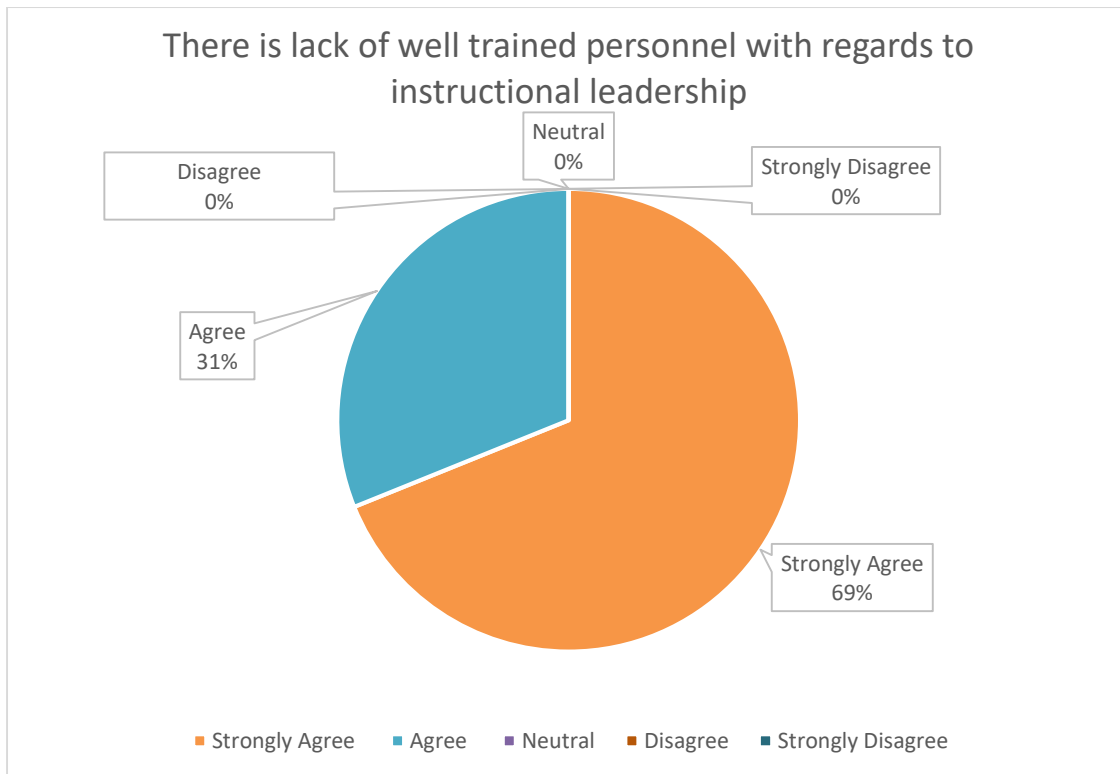


*Fig. 4.7 Inadequate College Infrastructure*

This was indicated by 51.1% of the respondents who strongly agreed and 48.9 who agreed that, there was inadequate college infrastructure and this affected the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study concurs with the findings of Scott (2017) who found out that there was inadequate school infrastructure, leading to frequent school closures, is another significant challenge for many First Nations schools.

#### 4.4.4 Lack of well trained personnel with regards to instructional leadership

The findings of this study, revealed the lack of well trained personnel with regards to instructional leadership as a major instructional leadership challenge faced by the principals in the implementation of instructional leadership. The findings of this study are presented below in Fig. 4.8.



*Fig. 4.8 Lack of well trained personnel with regards to instructional leadership*

This was indicated by 68.9% of the respondents who strongly agreed and 31.1% who agreed that, there was lack of well trained personnel with regards to instructional leadership in Technical Vocational Colleges in Harare thereby affecting its implementation.

#### 4.5 Managerial challenges

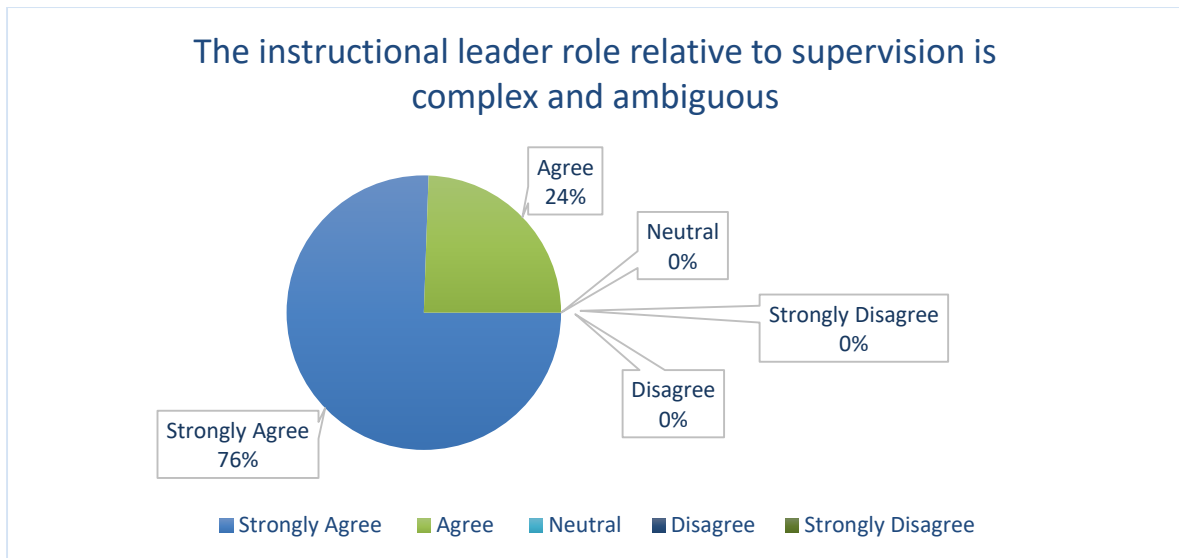
This study also sought to examine managerial challenges faced by principals in implementing instructional leadership in Technical Vocational Colleges in Harare. What was gathered from findings of this study is shown in Table 4.6 and Fig 4.3 below.

**Table 4.6 Managerial challenges**

Indicators/ Frequency (n = 45)	Strongly Agree (f/ %)	Agree (f/ %)	Neutral (f/ %)	Disagree (f/ %)	Strongly Disagree (f/ %)
The instructional leader role relative to supervision is complex and ambiguous	34 (75.6)	11 (24.4)	0	0	0
There is unsystematic accountability of work by lecturers	5 (11.1)	11 (24.4)	20 (44.4)	7 (15.6)	2 (4.4)
There is lack of specific training and expertise in the techniques of instructional supervision	31 (68.9)	14 (31.1)	0	0	0
There is increased workload on the principals as instructional leaders	26 (57.8)	13 (28.9)	6 (13.3)	0	0

#### 4.5.1 Instructional leader role relative to supervision is complex and ambiguous

The instructional leadership role's complexity and ambiguity was revealed as a major managerial challenge that was faced by principals in the implementation of instructional leadership in Technical vocational colleges in Harare. The findings of this study are presented in Fig. 4.9 below.

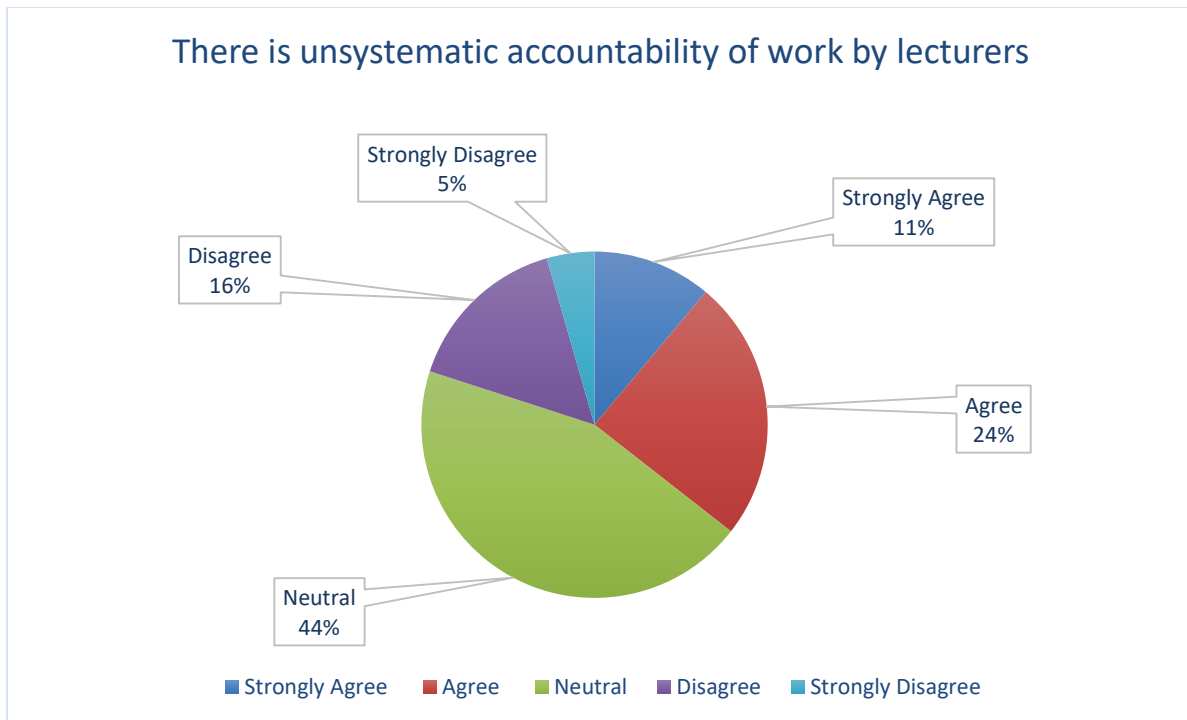


*Fig. 4.9 Instructional leader role is complex and ambiguous*

This was indicated by 75.6% of respondents who strongly agreed and 24.4% who agreed that, the instructional leader role relative to supervision is complex and ambiguous.

#### 4.5.2 Unsystematic accountability of work by lecturers

The unsystematic accountability of work by lecturers was revealed as a managerial challenge that was faced by principals in the implementation of instructional leadership in Technical vocational colleges in Harare. The findings of this study are presented below in fig. 4.10.

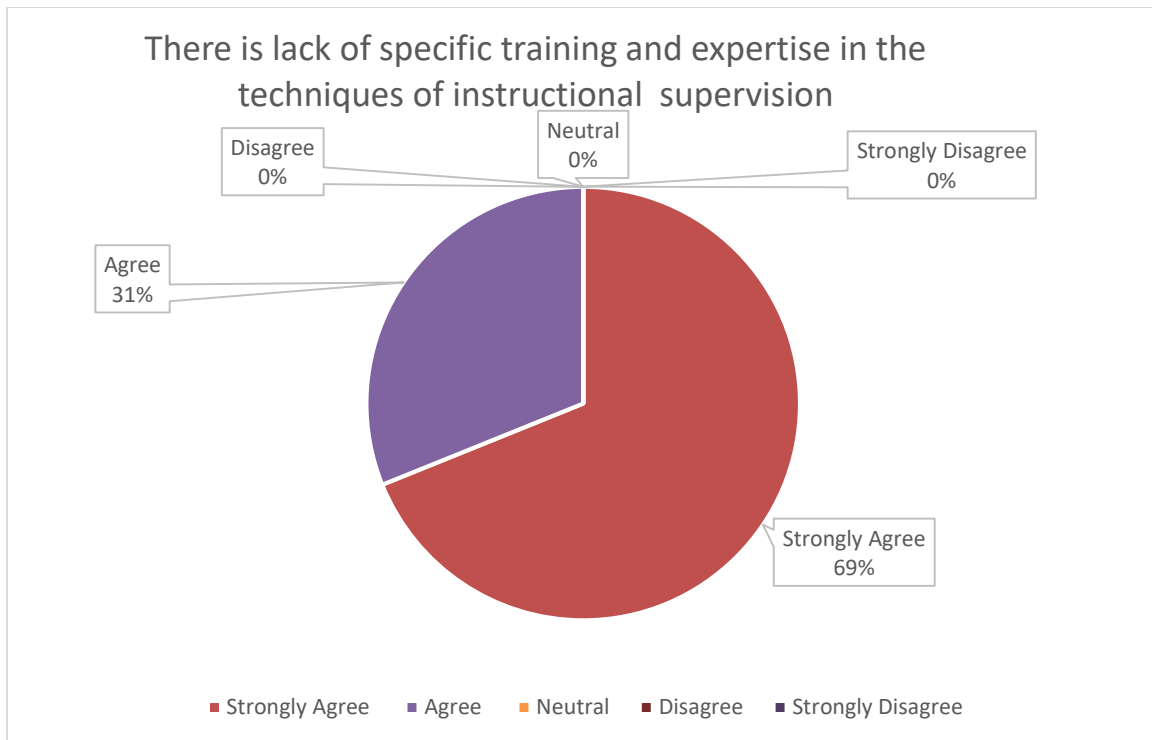


*Fig. 4.10 Unsystematic accountability of work by lecturers*

The findings of this study revealed that, 44.4 % of the respondents were neutral that, there was unsystematic accountability of work by lecturers. 24.4% of the respondents agreed and 11.1% strongly agreed that there was unsystematic accountability of work by lecturers in Technical Vocational colleges in Harare. On the other hand, 15.6% disagreed and 4.4% strongly disagreed that there was unsystematic accountability of work by lecturers in Technical Vocational Colleges in Harare.

#### **4.5.3 Lack of specific training and expertise in the techniques of instructional supervision**

The lack of specific training and expertise in the techniques of instructional supervision was revealed as a major managerial challenge that was faced by principals in the implementation of instructional leadership in Technical vocational colleges in Harare. The findings of this study are presented in Fig. 4.11 below.

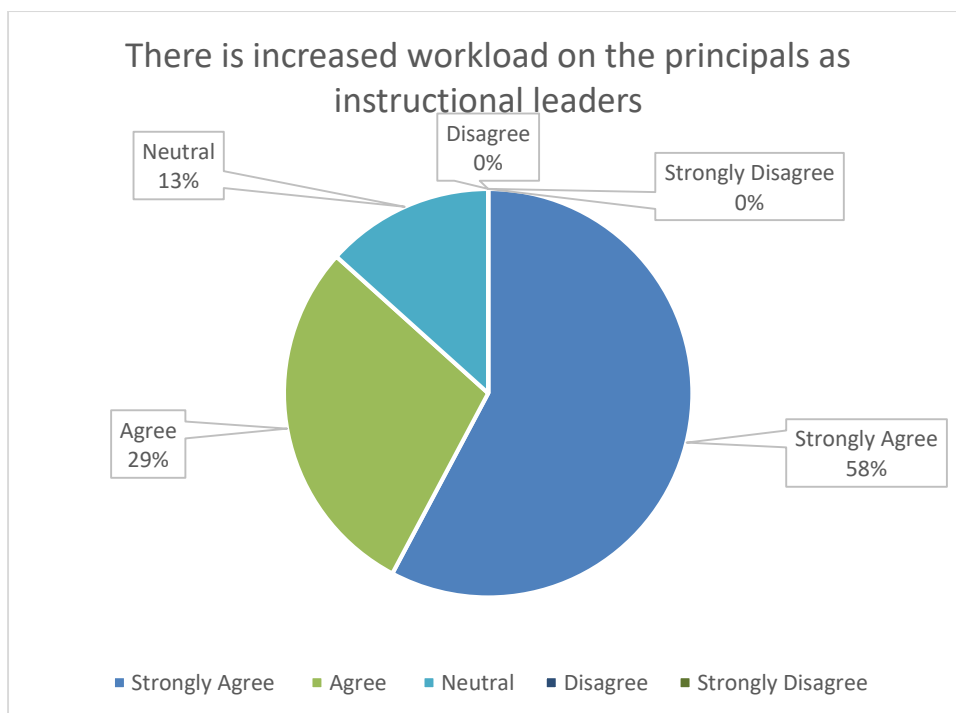


*Fig 4.11 Lack of specific training and expertise in the techniques of instructional supervision*

The findings of this study revealed the lack of specific training and expertise in the techniques of instructional supervision as a major managerial challenge in the implementation of instructional leadership in Technical Vocational Colleges in Harare. This as indicated by 68.9% of the participant who strongly agreed and 31.1% who agreed that, there was lack of specific training and expertise in the techniques of instructional supervision.

#### 4.5.4 Increased workload on the principals as instructional leaders

Increased workload on the principals was another managerial challenge that was faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study were presented in Fig. 4.12 below.



*Fig. 4.12: Increased workload*

This was shown by 57.8% respondents who strongly agreed and 28.9% who agreed that, there was increased workload on the principals as instructional leaders. On the other hand, 13.3% of the respondents were neutral that there was increased workload on the principals as instructional leaders in Technical Vocational Colleges in Harare. What was gathered from this research corresponds with that of Wise (2015) who indicated principals felt overwhelmed by too many responsibilities of both a manager and an instructional leader with so much work to do.

#### 4.6 Financial challenges

To find out the financial challenges faced by principals in implementing instructional leadership in Technical Vocational Colleges in Harare, was also a key element of this study.

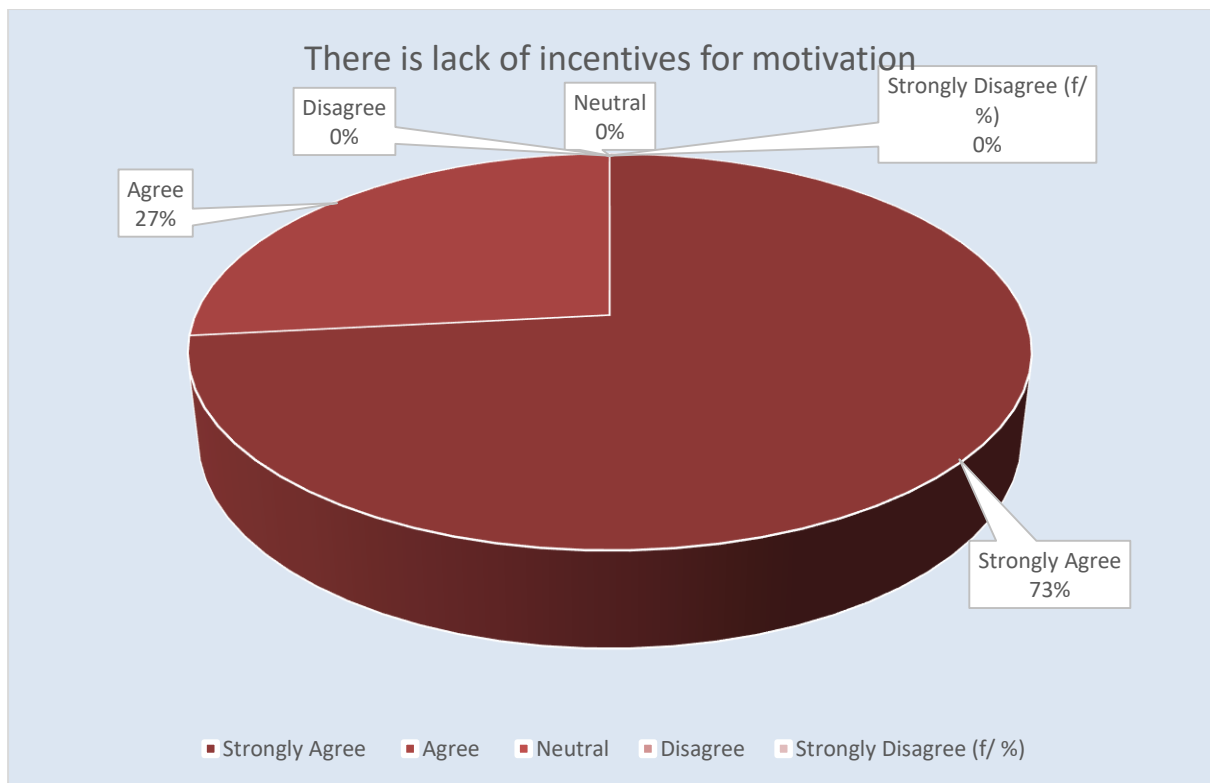
The findings of this study are presented in Table 4.7 and Fig 4.4 below.

**Table 4.7 Financial challenges**

Indicators/ Frequency (n = 45)	Strongly Agree (f/ %)	Agree (f/ %)	Neutral (f/ %)	Disagree (f/ %)	Strongly Disagree (f/ %)
There is lack of incentives for motivation	33 (73.3)	12 (26.7)	0	0	0
There is insufficient funding for the instructional leadership role	36 (80.0)	9 (20.0)	0	0	0
There is lack of funding for training and workshops on instructional leadership	31 (68.9)	14 (31.1)	0	0	0
There is lack of funding to cater for educational resources and infrastructure	40 (88.9)	5 (11.1)	0	0	0

#### 4.6.1 Lack of incentives for motivation

The findings of this study revealed the lack of incentives for motivation as a major financial challenge in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study were presented in Fig. 4.13 below.

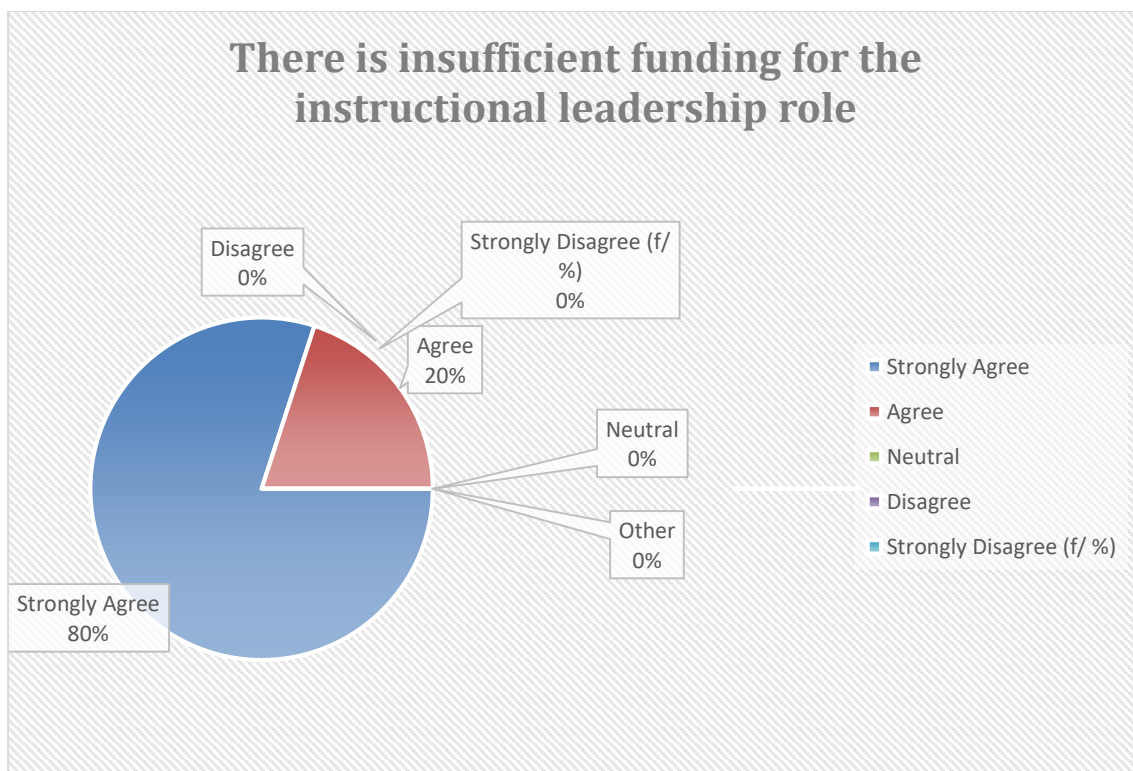


*Fig. 4.13 Lack of Incentives for Motivation*

This was indicated by 73.3% of the respondents who strongly agreed and 26.7% who agreed that, there was lack of incentives for motivation in Technical Vocational Colleges in Harare and this affects the implementation of instructional leadership.

#### 4.6.2 Insufficient funding for the instructional leadership role

Insufficient funding for the instructional leadership role was also revealed as a major financial challenge faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The results are presented on Fig 4.14 below.

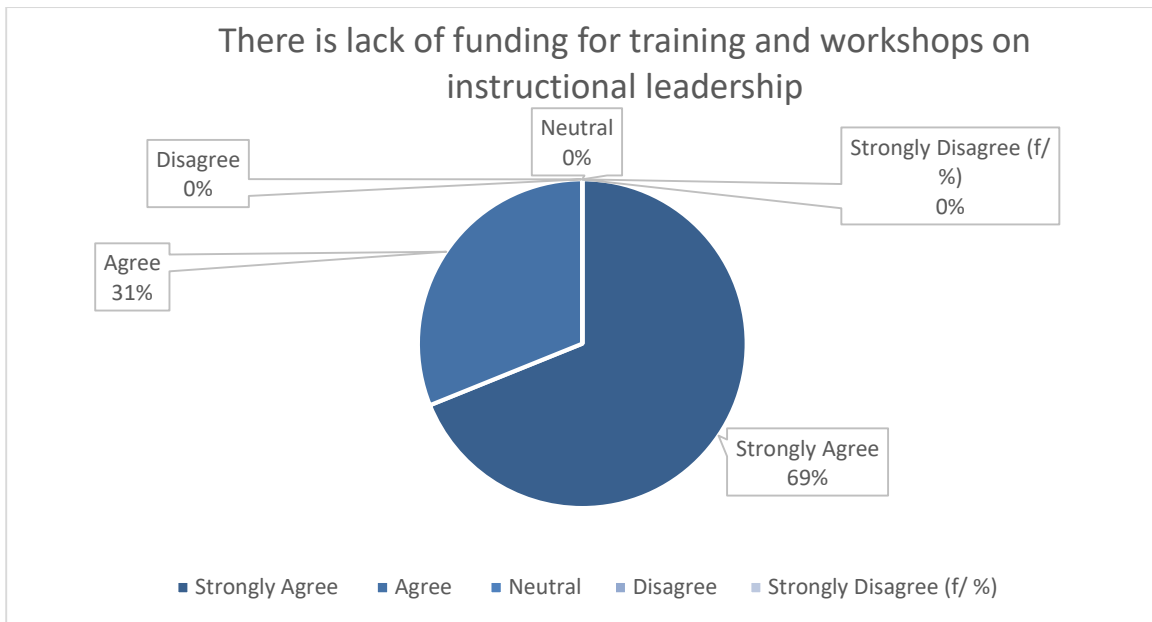


*Fig. 4.14 Insufficient funding for the instructional leadership role*

This was indicated by 80% of the respondents who strongly agreed and 20% who agreed that, there was insufficient funding for the instructional leadership role in Technical Vocational Colleges in Harare. The findings of this study concurs with that of Spillane (2012) who found out that there was lack of financial resources to fund the instructional leadership role.

#### 4.6.3 Lack of funding for training and workshops on instructional leadership

According to the findings of this study, the lack of funding for training and workshops was a financial challenge faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study are presented in Fig. 4.15 below.

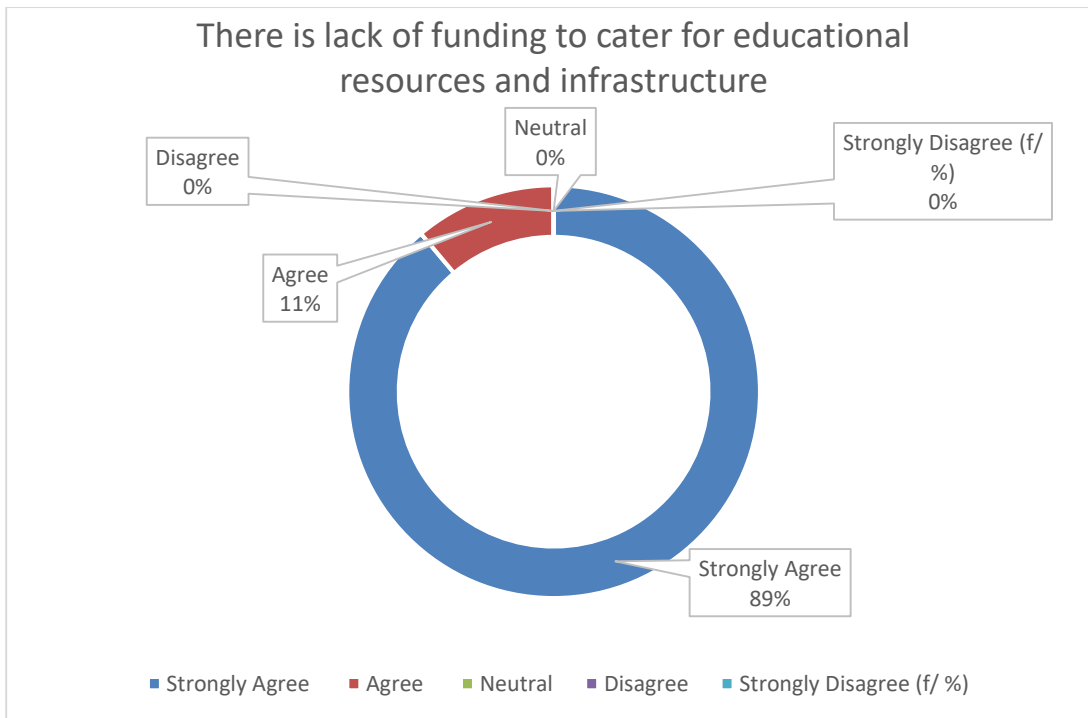


*Fig. 4.15 Lack of funding for training and workshops on instructional leadership*

This was shown by 68.9% of the participants who strongly agreed and 31.1% who agreed that there was lack of funding for training and workshops on instructional leadership in Technical Vocational Colleges in Harare.

#### 4.6.4 Lack of funding to cater for educational resources and infrastructure

Lack of funding to cater for educational resources and infrastructure was another financial challenge that was faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study were presented below in Fig. 4.16.



*Fig. 4.16 Lack of funding to cater for educational resources and infrastructure*

This was indicated by 88.9% of the respondents who strongly agreed and 11.1% who agreed that there was lack of funding to cater for educational resources and infrastructure in Technical Vocational Colleges in Harare.

#### 4.7 Strategies to overcome challenges

This study also sought to find out the strategies that can be employed to overcome the challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The findings of this study are presented below in Table 4.8.

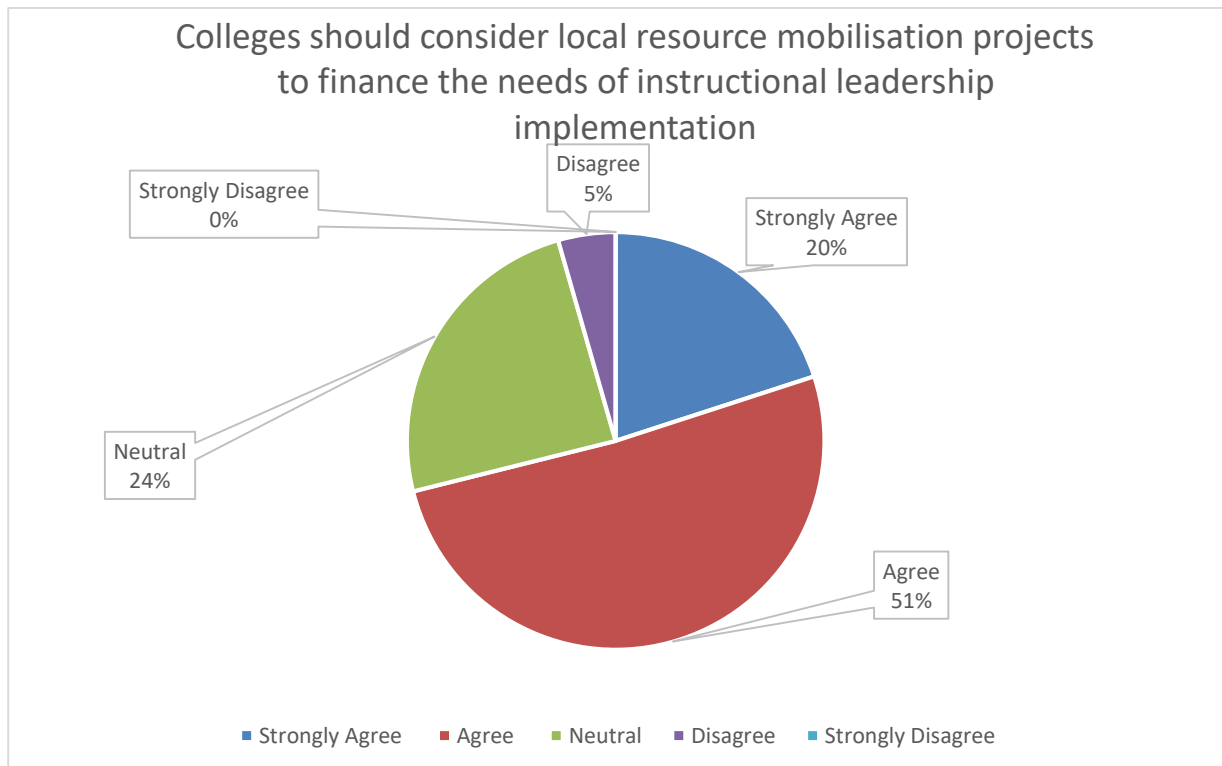
**Table 4.8 Strategies to overcome challenges**

<b>Indicators/ Frequency (n = 45)</b>	<b>Strongly Agree (f/ %)</b>	<b>Agree (f/ %)</b>	<b>Neutral (f/ %)</b>	<b>Disagree (f/ %)</b>	<b>Strongly Disagree (f/ %)</b>
Colleges should consider local resource mobilisation projects to finance the needs of instructional leadership implementation	9 (20.0)	23 (51.1)	11 (24.4)	2 (4.4)	0
Principals must improve on communication through regular meetings to staff and student representatives	29 (64.4)	16 (35.6)	0	0	0
Principals should be trained on the techniques of instructional supervision	36 (80.0)	9 (20.0)	0	0	0
Principals should lobby the Ministry and government to increase funding of instructional budget	41 (91.1)	4 (8.9)	0	0	0
The college's mission should be clear	23 (51.1)	12 (26.7)	10 (22.2)	0	0
There should be performance based rewards to motivate staff	33 (73.3)	12 (26.7)	0	0	0

**Source: Survey, 2020**

#### 4.7.1 Local resource mobilisation projects

This study revealed that, Technical Vocational Principals should consider local resource mobilisation projects to finance the needs of instructional leadership implementation to address challenges faced in the implementation of instructional leadership. The findings of this study are presented in fig. 4.17 below.

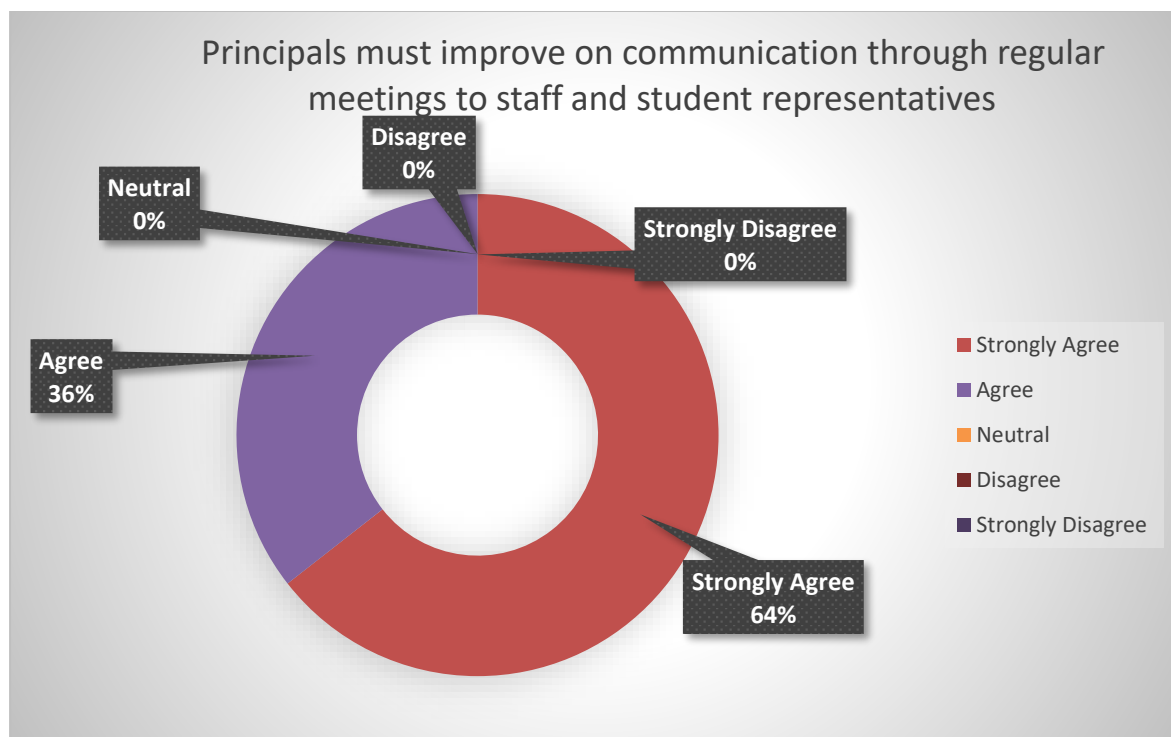


*Fig. 4.17 Local resource mobilisation projects*

The findings of this study revealed that, 51.1% of the participants agreed and 20% strongly agreed that Technical Vocational Colleges should consider local resource mobilisation projects to finance the needs of instructional leadership implementation, as a way to counter the financial constraints faced by principals during implementation of instructional leadership. On the other hand, 24.4% of the respondents were neutral and 4.4% disagreed that Technical Vocational Colleges should consider local resource mobilisation projects to finance the needs of instructional leadership implementation.

#### 4.7.2 Improve on communication through regular meetings to staff

This study revealed that, Technical Vocational Principals must improve on communication through regular meetings to staff and student representatives to address instructional challenges faced in the implementation of instructional leadership. The results are presented in Fig. 4.18 below.

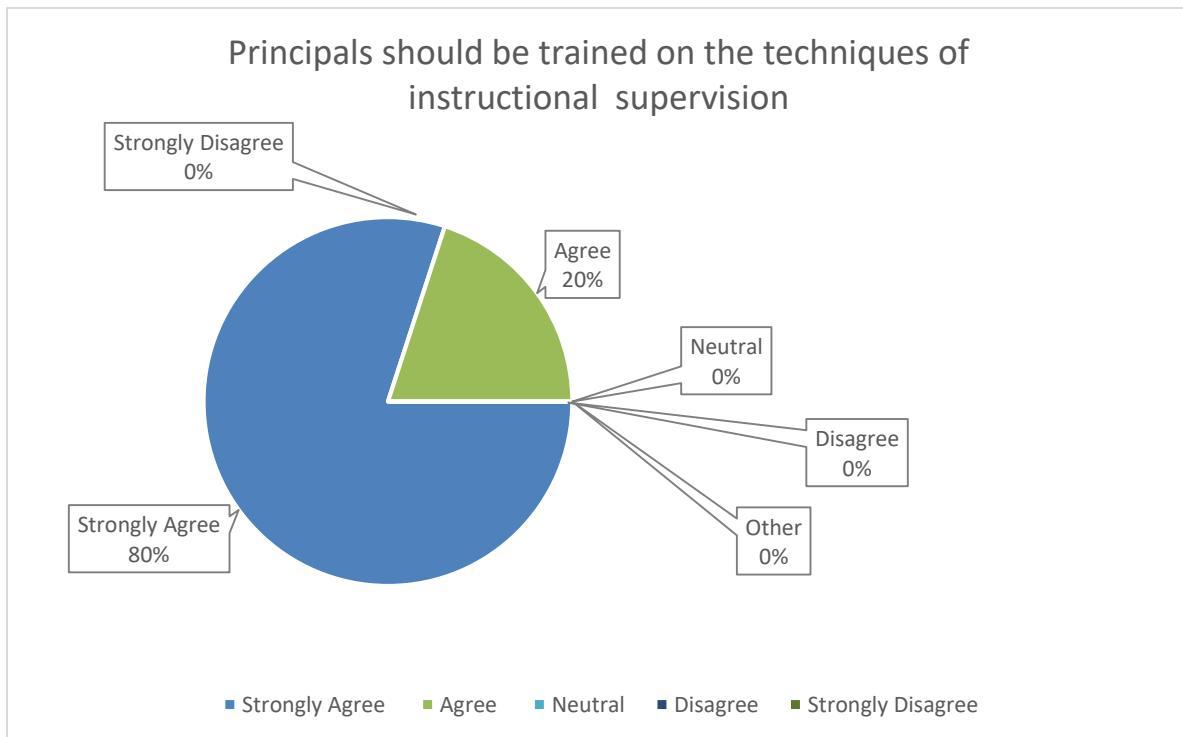


*Fig. 4.18 Improve communication through regular meetings*

This was shown by 64.4% of the respondents who strongly agreed and 35.6% who agreed that, principals must improve on communication through regular meetings to staff and student representatives. The findings of this study are in line with that of Namutebi (2019) who found out that, the heads of departments of the Uganda's public universities have to improve the manner in which they communicate their universities' mission to the lecturers.

#### 4.7.3 Training on the techniques of instructional supervision

This study also revealed that, Technical Vocational College Principals should be trained on the techniques of instructional supervision, as a strategy, to address managerial challenges faced by principals in the implementation of instructional leadership. The findings of this study are presented in Fig. 4.19 below.



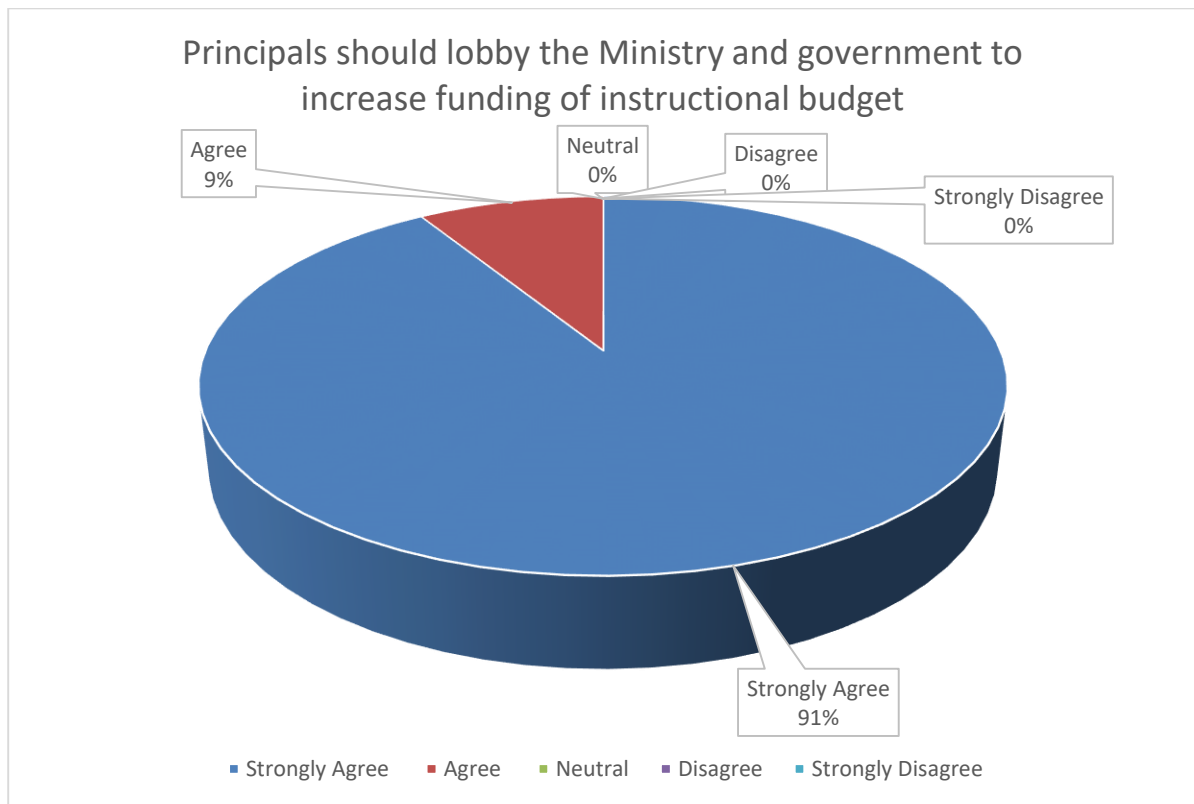
*Fig. 4.19 Principals should be trained on techniques of instructional supervision*

This was indicated by 80% of the respondents who strongly agreed and 20% who agreed that, principals should be trained on the techniques of instructional supervision.

#### 4.7.4 Lobby the Ministry and government to increase funding of instructional budget

This study also recommended that Technical Vocational College Principals should lobby the Ministry and government to increase funding of instructional budget, as a strategy, to address

financial challenges faced by principals in the implementation of instructional leadership in Harare. The results are presented on Fig. 4.20 below.

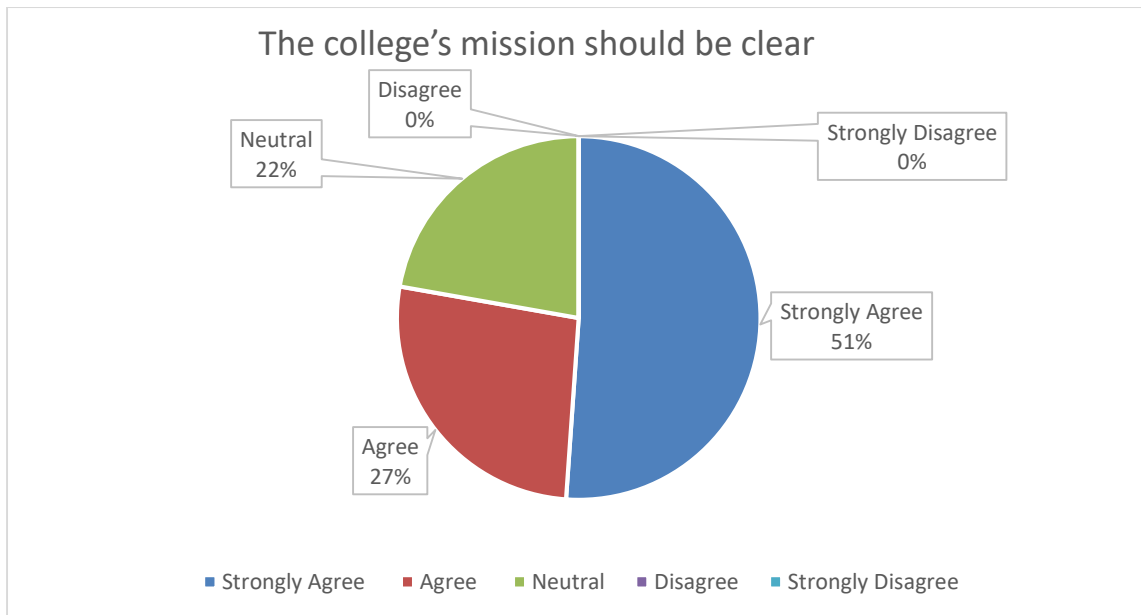


*Fig. 4.20 Lobby Ministry and Government to increase funding*

This was shown by 91.1% of the respondents who strongly agreed and 8.9% who agreed that principals should lobby the Ministry and government to increase funding on instructional budget.

#### 4.7.5 College's mission should be clear

The findings of this study suggested that, the Technical Vocational College's mission should be clear as a strategy to address the curriculum challenges faced by principals in implementation of instructional leadership. The findings of this study were presented below in Fig. 4.21.

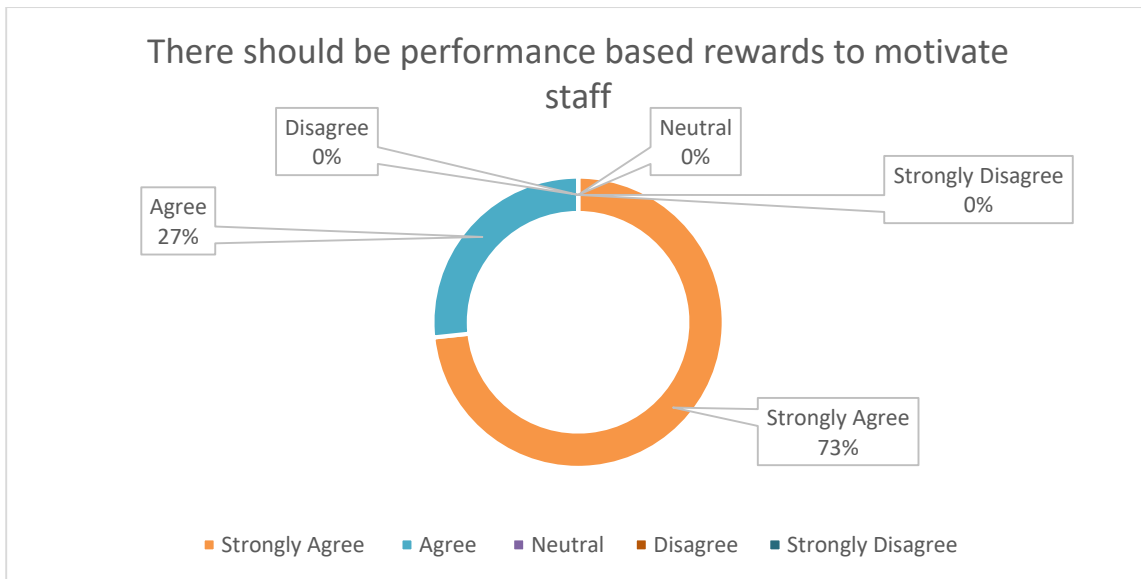


*Fig. 4.21 College's Mission Should be clear*

51.1% of the participants strongly agreed and 26.7% agreed that, the college's mission should be clear. This was a strategy which was recommended to address curriculum challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare.

#### 4.7.6 Performance based rewards to motivate staff

This study also recommended that, there should be performance based rewards to motivate staff as a strategy to overcome instructional challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. This was indicated by 73.3% of the respondents who strongly agreed and 26.7% who agreed that, there should be performance based rewards to motivate staff as a way to mitigate the constraints .Findings of this study were presented in Fig. 4.22 below.



*Fig. 4.22 Performance based rewards to motivate staff*

#### 4.8 Interviews with College Administrative staff and Provincial Education Office Staff

The first question of the interviews conducted with Technical Vocational College administrative staff sought to find out the curriculum challenges faced by principals in the implementation of instructional leadership. The participants revealed that, there was shortage of resources to support the curriculum. It was further revealed that, it was difficult in adjusting to curriculum changes due to incapacitation in terms of knowledge and resources.

The second question asked aimed at revealing the instructional challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The participants revealed that, there was lack of adequate knowledge and competences of leadership by principals. It was further revealed that, there were negative attitude by some lecturers towards the principal and the instructional leader.

The interviewees were further asked about the managerial challenges that hinder the implementation of instructional leadership in Technical Vocational Colleges in Harare. They

indicated that, there was role conflict as well as poor preparation of principals as instruction leaders. The interviewees were also asked about the financial challenges that affect implementation of instructional leadership and they indicated lack of incentives and late payment of fees as financial challenges.

Lastly, the researcher asked the strategies which can be used to mitigate the constraints that principals face during implementation of instructional leadership in Technical Vocational Colleges in Harare. It was recommended that, principals should be creative and come up with fundraising projects in order to overcome the lack of resources. It was further revealed that, principals should send staff to staff development programs and also conduct regular in-service trainings in order to equip them with instructional leadership techniques. Principals were also recommended to share responsibilities with other lecturers in the college and appoint leadership roles for example Head of Departments. It was further revealed that, in order to implement instructional leadership, principals must be fully equipped with skills to handle complex and rapidly changing environments.

#### 4.8 Chapter Summary

In this chapter there was presentation, analysis, and interpretation of the findings of this research. This chapter presented, analysed and interpreted the results of this study collected through questionnaires and interviews at Technical Vocational Colleges in Harare. The next chapter summarised this study, concluded and gave recommendations to the findings of the research.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

The chapter summarises, give conclusions and recommendations to this study which sought to find out the challenges faced by principals in implementing instructional leadership in Technical Vocational Colleges in Harare.

### **5.2 Summary**

The aim of this study was to examine the challenges faced by principals in implementing instructional leadership in Technical Vocational Colleges in Harare. The statement of the problem states that, the implementation of instructional leadership in Zimbabwe has not been effective as the desired results in the education sector are yet to be realized. There were many assumed challenges hindering its full implementation, henceforth, the researcher found it necessary to look into some specific objectives, which were to find out; the curriculum related, instructional, managerial and financial challenges that were faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. To establish the ways that can be used by stakeholders to enhance the implementation of instructional leadership in technical vocational colleges in Harare was also one of the specific objectives of this study.

Literature related to the challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges was reviewed. A review of literature related to the curriculum, instructional, managerial and financial challenges faced by principals in the implementation of instructional leadership as well as strategies to overcome the challenges was done.

A mixed methods approach was used in this study mainly because it incorporated both qualitative and quantitative approaches. The population consisted of Technical Vocational College principals, lecturers, administrative staff as well as staff from the provincial education office in Harare. The population was stratified to ensure representativeness of the sample under study and the lecturers' strata was systematically sampled to narrow down the sample of this study. Henceforth, a sample size of 61 was adopted for this study.

Structured questionnaires and semi structured interviews were used as research instruments of this study. There were various challenges in data collection such as lack of cooperation from the subjects as some were afraid of being victimised and also exposure to COVID19 disease as the study was conducted during the pandemic era. However, the researcher overcame these challenges by enlightening the respondents that the collected data was for research purpose only and will be used for academic purposes. The challenge of fear of exposure was overcome by the researcher making sure she had a face mask and also sanitiser to sanitise the respondents before distributing the questionnaires and after collecting them. The researcher also used these during the interviews.

The findings of this study revealed lack of shared vision, goals or objectives, lack of proper teaching and learning materials, lack of dedication and commitment amongst lecturers and student disruptive behaviour as curriculum challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare. The instructional challenges found were; lack of training for professional development, lack of educational resources, inadequate college infrastructure and lack of well trained personnel with regards to instructional leadership. Complexity and ambiguity of instructional leader

role relative to supervision, unsystematic accountability of work by lecturers, lack of specific training and expertise in the techniques of instructional supervision and increased workload on the principals as instructional leaders were identified as managerial challenges faced by principals in Technical Vocational Colleges in Harare in the implementation of instructional leadership. The financial challenges found were; lack of incentives for motivation, insufficient funding for the instructional leadership role, lack of funding for training and workshops on instructional leadership and lack of funding to cater for educational resources and infrastructure.

The strategies recommended to overcome the challenges were; local resource mobilisation projects, improve on communication through regular meetings to staff, training on the techniques of instructional supervision, lobby the Ministry and government to increase funding of instructional leadership role, the college's mission should be clear, and performance based rewards to motivate staff.

### 5.3 Conclusions

Reflecting on what was gathered in this research, a conclusion can be drawn that principals face a lot of challenges in the implementation of instructional leadership in Technical Vocational Colleges in Harare. Findings from the data collected identified a number of curriculum challenges which were lack of shared vision, goals or objectives, lack of proper teaching and learning materials, lack of dedication and commitment amongst lecturers and student disruptive behaviour. Alternatively, results gathered from this study identified lack of training for professional development, lack of educational resources, inadequate college infrastructure and lack of well trained personnel with regards to instructional leadership as instructional challenges

The findings of this study also revealed complexity and ambiguity of instructional leader role relative to supervision, unsystematic accountability of work by lecturers, lack of specific training and expertise in the techniques of instructional supervision and increased workload on the principals as instructional leaders were identified as managerial challenges faced by principals in Technical Vocational Colleges in Harare in the implementation of instructional leadership. The financial challenges found were; lack of incentives for motivation, insufficient funding for the instructional leadership role, lack of funding for training and workshops on instructional leadership and lack of funding to cater for educational resources and infrastructure.

It can also be concluded that, in- order to overcome the identified challenges, strategies such as local resource mobilisation projects, improve on communication through regular meetings to staff and training on the techniques of instructional supervision should be employed. In addition, this study recommended that, the principals should lobby the Ministry and government to increase funding of instructional leadership role, the college's mission should be clear and there should consider performance based rewards to motivate staff. Findings of studies by Namutebi (2019) and Mulford (2008), match well with the findings of this study. The authors mentioned a number of strategies that can be adopted to address the challenges of instructional leadership implementation. These included that, heads of departments should to improve the manner in which they communicate their universities' mission to the lecturers and also lobby the Ministry to increase funding on instructional leadership role.

#### 5.4 Recommendations

Following what was gathered from this research, several recommendations that would address the challenges faced by principals in the implementation of instructional leadership in Technical Vocational colleges in Harare, were proposed.

These recommendations were:

- The Government of Zimbabwe should mobilise relevant resources to support professional growth of principals for instructional leadership role.
- The principals should send lecturers on staff development programs so that they equip themselves with instructional leadership techniques.
- Principals should improve on communication through regular meetings identifying problems affecting the lecturers and find solutions to address them to prevent the problems from getting out of hand.
- The Government needs to understand need for motivation of principals as well as educators concerning rewards and empowerment.

## 5.5. Summary

This chapter summarised all the work that was done in this research study from chapter 1 to chapter 4. It further concluded and gave recommendations of what the research gathered and the goal was to find out the challenges faced by principals during implementation of instructional leadership in Technical Vocational colleges in Harare. Thus the findings of the challenges faced by principals in the implementation of instructional leadership in Technical Vocational colleges in Harare, were summarised, concluded and given recommendations to.

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## Appendices

### APPENDIX 1: QUESTIONNAIRE FOR TECHNICAL VOCATIONAL COLLEGE PRINCIPALS

I am Chiedza Annie Musengeyi pursuing a Bachelor of Education Management Leadership Degree with Midlands State University and conducting a research on **the challenges faced by principals in the implementation of instructional leadership in Technical Vocational colleges in Harare**. I kindly request you to take some of your valuable time to respond to this questionnaire fully and honestly as your responses will provide most needed and valuable inputs to this research. The information gathered through this questionnaire will be for academic purposes only and will be handled confidentially.

#### Instructions

May you please tick the box (es) that best represents your choice(s)?

May you please write your answers legibly in the space provided where applicable?

#### Section A.

**Please provide the following:**

1. What is your gender?

Male

Female

2. What is your age group?

Between 18 – 29 years

30 – 39 years

40 – 49 years

50 years and above

3. What is your level of education?

PHD

Higher National Diploma

Master's Degree

National Diploma

Bachelor's Degree

**Section B**

**Please tick on the appropriate answer**

**4. What curriculum challenges are you facing as principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare?**

<b>Curriculum Challenges</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
There is lack of shared vision, goals or objectives					
There is lack of proper teaching and learning materials					
There is lack of dedication and commitment amongst lecturers					
Student disruptive behaviour affects instructional leadership implementation					

**5. What instructional challenges are you facing as principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare?**

<b>Instructional Challenges</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
There is lack of training for professional development					
There is lack of educational resources					

There is inadequate college infrastructure					
There is lack of well trained personnel with regards to instructional leadership					

**6. What managerial challenges do you face in the implementation of instructional leadership in Technical Vocational Colleges in Harare?**

<b>Managerial challenges</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The instructional leader role relative to supervision is complex and ambiguous					
There is unsystematic accountability of work by lecturers					
There is lack of specific training and expertise in the techniques of instructional supervision					
There is increased workload on the principals as instructional leaders					

**7. What financial challenges are you facing as principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare?**

<b>Financial challenges</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
There is lack of incentives for motivation					
There is insufficient funding for the instructional leadership role					
There is lack of funding for training and workshops on instructional leadership					
There is lack of funding to cater for educational resources and infrastructure					

**8. What strategies do you recommend should be put in place to overcome challenges you are facing as principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare?**

<b>Strategies</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Colleges should consider local resource mobilisation projects to finance the needs of instructional leadership implementation					
Principals must improve on					

communication through regular meetings to staff and student representatives					
Principals should be trained on the techniques of instructional supervision					
Principals should lobby the Ministry and government to increase funding of instructional budget					
The college's mission should be clear					
There should be performance based rewards to motivate staff					

**THANK YOU VERY MUCH FOR YOUR CO-OPERATION**

## APPENDIX 2: QUESTIONNAIRE FOR TECHNICAL VOCATIONAL COLLEGE LECTURERS

I am Chiedza Annie Musengeyi pursuing a Bachelor of Education Management Leadership Degree with Midlands State University and conducting a research on **the challenges faced by principals in the implementation of instructional leadership in Technical Vocational colleges in Harare**. I kindly request you to take some of your valuable time to respond to this questionnaire fully and honestly as your responses will provide most needed and valuable inputs to this research. The information gathered through this questionnaire will be for academic purposes only and will be handled confidentially.

### Instructions

May you please tick the box (es) that best represents your choice(s)?

May you please write your answers legibly in the space provided where applicable?

### Section A.

**Please provide the following:**

1. What is your gender?

Male

Female

2. What is your age group?

Between 18 – 29 years

30 – 39 years

40 – 49 years

50 years and above

3. What is your level of education?

PHD

Higher National Diploma

Master's Degree

National Diploma

Bachelor's Degree

### Section B

Please tick against the most appropriate answer

4. As a lecturer in a Technical Vocational College, what curriculum challenges do you think principals face in the implementation of instructional leadership?

<b>Curriculum Challenges</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
There is lack of shared vision, goals or objectives					
There is lack of proper teaching and learning materials					
There is lack of dedication and commitment amongst lecturers					
Student disruptive behaviour affects instructional leadership implementation					

5. What instructional challenges do you think principals face in the implementation of instructional leadership in Technical Vocational Colleges in Harare?

<b>Instructional Challenges</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
There is lack of training for professional development					
There is lack of educational resources					
There is inadequate college infrastructure					
There is lack of well trained personnel with regards to instructional leadership					

**6. What managerial challenges do you think Technical Vocational College principals face in the implementation of instructional leadership in Harare?**

<b>Managerial challenges</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The instructional leader role relative to supervision is complex and ambiguous					
There is unsystematic accountability of work by lecturers					
There is lack of specific training and expertise in the techniques of instructional supervision					
There is increased workload on the principals as instructional leaders					

**7. What financial challenges are faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare?**

<b>Financial challenges</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
There is lack of incentives for motivation					
There is insufficient funding for the instructional leadership					

role					
There is lack of funding for training and workshops on instructional leadership					
There is lack of funding to cater for educational resources and infrastructure					

**8. What strategies do you recommend to overcome challenges faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare?**

<b>Strategies</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Colleges should consider local resource mobilisation projects to finance the needs of instructional leadership implementation					
Principals must improve on communication through regular meetings to staff and student representatives					
Principals should be trained on the techniques of instructional supervision					
Principals should lobby the Ministry and government to					

increase funding of instructional budget					
The college's mission should be clear					
There should be performance based rewards to motivate staff					

**THANK YOU VERY MUCH FOR YOUR CO-OPERATION**

### **APPENDIX 3: Interview Guide for College Administrative staff and Provincial Education Office Staff**

1. What curriculum challenges are faced by Technical Vocational Colleges in Harare in the implementation of instructional leadership?
2. From your point of view, what instructional challenges are faced by principals in the implementation of instructional leadership in Technical Vocational Colleges in Harare?
3. What managerial challenges do you think Technical Vocational College Principals face in the implementation of instructional leadership in Harare?
4. In your views, what should be done in order to enhance full implementation of instructional leadership in Technical Vocational Colleges in Harare?

## Appendix 4: Approval letter from the Ministry of Higher Education, Science and Technology Development

All official communications should be addressed to:  
"The Secretary for Higher & Tertiary Education  
Telephones: 795891-5, 796441-9, 730055-9  
Fax Numbers: 792109, 728730, 703957  
E-mail: [thesecretary@mhet.ac.zw](mailto:thesecretary@mhet.ac.zw)  
Telegraphic address: "EDUCATION"



Reference:

MINISTRY OF HIGHER AND TERTIARY  
EDUCATION, INNOVATION, SCIENCE AND  
TECHNOLOGY DEVELOPMENT  
P. BAG CY 7732  
CAUSEWAY

23 June 2020

Ms. Chiedza A. Musengeyi  
C/o 2695 Glaudina  
**HARARE**

**AUTHORITY TO CARRY OUT RESEARCH IN THE MINISTRY INSTITUTIONS: MINISTRY OF HIGHER AND TERTIARY EDUCATION, INNOVATION, SCIENCE AND TECHNOLOGY DEVELOPMENT**

Reference is made to your memo in which you requested for permission to carry out a research at the Ministry's Technical and Vocational Training institutions i.e. Belvedere Technical Teachers College, Harare Polytechnic and Msasa Vocational Training Centre.

Accordingly, please be advised that the Head of Ministry has granted permission for you to carry out the research at the Ministry's institutions in Zimbabwe.

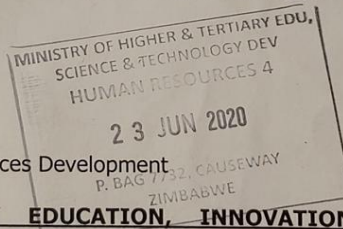
It is hoped that your research will benefit the Ministry and it would be appreciated if you could supply the office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry's strategic planning process.

Mhenjana S. (Mr)

Deputy Director-Human Resources Development

**FOR: SECRETARY**

**HIGHER AND TERTIARY EDUCATION, INNOVATION, SCIENCE AND TECHNOLOGY DEVELOPMENT.**



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