THE ROLE OF SCHOOL LEADERSHIP IN LEARNER PERFORMANCE IN SECONDARY SCHOOLS: A CASE OF COPPERBELT PROVINCE.

BY
STEPHEN CHISHIKO

A THESIS SUBMITTED TO CHRESO UNIVERSITY IN FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN LEADERSHIP AND ORGANISATION.

SUPERVISOR: PROF. LEWIS CHILUFYA

CHRESO UNIVERSITY
LUSAKA
2018

AUTHOR'S DECLARATION

I, Stephen Chishiko, do solemnly declare that this thesis represents my own work which has not been submitted for any degree at this or another university.

Signed: ....

Date: ....

APPROVAL

This thesis of Stephen Chishiko is approved as fulfilling part of the requirements for the award of the Doctorate of Philosophy in Leadership and Organisation by Chreso University.

Examiners' Signatures

Name:

Signed: ………………………………   Date: ………………………

Name:

Signed: ………………………………   Date: ………………………

Name:

Signed: ………………………………   Date: ………………………

COPYRIGHT

ABSTRACT

This study explored the role of school leadership in learner performance in 60 selected GRZ secondary schools in the Copperbelt province. The study focused on the following objectives:

(1) To determine the relationship between school leadership and learner performance in secondary schools.

(2) To establish how leadership practices either positively or negatively affect learner performance in secondary schools.

The study was a mixed methods triangulation design and employed the questionnaires, semi-structured interviews and focus group discussions to collect data. In addition, it used the documentary analysis and observation sheet to collect more information.

To analyse data, both qualitative (coded themes) and quantitative (statistics) methods were used.

By and large, the study demonstrated that there was a strong relationship between school leadership and learner performance. It was established that where school leadership was strong, learner performance was equally high. It was also found that leadership practices had an effect on learner performance. The study confirmed that *everything rises and falls on leadership* and that when leadership is changed, performance is also changed.

DEDICATION

To all who aspire to be school leaders.

To my wife-Constance and kids: Shuko, Bufwayo, Mapalo and Semba.

To my elder brother G.C. Sikambo, my late brother Lenox, my young brother late Captain George A. Chishiko, Evans, Ngalula

My late dad, Amos Chishiko and My late mother, Belina K. Chishiko

To all those who love education, reading, exploring and critical thinking.

The understanding of the world and mysteries of life belong to you. Knowledge unlocks the secrets of life and ushers one into higher realm of consciousness.

To you all, I dedicate this piece of work.

ACKNOWLEDGEMENT

Provincial Education Officers, Mr. Paul Ngoma and Felix N. Ngoma, for allowing me to interact with their staff graciously.

TABLE OF CONTENTS

APPENDICES

LIST OF FIGURES

LIST OF TABLES

LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
APC	Academic Performance Committee
BESSIP	Basic Education Sub Sector Investment Program
BC	British Council
CDC	Curriculum Development Centre
COSETCO	Copperbelt Secondary Teachers' College
CS	Computer Studies
CSO	Central Statistics Office
DMC	Data Management Committee
DT	Diploma in Teaching
ECA	Educational Credential Assessment
ECE	Early Childhood Education
ECZ	Examination Council of Zambia
EQ	Emotional Quotient
FAO	Food and Agriculture Organisation
FAWEZA	Forum for Women Educationalists of Zambia
FGD	Focus Group Discussion
GCE	General Certificate of Education

GPS	Global Positioning System
GRZ	Government of the Republic of Zambia
HIV	Human Immunodeficiency Virus
HQ	Headquarters
H/T	Head Teacher
HOD	Head of Department
INSET	In-Service Education and Training
IQ	Intelligent Quotient
ITE	Initial Teacher Education
JETS	Junior Engineers, Technicians and Scientists
LPIP	Learner Performance Improvement Plan
MOGE	Ministry of General Education
MOE	Ministry of Education
MSTVT Training	Ministry of Science, Technology and Vacational Training
MFNP	Ministry of Finance and National Planning
NSC	National Science Centre
PEO	Provincial Education Officer
PES	Physical Education and Sports

PIP   Provincial In-Service Provider

PQ   Power Quotient

PTA   Parent-Teachers Associations

SAARMSTE Southern African Association for Research in
Mathematics, Science and Technology Education

SACMEQ   Southern and Eastern Consortium for Monitoring
Educational Quality

SBCPD   School Based Continuous Professional
Development

SMART   Specific, Measurable, Accurate, Realistic Time
bound

SMASSE   Strengthening of Mathematics and Science in
Secondary School Education

SIP   School In-Service Provider

TEVET   Technical Education, Vocational and
Entrepreneurship Training

TEVETA   Technical Education, Vocational and
Entrepreneurship Training Authority

TESS   Teacher Education and Specialised Services

TCIG   Teacher's Curriculum Implementation Guide

UN   United Nations

UNCEF   United Nations Children Education Fund

UNDP   United Nations development Program

UNESCO   United Nations Education

UNZA   University of Zambia

USAID   United States Agency for International
Development

ZAME   Zambia Association for Mathematics Education

ZANEC   Zambia National Education Coalition

ZASE   Zambia Association for Science Education

ZATERP   Zambia Teacher Reform Programme

ZECF   Zambia Education Curriculum Framework

ZESCO   Zambia Electricity Supply Cooperation

GENERAL INTRODUCTION

The purpose of conducting this study was to provide a conspectus of the role of school leadership in learner performance in secondary schools and attempt to contribute to the body of knowledge and validate the views of other scholars on the same topic. As Mallinson (1989) observes, to know what we want from education we must know what we want in general. Therefore, the performance of a learner must be viewed from the lens of school leadership practices and the existing relationship with the learner at school level. The influence of the school leader on the learner results in a long-term indelible mark.

School leadership is vitally important not only in the life of a school generally, but in the holistic sphere of a learner. In actual sense, the reputation of any school leadership is determined by the performance of learners in that school (Leithwood, 2004). It is also observed that the effects of school leadership are more visible in secondary schools where the

performance of learners is at its lowest ebb (Hoy and Miskel, 2008).

In this regard, therefore, it is worth to note that effective school leadership is a key that ignites the high degree of performance of learners as it drives the important elements that are responsible to enhance learner performance. An effective school leadership is an architect of a viable school environment that promotes authentic learner performance (Gezi, 1990; Mortimore, 1993; Scheurich, 1998). An effective school leadership enhances high learner performance by ensuring that the right direction for the learner is set by formulating a clear vision and setting a clear but progressive learner trajectory. This path or mission carved by the school leadership must be understood by all learners. In addition, school leadership establishes high expectations for the learners, track their progress and performance through authentic continuous assessment and provide effective feedback.

It is also one of the roles of school leadership to enhance learner performance by conducting monitoring and

supervision of the learners' work and checking the lesson plans and syllabi coverage. Where teachers are struggling to teach certain topics, school leadership must be able to intervene so that learner performance is not affected negatively. A suitable teacher must be identified to teach learners such topics which weak teachers may not be able to teach well.

Therefore, Copperbelt province was chosen for this study because of the poor Grade 12 results it recorded during the year 2014. The learner performance slumped and the researcher wanted to find out what could have caused the decline in learner performance despite all its advantage edge. The province was adequately staffed, had enough teaching-learning materials, well equipped in terms of furniture and infrastructure. The other consideration was that the secondary schools in the province had well established Education Boards and stable Parents Teachers Committees (PTCs) which were active in supporting school activities with the view to enhance learner performance. Despite secondary schools in the province having all these positive factors at the time of the study, the performance of the learners at grade 12

was on the decline and did not correlate with all the mentioned inputs.

Henceforth, this research was designed to explore the role of school leadership in learner performance in government selected secondary schools on the Copperbelt province of Zambia in order to determine the relationship between school leadership and learner performance and to establish how leadership practices affected learner performance either positively or negatively.

This report has six chapters structured in a coherent way to enable the reader follow the exploration of the study. Chapter one gives the introduction to the study, stating the Contextual background to the study in order to contextualise it. It highlights the statement of the problem by highlighting the knowledge gap and reason for conducting this study. It also presents the definition of operational terms used in the study. The chapter also delves into the purpose of the study, research objectives and the research questions, which guided the study. It brings out the significance of the study and presents the scope of the study as well.

To contextualise the study and validate what other scholars have found on the similar topic, chapter two presents the Theoretical Framework, Education System in Zambia, highlighting the legal framework (legislation) in education. Under the Theoretical Framework, two models - the Open Social Systems and the Path Goal Theory- have been used in order to provide the perspective and guidance to the study. It has also reviewed the literature related to the research. Furthermore, the relationship between the school leadership practices and learner performance in schools have been discussed.

Chapter three presents the procedures of the study. In this chapter, the research design and description of the sample were dealt with. This chapter also focuses on the description of techniques used to collect data, that is, questionnaire, semi-structured interview, focus group discussion and observation sheet and it discusses the validity and reliability of the instruments or methods that were applied. It also delves into the methods used to analyse collected data during the research. It has talked about issues of triangulation and ethics.

In chapter four, the pertinent findings to the research questions are presented. It looks at the actual prevailing relationships between school leadership and learner performance in the secondary schools which were visited and how school leadership practices affected learner performance in those secondary schools.

In chapter five, the discussion of the findings and analyses are presented coupled with the opinion of other researchers.

Chapter six, deals with the general conclusion, recommendations and suggestions for possible future research. It discusses the importance of effective school leadership in learner performance and raises some recommendations which could be adopted by education practitioners and other stakeholders. In addition, it makes suggestions for further research.

The study on the role of school leadership in learner performance in the Copperbelt province is one of the desirous pieces of work conducted by the researcher as a contribution of sharing experience and knowledge with other practitioners in the Education System. It will open up wide the doors of

interest in school leadership which had originally not been explored.

Leadership, remains one important phenomenon to understand in order to transact the business of providing quality education in secondary schools and improve learner performance. The concept of leadership remains elusive and mistaken to other phenomena in the process of operation.

The school, as an organisation, can only attain its intended purpose of educating its learners and achieving the expected learner performance if and only if its leadership is operating at the right time and level of its followers.

Therefore, this research is not the end in its own but a contribution to what other scholars and educational practitioners might have discussed and aspired to see in the provision of education in general.

CHAPTER ONE

1.0   Introduction

This chapter presents the contextual background of the study and the reason that motivated the researcher to embark on this study. It also discusses the statement of the problem. In addition, the chapter presents the research objectives as well as the research questions, which guided the study. It also spells out the purpose and significance of the study, highlights the definition of operational terms, outlines the scope of the study and winds up with a conclusion of the chapter.

1.1   Contextual Background to the study

1.1.1 Zambia, in general

Zambia is a land-locked country covering an area of approximately 752, 614 square kilometres (CSO, 2010). At the time of the study, Zambia was surrounded by eight neighbouring countries and these were: The Democratic Republic of Congo to the north, Tanzania to the north-east,

Malawi to the east, Mozambique, Zimbabwe, Botswana and Namibia to the south, and Angola to the south-west as illustrated in figure1.0 below.

Figure 1.0: Map of Zambia disaggregated into its 10 Administrative Provinces

Source: http://goo.gl/images/ghp9eh

At the time of the study, Zambia was divided into ten administrative regions and these were: Central, Copperbelt, Eastern, Luapula, Lusaka, Muchinga, Northern, North-Western, Southern and Western. From the education point of view, each region was superintended by the Provincial Education Officer (PEO). The role of the Provincial Education

Officer, at the time of the study, was to monitor and supervise policy implementation and management of standards in all districts, coordinate education planning, teacher education development and school guidance development programmes and activities in all districts, maintain an efficient and reliable database for all districts, coordinate the provision of distance education and coordinate and monitor the implementation of programmes and activities of the Education Boards (MOE, 2005).

Zambia has had a tropical climate, with three distinct seasons: the rainy season (November to mid-March), the cool dry season (mid-March to mid-July) and the hot dry season (mid-July to November). The population of Zambia was projected to be at 15, 473, 903 million (CSO, 2010). The educational data collected were based on the statistics generated as at that time though there could be some variations in the demographic data especially on the school going children due to increased birth rate, deaths and shifting of people from one country to another.

1.1.2 Copperbelt Province

This study took place in the Copperbelt province of Zambia. At the time of study, it had ten districts and these were: Chingola, Chililabombwe, Kitwe, Kalulushi, Mufulira, Ndola, Masaiti, Mpongwe and Lufwanyama. Three of these districts-Lufwanyama, Mpongwe and Masaiti- were rural districts at the time of the study. Copperbelt province, at the time of the study, was surrounded by North-Western, Central provinces and Congo DR.

It is worth to note that districts from the education point of view at the time of study, were managed by the District Education Board Secretaries (DEBS). The functions of the DEBS according to the MOE (2005) were to ensure that:

1.1.2.1 Education and educational facilities were maintained according to the provisions of the Education Act of 2011.

1.1.2.2 Staffing and enrollment plans prepared by the schools were approved in the district.

1.1.2.3   the annual work plan and budget were prepared, including capital and recurrent expenditure and to ensure accountability.

1.1.2.4   Disbursing funds to schools in the district in accordance with the financial regulations,

1.1.2.5   Processing staff and learner disciplinary cases expeditiously on the basis of appeals;

1.1.2.6   monitor educational facilities in the district;

1.1.2.7   Purchase school requisites and equipment and distribute to all schools in the districts;

1.1.2.8   Attend to staff welfare and grievances expeditiously; and

1.1.2.9   Prepare and submit the work plans and budgets to the Ministry of education for funding.

The map of Copperbelt province shows all the ten districts as already indicated in figure 1.2 below.

Figure 1.2: Map of the Copperbelt Province
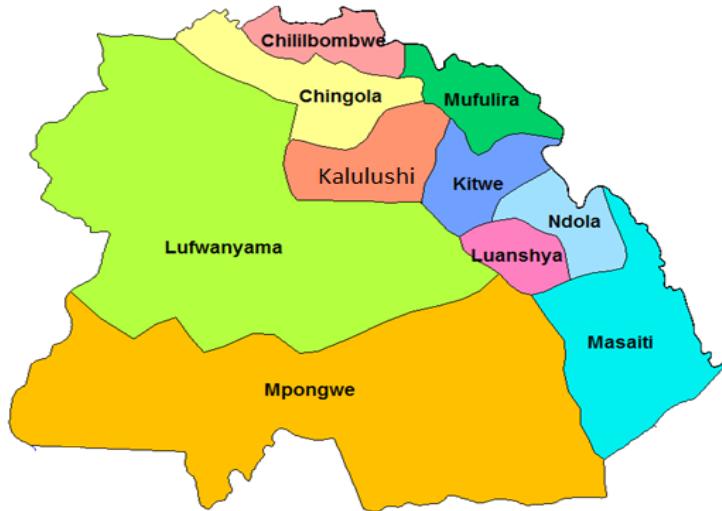
1.1.3 Population Composition

According to the CSO (2010) census, the total population of the province was 1, 972,317. This information is shown in Table 1.1 below.

Table 1.1: Copperbelt Province Population ensity by, 2010

District	Total Population	Land Area (Square km)	Number of persons per square km
Copperbelt province total	**1, 972, 317**	**31, 328**	**63.0**
Chililabombwe	91, 833	1, 026	89.5
Chingola	261, 626	1,678	129.1
Kalulushi	100, 381	725	138.5
Kitwe	517, 543	777	666.1
Luanshya	156, 059	811	192.4

Lufwanyama	78, 503	9, 849	8.0
Masaiti	103, 857	5, 383	19.3
Mpongwe	93, 380	8, 339	11.2
Mufulira	162, 889	1, 637	99.5
Ndola	451, 246	1, 103	409.1

Source: 2010 Census of Population and Housing

Predominantly, Copperbelt province is a mining province and, in the peri-urban and rural areas, farming is a common occupation especially for the retirees and the indigenous people (Lamba speaking people). In Mpongwe district, farming is practiced at large scale where a variety of cash crops like maize, wheat, rice and coffee are grown.

Copperbelt province was considered for the study because of its locality, diversity and adequate schools. At the time of the study, the province had a total number of 137 secondary schools disaggregated into 89 GRZ, 38 Private, 8 Grant Aided and 2 Community schools (MOGE, 2015).

In terms of completion rate at Grade 12 in 2015, Copperbelt province had a highest completion rate of 67.4% (MoGE, 2015). Comparing with the national mean, which stood at

30.8%, the province was far above the national mean and all other nine provinces.

The Pupil-Teacher Ratio (PTR) for secondary schools in 2015 in the province stood at 35:1. The ratio was not outrageous, but within the acceptable level.

1.1.4 Motivation of the Study

At the time of the study, the researcher had worked in the education system for about 26 years and had interacted with various stakeholders in education provision at various levels. As already indicated, the researcher taught at various levels of the education system, starting from the primary school level as a class teacher to the level of an educational administrator as Provincial Education Officer. The researcher worked in the Copperbelt province for about 21 years with active participation in the provision of secondary school education in three secondary schools under different school leadership.

The motivation to conduct this study on the role of school leadership in learner performance in the Copperbelt province emanated from the experience and interest the researcher gained over a long period and observed different performance

of learners in many secondary schools. Having spent some time as an educational administrator and making critical observations of the performance of learners, the motivation and interest to understand the contribution school leadership was making towards learner performance grew stronger. As already alluded to above, the researcher developed an interest to find out the role of school leadership in learner performance by exploring the relationship between school leadership and learner performance and also the common practices school leaders were using to enhance learner performance.

Generally, the concept of leadership is widely used but misunderstood by many in our society. For this reason, Hoy and Miskel (2008, p.418) observe that "leadership evokes highly romanticized, emotional and courageous images for many of us." It is also a common practice in our society that people associate the provision of leadership with politicians and traditional rulers only. Subsequently, it was assumed that everyone had experienced and felt leadership in one way or another. It was also observed that in some organisations, such as football teams, whenever there was a change in leadership, teams performed either better or poorly. On that account,

certain personalities, such as Jose Mourinho, Jürgen Klopp and Pep Guardiola, attracted a lot of admiration and respect by many fans. On the political, social and economic landscape, personalities, such as Nelson Mandela, Kenneth D. Kaunda and Martin Luther King (Jr), have had a positive impact on their countries and influenced the masses to achieve their dreams and aspirations. On that premise, Yukl (2002, p.24) indicates, "the term leadership projects the images of powerful, dynamic individuals who… altered the course of nations." From this assertion, leadership is placed in a certain perspective which can help change the way things are done in an organisation such as a school. Covey (2014, p.88) postulates that "leadership is about effectiveness, inspiring people, innovating and thinking outside the box."

With this proposition in mind, the researcher attempted to explore the role school leadership was playing in learner performance in the selected government secondary schools of the Copperbelt province and the school leadership practices which affected learner performance either positively or negatively in these schools.

1.1　Statement of the Problem

In the recent past, the performance of learners in secondary schools, generally, has been of great concern. Some learners have been failing to attain the school certificate as a target. In addition, most of the learners have exhibited many inadequacies in knowledge, skills and some competencies needed to progress for further studies (Examinations Council Zambia, 2014).

It was observed that despite the government and cooperating partners' investment much in education sector, the performance of learners in many government secondary schools was still of great concern. Ministry of Education, (2013, p.xiii) claims that "the performance of learners was not just low but stagnant even across grade levels". For instance, at national level, in the 2013 examinations, out of 104,809 pupils who sat for grade 12 examinations, 63,104 obtained school certificates, representing 60.21 per cent. In the subsequent year, 2014, out of 119,862 candidates who sat for the examinations, only 66, 971 candidates obtained school certificates representing a pass rate of 55.8 per cent.

At regional level, Copperbelt province in particular, in 2014, out of 31,905 candidates who sat for the grade 12 examinations, only 14,016 managed to obtain school certificates representing 43. 93 per cent showing a sharp decline from 60.20 per cent scored in 2013 (Examinations Council of Zambia, 2014). The factors leading to this decline in the learner performance were not known or established empirically. Figure 3 shows the provincial and the national mean performances.

Figure 3: Overall Learner Performance from 2011 to 2015
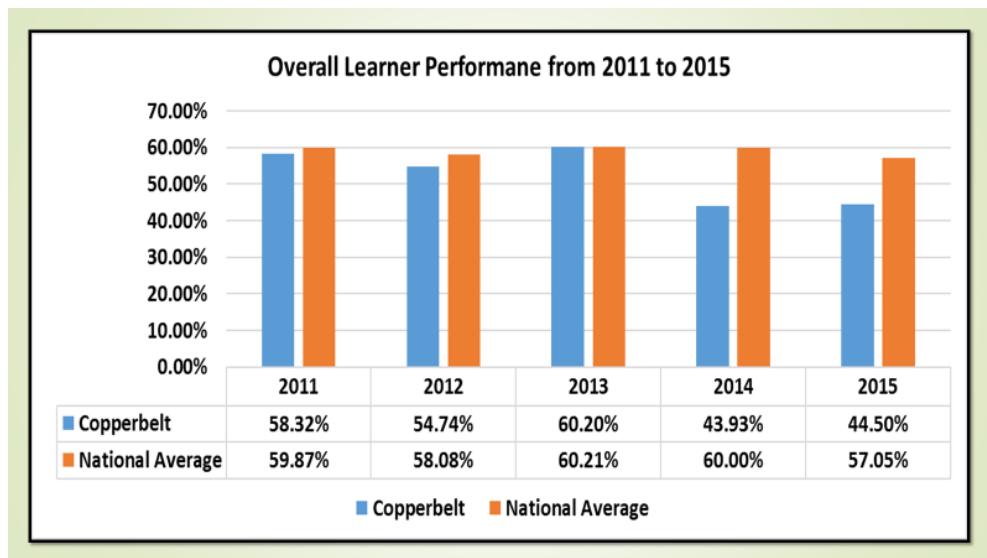
In addition, the other point of interest was the variation in performance in those government secondary schools. Some

secondary schools within the same province with similar conditions were performing much better than others. However, the link between school leadership and learner performance in these Government Secondary Schools of the Copperbelt province was not established by any studies and even the leadership practices affecting learner performance in those secondary schools were not documented, hence the motivation of this work to do so.

1.2   Purpose of the Study

The purpose of the study was to explore the role of school leadership in learner performance in secondary schools in Copperbelt Province.

1.3   Research Objectives

The research was guided by the following objectives:

1.4.1 To determine the relationship between school leadership and learner performance in secondary schools

1.4.2 To establish how leadership practices in secondary schools either positively or negatively affect learner performance

1.4 **Research Questions**

The following research questions guided the study:

    1.4.2 What is the relationship between school leadership and learner performance in secondary schools?

    1.4.3 How do leadership practices either negatively or positively affect learner performance in secondary schools?

1.5 **Significance of the Study**

The study is hoped to bring out some insights and possibly add new knowledge to the already existing body of knowledge on the contribution school leadership is making in enhancing learner performance. In addition, the study would validate the assumption of the

hypothesis on the role of school leadership in learner performance.

1.7 Definition of Operational Terms

1.7.1 Administration: The act of managing duties, responsibilities or rules in school.

1.7.2 Continuous Assessment: Is an evaluation of a learner's progress throughout a course of study.

1.7.3 Guidance Teacher: Is a teacher responsible for offering advice to learners on problems, help troubled learners and provide guidance to make career path decisions.

1.7.4 Indicative Strategy: Clear method or plan of action designed to achieve an aim.

1.7.5 Learner: A person who is undergoing instruction or learning a skill at school.

1.7.6 Learner Performance: Is the demonstration of a learner to exhibit skills, knowledge and competencies mastery acquired over a period of time in school

1.7.7 Management: Is the organisational process of strategic planning in order to achieve set goals in a school

1.7.8 Pedagogy: Is a method and practice of teaching a concept to enhance learner performance

1.7.9 School Leadership: Is the process of engaging and guiding learners towards achieving common education goals.

1.7.10 Stakeholder: A person or organisation with an interest or concern in learner performance

1.7.11 Targets: A goal to be achieved by learners

1.7.12 Values: Principles or standards of behaviour of learners

1.7.13 Vision: Ability to set a futuristic direction or state of being

1.8 Scope of the Study

The research was conducted in 60 selected Government Secondary Schools in the Copperbelt province, which were public examination centres at Grade twelve for the last five years at the time of this study. During the study as already mentioned above, there were ten districts in the Copperbelt province namely, Chililabombwe, Chingola, Kalulushi, Kitwe, Luanshya, Lufwanyama, Masaiti, Mpongwe, Mufulira and Ndola. Three of these districts, Lufwanyama, Masaiti and Mpongwe, were classified as rural and the other remaining seven districts were urban. The study focused on the role of school leadership in learner performance in those selected secondary schools.

Purposive sampling (non-probability sampling), in this case, was used to select Copperbelt province as a

Research site because target schools were within accessible distances. The province was chosen because it provided target secondary schools, which had easily accessible rich-information sample groups.

In addition, it is worthwhile to note that there were few studies conducted related to this research in Zambia on school leadership. However, apart from Kakanda Mukelabai, related studies had been conducted by some scholars like Leithwood, Hoy and Miskel outside Zambia. Their findings provided insights and knowledge which were used to put this research in a perspective. The other critical point to mention here is that the results of this study should be generalised with caution because it focused on 10 districts only out of 106 in Zambia at the time of the study. Conditions under consideration in Copperbelt province may vary from other provinces.

1.9 Conclusion

Having established the contextual background to the study, the researcher therefore lays the ground for

further enquiry and exploration of school leadership in learner performance in secondary schools. The next chapter delves into the theoretical framework which presents two theories to explain the role of school leadership in learner performance in selected Government Secondary Schools. It also looks at the education system in Zambia and winds up with the direct review of literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of three parts. Part I presents the theoretical framework of the research which discusses the two theories used to guide the study. The two theories are the open social systems model and the path-goal theory which have been used to explain the role of school leadership in learner performance in secondary schools and leadership practices which may affect learner performance either positively or negatively. Part II deals with the education systems in Zambia and part III focuses on the direct literature related to the study.

2.1 Theoretical Framework

Theoretical framework is the structure that holds or supports a theory of a research study. It introduces and describes the theory that explains why the research problem under study exists (Jarvis, 1999). In addition, Berger and Patcher (1988) point out that a theoretical framework provides a context for examining a problem. It is also worth to note that the theoretical framework provides theoretical rationale for developing hypothesis and a frame of reference base which is critical for

(1) Observations

(2) Definitions of concepts

(3) Research designs

(4) Interpretations

(5) Generalisations.

According to Gilovich (1991), theories provide knowledge which normally influence accurate decisions especially those made

by novice administrators. In any case, theories are not substitutes for thought, but they are guidelines for making decisions and solving problems. Erroneous beliefs will never end but they can be checked by mental habits that promote reasoning.

2.1.1 The Open Social Systems Model

One of the more useful concepts in understanding organisations such as a secondary school is the idea that an organisation is a system. According to Lunenburg and Ornstein (2008, p.28), "a system is a set of inter-related elements that function as a unit for a specific purpose." From Patkar (2013, p.49)'s perspective, he defines an organisation from a functional point of view as "a group of people working together for a common purpose." This description applies to all types of organisations or systems, be it commercial or non-commercial, profit-making or non-profit making, government departments or charity organisations. This study equally looks at the secondary school as a system with a set of inter-related elements such as heads of departments and other

stakeholders whose specific purpose is to promote learner performance in a school.

The open social systems theory or model views a school as a learning organisation. In this context, the model explains the ideal purpose of a school as an organisation where learning takes place (Brighouse & Woods, 2013). To analyse the performance of the learners in a school from the open social systems model, Hoy and Miskel (2008, p.458) observe that performance is determined by at least four sets of key internal elements and these are structure, individual learners, culture and climate of the school, and power and politics in the school which have a bearing on the teaching-learning process." Similarly, but though with a slight difference, other scholars have observed that a school, like any other formal organisation, has five important elements instead of four (Hall, 1991, 2002; Perrow, 1986; Bolman and Deal, 2003; Scot, 2003; Hoy and Sweetland, 2000, 2001). These are structure, individual, culture, power and authority and pedagogy (teaching and learning). The additional one in this perspective is the pedagogical factor. It has also been considered as one of

the key internal factors in a school which affects learner performance in one way or the other. In any case, the constituents of schools will be discussed shortly.

Referring to figure 2.1 below, teaching and learning form the transformation process which is facilitated by the opportunities and demands from the environment. Both internal and external feedback mechanisms enable the school system to evaluate the quality of all its systems and inputs. A gap in the actual practice and expected performance of learners reveals the need for adjustment in school leadership in order to fulfill the ideal purpose or function of the school. During the performance review or learner assessment, school leadership gets ideas about what is happening when the gap arises. Suffice to mention that the external and internal factors exert pressure on the school leadership to cause it to change in the direction of the need of learner performance. According to Hoy (1991), school leadership attempts to bridge the identified gaps affecting learner performance.

Figure 2.1 below illustrates the open systems of a school and how the inputs such as beliefs and values of the learners are transformed into beneficial knowledge and skills outputs. The loop provides a way of feedback to the system accordingly.

Figure 2.1: Open Social Systems Model

Environment

| Inputs | Transformation Process | Outputs |

Inputs
Learners
- Values
- Belief

Transformation Process

Outputs
Learner performance
- Skills
- Improved Knowledge
- Other refined competencies

Feedback
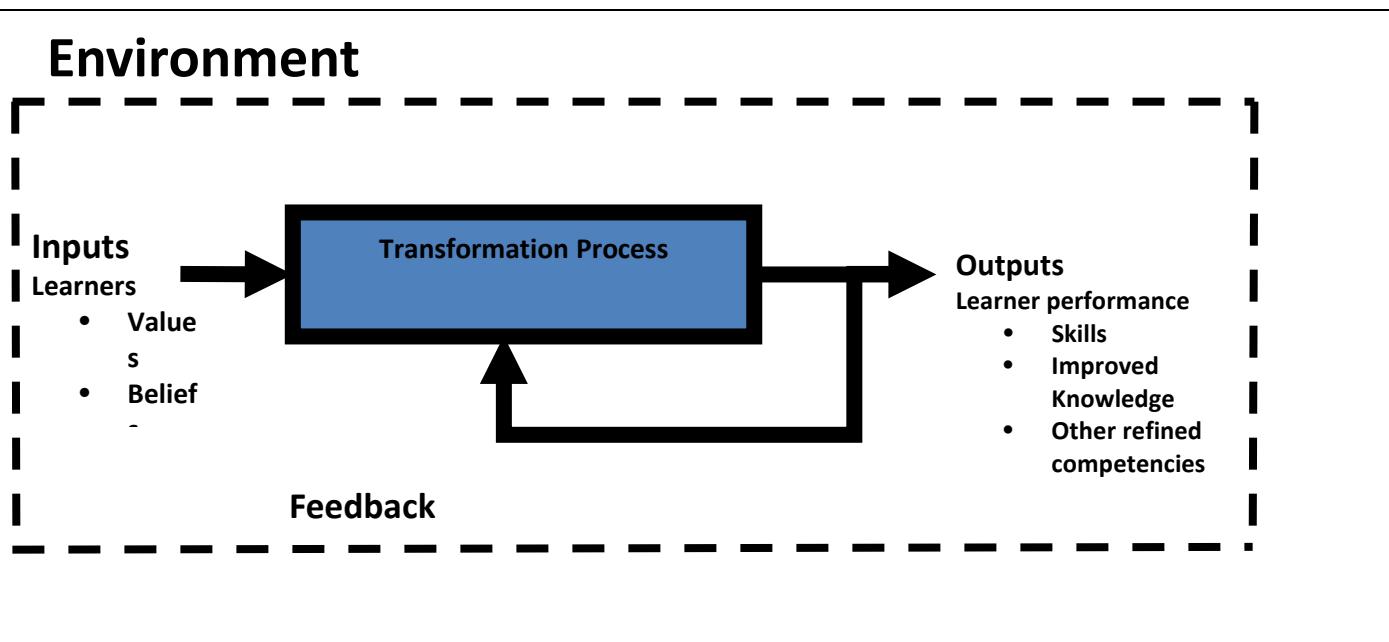
Adopted from Wayne K. Hoy & Cecil G. Miskel, Educational Administration, Theory, Research and Practice p18

2.1.1.1 Key internal elements of an Open Social Systems model

2.1.1.1.1 School Structure

A classic observation by Waller (1932) in Hoy (2008, p.90) which still stands is that "secondary school as an organisation is not mechanical but organic in nature." It is living and therefore, operates on certain dynamic principles for its survival and growth. For the school to fulfill its goals and administrative tasks of enhancing high learner performance, it is arranged according to the roles and responsibilities of various players such as head teacher, deputy head teacher, head of department (HOD), guidance teachers and class teachers which form distributed school leadership. Below is the figure showing the structure of a secondary school organisation:

Figure 2.2 an example of a Secondary School Structure
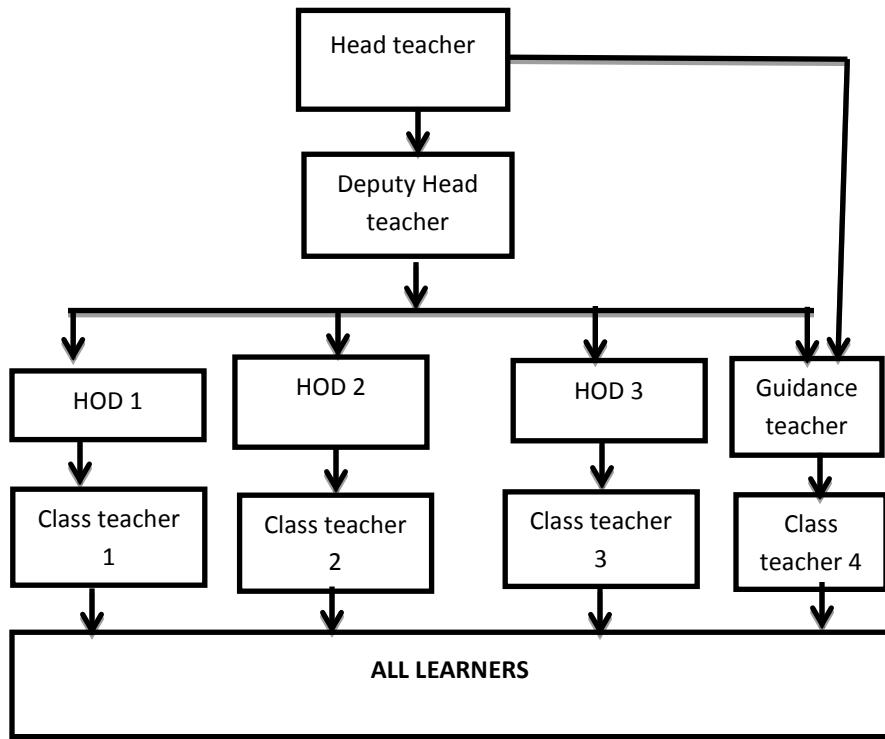
According to Hoy and Miskel (2008, p.459), "structure is the formal organisation specifically established to achieve explicit goals and carry out administrative tasks." This is in an endeavour for the school or organisation to survive and grow. In a secondary school, the main activities are teaching and learning. Therefore, the structure in the school must support the core technical activities of teaching and learning. To fulfill the technical goal of provision of quality education, school leadership is expected to ensure that school rules and

regulations are adhered to (Brown, Pountney and Maric, 2015). Ideally, the existence of various portfolios such as heads of departments, guidance teachers and teachers with different job descriptions enable the school to fulfill its purpose. In a theoretical situation, the role of school leadership in learner performance is made easy when there is adherence to roles and obligations assigned to the individuals within the structure. In this context, school leadership coordinates various roles to support learners in order to achieve their goals, acquisition of skills, knowledge and other competencies.

The structure of a school helps the system to meet the formal demands and obligations expected by the stakeholders and policy makers to be met (Hoy, 2008). These demands and obligations are building blocks of the school structure and they are defined by expectations in the school. The positions of head teachers, teachers and pupils are critical ones and each is defined in terms of a set of expectations. The bureaucratic expectations specify the appropriate behaviour for a specific role or position. A teacher, for instance, has an obligation to plan for learning experiences for students and has a duty to

engage learners in a pedagogically effective manner. Bureaucratic roles and expectations are the official blueprints for action, the organisational givens of the office (Hoy and Miskel, 2008). It is expected of the school leadership to operate within the ambits of the school structure in order to provide a child-friendly environment for the learner to perform as expected.

It is important to note that the school structure reduces the conflicts of roles and defines clearly the accountabilities. French (2005) postulates that school administrators have always had to deal with bureaucratic accountability, that is, accountability with respect to superordinate-subordinate relationships. In figure 2.2 above, the levels of accountability are clear. The deputy head teacher is accountable to the head teacher and the HODs are equally accountable to the deputy head teacher. The HODs hold class teachers accountable as well. The learners are directly accountable to the class teachers who are allocated to learners by the school leadership according to their qualifications and abilities.

It is, therefore, important that school leadership gets to terms with the expectations of each position in order to guide the learner to achieve the set goals. On this account, Ministry of Education (2015, p.35) provides guidance that "each secondary school is supposed to have seven heads of department corresponding to the seven subject areas offered in the school." Moreover, in secondary schools, subject teachers are expected to teach subjects in which they are specialized such as Mathematics, Physics and Social Studies.

Ideally, in a well organised and structured secondary school, it is anticipated that the following activities are put in place to support learner performance by the office of the guidance teacher (school leadership). These include learners' progress reports, end of term/ year examinations and continuous assessment records. Various members of staff, according to their roles and responsibilities, ensure that they perform their duties and provide progress reports to the school leadership on a regular basis.

The class teachers are expected to keep the attendance registers up to date and provide regular briefings to the head

teacher on the performance of the learners (MOE, 2015). With this practice, the school leadership is able to track the performance of the learners according to the attendance. The school guidance service records supplement information and reveal the gaps or encourage the learner to uphold good performance. On the basis of the same reports or records, school leadership is able to chart a way forward on individual learners. A departmental policy in appendix 8 for Ndola Girls Technical Secondary School is a good example.

2.1.1.1.2 Individual Learners in a Secondary School

Organisations, such as secondary schools, exist in order to serve human needs as well as to fulfill the goals they were created for. Most of the school leaderships are aware of the values and beliefs which learners bring into school (Sarason, 1982). The performance of the learners is dependent on their mind set, what they think about themselves and how they relate with the environment. Tracy (2003, p.10) observes that "the most harmful beliefs you can have are the self-limiting beliefs. These are beliefs about yourself and your potential that

hold you back." Ideally, school leadership, through counselling and guidance, can unlock the potentialities in the learners for them to unleash their inert abilities. Learners are helped to believe in themselves, to be assertive and inspire them that they can do it regardless of their background. William James in Peale (2009, p.163) said that "the greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind; as you think, so shall be."

School leadership, among other things, is expected to spend most of their time attending to the needs of learners. Learners differ from each other in many aspects especially in their needs, values, expectations and goals (Hoy and Miskel, 2008). Smit et al (2011) posit that "each individual is unique and … leadership must deal with each one differently." The school leadership plays a very crucial role in learner performance by identifying the learners' needs, uniqueness and values which influence their performance at school.

On the other hand, Hoy and Miskel (2008, p.157) postulate that "although people occupy roles and positions in schools, they are not merely actors devoid of unique needs; in fact,

human needs and motivations are key elements in determining how individuals behave in organisations." Block (1987, p.1) states that "school leadership bridges the gap between the learner's needs and the reality; clarifying the importance of education in relation to the learner's needs and motivate the learner to perform well in order to achieve the school expectations." To address the basic needs of the learners, some school leaders have introduced school feeding programme which has a bearing on the learner attendance and in the long run enhances learner performance.

Elsewhere, Locke (1991) observes that needs are loosely exposed in everyday conversation, but in their biological context, needs are requirements for an organism's survival and well-being. More formally, needs are internal states of disequilibrium that cause individuals to pursue certain courses of action in order to regain internal equilibrium (Steers and Porter, 1991). For instance, when learners are absconding from classes the school leadership must find time to reflect on the needs of the learners which are not being addressed effectively.

In the same vein, Hodgkinson (1991, p. 94) states that "the idea behind need is that of a discrepancy or undesirable imbalance in a state of affairs. Needs imply tension and disequilibrium and provide a dynamic for rectifying action." In this regard, school leadership is expected to set goals which are specific, easy to measure, attainable, realistic and time-bound (SMART) and aimed at fulfilling the needs of the learners.

It is the role of effective school leadership to guide learners to high levels of performance in order to achieve the inner individual desire and the aspiration of the school. From a school perspective, Brighouse (2013, p.89) posits that "learning is the whole business of the school; it deserves to be at the forefront of the minds and conversations of everyone." In this case, school leadership must be able to explore all the requisite needs of the learners in order to help them perform better.

Empirically proven, the ability for individuals to achieve any given expectation is an inherent phenomenon in all human beings and provides the propensity to survive. Anyone's

survival is dependent upon one's awareness (Hubbard, 2005). There is an expectation by society that school leadership provides an environment where learners are inducted to work hard to realise and achieve their needs through good perform at school. As observed by the world Bank (2001), the stakeholders should hold the service providers accountable for the quality of service they are providing to the community. In this context, the school leadership is expected to develop certain systems that can support the learners participate by voicing out their needs through the student councils, suggestion box and service charters.

Elsewhere, the developing community has recognized that government institutions such as schools and service providers in the developing world far too often fail the poor (UNDP, 2002). The failures are many and they are deep: services of abysmally low quality, no service at all and no voice in decision making. From this experience, therefore, effective school leadership involves the learners in decision making in the affairs of their academic activities. The school leadership attempts to explore ways and means to satisfy the needs of the learners to achieve the maximum out of school.

Figure 2.3 shows the Maslow hierarchy of needs and learning.

Self-Actualization
Creativity, Morality, purpose, potential

Do I feel engaged?
Is this meaningful?

Self-Esteem
Confidence, Achievement, Uniqueness
In the classroom: Am I seen as an individual? Do I feel confident about participating?

Love & Belonging
Friendship, connectedness

In the classroom: Do I get along well with others? Does my teacher like me? Do other students like me as well?

Safety And Security
Health, Employment, Family, Social Stability

In the Classroom: What am I supposed to do? Do I get along well with others? Does my teacher like me?

Physiological Needs
Food, Clothing, Shelter

In the classroom: Where am I supposed to be? Am I comfortable?

Source: https://www.google.co.zm/maslow hierarchy of needs and learning [Accessed on 20/03/2016]

Considering the hierarchy of needs and learning, figure 2.3 illustrates a learner at school undergoing different experiences depending on the needs and how the needs must be met. The school leadership must identify the needs which are supportive to good learner performance.

2.1.1.1.3 Culture and Climate in Secondary Schools

2.1.1.1.3.1 Organisational Culture in Secondary School

Brighouse and Woods (2013, p.28) postulate that "the culture in some schools inhibit school improvement and in others it is enhanced and sustained." Some school leaders have made a claim to have clear ideas and values but the test is how far this is shared with the whole school community or learners in particular. As observed in the theoretical framework of the open social systems theory, learners come to school with their own beliefs and values which may have an effect on their performance. In the same perspective, Hoy and Miskel (2008, p. 175) observe that "organisational culture is manifested in norms, shared values and basic assumptions, each occurring at a different level of abstraction." It manifests itself in customs, rituals, symbols, stories, language and norms of behaviour. In addition, they have observed that "strong organisational cultures can improve or hinder the effectiveness of an organisation; different cultures are effective depending on environmental constraints. Brighouse (2013, p.28) agrees with Hoy and Miskel (2008) that "where a school has a positive culture established norms of behaviour are taken for granted as unspoken rules and the ethos is implicit, embedded and shared by everyone."

School culture gives a distinguishing factor between two schools which are found in the same environment and this is attributed to the competence and effort of the school leadership. It is important to note that culture provides a unique characteristic that holds everyone together and produces a positive force that enhance learner performance in a school. As Ouchi (1981, p.41) puts it, "school culture manifests itself in symbols, ceremonies, and myths that communicate the underlying values and beliefs of that organisation..." Suffice to mention that schools with strong leadership are expected to have some strategies which can unite the learners and school leadership together in order to promote high learner performance such as rewarding learners who perform well during annual open days. Similarly, Mintzberg (1989, p. 98) refers to culture as "organisational ideology, or the traditions and beliefs of an organisation that distinguish it from other organisations and infuse a certain life into the skeleton of its structure."

The role of school leadership in learner performance is to relate culture to the purpose or mandate of the school. At school level, culture is expected to guide and shape the

attitudes and behaviour of learners. It can also be the culture of the school leadership to analyse the results whenever an assessment is conducted and engage the learners accountable.

Elsewhere, though, it has been observed by Cusick (1987) and Marion (2002) that culture is just considered as a fashionable construct for the sake of analysis in education circles. However, it is vital to state that culture can be used to enhance learner performance where school leadership can share values and make consensus with learners. In fact, school leadership can use the school culture to build up a frame of reference in relation to learner performance. This school culture, normally, can be used to guide both the learners and school leadership to work toward common goals such as improving learner performance. In the same vein, some leadership practices can be used to promote learner performance by creating them as school culture such as providing counseling to encourage learners to work hard, promoting academic excellence; demand high, but realistic performance, being open in behaviour and communication. This agrees with Fullan (2001, p.23)'s observation that "the school leadership plays a critical role in learner performance

by ensuring that strong cultures are built where learners lean on." On the other hand, Block (1987, p.105) highlights that "school leadership must pay more attention to the culture of the school with their openness to new ideas, the giving and receiving of help, collegiality focused on instructional improvement."

From the foregoing views, it is important to indicate that school leaderships can create the culture which may define the standards learners must adhere to. In this case, it must be noted that the standards must be challenging but also inspiring. In the same vein, Patterson, Purkey and Parker (1986, p.59) stress the importance of school culture that "it is used to identify and articulate the guiding beliefs of the school." Bearing in mind that beliefs can be considered as the values and mission of the school, with respect to both what is and what should be. Patterson et. Al. (1986) further point out that "these guiding beliefs come under the principles of purpose, of empowerment, of decision-making, recognition and rewarding."

Looking at what resources learners bring to school from their home, Hoy and Miskel (2008, p.187) observe that "schools with strong cultures of efficacy, trust, and academic optimism provide higher levels of student achievement whereas schools with custodial cultures impede the socio-emotional development of students."

On this account, it is important to note that the role of school leadership in learner performance plays a significant part and arrays some of the fear in the learner to attempt new areas of endeavour. For example, when considering the issues of career pathways, new areas that have been created in the revised curriculum to meet the needs and ambitions of different learners, school leadership plays an important role by providing guidance. The academic pathway, for instance, has always been there but the vocational pathway exposes learners to new avenues which require guidance and assurance by the school leadership.

According to Brighouse and Woods (2013), whatever the context, school culture is expressed through three inter-related generic dimensions:

(1) professional relationships between all members of staff and the way learners relate to each other and work together

(2) organisational arrangements relating to structures, systems and processes

(3) Opportunities for learning relating to learner performance.

With the above claim in mind, Hopkins (2007) points out that the school culture and ethos can result from application of its vision and values expressed through the ways the school family interacts with one another, the alignment of learners in the school structure. In an ideal situation, effective leadership practices, good school environment and the quality of learning can enhance positive   learner performance.

On the other hand, Buck (2008) notes that although school culture is a holistic concept most effective when it is shared by everybody, there may well be several cultures within school setting; some of them could be competing between learner and teacher cultures, and possibly a separate leadership culture. The "us" and "them" relationships culture in schools may be

damaging to the learner performance. However, in some cases, sub-cultures within the overall norms of the school can be very helpful by giving learners a voice like school councils for the learners.

However, Brighouse (1991) observes that in schools where there is an established and expanding improvement culture, the following may be expected to be seen and experienced:

(1) Shared values and goals

(2) Collegiality and team work

(3) Professional accountability and challenge

(4) Learner support

(5) Transparency and openness

(6) Continuous improvement and risk taking

(7) Generosity of spirit and mutual respect

(8) Celebration and humour.

Referring the cultural elements to the open social systems model, the transformation process can be used to change the values and beliefs of the learners to the acceptable culture that can enhance learner performance.

In contrast, Syed (2010) argues that one of the first tasks facing the school that is struggling with learner performance is to begin a process of re-culturing by which the process of developing new values, beliefs, norms and mindsets is undertaken.

2.1.1.1.3.2 Organisational Climate in a Secondary School

Lunenberg and Ornstein (2008, p.81) postulate that "Organisational climate is the total environmental quality within an organisation." However, considering secondary school as an open social system as in the theoretical framework, the external factors can affect the internal environment. Therefore, words such as *open, bustling, warm, and easy-going, informal, cold, impersonal, hostile, rigid* and *cold* can be used to describe the type of environment created to enhance learner performance in the secondary schools.

2.1.1.2 Open and Closed Climates in a secondary school

Classic, but still relevant to the contemporary world, Halpin and Croft (1963) postulate a conceptual continuum that

extends from open to closed climates in order to describe what pertains in a school. Their observation of how schools differ from each other provided the major impetus for their research into organisational climate. In his study, Halpin (1966, p131) postulates that "anyone who visits more than a few schools notes quickly how schools differ from each other in their feel." He further points out that as one moves from school to school, "One finds that each school appears to have a 'personality' that is described as the *organisational climate* of the school. In comparison, personality is to the individual what organisational climate is to the school (Lunenberg and Ornstein, 2008).

As already alluded to, school climate is as personality to a human being. It is what one sees, feels and hears. It is the warmth or coldness of the institution. It is important for school leaders and other stakeholders to realise that a closed school climate also exists, but may have different effects on learner performance.

Lunenberg and Ornstein (2008, p.83) describe closed climate as a school that is characterized with "a high degree of apathy

on the part of all members of the school." Actually, a school with a closed climate can be referred to as a school that is on standstill; a school that is not moving. The morale of the learners is low because learners' needs are not being met. The performance of the learners is negatively affected and the behaviour in this regard is not authentic. Generally, the school operation is stagnant in the areas of active teaching and learning. Applying the theoretical framework, the school must endeavour to create an open social system in order to enhance learner performance.

2.1.1.3 Healthy and Sick Secondary School

A healthy school is a very important aspect in learner performance. It provides an environment that promotes learners to perform well and feel secure. It is expected to be child-friendly and learners feel motivated. In a healthy school, school leadership accept learners as reasonable human beings, capable of making decisions (Charlton & David, 1990). Learners are engaged through school councils and feel part of

the school. School leadership is therefore, expected to pay a lot of attention to create a school that is healthy.

Hoy and Tarter (1997) conceptualise organisational health at three levels: institutional, administrative and teacher. Appendix 13 provides some detailed information on the three levels mentioned in the proceeding statement. Suffice to note that, a healthy school at institutional level connects the school with its environment. The school leadership creates the linkages with the community and stands on the boundary of the school and the outside world. The school head teacher who is the epitome of school leadership is regarded as the official representative of the school. Worth to note is that the world outside the school is both the source of material for learning and also the end to which learning must be directed to (Kakanda, 2013). The other level- the administrative level-controls the internal managerial function of the school. It involves the implementation of the policies, procedures, rules and regulations set up. It provides the mechanical, routine support and enablement of the system in order to achieve the objectives of the institution.

Kakanda (2013, p.131) observes that "schools do not exist in isolation. They are regarded as extensions of the community." Actually, they are part of the larger community where the school draws the learners from. In this context, the school leadership is expected to systematize, simplify and transmit the cultural content in the form the curriculum. Ministry of General Education (2013, 39) retaliates that "the content, structure and process of teaching at Senior secondary school level …be directed towards developing a learner who is accountable, well-educated and capable of applying the knowledge, skills, positive attitudes and value systems of vocational and life skills in real life."

Hoy and Tarter (1997) describe healthy school as one that is characterised by the harmonious behaviour of the learners and school leadership which works toward instructional success. The success of school leadership is measured by the love they show toward their school and the job they are engaged in and their learners. They are driven by a quest for academic excellence. School leaders are seen to have strong

belief in themselves and their learners. As a result, they set high but achievable goals.

In a healthy school, it is vividly clear that the learning environment is serious and orderly, and learners work hard and respect others who are well academically. The behaviour of school leader is also described healthy when it is friendly, open, egalitarian and supportive. It is believed that such school leaders have high expectations of their learners and in return, they provide resource support to their learners. Above all, learners perform well when a school is a healthy one where there is high institutional integrity and learners are assured of protection from unreasonable and hostile outside forces (Lunenberg and Ornstein, 2008).

On the other hand, Hoy and Tarter (1997) observe that the symptomatic characteristics in a sick school are that there is apathy among teachers and learners, no trust amongst one another and lack of performance accountability. The school lacks materials for teaching and learning, and financial support. Indeed, there is low resource support. The other point to note is that in a sick school, there is minimal press for

academic excellence. There is little demand for the provision of service delivery. Whether learners have learnt or not, the school leaders do not mind; similarly, learners do not mind about it or remind the school leadership about their plight. Suffice to say that neither school leadership nor learners take academic life seriously. Lunenberg and Ornstein (2008, p. 85) point out that "in fact, in sick schools, academically oriented students are ridiculed by peers and viewed by their teachers as threats (low academic emphasis)."

2.1.1.4 Power and Authority in a Secondary School

In a school, it is important to note that there are different actors who drive the agenda of the school in order to achieve its goal (MOE, 2015). The focus of the school is to ensure that learning takes place and this is exhibited in the performance of the learners. Learning, actually, is a responsibility of learners, but the environment for learning is supposed to be created so by school leadership. It is of paramount importance for the school leadership to understand the difference between power and authority and how they influence learning. As Yukl (2012, p.189) observes, "Influence is the essence of leadership..." In

this aspect, effective school leadership is measured by the degree of influence leaders exert on learners in promoting their performance in schools.

According to Koontz and Weihrich (2012, p.195), power and authority can be distinguished. They differentiate the two in this way:

> Power is a much broader concept than authority, which is the ability of individuals or groups to induce or influence the beliefs or actions of other persons or groups whereas authority in an organisation is the right in a position (and, through it, the right of the person occupying the position) to exercise discretion in making decisions affecting others.

School leadership has the authority to make decisions and influence the behaviour of the learners. They occupy the position which is strategic and has the bearing on the way learners have to react to the given directives. However, some individuals in school may have power but cannot influence the decisions because they lack authority.

Organisations, such as schools, are created and controlled by legitimate authorities, who set goals, design structures, enroll and manage learners, and monitor activities. They ensure that behaviour is consistent with the set goals and objectives of the

school. These school authorities control the legitimate power of the office or positions (Marx and Gintis, 1976; Brown, Pountney and Maric', 2015). School leadership uses the authority to guide learners to achieve set goals and ensure that there is adherence to the regulations and rules within the school boundaries. The performance of the learners in a school, to a large extent, is dependent on the level of influence exerted on them by school leadership to work hard as indicated in appendix 10. The policies and strategies which school leaders put in place drive the learners toward the set goals.

It is important to note that when power is used well by the school leaders to influence the learners, it can yield good results. However, when it is abused it can lead to disastrous results. In some schools, leaders exert their power on learners wrongly such that learners develop apathy to learning and, in the process, produce horrible performance. Owen (2012, p.121) argues that "it is not only high IQ and high EQ one needs to possess in order to succeed in leadership, but PQ-political quotient." I tend to agree with Owen's assertion

because leadership is a human factor. School leadership, in this perspective, is inclined to use the political skills to engage learners to see the point of working hard to improve their performance. At times, those learners who are under-performing are coerced to work extra hard to meet the target set by the school leadership. He further goes on to define it as "the art of making things happen through people..." The skills required to build the PQ are captured in appendix 12. Power in an organisation is synonymous to political quotient. It is a core skill and it can be learned by the leader for him or her to successfully influence the performance of learners.

On the other hand, Hoy and Miskel (2008, p.221) propose that "authority is a basic feature of life in schools because it provides the basis of legitimate control of administrators, teachers and students." The school leadership, taking advantage of the formal authority, plays an important role in the life of a learner to follow the laid down guidelines and in the process achieve the school aspiration. The school leadership draws its authority from the positions individuals hold in school. Actually, the primary source of control is

formal authority that is vested in the office or position and not in a particular person who performs the official role (Merton, 1957).

In addition, Gibson et al (2012, p.292) explicate that "authority is the formal power that a person has because of the position in the organisation." This implies that a school leader has authority over a learner and can influence the learner to perform according to the school expectation.

A classic observation made by Commons (1924) in Hoy (2008, p.221) is that "when...students join a school organisation, they accept the formal authority relation. They also agree to follow directives that officials' issue within the school." For example, when school leadership sets target for learners, through this arrangement, learners work extra hard in order to show compliance to authority and in the process enhance high performance. Sometimes, school leaders award the learners who perform better than others.

On the other hand, authority in the school can be viewed to have the following characteristics:

(1) It is vested in one person's position, for example head teacher or guidance teacher who draws his/her authority from the positions they hold within the organisational school structure. An individual has authority because of the position that he/she holds, not because of any specific personal characteristics;

(2) It is accepted by subordinates such as the learners at the school. An individual exercises authority and can gain compliance because he/she has a legitimate right;

(3) Authority is used vertically and flows from top down in the hierarchy of an organisation (Gibson, J. L., Ivancevich, J. M. and Konopaske, R., 2012).

Nonetheless, it is critical to note that though authority implies legitimacy, not all power is legitimate (Hoy and Miskel, 2008). Although there are many different bases of power, the power discussed in this study is the legitimate power which normally the head teacher, guidance teacher and others in school

leadership use to enable learners perform to the expectation of the school.

School leaders can get power either from personal or school structure. Those who have power as indicated above can influence the behaviour of learners in the school to perform better. Some classic work done by John R. P. French and Bertram H. Raven (1968) is still applicable even in the contemporary times on the analysis of the sources of power in the organisation like a school. The understanding of this analysis is very vital for the school leaders in the process of helping learners to improve performance.

2.1.1.4.1 Types of School Leadership Power

The priority focus of the school leader is to ensure that learners perform well. Leadership requires exhibiting certain qualities and abilities that can allow learners to achieve the goals. The school leaders need to be aware of the sources of power at their disposal which they can apply to enhance learner performance. It is important for a competent school

leader to know when to use a given type of power to influence learners. Gibson et al (2012, p.291) observe that "great leaders have one thing in common: they realise that having a vision is not enough to achieve the kinds of revolutionary and large-scale ideas they dream of. To make things happen and to influence others, great leaders need to be passionate about their vision and have the personal power to enact."

Below are the five sources of power discussed in brief which school leadership can apply in a secondary school to enhance learner performance.

2.1.1.4.1.1 Reward Power

According to Hoy and Miskel (2008, p.225), reward power is the "administrator's ability to influence subordinates by rewarding their desirable behaviour." Learners are attracted by the kind of rewards given to good performance as a way of motivation. It is also dependent on the school leadership to consistently identify the type of rewards which appeal to the learners. For example, the school leadership may come up

with the bursaries for the best performing learners for a certain period, exempting them from paying certain school fees. The school leadership can use this type of power to enhance learner performance. In an open social systems model, the school leader can also involve other partners from outside the school to sponsor some learners who are performing well.

2.1.1.4.1.2 Coercive Power

Koontz and Weihrich (2012, p.195) indicate that "coercive power is closely related to reward power and normally arising from the legitimate power, it is the power to punish... by withholding a merit..." Using this type of power, for instance, school leadership can enhance discipline in learners who are not committed to do their tasks.

Learners easily comply when parents indicate that the case would be referred with school authorities.

2.1.1.4.1.3 Legitimate Power

Robbins and Judge (2015) argue that in formal groups and organisations such as secondary schools, probably the most common access to one or more of the power bases is through legitimate power. They further observe that it represents the formal authority to control and use organisational resources based on structural position in the organisation.

In comparison, legitimate power is broader than the power to coerce and reward. Specifically, it includes members' acceptance of the authority of a position. According to Robbins and Judge (2015, p.402), "when school principals ... speak (assuming their directives are viewed as within the authority of their position) learners usually comply.

Therefore, legitimate power is associated with school leader's ability to influence learners to work hard because of the position the leaders hold. The school leadership can use this source of power (which is similar to the concept of authority) to direct learners to improve their performance.

2.1.1.4.1.4 Expert Power

Hoy and Miskel (2008, p.227) indicate that expert power "is the administrator's ability to influence subordinates' behaviour on the basis of specialised knowledge and skill." In this case, learners are influenced because they believe that the guidance and competence exhibited by the school leadership is worthwhile. Expert power is based on personal competence other than position in the school structure. To put the assertion in perspective, departments in a secondary school are specialised areas of delivering the body of knowledge. There are those teachers who are experts in Mathematics and others in Social Sciences. They exhibit expert power due to their specialised knowledge.

2.1.1.4.1.5 Referent Power

According to Yulk (2010, p. 207) "referent power is derived from the desire of others to please an agent toward whom they have strong feelings of affection, admiration and loyalty" whereas Robbins and Judge (2015, p. 402) postulate that "referent power is based on identification with a person who has desirable resources or personal traits." Learners are inspired and have developed respect for the school leaders who

have referent power. The learners easily follow the leader they admire and respect; who they aspire to be like. In this situation, it is important for the school leader to set good example for the learners to emulate. Because of the loyalty and love they have for their leader, learners are ready to perform better at school in order not to disappoint their role model. For instance, a Grade teacher is like a surrogate parent to the learners and needs to connect himself/herself well to pupils. He/she sets a standard for learners to strive to achieve. Even in terms of their behaviour, a grade teacher remains their pace-setter. By and large, the school leadership's role is significant in learner performance because the learners are influenced in one way or another to attain the school expectation or set goals.

2.1.1.5 Pedagogy in Secondary Schools

It is actually the core element that determines the outcome of the learners in a school. Consequently, it follows that school leadership must encourage teachers to use a variety of teaching methods and techniques in order to carter for the range of learning needs (MOESVTEE, 2013). The school

leadership must ensure that methods that promote active learning are used. In addition, methods that encourage learners to reflect, think and do rather than reproduce from rote memory are expected to be adopted and customised to the needs of individual learners.

The learner performance in a school is dependent on the role of school leadership in trying to foster the direction and alignment of all the elements in congruence with the goal of the school. The teaching-learning process is the main focus in a secondary school and, therefore, determines the role school leadership plays and how learners are influenced. Rowan (1998) in Hoy and Miskel (2008, p.42) posit that "we are remiss in the analysis of the school as a social system if we do not examine the technical core of the school, that is, teaching and learning process - because it shapes many of the administrative decisions that must be made". The detailed summary overview of major learning theories and principles is captured in appendix 14. Teaching-learning process is complex and can be viewed from three perspectives:

behavioural, cognitive and constructivist as summarised below:

2.1.1.5.1 A Behavioural Perspective

The behavioural theories stress learning as the observable changes in the behaviour, skills and habits. Learning from this perspective is defined as a change in behaviour brought about the experience with virtually no concern for the mental or internal processes of thinking. The critical point in this perspective is the behaviour of the learner. It is not necessary whether the learner has mastered the knowledge but the change in the behaviour of the learner. Lunenberg and Ornstein (2008, p.405) indicate that in this approach, "learning is based on a plan, blueprint, which specifies goals and objectives, sequence content and experiences to coincide with the objectives and evaluates learning outcomes in relation to the goals and objectives." This process is predetermined by the school leadership as to what they wish to see in the learners.

2.1.1.5.2 A Cognitive Perspective

In this perspective, learning focuses on thinking, remembering, creating and problem solving. The most underlining fact is teaching learners how to learn and remember by using learning tactics and strategies. The difference between learning tactics and learning strategies in this regard is that learning strategies are general plans for accomplishing learning goals, an overall plan of attack, whereas tactics are more specific technics that make up the plan (Derry, 1989). How information is remembered and processed as well as how individuals use their own knowledge to monitor and regulate their cognitive processes is critical in this perspective. The role of the school leader is to identify the teachers who can guide the learners to attain the right skills which can enable them improve their performance.

2.1.1.5.3 A Constructivist Perspective

From a constructivist perspective, the focus of learning is on how individuals make meaning of events and activities; hence,

learning is seen as the construction of knowledge. In general, constructivism assumes that people create and construct knowledge rather than internalise it from the external environment. Bruning et al (1999, p.215) emphasise that "the learner's contribution to meaning and learning is through both individual and social activity." In this regard, the role of school leadership is to create an environment that is supportive and inspiring to the learners to thrive in their endeavour of performance.

Therefore, it is the role of school leadership to ensure that learners are prepared to exhibit either change in their behaviour by acquisition of permanent knowledge or possess skills which are lifelong. This is consistent with the Ministry of General Education indicator: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (MOGE, 2016). Under behavioural perspective, school leadership is expected to encourage teachers to come up with the functional behavioural assessment, set learning objectives and develop the direct instructions in the classroom so as to enhance learner performance. In some schools, leadership has

placed emphasis on the change of behavior and set parameters to guide the behaviour of learners. In other schools, the emphasis is placed on practical work or activities. Depending on the strength of the school leadership, any type of learning perspective would be considered and inspire learners to develop interest in that direction.

To wind up on the open social systems model, it is important to reflect again on Waller (1932, p.42)'s classic postulation in Hoy and Miskel (2008, p. 22 a) that "the school is a system of social interaction; it implies that the school is an organised whole comprising interacting personalities (for example, of learners) bound together in an organic relationship (between school leadership and learners)." A school as an organic organisation simply means that a school is living and has the potential to grow, develop or die. Therefore, it is dynamic in its nature. It also implies that a school has the capacity to develop gradually and naturally especially in the case where learners are actively involved, without being forced or contrived. It is encumbered upon the school leadership to see that learners are actively learning and are able to exhibit different life skills as such problem solving, team work and

critical thinking as expounded in appendix 14 under cognitive Perspective.

2.1.2 The Path-Goal Theory

The second theory is the path-goal theory which guided this study to explain the role of leadership in learner performance in secondary schools. This theory was first developed by House (1971, 1973) and refined by house and Mitchell (1974). After some extensive studies, House (1996) made a major overhaul of the theory (Hoy and Miskel, 2008; Northouse, 2010). In the same vein, Martin and Fellenz (2010, p.208) postulate that "the path-goal model of leadership links leader behaviour with subordinate motivation, performance and satisfaction." The behaviour of the school leaders is observed in the way they use their authority as they interact with the learners and motivate them to perform at the very highest level of their ability.

Northouse (2010, p.125) says, "path-goal theory is about how leaders motivate subordinates to accomplish designated goals." In this context, learners are considered to be subordinates who are influenced by the practices of school leaders to perform to the expectation. The school leaders,

generally, come up with different strategies to motivate the learners to work hard to achieve good results. On this account, Lunenberg and Ornstein (2008, p.135) opine that path-goal theory "is based on the expectancy theory of motivation." Learners are supposed to be involved in many learning activities to raise their curiosity and expectation. They must be exposed to different avenues of learning such workshops, field trips and practical work in the laboratories. The goals must be clear for the learner to focus on. Learning, in this regard, must be tracked by setting clear targets and objectives.

In the school setting, the role school leaders play in learner performance cannot be overemphasized. School leaders have a very great and unquestionable influence on the teaching-learning process. School leaders are involved in classifying and allocating teachers to particular classes depending on their discretion. Moreover, the school leadership gives awards to deserving learners during special days and on assemblies. Through motivational talks, they inspire the learners to apply themselves to school work. During teachers' day, the school leadership also motivates hard working and committed teachers who guide learners to high performance. Suffice to

say that school leaders have influence over learners' ability to reach goals, by associating rewards with hard work to attain goals and also emphasising the importance of attaining the set goals (Lunenberg and Ornstein, 2008).

Northouse (2010, p.125) raises a critical postulation that "the path-goal theory emphasises the relationship between the leader's style and the characteristics of the subordinates and work setting." For example, in secondary schools, it is the role of school leadership to understand the nature of learners and their commitment to learning. Hence, some school leaders have a challenge to choose leadership style that best meets learners' learning needs. This is supposed to be done by choosing behaviours that complement what is missing in the school setting based on the nature of learners at that school.

Leaders, according to Indvik (1986) in Northouse (2010, p.126), "try to enhance subordinates' goal attainment by providing information or rewards in the work environment; school leaders need to provide learners with the elements which promote hard working to reach their goals." Ideally,

secondary schools are expected to have special days such as annual open days where parents and school leadership interact to support the learners. During this time, good performing pupils and teachers are expected to be rewarded.

According to House and Mitchell (1974), Northouse (2010) reports that Leadership also motivates when it makes the path to the goal clear and easy to navigate through coaching in the given direction, by removing obstacles and roadblocks hindering the attainment of the goal, and making the work itself more personally satisfying as illustrated in figure 2.4 below. Some school leaderships have developed the strategic plans where they have spelt out clearly their goals and indicative strategies. They have explicit school mission statements which focus on promoting learner performance and inspiring vision statements indicating where the school would be in the future.

The path-goal theory is developed to expound how school leadership can help learners along the path to achieve their goals by selecting specific behaviours that are best suited to learners' needs and to the environment in which learners are

learning from. The school leadership chooses a suitable leadership style which enhances the learners' expectations. As indicated in figure 2.4, the school leadership, in this regard, defines the goals, sets the targets and clarifies the path through the mission statement, through effective communication which removes the impediments and provides educational support to the learners in order to enhance their performance

Figure 2.4 Basic ideas behind Path-Goal theory
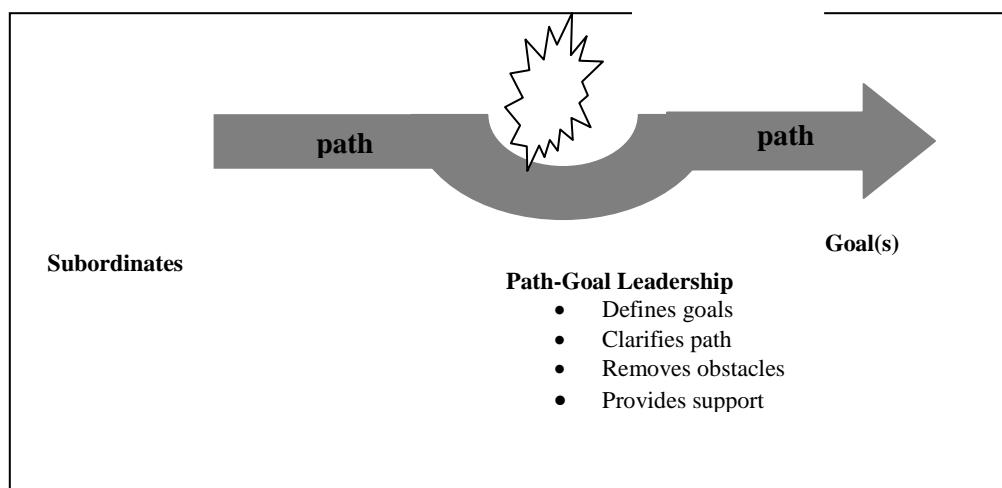
Adopted from Peter G. Northouse, Leadership – theory and practical
5th, p126

These theories discussed in this study provide a lens for this study. The school, viewed as a social organisation, is affected by many factors as there are many players interested in the

provision of education. According to Kulbir (2012, p.1), "a school is one of the most important institutions in any society. It is set up by society with a number of objectives are of very important nature." The function of developing the future citizens is entrusted to the school. Therefore, learner performance draws interest and attention of many actors, hence puts the school leadership on the spot to define the goals, clarifies the path for the learners to follow in the endeavour to realise the aspirations of various players, and also removes the perceived obstacles by providing appropriate learner support.

The next part of the chapter focuses on the education systems from the historical perspective and the legal frameworks in the provision of secondary school education in Zambia. It highlights the role and function of education in Zambia in relation to school leadership in learner performance.

PART II

2.2 Introduction

This part presents a brief outline on the role and function of the education system, education system in Zambia before independence and secondary education system after independence. Part II also delves into the discussion of the legislation and policy frameworks in provision of secondary education in Zambia. This knowledge about the education system, legislation and policy frameworks attempts to contextualise the study and also provides the broad picture of the environment that has prevailed to support learner performance. It also brings out the extent to which school leaders ought to interpret the intentions and aspiration of stakeholders and government in secondary education provision. The concepts and expectations of secondary school education today, its provisions and functions, role of school leadership in its provision hinges on the historical and legislation frameworks appreciation.

2.2.1 The role and function of the Education System in Zambia

Though there are many views or schools of thought about the roles and functions of education, Bown, Pountney and Maric' (2015, p.50) argue that it can broadly be placed into two types: consensus perspectives, which in simple terms argue that the education system benefits individuals and society, and conflict point of view which argues education system reproduces inequalities within society. In Zambia, the first perspective-consensus-was the one that was adopted. In Educating Our Future, MOE (1996, p.3) proposes that the education system aims at enabling schools "to provide an education and learning which facilitates the cultivation of each pupil's full potential." Suffice to say that secondary school education is to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all pupils so that each can develop into a full person, for his or her own fulfillment and the good of society (Kelly, 2010).

Education, like culture, is not static but dynamic (Mwanakatwe, 1974). It keeps changing depending on the

societal trends and needs. The aspirations of the Government and the needs of people, in general, contribute to the type of education offered and how it is provided. Education is considered to be an indispensable human basic right that fosters human dignity and equalises the opportunities for every individual in society (Constitution of Zambia, 2015; MOE, 1996, Mandela, 2014).

> Education…emancipates the mind from uncritically held beliefs through the development of intellectual skills and traits. It fosters the acquisition of the intellectual tools and knowledge for living in an increasing complex world. It entails a life-long search for truth-whichever truth is relevant-without regard to vested interests, parochial orientations or group ideologies (Elder and Paul, 2013).

Thompson (1994) observes that the relationships which exist or often thought to exist between systems of education and societies have a historical perspective. The education system is instituted for one reason or another depending on the aspirations and desires of a given society. Apart from the aspirations, other factors which determine the type of education system to be provided are the size and population, wealth and economic resources, governmental systems, political ideologies and international outlook. Though I agree

in part that it is about government's aspiration or society, I see education as an individual indispensable need. It helps individuals to see life differently and think from different angles. In other words, education is an empowerment to individual and society at large.

Elsewhere, Conway (1960) points out that "education is essentially a social and not a mere individual activity (p.2)." This has an implication to school leadership in that it needs to ensure that the skills and knowledge the individual learners are gaining must commensurate with the needs of society. Therefore, learner performance is viewed as a social accountability factor because good performance by individual learners raises concern by society as a whole.

Generally, according to Bell (1978, p.4)'s report, "There are four considerations to look at when choosing a type of education system to provide in any society."

   (1) The level of development of the country

   (2) The cultural diversity of the society

   (3) The desire by the people to develop the country, and

(4) For social change in the country.

Therefore, it is important to consider the reason for providing a certain type of education system as we think of the role education plays in the life of individuals and society. Zambia, as a young nation at the time of independence, thought of providing an education system for national development. Curle (1978, p.118) defines development as "the creation of a form of society in which certain conditions prevail for human beings." The conditions Curle is referring to in this case could be the knowledge and skills needed to develop the country and enable an individual to survive. From the World Bank (1978) perspective, development is defined as "a process of enabling people to accomplish things that they could not do before- that is, to learn and apply information, attitudes, values, skills previously unavailable to them." It is from this perspective that provision of education is considered to be critical, to bring about the social change and development that are desired (UNESCO, 1991).

Suffice to mention that learning is not enough by itself because most aspect of development requires capital investment and technical processes. Bell (1994, p.4) argues that capital and technology are inert without human knowledge and effort. In this sense, human learning is central to development. The role and function of education can be defined depending on the angle of need. Kelly (2010, p.6) argues that "in all these areas (basic learning needs) there are recurring common threads. One is the need to establish a bridge between what is learnt at school and the challenges of real life." Therefore, education functions to identify the type of bridges to build up in order to resolve the challenges individuals face in society. MOE (2004, p.2) reiterates that "education is an agent of change. It is also an economic tool of development." It can also be considered as an instrument of social change (Thompson, 1994).

I wish to agree with the proposition above that education is both an agent of change and an economic tool. Most individuals who have attained secondary school education are expected to do things differently. They are expected to live an

improved life standard. According to the Ministry of Education (2013, p.8), the aims of education and aspirations … are to produce a learner who among other things:

(1) Maintains and observes discipline and hard work as the basis of personal and national development

(2) Appreciates the relationship between mathematics and scientific thought, action and technology on the one hand and sustenance of the quality of life on the other

(3) Is able to provide competent leadership and teamwork, and

(4) Applies entrepreneurial knowledge, skills, positive attitudes and values to accomplish greater achievements in life.

Anderson (1976) in William (Ed) observes that the more useful the education system becomes to its ambient society, the more manifold become its linkages to other aspects of social change. The change can clearly be seen in the performance of the learners at school. The performance can basically be interpreted by the literacy levels, the skills learners acquire and the values or attributes exhibited by the learners.

2.2.2 Secondary Education in Zambia before Independence

Primarily, it is vitally important to note that the colonial period in terms of education provision in Zambia was divided into three eras (Chisholm et, al., 1998) and these were:

(1) The British African Company which operated from 1880 to 1924;

(2) The British Colonial Office Administration, from 1924 to 1952; and,

(3) The Federation of Northern Rhodesia and Nyasaland, from 1953 to 1963.

The other critical point to note is that the three epochs provided the foundation on which the Zambian education system was built upon. As the saying goes, 'the one who designs your education system determines your destiny' (Arons, 1983). The destiny of Zambia today and the performance of the learners have had a link to the historical type of education system. CDC (2013, p iii) asserts that "in 1996, the Ministry of Education developed the National policy

on, the Educating Our Future, in order to respond to the developmental needs of the nation as well as those of the individual learners."

During the first period, it is important to note that education was the responsibility of the missionaries. However, colonial rule saw the introduction of more formal and professional schooling. Due to limited resources and lack of interest by white settlers to promote secondary school education for Africans, education was limited largely to primary level. However, secondary schooling was mainly introduced in order to provide teachers for primary education. During the Federation, segregationist and inequitable patterns of education provision for African and European children persisted (Sophie Kasonde-Ng'andu, 2003). Evidently, this could be seen in the differences of the infrastructure development and locality of such institutions. In addition, the facilities that were put in such schools, especially for the white settlers, to support the provision of quality education were different in all dimensions of comparison.

Zambia, Northern Rhodesia then, was a British Colony and, after gaining its independence, followed the colonial type of education in many ways. Most vividly, Zambia adopted English as the language of instruction. It was also introduced as an official language in all learning institutions. In secondary schools, English was adopted as a medium of instruction. Besides, English Language was used to assess learner performance in all areas of learning at Grade 12 and was considered as one of the criteria for selecting learners to proceed to the next level of education. In this regard, school leadership ensured that all the learners were equipped with all the four skills in English language, that is, speaking, listening, writing and reading in order to enhance their performance in school.

Secondary school education was initially not a priority to the colonisers or settlers and even by missionaries (Henkel, 1989). They had heavily invested in primary school education to provide literacy in order to fulfill their needs and aspirations of evangelisation. On this account, other scholars like Coombe (1968) observe that ideas about the value of secondary school education as a means of intellectual cultivation or as a bridge

across the cultural gulf which separated the races scarcely rose to the surface of discussion. The leadership, at that time, did not see the value of educating a native up to secondary education level. In fact, it was the belief of the author that the school leadership was expected to have a deep understanding and appreciation of the history of education of Zambia especially in growth of secondary school education.

The perception of the settlers at that time, which could have had a spillover effect to the time of the study, was that secondary school education could be made available to the native but only as far as their economic status warranted. The settlers were afraid to provide secondary school education to the natives to avoid empowering them with adequate knowledge. In Snelson (1974, p.228), Robert Caldwell in his Annual Report of 1934, argues that the Policy of the colonial Government was to build a sound foundation of village education, to improve and develop the primary school and diffuse education as widely as possible among the people, rather than concentrate attention and expenditure on the higher education of selected few. They did not want to create another class of the elite among the natives. From that focus,

the missionaries were urged to concentrate on the primary school education provision and resulted in the educational pyramid which was inherited even after independence.

The development of secondary education, then, was delayed for a long time and this had a negative effect on the nation when Zambia got her independence regarding human resource with secondary school qualification. Snelson (1974) observes that:

> Only since independence has an all-out effort been made to provide secondary education for all who can take advantage of it; but the clock cannot be put back; a whole generation's talent and ability remains undeveloped for the lack of secondary school places when they left primary school.

The educational policies of the colonial administration were to provide very limited secondary school places only to prepare assistants in positions like medical centres, schools and agriculture. However, the general feeling of the settlers was that education made the African 'cheeky' and produced distaste for manual labour (Snelson, 1974). From the settlers' point of view, they felt that there was a danger to provide secondary education especially for the poorly educated

Europeans for fear of competing for employment with Europeans and that could lead to unemployment of the white settlers.

However, on the other hand, some missionaries recognised the need to provide secondary education to the natives that could go up to junior level to train them do other clerical works and extend the evangelization in the village schools (Kelly, 2010).

In terms of the curriculum, some officials such as Latham objected to the type of curriculum that was offered to the indigenous because it was only academic in nature. According to Snelson (1974, p.135), "Latham considered the object of all sound education as spiritual, moral, social and economic progress of the native population." Latham proposed that the curriculum must be carefully balanced between the religious, academic and industrial elements (Snelson, 1974). At the time of the study, the Ministry of Education (2013) adopted a two tier-curriculum where education was not based only on academic but also vocational.

In addition, before independence, there was a mismatch in educational facilities between primary and secondary schools. According to Mwanakatwe (1974, p.8), the provision of secondary education was underpinned on two premises:

(1) The correct order of educational development was linear, from elementary level by progressive stages to the higher.

(2) The output of students with secondary education was not to exceed *absorptive capacity* of a territory, that is, the number of jobs at the required level.

The aforementioned factors were determinants of the provision of secondary education. Conspicuously, the secondary school educational facilities were insignificant statistically before independence. The pyramidal principle was at play where the base–for elementally education–was larger than the secondary school education. On this account, Kelly (2010, p.52) records that "one place in secondary school was equal to the ratio of 350 places in primary school" showing a great mismatch in demand between secondary school education and primary school education. The enrollment rate for the primary age-

group was among the highest in the developing world, but for the secondary age-group, it was one of the lowest. Showing the prejudice of the settlers toward the natives' secondary education, Coombe (1968) in Kelly (2010, p.52) observes that "advanced education for Africans was regarded by some whites with hostility, by others with suspicion, and by few (if any) with enthusiasm".

In Zambia, at independence, the role of school leadership was to change this anomaly and perception so that the learners in secondary schools were provided with the opportunity to learn and perform in tandem with the needs of the country and individual learners (Wina, 1968). In this regard, education was to focus on producing school leavers who were not only going to look for employment, but who could create employment through entrepreneurship. This was in line with the vision of the nation of Zambia.

2.2.3 Secondary Education in Zambia after Independence

This section discusses development of secondary school education, some successes and challenges in Zambia after independence. It is, therefore, important that school leadership

understands the background context and appreciate the factors that might hinder the performance of learners as they attempt to assist them to improve their performance. Some of the challenges in some secondary schools could have been inherently passed over to the next generation of learners. In the light of this, it is critical that school leadership bases its decision and practices on facts and compare what was happening then with the current trends. As accurately observed by Snelson (1974, p.1), "education is a condition of human survival. It is the means whereby one generation transmits the wisdom, knowledge and experience which prepares one generation for life's duties and pleasures." In short, school leadership is a bridge between quality learner performance and mediocracy (Pringle, 1984).

According to a classic record by UN/ECA/FAO (1964), the majority of Africans in Zambia had not been to school at all immediately after independence. It was observed that above fifty percent of the male folk and over eighty percent of women had not attended formal education. From the census records, it was observed that 75 % of the African males and 50% of women above the age of 16 years were not able to read or

write. Comparatively, the proportion of the uneducated in rural areas were higher than those in urban areas. Furthermore, it was noted that even in the urban areas 50 % of the population was not educated (Kelly, 2010). The educational structure of today's population at the time of this study was a consequence of the past design. Subsequently, the report raised the key notable educational features pertaining to the African population in Zambia at that time as follows:

(1) There was a high proportion of unschooled and illiterate in the older age-group; fewer than 50% had been at school long enough to reach Standard II.

(2) Of those who had some school education, most had reached only minimum levels. Very few had any secondary school education.

(3) Those with most schooling was largely concentrated in the 15-30 years old age group. It was observed that there were a significant number of men and women who had received sufficient schooling to awaken modern ambitions, but not enough to obtain the skills to achieve them which resulted in frustration and ended up pursuing unclassified employment.

For most of the reasons raised in the preceding paragraph, a lot of indigenous citizenry were employed to perform menial work and were pole bearers. On the Copperbelt, the majority of the African citizens (indigenous) was found to be working as cooks and others as gardeners and was commonly using a language which was neither English nor any of the local language but a jargon of some sort (Chikabanga) (Snelson, 1974).

In terms of learner performance, in comparison with other countries in Africa, Kelly (2010, p.59) observes that:

> Very few indigenous Zambians had reached secondary school education level. At the time of independence, below 1,000 had passed their school certificate and numbers with lower school certificates were correspondingly small. In comparison, Uganda, at that time, with twice the population but less than a third the average income of Zambia, had 6,300 African school certificate holders. In Ghana, more students had passed the school certificate than Zambia.

The implication was that Zambia was to import human resource in order to meet its needs and the developmental agenda's pace was consequently affected. The performance of learners was indicated by the number of graduates who got

97

the full school certificates and, in this case, there was need for the secondary school system to be improved in order for it to produce more secondary school graduates who were literate enough to meet needs of the young nation.

Similarly, the economic survey Mission on Economic Development in Zambia that was conducted prior to independence indicated that the neglect of African education in Northern Rhodesia was unassailable. The survey could only find 4, 420 Africans who had passed the two-year junior secondary education (Form II), and only about 961 Zambian Africans with full Cambridge school certificate. Painstakingly, when the first Republican President of Zambia inaugurated the University of Zambia in 1966, he said that at the time of independence (24th October, 1964), Zambia had only 100 university graduates (all of them educated from outside the country) and only 1, 500 with full Cambridge school certificates and that there were no more than 6000 indigenous citizens with at least 2 years of secondary education (MOE, 1970).

Evidence shown in table 2.1 indicates that there were very few educated indigenous Zambians. In terms of qualifications, the country had few qualified, if any, teachers in sciences and mathematics (Kelly, 2010). However, the Government of the Republic of Zambia took decisive steps to revise the curriculum so as to mitigate the gap and address the needs of the country by taking care of the strengths of the learners. In this regard, Wina (1968) in Kelly (2010, p.87) urged that "we seek to develop and tax the intellectual capacities of our youth not only in the field of the theoretical subjects but also in the field of the practical subjects which are, after all, the logical consummation of any thought processes."

This episode could also be compared to what happened to other countries like the United States of America as they were transitioning in their education system. The reforms' effort, as recorded by Hoy and Miskel (2008) of the 1980s did focus on the academic learning, but new policies came under intense criticism as being fragmented, lacking coherence, doing little to change the content and methods of instruction (Fuhrman, Elmore, and Massel, 1993; Smith and O'Day, 1991; Vinovskis, 1999). In implementing the reforms, new trends and concepts

were introduced such as accountability, academic achievement, performance standards, assessments, and student dropout rates infused conversation among school leaders, policy makers and other stakeholders. Policies such as 'no child should be left behind' were formulated. Suffice to mention that the trends that were taking place in other countries were not different from the experience of Zambia (USAID, 2013). The differentiated distinction, however, hinged on the pace and availability of resources the government prioritised to develop the education system.

Contrasting with the Zambian situation, the table below shows the stocks representing the sum total of all African (Zambians) learners who had completed satisfactorily some different levels of education when Zambia got her independence.

Table 2.1: Highest Examination passed in Zambia

Level of Education	Male	Female	Total
Standard IV	86 900	23 300	110 200
Standard VI	28 200	4 200	32 400
Form II	3 940	480	4 420
School certificate	884	77	961

Source and adopted from Kelly (2010, p.59)

By and large, when Zambia got independence, its population was one of the least prepared populations in the whole Africa in terms of education. More importantly, the policy on the access and participation in education which the Zambian government adopted was very critical and appropriate as it endeavoured to bridge the gaps (Kelly, 2010). Therefore, it poses a challenge to the current school leadership to inspire learners to perform to the expectation of the nation and other stakeholders at large.

2.2.4 Legislation and Policy Frameworks in Developing Secondary School Education

To guide and develop the provision of secondary school education, Zambia had formulated a number of laws and policies. Therefore, this section highlights the following pieces of legislations and policies: The Education Act of 1966, the Examinations Council of Zambia Act of 1983, the Education Reforms of 1977, the Focus on learning of 1992, Educating Our Future of 1996 and the Education Act of 2011.

2.2.4.1 The Education Act of 1966 as the Bedrock of All Education Development

The Education Act of 1966 was formulated to resolve numerous challenges and inequalities that existed in the colonial period. Among other challenges and inequalities were few secondary school places, the disparity in the education provision for girls and inequality opportunities between rural and urban in secondary school provision. In this regard, Kelly (2010, p.74) reports that "teaching and learning were mainly memorization and routine parroting and the curriculum was only academic." In addition, it was observed that the performance of learners was measured by the use of the external examination or assessment, by the University of Cambridge

Therefore, after the African Education Act of 1951, Education Act of 1966 was developed to guide the provision of education immediately after independence. It was the intention of the Government to overhaul the colonial education system in order to meet the aspiration of an independent country. To provide

relevant and responsive education to the needs of the learners, a number of curriculum reforms were implemented. Apart from introducing English as a medium of instruction, the commercial and practical subjects were introduced in the curriculum. In addition, the Act spelt the intention of the Government explicitly with regard to education provision either by private schools or aided schools besides the Government schools. Pupils were to be educated in accordance with the wishes of their parents.

In this sense, it was important to recognise that this Act paved way to some reforms in secondary education provision which were aimed at standardizing and diversifying the curriculum, besides relating the content to the needs of the learners (Coombe, 1970). The government, in this regarded, adopted certain steps to improve the provision of secondary school education.

2.2.4.2 Policy Shifts in Secondary School Education after Independence

In the quest to increase access to secondary school education, according to Kelly (2010), the government made three critical decisions and these were as follows:

(1) Restructuring of the secondary school course

(2) Diversifying the secondary school curriculum

(3) Maximising the use of space in the secondary schools

To appreciate what was happening at the time of the study as the government was still grappling with access and quality of secondary school education, it was necessary for this study to look critical at decisions which were made by the government then.

2.2.4.3 Restructuring of the Secondary School Course

The initial secondary school structure provided for two-year course at junior secondary school level whilst at senior secondary school level, a three-year course was offered leading

to the Cambridge School Certificate or General Certificate of Education (G.C.E.) Ordinary Level Examinations. This permitted only two-thirds of the learners at junior secondary school level to progress to the senior level. The argument, as Kelly (1999, p.102) records was as follows:

> Government has been giving serious thought to the implications of the present arrangements in an attempt to see whether the benefit derived by the nation from expenditure on secondary education cannot be maximised by the production of better-quality graduate all along the line. It has been generally agreed that the minimum period of secondary education from which the pupil can derive any lasting benefit is three years and it is, therefore, to be doubted if the weaker pupils, required leaving secondary school at the end of two years, gain much from attendance.

The concern of learner performance has been historical and government, since independence, has attached great importance to it. Policies and other guidelines were developed in the light of promoting quality secondary school education provision. Therefore, it was the responsibility of school leadership to develop the proper understanding of what was prevailing in the development of secondary school education in Zambia.

To fulfill the aims of secondary school education provision, that is, for personal growth and human capital, the government restructured the secondary school course (Stannard, 1970; Mwanakatwe, 1974). The terminal classes were shifted from form II to Form III at junior level and Form V at senior level. Mwanakatwe (1974) further observes that the Government of Zambia had threefold aspirations after independence. First, it was the Government's intention to actualise the standard of education by improving the education of the school leavers and enhancing a high quality candidate for entry into a professional college. Second, it was the government's goal to ensure that the high dropout rate at Form III was reduced and thirdly, to minimise the failure rate at Cambridge School Certificate.

2.2.4.4 Diversifying the Secondary School Curriculum

The other important element to look at was the issue of a curriculum, which is a central element of any educational system, was amended to suit the aspiration of the Government. Kelly (2010) points out that the government

sought to develop and improve the intellectual capacities of the learners not only in the field of the theoretical subjects but also in the field of the practical subjects which were after all, the logical consummation of any thought process". Geometrical and Technical, Agricultural Science and Business Studies were some of the practical subjects which were introduced. The role of school leadership still remained the same in learner performance; it was to provide guidance in order to actualise the aspiration of the government in ensuring that learners acquired the relevant knowledge and skills which could enable them to perform to the expectation of all stakeholders in society.

2.2.4.5 Maximising the use of Space in Secondary Schools

The other aspect of policy decision regarding secondary school was to do with maximisation of space utilisation. The number of pupils per class was increased from 35 to 40 (ibid, p.22). This was to increase the enrollment levels to match up with the demand of secondary school education at that time. In addition, boarding secondary schools introduced the double-

bunking in hostels to maximise the usage of available boarding facilities.

Over the passage of time after independence, the Government had made several policy changes in regard to the areas alluded to above. The secondary school education churned a lot of school leavers to the University of Zambia and other tertiary institutions. The country gradually had adequate citizens with school certificate.

However, despite the achievement made, one notable characteristic was the forward and backward maneuvering in the structure and the curriculum shifts. Nonetheless, high demand for secondary school education led to the escalation of pupil enrollment levels resulting in many shifts in learning sessions like afternoon production unit (APU) classes. These had an adverse effect on learner performance. Therefore, the school leadership was expected to ensure that there was adherence to policy direction and avoided over-enrollment which was a hindrance to learner performance.

In one of the sessions in the National Assembly, Hon. Wina, the then Minister of Education, observed that:

> Our educational system has expanded at unprecedented rate since independence and if history is fair to us, to this Government and to this House, then these brief four years of post-independence (education) will properly be recorded as the years from which the history of this young nation started. Enrollment in our secondary schools has increased by 206% since 1964; we have caught up with other African countries, like Zimbabwe, since 1964 and now we have outstripped them (Kelly, 2010).

Regardless of the achievement attained in secondary school enrollment, the sector still faced a number of impediments to resolve. The government of Zambia was faced with a huge responsibility to redesign the secondary school education system that would be relevant and responsive to the needs of modern Zambia. At that time, the government aspired for the education system that was holistic, inclusive and accessible. The government aspired to produce learners who were competent in critical, analytic, strategic and creative thinking. The secondary school education was expected to churn out learners who could be able to solve problems and manage themselves apart from being entrepreneurial and productive (MOE, 2013).

However, though Zambia had significantly built many secondary schools and increased access to secondary school education, the remaining challenge was to address the attitude of learners. Reflectively, Wina (1968) posed:

> Does the educated man and woman of our nation realise that knowledge imposes an obligation to better and advance service and not reward, that outside the context of service to the community and society in which we live, education is nothing but the robbing of the poor for the strengthening of one's hand to deprive them yet more in the future?

One of the education's objectives was to equip the learner with knowledge and understanding, skills, values and attributes (MOE, 2013). An educated person is one who must serve the community and make it better. He/she ought to use the knowledge to solve problems within the community other than abusing the resources meant for the good of society. It was the expectation of the new government that an educated person must be well grounded in good values and have a positive attitude towards the welfare of others in the community.

From Wina's caution above, school leaders need to prepare learners appropriately by introducing clubs which promote participatory learning. Encouraging learners to join clubs like

social accountability and school councils which could enhance their attitude and values to serve their community when they grew up. In addition, allowing learners to participate fully in these clubs could help them acquire skills and understanding of collaboration and enhance their performance.

2.2.4.6 Education Reforms of 1977: A Foundation of the 1996 Education Policy

This was the first comprehensive reform in the education system, which aimed at making education an instrument for personal and national development. The main features of this reform were the introduction of Basic and High School education system and the focus on skills orientation in Basic and High Schools. The reform insisted on the quality and relevance of education and focused on the principle that productive work in schools should serve educational objectives. The education reform retained English as medium of instruction and placed emphasis on teacher improvement and school leadership. However, despite the reform having strengths, it had its own weaknesses. For example, Clark

(1979) highlights that by contrast; the 1977 document was understood as a comprehensive reversal of all the previous radical proposals. Indeed, the title of Educational Reform made little sense without realising its purpose and intention.

2.2.4.7 Focus on Learning of 1992: A Lens through the Recovery of Education Malaise

The declining economy in the 1980s had a negative effect on the provision of social services including education. All government institutions of learning experienced serious inadequate resources of all kinds, including materials to support the curriculum. In 1990, Zambia attended the World Conference on Education for All and in 1991, a National Conference on *Education for All* was held in Zambia.

The proposals and working strategies aimed at improving education delivery were drafted at the conference and compiled as *Focus on Learning.* The document was used to lobby government and Cooperating Partners to consider allocating enough resources to the education sector in order to improve the provision of quality and quantity of education... (MOE,

2013).   Therefore, school leaders should have a better understanding of the background of the factors which affected learner performance and how the system intended to address the identified challenges. Similarly, various secondary schools faced the challenges which affected learner performance at school level with regard to local policies.

2.2.4.8 Educating Our Future of 1996: A Policy Framework for Education Provision

"Educating Our Future" of 1996 addressed the entire field of formal institutional education, focusing on the principles for the development of education such as liberalization, decentralisation, equality and equity, quality and relevance, partnerships and accountability. Apart from other salient features, the policy document delved into the issues of capacity building in school management and how effective schools were to be created among many others. The role of school leadership in learner performance was to understand and appreciate the provision of quality education. MOE (1996, p.vii) points out that "a guiding principle of the document

('Educating Our Future') is that in a democratic society the provision of education at all levels best effected by strong and vital partnership." The partnership between learners and school leadership in the provision of quality education would promote learner performance as expected by society.

According to the ministry of education (MOE, 1996), the philosophical rationale for educational provision is informed by these principles which form the basis for a shared commitment among all partners towards secondary school educational provision in the country. It is worth to note that clear articulation of the principles for the provision of secondary school education contribute to establishing the curriculum that schools ought to offer to learners.

2.2.4.9 Current Principles in Secondary Education Provision in Zambia

The aspiration of the government of the Republic of Zambia through the Ministry of Education is to provide education which is intended to serve individual, social and economic well-being and to enhance the quality of life for all (MOE,

1996). The government's intent is well spelt out through the principles governing the provision of education in a liberal democratic society. According to the MOE (1996, p.3), the principles are "liberalization, decentralisation, equality and equity, quality, partnership and accountability." These principles were considered to be bedrock of education provision in Zambia and therefore, it was critical for school leadership to understand the aspiration of the government in the provision of secondary school education. During Education Policy Review, UNESCO observed that:

> Secondary education in Zambia still faces a number of challenges, including limited infrastructure and space, a shortage of qualified teachers, and lack of equipment especially for teaching science and practical subjects. To address these challenges, the Zambian Government has shifted the focus of attention to secondary education in recent years. It has implemented ambitious policy reforms to revitalise the sub-sector, mostly through ensuring that qualitative improvements in service delivery. Among other policy reforms are (i) introduction of two tier secondary educations, with academic and technical routes, (ii) re-orientation of the curriculum for secondary schools, putting emphasis on life-skills subjects to enable learners to cope with the demands of self-employment and the labour market, (iii) re-introducing the apprenticeship system, (iv) promotion of the teaching and learning science, mathematics and technology and (v) improvement of learning outcomes (MESVTEE, 2010, UNESCO, 2016 and World Bank, 2015).

The principles of education provide standard guidance to the provision of education and reduce the gaps in policy interpretation in the provision of secondary education. The school leader in secondary school should bear this in mind that the policy direction is to empower a learner with the relevant knowledge and life-skills. Below are the principles that are outlined in the policy document- 'Educating Our Future' of 1996.

2.2.4.10 Liberalisation of Secondary School Education in Zambia

In 1991, Zambia changed from one party democracy system to multi-partism democracy. This shift in the paradigm also affected the provision of secondary school education in Zambia. MESVTEE (2013) asserts that "Zambia is undergoing rapid socio-economic development and education sector is no exception." In this case, as already indicated in section 2.1, under the roles and function of education, education can be used as a tool for social change and national development. The principle of liberalization of educational provision meant that

other players like private individuals, faith-based groups and communities were free to participate in the provision of secondary education. The country witnessed a proliferation of secondary schools when this policy was introduced in the 1990s and parents were provided with a wide opportunity to decide and make a choice of which secondary school education was a basic right for their children.

Ministry of Education (1996, p.3) asserts that "liberalisation contributes to the expansion of education opportunities while protecting the right of parents to send their children to educational institutions of their choice, be they public, private, religion or communal." It provides learners with a broader range of choice than it was before reintroduction of multi-partism when the education system was singularly run by government. The school leadership, therefore, is a clear distinct of the school of choice especially that performance of learners remains the main determinant factor.

The ministry further observes that liberalisation of educational provision entails fundamental changes in power relations

within the sector. It allows other players who have resources to establish their institutions and run them in accordance with their own constitution but aligned with regulations of the government.

2.2.4. 11 Decentralisation of Secondary School Education in Zambia

For the past two decades, Zambia has been grappling with the process of devolution of the education system and how best other stakeholders could be brought on board to participate in education provision. In 1996, the expectation of the Government was to broaden participation in the management of secondary schools and hence, placed emphasis on the creativity, innovation and imagination of school leadership. By decentralising the education system, governance was expected to improve the performance of learners as they were expected to get involved in their academic affairs.

Learners were brought on board to voice out their concern with regard to learning and hence, the creation of school councils. By and large, the expectation of the Government of

the Republic of Zambia was to relieve the Ministry of Education of much of the burden of day-to-day business; cater for a greater degree of democracy in the management and administration of the system, and allow for greater responsiveness to local needs (MOE, 1996).

2.2.4.12 Equality and Equity as Principles of Education Policy

In Zambia, education is considered a basic human right and the government of Zambia has been a signatory to many protocols and among them is the Convention of the Children's rights (MOE, 2013). The Education Act (2011, p.432) outlines the issues of the learners' right to education and it states that "subject to the Constitution and other provisions…, a person has the right to education." Therefore, it becomes the role of school leadership to ensure that every child in a secondary school is given the chance to access the facilities in order to enhance their performance. To support this intention or principle in the national policy, the Education Act (2011, p.432) says that "the Government shall make… education

progressively available and accessible to all persons." This implies that government in accordance with individual needs and abilities should be able to make education accessible to everyone.

As Kelly (2010, p.214) puts, "it is a matter of fairness and justices that access to, and participation and benefit in the education system be available to all." The factors to support equality and equity of education provision include allocating resources to the most vulnerable learners and creating sustainable learner support systems.

The consideration of fairness or justice in the provision of education is of paramount importance. Learners should have access to the type of education of their preference.

MOE (1996, p.3) claims that "where access, participation and achievement in education are impeded by gender, physical, mental, economic or social factors, the Government will seek to eliminate sources of educational disadvantage in order to enhance equity." To achieve this intention, the Government

had developed the educational policies that provided opportunities for all individuals irrespective of their status.

It is the aim of the Government to make it possible for its citizens to live useful lives, taking into account knowledge and skills appropriate to their age, their social and economic roles, and the complexity of the modern world and the social environment in which they live. The role of school leadership in learner performance, ideally, is to ensure that educational policy is correctly implemented to deal with Zambia's cultural and intellectual heritage and ensure that appropriate knowledge, skills and values are passed over to the next generation.

2.2.4.13 Provision of Quality Secondary School Education

The core business of secondary schools is the teaching and learning process. Therefore, all learners are expected to attain the highest standards of learning through teaching of quality education. The author indicates therefore that it is supposed to be the responsibility of school leadership to ensure that the

learning is maximised and coordinated appropriately, taking into account the existing structures of the school.

MOE (2008, p.44) points out that "quality education is one which works to achieve the fulfillment of a learner's adult life." This means that the school leadership must allow learners to reach their fullest potential in terms of developing the mind, emotions, social, spiritual and creative faculties. To amplify the concept of provision of quality education, MOE (2008) guides that quality education should be seen through the following desirable characteristics:

  (1) Health and motivated learners
  (2) Competent teachers using active teaching and learning methods
  (3) Relevant curriculum
  (4) Good governance, management and equitable resource allocation.

Similarly, Brighouse and Woods (2013, p.132) postulate that "good schools have developed quality assurance maps so that … leaders are aware of the systems, procedures and

accountabilities mapped out across the academic year." To sustain this practice, the performance management review cycle has to be introduced in a secondary school to review the performance of learners, curriculum areas and quality of teaching. In this case, it is important for the school leadership to set out key dates for reviews.

2.2.4.14 Partnership in the Provision of Secondary School Education

MOE (2008, p.7) observes that "in a democratic country like Zambia, the management of public service delivery by the Government should be based on corporate governance principles." This implies that school leadership in enhancing learner performance, should take cognisance of the principle of partnership as it promotes an enabling environment. School leadership, in this case, identifies various strategic partners who bring to the school invaluable contribution and support to uplift the standards of the learners in the school. The development of a strong commitment to partnership is the moral obligation for the school leadership in enhancing learner

performance. It is a requirement to provide quality education by coordinating various stakeholders during strategic planning and fulfilling issues of corporate social responsibility. In this line, the Ministry of education (1996, p.136) asserts that "school-community partnership should be directed to raising the learning achievements of pupils; increasing the levels of access, participation, retention and completion among girls and disadvantaged learners; improving school infrastructure and enhancing school credibility among parents and other members of the wider community." In this regard, the school leadership is supposed to utilize the school-community partnership to promote the performance of the learners by engaging the community to support the school. The inadequate of teaching- learning materials, infrastructure and learner attendance can be mitigated by involving the community where the school belongs.

It is on this basis that MOE (1996, p.136) observes that "The primary objective for school-community linkages should be to

narrow the gap between the school and its community. The school is a community institution." Therefore, from this assertion, it follows that the school leadership should ensure that the school prepares its learners to live a rewarding and satisfying life in the community. In other words, learner performance can be measured by the life learners lead after school. The community should be able to give a feedback to the school leadership in order for them to improve their practices and strategies.

The school community partnership is an initiative which school leadership should take advantage of to bring other stakeholders on board to promote learner performance. This principle of partnership may not be achieved in some secondary schools. This could be attributed to many factors such as poor access to information, inexperienced and unfriendly leadership styles and ill-equipped skills on the part of school leadership. On the other hand, this could emanate from lack of interest in the provision of secondary school education by some stakeholders.

The consequence of the low participation or partnership in the provision of secondary education could be devastating. UNDP (2012) postulates that low levels of public participation/ engagement in national processes affects the sense of ownership and effectiveness of public policy and programme formulation and implementation, as well as accountability for results. This can have a devastating effect on learner performance if they are not involved to share their areas of need.

Hence, the MOE (2008, p.7) reiterates that "school partnerships are there ...to enable communities to participate in matters relating to the education of their children." It further states that "school-community partnership allows for more rapid reaction and action to problems and opportunities that occur at school level where service delivery takes place, thereby improving the learning environment."

2.2.4.15 Accountability in Secondary Schools

School leadership has always been on the receiving side whenever the performance of the learners is dismal. As Myles (2012, p 61.) asserts, "Everything rises and falls on leadership." in this case, measures of accountability in schools have raised awareness in leadership to plan and chart strategies to improve learner performance. Many stakeholders and policy makers expect a lot from the school leadership with regard to learner performance. The expectation in terms of student achievement for ambitious learning for all children has changed the landscape of educational accountability. Leithwood (2003, p.1) observes that, "Pressure is on actors at all levels, from students themselves to teachers, principals and superintendents." In these times of heightened concern for student learning, school leaders are being held accountable for how well teachers teach and how much students learn.

2.2.4.16 Assessment for Learning (AfL) as Measure of Accountability in Education Provision

According to the Ministry of Education (2016, p.70), assessment is defined as "a process of observing and measuring the performance of a learner." The role of school leadership in learning process is to ensure that teachers employ assessment on the regular basis in order to measure the performance of learners. The outcome or results have to be critically analysed so that the learners get engaged at their point of academic need. Normally, school leadership has to set the goals and targets which act as benchmarks to provide for the learners. Suffice to mention that assessment is supposed to be linked to motivation of individual learners. Therefore, the assessment for learning is considered as a more important and sharper tool to help in tracking learner performance. Brighouse and Woods (2003) indicate that "AFL is one where learner performance is checked along the learning process to see where there are gaps and address them whereas the assessment of learning is conducted at the end of learning." In this way, the learners can improve on their achievement and

make progress. The school leadership needs clear evidence about how to guide learners and get feedback in the learning process. Data should inform decision making.

Using data on learner performance, school leadership ought to share this with individual class teachers and learners during their internal supervision and monitoring. School leadership continuously needs to remind learners on the learning intentions and criteria for good success. Subsequently, school leaders develop insights that help them inform their practice and on the other hand, learners also increase their understanding of their performance.

Brighouse and Woods (2013, p.6) observe that "good schools make AfL a central core of their teaching and learning, planning and assessment, so that both learners and school leaders obtain and use information about progress towards learning goals and how further progress should also be planned."

In this vein, when a learner fails to meet the set goal or target, the school leadership comes up with some strategies to assist the learner improve their performance. Strategies such as remedial work, homework and quizzes and in some cases 'catch up' interventions are introduced and administered to learners in secondary schools in order to raise or improve performance of the learners. Catch up is a type of remediation designed by the Ministry of Education to assist those learners who lag behind in learning. This method ensures that all learners are making progress in their academic work or performance (MESVTEE, 2013).

School leadership, in this regard, plays a critical role of encouraging teachers to plan their work which ought to include a statement of learner's attainment. According to Brighouse and Woods (2013)'s assertion, they recognise that AfL is central to everyday classroom practice involving teachers and learners in tasks, questions, reflections, dialogue and decision making. Similarly, UNICEF (2016, p.19) proposes that "it is essential that assessment is matched with the aims and objectives of the curriculum so that assessment supports

teaching and learning." It is significantly important for the school leadership to guide the learners to adhere to the purposes of good assessment. School leaders use assessment for accountability by gathering information or data about how well learners are learning and to engage them in the learning process.

It also permits learners to identify gaps in understanding the required content and subsequently this helps them to effect precise corrective measures or steps to raise the learner performance standards.

To track the performance of learners in secondary schools according to the MOE (2013) policy, school leaders need to form Data Management Committees (DMC) or Academic Performance Committees (APC). The function of DMC is to analyse the data obtained from the assessments conducted and share it with relevant stakeholders. The committee set by school leadership at secondary school attempts to check whether the assessment is able to fulfill the following tasks or goals:

(1) Gain a clear and precise understanding of how well learning is taking place, and particularly signaling gaps between performance and school set targets

(2) Take a variety of targeted actions to address any identified gaps in learning;

(3) Improve learner outcomes by raising the understanding of learners who have not yet met the expected standards and allowing extra opportunity for students who are ready to excel.

Figure 2.5 provides more information on how the assessment or performance is used in a classroom situation at the secondary school.

Figure 2.5: Assessment Tree Mapping
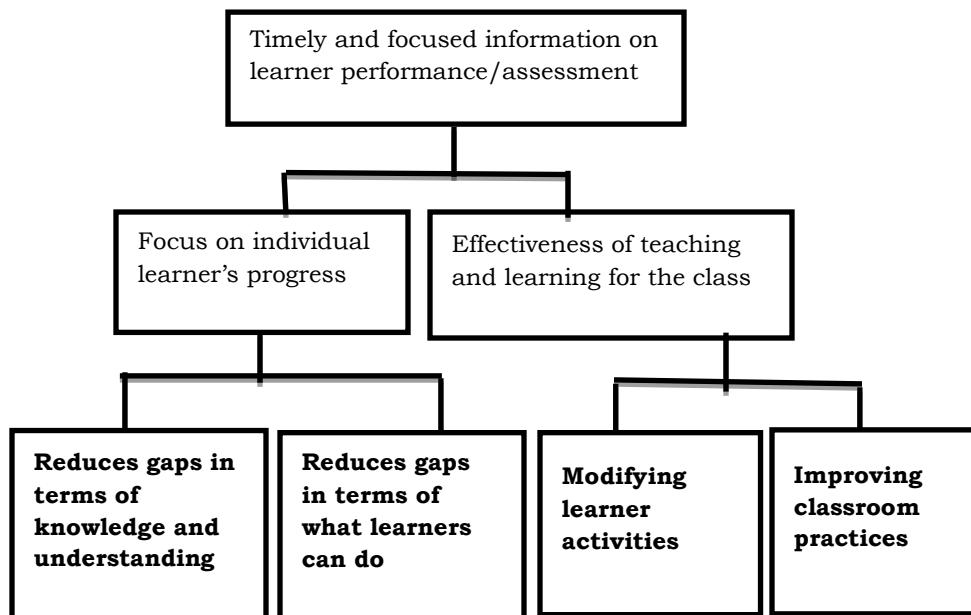
Adapted: School-Based Continuing Professional Development. MOE, 2009

2.2.5 Policy on Capacity Building in School Leadership in Secondary Schools.

The Ministry of Education (2013) recognises that efficiency and effectiveness of the educational system depend to a large extent on enhancing its capacity in various areas. In particular, the ministry realises that there is need to build capacity for school leadership; hence the introduction of Educational Leadership and Management at Chalimbana

University and in-built or institutionalized continuing professional development at school level.

It is important to note that, generally, effectiveness in the delivery of education depends heavily on the quality of school leadership. With this in mind, MOE (1996, p.146) observes that "The majority of those occupying supervisory and management positions in the sector have not received relevant training for their posts." This might imply that the performance of school leaders may not be up to the expected standard.

According to the British Council (2016, p.18), "strong leadership at school level is essential in order to develop and share good practice." The school leadership plays a pivotal role in ensuring that staff is well developed professionally to handle learners' academic needs. It is believed that highly-skilled and trained teachers have the confidence and competence to provide high quality learning experiences in their lessons (MOGE, 2016). All this is dependent on creative school leadership which has an influence on the system that promotes learner performance.

2.2.5.1 Education Act, No. 23 of 2011

This Act was assented to on 15th April, 2011 and replaced the Education Act of 1966. The purpose of this Act as clearly spelt out was to:

> Regulate the provision of accessibility, equitable and qualitative education; provide for the establishment, regulation, organisation, governance, management and funding of educational institutions; provide for the establishment of education boards and their functions; domesticate the convention on the rights of the children in relation to education; repeal and replace Education Act of 1966 and the African Education Act of 1951; and provide for matters connected with, or incidental to, the foregoing (Education Act No. 23 of 2011).

With Zambia reverting to plural politics, the provision of education took into account the tenets and principles of democracy. The Act of Education of 2011 supported the education provision upholding the principles of liberalization, decentralisation, equality, equity, partnership and accountability explicitly outlined in the National Policy on Education- that is, Educating Our Future of 1996. Actually, it was the aspiration of the government of the Republic of Zambia to make education progressively available and accessible to all persons, especially secondary school

education (Education Act No. 23 of 2011, article 14). The Act has spelt out the intentions of the government in the provision of education and how school leadership should approach different circumstances to ensure high learner performance is enhanced. The Act has provided a guide to school leadership in providing a legal framework for learner support. It says that "counselling and career guidance must be an essential component of learning at all levels of the education system and be part of the overall management and administration of educational institutions" (Education Act, 2011).

For school leadership to achieve its aim of attaining high learner performance, it is expected to establish the office of the guidance and counseling in secondary schools to handle issues of learner performance. Learners need to be supported in their quest to achieve high performance. Therefore, school leaders must choose teachers who have passion and commitment to assist the learners.

The Act (2011, p.463) spells out the following learning areas explicitly clear which the school leadership must refer to when drawing up a school timetable:

(1) Personal, social, spiritual, cultural and emotional;

(2) Communication, language and literacy;

(3) Mathematical and scientific development;

(4) Knowledge and understanding of the world;

(5) Physical education and development; and

(6) Creative development.

According to Sidhu (2012, p.174), "a school time table is a mirror that reflects the entire educational programme followed in the school." School leadership normally uses the timetable to control the affairs of the learners and include the activities that promote learner performance. According to the author, the time table provides the framework within which the school leadership gives direction in which the learners should operate. It is the instrument through which the purpose of the school is realised.

When considering ultimately the performance of learners, the assessment must be based on the outcome in the above outlined learning areas. On this ground, Lo and Henderson (2007, p.26) observe that "a policy that incorporates a setting's stance to learners' behaviour is an essential component of

good practice." As in the case of this Education Act of 2011, it lays out the practice and procedures clearly and in a coherent manner for the school leaders and learners to follow. The Act has elicited elements which are critical and provide a fundamental philosophy and goal for the school curriculum. It has brought to the fore the core objectives which are highly desired and sought by the education system. This Education Act highlights the knowledge, skills, values and attitudes which are expected to be acquired by learners at the end of each stage. It also presents matters, skills and processes required to be taught to learners of different abilities and maturities during each stage in secondary schools. It further stipulates that "the head of institution shall determine the timetable for teaching of the national and localized curriculum at the institution."

Therefore, to measure the level of education attainment, school leadership is expected to put in place assessment arrangement. These would ascertain the fulfillment of the learning process and thereby promote learner performance in secondary schools. Therefore, Porter (2003, p.223) argues that "written policies assist with evaluation and accountability and

help to ensure that decisions about practice are consistent across time and fair to all stakeholders." On this ground, I totally agree with Porter's assertion above that the Education Act like any other policy guidelines provides the framework for the school leadership to create a conducive environment for learning.

To sum up on part II at this point, it is important to reflect on the objectives of providing secondary school education and what type of learner should be developed as illustrated in "Educating Our Future", the National policy document of 1996 are as follows:

> (1) Develop desirable intellectual skills and quality such as reflective reasoning, logical thinking, ability to concentrate, attentiveness to detail and objectivity in appraisal of evidence;
>
> (2) Foster creativity, imagination, resourcefulness and innovativeness and provide occasions for their exercise

The last part of the chapter discusses school leadership, administration and management. It looks at the practices which enhance learner performance in a secondary school.

PART III

2.3 School Leadership and its Practices

This part presents literature related to the study particularly on school leadership and other related concepts like administration and management. It has attempted to define and delineate the concepts of school leadership, administration and management. It also highlights some different leadership practices which enhance learner performance at secondary school level.

2.3.1 Administration in relation to school leadership in learner performance

According to Kocchar (2006, p.3), administration is defined as "a comprehensive effort to direct, guide and integrate

associating human strivings which are focused towards some specific ends or aims." Therefore, school administration can also imply to be the total effort applied in order to achieve some specific school goals in terms of learner performance through conscious educational practices. It involves the 'how-to-do' of learner objectives and principles in enhancing learner performance. On the other hand, Brennen (2002) explicates that administration is "a systematic process of administering the management of an organisation like a school." Brennen further explains that the main function of administration is formation of plans, policies and procedures, setting of goals and objectives; enforcing rules and regulations.

In this perspective, the school leader as an administrator devises the school policies and rules which enable him/her guide the learners to improve or perform to the expectation of the society. The example of rules and regulations are reflected in appendix 8. When the school leader operates as an administrator, he/she deals with the nitty gritty of the operation of the school to promote learner performance and is concerned with both learners and teaching-learning materials. In addition, school leader as an administrator deals with the

attendance of the learners, allocation of classes and staff returns and tracking of learner performance as well.

Elsewhere, French, Hull and Dodds in Kochhar (2006, p.3) compare the school administration to a lens as it brings everything about the school into focus. They further say, if the lens (school administration) is poor, the image is blurred and obscured and no one in the school gets a clear picture of what is happening, where the school is heading or coming from. It becomes difficult to measure the performance of the learners.

In the same vein, other scholars like Kandel and Balfour have opined that the purpose of school administration is to bring learners and teachers under certain conditions that would more successfully promote the end of education. The American Association of School Administrators (2014) argues that school leadership from the administration point of view enables the right pupils to receive the right education from the right teachers at a cost within the means of the state, which enables learners to profit by their learning. From the Zambian policy point (Educating our Future, 1996) of view, the quality and

equity in terms of education provision must be considered taking into account the learners' ability and needs.

The critical point to note, in this case, is that administration lays down the fundamental framework of an organisation, within which the management of an organisation like a secondary school function. However, the distinguishing characteristic of the administration is the bureaucracy. From its broad perspective, it involves forecasting, planning, organising and decision-making functions at the highest level in the organisation (top management). In strict terms, administration represents the top layer of the school leadership hierarchy such as the head teacher, deputy head teacher, guidance teacher and heads of departments. Therefore, the focus of the Sergiovanni (1991) delineates administration "as a process of working with and through others to accomplish school goals efficiently." A school leader as an administrator, in this regard, is one who is responsible for carrying out this process already alluded to. Nevertheless, there is an overlap in the functionality of management and

administration in the long run and the reason they are used interchangeably.

2.3.2 Management in relation to school leadership in learner performance

Several authors and scholars like Waal and Brenner have attempted to define the concept management. According to Brenner (2002, p.3), management is defined as "an act of managing people and their work for achieving a common goal by using the organisation's resources." In this case, it envisages that management creates a school environment where the school manager, teachers and learners collaborate or work together for the attainment of set goals. It is expected that the school managers, teachers (guidance teachers) and learners use skills and talents (competencies) in managing the affairs of the school as a whole system. From this point of view, management as a function of school leadership is considered as an activity, a function, a process or a discipline (Brenner, 2002). In the case of school leadership in learner performance, for instance, the school leader would identify the needs of the learners in the learning process such as topics

that are challenging and plan how to help the learners facing those identified areas.

The school leader as a manager in this regard, engages the learners and staff in planning and devising strategies which are smart and incorporated in the learner performance strategic plan. This is a management tool which is used to enhance learner performance. For the learners to be motivated to perform well, they need to be involved in the learning process actively by doing various activities reflected in the learner performance strategic plan. In practice, school leadership uses management practices to achieve higher learner performance through planning and by implementing the identified school activities. To actualise this, there are key steps the school leadership as a manager is supposed to consider in management cycle (MOE, 2015) compressed in the following three stages:

(1) Planning process

(2) Implementation process

(3) Evaluating process.

Figure 2.6 shows an ideal management cycle in a secondary school. This is expected to take place at any level in a secondary school either by a class teacher in class or the head teacher at school level to enhance learner performance. It provides more information of what is expected by the school leadership to do to enhance leaner performance. The figure below illustrates an expanded version of the three key steps indicated above. Under the second step, there are three critical activities which form the implementation and these are organising, directing and supervising. From this assertion, the school leader needs to know that implementation in an ideal situation means that he or she needs to organise the learning and teaching process, direct the same process towards the required target and also provide oversight through supervision of the process. Implementation of the process is very vital as it affects the learner performance at secondary school level.

The management cycle cannot be overemphasized as it provides the insights and guidance to the novice and also experienced school leaders in their work. It provides the roadmap in the way things are supposed to be done to enhance learner performance.

Figure 2.6 Ideal Management Cycle in a Secondary School

Planning:

School managers determine the school's vision, mission, and goals and decide on a strategy to achieve them

Evaluating:

School managers determine the significance or quality of lessons being taught and take corrective steps to reach the mission and goals

Organising:

School managers' group activities together, establish authority, allocate resources and delegate

Supervising:

School managers monitor and regulate the process of teaching-learning or delegate activities and responsibilities or tasks

Directing:

School managers direct and motivate learners to achieve the mission and goals

Source: Ministry of Education, Management Skills Book, 2015.

As clearly indicated in the diagram above, planning for learner performance provides a clear and vivid message on the intentions of the school leadership to drive the whole school community to another level. School leadership identifies the priorities and determines the course of actions to support learner performance. It is the intention of every school leadership that learners succeed in their academic work. It is actually for this reason that school leadership must develop

the strategic plan aimed at improving learner performance plan (MOGE, 2016).

In the learner performance improvement strategic plan, key accountabilities and success criteria must be set out clearly as a means of learner performance evaluation. The process is supposed to be clearly spelt out so that it can help in the implementation. From the planning point of view, a Learner Performance Improvement Strategic Plan is a roadmap that sets out the changes especially in learner performance. The school leadership, from the management perspective, needs to assess or evaluate whether learners are making progress or not (MOGE, 2016).

At the end of the term, the school leadership must organise an academic meeting to review the performance of the learners. According to Brighouse and Woods (2013, p.129), "good schools track the progress of their learners with rigour and vigour and adjust their teaching and provision to ensure that all the learners make the best possible progress." This is part of evaluation process at school level in order to enhance learner performance.

2.3.3 Leadership: The catalyst to learner performance

Leadership is one concept that has been elusive but widely used in everyday life by many people. The concept has been misapplied to mean something else. The authoritative source of leadership theory and research, Handbook of Leadership, in Gibson et al (2012, p.314) defines leadership as "an interaction between members of a group. Leaders are agents of change; persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group." The implications of the definition could be threefold: first implication is that leadership is about influencing people. The second view focuses on a leader being a change agent, implying that leadership impacts the behaviour and performance of the learners and the third element of the definition is that of setting the goal.

Smit et al (2011, p.310) define leadership from a management perspective as "the process of directing the behaviour of others

towards reaching the organisation's mission and goals." In this case, leadership bridges the gap between setting targets and achieving the set goals through various strategies. On the other hand, Northouse (2010, p.3) defines leadership as "a process whereby an individual influence a group of individuals to achieve a common goal."

Applying the definition to this context, it means that school leadership is a transactional activity that takes place between the school leaders and the learners focusing on the common goal, that is, the learner performance.

In other words, it means that school leadership is about influencing learners by using some techniques and methods such as issuing orders, inspiring them, managing conflict and communicating with them so that the mission and goals of the school are realised. The mission and goal of a secondary school are to ensure that teaching and learning take place. In fact, the teaching and learning processes are the technical core of the school (Hoy & Miskel, 2008). Suffice to mention that these other activities are peripheral to the basic mission of

teaching and learning in a school. The role of school leadership in learner performance, in this perspective, is to ensure that the process of teaching-learning is of high quality and all learners are engaged in the process.

School leadership, in this context, is the activity that infuses energy into the learners to activate them into motion and sustain the motion in the correct direction. It means that school leadership has to formulate the school vision, mission, strategic goals and indicative strategies. Furthermore, it must communicate the vision to the learners by giving orders and instructions through teachers and school council representatives. The head teacher, the epitome of school leadership, should create space and time to deliberate with the learners using various fora like assemblies and school council meetings. School leadership must also provide oversight by supervising the learners' school work through various activities like continuous assessment, monthly tests, extracurricular and quizzes and also taking steps to improve learner performance. Without instilling discipline in the learners and resolving their conflicts it could be difficult to

achieve the desired learner performance. Therefore, it is worth to note that school leadership must communicate its vision and expectations to the learners clearly in order to inspire and motivate them to perform to the best of their ability. Subsequently, school leadership must constantly implement change in the process in order to improve learner performance.

Leithwood and Riehl (2003, P.2) argue that "like other complex human activities, leadership is difficult to pin down. It might even be unwise to narrow it unnecessarily. Nonetheless, a working definition can provide a useful frame of reference." There is common understanding and consensus that at the heart of most definitions of leadership are two functions: providing direction and exercising influence. Leithwood and Reihl (2003) in their definition agree with Hoy and Miskel (2008) where they uphold the views that leaders mobilise and work with others to achieve shared goals. From their perspective, it follows that:

(1) School leaders do not merely impose goals on learners, but work with other stakeholders to create a shared sense of purpose and direction. In Government

secondary schools, the ends are increasingly centred on learner performance, including the development of academic knowledge and skills and the learning of important values and beliefs or dispositions. The ultimate goal of schools is to transform its learners by providing knowledge and skills and by building character, and instilling virtues (Sergiovanni, 1991).

(2) School leaders primarily work through and with teachers. They also help to establish the conditions that enable teachers to be effective. Thus, school leadership effects on learner performance could be indirect as well as direct.

(3) The critical point to note is that school leadership is a function more than a role. Although leadership is often invested in-or expected of-persons in positions of formal authority, leadership encompasses a set of functions that may be performed by many different persons in different roles throughout a school (distribution leadership) (Leithwood & Riehl, 2003).

In a nutshell, School leaders can be viewed as individuals occupying different positions in the school, providing direction

and exerting influence on learners in order to enhance learner performance. The role of leadership has been efficacious in either situation alluded to above. Excellent school leadership creates plans and course of action (action plan) for their schools. They have strategies in place to achieve the set goals. Maxwell (2012, p.109) says, "The plan creates the track and the action provides the traction". Ideal school leadership, principally, designs the systems which control the way learners behave in school. They develop local policies such as homework policy, remedial, continuous assessment and catch-up as methods of intervention or ways to improve learner performance. Similar to management, school leadership, in some cases, must devise the benchmarks to describe and track the performance of learners.

A person in the position of school leadership can either be a 'manager, administrator or a leader' (Smit, Cronje, Brevis and Vrba, 2008). In the fast-changing world, it is an advantage to have a person who is a 'leader-manager –administrator' figure to score success. Essentially, all sets of skills are required in a secondary school as seen above in order to improve the performance of learners.

Smith (2011) observes that secondary schools where learner performance was exceptionally good had promoted experienced both good school leadership and effective management competences. This is so because "leaders set the course for the learner performance; managers make sure the course is followed by the learners. Leaders make strategic plans; managers design operational systems for carrying out the plans" (Brighouse & Woods, 2013). Similarly, Smit et al (2008, p.315) argue that "once organisations understand the fundamental difference between management and leadership, they can begin to develop their top managers to provide both leadership and management expertise."

In comparison between leadership and management, Kotter (1999) opines that "leadership is, most fundamentally, about changes. What leaders do is to create the systems and organisations that managers need, and, eventually, elevate them up to a whole new level or … change in some basic ways to take advantage of new opportunities." In this case, school leaders create new opportunities for learners by introducing

new methodologies and subject areas where knowledge and skills can be acquired in order for the learners to perform well. Therefore, it calls for school leadership to pave the way which management or administration can operationalise.

2.3.3 Linkages between Leadership, Management and Administration

Generally, leadership, management and administration are used interchangeably. Many people do not differentiate them or consider the context in which they are used. However, in this context, one thing to note is that in smaller secondary schools, leadership, management and administration are done by one person. However, in larger secondary schools, to enhance learner performance, the three functionalities are clearly separated. Schafer (2015) points out the differences that

(1) Leadership focuses on Vision and planning

(2) Management focuses on Execution and value creation

(3) Administration focuses on Process and tasks.

Some scholars like Schafer have observed that all these three are a component of an effective school leadership. In a well organised secondary school, leaders are expected to provide a vision toward the learner performance by embarking on effective planning and developing the indicative strategies which could spur the learners to achieve target or goal.

Table 2.2 below provides a theoretical approach about what is involved in management and leadership in terms of their functionality.

Table 2.2 Management versus Leadership

Activity	Management	Leadership
1. **Planning** Creating an agenda	**1.Planning:** Establishing goals and formulating strategies and plans to reach the goals	**1.Establishing Direction:** Developing a vision, mission, and strategies for change
2. **Organising** Developing a learner network to achieve the agenda	**2.Organising and staffing:** Developing a structure for the assignment of tasks and resources	**2.Aligning People:** Motivating learners to follow a vision
3. **Leading** Executing the agenda	**3.Managing:** The complexities of policies, processes and procedures	**3.Dealing with change** Inspire learners to embrace change in the school.
4. **Controlling**	**4.Control Media:**	**4.Steering People:**

Checking if the agenda is achieved	Comparing the plan and the outcome of the process or project and taking corrective action	In the right direction through motivation and checking control mechanisms; checking that learners follow new direction

Sources: based on Griffin, RW. 2005. *Management.* Boston: Houghton Mafflinp.551, and Kotter, JP. 1999. *What leaders really do?* Harvard Business Review Books, pp.51-71

In practice, leadership, management and administration have a thin line of distinction. In actuality, the same people involved in providing the vision, get involved in establishing goals and strategies. For school leaders to enhance learner performance at school level, they do it by planning, that is, setting targets for the future and formulating strategies for achieving those plans. In fact, leading a school involves establishing a direction by developing a vision which will guide both the school leader and learners. It is important to understand that management controls the process of reaching goals by comparing actual results with planned goals or targets. But leaders do not spend their time in nitty gritty details; they focus on the big picture or final results and whether the right strategies are being used. These small details are handled by the administration component of school leader.

Reilly Pete (2015) observes that "while every school has at least one administrator, very few have leaders." It means that administrators are always there to manage school activities routinely. Paraphrasing Peter Drucker, Reilly indicates that "administrators do things right whereas leaders do the right things." For example, when learners are not performing as expected, the school leader should devise a way of moving the learner from the grove of comfort zone to another new level of doing things differently. The school leadership can introduce some interventions like coaching and mentoring to help learners improve their performance. Moss and Silk (2003) observe that performance is improved when learners are equipped with the skills and knowledge to meet the needs of learners.

There are so many differences and similarities elicited by different scholars, but one stands out very clear: Leaders deal from their hearts as well as their minds; administrators and managers work almost exclusively from the mental framework (Pete Reilly, 2015). The bottom line is for all secondary schools to strive hard to raise school leaders who can provide the direction for the school to enhance learner performance.

Figure 2.7 below shows the integration of leadership, management and administration.

Figure 2.7: The integration of leadership, management and administration
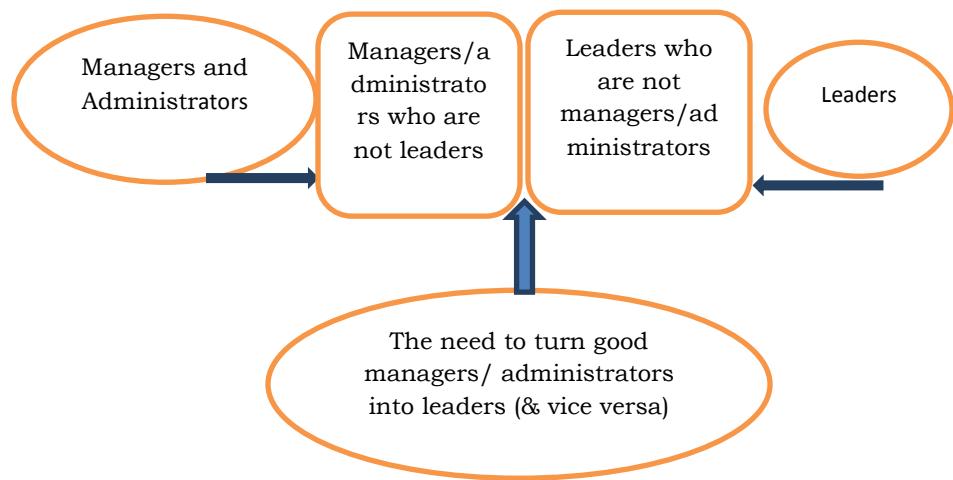
Source: Smit, PJ.2008. Management Principles, Cape Town: JUTA

The role of school leadership, from a management perspective, is to handle or manage the process of achieving the vision and goals. The school leadership, from this perspective, has to share the information pertaining to the school expectation of the learners through effective communication. In management, the decision-making is based on evidence and therefore the school leadership ensures that the process is enhanced by collecting and storing data.

Pringle (2013, p.109) observes that "management implements values and ensures conformity". In this aspect, school leadership looks at the details of the school in regard to learner performance by ensuring that the school values are adhered to. If the school believes in hard work, commitment and integrity, then it means that school leadership will guide learners toward the implementation or fulfillment of the same values. In applying management skills, school leadership endeavours to maintain the climate of the school conducive by ensuring that there is unity in school. This is achieved by walking around, hands-on, close touch and creating the sense of accountability (Pringle, 2013).

Chemers (1997, p.1), on the other hand, defines leadership as "a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task." This definition, like many others, has shown that leadership is an influence and is exerted on people found in any organisation such as a school. Influence on a learner by school leadership is critical because it affects the way a learner does things. In this case, school leadership's influence

dissipates power to sway the learner's thinking, a critical factor in learner performance.

However, other scholars like (Warren Bennis, 1990; Vroom and Jago, 1988; Hersey and Blanchard, 2007) have argued that leadership, as an influence, is restrictive and can impact differently on different situations. But, some theorists like Drucker and Maxwell restrict some kind of influence of leaders to task goals and that which is used to maintain the organisation (school) together to achieve the expected goal. This shows, actually, the need to combine roles and tasks of the three concepts-management, administration and leadership in school leadership in order to promote learner performance at school level.

2.3.4 The Relationship between School Leadership and Learner Performance in Secondary Schools

There could be many factors relating school leadership with learner performance at school level. However, one notable variable that might determine the relationship between school leadership and learner performance is the vision of the school.

According to Barth (1990), "the school without a vision is a vacuum inviting intrusion." It simply means that anyone can easily walk into the school and engage the learners with irrelevant knowledge and equip learners with non-productive skills which could not have a bearing on their performance. Suffice to mention that school leaders must be passionate about their learners' performance by sharing the school vision with them clearly. In the wake of this assertion, Banerjee (2011, p.35) observes that "leaders who are passionate about their vision are careful to make sure everyone in the organisation knows what that vision is." A visionary school leader must find ways to connect himself/herself to the learners in order to have impact on their performance. On this account, in the Brighouse (2013), Hesburgh asserts that "the very essence of leadership is that you have a vision. It's got to be a vision that you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet."

In a school environment, learners are expected to be guided by putting in place certain milestones pointing to the epic where the leader is going and they rely on the school leadership for that direction to get there. It is in this perspective Leithwood

and Riehl (2003) observe that the school environment is becoming more complex and learners need guidance to navigate through the challenges. It is vitally important to consider Larson and Murtadha (2002)'s caution that curriculum standards, achievement benchmarks, programmatic requirements and policy directives from many sources generate complicated and unpredictable requirements for the learners. Therefore, school leadership is expected to play a significant role in learner performance by providing guidance and creating collaborations with other stakeholders who support and serve needy learners such as Parent-Teachers Association (PTA), Zambia National Education Coalition (ZANEC), USAID and FAWEZA, who are interested in the performance of learners.

In a review of numerous research investigations on effective school leadership in relation to learner performance, Lunenburg and Ornstein (2008, p.316) conclude that there is a strong link in the areas of curriculum and instructions and that an effective school leader performs the following tasks:

Keeping the interest of the learners at heart, leading the learners, acting ethically, putting instructional leadership first and practicing efficient management. They further indicate that effect school leadership must build strong relationship with learners, share their expectations with the learners and orchestrate school-community partnership. Last but not the least, school leaders ought to be lifelong learners themselves and ensure that they build a positive climate in the school where learners will have time to develop their faculties and perform as expected.

2.3.5 The School Leadership Practices

Ideally, school leadership practices are critical in learner performance and have a bearing on the performance of the learners. The practices can be offensive or defensive, useful or useless. Therefore, the school leadership must be aware of the impact of their practices on the performance of the learners. According to Mendels (2012), the core functions of school

leadership that bring out useful results in the learner can be categorized into three as follows: setting direction toward learner performance, developing learners in terms of knowledge and skill acquisition and developing the school environment that supports learner performance as a whole.

2.3.6 Setting direction toward Learner Performance

Suffice to indicate that, generally, setting direction is one of the critical leadership practices. It involves some strategic actions which must indicate the direction that is being taken. These are identifying and articulating a vision which is relevant and catching the attention of the learners (Hoy and Miskel 2008). It also involves building a shared vision with the learners about their performance. In the process, the leader must also show them the importance of learning and inspire the learners with a vision of the school towards good performance. On this account, Leithwood (2004) states that setting direction is the leadership practice which espouses clear, shared and understandable course of action and goals. However, the bottom line of this practice is that the school

leadership should be able to identify and articulate a vision which is related to learner performance and generate high performance expectation which is in tandem with the aspirations of school. In this case, learners must be motivated, monitored and provide them with feedback regularly about their performance.

From a general perspective, Hallinger and Heck (2002) assert that a critical aspect of leadership is helping a group to develop shared understandings about the organisation and its activities and goals that can undergird a sense of purpose or vision. Elsewhere other scholars and authors (Bandura, 1986; Ford, 1992; Locke, Latham and Eraz, 1988) opine that the most fundamental theoretical explanations for the importance of leaders' direction setting practices are goal-based theories of human motivation. In this regard, school leadership must set goals for the learners to aim at which they should find to be personally compelling, as well as challenging but attainable. Below are some of the expected activities the school leadership must undertake to enhance learner performance.

2.3.6.1 Identifying and Articulating a Vision

Effective school leadership helps their learners to follow or endorse their visions that embody the best thinking about teaching and learning. School leaders inspire learners to reach for ambitious goals. Generally, schools where learners perform exceptionally well, develop Learner Performance Improvement Plans (LPIP) where targets at each level are set. The LPIP provides guidance and direction. It also contains the targets the learners are expected to achieve and highlights the set of values which must be acquired during the course of learning. In addition, the school leaders develop indicative strategies which show how learners must move from one level of performance to a higher one.

2.3.6.2 Creating Shared Meanings

It is, generally, a common trend that learners usually base their actions on what the school leadership has planned for them and having an understanding of the activities. It is for this reason that Kakanda (2013, p.54) argues that "it is vital to involve learners in some decision making since part of the

school tasks is to train the young people for life in a democratic society." Therefore, it is important for school leadership to share the planned activities and schedules with the learners in order for them to appreciate and support the vision. For example, if the school has introduced study periods on the time-table, learners must be informed of the meaning of study period on the time-table and how they should behave during those periods. Leithwood and Riehl (2003, p.4) propose that "school legitimacy and effectiveness are enhanced when both internal members and the broader community share understandings about students, learning and schooling." Generally speaking, in secondary schools, it is supposed to be a common practice for the leaders to have "Annual open days" where they must share the performance of the learners with the parents and other stakeholders. During these meetings, good strategies are discussed with a view of improving learner performance. Barry and Tye (1985) argue that to guarantee an effective flow of ideas and information, school leadership must make sure that the patterns and channels of communication in secondary schools must function smoothly and effectively

and must appreciate the importance of providing feedback for their action.

2.3.6.3 Creating high Performance Expectations

Generally, it is a great concern for school leadership to improve learner performance. Hord and Rousin (2013) point out that when confronted with the challenge of performance, school leaders experience the three concerns of change as they grapple with learner performance and these are self-concern, coping-concerns and impact-concerns. To overcome these concerns, some school leaders are seen to work hard by putting in place interventions to create high performance targets. According to Leithwood and Riehl (2003), effective leaders convey their expectations for quality and high performance. They help learners see the challenging nature of the set targets or goals. They sharpen perceptions of the gap between what the school aspires to and what is currently being accomplished. Learners are assured by school leadership that the high expectation being expressed by different stakeholders is possible to attain.

2.3.6.4 Fostering the Acceptance of School goals

Well organised and managed schools have ethos which are well known and adhered to by all the learners. Effective school leaderships have put in place programmes which govern school activities such as monthly tests, weekly homework activities and remedial work for struggling learners. Reihl (2000) observes that effective school leaders promote cooperation and assist others to work together toward the common goals. Due to issues of accountability, performance of learners is becoming everyone's concern and hence the reason for school leadership to share the goals.

2.3.6.5 Monitoring the Learner Performance in the School

Effective school leaders assess how well learners are performing along multiple indicators and use that information to review learners' performance and come up with interventions which can help improve performance where learners are lagging. The review of the learners' performance

also assists to reset the goals. However, this requires astute skills for gathering and interpreting information, as well as a tradition of inquiry and reflection.

Successful school leaders ask critical and constructive questions about the learner's performance, emphasize the use of systematic evidence, and encourage careful internal monitoring of both teaching and pupil progress (Leithwood & Jantzi, 1999).

2.3.6.6 Effective Communication

Secondary schools, generally, are information-processing systems (Hall, 2002). Information is expected to flow from the school leadership down to individual learners. This information influences the learners to take part in the learning process and move in the direction of the school expectation.

172

Communication, in actual sense, provides an additional avenue to conceptualise, describe and explain the dynamics of the school (Deetz, 2001).

Leithwood and Riehl (2003, p.4) indicate that "skillful leaders focus attention on key aspects of the school's vision and communicate the vision clearly and convincingly." Learners are inspired and motivated by sharing the vision and aspiration of the school. Sometimes, school leadership must give an example by sharing the good performance of learners in other schools, preferably model schools in order to inspire the learners and assure them that it is possible even for them to put up similar or better performance. In this way, they share the strategies with the learners and come up with appropriate interventions to spur learner performance. School leadership creates a platform through discussion where learners are engaged to make suggestions on what can work out to improve their performance. Normally, in well organised secondary schools, school leadership is expected to conduct assemblies regularly where it shares the school vision and aspirations with the learners (Kakanda, 2013). In some cases, during school council meetings, learners share information

and good practices among themselves and make suggestions to the school leadership on how they can improve in some areas.

According to Scot (2003), one of the explanations why some secondary schools develop more than others is their superior capacity to manage flows of information. In some secondary schools, learners perform better than others because of the way information is managed by school leadership. The school leadership is able to share data with other stakeholders; conversely, other secondary schools find it difficult to do so because even their record keeping is not up to date. Hall (2002, p.164) argues that "the very establishment of an organisational structure is a sign that communications are supposed to follow a particular process." For example, the report about the performance of learners should flow from the grade teacher to the guidance teacher who reflects together with the learner on the performance. From there, the information flows to the head teacher who shares with the parents of the learners.

2.3.6.7 Developing Learners

It is the responsibility of the school leadership to train learners to be responsible and own the process of learning (Brighouse and Woods, 2013). In trying to emphasise the gravity of the responsibility of the school leadership on learner performance, Brighouse and Woods (2013, p.129) argue that "schools have long been used to issues of accountability and performance measures which are related to attainment with the intention of publishing data to compare performance." Similarly, the Examinations of Zambia adopted a similar practice of ranking performance of learners in secondary schools in order to compare performance of learners in secondary schools accordingly to their categories such as government secondary schools, grant aided, community and private schools. For this reason, some secondary schools have developed local policies and strategies to enhance learner performance (MOESVTEE, 2013).

From the ministry of education's perspective, the school leadership must accomplish academic programmes by

providing learners access to quality education. This is attained when the learners are well prepared and acquire the necessary competences for them to fit in society. Therefore, learning institutions should ensure that learners ... are provided with appropriate resources for quality learning (MOESVTEE, 2013). Actually, the technical core business of a secondary school is teaching-learning process. It is aimed at educating the whole being of a learner emotionally, socially, physically and spiritually. As Hoy and Miskel (2008, p.463) observe, "other activities are secondary to the basic mission of teaching and learning; in fact, the process shapes many of the leadership decisions that must be made in schools." Teaching and learning provide an opportunity to the school leadership to shape the future of the learners. The beliefs and values, knowledge and skills are imparted into the learners during the teaching-learning process which result into a lifelong bearing on the learners.

In the same vein, Sidhu (2012, p.18) says that "it is the role of school leadership to enlist and define the functions of the school necessary for the fulfillment of the aims and objectives".

In addition, Sidhu indicates that "school leadership coordinates activities so that their cumulative and total effect on the learner is up to the mark."

Effective school leaders, according to Leithwood and Riehl (2003), influence the development of learners in their schools by three paradigms which include the following:

2.3.6.8 Offering Intellectual Stimulation

Effective school leaders encourage time of reflection on the performance of learners and challenge the learners to examine their performance. Learning is an elaborate process which needs careful attention. It occurs when there is a stable change in the learner's knowledge or behaviour. Learning is a complex cognitive process and there is no one explanation of successful learning.

Different theories of learning offer more or less useful explanations depending on what is to be explained (Hoy & Miskel, 2008).

2.3.6.9 Providing Individualised Learner Support

It is important that school leadership creates an environment that supports and cares for the growth of a learner. A learner is supposed to be educated holistically and therefore, leadership plays a critical role to ensure that all areas of life: psychologically, spiritually, morally and socially are addressed. School leadership, ideally, shows interest in the learning needs of the students and guides them to exert their energies to improve or sustain their performance.

Maslow (1954), in his classic work, describes a hierarchy of basic needs that motivate behaviour ranging from biological to self-actualisation needs. The need for the learners to achieve high performance is a powerful motivating force within the learner which the school leader needs to harness. Learner's goals and goal setting are key ingredients of personal motivation, especially when the goals are embraced by individual learners and are specific, challenging and attainable. School leadership must provide incentive to

deserving learners in order to encourage them to work hard and produce good performance.

2.3.6.10 Providing an Appropriate Model

School leadership sets examples for learners to follow that are consistent with the school values and goals. Learners do better in a school where there are role models to emulate. Like Paul in the ancient scripture says, "Be ye followers of me, even as I also am of Christ (1Corinthians11v.1)." School leaders need to bear in mind that, apart from what the learners do in the classroom, the larger chunk of education is hidden; it is learnt silently by observing what others and school leaders do in their daily endeavours. Concerning school leadership, Kochhar (2006, p.125) says, "the principal, the epitome of school leadership, is the keystone in the arch of school leadership; he/she is the hub of the educational effort. What the main spring is to the watch, the flywheel to the machine or the engine to the car, the school leader is to the school. The character of the school reflects and proclaims the character of the school leader."

Society expects a lot from school leadership and puts heavy demand on it to model the learners in all areas of human endeavour. They expect the school leaders to motivate, uplift, inspire and empower the learners in order for them to perform at levels far beyond anything they have ever done before. To select leaders to emulate, Tracy and Chee (2013, p.3) advise that the starting point is "to study their (leaders) values and behaviour and internalise (values) them; these values and behaviours will then be externalised in their actions and results." The school leadership must be visible, available and accessible so that learners can easily be attended to whenever there is need.

Similarly, Hoy and Miskel (2008, p.305) support the perspective that "...leadership makes a difference in improving learner performance." The leadership practices are critical elements which can stimulate the learners to improve performance or demotivate them fail to perform well due to lack of direction.

In the same vein, Yukl (2010) indicates that school leadership should help the learners to achieve better results by engaging them in planning for their school work, clarifying roles and objectives in schools and monitoring learning and performance of learners regularly. These practices are both directly and indirectly related to learner performance in the classroom and in addition, they contribute to the motivation and accountability within the school system.

However, it is worthy to realise that school leadership is also concerned with relationships and how learners are inspired to achieve the set targets. School leadership is expected to provide the direction and the enthusiasm to move the learners in the intended direction. For example, in some cases where school leadership is weary of low learner performance, it is expected to develop some strategies to guide the learners to improve their performance. In this regard, the practice of school leadership is anticipated to have a positive bearing on learner performance. In some cases, it might have a direct effect on the teacher, and triggers the morale in the teaching staff that in turn drives the learners to achieve the set targets.

Another critical practice of school leadership in learner performance is that it assesses the individual learner's needs in relation to the aspirations of the school. In this regard, it becomes vitally important and invaluable for the school leadership to carefully select strategies and goals which are tailored to meet the high expectation of learners. The strategies and goals create a link or bond which connects the learner with school leadership during their interaction.

2.3.6.11 The School Leadership Skills

Excellent learner performance at school level does not just happen automatically. It calls for the dexterity and magnanimity of school leadership. The school leaders engage the learners and encourage them to work hard to achieve the goals. Therefore, it is important for the school leaders to have good skills which promote learner performance. As Kochhar (2006, p.125) rightly observes, "the principal is that major component of school leadership on whose ability and skill, personality and professional competence will largely determine the tone and efficiency of the school."

Some researchers such as Yulk (2012) claim that the performance of the learners to a larger extent depends on the competence of the school leadership on how it creates an atmosphere that is conducive for learning. As Buck (2008) observes, "the skill for the successful school leader is to get the right balance between personal accountability and the accountability of others." The school leadership must ensure that the learners are guided to fulfil the aims and objectives of the school as prescribed in the policy document. The ability to check on what the learners are doing in line with the set benchmarks must be a priority for the effective school leaders.

As much as onus is heavily dependent on teachers, it is the duty of the school leadership to plan for the learners. Not all teachers are of the same calibre; some are weak in certain areas and can only deal with a certain level of learners. Therefore, with good skills, the school leadership works towards tapping the best from individual teachers who, in turn, help the learners to perform well. Kochhar (2006, p.125) observes that

The schools rise to fame or sink to obscurity as greater or less as principals (school leader) have charge of them. Everything in the school, plant, the staff, the curriculum, methods and techniques of teaching, co-curricular activities, human relationships bear the impression of the personality of the institution. The learner performance is as great as the principal (school leader) is. It is rightly said that the learners become great not because of the magnificent buildings but because of 'magnificent' principals (school leaders). In short, as is the principal (school leader) so is the learner performance.

Leadership skills are essential components of leadership practice suitable for identification of those officers needed to be placed in decision-making positions (Leithwood, Louis, Anderson, and Wahlstrom 2004). In the light of this, it is important to note that the school leaders are expected to possess valuable skills which are indispensable in promoting learner performance. According to Yukl (2010, p. 62), though there are several skills which are related to the advancement and effectiveness of leaders, they can be categorized into three broad ones: technical, conceptual and interpersonal skills.

2.3.6.11.1 Technical Skills

According to Yukl (2012, p.62), technical skills are "a type of knowledge or skills acquired by a leader by a combination of

formal education, training and job experience." The knowledge, in this case, includes the methods, processes and equipment for conducting the specialised activities in school such as teaching. It also includes factual knowledge about the learners generally. It covers the rules, structure, management systems and needs of the learners. The technical skills also help the school leader to appreciate and responds to the purpose why the learners exist in the school and how the leader can improve learner performance.

2.3.6.11.2 Conceptual Skills

This type of skills involves good judgment by the school leader, intuition, creativity and the ability to find meaning and order in ambiguous and uncertain events (Yukl, 2012). In the case where the government has provided all the necessary school requisites for the learners, but learners are failing to perform to the expectation, it demands for a school leader who can think differently. Furthermore, it calls for the school leader to use conceptual skills to identify the gaps in the teaching and learning processes which are affecting the learner performance

negatively. In this context, the conceptual skills include analytical ability, logical thinking, concept formation, inductive reasoning and deductive reasoning (Yukl, 2012). Suffice to point out that conceptual skills in learner performance are essential for effective planning, organising the learners' learning environment and problem-solving. It is also important to note that school leaders with weak conceptual skills tend to struggle to see the relationship between different variables in problem solving process. A school leader with weak conceptual skills cannot relate the strategy with the challenging situation affecting learner performance.

2.3.6.11.3 Interpersonal Skills

School leadership must possess adequate interpersonal skills if he/she is to enhance learner performance. In this context, interpersonal skills include knowledge about the behaviour of the learners, ability to understand the feelings, attitude and motives of the learners, and the ability to communicate clearly

and persuasively (Yukl, 2012). At school level, the critical types of social or interpersonal skills that the school leaders must possess are empathy for the struggling learners, social insight to see those who are vulnerable and orphaned and those factors affecting the performance of a learner, charm in order to attract and stimulate learners to work hard, tact and diplomacy to convince learners to cooperate towards the common goal. Yukl (2012) has further indicated that the leader should possess the interpersonal skills such as persuasiveness and oral communication in order to develop and maintain cooperative relationships with learners.

2.3.7 Other Related Competencies

In recent years some leadership competencies such as emotional intelligence, social intelligence and metacognitive have been identified as critical in influencing learner performance and enabling the school leaders to perform effectively.

2.3.7.1 Emotional intelligence

Emotional intelligence is another attribute that appears to be important for effective leadership (Goleman, 1995, Mayer & Salovey, 1995). It is important to note that emotions are strong feelings that demand attention and are likely to affect the cognitive processes and behaviour of either the learners or school leaders. Yukl (2012, p.65) has highlighted some examples of emotions such as "anger, fear, sadness, happiness, disgust, shame, surprise and love." It is in the best interest of the learner for the school leaders to possess these critical skills in order to be in full control of the situation as they attempt to create a child friendly school. When the environment is hostile, the learner's performance is likely to be affected negatively.

Other researchers like Goleman (1995) and Mayer (1995) have argued that emotional intelligence is relevant for leadership effectiveness in many ways. Emotional intelligence can help school leaders to resolve complex challenges facing learners in their performance endeavour. The issues of self-awareness make it easier for the school leader to appreciate oneself in the

process of assisting the struggling learners to work hard and how he /she should react to discordant behaviour of some learners. It is also important to state that self-regulation facilitates emotional stability of the school leader and helps to process the information in difficult and stressful situations especially when learners are struggling to attain the set targets. It helps the school leaders to maintain enthusiasm and optimism in the learners and produce desired results despite the obstacles and setbacks.

2.3.7.2 Social Intelligence

The other important set of competencies the school leader must possess is the social intelligence. Yukl (2012, p.66) defines social intelligence as "the ability to determine the requirements for leadership in a particular situation and select an appropriate response." The two components of social intelligence are social perceptiveness and behavioural flexibility. In this context, it follows that the school leadership must be in the position to understand the functional needs of the learners, the problems the learners are facing in producing

the desired results and decipher opportunities that are relevant for the learners to perform better at school. The school leader with high social perceptiveness understands better what needs to be done to help learners achieve more benefits in their studies.

On the other hand, behavioural flexibility is the ability and willingness to vary one's behaviour to accommodate situational requirements (Yukl, 2012). A school leader with high behavioural flexibility knows how to engage the learners by the use of the variety of his/her behaviour and is able to motivate the learners to work hard in order to perform as expected. Some learners might require a one to one engagement with the school leader while others may require group engagement. Yukl (2012) observes that behavioural flexibility is facilitated by self-monitoring, because leaders who are high on self-monitoring are more aware of their own behaviour and how it affects others." School leaders must be reflective in this regard and evaluate themselves accordingly.

Suffice to indicate that social intelligence also includes political skill, which is the ability to understand others and use this knowledge to influence others (Kobe, Reiter- Palmon, & Rickers, 2001). Somewhere, in this study, leadership has already been referred to as a form of influence and therefore, this competency is critical in this perspective.

2.3.7.3 Metacognition

According to Senge (1990), understanding the complex interdependencies among organisational processes and the implications of efforts to make changes require cognitive skills and systems thinking. For the school leadership to address the learner performance challenges, they need to appreciate that such challenges need actions which may also result in other unintended side effects. The other point to consider in this context is what would happen on learner performance if school leadership was changed or changing the way of doing things. In this sense, the school leader needs to re-engineer the thinking process in order to change the belief system of the learners about their performance.

In addition, when making decisions or diagnosing the cause of poor learner performance, the school leadership should apply this type of competency to evaluate both the internal and external environment in relation to the performance of the learners. He/she needs to understand the relationship among the existing variables at play in enhancing learner performance. Yukl (2012) suggests that although strategic thinking about issues is clearly more important for high-level leaders than for lower-level leaders, it is relevant for leaders at all levels.

In this regard, to help novice school leaders, Smit et al (2011, p.324) suggest seven key leadership skills which are also relevant to leadership in Zambian secondary schools as well are as follows:

> (1) Leaders are supposed to be people who must tune in to their organisation's environment and sense the needs, opportunities and dangers. They are expected to be people with intellectual curiosity

who must ask questions about possibilities and establish a sense of urgency.

(2) Leaders are supposed to think in a kaleidoscopic way. They look at a pattern, challenge the pattern by shaking the kaleidoscope and study the new pattern to find new possibilities. In other words, leaders challenge assumptions and conventional thinking to find new solutions to old problems like poor performance of our learners.

(3) Leaders must form and communicate inspiring visions. Leaders normally inspire people with their ideals and offer a better way for everyone if they could change and adapt to these ideals. They give meaning to followers by providing them with a dream and a goal.

(4) Leaders must build a coalition to support their change. They cannot bring about change by themselves; they need other members to back them.

(5) Leaders turn dreams (changing vision) into reality by nurturing and supporting their coalitions.

Leaders let their followers take the vision and move ahead with it. Great leaders build other leaders. Leaders give their followers ownership of the task; they set the rules; they provide their followers with the resources needed (financial, human, physical and information) and they reward them for their performance.

(6) Leaders drive the change process by pushing and overcoming obstacles as already illustrated in figure 2.4 in the path-goal theory.

(7) Leaders make heroes. They share the credit for success and give recognition to their followers.

2.3.8 Leadership Styles as Practical Principles

There are several practices which leaders use in different situations to achieve the set goals (Day et al., 2000). A school is a complex organisation and therefore requires versatility on the part of a school leader to influence good learner performance. Before considering other factors, Tracy and Chee (2013, p.1) claim that:

We need two types of leaders. The first type of leader that we need is the *transformational leader*. This leader who is a pathfinder, a visionary will motivate, uplift, inspire and empower people to perform at levels far beyond anything they've ever done before. The second type of leader we need is perhaps the most important or foundational one: the *transactional leader*. The transactional leader is the person who gets things done with and through others.

For learners to perform better, they need such types of leadership at secondary school level. The leader is supposed to chart the ways to excellence and inspire learners to develop strong belief in their hard work.

However, on the other hand, House (1971) proposes four styles of leadership identified at school level which are still appropriate and relevant today to enhance learner performance. These include the following:

2.3.8.1   Directive Leadership

Under this leadership principle, the leader is expected to provide precise instruction on what is required and how it is to be achieved. The school leader drives the learners to the goals of the school by spelling out the mission of the school. The

school's mission is its foundation where everything is built upon. Therefore, the learner performance is dependent in part on the practice of the school leader to direct the learners toward hard work. School leaders have a vision and a sense of mission that lift up and inspire the learners to perform well by achieving the school mission. Suffice to say that effective school leaders develop the ability to tap into the root source of motivation, drive and have the enthusiasm that enables learners to commit themselves to achieving the school vision (Tracy and Chee, 2013; D'Souza, 2008).

2.3.8.2   Supportive Leadership

Supportive leadership reflects a practice that adopts a friendly approach concerned with the needs and welfare of the learners. The school leaders in schools where learners perform well are concerned with the needs of individual learners and connect them to departments where they can be helped adequately. Effective school leaderships have created clubs and strengthened guidance sections to support the learners.

2.3.8.3   Participative Leadership

Participative Leadership reflects a practical principle in which the school leader tends to seek opinions and suggestions from learners before making a decision. To encourage learners to participate in the academic affairs, some school leaderships have created school and class councils as platforms where learners express their opinion and make positive contributions to promote their performance. UNICEF (2002, p.11) pledge that "children should actively get involved in decision-making at all levels and in planning, implementing, monitoring and evaluating all matters affecting them." This leadership practice is critical especially in schools where learners are not performing well. Learners should be involved to find out why they are not performing to the expectation.

2.3.8.4   Achievement-oriented Leadership

This type of leadership reflects a practice in which the leader is task-oriented and sets challenging goals for the learners. The

school keeps the learners focused on the goals and sets targets which are very clear to all. Some school leaders have introduced the continuous assessment tests, that is, weeks five, ten and thirteen. Learners who fail to meet the expectations are summoned by the school leadership through the guidance teachers. These learners who finding school work challenging are given some remedial work to assist them pull through the challenges.

2.3.9 Vision, Mission, Values and school plan

2.3.9.1 Vision

Blanchard (2010, p.76) asserts that "vision is knowing who you are, where you are going and what will guide your journey." Therefore, it is important to point out that school leaders need to have a vision. When they are contemplating of enhancing learner performance, a vision will point them in the right direction. As they guide the learners towards enhanced performance, they need to have significant purpose, clear values and a picture that would show them that they have

attained the aspiration. Suffice to admit that a vision helps the school leaders and learners to be focused, get energized and attain great results.

It is critical to bear in mind that a vision is a lot more than putting up a plaque on the wall. It must be experienced and lived by all the stakeholders in the school especially the leaders and the learners. In the school context, it is easier to identify the vision; however, the difficult part is to live the vision. In this sense, therefore, it is vital to share it with the learners and other stakeholders. A vision can be used to hold each other accountable. There must be a lot of consistence in the way learners and school leaders behave in tandem with the vision. Blanchard (2010, p. 79) advises that "if you ignore the behaviour of others who are not acting consistently with the vision, you threaten the trust and commitment of people who are committed to the vision." Worthy to remember is that it takes courage to create a vision and therefore, it takes courageous school leaders to act on it.

2.3.9.2 Mission Statement

The Ministry of Education, in its policy document 'Educating Our Future of 1996', has insisted that all secondary schools must develop mission statements to show what they intend to achieve. In this view, MOE (1996, p.160) explains that: "mission statement … is a tool that helps schools to become more explicit about what they are striving to accomplish."

From the school leadership's perspective, a mission statement is a brief statement of the school's vision for itself in the short-term future. It spells out clearly the intentions of the school leadership. It is a statement that captures what the school attempts to accomplish in its own particular circumstances and what it stands for. It further emphasises that the mission statement is a guiding principle with implications for the daily activities of teachers and pupils. Like a school vision, the mission should be lived and experienced by the learners and leaders. For this reason, the mission statement must be collectively framed so that everyone in the school can

appreciate it. Learners must make a contribution to the mission statement and relate it to the values and vision of the school. However, the challenge may be the implementation of the mission statement especially if the leaders do not create a platform where other stakeholders buy into it. The school leadership must find a way of popularizing the mission of the school by highlighting its benefits to the learners. The other aspect is to listen to the learners and show interest in their concerns and challenges they are facing in the learning process. Learners should be made to appreciate their existence and the reason they attend school. They need to know and identify the mission of the school in relation to their life. Actually, for the school leadership to establish a mission statement simply helps the school to define and distinguish itself from other schools and assists the parents to identify the best school for their children.

2.3.9.3 Values

It is important for the school leadership to identify the core values which must mold the life of the learners. Blanchard

(2010, p.141) asserts that "identifying the core values that define your organisation is one of the most important functions of leadership." This process of identifying the values must be prioritised and ensure that the values are shared with the learners. The learners must be involved in drawing up the values of the institutions. Learners are key stakeholders and should be involved from inceptions. The new learners joining the institutions must be inducted in the school ethos or values. Everyone should have ownership of values in contrast to the school rules where some feel imposed on.

Learners must be modelled around the values of the school. Values like hard work, commitment, loyalty and punctuality must be consistent with the life of a school leader. The learners should see that the school leader is completely committed and is passionate about them. Blanchard (2010) proposes that the leader should always talk about the values, put them on the business cards, in annual reports, on the plaques, wall signs. In other words, the school leader should display the school values where they can easily be seen. Worth to note is that the school leader should walk the talk.

According to Blanchard (2010, p.145), "without some method of locating gaps between values and behaviour, identifying and communicating core values will do more harm than good." This means that it is important for the school and its leadership to walk its talk. School leadership must make effort to become living symbol of the school's value system.

2.3.9.4 School Plan

A school plan is a more extended statement of features of school policy and practices. The school plan develops its aims, objectives, clear specifications of learning goals and targets and the pedagogical approaches from the mission statement. The school plan also spells out the use of available books and educational materials, school policies on assessment and homework, approaches to late coming, absenteeism and indiscipline, school reports and record cards, and link with stakeholders. The school plan is developed by the school leadership in collaboration with the parent-teacher association (Togneri & Anderson, 2003).

2.3.10 Conclusion

School leadership is a very critical component in learner performance. It affects either positively or negatively the internal environment of the school and learners depend on the mood that the school leader creates. As D'Souza (2001, p.140) observes, "an effective leader must have the skills to create the compelling vision, a sound awareness of the present situation together with an analysis of trends and the practical ability to carry out certain actions that will lead the vision to reality."

An effective school leader understands what the learners need in order to eliminate the impediments which hinder learners from performing well. In this case, school leadership ensures that it aligns the learners' effort to the vision and mission of the school, hence reducing the energy wastage by the learners.

By and large, the school leadership that promotes high learner performance is one that is champion at communication and tries consistently to articulate their vision to all the learners in school. This effective communication of the vision is dependent on the school leaders' clear presentation to learners and other

stakeholders on how the school intends to achieve the set targets. The school leaders ensure that the vision is supported both in word and action by ensuring that all procedures and policies are focused on supporting learner performance. The next chapter presents the methodology of the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In the previous chapter, literature related to the study was reviewed. Initially, the chapter looked at the theoretical framework where two models were considered: social systems model and the path-goal theory. In addition, chapter two explored the education system in Zambia before independence, secondary school education and the legal framework and education policies of the education system in Zambia.

Chapter three enlightens readers on how the research was conducted, highlighting the pitfalls encountered during the research so that other researchers can avoid them. Primarily, it explains the data collection techniques and analysis procedures used in this research. Finally, it winds up with the conclusion of the chapter.

3.1 The research philosophy

This study adopted a pragmatism philosophical position when answering the research question on the role of school leadership in learner performance in secondary schools. Nigla (2010) advises that it is more appropriate for (a) researcher(s) undertaking a particular study to think of the multidimensional set of continua philosophy, although the positions in real life vary depending on the prevailing situation.

Pragmatism asserts that concepts are only relevant where they support action (Kelemen and Rumens, 2008). This researcher believes that there are many ways the world is viewed and in which research can be undertaken. There is no single point of view that can give a clear picture on the role of school leadership on learner performance in secondary schools. There are multiple realities. However, it is worth to note that pragmatists do not always use multiple methods to answer research questions, rather they use the method or methods that enable credible, well-founded, reliable and relevant data

to be collected that advance the research (Kelemen and Rumens, 2008).

3.1.1 Ontology: The nature of reality

It is concerned with the nature of reality. Therefore, this study chose multiple points of view- the objectivism-subjectivism- to best answer the research questions on the role of school leadership in learner performance in secondary schools. It is important to note that ontology raises questions of the assumption's researchers have made about the way the world operates and the commitment to particular views. For instance, in this study, the researcher used the two theories, the open social systems model and path-goal theory, to explain the role of school leadership in learner performance in secondary schools. Certain questions were posed like, "is the school a closed system?" and also "How does school leadership affect learner performance?"

Some researchers in education (as well as other disciplines) argue that quantitative methods are incompatible with qualitative methods. They state that the basic assumptions of

each method actually prevent the use of the other in the same study. Many qualitative researchers argue that qualitative methods are based on a point of view about how the nature of the world-reality is constructed but not revealed. Since every individual sees the world in his or her own way, there is no single reality "out there" to be discovered; in fact, multiple realities exist. Quantitative researchers, on the other hand, reject this point of view. Still other researchers would argue that the notion of incompatibility has been overblown (Fraenkel, Wallen and Hyun, 2012).

To justify this position, Krathwohl (1998, p.619) has stated that "quantitative findings compress into summary numbers the trends and tendencies expressed in words in qualitative reports. In many instances, counts of coded qualitative data might have produced data similar to the qualitative summaries ... many problems, in fact, actually require more than any one method can deliver; the answer, of course, is a multiple-method approach." Therefore, a mixed methods design in this study was adopted in order to compensate the weakness of the each other design.

3.1.2 Epistemology: What is considered acceptable knowledge?

According to Saunders et. al (2012, p.132), "epistemology concerns what constitutes acceptable knowledge in a field of study." Under epistemology, the study adopted the interpretivism which advocates that (ibid) "it is necessary for the researcher to understand differences between humans in their role as social actors." In this study, the focus is on the role of school leadership in learner performance and to collect data, the researcher interacted with the head teachers, school guidance teachers and learners from the school councils.

3.2 Research design

According to Bliss and Achola (1990, p.53), a research design is "a plan of any scientific research from the first step to the last step. It is a specification of the most adequate operations to be performed in order to test specific hypothesis under given conditions". This study has followed a similar scientific structure to find out the role of school leadership in learner

performance on the Copperbelt province. On the other hand, Saunders, Lewis and Thornhill (2012, p.160) opine that research design is "the general plan of how you will go about answering your research question(s)." Suffice to mention that it contains clear objectives derived from the research question(s), specifies the sources from which the researcher intends to collect the data, how the researcher proposes to collect and analyse data. Within this framework, the researcher discusses the ethical issues and the constraints encountered like access to data, time, location and money. In short, research design, at least, contains (a) a clear statement of the research problem; (b) procedures and techniques to be used for gathering information; (c) the population to be studied; and (d) methods to be used in processing and analysing data (Kothari and Garg, 2014).

The nature of the research design, in this case, is a triangulation, which is a mixed-methods research design. Under this design, a researcher combines methods of data collection and analysis (quantitative and qualitative). The researcher uses both quantitative and qualitative methods to

study the same phenomenon to determine if the two converge upon a single understanding of the research problem being investigated (Fraenkel, Wallen and Hyun, 2012). In this case, it is important to note that quantitative and qualitative methods are given equal priority and all data are collected simultaneously. Suffice to say that data may be analysed separately or together. Succinctly, if analysed together, data from qualitative study may have to be converted into quantitative data (quantitising) or the quantitative data may have to be converted into qualitative data (qualitising).

However, this method was considered in this study because of its strength; that is, the two methods complement each other and offset each method's respective weaknesses.

To collect data and information, questionnaires, interviews, observation sheet and focus group discussions were used. Leithwood (2004) used a similar research design when conducting a research to find out how leadership influenced student learning. In this regard, therefore, this research design was adopted so as to obtain first hand data from the

respondents. In addition, some information data were collected from some documents such as the performance of the learners.

3.2.1 Rationale for considering the mixed-methods research design

The researcher opted to apply mixed-methods design because of its strengths. The following reasons were considered:

3.2.1.1   Helped to clarify and explain the relationships found between school leadership and learner performance.

3.2.1.2   Allowed to explore the relationship between the two variables, school leadership and learner performance, in-depth.

3.2.1.3   Helped to confirm or cross-validate (triangulate) the relationship discovered between the two variables that is, school leadership and learner performance, in secondary schools.

However, the following were worth noting drawbacks which were associated with this research design during the study:

(1) time-consuming

(2) Expensive

(3) Needed expertise in both methods, i.e. quantitative and qualitative

(4) Required a lot of resources, time, skills and energy.

In support of mixed methods (multiple research design), Bryman (2006) indicates that this option is increasingly advocated with leadership (and organisational) research because it is likely to overcome weaknesses associated with using only one method as well as providing scope for a richer approach to data collection, analysis and interpretation. In this study, the researcher used different research techniques to collect data. Questionnaires were administered to collect data from head teachers, semi structured interviews were used to collect data and information from guidance teachers and focus group discussions were employed to interact with pupils. In addition, the documentary analysis was conducted to collect data on the performance of the learners and observation sheet to gather data on the best practices of the school leaders.

Elsewhere, Bryman (2006) examined 232 social sciences articles in which quantitative and qualitative research were combined. Approximately, 23 per cent of these were concerned with management (leadership) and organisational behaviour. Bryman further suggested that because mixed methods research is likely to produce rich data set, researchers would subsequently find more ways to use these than they might have expected. This led him to conclude that researchers should seek to be explicit about ways in which they intend to use mixed methods research whilst also recognising that the nature of the outcomes from this approach were unlikely to be predictable.

3.3 Target population

In the context of the research, the term population according to Mwamba (2015, p. 111) is defined as "all members of any well-defined class of people, events or objects who have been designated as being the focus of an investigation." In other terms, Saunders et al (2012, p. 260) assert that population is "the full set of cases from which a sample is taken." For this

study, all (87) Government Secondary schools in the Copperbelt Province were considered as a population from which a sample of study was considered.

To a large extent, population is a technical term in research which is determined by defining characteristics. When a researcher obtains measures of all individuals who had their defining characteristics, it means that he/she had measured the population (Khan, 2011). For example, in this study, the population is considered to be Government secondary schools; the implication is that schools outside this population, such as grant aided, community and private schools, cannot be considered in the research sample.

This study's target population was defined by class of people who had been designated as being focus of the investigation. These included a head teacher from each of the 60 selected Government secondary schools with examination centre status for the past five years in Copperbelt Province, a guidance teacher from the same selected Government secondary schools and ten learners per school who were members of the school

council in the sample schools. All these respondents were considered to be part of school leadership and had an influence on the performance of learners in one way or another. According to Kombo and Tromp (2011, p.76), "the greater the diversity and differences that exist in the population, the larger the researcher's sample size should be." This is important in the study like this one because capturing the variability in population allows for more reliability of the study.

3.4 Sampling

Referring to social research, Dawson (2013, p.67) defines a sample as "a set of individuals, groups or items selected from the research population for the purpose of analysis or hypothesis testing." In other words, sampling is a process of selecting a few (sample) from a target population to become the basis for estimating or predicating a fact, situation or outcome regarding the bigger group in which one is interested. In addition, Saunders et al (2012) point out that sampling provides a valid alternative to a census when:

3.4.1 It would be impracticable for you to survey the entire population;

3.4.2 Your budget constraints prevent you from surveying the entire population;

3.4.3 Your time constraints prevent you from surveying the entire population.

In this study, only Government secondary schools which were examination centres and existed for at least the past five years, were considered in the sample. The researcher used the judgmental sampling technique (purposive or non-probability) to select the sample. This type of sampling is based on the basis of knowledge of the research questions and to meet the objectives. In this case, the participants selected were considered to possess rich information on the role of school leadership in learner performance and the best practices that promoted learner performance.

3.5 Study sample

Out of 87 GRZ secondary schools in the province, 60 (68.9%) secondary schools were considered as the study sample. These were secondary schools perceived to have similar conditions in terms provisions of input and support by Government. Aided, community and private secondary schools were left out of the sample in order to avoid introducing other factors which could lead to a lot of variances. In this sample, respondents with similarities, that is, leadership or influence on learner performance, were considered to provide information or data.

One (1) head teacher from each sampled school, one (1) school guidance teacher who had been in contact with the learners to provide learner support from the same sampled school and ten (10) learners from school council of the same sampled school were considered.

3.6 Instrumentation

Before embarking on collecting data, the researcher in this study had to take note of a number of factors involved in the process. Among them, the researcher took into consideration issues to do with the types of instruments to use, procedures and the conditions under which the instruments would be administered. Apart from these considerations, the issues of locality, time, frequency and administration were taken into serious consideration. Actually, this whole process of preparing to collect data is referred to as instrumentation (Fraenkel, Wallen & Hyun, 2012).

At this point, it is worthwhile to note that the kinds of instruments chosen for the study determined the decisions the researcher made in terms of the factors enlisted above.

Other elements which were considered in this process of instrumentation were issues of validity, reliability and objectivity as elaborated in section 3.7.3.

3.6.1. Data collection

Collecting data in this study was very important in that the researcher hoped to explore the role of school leadership in learner performance. According to Kombo and Tromp (2011, p.99) "data collection refers to the gathering of information to serve or prove some facts." This means that data collection assisted the researcher to clarify the facts or refute some facts in the relationship of school leadership and learner performance in secondary schools. It is, also important to note that, data collection in research, such as this one, allows the researcher to disseminate accurate information and develop meaningful programmes and policies regarding learner performance in secondary schools and bring to the fore the appropriate leadership practices (styles and skills) that promote learner performance in school.

3.6.2 Purpose for collecting data

In this research, data was collected to meet some aspirations and among them were:

3.6.2.1 To stimulate new ideas in school leadership and areas of learner performance in secondary schools. During data collection, it was anticipated that the researcher would be able to identify areas which would improvement with regard to learner performance.

3.6.2.2 The data collected would help to highlight the prevailing situation in secondary schools and create awareness in areas where improvement would be required.

3.6.2.3 It was also the hope of the researcher that the findings would provide justification for the Ministry of General Education to develop training programmes in educational leadership, management and learner performance improvement plan for all head teachers, deputy head teachers, guidance teachers and head of departments to enhance quality education provision in Secondary schools.

3.6.3 Research instruments

The researcher developed data collection instruments bearing in mind issues of validity and reliability. Foddy (1994, p.17) discusses validity and reliability in terms of the "questions and answers making sense." Elsewhere, Fraenkel et. al. (2012, p.112) observe that "a frequently used but somewhat old-fashioned definition of a valid instrument is that it measures what is supposed to measure." However, in their contemporary argument, they (Fraenkel, Wallen and Hyun, 2012) have endeavored to propose a more accurate definition of validity in this regard. Bearing in mind that an instrument is a device of collecting data; therefore, a more accurate definition of validity revolves around the defensibility of the inference's researchers make from the data collected through the use of an instrument.

In terms of reliability of an instrument, according to Fraenkel (2012, p.112), "a reliable instrument is one that gives consistent results." Apart from these two elements of validity and reliability, the other element that was considered during

data collection in this study was objectivity. Actually, objectivity refers to the absence of subjective judgement. Frankly speaking, this is an insurmountable aspiration as it has to do with the way researchers see the world. To eliminate the biasness in this study, the researcher employed a mixed-method (triangulation) in order to minimise bias and maximise validity.

In light of this assertion, the researcher took cognisance of the methods and techniques for data collection that were appropriate and in conformity with the research purpose. The following instruments were used to collect data and information from the respondents: questionnaires, semi structured interview schedules, observation sheet and Focus Group Discussion schedules. In addition, some data were collected from published and unpublished documents which were being used in schools. The researcher carried out a document analysis of major educational policies such as the Curriculum Framework, Educating Our Future, Education Act of 2011, 2014 Educational Statistical Bulletin and circulars guiding in the provision of education. The Grade 12 result

analyses or schedules produced by Examinations Council of Zambia, selected Secondary schools and school time-tables were analysed.

3.6.3.1 Questionnaires

Questionnaires, in this study, were used to collect data from head teachers. Head teachers were requested to respond to same standardised questions based on the roles of school leadership, school policies, programmes and practices, and school leadership disposition (styles and skills). The nature of the research questions and objectives (focused on school leadership), influenced the researcher to choose this method of data collection as well. Head teachers, being busy officers, questionnaires were an appropriate way to collect data from them.

The questionnaires were self-administered and were delivered to the respondents by hand and collected later. The researcher's focus was to collect data variables on opinion, behaviour and attributes of head teachers. Dillman (2009,

p.57) distinguishes the types of data variable collected through questionnaires as opinion variables and record how respondents feel about something or what they think or believe is true or false. In contrast, he further asserts that "data on behaviours and attributes record what respondents do and are. Attributes include characteristics such as age, gender, education and length in service.

Saunders et al. (2013, p.419) advise that "questionnaires are usually not good for exploratory or other research that requires large numbers of open-ended questions." On the other hand, they opine that "questionnaires therefore tend to be used for description or explanatory research." However, it is worth to note that though questionnaires may be used as the only data collection method, it may be better to link them with other methods in a multimethod research design. As it was in this study, a questionnaire was used to find out the head teachers' attitude toward learner performance and was complemented by the semi structured interviews with the guidance teachers and focus group discussions with learners

in order to explore and understand the practices and attitudes of school leaders in enhancing learner performance.

3.6.3.2 Semi-structured interviews

In this study, semi-structured interviews were used as another technique to collect data from the respondents. In this regard, guidance teachers were chosen using snowball purposive sampling. Saunders et al (2012, p. 372) note that "a research interview is a purposeful conversation between two or more people, requiring the interviewer to establish rapport, to ask concise and unambiguous questions, to which the interviewee is willing to respond, and to listen attentively." They further note that "in semi-structured interviews the researcher will have a list of themes and possibly some key questions to be covered." During this study, respondents were requested to be comfortable and asked to decide when and where to meet them for the interview sessions. The interviews were conducted wherever the respondents felt most comfortable. They were assured of the confidentiality and informed of the purpose of the research that was being conducted.

3.6.3.2.1 How data quality was ensured during the interviews

During this process, the researcher was able to probe further as well as countercheck the emerging issues arising from the responses and validated the responses made by the head teachers in the questionnaires. The researcher wrote down all the relevant responses to a given question and verified them before proceeding to ask the next question. Using the smartphone, the researcher recorded some of the interview sessions and used part of the responses in the verbatim. Actually, to be consistent, the researcher prepared a schedule of questions shown in appendices.

This technique of data collection was used in this study in order to explore, understand and explain the relationship between school leadership and learner performance. It was used to identify the general patterns and check or verify the claim by the two theories applied in this study (Social systems model and the goal path theory) in the theoretical framework

in terms of the school policies and practices employed in the institutions such as the goal setting and strategies put in place to achieve such goals and factors which were believed were influencing the performance of learning from within and outside the organisation.

By and large, the nature of the technique was consistent with the research questions and objectives in chapter one, sections 1.3 and 1.4 respectively and the research strategy applied in this study.

Semi-structured interviews provided the researcher an opportunity to probe answers, where the researcher wanted the guidance teachers (respondents) to explain or build on their responses were permitted to do so. The respondents were able to use certain words or ideas such as pupil's record card and local learner performance tracker which the researcher probed further to add significance and depth to the data obtained. Intriguingly, the respondents during the interview sessions were able to lead the discussions into areas that the researcher had not considered previously but were significant

for understanding and provided insights to addressing the research questions and objectives.

The interaction with the guidance teachers, through interviews, provided both the researcher and the respondent an opportunity to discover the gaps such as the use of the data they collected on learner performance, the link of the school mission to learner performance and appreciated their roles in the process of learning in order to enhance sustainable learner performance. Interestingly, they were able to hear their 'thinking' and in the process, the researcher was able to collect a rich and detailed set of data. As indicated above, time was at the convenience of the respondents and the interviews were conducted when the guidance teachers (respondents) were not under pressure.

3.6.3.2.2 Approach to recording data during the interviews

The researcher as already alluded to, audio-recorded eleven interview sessions with the guidance teachers and at the same time made notes as the interview progressed. The notes, in this case, provided a back-up especially that the researcher was using a smartphone for recording the interviews. This process also helped the researcher to maintain the concentration and was able to formulate the points to verify with the interviewee and probed further especially in the initial stages of the research.

During the interview sessions, the researcher took note of the bios data as preliminary information to set the stage and got to terms with the dynamics of the institution. Other data that were collected included: the location, the date and time, the setting of the interview, background information about the respondents and the researcher's impression of how well the interview went for the sake of adjustment in the next session. Importantly to note, the researcher made sure that data that were collected were completely and genuinely anonymised.

3.6.3.2.3 Logistical issues during the interviews

The researcher spent a lot of time and energy in considering the logistical of scheduling interviews, travelling from one location to another, contracting the respondents and arranging for the interview sessions. In addition, the researcher had to deal with the compilation of notes and data for each interview and analysing of the data that was collected accordingly. Besides, a lot of time was consumed on the logistical arrangement and conducting interview sessions.

3.6.3.2.4 Focus group discussion

Another technique of data collection applied in this study was the focus group discussion. The researcher used this technique to collect data from the learners or pupils from the school councils. The term focus group in this study was referred to those group interviews where the topic was defined clearly and precisely and there was a focus on enabling and recording interactive discussion between participants. Similarly, Dawson (2013, p.87) postulates that "focus group

discussion can be used as research method by researchers approaching their work from different epistemological and methodological standpoints, although care must be taken to ensure compatibility of method with underlying standpoint."

In this study, the aim of the focus group discussions was used to gain a greater understanding of the attitudes, opinions, beliefs, behaviour and perceptions of respondents (learners) on the role of school leadership in learner performance. The learners were found to have rich information on what caused them either to perform better or underperform. The learners from the school councils were well positioned as they were representatives of their colleagues and were expected to share the concerns of learning in school on behalf of other learners to the school administration.

The participants were selected using the judgemental sampling (purposive sampling) because the participants, according to Dawson (2013, p.71), "are seen to be relevant ... to the research topic." The discussions were conducted at school and usually in the school hall to avoid disruptions of lessons in

classes. The participants were informed about the purpose of the research and the use of the data that was being collected. Moreover, the researcher assured the participants on the anonymity and confidentiality of the findings or data collected.

The researcher guided the participants to observe the ground rules such as respect of other participants' opinion, avoid dominating the discussion and one participant to talk at a time with no interruption.

The researcher also ensured that all the participants were involved without duress and took time to thank them after the session. The researcher left the respondents with contact number in case they wished to follow up on any emerging issues that were raised during the discussion. Actually, the focus group discussions, in this study, were conducted by the assistant researcher.

3.6.5 Observation sheet

The researcher devised an observation sheet to check on the availability of common elements in school which were expected to be part of school leadership tools and look at the prevalent practices by key stakeholders in school. The observation sheet shown in appendix 6 was filled in by the researcher whilst on a tour in schools.

3.7 Data collection procedure

First and foremost, the researcher collected a letter from the university to introduce him as an eligible PhD student. Worth to note, also, the researcher got permission from the Provincial Education Officer-Copperbelt province and from the respective District Education Board Secretaries for authorization to visit the selected secondary schools in order to collect data. The researcher paid a courtesy call on the DEBS in every district. The other noted issue was that after collecting data, whenever possible the researcher signed the log book.

3.8 Limitation to the study

The researcher encountered many challenges during the research; however, the challenges discussed below provided the limitation to the study:

The researcher, being a Government employee, encountered a number of transfers from one province to another making it difficult to collect data consistently. To resolve this challenge, the researcher engaged the supervisor and shared the concerns in regard with the studies at hand. It was not easily resolved but encouraged to remain committed to both his studies and professional work. The researcher engaged the assistant researcher to help him gather some data and information.

In addition, it became costly to move from one province to the research site to collect data in terms of money and time. To reduce on the expenses, the researcher proceeded on local leave and camped in the province where he made appointments with the concerned secondary schools. Holding a demanding position at place of work, it was difficult to spend

the planned time on the assignment as there were other competing demands to attend to. The researcher had to arrange with the officers at the work place to cover him during his absence. He delegated a number of roles and responsibilities to the subordinates and mostly used the committees as well.

It was a challenge to draw a line as a researcher and an administrator or supervisor as many respondents were sensitive to the status or position of a researcher (Provincial Education Officer). The researcher had spent most his working time on the Copperbelt in various positions. During data collection, some respondents mistook a research to monitoring. They could fumble to provide the data. However, the researcher took time explaining what the visit was all about. The letters of introduction from both the local PEO and the university pacified the situation.

3.9 Data analysis

Data analysis was the culmination of the data and information that were collected from the respondents. Since it was a mixed methods research design employed, both the quantitative and

qualitative data analysis techniques were applied. Silverman (1993) in Phiri (2007, p.115) argues that "it is important to remember that data analysis does not always come after data gathering." He points out that "data analysis, especially in the case of interviews, starts during the research process itself; it is advisable to start analysing research data in the light of research questions."

This was the case especially for the qualitative data where the researcher was able to identify the themes and coded them accordingly. As already mentioned above, the quantitative and qualitative data were analysed in different ways. According to Dawson (2011, p.115), 'for qualitative data, the researcher might analyse as the research progresses, continually refining and reorganizing in the light of the emerging results." She (ibid) further says, "For quantitative data, the analysis can be left until at the end of the data collection process …" In this study, where mixed methods were used, the quantitative data analysis was done at the end of data collection. The process was long and laborious.

I used the concurrent mixed methods research to conduct this study. Both quantitative and qualitative methods were used within a single phase of data collection and analysis (a single-phase research design). The results gotten from both quantitative and qualitative were interpreted together to enhance a concurrent triangulation design. As already alluded to above, questionnaires, semi structured interviews, focus group discussions and observation sheet were used to collect data from the respondents which included head teachers, guidance teachers and learners respectively. The responses gotten to the research questions were compared to validate the claims made by various respondents as already mentioned.

3.9.1 Qualitative data analysis

To analyse the qualitative data, the researcher of this study produced an interview summary form for each interview and a focus group summary for each discussion which were completed as soon as possible after each session of an interview or group discussion. Issues like time, place and respondents were captured accordingly. In addition, details

about the content and emerging themes were noted appropriately and referred to during data analysis.

The researcher mixed the methods of analysis: thematic, comparative and content analyses to analyse the qualitative data. At one point, the researcher was able to consider the emerging issues from the data during the data collection process and analysed them simultaneously and on the other hand, the data that were collected from head teachers and guidance teachers were compared and contrasted with the emerging issues from the reviewed research literature. The researcher worked through the content of the schedules which were developed to guide in collecting data.

3.9.2 Quantitative data analysis

Analysing the quantitative data, the researcher created the simple tables showing the frequency of occurrence and using statistics or numerical values, relationships of variables were established. This process helped the researcher to explore, present, describe and examine the relationships and trends within the data. As indicated in chapter four, some data were

presented in simple tabular form showing the frequencies of the data captured. Actually, the researcher first got the raw scores which he converted into derived scores. Raw scores were the initial scores obtained from the study sites such as the number of pupils, pass rates and number of teachers per school. This later on was converted into and expressed as percentages

3.10 Ethical issues

The researcher was aware of ethical issues during the study. Throughout the process of the research, that is, from designing and planning to report of data, the researcher observed the required and expected standards. According to Saunders et.al (2012, p.226), ethics refer to the "standards of behaviour that guide your conduct in relation to the rights of those who become the subject of your work, or are affected by it." The researcher took note of the requirements and demands such as collecting the letter from the University, seeking authority or permission to have access to the schools to collect data, in the process of analysing and managing of data.

Appendix 16 shows the general ethical principles which were followed during the conduct of this study. The respondents were promised to get the summary report through the Provincial Education Officer or conduct a dissemination meeting with all the participants especially the head teachers, standards officers and guidance teachers once the report was compiled.

3.11 Conclusion

The chapter endeavored to discuss the salient issues involved in conducting research and in ensuring that the issues of validity and reliability were observed. It also looked at the methods involved in data collection and analysis used taking into account the research design employed in this study. In addition, the chapter highlighted some of the challenges which were encountered during data collection and critical ethical consideration in the conduct of the research.

The next chapter presents the findings of the study. Having employed the mixed-methods in data collection, the

presentation of the data takes into account the nature of the data that was collected.

CHAPTER FOUR

RESEARCH FINDINGS

4.0 Introduction

Chapter four is a presentation of data on the research conducted in 60 selected government secondary schools with examination centres on the Copperbelt province. Issues of accountability based on learner performance are key in secondary schools. It is on that premise that school leadership is judged and held accountable of its effectiveness and commitment. On the other hand, various stakeholders have the interest to see how school leadership influences learner performance through its practices. Therefore, this chapter presents the findings of the study on the role of school leadership in learner performance in secondary schools.

4.1 The Respondents

Of the 87 GRZ secondary schools in the population, only 60 secondary schools with grade 12 examination centre numbers were visited and therefore, only 60 head teachers participated

in the research, translating into 69% of the head teachers in Government secondary schools. The 27 (31 %) secondary schools could not be visited because they were not examination centres at the time of the study or had just been given the examination centre status. Similarly, only 60 (69%) of the identified guidance teachers participated in the study through the interviews to validate the data garnered from the head teachers. In addition, 600 pupils from school councils were interacted with in focus group discussions (FGD).

4.1.1 Attributes of the Respondents

4.1.1.1 Gender

For the head teachers, out of 60, 38 were female and 22 were male, while 42 guidance teachers out of 60 were female and 18 were male. There was gender parity between boys and girls too. From the data collected, it was found that there were more female administrators than male running secondary schools. Equally, the number of female guidance teachers was more than that of male. Graph 4.1 below clearly shows the differences.

Figure 4.1: Respondents by Gender
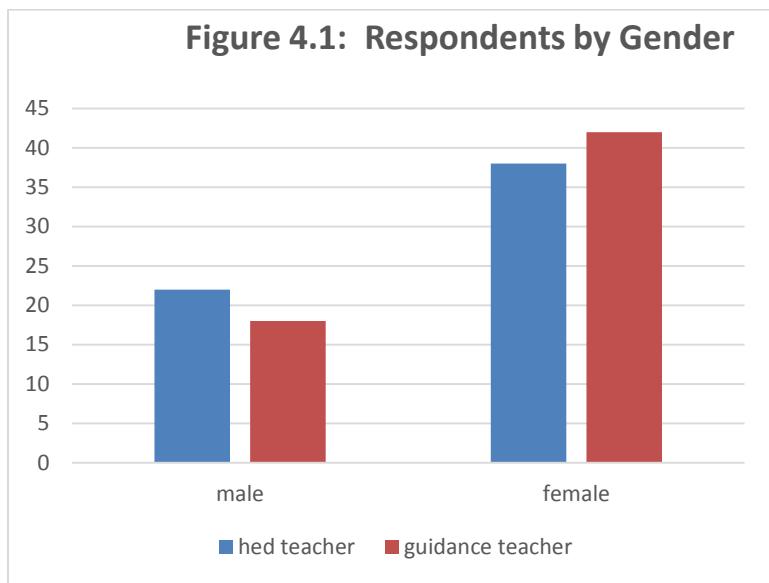
4.1.1.2 Age

Figure 4.2: Respondents' Age
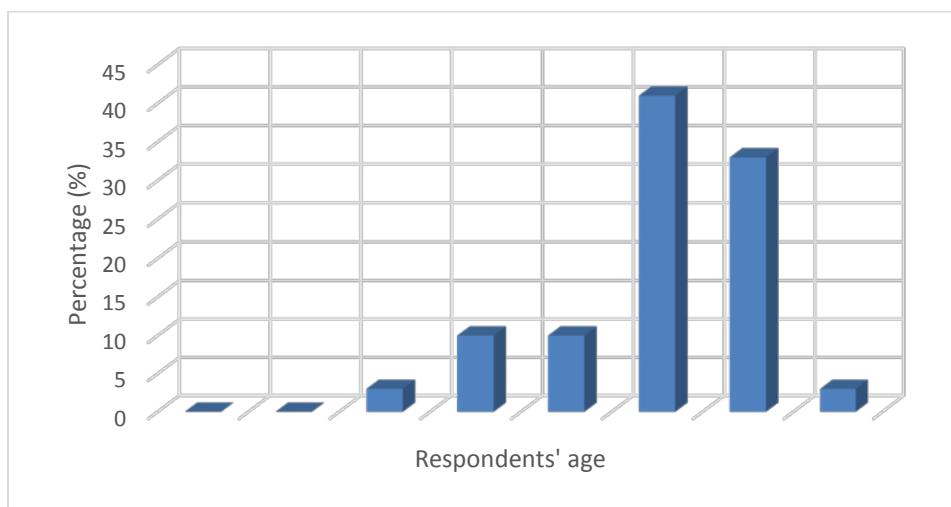
4.1.1.3 Education

Figure 4.3: Respondents' Qualifications
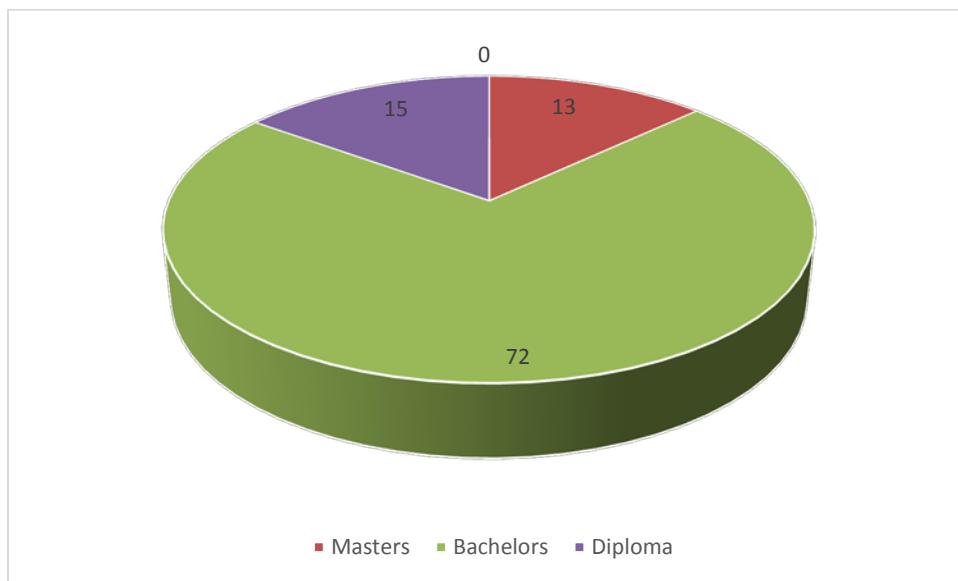
4.1.1.4 Length of Service

Table 4.1: Length of Service

RESPONSE	FREQUENCY	PERCENTAGE (%)
1 - 3	19	32
4 – 6	15	25
7 – 9	11	18
≥ 10	15	25
Total	60	100

4.2 Creating a School Culture

The role of school leadership in the learner performance at secondary school was found to be critical. In this study, a number of school leadership factors were examined and explored to establish how they related to learner performance. Some of the school cultural factors are presented below.

4.2.1 Vision, Mission Statement and Values

It was found that all the 60 (100%) schools that were visited in the study had their vision, mission statements and values displayed in the head teachers' offices and written on the billboards. Of the 60 head teachers who participated in the study as, 54 (90 %) claimed that school leadership was guided by the shared vision, mission and values to enhance learner performance; 2 (3.3%) of the head teachers indicated that they were not sure whether school leadership was guided by shared vision, mission and values to enhance learner performance and 4 (6.7%) of the head teachers indicated that no school leadership was guided by shared vision, mission and values to

enhance learner performance. Figure 4.3 on the next page shows a photography of the vision, mission, values and motto displayed in one of the headteacher's office.

Figure 4.4: Display of Vision, Mission, Values and Motto
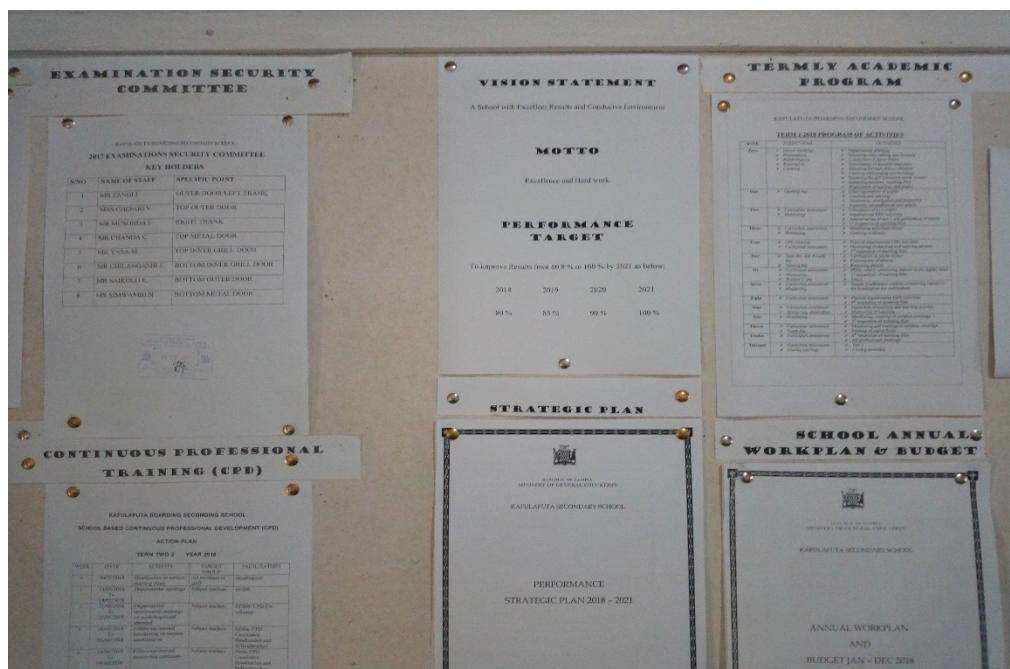
To confirm the claim that was made by some head teachers on the vision, mission and values, learners were engaged in the focus group discussions. Of the 600 learners, 80 (480) per cent claimed that the vision, mission statements and core values were not discussed or referred to during the implementation of the policies or programmes by the school leadership. Only 20

per cent of the learners confirmed that their head teachers referred them to the vision of the school and sometimes talked about the motto of the school. The figure below shows learners engaged in a focus group discussion.

Figure 4.5: Focus Group Discussion

4.2.2 Creating High Expectations of Learner Performance

Of the 60 head teachers who participated in the study, 36 (60%) indicated that they always informed learners what was expected of them. 17 (28.3%) head teachers indicated that they

often informed learners what was expected of them. On the other hand, 6 (10 %) of the respondents indicated that they rarely informed the learners what was expected of them and in the same way, 5 (8.3%) declined that they informed the learners what was expected of them. This was supported by learners during the focus group discussions to confirm the claim. Below were the findings: 70% of the learners who participated in the focus group discussion (FGD) claimed that they were informed by the guidance teachers, grade teachers and head teachers on the need to work hard. They were reminded about the performance of the other learners who either performed well or did not perform well in the previous examination year.

30% of the learners denied having heard school leadership talk about their performance. They were always reminded about paying school fees before writing the examinations or else their results would be withheld. The learners (30%) further said some teachers were not helpful but were fond of scolding and ridiculing the learners all the times they had lessons. They were called all sorts of names and labeled as 'nobody' and that

their parents or guardians were wasting resources on them. In some cases, according to some female respondents, they were told by school leadership that the best thing they could do was to get married. In case of boys, they were told to go to the bus stations to become 'call boys' (those boys who usher passengers to the board).

4.2.3 Forum with Learners on Performance

Of the 60 respondents (head teachers) who were asked whether school leadership shared with the learners on the individual performance, 32 (53.3%) indicated that they had always informed the learners, 18 (30%) respondents indicated that they often had informed the learners about what was needed to be done and 7 (11.7%) of the respondents indicated that they rarely informed the learners about what was needed to be done while 3 (5%) of the respondents indicated that they never informed learners about what was needed to be done.

Of the 60 secondary schools which were visited, it was found that learners at schools like Ndola technical, Luanshya boys

and Lufwanyama where learner performance was above 70 % had regularly interacted with the learners to inform them about their individual performance by the school leadership through the head teacher and guidance teachers.

4.2.4 Conducting School Assemblies

53 (88.3%) of the respondents indicated that school leadership conducted participatory assemblies regularly in order to promote learner performance; 2 (3.3%) of the respondents indicated that they were not sure whether school leadership conducted participatory assemblies regularly in order to promote learner performance or not and 5 (8.3%) of the respondents declined and revealed that school leadership never conducted participatory assemblies regularly which promoted learner performance.

However, secondary schools like Ndola Girls Technical and Temweni, learners confirmed that they attended assemblies every Monday morning. In addition, learners pointed out that they actively participated in the assemblies through singing, drama and poetry. The school council representative gave feedback to fellow learners on issues which were presented to

school authorities during assemblies and also were allowed to make announcements to fellow pupils.

4.2.5 Formulating School Rules and Regulations

47 (78.3%) of the respondents indicated that school leadership always asked learners to formulate school rules and regulations which enhanced learner performance, 9 (15%) of the respondents indicated that they often asked learners to formulate school rules and regulations which enhanced learner performance and 5 (8.3%) of the respondents indicated that they rarely asked them while 1 (1.7%) of the respondents indicated that they never asked them to formulate the school rules and regulations which enhanced learner performance. Quoting one of the head teachers on allowing learners to formulate rules, had this to say:

> Imwe mwebantu eico indiscipline ya fulila mu ma schools because we have compromised much. Where on earth do you ask a child to make rules? That is promoting anarchy in school. Some of the learners are coming from broken homes where parents care less to guide them. They need to be guided by rules formulated by the school authorities.

4.2.6 Promoting Counseling and Guidance Activities

18 (30%) of the respondents strongly agreed that school leadership conducted counseling and guidance sessions to learners regularly; 33 (55%) of the respondents agreed that school leadership conducted counseling and guidance session to learners regularly and on the other hand, 6 (10%) of the respondents disagreed that school leadership conducted counseling and guidance sessions regularly while 3 (5%) of the respondents strongly disagreed that school leadership conducted counseling and guidance sessions regularly.

Some learners who were interviewed confirmed that they had strong guidance at their school. At Ndola Girls, Hellen Kaunda and Kitwe Boys there was some evidence of guidance and counselling activities. The schedules and reports were available.

Figure 4.6 on the next page shows one of the focus groups which was interviewed in one of the secondary schools which

indicated that there was strong evidence of guidance and counselling activities.

Figure 4.6: A focus Group of Learners

4.2.7 Using policies to make Informed Decision

47 (78.3%) of the respondents agreed that school leadership used the school policies to make decision to enhance learner performance, 11 (18.3%) of the head teachers indicated that they were not sure whether school leadership guided learners by well spelt out school policies while 2 (3.3%) of the respondents declined that school leadership did not use school policies to guide learners toward high performance.

When the researcher interacted with learners from Luanshya Boys secondary school, the learners highly praised their head teacher for the clear direction that he provided. This was what some of the learners said,

> Our head teacher is serious with what he does at this school. He has changed a lot of this things. For instance, if you come in at school even slightly after seven hours, you will find that the gate is locked. He has stationed guards at the gate throughout the week every day. If you go to complain to him, he will tell you or your parent that that is a school policy. Abide by it or you leave the school. We just love that because it affects everyone in school.

4.3 Calendar of Educational Programmes

For the school leadership to fulfill their role in learner performance, they have to follow a well-planned schedule of activities. Learners are expected to be guided through the course of learning for them to meet the expectations set for them. This could be among the positive leadership practices that are used to guide learners to achieve their goals. This is in line with the path-goal theory where school leadership sets and defines the path clearly for the learners.

4.3.1 Developing Calendar of Educational Programmes

42 (70%) of the total respondents agreed that school leadership had a well-planned calendar of educational programmes which supported learner performance; 7 (11.7%) of the respondents indicated that they were not sure that school leadership had a well-planned calendar of educational programmes which supported learner performance while 11 (18.3%) of the respondents declined that school leadership had a well-planned calendar of educational programmes which supported learner performance.

4.3.2 Developing Timetables for Remedial Work

18 (30 %) indicated that school leadership always prepared the timetable for remedial work to help learners who were struggling in their performance; 22 (36.7 %) of the respondents indicated school leadership often prepared the timetable for remedial work to help the learners who were struggling in their performance and 14 (23.3%) of the respondents indicated that school leadership rarely prepared the timetable for remedial work to help the learners who were struggling in their performance while 4 (6.7 %) of the head teachers indicated

school leadership never prepared the timetable for remedial work to help learners who were struggling in their performance.

4.3.3 Formulating Timetables for Compulsory Learner Study

33 (55%) strongly agreed that their school had a timetable for compulsory study for all learners in the school; 16 (26.7%) of the respondents agreed that their school had a timetable for compulsory study for learners in school; 6 (10%) of the respondents disagreed that their school had no timetable for compulsory study for learners while 5 (8.3%) strongly disagreed that schools had no timetable for compulsory study for learners.

Some schools like Mushili and Chiwala Secondary, learners admitted that they had no compulsory study timetable because there was adequate space in school for study. In their own words, this was what they said:

> we study in our dormitories or when classrooms are not in use at different times. Sometimes, we go in the nearby bush when you no teacher during that period.

4.3.4 Setting Open Days

50 (83.3%) of the respondents strongly agreed that school leadership held open days with stakeholders to share information and awarded learners who performed well; 3 (5%) of the respondents agreed that school leadership held open days with stakeholders to share information and awarded learners who performed well while on the other hand, 7 (11.7%) of the respondents strongly disagreed that school leadership held open days with stakeholders to share information and awarded learners who performed well. There was a correlation between the views of head teachers and those of the learners on the significance of the Open Day. Learners who participated in the FGD had the following views:

> The School Open Day was significant and was a day when parents met with teachers and school leadership to discuss the performance of the learners. They further indicated that the school open day was a platform where parents/guardians and school leadership exchanged information regarding the behaviour, performance and either strengths or weaknesses of the learners. They also pointed out that during those meetings, parents raised various issues among them, the remedies and interventions required to address low performance of learners. School Open Day was considered important by all discussants because it was a day when some hard-working learners and teachers were awarded accordingly as a way of motivation.

4.3.5 Conducting School Based Continuing Professional Development (SBCPD)

31 (51.7%) of the respondents strongly agreed that school leadership conducted school based continuing professional development regularly to sharpen teachers' skills; 24 (40%) of the respondents agreed that school leadership conducted SBCPD regularly to sharpen teachers' skills and on the other hand, 5 (8.3%) of the respondents strongly disagreed that school leadership conducted SBCPD regularly to sharpen teachers' skills.

4.3.6 Conducting Educational Talks

48 (80%) indicated that school leadership invited various experts to provide educational talks to learners to enhance learner performance; 9 (15%) indicated that they were not sure whether school leadership invited various experts to provide educational talks to enhance learner performance or not while 3 (5%) declined that school leadership invited various experts to provide educational talks to learners to enhance learner performance.

4.3.7 Engaging Parents to Enhance Learner Performance

21 (35%) indicated that school leadership always engaged learners' parents on the poor performance of their children; 31 (51.7 %) of the respondents indicated that school leadership often engaged the learners' parents on the poor performance of their children and 6 (10 %) of the respondents indicated school leadership rarely engaged the learners' parents on their poor performance whereas 2 (3.3 %) of the respondents pointed out that school leadership never engaged learners' parents on their poor performance.

4.4 Learner Performance Trends

60 guidance teachers were interviewed using a schedule in appendix 4. Below is a summary of the findings. The graph below shows the performance of the province at Grade 12 for the past six years.

Figure 4.8: Performance of Learners at Grade 12
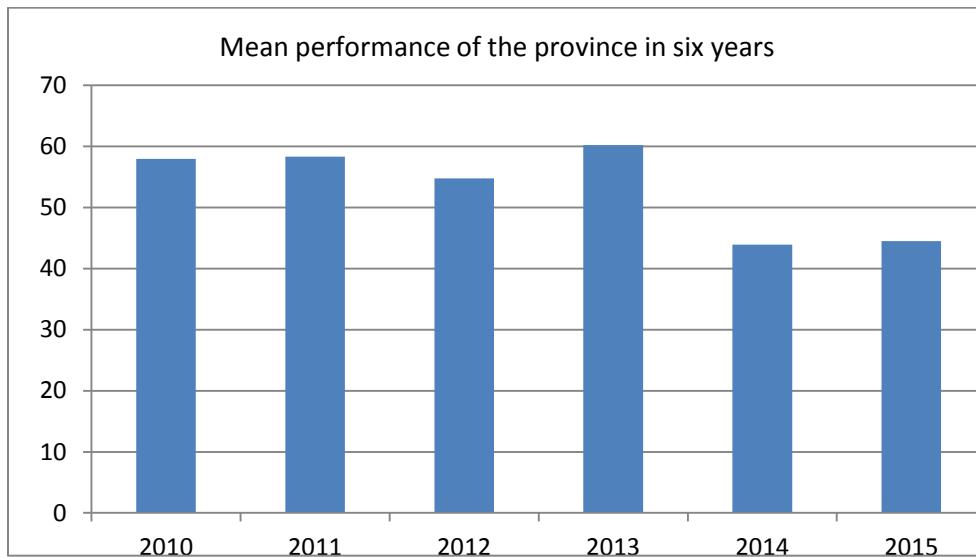
On the performance of secondary schools in the province, out of the 60 guidance teachers interviewed, 45 (75%) indicated that the performance of the learners in their schools was on the decline, 10 (16.7%) indicated that the performance of the learners in their schools was average and 5 (8.3%) of the respondents pointed out that the performance of the learners in their schools was above average.

4.5 Learner Performance Improvement Strategies

A variety of responses were given. 52 (86.7%) of the interviewees indicated that school leadership enhanced learner performance at school level by providing teaching and learning

materials, drawing programmes and plans of work for the term and ensuring that there was effective attendance by both pupils and teachers to classes (lessons). Other 8 (13.3%) of the respondents indicated that school leadership ensured that there was effective internal monitoring and regular supervision of conduct of continuous assessment tests.

4.5.1 Creating Academic Committees

39.2% of the respondents strongly agreed that school leadership had created academic committees which reviewed the performance of the learners; 43.0% of the respondents agreed that school leadership had created academic committees which reviewed the performance of the learners; 9.8% of the head teachers disagreed that schools had created academic committees which reviewed the performance of learners while 3.9% of the respondents strongly disagreed school leadership had created academic committees which reviewed the performance of learners. This was also supported by guidance teachers. Their responses revealed the following:

To confirm the claim alluded to by head teachers, of the 60 guidance teachers interviewed, all of them (100%) indicated that their schools had formed the performance academic committees. However, the composition of the committees and their functions varied from school to school. 48 (80%) indicated that the composition of the committee members was dependent on the needs of the school, 9 (15%) of the respondents indicated that the committees consisted of the deputy head teacher, guidance teachers and heads of departments and 3 (5%) indicated that apart from the deputy head teachers, guidance teachers and HODs, School Council representatives (learners) were members of the performance academic committees.

4.5.2 Tracking Learner Performance

Only 33 (55%) indicated that school leadership had devised a programme to engage stakeholders to track learner performance while 9 (15%) indicated that they were not sure whether school leadership had devised a programme to engage other stakeholders to track learner performance or not and 18 (30%) disagreed that school leadership had devised a

programme to engage other stakeholders to track learner performance.

4.5.3. Enhancing Homework Policy

31 (51.7%) strongly agreed that schools had a homework policy at every level; 26 (43.3%) of the respondents mildly agreed that schools had a homework policy at every level whereas 3 (5%) strongly disagreed that schools had a homework policy at all levels.

4.5.4 Enhancing Policy on Absenteeism

18 (30%) strongly agreed that school leadership had formulated a policy on learners who absconded from class; 25 (41.7%) of the respondents agreed that school leadership had formulated a policy on learners who absconded from classes and 10 (16.7%) of the respondents disagreed that school leadership had formulated a policy on learners who absconded from classes and 7 (11.7%) of the respondents strongly disagreed that school leadership had formulated a policy on learners who absconded from classes.

Some learners who were interviewed during the focus group discussion confirmed that their school (Luanshya Boys, Kafulafuta and Kitwe Boys) had introduced a period register which was kept by a learner (council representative). The teachers were made to sign the register after teaching.

4.5.5 Procuring Teaching-Learning Materials

46 (76.7%) of the respondents agreed that school leadership procured education materials regularly to enhance learner performance; 6 (10%) of the respondents indicated that they were not sure whether school leadership procured education materials regularly to support learner performance and 8 (13.3%) of the respondents disagreed that school leaders procured educational materials regularly to enhance learner performance.

In schools like Malela and Nkana, learners claimed that they had few learning materials especially textbooks. They further said that they depended on the notes given by the teachers. When the school authorities were approached by the learners,

they promised that the school was going to procure the textbook after attending to other priority areas.

4.5.6 Developing Strategic Plans to enhance Learner Performance

30 (50.0%) strongly agreed that there was a clearly defined strategic plan on learner performance; 25 (41.7%) of them agreed with reservation that there was a clearly defined strategic plan on learner performance and 2 (3.3%) of the respondents disagreed that there was a clearly defined strategic plan on learner performance while 3 (5 %) strongly disagreed that there was a clearly defined strategic plan on learner performance.

4.5.7 Setting Targets to enhance Learner Performance

The findings revealed that 30 (50 %) of the guidance teachers indicated that school leadership always set targets for the learners to enhance performance, while 5 (8.3 %) of the guidance teachers indicated that school leadership never. On the other hand, 25 (41.7 %) of the guidance teachers indicated

that school leadership rarely set targets for the learners to track their performance.

4.5.8 Providing Feedback to enhance Learner Performance

31 (56.7%)of the respondents indicated that school leadership always provided feedback to the learners on their ability to meet set targets; 25 (43.0%) of the respondents indicated that school leadership often provided feedback to the learners on their ability to meet set targets; whereas 3 (5.9%) of the respondents indicated that school leadership rarely provided feedback to the learners on their ability to meet set targets and 2 (1.9%)of the respondents indicated that school leadership never provided feedback to the learners on their ability to meet the set targets.

While 56.7 % of the head teachers interviewed claimed that learners were informed on the needed performance targets, the learners dispelled this during the focus group discussion (FGD). 93% of the learners involved in the Focus Group Discussion denied knowing the targets set by school leadership for them to attain. Generally, 56.7 % of the school

leadership indicated that they wanted the learners to work hard and perform better than the previous intake. The learners indicated that they were not told of the exact expectation of the school.

There seemed to be a communication gap between learners and school leadership especially in schools where school leadership indicated that they set the targets for the learners. The targets were just shared with teachers as a goal for them to attain and consider for an award during Teacher's Day.

4.5.9 Using Assessment Data to Promote Learner Performance

The findings indicated that 49 (81.7%) of the head teachers strongly agreed that school leadership used the end of term test (continuous assessment) for classification; 9 (15%) of the respondents agreed that school leadership used the end of term test for classification while 2 (3.3%) strongly disagreed.

Although 49 % of the head teachers interviewed answered in the affirmative on the utilisation of data collected on assessment, learners in the focus group discussions indicated

that continuous assessments in schools were not well coordinated. Some teachers used continuous assessments or tests as a way of filling up the gap when they had nothing to teach while others used them to mark the end of the topic. Most of the question items were very basic and were not at the level of the final examinations. (When the researcher checked on the questions they were found to address only the knowledge level in the cognitive domain (Bloom's Taxonomy). They could not address the higher order thinking skills). 80 % of the learners observed that the tests were not harmonised within the school and different classes of the same grade wrote different tests.

In 20 % of the schools visited, it was observed that learners appreciated the conduct and administration of tests (or continuous assessments). They pointed out that tests were valuable and well-coordinated. For example, at school Kitwe Boys, the results were used by school leadership for decision making especially when classifying and determining which learners needed support. In some cases, according to the

respondents, the results were used to engage their parents or guardians on the state of affairs.

However, less than 30 per cent of public secondary schools have established counseling and guidance departments where learners receive support in terms psychosocial and learning difficulties. The absence of this department in secondary schools had exacerbated many challenges which pupils face especially in making decisions when it came to choosing a career pathway or subject combinations.

4.5.10 Monitoring Learner Performance

33 (55 %) strongly agreed that the school leadership had an established plan for monitoring learner performance; 22 (36.7 %) of the respondents agreed that school leadership had an established plan for monitoring learner performance while 5 (8.3%) of the respondents strongly disagreed that school leadership had an established plan for monitoring learners' performance.

When some guidance teachers were asked to clarify on the method and instruments the school leadership was using to

monitor learner performance, some indicated that they were using the auditing method to check on the amount of work done through the syllabus coverage and others indicated that they were checking the work done by pupils in their exercise books.

4.6 General Views by Learners

Nearly 94% of the learners who were interacted with in the focus group meetings asserted that school leadership was very important. They indicated that it was significant because it provided direction and focus, monitored and supervised learning. Some learners pointed out that school leadership conducted assemblies regularly and that during assemblies, learners were encouraged to study hard. Learners were quick enough to indicate that school leadership created conducive learning environments by ensuring that libraries were well-stocked with latest books, laboratories were furnished and good programmes were introduced in schools.

However, other learners (6%) bemoaned the hostility of school leadership. They claimed that it was a barrier to what they

wanted to achieve. Some learners lamented that some school leadership introduced school fees and put up a lot of demands which were not in the best interest of the learners. In most cases, learners were disadvantaged and at the same time discouraged because they felt they were not cared for.

On one hand, some learners in the Focus Group Discussions indicated that some school leaderships ensured that teachers attended to their classes always. Some respondents reported that through the grade teachers or link teachers, learners were able to share their grievances with the school administration and resolved the outstanding cases. Quoting one learner who said, "We usually have meetings with our link teacher to share our challenges we are encountering in class."

However, on the other hand, some learners indicated that some teachers were lazy and liked telling stories in class instead of teaching. They bragged about their achievement and told learners that whether they had taught or not they were assured of a salary. In addition, some learners said that some teachers had favourites in class and always tended to praise the so-called *intelligent learners*.

Other discussants claimed that teachers were fond of writing notes on the board which were not summarised nor explained. They further said that some girls were molested and disturbed in one way or another through some derogatory remarks like *you are a mother, just go and breast feed your baby*. They also pointed out that some teachers did not allow the learners to ask questions but were told to go to the library to do some research.

Most of the learners claimed that some teachers liked sitting in the staffroom to watch television instead of going to class to teach. It was also revealed that some teachers told the learners that they only had to teach 30% of the syllabus and 70% was for the learners to research. Therefore, "we don't finish the syllabus for that reason," bemoaned one learner.

In some cases, some respondents pointed out that in their school, the school leadership was not visible or available to assist the learners with challenges and they were not sure whether the guidance teachers were available in schools and what their role was. In addition, some respondents claimed that when the report was taken to the head teacher, deputy

head teacher or grade teacher, they would ask them to produce proof or a learner would be told off and called a liar. In the words of one of the respondents: "mulefwaya fye ukulamweneshamo ba teacher (you just want to be embarrassing teachers)!"

The majority (98%) of the learners who were interviewed in the discussion indicated that their schools did not have adequate textbooks. Only two schools indicated that they had well established and stocked libraries. The respondents argued that learners just organised their own textbooks and schools had few textbooks to go around all pupils or to be shared adequately among the learners. They further pointed out that some textbooks like science and mathematics were not easily found and depended on the notes from the teachers. One of them said, "Once you miss the lesson, then you have nothing to read."

Some teachers, observed the learners, were fond of asking learners to go to the internet café to research. However, some

respondents highlighted some challenges they were encountering at the internet café such as inadequate computers. In addition, learners reported that there was a cost to using the library outside the school and many of them had obsolete books. The learners observed that the few textbooks which were found in schools were under key and lock in the storerooms and mostly, were given to their favourite learners depending on how well one was connected to the teachers.

The other notable factor that made a difference in the way school leadership enhanced learner performance was that only less than 30 per cent of school leaders had attended the Educational Leadership Course or any related programme. The majority were running their schools on trial and error or something like 'job on training'. Issues of school organisation were done in a haphazard manner. No records to show the learner activities and strategies on how they intended to improve learner performance.

4.7 Conclusion

By and large, the views from all the respondents provided a perspective to understand the relationship between school leadership and learner performance. In addition, the common leadership practices in secondary schools which contributed to either positive or negative performance of the learners were highlighted as observed from selected schools in the sampled population. Suffice to mention that learner performance is a product or a functional variable of school leadership in a school environment. The form of school leadership, however, varied from one school to another, depending on the individuals who were holding positions of leadership and the locality of the school.

The next chapter presents the discussion of the findings in which summaries and conclusions would mark the epic of the study. Recommendations and suggested topics for further study have been suggested as well.

CHAPTER FIVE

DISCUSSION OF THE RESEARCH FINDINGS AND ANALYSIS

5.0 Introduction

This chapter discusses the research findings and analyses according to the set objectives indicated in chapter one and the data that were collected. It delves into the relationship between school leadership and learner performance in secondary schools. In addition, it analyses the effect of school leadership practices, skills and styles on learner performance. The chapter highlights some of the gaps that were noticed during the study in some identified secondary schools.

5.1 The Relationship between School Leadership and Learner Performance in Secondary Schools.

In this study, it has been found that learner performance depends on school leadership and it was established that

learners performed well where school leadership was strong. From the assessment, it was evidently clear that the type of school leadership influenced parents to choose a school where they wanted their children to go when considering a school of choice. In the same way, Hoy and Miskel (2008, p.468) in the literature review indicated that "leaders are very important because they serve as anchors, provide guidance... and responsible...." As already indicated above, it was established that many schools where learners performed extremely well were schools where leadership was strong. It was also found that in schools which had learners performing higher, school leaders had put in place a lot of interventions to support learner performance. However, one notable fact is that leadership in secondary schools is not a simple process, but it is a complex one. It was also observed that effective school leadership was a symbolic and cultural one which gave hope to learners and other stakeholders.

It is a known fact that external monitors and other stakeholders use learner performance to hold school leadership accountable. In the secondary schools with a

consideration of the open social systems model, learner performance is considered as an output indicator. It is dependent on the effectiveness of the school leadership. From the review of the literature, it was equally noted that accountability systems focus on the performance outcomes as determined from data collected and reported school by school (Fuhrman,1999). Besides the foregone mentioned considerations, it was found that good learner performance was the ultimate goal for leadership in secondary schools where learners performed well. In this regard, school leadership matters and shapes the ultimate goal in learner performance.

The study also established that for the learners to perform well, the school must have effective leadership which is inspirational, motivational and able to stimulate the learners intellectually through various strategies and programmes. In fact, when the study findings were analysed, it was found to be consistent with Graffin (2005) and Kotter (1999)'s proposition on school leadership. Therefore, where learner performance

was enhanced, it was found that school leadership had devised the following strategies:

5.1.1   Developed a vision, mission and theory of change in the school,

5.1.2   Realigned the learners' activities to the school vision,

5.1.3   Inspired learners to embrace the positive change aimed at improving performance, and

5.1.4   Oriented learners to follow the set direction.

Though from the findings school leaders claimed to have developed the school vision, mission statement and theory of change and core values, it was still found that there was a challenge with implementation or actualisation. There was an execution gap in many schools. School leadership and the learners were failing to fulfill what the vision, mission and values stated to enhance learner performance. In addition, these elements were not in line with the aspiration of learner performance. Contrary to Barna (2009, p.12)'s assertion that "leadership is motivating, mobilising, resourcing and directing people to pursue a shared vision that produces positive transformation;" however, many school leaders in real practice

were not fulfilling the assertion. In actual sense, it was found that most of the school leaders were still struggling to appreciate the significance of the vision, mission and values to transform the performance of learners.

Evidently, it was noted that the execution gap was as a result of inability by some school leaders to share the intention and information with the learners and failure to devise practical strategies in relation to the learner performance. From this study, it was clearly observed that few school leaders had the capacity to engage and influence learners towards meaningful learning and produce expected learner performance. Nonetheless, it was also noted that few school leaders were trained in Educational Leadership and Management. Most of them had done other courses not related to school leadership, hence had challenges to apply leadership skills to guide learners to perform as expected.

Similarly, Fox (2006, p.204) observes that "performance depends on the motivation and ability of individuals." The most important factor is for the school leadership to

understand the source of true motivate on and the how the learners can be intrinsically motivated to work hard. As discussed in the literature review, it was noted that some school leaders in some secondary schools were trying to motivate the learners by giving those who were outstanding incentives. It was also revealed that the learners were informed on their performance so that their focus was not wavered and this resulted in developing high confidence of motivation to achieve the set goals. Looking at the school as an open social system, it is important for the leader to establish the belief system and values which the learners bring with them from home and how school leadership can either strengthen them or discourage negatives belief system and values which impact on the learner performance negatively.

To improve learner performance in some secondary schools, it was found that some school leaders were moved on transfers from one school to the other according the ability and previous records of performance. This trend is common in football circles and private organisation where emphasis is based on performance of the team. The contract to the leader is based

on performance or meeting certain milestones. From the general point of view, when head teachers are changed and bring in new ones, there is a noticeable improvement in the performance of the learners. As the old adage says, "though the old broom knows all the corners, the new broom sweeps better than the old one." The claim is usually attributed to the strategies the new school leadership employs to improve learner performance in order to change the status quo. To justify the reason to transfer school leadership, the *power be* pointed out that the attitude of '***business as usual'*** was the mentality that was negatively affecting the learner performance when school leadership stayed in one place for a long time and created the comfort zone.

From the school leadership's perspective, it was revealed that the first thing to do to improve learner performance when one takes over a failing school or when learners are struggling, is to create a child friendly environment. This assertion is in line with Covey (2014, p.66)'s proposed analogy.

> If students are taught effective habits but are then placed into a defective habitat (culture), one that is unfriendly, unsafe, or where they do not feel valued, they cannot be expected to fully develop their newly learned habits, or

> improve their academics. It is like taking a world class seed, planting it in toxic soil, and expecting it to blossom to its full potential. It will not happen.

A point worth to mention here is that the improvement in learner performance in most schools was a result of the measures the school leadership put in place like remedial work. It was found that remediation programmes were designed to embrace all the learners with various learning challenges which hindered their performance. Actually, it was found that most of the learners who were coming from basic schools were not able to read fluently and write clearly. This was contributing to the challenges in learner performance generally. Therefore, as already alluded to in the previous chapter, some school leaders had introduced some strategies like repeat policy and catch up to improve learner performance. As Myles (2012) correctly observes, "everything rises and falls on leadership." On this premise, School leadership was found to have a bearing on learner performance. Though Leithwood (2004) observed that leadership was secondary to the class teacher, it was pointed out to a large extent, that leadership had an influence over these other factors. Normally, a class teacher works under the

influence of a school leader in order to achieve the desirable results and considering the ecology of leadership (Senge, 2006), a class teacher is part of school leadership and exerts direct influence on learner performance. As Yukl (2012) observes, "influence is the essence of leadership." Indeed, the school leader must have the capacity to influence change of the learner performance and set a new target.

Suffice to mention that in schools where learner performance was very good, as it was the case in some sample schools, effective school leadership were found to have created a framework by developing goals which were focused on learner performance. All the educational programmes and activities were aligned with the expected results. Similar revelation from the literature review by Brighouse and Woods (2003, p.291) was highlighted that "good school leaders have developed quality maps so that they are aware of the systems, procedures and accountabilities mapped out across the academic year." This was normally the case where school leadership had developed the strategic plan with clear strategies, targets and goals aligned with results.

Relating the research findings with the literature review, it was established that school leadership in schools where learners were performing high, had prioritised goals (Bossert, 1988). Henceforth, it was realised that goals were critical for enhancing learner performance and had major effects on the development of self-efficacy and confidence in learners. Second, it was also established that goals should be specific, rather than "do your best," which must easily be attained other than "do your best." Third, goals should be challenging, even for special education learners though not so high that the goal is seen as unattainable.

On the other hand, in low performing schools as it was pointed out in the previous chapter, the school leaders struggled to develop SMART goals for learner performance. In actual sense, head teachers, guidance teachers and learners failed to translate goals into action to enhance learner performance. In fact, Covey (2014, p.114) upholds the path-goal theory that "learners must be able to see a pathway to attaining a challenging goal-which can include strategies for

understanding the goal and implementation plans to attain it."

In the path-goal theory, the guidance is explicit that the leader must set the path clear for the learner by defining the goals, clarifying the goals, removing any obstacle and providing the support that the learners require to attain the goal. As already indicated, many schools which were visited had an execution gap and did not put in place the implementation plan to enhance learner performance. In most cases, decisions were made haphazardly, impulsive and were not guided by any plan. Contrary, Murray (2012, p.56) asserts that

> To be able to make decisions, people need to know what they are trying to achieve (commander's intent: what is our mission), people need to know exactly what values and beliefs should be applied to those decisions (operating envelope). They need to know what the ...goals are, what the picture of success is, in order to be able to make the right decisions.

Therefore, decision making, which is a thread connecting school leadership and learners, must be consistent with the vision and must not leave any learner behind. In some schools where learners were performing well, it was found that learners were highly inspired as they were involved in decisions by the school leaders and that made them feel part

of what was happening in school. The researcher experienced a situation where learners were involved in decision making in some secondary schools through student councils. They tended to own their decisions especially when they were involved in the process. What was missing in most schools regarding learner performance was what Covey (2014, p.108) deduced as critical and that is, the learner-level involvement in decision making was in line with the classroom activities such setting important goals, translating goals into meaningful action steps, keeping scoreboards and establishing a cadence of accountability.

Generally, it was observed that the issue of setting learner performance targets in the classroom was not highly regarded. In an ideal situation, the learners were supposed to be taught to set their own goals in class and after the assessment, they were supposed to aggregate to establish their standing in their class and school as a whole (self-assessment). In agreement, Leithwood (2004) in the literature review also echoed on the issue of setting direction and setting the goal as important elements of leadership in enhancing learner performance.

Evidently, it was observed that very few school leaders were implementing what was reflecting in their plans. Some school leaders appeared to have little understanding on what was required to raise learner performance. As Senge (2006, p.12) points out "vision without systems thinking ends up painting lovely pictures of the future with no deep understanding of the forces that must be mastered to move from here to there." It.is sowing the seed of vision in a hostile environment or harsh soil.

What was observed when the selected secondary schools were visited was that many school leaders had information written on the billboards and notice boards in the head teacher's office indicating the intentions and direction the school leadership intended to go (figure 4.3). However, it was clearly seen that very few leaders had translated them into action steps.

Generally speaking, mottos such as hard work and perseverance, service above self are found well inscribed but, the gap is that the information is not adequately shared with learners. In addition, the goals or information is not usually

related to learner performance. However, it is important to note that the schools that have truly excelled in learner performance are those schools that have discovered how to tap learners' commitment and their capacity to learn and participate in all academic affairs.

As Gibson at el (2012, p.291) observe in the literature review, "Great leaders have one thing in common; they realise having a vision is not enough to achieve the kind of ideas." Therefore, school leadership needs to engage the learners often to share the vision and intention of the school in terms of individual learner performance. What was not very clear among the schools where learners were not performing well was whether the school leadership had or not established and measured commitment of the learners.

The lesson that can be drawn from above is that good learner performance is produced by deliberate hard work and that performance should not be left to chance. In schools where learners were performing very well such as Ndola Girls Technical and Luanshya Boys' Secondary Schools, school

leaders held learners accountable and developed the records of each learner's performance. Equally, parents held school leadership accountable of the performance of the learners. The school leadership promoted strong school guidance and counselling to help the learners cope with the academic pressure and challenges.

Similar to what was observed at Ndola Girls Technical and Luanshya Boys Secondary Schools, Brighouse and Woods (2013) in the literature review assert that "good schools have developed quality assurance maps so that leaders are aware of the systems, procedures and accountabilities mapped out across the academic year."

One important fact which should be appreciated about leadership in learner performance relating to accountability is that it is a two-way encounter, that is, between the learner and the school leader. To analyse learner performance, school leader should look at individual learner targets whether they being achieved or not. As the adage says, "goals should be stars to steer by, not sticks with which to beat the learners." Therefore, in this context, accountability must be viewed as a

process that should motivate learners but not as a demeanor. It is supposed to be considered as a positive opportunity to review progress and express confidence in learners. It is also an opportunity to reconsider goals or refine action steps.

However, from the literature review, Depree (1989, p.60) observes "Leadership as a posture of indebtedness."   In practice, this is one element in a number of secondary schools which was elusive. Leadership is supposed to be considered as a service, an assignment and responsibility. It is not about a position, title or rank. When leadership is considered as a position or title, silos are created and the spirit of blame is at play.   Authentic school leaders show what they are doing to improve learner performance. Leadership is about the responsibilities and service rendered to learners and other stakeholders in improving learner performance. The conviction of the researcher is that school leadership must be felt and give the sense of comfort and assurance to the learner. It must provide sense of security and create an enabling learning environment to all the learners. In other words, as a matter of

emphasis as Yukl (2012) observes, "influence is the essence of leadership."

Notably, the level of shared commitment to ideas, values, and goals as indicated in their statements in some schools was found amiss. In those schools where performance was below par, learners were left on autopilot mode where there were no interventions put in place to improve their performance. Some school leaders were using wrong methods of solving problems to address learner performance malaise. Punishing learners during lessons, sending them back whenever they reported to school late and asking the learners to wait outside until the lesson at that particular time is taught. Other secondary schools like Kitwe boys and Malela secondary schools had introduced a repeat policy. However, this strategy was observed to have had its own challenges specially to parents who were economically humble to raise money to pay school fees again. Using such types of punishment perpetuate a gap in learners attaining the desired results. However, what was missing in those schools on the part of leadership was commitment. From the literature review, Argyris (2000, p.40)

asserts that "commitment is enhanced when someone else defines objectives, goals and steps to be taken to reach them..." it is critical to realise that commitment is about involvement. Where there is no involvement there is no commitment. Learner performance is not a passive action, it requires active actions.

On this account, Fullan (2000, p.3)'s observation still stands valid to such school leadership that "leadership is not to mobilise people to solve problems we already know how to solve, but to let them confront problems that have never yet been successfully addressed." In this context, learner performance is supposed to be regarded a situation that has its own dynamics and therefore, it requires the school leadership to conduct regular reviews and conduct action research study to establish reasons why learner performance was low. A question always on the minds of leaders should be how can they improve learner performance in schools where learners were struggling regardless of all the provisions. From this perspective, Albert Einstein warns that we cannot solve our problems with the same level of thinking that created

those problems (Covey, 2014). Therefore, it follows that school leaders need to appreciate that when their actions have consequences beyond their learning horizon, the situation becomes impossible to learn from their direct experience (Senge, 2006).

A common trend among school leaders is that they do not spend enough time to discuss issues with learners and are not available to address learner-centred issues. When the learners were asked during the FGD, they indicated that they did not have meetings with the head teacher, the deputy head teacher or guidance teachers. One of the participants even exclaimed: "Do I even know the head teacher of this school!" The other one said, "The only time I met the head teacher was the time he was reminding us about paying school fees." This was contradictory to the claim most head teachers made that they were meeting the learners regularly. One thing we should learn from the whole process is that involving learners in school activities such as setting goals, tracking their performance, identifying challenges topics and the right methods of teaching, can greatly improve learner performance.

Similarly, Murray (2012, p.183) in his study on leadership, interviewed 54 leaders to establish what was most significant in an organisation. He found that 12 percent of the respondents indicated that leadership was expected to be visible, constantly on the road, engaging with learners in an ongoing conversation of improving performance. Worth noting, School leaders have to find ways of making themselves more visible to learners and ensuring that every learner across the school hears what they have got to say as they were a role model. As Kochhar (2006, p.125) puts it, the principal is that major component of school leadership on whose ability and skill, personality and professional competence will largely determine the tone and efficiency of the school." And, therefore, the school leadership is expected to be accessible, visible and available to the learners.

To compare the schools where the learners generally performed well and where they struggled, it was established that school leaders were usually out of station and not easily reached. Leaders are expected to connect themselves to the learners and inspire the learners to work hard to improve their performance; hence, it calls for great commitment on the part

of school leadership. The gap that was observed in some schools during the study was that many school leaders were stuck to their offices and had created a rift between learners and themselves. They were not aware of what was happening in their schools and did over delegate issues of learner supervision. School leaders are urged to be aware of their role and contribution to the performance of a learner.

However, school leaders must realise that improvement of performance is dependent on their personal involvement and creativity. At this point, it is worth to note that the relationship between school leadership and learner performance cannot be overemphasized. School leadership controls the environment, the mood of the learners and teachers and enhances high learner performance.

5.2 School Leadership Practices in Learner Performance

School leadership, generally, has been the focus of intense scrutiny in all secondary schools by various stakeholders in the recent past because of the high expectations in terms of

delivery (Gezi, 1990). This claim was clear also in this study where other stakeholders wanted to know what had gone wrong to schools in the province which was known to perform better. Murray (2012, p.151) also augmented to the fact that "leaders are being watched all the time." To change this trend, school leaders are encouraged to participate in meetings to share the good practices between schools with learners performing well and those that are at the end tail of performance. In these meetings, participates are expected to conduct reviews of the learner performance in line with the strategies they have introduced in their school which are aimed to enhance learner performance. The other best practice is that during these meetings, school leaders are expected to be held accountable for the dismal performance of the learners and those schools where learners performed well are expected to be given incentives. The schools are encouraged to be twined so that they could continue to learn from each other.

In the light of the above, school leaders were expected to be effective and magnanimous in the way they were guiding the learners towards good performance. Normally, school leadership implements some good practices like local policies

and programmes developed to enhance quality learner performance. In some cases, as it was found that some school leadership involved learners to award teachers who satisfied the learners' learning needs. This is a school culture or practice which leadership had established to encourage learners to participate in improving performance. In this context, Ouch (1981, p.41) observes that "school culture manifests itself in symbols, ceremonies and myths that communicate the underlying values and beliefs of that organisation."

In other schools, where learners were struggling academically like Mahatma Ghandi (Mushili Secondary School), it was observed that little effort by school leadership was applied in documenting learner performance and even developing local policies. As it was already alluded to, punishing learners who were academically struggling was not a good practice to motivate learners. It was negative and affected learners psychologically. It was not a sustainable solution to promote learner performance in those schools. In the other remaining secondary schools which had not designed the learner

performance improvement strategic plans, it was found to be difficult to account for what they were implementing in regard to learner performance and even to see where they were attempting to lead the learners to. It was practically difficult even to track the learner performance. As emphasised in the path-goal theory, Northouse (2010, p. 125) posits that "the leader sets goals targets in form of goals to motivate the (learners) subordinates to work hard."

In this regard, it is important to note that school leadership plays very critical roles in learner performance because leadership sets the tone and direction of the learners in the school. Moreover, school leadership identifies and supports learning, structures social settings and mediating the external demands (Rowan, 1996). According to Leithwood et.al (2004, p.7), "effective school leadership does not only have great impact on the operation of a school but also on the student achievement." Effective school leadership pays a lot of attention to what happens inside the classroom by tracking the performance of the learners. To a large extent, school leadership should actually assist the learner to appreciate the

importance of assessment administered to gauge learner performance. To keep the learner's enthusiasm and hope high, as it was done at Ndola Technical Secondary School, all the learners were involved in the assessment process and their records were kept and used for decision making.

On the other hand, it was observed that school leadership at Chililabombwe and Macelino Secondary Schools showed the trends of improvement and consistent in performance respectively in learner achievement because the schools were found to have developed strategic plans. These plans spelt out the strategies, goals and objectives which the learners were striving to achieve by the end of the course. The point to note here is that adopting good practices like planning, setting clear goals and developing strategies which are aimed at improving learner performance is the valid and reliable way school leadership can go.

Suffice to point out that the strategic plan for learner performance in those schools where learners were excelling like Luanshya Boys, Ndola Technical, Macelino and Lufwanyama Boarding, provided a platform on which other

stakeholders were engaged by school leadership to support their schools by providing the teaching and learning materials for the learners. In addition, the strategic plan for learner performance provided guidance to the school leadership to track the progress learners were making by checking on the targets whether they were being achieved or not. Through this practice, it was suggested by some school leadership that they were able to come up with workable strategies and engaged learners in appropriate and meaningful way. With the strategic plan in place, it was easy to conduct monitoring and evaluation of learner performance in those secondary schools.

The other critical practices which were observed to have yielded enhanced learner performance in some secondary schools which were visited during the study were supervision and monitoring of the learner-centred school programmes and activities. What was vitally important to note here was that the school programmes that were well planned and shared with the learners by spelling out the expectations produced the spirit of enthusiasm and eagerness for the learners to work hard. During the study visit, it was observed that learners at

Lufwanyama Boarding and Ndeke Secondary Schools, other than Ndola Technical, Macelino and Luanshya boys, where supervision and monitoring were active and strong, the performance of learners was equally found to be directly corresponding to how strong and committed school leadership was. But in schools where effective supervision and monitoring were not being practiced, the level of commitment by both learners and teachers was low and hence affected learner performance at the end of the day.

In this context, Heck (2000) reveals that school leadership has measurable influence on the learners and that its effect though indirect, happen when head teachers manipulate internal school structures, processes and visions that are directly connected to student learning. The school leadership, in this case, is an initiator and catalyst in the process of learning and this process triggers high learner performance.

In schools where average mean pass rate for learner performance was above national average mean such as Luanshya Boys, Macelino, Lufwanyama and Ndola Technical secondary schools as already alluded to, school leadership had

put in place clear programmes for every learner to follow and provided a very clear learner support system. Right from the first day of opening schools, both learners and teachers knew what they were expected to do; the occurrence of the events when and where they would take place were clearly highlighted. The example of the school programme outlining such activities, showing the direction and providing the sense of collective purpose is illustrated in appendix 7.

When Ndola Technical Girls, Macelino and Luanshya Boys secondary schools were visited, for instance, it was clear that the schools had effective leadership which understood their role in learner performance by the way the learners were oriented. From observation, it was evident that learners were taught to manage themselves well. For example, learners knew where they were supposed to be; even their walking was orderly and those who came to school riding bicycles knew where to pack their bicycles. The learners had even an appropriate dress code and wore a certain attire on the particular days such as work suits when they are in the workshop for Design and technology. Learners were courteous

to visitors. Confusion and anarchy as it were observed in other schools were minimal and could not easily be noticed. Learners were basically aware of what was required of them to do. In schools where learners were struggling with their performance such as Malela and Nkana (Rokana) secondary, learners were all over the place regardless of the availability of teachers in class. Late coming was the order of the day in those schools. This behaviour of the learners reveals the assertion by Hall (1991) on the application of the Open Social system model. The loop of an Open Systems Model shown in figure 2.1 provides an insight of the feedback on how the inputs (learners from the community) are transformed into beneficial outputs (well tutored learners). Essentially, the good behaviour exhibited in the schools highlighted above confirms the postulation of the model in the Theoretical Framework of the Open Systems Theory.

When some school guidance teachers were asked to find out what their school leaders had put in place to improve learner performance, a lot of uncoordinated activities and programmes were cited. There was a 'blame game' within the school

leadership on failure to plan and even to inspire the learners to work hard on one hand, and on the other hand, the school leadership also blamed learners of being lazy and lacked commitment. What was observed as a common phenomenon in schools where learner performance was poor was that school leadership blamed learners for their poor background. They attributed it to the primary schools where the learners came from and the communities where most of the learners hailed from. It was also observed that a good number of the guidance teachers had no working space or rooms to work from which made their work difficult.

The other notable practice in these schools where learners were performing well was that school leaders had a good habit of holding staff meetings in week zero to plan for the school programmes and activities for the term. In addition, school leaders talked about the importance of involving all stakeholders in developing strategies to improve learner performance. The learners were involved in planning through the school council representatives. For example, at Temweni Secondary School in Ndola, the head teacher shared the

testimony with the researcher of this study that when she asked the learners to choose the project to embark on between construction of the school tuck-shop and purchasing a school bus; surprising enough, learners came up with a totally different option. Instead, they proposed to establish a science laboratory, which they felt was a priority to them.

In any circumstance, it is vitally important to note that it is the role of school leadership to identify the needs of learners especially in a failing school. According to Gravells (2012, p.46), "identifying and understanding the needs of what is involved in the teaching and learning process will help ensure … that practice is effective." School leaders ought to remember that it is difficult for secondary schools to make progress without aligning needs of learners with the target to focus their attention on. The researcher of this study supports Leithwood et. al (2004, p.7)'s assertion that "Learner performance improvement plans are a rational model about how to act purposefully in schools." Elsewhere, Candelarie (2003, p.2) retaliates that "we set school goals, individual goals, team goals that build community and the spirit around us." Some

schools which were visited had some vague statements which were not clearly stated and not shared with learners on how they were to be implemented. The gap was eminent in schools where learners' performance was below expectation because the needs were not identified and understood properly. However, it is worthy to note that when goals are shared, a strong team is built on consensus and provide an impetus to improve learner performance.

The other notable feature in sampled schools was that most of the learners were not equipped with relevant skills such as study skills. In addition, it was found that schools which had learners who generally, were not performing well missed leadership to inspire the learners to work hard. From the literature review, Banerjee (2011, p.35) reveals that "leaders who are passionate about their vision are careful to make sure everyone in the organisation knows what that vision is." No wonder in those schools where learners were struggling school leadership could not provide a platform where learners could have contact with the grade teachers or guidance teachers to support them in their academic work. The researcher noted

that in schools where learners were performing well, school leaders had kept the pupils busy with school work, assignments and tests. The teachers were also engaged in school based continuing professional development to sharpen their skills and shared tacit knowledge so as to provide the required learner support to enhance learner performance. A good example in point was the head teacher at Kitwe Boys Secondary School who proudly said: "Here at our school, we conduct lesson study and share experiences amongst ourselves." He further said that they had created the clusters where a number of secondary schools met to share the challenging topics and further planned how to teach those topics focused on helping improve learner performance. Usually, they conducted inter school visits where a number of academic programmes and activities were undertaken such as quiz, debate and spelling competitions among learners all in the quest to improve learner performance.

In was clearly observed that effective school leadership was critical in the life of a learner as it provided the most needed guidance on the path to good and sustainable learner

performance. School leadership, no doubt, created the climate that was conducive for active and effective learning. Suffice to say that it was the role of school leadership to articulate a clear, compelling and simple mission, aligned to a statement about what the school stood for, and how it expected the learners to behave.

It was seen and commended as a good practice that school leadership in some schools reviewed the performance of the learners' progress regularly as that provided an opportunity of engagement between learners and school leadership on a one-to- one basis in order to chart a way forward. For example, one learner at Ndola Girls Technical School said, "In our class, if one scored 60%, the teacher considered that mark as average. So, we all strive hard to score above that mark to be regarded as high performers/ achievers." This calls for total commitment on the part of the school leaders to even interact with learners in order to get the feedback.

The other notable good practice was at Luanshya boys, Mukuba and Macelino where the element of feedback by the

school leadership on the performance of the learners was enhanced. It is important to note that thoughts, feelings and desires are the driving force of what people do in life (Elder, 2014). To enhance learner performance, school leaders have to capture the thoughts, desires and feelings of the learners through effective communication to guide them to the set goal or aspiration of the school. As Murray (2012, p.57) says, true education is what happens to the "Head and heart." Therefore, the thinking process and the emotional aspect are vital in enhancing learner performance. The two must be captured in order to motivate or inspire the learner to higher heights.

This simply implies that the vision can simply work well in conjunction with mission and values (Murray, 2012). The learner should be engaged by school leadership to bring out the needs of society and how the learner could fit in the ever-changing world. The needs of society are clearly spelt out by Maslow in figure 2.3 such as physiological needs, safety belonging, self-esteem and self-actualisation. This was a missing piece in the puzzle of the school leadership influencing

learner performance in many sampled schools to help the learners see things from that perspective.

The other significant role for school leadership that the researcher observed in schools where learners were performing well was the developing of both teachers and learners in terms competencies and proficiency. In schools where learners were performing well, school leadership was actively involved in internal monitoring and supervision as already indicated above. They developed the instruments which they were using during the classroom observation. They did not only pay attention to the delivery of the lessons by the subject teacher, but also the learning aspect of the learners. It revealed that school leaders in those schools were checking the books of the learners and noting the syllabus coverage as well. Subsequently, the school leaders were using that data which were generated from monitoring and supervision to make decisions. If there was any execution gap identified, they were able to patch up quickly.

In short, the role of the school leader is also to provide guidance to the teachers so that there is improvement in the

teacher's classroom practices since teachers are a conduit of school leadership vision toward good learner performance. The school leadership should engage teachers who are a key factor in enhancing learner performance by defining the school mission, managing the school curriculum and promoting a positive learning climate (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004). The other drawback in schools, generally, where learners are struggling is to do with the school leadership awareness with their key roles and responsibilities such as understanding the demands and scope of the Curriculum Framework. As Maxwell (2012) puts it, "leadership is not about the position, title or rank, about the roles and responsivities. This situation has a trickle-down effect and spills over to learners' performance such that they equally grapple with the understanding of the curriculum. Other learning areas such as metal fabrication, bricklaying and electrical which are totally new in the school curriculum have also added some problems to the already existing ones.

One other good practice that was found in schools where learners were performing well was the habit of tracking learner performance and documenting the proceedings. There was a

consistency of administering end of month test (formative assessment) and guidance teachers were using the learners' results and other details were recorded in the record card to provide support. The secondary school pupil's record card apart from other details such as age, status and location, had all the results of the learner from grade 8 up to grade 12 making it easy for school leadership to track the performance of a learner and provide the appropriate learner support. One encouraging aspect in school was where the head teacher was able to go into details to analyse the performance of learners in each subject and hold individual teachers accountable. The learners who were struggling in those areas were equally engage so that the factors inhibiting performance were discussed.

However, in other schools (where learners were performing well such as Mahatma Ghandi), it was not easy to find the data on the learner performance with the head teacher. The head teacher depended on the information that was scanty and kept by the HODs. Though some head teachers claimed that learners were tested often, the records were not available. Poor

record keeping or lack of documentation in some of those sampled schools had an adverse effect on tracking learner performance and could not provide appropriate learner support. In addition, it was not easy equally for these school leaders to engage the parents of the learners as the performance was not documented anywhere. Data on learner performance in schools like Ndola Girls, Kitwe Boys and Masala were used to engage various stakeholders to lobby for learner support. At Masala Secondary, this practice resulted in the stakeholders assisting the school to put up a well-stocked library.

Conversely, it was evidently observed that lack of documentation and failure of accountability on the part of the school leaders had a negative effect on the performance of learners. It is worth to note that documentation is of paramount importance as it provides evidence to support decision making based on learner performance and provides an engagement point where the information is shared with the guidance teachers, grade teachers and subject teachers. It was also observed that where effective school leadership was present, there was provision of consistent learner support.

Corporate governance was another good aspect that was promoted in schools where learners were doing well. They created Data Management Committees whose role was to provide platform to share the data that was generated in school in regard to learner performance. Through the data management committees, these schools were able to document the details of the meetings and made follow up on the set milestones to help the struggling learners. The practice in these schools where learners were performing well was in line with De Vita (2004)'s observation that "effective educational leadership makes a difference in improving learner performance" in a school.

The school leaders must be able to identify the needs of the learners and resolve the bottlenecks which impinge their performance. As it was observed that learners were not performing well or concentrating at school because they felt insecure at Kitwe Boys and Helen Kaunda because of the Sons of the Devil Gang. The school leadership intervened by assuring the learners of safety. The school leadership in good schools provided protection to the learners. The environments are made safe for the learners and families are usually guided

when to visit their children. School rules and regulations are shared with the learners during orientation and also with parents during PTA annual general meeting. Appendix 8 illustrates some of the rules and the regulations used by school leadership.

The school leaders where learners were performing well created an atmosphere where love and sense of belonging were unquestionable. Learners in the classroom felt loved by the teachers and supported by other learners. They were recognised and school leadership identified the learners by their names. In the process, the learners became assertive and developed self-confidence which motivated them to perform as expected. Some learners interviewed struggled with certain complexes which usually oscillated between lack of confidence and self-esteem. They needed a lot of attention and support by guidance and counselling department for them to accept who they were and improve their performance at their own pace. Therefore, school leaders should ensure that learners become assertive and grow up with a purpose in life to make a contribution to society.

In some schools where performance was found to be high at the time of the study, there were a lot of education programmes and activities introduced to enhance learner performance. Learners were committed to participate in school programmes such as debate, quiz, JETS, and music competition. These programmes or activities were implemented by different patrons holding positions within these school clubs. They were involved in school clubs and did various assignments as required by the school.

In terms of leadership styles, it was observed that different school leadership applied different forms of leadership styles. However, it was found that many school leaders were struggling with the style of leadership to use in order to achieve their set goals and aspirations. When some head teachers were asked about the style of leadership which they were using to achieve the set goals to promote learner performance, they had this to say:

> We don't use only words to make learners perform well, but we also coerce them by any means; eeh, you know, some learners are self-starters and know why they are here for. Others need to be forced to sit at the desk to learn or study.

From this aforementioned comment, it was clear that not all school leaders applied the same style, but depending on the ability and nature of the learners, different leadership styles were observed to be used in the sampled schools. In any case, it is critical to note that leadership is about influencing learners to follow school laid down programmes prepared for them. In this regard, Blackaby (2001, p.87) observes that "the catchword for leadership today is influence." As a matter of fact, most of the school leaders exerted their influence on the learners so that learner performance was enhanced. In many secondary schools which were visited, some school leaders were coercing the learners by using all sorts of strategies such as punishment, repeat policy and others were engaging the learners through guidance and counseling. In good performing schools, school leadership organised learners in an orderly and predictable way. As already mentioned, it was observed that effective school leadership organised learning around some programmes and encouraged subcommittees to enhance learner participation to improve their performance.

Leadership, as already mentioned in the literature review, is about providing a vision and setting a proper direction. It is

not about leaving the situation to chance. Learner performance is supposed to be planned for very carefully and involve all the key stakeholders to buy into the vision. Not as it was observed when some guidance teachers were interviewed in some schools. They thought there was a gap between head teachers and their members of staff. The head teacher and deputy head teachers were not 'pulling' in one direction. Guidance teachers were underutilised and not usually involved in all academic programmes. One guidance teacher said, *"Our head teacher has built walls or silos around himself."* She further added that "Tabafwaya icibeleshi iyo*"* (He doesn't want familiarity with his subordinate)." What was important to note in this respect was that leadership was about service and working with learners to achieve the set goals. Accurately, Leithwood (2004, p.7) observes that "Many factors may contribute to the turnaround of the school performance, but leadership is the catalyst." In short, it is crucial to appreciate that the style of leadership and how it is used in the school set up can bring out the desired results in learner performance. Leithwood further argued that leadership effects were usually largest where they were needed most.

In some schools, it was observed that effective school leadership involved learners to develop the school programme of the term. Everyone in the school knew what was happening and where they were supposed to be at a given time. These head teachers, who are epitome of school leadership, know that an investment of time is required to develop a shared understanding of what the school should 'look like' and what needs to be done to get there. It was found that when learners were involved in identifying the goals and needs as it was observed at the two schools (Luanshya boys and Ndola Girls Technical) during the study, they felt much more motivated to work hard and got committed to fulfill their goals.

Actually, learners who were asked to engage in open and honest communication with school leadership to contribute their suggestions and to voice their concerns were much more likely to follow the direction set by their leader (Candelarie, 2003). As discussed in chapter two on the path-goal theory, it was established that, in actual fact, it was the school leader's job to assist the learners in attaining their goals (high performance) and to provide the necessary direction and

support to ensure that the aspirations of learners were compatible with the school's mission and goals.

However, many schools which were visited had challenges with the behaviour of the learners. In one district, learners had created some gangs, such as "sons of the devil" which were terrorising other learners and teachers. They contributed to making schools to be unfriendly to other learners. When some of the children in the gangs were interviewed, they had their own reasons. They believed that to be feared and respected by teachers and other learners, one should be identified with such a gang. When comparing schools in the sample, it was found that the style of leadership, skill and competence of some school leaders, had a bearing on the behaviour of learners. In schools where the learners were highly involved and consulted, the situation was totally different. School leaders had given the learners a platform to raise their voice to be heard. Concerns and opinions of the learners were not suffocated. It is important for all leaders to learn to embrace all learners in all school activities as this would motivate them to pursue their dreams.

It follows that schools without good leadership do not operate well to achieve high learner performance. School leadership was found to be critical in learner performance because it was like glue which held all the activities pertaining to learner performance together and set the correct direction where the school was expected to go in terms of learner performance. From the study, it was established that it was important for the school leaders to possess correct skills and competencies in order for them to fulfill their obligations to run their schools proficiently.

Most of the gaps which were observed during the study were to do with inadequate communication by the leaders, indecision and inadequate planning. This had a bearing on their leadership style and skills that affected the performance of the learners.

5.3 Decision Making: A school leadership practice in enhancing Learner performance

In schools, generally, it is important to realise that decision making is fundamental and cornerstone to solve many

problems in the life of a learner. In the study, it was observed that many learners faced a lot of challenges with the type of subject combination and career pathway to take up in the course of their studies. Head teachers, equally, faced similar challenges to identify teachers to teach the level and category of some learners. It was imperative to appreciate decision making as an important skill that helps to enhance learner performance. In this perspective, McLaughlin (1995, p.443) asserts that "successful school leaders out-decide in at least three ways: they make better decisions; they make decisions faster; and they implement decisions more." Generally, few leaders are ready to make decisions which have a bearing on learner performance. Some school leaders fear to engage learners who are not performing well due to human rights. However, it is important to relate decisions with the school vision or mission statement. The decision must be well informed and supported with empirical evidence.

For this reason, it was worth to note that for the secondary schools to rise above the low learner performance that had been witnessed in the recent past (time of study), the secondary schools' long-term survival depended on its school

leaders' problem-solving and decision-making skills (MOE, 1996). Decision making was supposed to be the core transaction of school leadership to improve learner performance in those ailing schools. Therefore, it was encumbered upon the school leaders to reflect over the course of action to embark on in order to enhance learner performance. The school leaders in the sampled schools were expected to adopt good leadership practices and skills which were key to support learner performance.

The school-community partnership is another very important avenue that promotes the synergies between the school leadership and parents in enhancing learner performance. As already pointed out by Hoy and Miskel (2008) that learners as individuals come to school with different ideas and beliefs, therefore, there is need by school leadership to provide guidance and make decisive decisions. Learners must be involved equally in decision making through their student councils and allow them to share issues hindering them from good performance. In addition, learner must be encouraged to decide how they can improve their performance.

A school is an institution of learning where learners spend most of their time gaining knowledge and skills (Hoy and Miskel, 2008) and that its technical core is teaching and learning. Therefore, many decisions made in schools must promote teaching and learning. For this reason, every school leadership is expected to be mindful of the way it is running its academic affairs. One of the goals of school leaders must be to make their schools sensitive (mindful) to learner needs (Hoy, 2003). Elsewhere, Hoy and Miskel (2008, p.111) postulate that "mindful schools do not embrace rigid administrative structures. Instead they match expertise with problems and encourage a fluid decision-making system deferring to expertise not to status or experience." As already discussed, some schools were implementing the repeat policy a strategy that was introduced to assist the learners to improve on their performance. However, one of the weaknesses in that decision was that some parents were not in support of that policy because they were not consulted. As much as the school leadership was trying to resolve the challenge of low learner performance on one hand, other problems on the other hand were being created. This dilemma could have been resolved by

328

adhering to Hoy and Miskel (2008, p.325)'s observation that "administrative decision making is a dynamic process that solves some organisational problems and, in the process, often creates others."

From this therefore, it is imperative for school leaders to link decision making to accountability which is supposed to promote learner performance. In most cases, school leaders are concerned with infrastructure development and procurement of school buses which may not be priorities to improve learner performance. The learners must be involved to identify priority areas such as procuring of teaching and learning materials. They must apply the necessary decision making and problem-solving skills to change the traditional way of doing things to improve the learner performance. As much as the school leaders are expected to possess skills such as monitoring and supervising, they are also expected to develop skills in decision making.

It was found that in those 60 schools where the study was conducted, secondary schools where leadership was strong generally had learners performing exceptionally well. Equally,

it was observed that where school leadership was weak, the performance of learners was dismal.

5.4 Leadership Factor: A Missing Key to Unlock Learner Performance

Generally, learners proposed that school leaders were responsible for their performance as they were considered as their parents at school. They were involved in setting goals for improving and motivating learning performance. Crucial point to consider in this regard was that improving learner performance was not a one-time activity; but it was a process of taking corrective action to solve the problem of low learner performance. This was expected to be done by realigning the school goals with the learner performance strategies aimed at resolving learner performance challenges by creative leadership.

Some school leaders, whose schools were visited, struggled to lift up the morale of learners who had failed to improve their performance. In this vein, it was noted during the school visits that there was a possibility that effective school leadership had

the capacity to turn the situation in school in terms learner performance. In some secondary schools where the performance of learners was not very impressive at one point, it was evidently noted that there was radical change in the results when there was change in school leadership. Leaders with track record of good performance were transferred to schools where learners were struggling and it was observed that the performance of learners in such schools had improved. Leaders were able to introduce learner centred programmes initially were not in school such as home-work, debate and continuous assessment.

The findings revealed that school leadership played a critical role in learner performance. The roles of goal setting, influencing learners and introducing the strategies to improve learner performance were part of the activities undertaken by school leaders to enhance learner performance. The findings in the study have been consistent with other studies conducted elsewhere by Hallinger and Heck (1996, 1998 and 2000) that "measurable influence on learner achievement ... happen when head teachers manipulate internal school structures,

processes and visions that are directly connected to student learning." The importance of school leadership in learner performance cannot be overemphasized as it leaves behind a trail of its performance. This fact is clearly spelt by Bass (1990) in Hoy and Miskel (2008, p.418) that "leadership is often regarded as the single most important factor in the success or failure of institutions." To support this assertion, Maxwell (2005, p.269) claims that "everything rises and falls on leadership." These claims fit very well in the context under discussion where school leadership is regarded as a key factor in promoting learner performance in secondary schools.

By and large, in concluding the discussion of the findings of this research, it is established that the performance of learners in secondary schools is largely dependent on the availability and magnanimity of the school leaders. The evidence is clear that learners' expectations and performance are usually raised by the influence of school leadership. This influence is even seen in the choice the parents make when deciding which school their children must go to for learning. The role of school leadership is very critical in learner performance in secondary

schools and determines the image and character of the school in society.

However, it was clearly observed that Leadership practices were not in tandem with the prevailing situation in many secondary schools but depended on the mood of the leader and were not backed by any principles. For the sake of consistence, school leadership is expected to act from well-informed point of view. The learners must be able to predict what is expected of them by the school leadership in relation to their performance.

It was the researcher's view that secondary schools, as organisation of learning, were supposed to be organised around the curriculum. Therefore, leaders were expected to apply leadership practices which could promote instructional delivery. Very few school leaders were observed to be competent in that. They had different priority areas. Most of the school head teachers were talking about projects in schools like buying a bus for the school or putting up a one by three classroom block. Asking the learners about their needs during the FGD, they pointed out different needs such as lack

of textbooks, laboratory and library. The gaps which were observed frustrated the learners and hence dampened their morale to work hard.

5.5 Conclusion

Chapter five discussed the findings and analysed the issues relating school leadership and learner performance in secondary schools. It also delved into the leadership practices that enhanced learner performance. By and large, it was established that good learner performance was a function of effective school leadership.

CHAPTER SIX

GENERAL CONCLUSION

The study has revealed critical aspects and dynamics of how school leadership variable affects the learner performance variable in their interaction. On one hand, where school leadership is effective or strong, learner performance is observed to be high. Again, in the case where learner performance is failing, school leadership is found to be weak. The practices and skills, apart from the natural drive of a school leader have a bearing on learner performance. The art of leading the learners and understanding their needs is paramount to a leader and creates part of an environment where learners develop trust and faith in the school leadership.

Though other scholars such as Leithwood and Reihl indicate that school leadership is second to the class teacher, the facts on school leadership still remain plain and clear that school leadership is the foundation and essential to learner performance. If the foundation of any structure is weak even the superstructure will be weak. School leadership, in this

vein, is the basis on which the expectations of the learner achievement, issues of performance accountability and the extent of the performance of learners is measured. Suffice to point out that the aura of an effective school leadership can be felt and can easily woo learners to itself. Effective school leadership is greatly passionate about learner performance. It pays close attention to those learners who are struggling and create a strong relationship with the learners to appreciate the challenges they are facing.

Effective school leadership shows the learners the direction to go in terms of learner needs and indicates the current position where they are in relation with the expected parameters and sets a clear trajectory. Subsequently, the vision coupled with the high level of energy of the school leader can help to drive the learners to achieve the set targets that can enhance learner performance of that school. This can only be done if the leader has a positive attitude. Attitude factor is very important in helping the learners attain good results. Learners feel wanted and easily get inspired to follow their leader. The school leadership must be personable to the learners especially those coming from failing homes having learnt from

the open social systems model in the theoretical framework that secondary schools are not closed organisations; learners are affected by various external factors from the outside environment like home. Some homes are run by the children and have no models to look up to. Therefore, effective school leadership use their skills to help such learners to work hard and inspire them at school and realise education is the only key to real emancipation. The learners see their leaders lead by example in thoughts, words and action. School leaders relate with every learner according to the prevailing needs without discrimination. The school leadership addresses the learners by their names and empathizes with every learner's situation. In addition, a good school leader celebrates together with the learners when they perform well. Especially with learners who seek external cues, celebrations can be a great way of reinforcing desired behaviours and performance outcomes (Covey, 2014).

According to Bailey (2010), as societies change, education systems also have to change the way of doing things in order to cater for people's needs and Maxwell (1993, p49) also observes that "change the leader, change the organisation." So,

for the secondary school to experience the change that is desired in learner performance, school leadership must change their practices and improve their skills. It may not just be changing school leaders as suggested by Bailey and Maxwell, but change of the practices and their competencies. The values of the school leadership must change to meet the aspirations of the learners in line with their performance. In this perspective, I suggest, school leadership may play a pivotal role in re-aligning the learner's needs with the demands and dictates of the school and in the end may help to enhance learner performance.

The school leader must be the originator of the school vision and must link the vision with the performance indicators. School leadership must be able to understand the desires and struggles of the learners and inspire them to develop the interest to work hard and produce the desired performance. The school leader needs to link the good practices that are found at home to those found at school and endeavour to reduce the conflict between the two environments. The school environment must be created more appealing so that the learner sees the relevance of producing desirable performance.

The school leadership should realise that home/society is filled with turbulence (Covey, 2014). For some learners, home is their one refuge from the storm whereas others, home is the source of storm and anguish. Actually, school leadership must pay attention to what happens at home as they closely interact with the learners especially those who signs of distress. It is very important to note that home has an impact on the learners as we discussed in chapter two (Refer to the open social systems theory). This is because many of the behaviours, knowledge and mindsets learners portray at school every day originates from their homes. As other researchers like Covey (2014) ascribe, this study agrees that for better or for worse, those influences impact the culture of the school, the atmosphere of the classroom and learner performance. Home clearly impacts learner performance as school leadership does as well.

It is worth to mention that school leadership is demanding as it deals with intrinsic and extrinsic aspects of a learner. Emotionally and psychologically, the learner has to be developed in order for him/her to feel empowered and be in a position to produce good performance. The school leader has

to ensure that the environment created is conducive to fulfill that aspect. For this reason, the school leadership must build a strong team that must give support to the learner holistically by establishing strategic departments and sub-committees. School leadership must realise that leadership is not about the office, title or position, but inspiring relationship with the learners capable to foster good performance.

In this respect, it can be concluded that school leadership is the key to ignite the passion and desire to enhance learner performance in secondary schools. The practices of the school leaders affect learner performance in one way or the other depending upon the nature of the actions. In a nutshell, learner performance is a variable that can be deliberately and painstakingly planned for, manipulated and enhanced in any given situation. As I reflect on the important role that school leadership plays in learner performance, I conclude with the words of a great mathematician, Archimedes who declared: 'Give me a lever, long enough, and a fulcrum on which to place it, and I shall move the world.' School leadership is the lever and fulcrum on which learner performance can easily be leveraged.

In conclusion, I wish to share the following recommendations which can simply support school leadership to enhance learner performance.

(1) Orientation of all officers holding positions of leadership in school in terms of learner performance (Result-based management).

(2) All school leaders to be empowered with the knowledge and skills in Monitoring and Evaluation framework.

(3) Encourage the school leadership to be attending professional meetings annually.

(4) All schools to formulate learner performance strategic plans with clear indicative strategies to improve learner performance.

(5) Introduce the appraisal system for the officers holding leadership positions so as to promote issues of accountability.

(6) Introduce valid and reliable assessment systems at all levels to track the learner performance and the

progress learners are making and improve record management.

(7) Strengthen the office of the guidance and counselling in all secondary schools.

(8) Establish the collaborative structures at school that support learner performance.

This study is not exhaustive and end in itself; therefore, there are still other areas which can be considered for further research.

(1) Replicating the same study in a different province in order to compare the findings.

(2) To evaluate the impact of the revised curriculum on learner performance.

(3) The effect of leadership styles on the teaching and learning in a school.

(4) Learner Performance Enhance: The role of the formative assessment in the teaching-learning process.

(5) Transformational Leadership: How head teachers can help change school culture in a failing school.

REFERENCES

Achola, Paul P. W. (1990) *Implementing educational policies in Zambia.* World Bank discussion papers; no.WDP 90. Africa Technical Department Series. Washington, D.C.: The World Bank.
http://documents.worldbank.org/en/1990/07/439293/imeducational-policies-zambia.

Argyris, C., (1993). *Knowledge for Action: A Guide to Overcoming Barriers to Organisational Change.* San Francisco: Jossey-Bass.

Argyris, C., (1999). *On Organisational Learning,* 2nd Edition. Cambridge, MA: Blackwell.

Arons, S. (1983). *Compelling Beliefs: The culture of American Schooling.* New York: McGraw Hill.

Anderson, R. C. (1962). The case for Non-Graded Homogeneous Grouping. *the Elementary school Journal, January.*

Ashcraft, M. H. (2006). *Cognition.* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Bailey, R., Barrow, R., Carr, D. and McCarthy, C. (2010). *The Sage Handbook of Philosophy of Education,* (ed). Los Angeles: SAGE.

Bandura, A. (1993). Perceived Self-Efficacy in Cognitive Developing and Functioning. *Educational Psychologist,* 28, 117-48.

Bandura, A. (2000). Cultivate self-Efficacy for Personal and Organisational Effectiveness. In Locke, E. A. (Ed.), *Handbook of Principles of Organisational behaviour* (pp. 120-36). Malden, MA: Blackwell.

Bandura, A. (1977). "Self-efficacy: Toward a Unifying Theory of Behavioural Change," *Psychological Review,* 84 (2): 191-215.

Banerjee, A. K. (2011). *Art of Leadership,* New Delhi: Lotus Press.

Banerjee, A. K. (2009). *Art of Organisational Management,* New Delhi: Lotus Press.

Barna, B. (2009). *Master Leaders.* Revealing Conversations with 30 leadership greats, Dallas: Tyndale House Publishers, INC.

Barn, G. (1997). *Leaders on Leadership,* Ventura: Venture Books.

Barth, R. S. (1990). *Improving Schools from Within,* San Francisco: CA. Jossey-Bass.

Batterson, M. (2016). *Chase the Lion: The One Thing Great Leaders Need.* New York: Multinomah, Penguin Random House LLC.

Bass, B. M. (1990). *Bass and Stogdill's Handbook of Leadership,* 3rd ed. New York: Free Press.

Bass, B. M. and Riggio, R. E. (2006). *Transformational Leadership,* 2nd ed. Mahwah, NJ: Erlbam.

Beck, L., & Foster, W. (1999). Administration and community: Considering challenges, exploring possibilities. In J. Murphy & K. S. Louis (Eds), *Handbook of research on educational administration (pp. 337 – 358).* San Francisco: Jossey-Bass.

Beck, L., & Murphy, J. (1998). Site-based management and school success: Untangling the variables. *School Effectiveness and School Improvement, 9 (4), 349-357.*

Bennis, W. (2003). *An Invented Life. Reflections on Leadership and Change.* Mumbai: Magna Publishing House Co. Ltd.

Bennis, G. W. (1990). *Why Leaders Can't Lead: The Unconscious Conspiracy Continues.* San Francisco: Jossey-Bass.

Bennis, W. (1989). *Why Leaders can't lead.* San Francisco: Jossey Bass.

Blackaby, H. T. (2001). *Spiritual Leadership.* Broadman and Holman Publishers, Nashville, Tennessee.

Blandford, S. (1997). *Resource Management in Schools.* Effective and Practical Strategies for Self-managing school. London: Prentice Hall.

Bliss, C. and Achola, P. (1990). *Fundamentals of social research method. An African Perspective.* Lusaka: Government Printers.

Block, P. (1987). *The Empowered Manager.* San Francisco: Jossey-Bass.

Bolman, M. G. and Deal, T. E. (2003). *Reframing organisations:* Artistry, Choice and Leadership (3rd Ed.) San Francisco; Jossey-Bass.

Bossert, S. T. (1988). School Effects. In N. J. Boyan (Ed.), *Handbook of Research on Educational Administration* (pp. 341-52). New York: Longman.

Bowden, J. (2011). *Writing a Report. How to prepare, write & present really effective reports.* Oxford: Howtobooks.

Bown, D., Pountney, L., and Maric', T. (2015). *Sociology- for A-level Year 1 and AS,* London: Hodder Education.

Bransford, J. D., Brown, A. L., and Cocking, R. R. (2000). *How People Learn: Brain, Mind, Experience and School.* Washington, D.C.: National Academy Press.

Brennen, A. M. (2002). *Gender Equality, Education and learning.* Michigan: Berrien Springs.

Brighouse, T., and Woods, D. (2013). *The A-Z of School Improvement. Principles and Practice.* London: Bloomsbury.

Bruning, R. H., Schraw, G. J., and Ronning, R. R. (1999). *Cognitive Psychology and Instruction* (3rd ed.). Englewood Cliffs, NJ: Merril.

Buck, A. (2007). *Making Schools Work.* London: Greenwich Exchange.

Buck, A. (2008). *What Makes a Great School?* London: London Leadership strategy and National College.

Carmody, B. P. (1992). *Conversion and Jesuit Schooling in Zambia,* chapter III. Leiden: E. J. Brill.

Caroselli, M. (2000). *Leadership Skills for Managers.* New York: McGraw-Hill.

Carson, D., Gilmore, A., Perry, C. and Gronhang, K. (2001). *Qualitative Marketing Research.* London: sage.

Carter, G. R. and Cunningham, (1997). *The American School Superintendent: Leading in an age of pressure.* CA: Jossey-Bass.

Cauvery, R., Nayak, S., Girija, M., and Meenakshi, R. (2010). *Research Methodology*. New Delhi: S. Chand & Company Ltd.

Central statistical Office (2010). ZAMBIA. 2010 Census of Population and Housing. *Population Summary Report.* Lusaka: CSO.

Charlton, T. and David, K. (1980). *Supportive Schools.* Basingtoke: Macmillan

Chakraborty, D. (2009). *Research Methodology.* New Delhi: Saurabh.

Chatman, J. A., and Jehn, K. A. (1994). Assessing the Relationship between Industry Characteristic and organisational Culture: How Different Can You Be? *Academy organisational Journal,* 37(3), 522-53.

Chemers, M. M. (1997). *An Integrative Theory of Leadership.* Mahwah, NJ: Erlbaum.

Chisholm, L., Makwati, G. G. G. L. T., Marope, P. T. M. and Dumba-Safuli, S.D. (1998). *Initiatives in education policy management. Report of a needs assessment study.* Harare: UNESCO and SADC Human Resource Sector.

Cizek, G. J. (2002). "Conjectures on the Rise and Fall of Standard Setting: An Introduction to Context and Practice," in G. J. Cizek (eds.), *Setting Performance Standards.* Mahwah NJ: Erlbaum. pp.3-17.

Clarke, R. (1979). The rise and fall of the reform movement. *Zambia Educational Review,* Vol. 1, December 1979, pages 8-9.

Commons, J. R. (1924). *Legal Foundations of Capitalism.* New York: Macmillan.

Coombs, P. H. (1985). *The World Crisis in Education: The View from the Eighties.* Oxford: Oxford University Press.

Coombe, T. A. (1968). *"The Origins of secondary education in Zambia."* African Social Research, Number 5, June 1968, page 393-397 (abridged).

Conway, H. P. (1960). *Principles of Education.* A Thomistic Approach. New York: The Thomist Press.

Covey, R. S., Covey, S. Summers, M. and Hatch, D. K. (2014). *The Leader in Me.* How Schools Around the World Are Inspiring Greatness, One Child at a Time. New York: Simon & Schuster Paperbacks

Covey, R. S. (2000). *Principle-Centred Leadership.* London: Simon & Schuster.

Cox, P. W. L., and Langfitt, R. E. (2007). *High School Administration and Supervision.* American education series. California: American Book Company.

Cusick, P. A. (1987). Organisational Culture and Schools. *Educational Administration Quarterly, 23, 3-117.*

Day, C., Harris, A., Hadfield, M., Tolley, H., & Beresford, J. (2000). *Leading schools in times of change.* Buckingham, England: open University Press.

Dawson, C. (2013). Advanced Research Methods. *A Practical Guide for social Research Projects.* London: Constable & Robinson Ltd.

Dawson, C. (2002). *Introduction to Research Methods. A Practical Guide for anyone undertaking a research project.* Oxford: How to Books, Ltd.

De-Vita, M. C. (2004). Taking stock in Education Leadership: How Does It Matter? In K. Leithwood, K. S. Louis, S. Anderson and K. Wahlstrom, How Leadership Influences Student Learning. New York: Wallace Foundation

Deetz, S. (2001). Conceptual Foundations. In F. M. Jablin and L. L. Putnam, (Eds.), The New *Handbook of Organisational Communication* (pp. 3-46). Thousand Oaks, CA: Sage.

Denzin, N. K. and Lincoln, Y. S. (2005). *The Sage Handbook of Qualitative Research* (3rd edn). London: Sage.

Depree, M. (1992). *Leadership Jazz.* New York: Dell Publishing.

Depree, M. (1989). *Leadership is an Art.* New York: Dell Publishing.

Derry, S. J. (1989). Putting Learning Strategy to Work. *Educational Leadership*, 47(5), 4-10.

Dillman, D. A. (2009). *Internet mail and mixed mode surveys*: The Tailored method (3rd edu.) New York: Wiley.

Dobson, P. (2002). 'Critical realism and information systems research: *Why bother with philosophy?'* Information Research, Vol. 7, No. 2. Available at http://informationr.net/ir/7-2/paper124.html [11 July 2011].

D'Souza, A. A. (2001). *Leaders for Today Hope for Tomorrow.* Nairobi: Paulines Publications Africa.

D'Souza, A. A. (2001). Leaders for Today, Hope for Tomorrow: Empowering and Empowered Leadership: Paulines Publications Africa.

D'Souza, A. A. (2008). Leadership; A trilogy on leadership and effective management: Paulines Publications Africa.

Elder, L. & Paul, R. (2013). *30 days to Better Thinking and Better Living through Critical Thinking.* New Jersey: Pearson Education, Inc.

Examinations Council of Zambia (2014). *Study on the Extent and Causes of Learner absenteeism from Public Examinations:* An inquiry into the Extent and Causes. A study undertaken with support from UNICEF Zambia, Lusaka.

Farrant, J. S. (1980). *Principles and Practices of Education.* Essex: Longman Group limited.

First Corinthians 11:1(King James Version). Nashville, Tennessee: Cornerstone Bible Publishers.

Fraenkel, J. R., Wallen, N. E., and Hyun, H. H. (2012). *How to Design and Evaluate Research In Education* (Eighth Edition). New York: McGraw Hill.

French, W. L. (2005). *Organisation Development and Transformation: Managing Effective Change.* New York: McGraw Hill.

French, J. R. P., and Raven, B. H. (1968). Bases of Social Power: In D. Cartwright and A. Zander (Eds.), Group Dynamics: Research and Theory (pp. 259-70). New York: Harper & Row. In Hoy, K. W. and Miskel, G. C. (2008).

Educational Administration, Theory, Research and Practice. Eighth Edition. Boston: McGraw Hill.

Foddy, W. (1994). *Constructing questionnaires for interviews and questionnaires Cambridge*: Cambridge University Press.

Fox, W. (2006). *Managing organisational behaviour.* Paarl: Juta.

Fuhrman, S. H., Elmore, R. F., and Massel, D. (1994). School Reform in the United States: Putting It into Context. In S. L. Jacobson and R. Berne (Eds.), *Reforming Education: The Emerging Systemic Approach* (pp. 3-27). Thousand Oaks, CA: Corwin.

Fullan, M. (2005). *Leadership and sustainability*, London: sage.

Fullan, M (2004). *The Moral Imperative of School Leadership*, London: Sage.

Fullan, M. (2001). *Leading in a Culture of Change*, San Francisco: Jossey-Bass.

Fullan, M. (2001). *The new meaning of Educational change (3rded).* New York: Teachers College Press.

Gabor, D. (2008). *Big Things Happen When You Do the Little Things Right.* Mumbai: Embassy Books.

Gezi, K. (1990). The role of leadership in inner-city schools. *Educational Research Quarterly*, 12(4), 4-11.

Gibson, J. L., Ivancevich, J. M., and Donnelly, J. H. (1976). *Organisations: Behaviour, Structure, and Processes* (rev. ed.). Dallas, TX: Business Publications.

Gibson, J. L., Donnelly, J. H., Ivancevich, J. M. and Konopaske, R. (2012). *Organisations Behaviour Structure Processes.* Fourteenth Edition. Boston. McGraw Hill.

Goleman, D. (2007). *Beyond IQ, Beyond Emotional Intelligence. Social Intelligence.* New York: Bantam Dell.

Good, T. L., and Brophy, J. E. (1986). School Effects. In M. C. Wittrock (Ed.), *Handbook of Research on Teaching* (pp. 570-602). New York: Macmillan.

Goodman, M. B. (2001). *Research Methodology 2nd edition.* South Africa: Oxford southern Africa.

Government of the Republic of Zambia (2016). *The Constitution of Zambia.* Amendment of 2016. Lusaka: Government Gazette.

Government of the Republic of Zambia (2011). *Education Act of 2011*, No. 23. Lusaka: MOE.

Government of Zambia (1977). *Educational Reform document.* Lusaka: MOE.

Gravells, A. (2012). *Preparing to Teach in the Life-long Learning Sector. 5th Edition.* Los Angeles: SAGE.

Greenleaf, R. K. (1997). *Servant Leadership.* New York: Paulist Press.

Greeno, J. G., Collins, A. M., and Resnick, L. B. (1996). Cognition and Learning. In D. Berliner and R. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 15-46). New York: Macmillan.

Griffith, J. (2005). Principal leadership of parent involvement. *Journal of Educational Administration, 39(2), 162-186.*

Hall, R. H. (2002). *Organisations: Structures, Processes, and Outcomes* (8th ed.). Upper saddle River, NJ: Prentice Hall.

Hallinger, P., and Heck, R. H. (1996). Reassessing the Principal's Role in Effectiveness: A Review of Empirical Research, 1990-95. *Educational Administrative Quarterly, 32(1), 5-44.*

Hallinger, P., and Heck, R. H. (1998). Exploring the Principal's Contribution to School Effectiveness, 1980-1995. *School Effectiveness and School Improvement, 9(2), 157-91.*

Hallinger, P. and Leithwood, K. 'Unforeseen Forces: The impact of Social Culture on School Leadership,' Peabody Journal of Education, 73 (1998): 126-151; Jerome T. Murphy, 'An Interview with Henry Mintzberg,' Phi Delta Kappan, 87(2006): 527-528; James Scoolis, 'What is Vision?' Thrust for Educational Leadership, 28 (1998), 20-21, 36.

Halpin, A. W., and Croft, D. B. (1963). *The Organisational Climate of Schools*, Chicago: Midwest Administration Centre of the University of Chicago.

Hanushek, E. A., and Raymond, M. E. (2005). Does School Accountability Lead to Improved Student Performance? *Journal of Policy analysis and Management 24(2),* 297-327.

Heck, R. H. (2005). Examining School Achievement over Time: A Multi-level, Multi-group Approach. In W. K. Hoy and C. G. Miskel (Eds*), Contemporary Issues In Educational Policy and School outcomes (pp. 1-28).* Greenwich, CT: Information Age.

Hersey, P., and Blanchard, K. (2007). *Management of Organisational Behaviour,* 8th ed. Paramus, NJ: Prentice.

Henkel, R. (1989*). Christian Mission in Africa,* Berlin: Dietrich Reimar Verlag.

Hodgkinson, C. (1991). *Educational leadership: The Moral Art.* Albany, NY: State University of New York Press.

Hopkins, D. (2007). *Every School a Great School,* Maidenhead: Open University Press.

Hopkins, D. (2001). *School Improvement–Lessons from research,* Nottingham: DfES Publication.

House, R. J. (1971). A Path-Goal Theory of Leadership Effectiveness. *Administrative Science Quarterly, 16, 321-38.*

Hord, S. and Roussin, J. (2013). *Implementing Change Through Learning: Concerns-based Concepts, Tools & Strategies.* NY: Sage Publication

House, R. J. (1973). A Path-Goal Theory of Leadership Effectiveness. In E. A. Fleishman and J. G. Hunt (Eds.), *Current Developments in the Study of Leadership* (pp. 141-77). Carbondale, IL: Southern Illinois University Press.

House, R. J., and Mitchell, T. R. (1974). Path-Goal Theory and Leadership. *Journal of Contemporary Business, 3, 81-97.*

House, R. J. (1996). Path-Goal Theory of Leadership: Lessons, Legacy, and a Reformulated Theory. *Leadership Quarterly, 3* (2), 323-52

Hoy, W. K. (2002). Faculty Trust: A key to student Achievement. *Journal of School PublicRelations,23 (2), 88-103.*

Hoy, W. K., Tarter, C. J., and Kottkamp, R. (1991). *Open Schools/Healthy Schools: Measuring Organisational Climate.* Beverly Hills, CA: Sage.

Hoy, W. K. & Miskel, C. G. (2008). *Educational Administration: Theory, research and Practice.* (Eighth edition). Boston: McGraw Hill.

Hoy, W. K., and Miskel, C. G. (1991). *Educational Administration: Theory, Research and Practice* (4th ed.). New York: McGraw-Hill.

Hoy, W. K., and Sweetland, S. R. (2000). Bureaucracies That Work: Enabling, Not Coercive. *Journal of School Leadership, 10, 525-41.*

Hoy, C. K, and Tarter, C. J. (1997). *The Road to Open and Healthy Schools: A Handbook for Change*, Elementary and Middle School edition. Thousand Oaks, CA: Corwin Press, pp. 58-59.

Hoy, W. K., Tarter, C. J., and Woolfolk Hoy, A. (2006a). Academic Optimism of Schools: A Second-Order Confirmatory Factor Analysis. In Wayne K. Hoy and Cecil Miskel (Eds.), *Contemporary Issues in Educational Policy and School Outcomes* (pp. 135-57). Greenwich, CT: Information Age.

Hoy, W. K., C. J., and Woolfolk Hoy, A. (2006b). *Academic Optimism of Schools: An Import*ant *Force for Student Achievement.* Ohio State University, unpublished research paper.

https://www.google.com.zm/maslow/hierarchy of needs and learning [Accessed on 20/03/20016].

Kabiru, M. & Njenga, A. (2009*). Research, Monitoring and Evaluation.* Nairobi: Focus Publishers Ltd.

Kakanda, A. M. (2013). *An Introduction to Educational Administration.* Lusaka: ZEPH

Katz, D. and Kahn, R. L. (1978). *The social psychology of organisations (2nd edn),* New York: Wiley.

Kelemen, M. and Rumens, N. (2008). *An Introduction to Critical Management Research.* London: Sage.

Kelly, M. J. (1991). *Education in a declining economy:* The case of Zambia, 1975-1985. Washington, D. C.: World Bank.

Kelly, M. J. (2010). *The Origins and Development of education in Zambia.* From Pre-colonial Times to 1996. Lusaka: Image Publishers Limited.

Kelly, M. J. (1999). *The Origins and Development of Education in Zambia.* From Pre-colonial Time to 1996. Lusaka: Image Publishers Limited.

Kochhar, S. K. (2006). *Secondary School Administration.* New Delhi: Sterling Publishers Pvt. Ltd

Kombo, D. K. and Tromp, D. L. A. (2011). *Proposal and Thesis Writing: An Introduction.* Nairobi: Paulines Publications Africa.

Koontz, H. and Weihrich (2012). *Essentials of Management.* An International and Leadership Perspective (Ninth edition). New Delhi: Tata McGraw Hill Education Private Limited.

Kotter, J. P. (1998). What leaders really do? *In Harvard Business Review on Leadership (pp.37*-60). Boston: Harvard Business School Press.

Kotter, J. P. (1996). *Leading Change.* Boston: Harvard Business School.

Kotter, J. P. (1988). *The Leadership Factor.* New York: Free Press.

Krathwohl, D. R. (1998). *Methods of Educational and Social Science Research: An Integrated Approach*, 2nd ed. New York: Longman.

Krueger, R. A. and Casey, M. A. (2009). Focus Groups: *A Practical Guide for applied Research (4th edn).* Thousand Oaks, CA: Sage.

Kulbir, S. S. (2012). *Organisation and Administration.* New Delhi

Larson, C. L. & Murtadha, K. (2002). Leadership for social justice. In J. Murphy (Ed.), *The Educational Leadership Challenge: Redefining leadership for the 21st century (pp. 134-161*). Chicago: University of Chicago Press.

Leithwood, K., Aitken, R., and Jantzi, D. (2006). *Making Schools Smarter,* 3rd ed. Thousand Oaks, CA: Corwin.

Leithwood, K. and Jantzi, D. (2005). A Review of Transformational School Leadership Research 1996 -2005. *Leadership Policy in Schools* 4 (3) (2005), pp. 177-99.

Leithwood, K. L. & Jantzi, D. (199). The Relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly, 35 (suppl.), 679-706.*

Leithwood, K., Louis, K. S., Anderson, S. and Wahlstrom, K. (2004). *How Leadership Influences Student Learning.* New York: Wallace Foundation.

Lewis, D. & Kanji, N. (2009). *Non-Governmental Organisations and development*: London and New York: Routledge, Taylor and Francis Group.

Lo, R. and Henderson, A. (2007). *The Social Child. Understanding and Enabling Children's Social, Emotional and Behavioural Development in Early Years Settings.* London: learning Alliance

Locke, E. A. (1991). The Motivation Sequence, the Motivation Hub, and the Motivation Core. *Organisational Behaviour and Human Decision Processes,* 50, 288-99.

Lunenburg, F. C. and Ornstein, A. C. (2008). *Educational Administration: Concepts &Practices.* Fifth edition. New York: Wadsworth.

Mallinson, V. (1989). *An Introduction to the Study of Comparative Education.* Fourth edition. London: Heinemann.

Marion, R. (2002). *Leadership in Education: Organisational Theory for the Practitioner.* Upper Saddle, NJ: Merrill Prentice Hall.

Martin, J. and Fellenz, M. (2010). *Organisational Behaviour & Management,* 4th Edition. London: Cengage Learning EMEA.

Mandela, N. (n.d.). BrainyQuote.com. Retrieved November 27, 2016, from BrainyQuote.com website: https://www.brainyquote.com/quotes/quotes/n/nelsonmand 157855.html

Maxwell, J. C. (2005). *The 360 degrees Leaders.* Develop your influence from anywhere in the organisation. Nashville: Thomas Nelson.

Maxwell, J. C. (1998). *The 21 Irrefutable Laws of Leadership.* Nashville: Thomas Nelson Publishers.

Maxwell, J. C. (1993). *Developing the Leader within You.* Nashville: Thomas Nelson.

McGuigan, L., and Hoy, W. K. (in press). Creating a Culture of Optimism to Improve School achievement. *Leadership and Policy in Schools.*

Merton, R. (1957). *Social Theory and Social Structure.* New York: Free Press.

Ministry of Education (2013). *Zambia Education Curriculum framework 2013.* Ministry of Education, Lusaka: CDC.

Ministry of Education (2014). *Educational Statistical Bulletin.* Lusaka: MOE.

Ministry of General Education (2015). *Educational statistical Bulletin.* Lusaka: directorate of Planning and Information.

Ministry of General Education (2016). *Standards and Evaluation Guidelines.* Lusaka: Curriculum Development Centre.

Ministry of Education, Science Vocational Training and Early Education (2015). *Standards and Evaluation Guidelines.* Lusaka: Curriculum development Centre.

Ministry of Education, Science, Vocational Training and Early Education (2013). Zambia Education Curriculum Framework 2013. Lusaka: CDC.

Ministry of Education, (2008). *Governance in Education Boards. A Handbook for Planning and Decision Making.* Lusaka: EBS

Ministry of Education (2005). *Educational Statistical Bulletin.* Lusaka: MOE.

Ministry of Education (2000). *The Basic School Curriculum Framework.* Lusaka: Curriculum Development Centre.

Ministry of Education (2000). *The Development of Education.* A National Report of Zambia. Lusaka: MOE.

Ministry of Education (1996). *Educating Our Future:* National Policy on Education. Lusaka: CDC.

Ministry of Education (1992). *Focus on Learning.* Lusaka: CDC.

Ministry of Education (1970). *Report on First National Education Conference.* Lusaka: Government Printer.

Mintzberg, H. (1989). *Mintzberg on Management.* New York: Academic Press

Moss and Silk (2003). *What Can Coaching Bring to Continuing Professional Development? Professional Development Today,* 7(1), 19-22

Mowday, R. T., Porter, L. W., and Steers, R. M. (1982). *Employee-Organisational Linkages: The Psychology of Commitment, Absenteeism and Turnover.* New York: Academic Press.

Mwamba, N. M. (2015). *Management and Practices that affect the Provision of quality special education in selected districts of Central Province of Zambia.* A Thesis submitted to the University of Zambia in Fulfillment of the requirements for the award of the Degree of Doctor of Philosophy in Educational Administration. Lusaka: UNZA.

Murphy, J., & Louis, K. S. (Eds.) (1994). *Reshaping the Principalship: Insights from transformational reform efforts.* Thousand Oaks, CA: Corwin Press.

Murray, K. (2012). *The Language of Leaders: How top CEOs communicate to inspire, influence and achieve results.* London: KoganPage.

Mwanakatwe, J. M. (1974). *The Role of Education in the Political History of Zambia,* pages 8-9. Address to Historical association of Zambia (Lusaka Branch), 3rd October, 1974.

Mwanakatwe, J. M. (1968). *The Growth of Education in Zambia since Independence.* Lusaka: Oxford University Press.

Myles, M. (2003). *The principles and Power of a Vision. Keys to Achieving Personal and Corporate Destiny.* New Kensington: Whitaker House.

Niglas, K. (2010). 'The Multidimensional model of research methodology: An integrated set of continua', in A. Tashakkori and C. Teddlie (eds). *The Sage Handbook of Mixed Methods in Social and Behavioural Research.* Thousand Oaks, CA: Sage, pp. 215-36.

Northouse, P. G. (2010). *Leadership: Theory and Practice.* Fifth Edition. Los Angeles: Sage.

Northhouse, P. G. (2004). *Leadership: Theory and Practice.* 3rd ed. Thousand Oaks, CA: Sage.

O'Reilly, C.A.I., Chatman, J.A., and Caldwell, D. (1991). People and Organisational Culture: A Q-Sort Approach to assessing Person-Organisation Fit. *Academy of Management Journal,* 34 (3), 487-516

Ogawa, R. T., and Scribner, S. P. (2002). *Leadership*: Spanning the Technical and Institutional Dimensions of Organisations. Journal of Educational administration. 40 (6), 576-88.

Ouchi, W. (1981). *Theory Z. Reading,* MA: Addison Wesley.

Ouchi, W. (2003). *Making Schools Work.* New York: Simon and Shuster.

Ouchi, W., and Wilkins, A. L. (1985). Organisational Culture. *Annual Review of Sociology, 11,457-83.*

Owen, J. (2012). *The leadership Skills Handbook: 50 Essential Skills You Need To Be a Leader.* Second edition. London N1 9JN: 120 Pentonville Road.

Parkinson, J. (1994). *The Effective Teaching of Secondary Science.* London: Longman.

Pearl, N. V. (2009). *The Power of Positive Thinking.* A Practical Guide to Mastering the Problems of everyday living. Rama vihar: Three ESS Publications.

Peterson, C. (2000). The Future of Optimism. *American Psychologist, 55,* 44-55.

Perrow, C. (1986). *Complex Organisations: A Critical Essay* (3rd ed.) Glencoe, IL: Scott, Foresman.

Polanyi, M. (1958). *Personal Knowledge.* Chicago: University of Chicago Press.

Porter, L. (2003). *Young Children's Behaviour: Practical Approaches for Caregivers and Teachers.* London: Paul Chapman Publishing

Peterson, C. (2000). The Future of Optimism. *American Psychologist, 55, 44-55.*

Pringle, H. (2013). Top 10 Qualities of a Great Leader. Harrison House Publishers Tulsa, Ok74145 USA

Razik, T. A. & Swanson, A. D. (2010). *Fundamental Concepts of Educational Leadership and Management (3rd ed.).* New York: Allyn & Bacon.

Rice, J. K. (2003). *Teacher Quality: Understanding the effects of Teacher attributes.* Washington, DC: Economic Policy Institute.

Rivkin, S. G., Hanushek, E. A., and Kain, J. F. (2005). Teachers, Schools and Academic Achievement. *Econometrical*, 73(2), 417-58.

Recht, D. R., and Leslie, L. (1988). Effect of Prior Knowledge on Good and Poor Readers' Memory of Text. *Journal of Educational Psychology, 80,* 16-20.

Reilly, B. J., and DiAngelo, J. A. (1990). Communication: A Cultural System of Meaning and Value. *Human Relations, 43*(2), 129-40.

Reilly, P. (2015). *A path with Heart: The Inner Journey to Teaching Mastery and in the Garden of Hearts.* Boston: University of Michigan.

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diversity students: A review of normative, empirical and critical literature on the practice of educational administration. *Review of Educational Research, 70 (1) 55-81.*

Robbins, A. (2001). *Unlimited Power. The New Science of Personal Achievement,* New York: Pocket Books.

Robbins, S. P. & Judge, T. A. (2015). *Organizational behaviour,* Sixteenth Edition. Boston: Pearson.

Robins, S. P. (1991). *The structure and Design of Organisations.* Englewood Cliffs, NJ: Prentice Hall.

Rowan, B. (1998). The Task Characteristics of Teaching: Implications for the Organisational design of Schools. In R. Bernhardt, C. Hedley, G. Cattari, and V. Svolopoulos (Eds.), *Curriculum Leadership: Rethinking Schools for the 21st Century* (pp. 37-54). Cresskill, NJ: Hampton Press.

Sarason, S. (1982). *The Culture of the School and the Problem of change.* 2nd edition, Boston: Allyn and Bacon.

Sanders, W. L. (1998). Value-Added Assessment. *The School Administrator, 55(11),* 24-32.

Saunders, M., Lewis, P. and Thornhill, A. (2012). *Research Methods for Business Students (sixth edition).* Edinburgh Gate England: Pearson Education Limited.

Second Timothy 1:7, Life Application Bible (NLT). Wheaton, Illinois: Tyndale House Publishers, 2004.

Scot, W. R. (2003). *Organisations: Rational, Natural and Open Systems* (5th Ed.) Upper Saddle River, NJ: Prentice Hall.

Schein, E. H. (1992). *Organisational Culture and Leadership,* San Francisco: Jossey-Bass.

Schein, E. H. (1999). *The Corporate Culture.* San Francisco: Jossey-Bass.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn.* New York: Doubleday.

Senge, P., (1999). The Dance of Change: The Challenges to Sustaining Momentum in Learning Organisations. New York: Doubleday.

Senge, P. M. (1994). *The Fifth Discipline: The Art and Practice of the Learning Organisation.* New York: Doubleday Currency.

Sergiovanni, T. J. (1999). *The life world of leadership: Creating culture, community and personal meaning in our schools.* San Francisco: Jossey-Bass.

Sergiovanni, T. J. Rethinking Leadership Thousand Oaks, CA: Corwin Press. (2006).

Sergiovanni, T. J. (1991). *The Principalship: A reflective practice perspective.* Boston: Pearson.

Smith, A. (2011). *High Performers, the Secret of Successful Schools,* Carmarthen: Crown House Publishing.

Smith, W. H. (2001). *What Matters Most: The Power of Living Your Values.* New York: Simon & Schuster

Smith, M. S., and O'Day, J. A. (1991). Systemic School Reforms. In S. H. Fuhrman and B. Malen (Eds.). *The Politics of Curriculum and Testing (pp. 233-67).*

Smith, P. A., and Hoy, W. K. (2006). Academic Optimism and Student Achievement in Urban Elementary Schools. Ohio state University, *unpublished research paper.*

Ibid

Smith, M. S. and O' Day, J. A. (1991). "Systemic School Reform." In S. H. Fuhrman and B. malen (Eds), *The Politics Of curriculum and Testing,* (pp. 233-67) London: Falmer.

Smit, P. J. (2011). *Management Principles.* A contemporary edition for Africa (Fifth Ed). Cape Town: Juta & Company Ltd. Ibid.

Snelson, P. D. (1974). *Educational development in Northern Rhodesia.* Lusaka: NECZAM.

Snyder, C. R., Shorey, H. S., Cheavens, J., Pulvers, K. M., Adams, V. H. III, and Wiklund, C. (2000). Hope and Academic Success in College. *Journal of Educational Psychology, 94, 820-26.*

Sophie Kasonde-Ng'andu (2003). *The Evolution of Education Policy of Zambia.* DPMN Bulletin: Volume X, Number 1. January 2003.

Stannard, D. (1970). *Secondary Level Teachers: Supply and Demand in Zambia.* Michigan States University: Institute for International Studies in Education & the African Centre.

Starling, G. (2008). *Managing the Public Sector (Eighth* Edition), Boston: Wadsworth.

Steers, R. M. and Porter, L. W. (Eds.) (1991). *Motivation and Work Behaviour* (5th ed.), New York: McGraw-Hill.

STEP UP Zambia (2013). *Monitoring Matters: A Policy brief about the Importance of Monitoring and Supervision,* Lusaka: USAID.

Stipek, D.J. (1993). *Motivation to Learn* (2nd ed.), Boston: Allyn and Bacon.

Sweetland, S. R. and Hoy, W. K. (2001). *Varnishing the Truth: Principals and Teachers Spinning Reality.* Journal of Educational Administration 39 (2001). An Empirical study and analysis of truth spinning and politics in schools.

Syed, M. (2010). Bounce – The Myth of Talents and The Power of Practice, London: Fourth Estate.

Tracy, B. (2003). *Change your Thinking, Change your Life.* How to unlock your full potential for success and Achievement? New Jersey: John Wiley & Sons, Inc.

Tracy, B., and Chee, P. (2013). *12 Disciplines of Leadership Excellence.* How Leaders achieve sustainable Performance. New York: McGraw Hill Education.

Taylor, B., Sinha, G., and Ghoshal, T. (2011). *Research Methodology*. New Delhi: PHI Learning Ltd.

Teddlie, C. and Tashakkori, A. (2009). *Foundation of Mixed Methods Research:* Integrating Quantitative and Qualitative approaches in the social and Behavioural Sciences. Thousand Oaks, CA: Sage.

Togneri, W. & Anderson, S. E. (2003). *Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools*. Washington, D.C.: The Learning First Alliance and Association for Supervision and Curriculum Development.

Townsend, J. (2009). *Leadership beyond Reason. How Great Leaders Succeed by Harnessing the Power of their Values, Feelings and Intuition*. Nashville: Thomas Nelson.

UNESCO (2016). *Zambia. Education Policy Review: Paving the Way for SDG 4-Education 2030*. Paris: UNESCO Education Section.

UNESCO (2006). *National education sector development plan*: *A result-based planning handbook Education Policies and Strategies,* 13, Paris: UNESCO Education Section.

UNESCO (1991). *Education for All: Purpose and Context*. Paris: UNESCO

UN/ECA/FAO (1964). *Economic Survey Mission: Development of Zambia,* Chapter IV (abridged) New York: United Nations.

UNDP (2012). Government of the Republic of Zambia/United Nations Development Programme (UNDP). Governance Programme (2011-2015). Retrieved from: http://www.zm.undp.org/content.dam/zambia/docs/legalframework/zambia_2012-2015%20 Governance%20Programme%20Document.pdf.(https://en.m.wikipedia.org> wiki> school

UNDP (2001). Human Development Report, 2002. *Deepening Democracy in a Fragmented World*. United Nations Development Programme: New York.

UNICEF (2002). *A World Fit for Children*. Millennium Development Goals; Special Session on Children Documents; the Convention on the rights of the Child. New York: 3 United Nations Plaza.

UNICEF (2016). *Teachers' Curriculum Implementation Guide: Guidance to enable teachers to make use of the Zambia Education Curriculum Framework 2013*. Lusaka: British Council.

Upagade, V. & Shende, A. (2012). *Research Methodology*. New Delhi: S. Chand & Company, Ltd.

Vinovskis, M. A. (1999). *History and Educational Policymaking*. New Haven: Yale University Press.

Vroom, V. and Jago, A. (1988). *The New Leadership: Managing Participation in Organisations.* Englewood Cliffs, NJ: Prentice Hall.

Waal, A. (2007). *Strategic Performance Management.* New York: Palgrave, Macmillan

Waller, W. (1932). *The sociology of Teaching.* New York: Wiley.

Waters, J. T. & Marzano, R. J. (2006). *School districts leadership that works.* Denver, CO: Mid-continental Research for Educational and Learning.

Welman, J. C. & Kruger, S. J. (2001). *Research Methodology 2nd edition.* South Africa.

Willower, D. J. and Jones, R. G. (1967).   *Control in an Educational Organisation.* In J. D. Raths, J. R. Pancella, and J. S. V. Ness (Eds), Studying Teaching (pp. 424-28). Englewood Cliffs, NJ: Prentice Hall.

Wina, A. N. L. (1968). *Statement to Parliament, 8th October 1968,* Government of Zambia Parliamentary Debates, Hansard No. 16, 2nd Oct. 2nd Nov. 1968, cols. 20-32.

Wood, R., and Bandura, A. (1989). Social Cognitive Theory of Organisational Management. *Academy of Management Review,* 14, 361-84.

World Bank (2015). *World Bank Database 2015.* Retrieved from:

http://data.worldbank.org/country/zambia?display=graph.

World Bank (2009). *Zambia: Student assessment.* SABER country report. Washington, DC: World Bank.

World Bank (2001). World Development Report, 2001: *Attacking Poverty*. World Bank. Washington DC.

Yukl, G. (2010). *Leadership in Organisations. (Seventh Edition).* New York: Pearson Prentice Hall.

Yukl, G. (2002). *Leadership in Organisation.* 5thed. Upper Saddle River, NJ: Prentice Hall.

APPENDICES

Appendix 1

School Curriculum for Senior Secondary School in Zambia

At senior secondary school, both academic and technical/vocational subjects are offered. Learners pursuing the academic career pathway study the following subjects: Social Sciences, Natural sciences and Business Studies, while those pursuing the technical/vocational pathway study Performing and Creative Arts, Technology, Agriculture, Physical Education and Sport.

Key competences for learners at senior secondary school level

The content, structure and process of teaching at Senior Secondary school level and the range of co-curricular activities should all be directed towards developing a learner who is accountable, well-educated and capable of:

1. Communicating effectively in both speech and writing;
2. Understanding, interpreting and applying mathematical, scientific and technological concepts;
3. Applying the knowledge, skills, positive attitudes and value systems of vocational and life skills in real life.

```
                    THE TWO CAREER PATHWAYS

                                                    VOCATIONAL

            ACADEMIC
                                                        Agriculture

                Business studies
                                                    He / hospitality

                Social studies
                                                Design and technology

                Natural sciences
                                            Physical education and sports
```
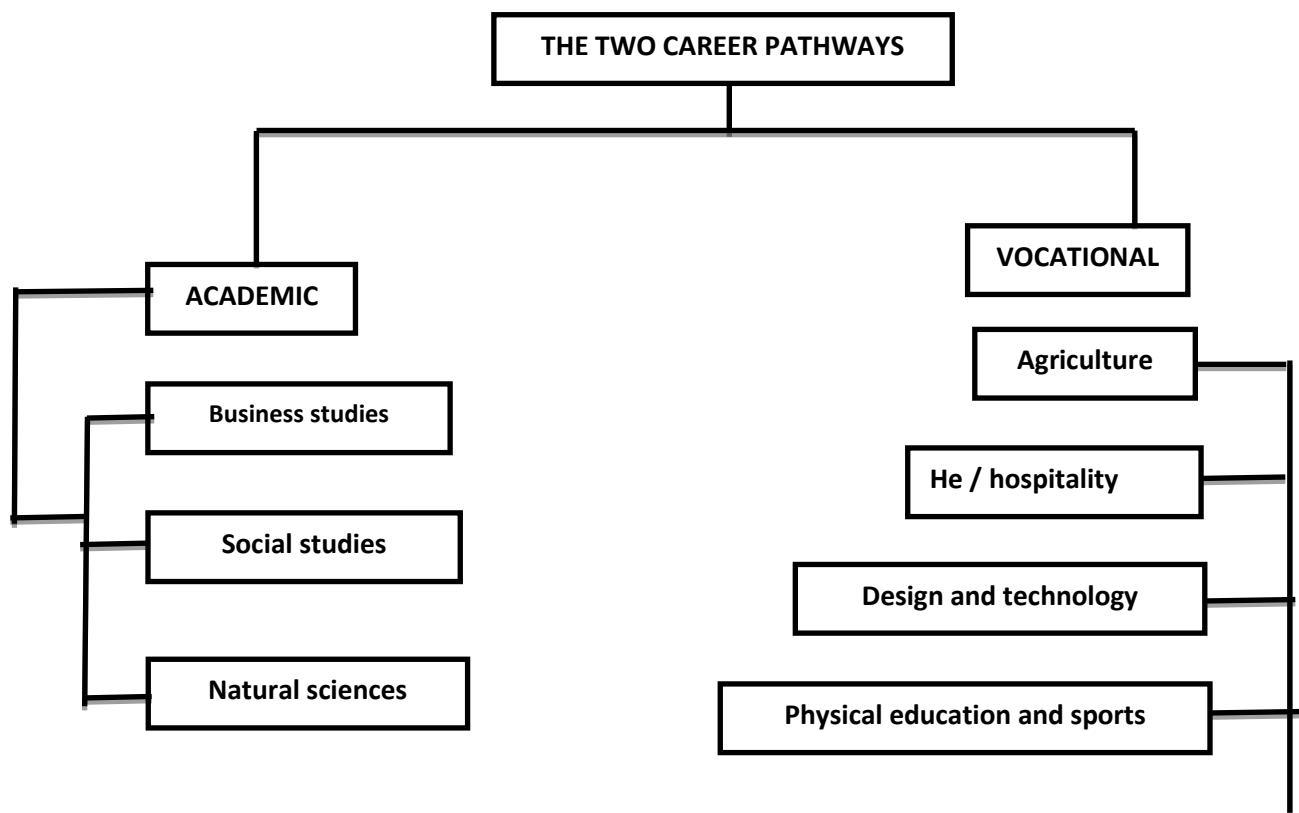
Appendix 2

School Leadership Performance Assessment (Observation sheet)

Province: ……………………………

District: ……………………………

School: ……………………………………

Date: …………………………………

Head teacher: Sex: M ( )   F ( )

Length of service: ……………

Area of specialization: ………………**Qualification:** ……………

1. **MISSION AND VISION**

a. Evidence that the leader has a clear vision of what he/she would like the school to be in the near future in regard with learner performance

b. Evidence that the school vision and mission are communicated and understood by staff

c. Evidence that the school leaders periodically communicate the vision to the learners

d. Degree to which practical steps exist to show seriousness in pursuing the mission and vision

2. RESULT CULTURE

a. Evidence of existence of a results-focused leadership practice

b. Evidence of the existence of a whole learner focus (academic, social and co-curricular)

c. Evidence of the extent to which the results-culture permeates the school

d. Evidence of celebration/recognition of attainment of major strategic achievements

3. SCHOOL MANAGEMENT SYSTEMS

a. Extent to which the school has management systems that drive for excellence

b. Extent to which there is evidence that school management systems are attuned to the attainment of the school mission and vision

c. Extent to which school leadership is distributed through structures such as PTA, deputy head teacher and guidance teachers.

4. LEARNER SUPPORT

a. Evidence of supervision of learners' academic work

b. Evidence of management support to learners in order to improve their performance

c. Extent to which learner support practices are implemented

5. LEARNER COACHING, GUIDANCE AND COUNSELLING

a. Extent to which there is evidence that school leadership provides guidance through learner coaching

b. Extent to which learners are given space to air their difficulties in learning

6. LEARNER SUPERVISION

a. Extent to which the school leadership practices enhance learners' performance

b. Extent to which there is evidence to follow up on learner performance

c. Extent to which observation of learning is scheduled

d. Extent to which there is evidence of learner support following lesson observation

7. LEARNER PERFORMANCE

a. Extent to which school leadership monitors learner performance

b. Extent to which school leadership monitors skills development of learners

c. Extent to which school leadership provides evidence-based support to learners individually or as a whole class

8. CO-CURRICULAR ACTIVITIES

a. Extent to which school leadership communicates the importance of co-curricular activities to learners

b. Extent to which school leadership shows that co-curricular activities support academic work

9. SCHOOL CULTURE AND CLIMATE

a. Extent to which school leadership has imparted values and norms into the learners

b. Evidence of school climate which support learner performance

c. Extent to which school leadership has an open climate policy which leads to a healthy school

10. OVERALL IMPRESSION ON SCHOOL LEADERSHIP

a. Extent to which the school shows evidence of good leadership

b. Extent to which school leadership shows life, focus and energy to improve learner performance

Appendix 3

Questionnaire: For the Head Teacher

Dear esteemed Respondent,

My name is Stephen Chishiko, a PhD student, pursuing Educational Leadership and Organisation at Chreso University. I am conducting this research in fulfillment of the requirement for the Philosophy of Doctorate in Leadership and Organisation Change. The findings of the research shall not in any way be used for any purpose other than purely academic.

Your responses shall, therefore, be treated with strict confidentiality.

PART ONE: IDENTIFICATION DATA

Province: …………………………………………**District:**

……………………………………………

School: ……………………………………………

School Status:

       Co-education   **( )**

       Boys school only ( )

       Girls School only   **( )**

School enrollment level: …………

Boys: …………; **Girls:** ………..

Staffing level:

Male: ………..; **Female:** …………

PART TWO: Background data

Please, either use a tick or fill in the blank spaces to provide your response to the question.

1. Your sex: Male ( )   Female ( )
2. Your highest qualification:

    PhD ( ) Master's degree ( ) Degree ( ) Diploma ( ) other (specify): ……………………..

3. Length of service in the current position:

   ....

4. Initial training (area of specialization):

   ....

5. Any formal training in school leadership? Yes ( ) No ( )

6. If the answer is 'yes' to question 6, with which institution?

   ....

7. Your approximate age: .... years

PART THREE: FOCUS ON THE OBJECTIVES

A. The relationship between school leadership and learner performance in secondary school.

Instructions: *Kindly indicate by crossing (×) to show the option of your view.*

KEY: never=1; rarely=2; Often=3; Always=4

S/No.	Statement	Option of your views			
1	The school leadership informs the learners on their expectations.	1	2	3	4
2	The school leadership provides a platform during open day to discuss the learners' performance challenges.	1	2	3	4
3	The school leadership involves the learners to formulate the local policies, rules and regulations.	1	2	3	4
4	The school sets the goals and targets for the learners that are quite challenging and	1	2	3	4

	inspiring.				
5	The school asks learners for suggestions on how to improve learner performance.	1	2	3	4
6	The school conducts continuous assessments to improve learner performance.	1	2	3	4
7	The school has devised a policy to provide timely feedback to the learners on their performance.	1	2	3	4
8	The school has set the timetable for remediation to help learners who are struggling with their performance.	1	2	3	4
9	The school has developed a programme to meet parents/guardians to share the performance of their children.	1	2	3	4
10	The school checks the exercise books and analyse the continuous assessment results of learners to make informed decisions.	1	2	3	4

B. Policies, practices and programmes of school leaders which promote learner performance

Instruction*: Please indicate your view by marking a cross (×) in the box to show your view.*

KEY: Strongly agreed=1; Agreed=2; disagreed=3; strongly disagreed=4

S/No.	Statement	Option of your view			
1	The school has a clearly strategic plan on	1	2	3	4

	learner performance.				
2	The school has an established policy on monitoring learner's performance.	1	2	3	4
3	The school has devised a counseling programme for learners with difficulties.	1	2	3	4
4	The school has a committee which strategises and reviews the performance of the learners.	1	2	3	4
5	The school holds open days with stakeholders to share and award learners who perform well.	1	2	3	4
6	The school has a policy on learners who abscond themselves from school.	1	2	3	4
7	The school has a programme for learners to conduct studies after school time.	1	2	3	4
8	The school has a policy on textbook procurement.	1	2	3	4
9	The school has policy on learners to belong to clubs and other co-curricular groups.	1	2	3	4
10	The school has a programme on SBCPD to equip teachers with skills and tacit knowledge to provide appropriate learners support.	1	2	3	4

C. The school leadership style and skills

Instruction: Please indicate your view by marking a cross (×) in the box under the option.

   KEY: Yes=1; Not sure=2; No=3

S/No.	Statement	Option of your views		
1	The school is guided by shared vision statement, mission statement and values	1	2	3
2	The school is guided by well=spelt local policies	1	2	3
3	The school has a well-planned calendar of educational programmes which are learner support based	1	2	3
4	The school has a set of rules and regulations which are learner friendly and empowering	1	2	3
5	The school conducts assemblies regularly which are participatory	1	2	3
6	The school has devised a programme to engage stakeholders to review learner performance	1	2	3
7	The school communicates to the learners regularly on their performance needs	1	2	3
8	The school procures education materials regularly to enhance learner performance	1	2	3
9	The school invites various experts to give motivational talks to learners	1	2	3
10	The school has the reward mechanism to motivate hard working learners	1	2	3

Appendix 4

Semi-Structured interview schedule: for Guidance Teacher.

Introduction:

My name is Stephen Chishiko. I am a PhD student at Chreso University where I am pursuing my studies in Leadership and Organisation Change. I am conducting a research in fulfillment of my programme. The findings of my research will be used purely for academic purposes and will be treated with strict confidentiality.

Personal Information

School: …………………….**District:** ………………….**Date:** ……………………….

Sex: M ( )   **F** ( ) **Highest qualification:** …………………………

Other qualification: ………………………   **Length of service:** ………………… **years**.

Information related to the objectives of the study

1. The performance of learners at grade 12 for the last five years.

Serial no.	Year	Pass rate
1.	2015	
2.	2014	
3.	2013	
4.	2012	
5.	2011	

2. Does the school have the committee that plans, analyses and reviews the performance of the learners?   Yes ( ) No ( )

3. If the answer is yes in question 2, what is the composition of the committee?

………………………………………………………………………… …………………………

………………………………………………………………………… …………………………

………………………………………………………………………… …………………………

4. Does the school have the learner improvement strategic plan?Yes ( )   No ( )

5. If the answer is yes in question 4, what are some of the features of your school strategic plan?

………………………………………………………………………… …………………………

………………………………………………………………………… …………………………

6. What are some of the local policies that the school has formulated to support learner performance?

………………………………………………………………………… …………………………

………………………………………………………………………… …………………………

7. How does the school ensure that learners perform well to its expectations?

....

....

....

....

8. What are some of the educational programmes that the
   school has put in place to enhance learner performance?

   ....

   ....

   ....

   ....

9. In your opinion, how is school leadership significant to
   the performance of learners at this school?

   ....

   ....

   ....

   ....

10.   As a school, in your opinion, what are some the
    factors that affect the performance of your learners?

    ....

    ....

    ....

    ....

This marks the end of our interview. Thank you for spending
your precious time with me and provide the responses. As

indicated in the preamble, the responses will be used to fulfill the requirements of my studies. I wish you well and good bye.

Appendix 5

Schedule for the Focus Group Discussion with the School Council representatives

Dear learners,

My name is Stephen Chishiko. I am pursuing my studies with Chreso University in Leadership and Organisation Change. The purpose of meeting you is to discuss on issues pertaining

to learner performance. The information will treated with strict confidentiality and will be used for academic purposes only. Your identity will not be disclosed to anyone.

Ask the participants to introduce themselves as well.

School information

School: …………………………………District: ………………………

Date: ………… Grade: ……… Sex: Boys- … Girls: …………

The session has begun. Kindly feel very free to participate.

1. Generally, what is the performance of the school, in of terms learner achievement?

   …………………………………………………………………

2. How often do you write the assessment tests in the term at this school?

   …………………………………………………………………

3. When you do not perform well at this school, what programme do you have in place to assist you as a learner?

   …………………………………………………………………

4. Are aware of the guidance and counseling services provided at this school? Yes ( ) No ( )

5. In your opinion, how does the head teacher play a significant role in your performance in class?

   …………………………………………………………………

6. As learners, what is your target at grade 12 final examination?

....A

s learners, in your view, what is the significance of open day?

....

What is the school mission statement?

....

What does it mean to you as a learner?

....H

ow often do you attend school assemblies and how does it help you?

....

This marks the end of our discussion. In case you have any question, kindly feel free to ask me. Otherwise, I wish to thank you most sincerely for your active participation. I wish you all well in your future endeavour and even as you prepare for grade 12 final examinations. Good bye.

Appendix 6

Observation Sheet

District: ...   **Date: ...**

School: ......

S/No.	Elements common in school	Yes	No
1	Availability of the school master Time-table		

2	Availability of class allocation		
3	Availability of a learner improvement strategic plan		
4	Availability of school calendar		
5	Availability of school mission, vision and values statements		
6	Availability of subcommittees		
7	Availability of class registers		
8	Availability of school local policies		
9	Availability of syllabi of all grades		
10	Availability of schemes of work		

Appendix 7
School: Ndola Technical Girls
<u>**Calendar of Routines**</u>
Term: 3, 2015.

Week Zero: August, 31: Teachers do the preparation of schemes.

September, 01: Head teacher's Meeting

02: Management meeting – 09 00 hours

03: End of Holiday Tutorials

04: opening of staff Meetings – 07 00 hours

Submission of Timetables

Week 1:   **07:** Open Day – Assembly 08 30 hours

Submission of Mark schedules

Top of the Form Selection- Class teachers

Email Examination analysis:- Grade 9 & 12.

Learner Improvement Strategic Plan Committee review meeting

08: Top of the Form Training begins – 14 00 hours to 16 00 hours

Infrastructure Committee Meeting – 14 00 hours

11: Workshop on Leadership and Professionalism

Submission of Mid-Term Examinations

Week…:   October, 05: Teacher's Day

07: Learners' sensitization on the conduct of Examinations

12: SBCPD Lesson Demo- Grade 12 Physics lesson

Saturday24: Public Holiday- Independence Day.

Appendix 8

School: Ndola Girls Technical

Homework timetable

Grade 12

Monday: English/Home Economics/ Physics

Tuesday: Chemistry/History

Wednesday: Civic Education/Mathematics

Thursday: Religious Education/Geography

Friday: Computer Studies/Business Studies

NOTE:

Ensure that all pupils use their Homework books and not on piece of papers. The head teacher or deputy head teacher will request for the pupils homework every mid-term or at the end of the term to sample the performance and quality of work given to the learners.

Appendix 9

School: Kitwe Boys secondary   **Province:** Copperbelt

MISSION STATEMENT

To produce competent literate and responsible learners for future community roles and challenges

VISION

Lift the standards of Kitwe Boys secondary school to higher levels in all angles of academic performance, infrastructure, management style and discipline

STRATEGIES ON IMPROVING LEARNER PERFORMANCE

1. Conduct Holiday tuition (Holiday learning) for examination classes; that is, April and August. Two weeks for each month.
2. Co-ordinated and supervised remedial work after classes and lesson reviews by the academic committee.
3. Group projects, assignments and presentations through permanent study groups.
4. Common monthly tests.
5. Weekly lesson reviews and monitoring.
6. Awards and honours day in collaboration with Copperbelt University.
7. Strengthening of SBCPD through monthly INSERT.
8. Procurement of teaching and learning materials.
9. Homework policy on daily basis.
10. Weekly practical lessons.
11. Having regular meetings with parents of learners who are not doing well.

Appendix 10

School: Luanshya Boys secondary school

SCHOOL RULES AND REGULATIONS

STANDING RULES FOR PUPILS

All pupils **must** follow the following rules below;

A. 1. REPORTING

i. Pupils MUST be in school by 07 15 hours.

ii. Class registration starts at 07 15 hours.

iii. Teaching and learning begins at 07 30 hours.

iv. All pupils MUST be in special rooms (Labs, E-learning, Workshops, Computer labs, Art Room etc.) not later than 07 30 hours.

v. Break time will be between 10 10 hours and 10 30 hours (20 minutes break).

vi. All pupils MUST be seated in class after break by 10 30 hours.

vii. Lunch time will be between 13 10 hours and 13 30 hours (20 minutes).

viii. All afternoon pupils MUST be seated in class not later than 13 30 hours.

ix. Prep for morning classes will be between 14 50 hours and 15 10 hours every day except Fridays (40 minutes).

x. Any pupil who reports to school after 07:15 hours will be recorded and punished.

xi. Consistent late comers will be reported to the office of the Deputy Head teacher for further action.

xii. Late reporting from break and lunch will be recorded and punished by class monitors and prefects and if persistent reported to the Deputy Head teacher.

2. ABSENTEEISM

i. All pupils who were absent the previous day MUST report to the Teacher on Duty for recording and further action.

ii.   Any pupil absent from school for three (3) days continuously or intermittently will be referred to the Deputy Head's office for further action.

iii.   Any pupil absent from school for five (5) days continuously or intermittently will be asked to come with parents before being allowed back in class.

iv.   Absence from school by any pupil for 5 days or more will result in exclusion and recommendation for suspension from school.

3. DODGING

i.   Any pupil who absconds from a lesson or prep is considered as a dodger and MUST be reported to the class teacher.

ii.   Any dodger MUST be reported by the class, monitor or prefect to the Teacher on Duty (TOD) immediately for further action.

iii.   All dodgers MUST be reported by the TOD to the Deputy Head.

B. CONDUCT

i.   Pupils MUST be courteous to both teachers and fellow pupils at all times. Pupils breaking this rule MUST be reported to the class teacher.

ii.   Pupils caught or suspected of smoking and drinking beer MUST be immediately excluded from class and taken to the D/Head for further action.

iii.   Pupils caught or reported to have been fighting MUST be immediately taken to the D/Head office for further action.

iv.   Vandalism to school property by any pupil MUST be immediately reported to the TOD or D/Head for further action.

v.   Vandalism will attract serious repercussions which includes immediate exclusion from school.

vi.   Pupils caught or reported in the acts of graffiti MUST be reported to the TOD or D/Head teacher.

vii.   Acts of graffiti which include: pupil writing on the chalk board without authority, walls and in the toilets will attract stiff punishment or exclusion from school and recommended for suspension.

viii.   Abusive language at teachers or fellow pupils is punishable and MUST be reported to the class teacher and D/Head teacher for further action.

ix.   Speaking of vernacular languages is not allowed in school and is a punishable offence.

x.   Loitering by pupils during lessons and prep is a punishable offence.

xi.   Any pupil caught or reported to have engaged in socially unacceptable behaviour outside the school will be reported to the school authority for scrutiny and further action.

xii.   Pupils are to walk in single file, keeping to the left when moving in corridors and when coming to school.

xiii. Any pupil caught stealing will be reported to the grade teacher for further action.

xiv. Any pupil who persistently engages in acts of theft will be excluded from school.

C. RESTRICTED AREAS

i. Parents with vehicles bringing pupils to school are NOT ALLOWED INTO SCHOOL CAMPUS.

ii. Children of teachers MUST not be driven into the school campus.

iii. The following areas are out of bounds to pupils:

a). Staff room

b). Foyer (with exception of prefects).

c). staircases leading to the staffroom.

d). Departmental offices.

e). Specialised rooms such as labs, workshops, computer labs and e-learning unless in the company of a teacher.

f). Pupils are not allowed to cycle into the school campus.

g). All bicycles MUST be packed into the bicycle shed.

h). Pupils MUST at all times use correct route or path walk.

D. CHANNEL OF COMMUNICATION

i.   All pupils' grievances MUST be channeled through the Grade Teacher, Class council or School Council Chairperson.

ii.   Class or School Council Chairpersons are allowed to see the D/Head teacher at any time over any class or school grievances.

iii.   In an emergency, the class monitor is permitted to see the TOD or Deputy Head teacher without delay.

iv.   Pupils who fall sick MUST inform their respective Grade teachers and report to the sick bay for further attention.

v.   Pupils wishing to visit the accounts office should do so during break, lunch and after classes.

E. CLEANLINESS

i.   Pupils MUST be in clean and proper uniform at ALL times. No Dallas, waist coat, short sleeved shirts…

ii.   No pupil will be allowed in school without proper uniform.

iii.   Any pupil found in shabby uniform MUST be sent to the Deputy Head teacher for further action. Personal cleanliness: pupils MUST bath, brush teeth, maintain short hair. No pupil will be allowed to wear rings, necklaces, caps, head socks, bungles, and belts with big buckles.

iv. Sagging and trimming of uniforms is punishable and should not be tolerated.

F. RESTRICTION ON ELECTRONIC GADGES IN SCHOOL

i. The use of the following gadgets is restricted in school:

a). Cell phones

b). Cameras

c). Radios

d). iPods

e). CD/DVDs

f). Memory cards

g). Laptops

ii). Pupils will only be allowed to bring and use the above mentioned gadgets for teaching and learning purposes with express permission from the deputy Head teacher.

G. USER/BOARD FEES

It is the duty of all pupils to ensure that parents pay user fees as per Government requirement.

Signed by

Mr. R. P. Musakuzi

Head teacher

Appendix 11

Ndola Girls Technical Secondary School

Guidance and Counselling department

Departmental Policy

Introduction

The Guidance and Counselling department is one department responsible for the Educational guidance, Vocational and career Guidance, Personal Guidance and Counselling.

Guidance Mission

The Guidance and Counselling department will ensure that all pupils/learners in school graduate with knowledge, skills and disposition that are vital to their success.

Beliefs

1. All pupils can succeed if only they are given support.
2. Diversity is important to us.
3. Each child should receive quality education for better development.
4. The knowledge, skill and disposition should be accessible to all pupils/learners.
5. Each child graduating should have lifelong career decision making and management skills that are necessary to success.

Philosophy

Our planned school Counselling programme shall be:

1. Comprehensive in scope
2. Preventive in design
3. Developmental in nature
4. Student centred
5. Conducted in collaboration with stakeholders
6. Driven by data
7. An integral part of the total education programme.

Vision

Our vision is to facilitate and provide quality assistance and guidance to every child so as she can effectively select, plan and prepare for career choice, meanwhile giving each child encouragement necessary for realising her goals which will enable her to increase confidence when embarking on a career of choice.

Guidance Programme Components

1. The guidance program shall be overseen by the guidance committee
2. Career guidance shall be programmed for every Friday 14:30 hours
3. Students shall be taught skills related to the development of healthy personal characteristics, values and attitudes deemed important for the healthy productive living
4. The Counselling programme shall target to meet the immediate concerns and needs of students usually with a prevention focus. Programs for dropout prevention, peer leadership, early pregnancies and alcohol prevention.

School Guidance and Counselling Committee

The committee comprises of:

1. Chairperson- Head teacher
2. School Counselling- Guidance & Counselling
3. Teacher- Counsellor
4. Teacher- Counsellor

5. Pupils- Academic Prefect
6. Pupil- Student council Representative
7. PTA representative (Parent).

Appendix 12

The Skills needed to build PQ

S/No.	Skill	Focus
1.	Build Trust	Always deliver on your commitments; find common ground with your learners, common interests, needs and priorities; make it easy for the learners- remove risks and obstacles to them interacting with you.
2.	Create loyalty	Show you are genuinely interested in each learner; understand their needs; manage their expectations; build trust by having difficult conversations positively and early; always deliver your commitments to the learners.
3.	Focus on outcomes	Work to clear goals which have visibility and impact across the school.
4.	Take control	Have a clear plan for your learners (school); know what will be different as a result of your work; build the right subcommittees, provide relevant learner support.
5.	Pick your battles	Avoid procrastination. Only fight when there is a prize to fight for; encourage your learners to focus on their goals and

		avoid fight other learners' battles.
6.	Manage decisions	Understand the rational decision (what is the best cost-risk-benefit trade off?); manage the politics (what will the head teacher and other stakeholders expect?) and emotional decision (what do I feel most confident about and what will my learners feel committed to?).
7.	Act the part	Encourage learners to act like other influential people in the school; encourage them to be positive, confident and assertive.
8.	Be selectively unreasonable	Ensure that the learners are stretched; make a difference by ensuring that learners go beyond business as usual and beyond their comfort zone; make an impact and build influence.
9.	Embrace ambiguity	Crises and uncertainty are wonderful opportunities to make a mark, take control and fill the void of uncertainty and doubt which others create. Ambiguity lets leaders flourish.
10.	Use it or lose it	Control your destiny or else someone will; you only remain influential if you use your influence.

Source: Owen, 2012. The Leadership Skills Handbook

Appendix 13

Organisational Health Inventory (OHI)
Characteristics
Institutional level   *Institutional integrity* is the degree to which the school can cope with its environment in a way that maintains the educational integrity of its programmes. Teachers are protected from unreasonable community and parental demands.
Administrative level   *Collegial leadership* is principal behaviour that is friendly, supportive, open and guided by norms of equality. At the same time, the principal sets the tone for high performance by letting people know what is expected of them.   *Principal Influence* is the principal's ability to influence the actions of the superiors. Influential principals are persuasive with superiors, get additional consideration, and proceed relatively unimpeded by the hierarchy.   *Resource Support* is the extent to which classroom supplies and instructional materials are readily available; in fact, even extra materials are supplied if requested.
Teacher level   *Teacher affiliation* is a sense of friendliness and strong affiliation with the school. Teachers feel good about each other, their job, and their students. They are committed to both their learners and their colleagues and accomplish their jobs with enthusiasm.   *Academic emphasis* is the extent to which the school is driven by a quest for academic excellence. High but achievable academic goals are set for students, the learning environment is orderly and serious, teachers believe in their students' ability to achieve, and students work hard and respect those who do well academically.

Source: Adapted from Hoy, W. K., and Tarter, C. J., 1997.

Appendix 14

Overview of Major Learning Theories and Principles

The major theories of learning of the last one hundred years can be divided into three classic schools of thought (behaviorism, cognition and Humanistic). The overview helps define, explain and provide a yardstick for effective teaching and learning for all students, as well as forms the basis of discussion during staff development meetings.

Psychologist	Major Theory Or Principle	Definition or Explanation
Behaviourist		
Thorndike	Law of effect	When a connection between a situation and a response is made, and it is accompanied by a satisfying state of affairs, that connection is strengthened; when accompanied by an annoying state of affairs, the connection is weakened.
Pavlov-Watson	Classical conditioning	When a response is

		closely followed by the reduction of a drive, a result for the stimulus to evoke that reaction on subsequent occasions; association strength of the stimulus-response bond depends on the conditioning of the response and stimulus.
Skinner	Operant conditioning	In contrast to classical conditioning, no specific or identifiable stimulus consistently elicits operant behaviour. If an operant response is followed by a reinforcing stimulus, the strength of the response is increased.

Bandura	Observational learning	Behaviour is best learned through observing and modeling. Emphasis is placed on vicarious, symbolic and self-regulatory processes.

Cognitive		
Piaget	Cognitive stages of development	Four cognitive stages form a sequence of progressive mental operations; the stages are hierarchical and increasingly more complex.
	Assimilation, accommodation and equilibrium	The incorporation of new experiences, the method of modifying new experiences to derive meaning, and the process of blending new experiences into systematic whole.
Dewey	Problem-solving	Being in a situation, sensing a problem, clarifying it with information, working out suggested solutions, and testing the ideas with application.
Bruner-Phenix	Structure of a subject	The knowledge, concepts and principles of a subject; learning how things are related is learning the structure of a subject.
Gardener	Multiple intelligence	A cross-culture, expanded concept of what is intelligence-such areas as linguistics, music, logical mathematical, spatial, body-kinesthetic, and personal.
Lipman-Marzano-Sternberg	Critical thinking	Teaching students how to think, including forming concepts, generalisations, cause-effect relationships, inferences, consistencies and

		contractions, assumptions, analogies and the like.
Humanistic		
Maslow	Human needs	Six human needs related to survival and psychological well-being; the needs are hierarchical and serve to direct behaviour.
Rogers	Freedoms to learn	Becoming a full person requires freedom to learn; the learner is encouraged to be open, self-trusting, and self-accepting.
Raths	Value verification	Analysis of personal preferences and moral issues to reveal or clarify one's values-that is, beliefs, attitudes and opinions.
Johnson-Slavin	Co-operative learning	Co-operative and group approaches to learning are considered more effective than competitive and individualistic learning situations.

Source: Adapted from Allan C. Ornstein and Francis P. Hunkins, Curriculum: Foundations, Principles and Issues, 5th ed. (Boston: Allyn and Bacon, 2008).

Appendix 15: Proportion of candidates obtaining full school Certificates (2013-2015)

Province	% School Certificate								
	2015			2014			2013		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Muchinga	64.5	62.2	63.6	65.4	60.8	63.7	70.6	66.5	69.2
Northern	61.3	53.5	58.4	54.9	46.8	51.7	54.6	56.4	55.3
Luapula	57.2	49.6	54.1	56.8	48.3	53.6	54.2	46.1	51.2
Southern	70.3	68.9	69.7	67.5	65	66.4	66.3	62	64.5
Eastern	72.1	69.3	71	68.2	66.1	67.4	64.1	64.5	64.3
Copperbelt	47.4	41.4	44.5	47.4	40.3	43.9	62.7	57.4	60.2
North-western	54	49.6	52.2	56.4	52.1	54.7	60.6	58.2	59.6
Central	62.7	59.9	61.5	61	56.7	59.2	59.5	56.4	58.2
Western	53.1	51.8	52.5	53.4	48.5	51.2	54	51.6	53
Lusaka	63.5	60.4	62	63.4	58.9	61.3	64.5	58.1	61.6
National	59.3	54.3	57.05	58.5	52.6	55.9	62	57.9	60.2

Provinc	% School Certificate														
	2016			2015			2014			2013			2012		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
uching				64.5	62.2	63.6	65.4	60.8	63.7	70.6	66.5	69.2			
rther				61.3	53.5	58.4	54.9	46.8	51.7	54.6	56.4	55.3			
apula				57.2	49.6	54.1	56.8	48.3	53.6	54.2	46.1	51.2			
uther				70.3	68.9	69.7	67.5	65	66.4	66.3	62	64.5			
stern				72.1	69.3	71	68.2	66.1	67.4	64.1	64.5	64.3			
pperb				47.4	41.4	44.5	47.4	40.3	43.9	62.7	57.4	60.2			
rth-stern				54	49.6	52.2	56.4	52.1	54.7	60.6	58.2	59.6			
ntral				62.7	59.9	61.5	61	56.7	59.2	59.5	56.4	58.2			
stern				53.1	51.8	52.5	53.4	48.5	51.2	54	51.6	53			
saka				63.5	60.4	62	63.4	58.9	61.3	64.5	58.1	61.6			
tional				59.3	54.3	57.05	58.5	52.6	55.9	62	57.9	60.2			

Ethical principle	Ethical rationale for and development of this principle
Integrity and objectivity of the Researcher.	The quality of research of research depends in part on the integrity and objectivity of the researcher. This means acting openly, being truthful and promoting accuracy. Conversely it also means avoiding deception, dishonesty, misrepresentation (of data and findings etc), partiality, reckless commitments or disingenuous promises. Where appropriate, any conflict of interest or commercial association should be declared.
Respect for others.	A researcher's position is based on the development of trust and respect. The conduct of research entails social responsibility and obligations to those who participate in or at affected by it. The rights of all persons should be recognised and their dignity respected.
Avoidance of harm (non- maleficence)	Any harm to participants must be avoided. Harm may occur through risks to emotional well-being, mental or physical health or social or group cohesion. It may take a number of forms including embarrassments, stress, discomfort, pain or conflict. It may be caused by using a research method in an intrusive or zealous way that involves mental or social pressure causing anxiety or stress. It may also be caused by violating assurances about confidentiality and anonymity or through harassment or discrimination.
Privacy of those taking part.	Privacy is a key principle that links to or underpins several other principles considered. Respect for others, the avoidance of harm, the voluntary nature of participation, informed consent, ensuring confidentiality maintaining anonymity, responsibility in the analysis of data and reporting of findings, and compliance in the management of data are all linked to or motivated by the principle of ensuring the privacy of those taking part

Voluntary nature of participation and right to withdraw	The right not to participate in a research project is unchallengeable. This is accompanied by the right not to be harassed to participate. It is also unacceptable to attempt to extend the scope of participation beyond that freely given. Those taking part continue to exercise the right to determine how they will participate in the data collection process, including right not answer any question, or set of questions; not to provide any data requested; to modify the nature of their consent; to withdraw data from participation; and possibly to withdraw data they have provided
Informed consent of those taking part	The principle of informed consent involves researcher providing sufficient information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered and freely given decision about whether or not to do so, without the exercise of any pressure or coercion. This leads to the right of those taking part to expect the researcher to abide by the extent of the consent given and not to find that the researcher wishes to prolong the duration of an interview or observation, or widen the scope of the research without first seeking and obtaining permission, or to commit any subsequent breach of the consent given
Ensuring confidentiality of data and maintenance of anonymity of those taking part	Research is designed to answer 'who', 'what', 'when', 'where', 'how', and 'why' questions, not to focus on those who provide the data to answer these. Individuals and organisations should therefore remain anonymous and the data they provide should be processed to make it non-attributable, unless there is an explicit agreement to

	attribute comments. Harm may result from unauthorised attribution or identification. Reliability of data is also likely to be enhanced where confidentiality and anonymity are assured.
Responsibility in the analysis of data and reporting of findings	Assurances about privacy, anonymity and confidentiality must be upheld when analysing and reporting data. Primary data should not be made up or altered and results should not be falsified. Findings should be reported fully and accurately, irrespective of whether they contradict the expected outcomes. The same conditions apply to secondary data, the source or sources of which should also be clearly acknowledged. Analyses and the interpretations that follow from these should be checked carefully and corrections made to ensure the accuracy of the research report and any other outcome.
Compliance in the management of data	Research is likely to involve the collection of personal data. Many Governments have passed legislation to regulate the processing of personal data. There is therefore a statutory requirement to comply with such legislation. Other laws exist in particular countries relating to the processing, security and possible sharing of data.
Ensuring the safety of the researcher	The safety of researchers is a very important consideration when planning and conducting a research project. The social research association's Code of Practice for the Safety of Social Research identifies possible risks from social interactions including 'risk of physical threat or abuse; risk of psychological trauma; risk of being in a compromising situation; increased

413

	exposure to risks of everyday life' (Social Research Association, 2001, p.1). Research design therefore needs to consider risks to researchers as well as to participants.

Appendix 16:

Ethical principles and the ethical rationale for and development of each principle

Source: Saunders, Lewis and Thornhill, (2012, p.231). Research Methods for Business students. New   York: Pearson.