

AN EVALUATION OF THE INFLUENCE OF INSTRUCTIONAL
LEADERSHIP ON THE PERFORMANCE OF GOVERNMENT AND
COUNCIL SCHOOLS IN HARARE PROVINCE

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BY

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DEDICATION

I dedicate this dissertation to my husband and children for their unfettered support and love.

DECLARATION

I, Mwanyara Makamani do hereby declare that this dissertation is the result of my own investigation and research, except to the extent indicated in the acknowledgments, references and acknowledged sources or comments included in the body of the report, and that it has not been submitted in part or in full for any other degree at any other university.

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Students Signature

Date

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Supervisors Signature

Date

ACKNOWLEDGEMENTS

I would like to give glory to the Almighty God for giving me strength and wisdom to complete this programme.

My sincere gratitude goes to my husband, children and friends for all the love and support during this programme. You really supported me throughout this rigorous programme.

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EXECUTIVE SUMMARY

Notwithstanding the increasing researches on the role of leadership in schools performance, there is a dearth of studies that have investigated the influence of instructional leadership on schools performance in the Zimbabwe context. Therefore, using a data set of 120 from teachers in Harare Province, Zimbabwe, this study examines these relationships. The hypothesis that instructional leadership positively influences schools performance was supported. The findings of the study revealed that instructional leadership is a significant contributor to schools performance. The results demonstrate that schools administration should invest in instructional leadership in order to improve their performance.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

Leadership is the process where the leader can use his influence to convince in decision making process and setting the goals of the organization(Boonla & Treputtharat, 2014). According to (Horng, 2010), school leaders matter for school success. Leaders are very key within schools and their leadership has a bearing on teacher performance and hence on the overall pass rate of schools. The study seeks to establish the effectiveness of instructional leadership style by school heads in schools in Harare region and make recommendations on how to make this leadership style more effective in order to yield best results. The job description of an instructional leader is different from that of the school administrator or manager in a variety of ways. Principals who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers(Jenkins, 2009). The study is going to investigate the effects of instructional leadership style in schools and its impact on teacher performance and ultimately on the overall school pass rate over a period ranging from year 2011 to year 2013. This Chapter is organized into ten (10) distinct sections which are as follows; 1.0 Introduction; 1.1 Background of the study, 1.2 Problem statement, 1.3 Research Objectives, 1.4 Research Question, 1.5 Hypothesis/ Proposition, 1.6 Justification of the study, 1.7 Scope of the study, 1.8 Dissertation Outline and 1.9 Chapter Summary. In this study, school refers to primary and secondary government and council schools.

1.1 Background of the Study

In recent years, the view of principalship that has been growing focuses on instruction, and not building management or other administrative matters, (Mendels, 2012).

Many leadership styles, which include bureaucratic style, autocratic style, among many, were being practiced in Zimbabwean schools. The most effective leadership style is not really known of which this study seeks to investigate the impact of instructional leadership style on school performance and make recommendations on how to make it more effective. According to the (Ministry of Education , 2011-2015), education was proclaimed as a basic human right and in the same vein; a lot of investments were done to the education system in order to achieve the set objectives. Two decades into Independence, Zimbabwe's education system was the envy of Africa as it was regarded as one of the best and strongest in sub-Saharan Africa. It is a matter of historical fact that as the economy of this country deteriorated, education suffered badly resulting in poor physical infrastructure, brain drain and deteriorating standards of performance in schools (Ministry of Education, 2011-2015). Although, overall, there was a decline in the whole education system, some schools were performing better than others.

However disparities within pass rates in schools had raised eyebrows on what exactly is causing this. The study seeks to identify the impact that instructional leadership style has on teacher performance and pupils' performance. Education is very key in Zimbabwean societies and as such effective leadership style(s) should be implemented to ensure the success of pupils through quality pass rates and performance in schools.

1.2 Problem Statement

Most schools in Zimbabwe are having different pass rates year in year out. The disparities in the pass rates within Zimbabwean schools have prompted this study since there are disparities among the performance of schools under investigation yet they all have pupils and teachers of almost similar calibre in terms of academic rigor and vigor. Teachers are coming from almost similar training colleges, pupils from almost similar environments and backgrounds but yielding totally different pass rates in schools. What is not known is why there are different levels on teacher performance and pass rates in schools that have almost similar conditions. Could instructional leadership be the cause? If so, to what extent is instructional leadership impacting on teachers' performance and ultimately the children's pass rate?

1.3 Research Objectives

The main objective of the study is to examine the effect of instructional leadership on the teacher performance and school performance.

The sub-objectives of the study are as follows;

1. To identify the main components of instructional leaders in council and government schools in Harare.
2. To establish the effect of each component of instructional leadership style on teacher performance in council and government schools in Harare.
3. To examine the influence of teacher performance on performance of schools in Harare region.
4. To make recommendations based on findings.

1.4 Research Questions

The research questions for the study are as follows;

1. What are the main components of instructional leaders in council and government schools in Harare?
2. What are the effects of each component of instructional leadership style on teacher performance in council and government schools in Harare?
3. What is the influence of teacher performance on performance of schools in Harare region?
4. What can be done to make instructional leadership more effective?

1.5 Hypothesis

The main hypothesis is that instructional leadership style positively impacts on teacher performance and ultimately the performance of schools.

The sub-hypotheses of the study are as follows;

H1: There is a relationship between instructional leadership style and teacher performance.

H2: Teacher performance positively influences the school performance?

1.6 Justification of Research

The study will elucidate the importance of instructional leadership style towards the achievement of good quality results to pupils and the overall schools' performance.

This study is very important considering limited resources developing countries have, Zimbabwe included. A good and efficient leadership style will help the schools systems employ the scarce resources to the best benefit of both the pupils and the nations at large. The study will be very instrumental to school pupils, the administrators, the academia, the parents and the nation at large. The study will assist the government in allocation of scarce resources and safeguarding the limited resources.

Due to the effective leadership style(s) which are to be recommended, the schools' performance are going to be positively impacted and this will see development in the education system in Zimbabwe. The academia will be in a position to make recommendations on the type of leadership style to be embarked on in schools whenever the need arises. The study will be very handy in generalizing the findings to other schools in other towns since the obtaining environments will be almost similar.

However there are limitations in generalizing the findings to schools in rural set ups since the situations in the schools are somehow different. Further studies are recommended to schools in rural areas and to private schools. The previous studies done on the impact of leadership styles on teacher performance and hence impact on the overall pass rate have been done in other countries other than Zimbabwe, the likes of Indonesia where, for example (Mutmainah, 2013), undertook the study of private senior high school teachers in Malang Town.

In Zimbabwe, such a somehow similar study was done in Kadoma Rural, by Mazise (2011) where he investigated the challenges and prospects of quality primary education in Zimbabwe and by Ncube (2004) where he looked into the internal efficiency in rural day secondary schools in Zimbabwe.

This study is one of its own in terms of research objectives and content since school heads are still using different leadership styles and still having pass rates disparities.

No leadership style has been recommended to school heads as the best so far. This implies that the results of the study will effectively contribute to the existing body of knowledge.

1.7 Scope of the Research

The scope of the research is all government and council, primary and secondary schools in Harare province. In these schools the researcher will be targeting school teachers.

1.8 Dissertation Outline

The dissertation will be in five (5) chapters as follows;

Chapter One: Introduction and Background

Chapter Two: Literature Review and Conceptual Framework

Chapter Three: Research Methodology

Chapter Four: Data Analysis and Presentation

Chapter Five: Conclusions and Recommendations

1.9 Chapter Summary

This chapter has covered introduction to the research problem and the background to the research problem. It also presented the research problem, research objectives as well as research questions. Thereafter it discussed the research hypothesis, justification of the research and the scope of the research. An outline of the chapters of the dissertation was also provided. The next chapter covers the literature review and the conceptual framework of the study.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.0 Introduction

The previous chapter covered the introduction and background of instructional leadership style's impact on school performance. This chapter will be reviewing the literature relating to the variables under study and the conceptual framework to the study. The theory underpinning the study and empirical evidence from previous researchers will be reviewed.

2.1 Leadership

Leadership is the process by which one person influences the thoughts, attitude and behaviors of others (Mills, 2005). According to Northouse (2007), with leadership, an individual is responsible for making a group of individuals meet a set common goal. Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2006). Goffee and Jones (2007) also concurred with the rest in defining leadership as a process which is readily available to everyone and not to a few elite and leaders and followers should work together in an interactive manner thereby achieving the set targets. However all these authors have certain major attributes of leadership in common, which are that leadership is a process, involves group work, others are influenced to achieve a set common goal. These four major components of leadership make its backbone and are key in its definition. These definitions of leadership are not found in isolation but are built around theories which have been postulated long back by various theorists. Many theorists, going back to as far as the 17th century, have made meaningful contributions towards leadership and have postulated so many theories of leadership. The following are the theories of leadership from the oldest to the latest.

2.2 Leadership Theories

2.2.1 The Great Man Theories

These were the leadership theories in the 1840's. A number of theorists made contributions towards leadership. Among many, Carlyle (1907) was mainly behind the theory and he reinforced the aspect of a leader as a person with in build qualities of leadership that capture the masses' imagination. The theory's assumption is that great leaders are born and not made. The great men who are perceived to be born with exceptional leadership qualities in history are the likes of Abraham Lincoln, Julius Caesar, Mahatma Gandhi and also Alexander the Great. These are said to be born leaders according to the Great Man theories. Drucker (1989) also supported the theory. He moved the notion that no one can be successfully trained to be a leader, which implies that leaders are neither created nor promoted through learning and being taught how to become one. However the great man theories leaves a lot to be desired. Their inadequacy led to the postulation of the so called Trait theory.

2.2.2 The Trait Theory

Allport (1961) defined a trait as a generalized and focalized neuropsychic system (peculiar to the individual), with the capacity to render so many stimuli functionally equivalent and to initiate and guide consisted (equivalent) forms of adaptive and expressive behavior. The assumption on trait theory , according to (Yukl, 2006), is that leadership is inherent in a few , select people and that leadership is restricted to only those few who have special talents with which they are born with. Qualities like intelligence, sense of responsibility, creativity and others makes someone a good leader. Attributes such as personality, motives, values and skills are associated with leaders according to the trait theory. Ghiselli (1963) discovered the significant correlation between leadership and traits of intelligence, supervisory ability, initiative and guide consisted forms of adaptive and expressive behavior. In support of Ghiselli (1963), Fiedler (1955) stated that although intelligence has been shown to correlate only modestly with leadership, leader intelligence and other cognitive attributes can be highly correlated with effectiveness under special circumstances.

According to Stogdill (1975), successful leaders can be characterized by task persistence, self confidence, tolerance of interpersonal stress and the ability to influence other peoples' behavior. Fayol (1949) managed to identify vigor, mental qualities like the ability to learn and understand and moral qualities like energy, firmness, loyalty and dignity as the three leadership qualities in the trait theory.

The trait theory to leadership was heavily criticized by Adair (1990) who said, "Even if a list of leadership qualities could be identified, the qualities approach does not form the best starting point for leadership training." The shortfalls associated with the trait theory led to the existence of the behavioral approach to leadership.

2.2.3 The Behavioural Theories

The behavioral approach to leadership came as a complete twist from how leadership is perceived by the great man theories and the trait theories. This is because here leadership is underpinned by the notion that behavior can be learned unlike traits which are inborn. Individuals can be trained in appropriate leadership behavior and can lead more effectively than those not trained. The behavioral theories to leadership focused on leadership style and leadership functions as the two aspects of leadership behavior.

According to Mullins (2000), leadership style is the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group. Examples of leadership styles are autocratic/dictatorial, democratic, laissez-faire among many. The three leadership styles, that is autocratic, democratic and laissez-faire are participatory leadership styles by Lewin (1939). The leadership style to be applied depends on the set up of the situation. A style being applied should be suited to the set up for it to work to its best. According to Courtney, Greer, & Masling (1952), laboring people with least education produce best results under autocratic leadership style while managers, officials, clerical and sales people perform least under this leadership style. Harris (1991) concluded that autocratic leadership style allows quick decision making and so can be successfully applied in situations where subordinates lack knowledge of organizational goals, inexperienced, lack training and the company endorses the fear and punishment as accepted disciplinary techniques; the leader prefers to be active and dominant in decision making and there is little room for error in final accomplishment.

The autocratic style is also successfully used in national army where tight, direct and precise supervision is needed with great speed and efficiency. According to Vroom (1973), the democratic leadership style yield positive results only on individuals with strong non-authoritarian values and who have high need of independence and best results are obtained if the subordinates interact with the leader. Here the leader involves people in decision-making but makes the final decision basing on the leader and the subordinates' views. This type of leadership style can be problematic where the opinions are various and there is no clarity in reaching the final decision. The laissez-faire leadership style is also under behavioral theories and it simply means 'allow them to do leadership.' This type of leadership involves a complete delegation of authority to subordinates so that they plan, motivate and control and are responsible for their actions. According to Lewin (1939), the most effective style amongst the three is the democratic style of leadership. This is because excessive autocratic leadership style can lead to revolution and laissez-faire leadership style can result in less coherent work patterns (Kouzes & Posner, 2007).

2.2.4 Situational or Contingency Theories

These theories were postulated by the late sixties researchers after the former theories failed to give satisfactory results to leadership. Their failures were due to the fact that they ignored situational context, that follower behavior and personality which are very key to effective leadership. Fiedler (1967) postulated the Fieldler's contingency model which shows that people become leaders also because of various situational factors and the interaction between the leaders and the situation and not only because of the attributes of their personality or attributes of power and perception style. All these leadership theories and styles underpin this study whereby instructional leadership style is under study and its effectiveness is to be determined amongst a number of style, the likes of transformational style, transactional style, distributional style and many more.

2.3 Instructional Leadership Style

Instructional leadership has been defined by a number of researchers and amongst them, Jenkins (2009) defined instructional leadership as the provision of direction by the leader and also provision of resources and support. These provisions should be done to both the teachers and the pupils thereby enhancing learning at these schools. Instructional leaders are known for always ensuring an effective learning and teaching culture in schools.

The National Association of Elementary School Principals (2001) has its definition of instructional leadership style as leading communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs and take responsibility on what students learn. According to Hallinger (2005), the emphasis on instructional leadership was driven in large part by the effective school movement of the 1970's and 1980's and has since been renewed because increasing demands that school leaders be held accountable for students' performance.

Many new principal preparation and development programs emphasize the role of principals as "instructional leaders" and schools demonstrating growth in student achievement are more likely to have principals who are strong organizational managers who are effective in hiring and supporting staff, allocating budgets and resources and maintaining positive working and learning environments (Hornig and Loeb, 2010). These effective organizational managers are seen to be leading these schools successfully.

The principal must possess certain skills to carry out the tasks of an instructional leader; that is interpersonal skills; planning skills; instructional observation skills and research and evaluation skills (Lashway, 2002).

DuFour (2002) also stipulated that instructional leaders also need up-to-date knowledge in three areas of education that is curriculum, instruction and assessment. Curriculum involves educational curriculum and beliefs, curriculum sources and conflict and curriculum evaluation and improvement. However in this study the instructional leadership style is coined on four key skills by instructional leaders which are; effective resource providers, instructional resources, good communicators and creation of visible presence by the leaders (Whitaker, 1997). Instruction involves the principal knowing different teaching models, theories behind the model and reasons for adopting a particular model; on assessment, one will be looking at procedures and principles of student assessment (DuFour, 2002). An effective leader should be well versed with all these attributes of instructional leadership.

There are a number of models underpinning the instructional leadership by school heads. During the past two decades, three models were very common and key and these were one by Hallinger and Murphy (1985), the other one by Murphy (1990) who further refined the former model by looking at the literature on effective schools, staff development and organizational change.

The third model was done by Weber (1996) who comprehended the former models with a few additives and he focused on five domains of instructional leadership which are the school’s mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction and the assessment of instructional program. Weber tried to theorize instructional leadership in challenging contexts (Naicker, Chikoko and Mthiyane, 2013).

The following are the three models.

Table 2.1 Elements of Murphy and Hallinger’s (1985) Model of Instructional Leadership

Defines the mission	Manages Instructional Programme	Promotes School Climate
<ul style="list-style-type: none"> • Framing school goals • Communicating school goals 	<ul style="list-style-type: none"> • Supervising and evaluating instructions • Coordinating curriculum monitoring students’ progress 	<ul style="list-style-type: none"> • Protecting instructional time • Promoting professional development • Maintaining high visibility • Providing incentives for teachers • Enforcing academic standards • Providing incentives for students

Source: Michelle (2003): Instructional leadership, academic press and student achievement

Table 2.2 Elements of Murphy's (1990) Model of Instructional Leadership

Developing Mission and Goals	Managing the educational production function	Promoting an academic learning climate	Developing a supportive work environment
<ul style="list-style-type: none"> • Framing school goals • Communicating school goals 	<ul style="list-style-type: none"> • Promoting quality instruction • Supervising and evaluating instruction • Allocating and protecting instructional time • Coordinating the curriculum • Monitoring student progress 	<ul style="list-style-type: none"> • Establishing positive expectations and standards • Maintaining high visibility • Providing incentives for teachers and students • Promoting professional development 	<ul style="list-style-type: none"> • Creating a safe and orderly learning environment • Providing opportunities for meaningful student involvement • Securing outside resources in school goals Forging links between the home and school

Source: Michelle (2003): Instructional leadership, academic press and student achievement

Table 2.3 Elements of Weber's (1996) Model of Instructional Leadership

Defining the school mission	Managing curriculum and instruction	Promoting a positive learning climate	Observing and improving instruction	Assessing the instructional programs
The instructional leader collaboratively develops a common vision goals for the school withstakeholders	The instructional leader monitors classroom practice alignment with the school’s mission, provides resources and support in the use of instructional best practices, and models and provides support in the use of data to drive instruction	The instructional leader promotes positive learning climate by communicating goals, establishing expectations, and establishing and orderly learning environment	The instructional leader observes and improves instruction through the use of classroom observation and professional development opportunities	The instructional leader contributes to the planning, administering, and analysis of assessments that evaluate the effectiveness of the curriculum

Source: Smith and Piele (1996): School leadership. Handbook for excellence

These models help us to have the picture of what instructional leadership style by school principals is all about, looking at its attributes and components highlighted in the models.

According to Thesaurus dictionary, a skill is a subtle or imaginative ability in inventing, devising or executing something. The skills for an instructional leader are as stipulated by the following previous researchers.

Andrews and Smith (1989) identified four constructs of instructional leadership whereby superintendents were defined as instructional resource, resource provider, communicator and visible presence. Onyango and Akinyi (2014) also defined an effective principal as an instructional leader who must perform at high level in four areas: as a resource provider, as an instructional resource, as a communicator and as a visible presence. These two researchers were concurring on their identification of instructional leadership skills.

Drawing from this reasoning, this study contends that according to Whitaker (1997), the four instructional leadership skills are visible presence of the school head, the head as the instructional resource giving instructions to both pupils and to the teachers, heads as good communicators and last but not least, heads as resource providers. These four skills make an effective instructional leader.

2.4 Government and Council Primary and Secondary Schools in Zimbabwe

2.4.1 School

According to the Zimbabwean Education Act chapter 25:04 (2000), a school is an institution, other than a correspondence college, recognized by the Ministry of Education, Sports, Arts and Culture, which provides school education. The American Heritage Dictionary of English Language (2000) defines a school as an institution for the instruction of children or people under college age and this definition concurs with that of the Random House Webster's College dictionary. This study will adopt the definition of a school by the Zimbabwean Education Act chapter 25:04(2000) which states that a school is an institution, other than a correspondence college, recognized by the Ministry of Education, Sports, Arts and Culture.

2.4.2 Government School

According to the Zimbabwean Education Act, a government school is a school administered and controlled by the Ministry of Education, Sports, Arts and Culture. It is usually 100 percent owned by the government in terms of its needs, that is management, funding and maintenance. Pupils in government schools usually pay little or no school fees since the school fees are subsidized by the government. This study is concurring with this definition.

2.4.3 Council Schools

These are the schools which are administered according to the Urban Councils Act (UCs Act) Chapter 29:15 and according to the Rural Development Councils Act (RDCs Act) Chapter 29:13. These two acts govern the way the council schools are run and administered. According to the Zimbabwean Education Act Chapter 25:04, a council school is a non-government school and a non-government school is any school which is not a government school whether or not it receives aid from the state. According to The National Action Plan of Zimbabwe (2005), the majority of schools in Zimbabwe are owned and run by the local authorities through the Ministry of Local Government, National Housing and Public works and the ministry does so through rural districts and urban council authorities. The Government of Zimbabwe defines Local government as the creation of participatory and democratically elected structures that can identify with the needs of the people at grassroots level and ensure the translation of those needs into actual provision and maintenance of essential services and infrastructure on a sustainable basis (Local Government Reform in Zimbabwe, 2010).

Local government is viewed as ‘the establishment of a lower sphere of governance for the purpose of executing functions that the central government is too far removed to carry out effectively’ (Local Government Reform in Zimbabwe,2010). The following is a table illustrating the distribution of different types of schools in Zimbabwe.

Table 2.4 The distribution of schools by responsible authority

Responsible Authority	PRIMARY %	SECONDARY %
Government	5.8	12.8
Local Authorities	79.4	70.4
Churches	4.6	11.3
Trustees/Board of Governors	2.3	2.0
Other	7.9	3.5

Source: Ministry of Education, Sports and Culture, 2000

From the table there is evidence that most of the schools in Zimbabwe are being run by local authorities like City of Harare when looking at council schools in Harare which is the delimitation of the study.

2.4.4 Primary School

The definition of a primary school differs from one country to the other since most of the education curricula for different countries are different. In Australia, State Government Victoria in particular’s primary level is from year one (1) to year six (6), year seven (7) onwards is secondary school and tertiary education.

In Zimbabwe, primary education is a seven (7)-year cycle and the official entry age is six (6) years (Ministry of Education ,Sports,Arts and Culture, 2005)and this study will stick to this definition since the study is being done in Zimbabwe, Harare in particular.

According to this action plan,education in Zimbabwe is compulsory and there is automatic graduation from one level to the other as from grade one to form four. Advanced level, which is the level after form four, is done depending on academic excellence of the school pupils.

2.4.5 Secondary School

According to the Ministry of Education, Sports, Arts and Culture (2005), secondary education in Zimbabwe is from form one to form four, the so-called ordinary level. The official entry age is 13 years and there is automatic progression from form one to form four (Ministry of Education, Sports, Arts and Culture, 2005). The following diagram, Figure 2.1 illustrates the structure of the education system in Zimbabwe.

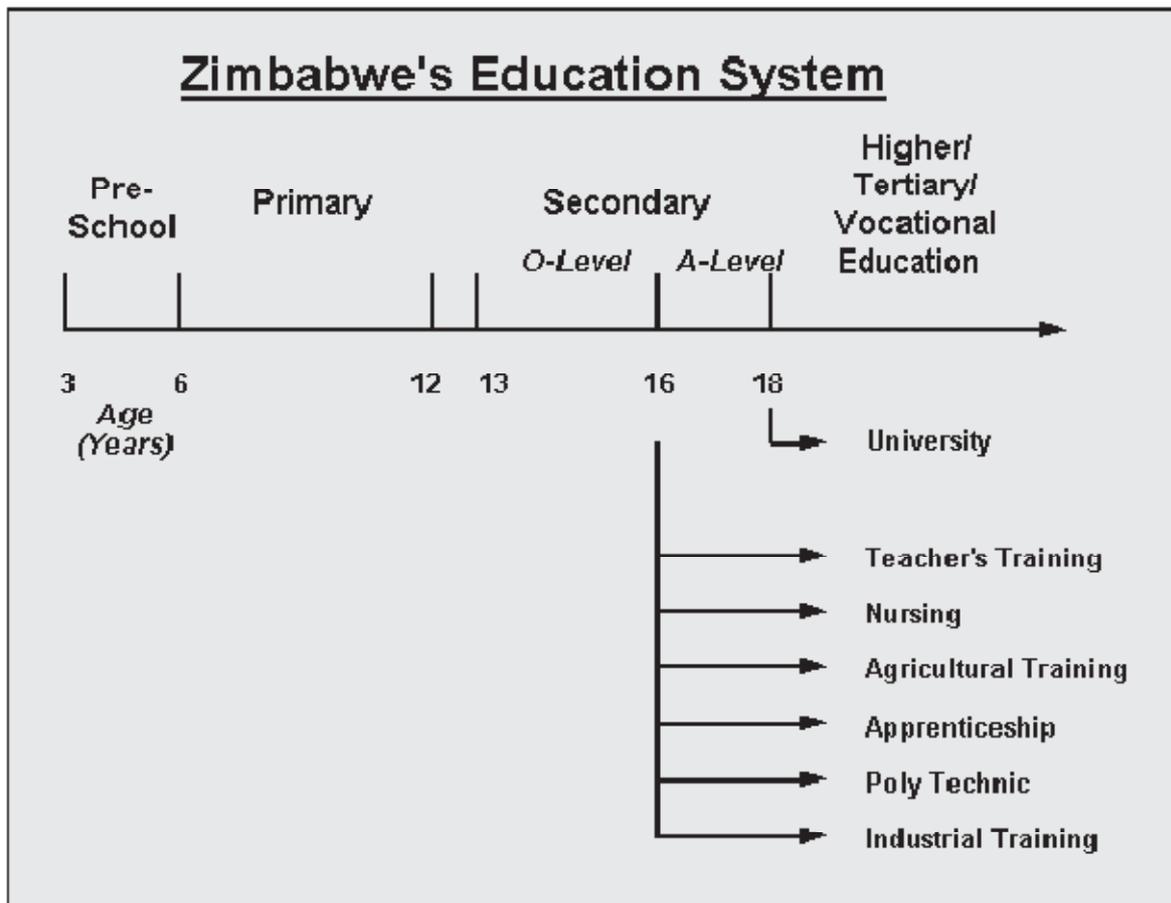


Figure 2.1 Zimbabwe's Education System

Source: National Action Plan of Zimbabwe, 2005

According to the United Nations Development program (2003), Zimbabwe achieved a male literacy rate of 94.2 percent; a female literacy of 87.2 percent and a total literacy of 90.7 percent and as such Zimbabwe ranks first in male literacy by then and second in female literacy rate and first in total literacy rate among Southern African countries. This shows that the Zimbabwean primary and secondary schools are very important and powerful since they are interlinked.

Ritzen, Easterly and Woolcock (2000) stated that it is agreed upon that nations in which most of the population is literate and in which all children complete at least a basic education have higher quality institutions and high degree of social integration.

2.5 Performance of School Teachers

According to Karm, Lodhi and Usman (2011), teachers are the most important part of the educational system and they are considered as responsible for the development of students and promote skills in them.

It is the teacher who requires instincts, makes them socially acceptable, inculcates values, provokes and develops capabilities of man to their fullest and best (Mishra,2005). Hemchand (2009) also highlighted that a teacher, in relation to peoples has to act essentially as a friend, philosopher and guide to school pupils. All these researchers are concurring on the fact that teachers are critical and very important to the education system of a state and to the development and success in school pupils. According to Alberta Treasury (1996), aspects like auditing and systems management are components of performance management. Some policy makers in the United Kingdom perceive performance management as a means of improving education system through pressurizing the participants in the education system. These policy makers further suggested the setting of targets and serious self evaluations towards achieving the set targets.

According to Soucek (1995), pupils and teachers are usually carried away by trying to achieve technical success and ignoring a critical issue in learning which is none other than emotional investment. Considerations like intrinsic satisfactions and rewards should also be borne in mind by teachers and pupils in order to improve the education system. On the contrary, some studies carried out in Europe and Australia proffered that performance management works negatively on the education system since some teachers in countries like Portugal and Spain highlighted that in order to score high and meet targets, they concentrate on the bright pupils only ignoring or giving less time to those facing academic challenges thereby disadvantaging pupils. Lindblad and Popkewitz (2001) also noted that this business of implementing performance management in the education system is so hectic and time consuming such that teachers are finding it very difficult to catch up with it since it involves a lot of reporting and recording the performance. The two have seen performance management as doing more harm than good to the education system.

All these researches are concurring on the fact that performance assessment on school teachers can be an effective tool to improve the education system in a country but should be done with a pinch of salt since overdoing it will have negative effects on the education system of a country. This is also seconded by the OECD report (2002) which states that a lot of emphasis on the curriculum and assessment ruins teachers' work and the job itself.

There are various ways of measuring performance within the education system. According to the Alberta Treasury(2012), performance measures ranges from outcome measures, intermediate outcome measures, output measures, process measures and input measures. These performance measures help the organizations, schools in particular to assess and report on progress, find priorities for improvement and make budget decisions.

In schools, the Alberta Treasury (2012) report states that the measures in school authority and school plans and in results reports focus on outcomes and constitute the core set of measures for assessing and reporting on progress and achievement.

For the performance measures to be effective, they should be understandable, valid, relevant and appropriate for the study, reliable, comparable, discrete (non-overlapping), empowering and practical. In this study, teacher performance is to be measured using the outcomes. The final ordinary level results and the final grade seven results are under consideration in determination of the performance of school teachers.

2.6 The Conceptual Framework and Hypothesis Development

In order to empirically test the influence of instructional leadership by school heads on the performance of school teachers hence on the overall school performance, a conceptual framework is developed based on the instructional leadership style by school heads. The conceptual framework underpinning the study is comprised of two main variables, which are performance of school teachers and instructional leadership style by school heads. Performance of school pupils is the outcome variable, teachers' performance is the mediating variable whilst the instructional leadership style by school heads is the independent variable. Under instructional leadership style are the components of the leadership style, which is resource provision by school heads, school heads being instructional resources, good communication by school heads and visible presence by school heads.

On the performance of school teachers, the pass rates at final grade seven results and final ordinary level results are being used to measure performance. In this conceptual framework, it is hypothesized that instructional leadership style by school heads impact positively on the performance of school teachers hence the overall school performance.

Figure 2.2 illustrates the relationships and the details will be provided in the following sections.

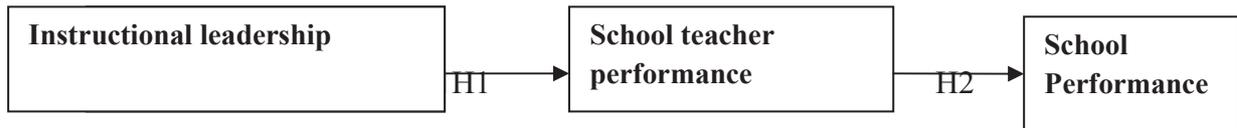


Figure 2.2 Conceptual Framework

2.6.1 Instructional Leadership and Teacher Performance

A number of researchers have been investigating the relationship between instructional leadership style and the performance of school teachers and hence its impact on the overall schools' performance. The following are the previous related researches and their findings.

According to Jenkins (2009), Horng and Loeb (2010) and Whitaker (1997), instructional leadership style has four key aspects or dimensions which underpins it. These are resource provision by the school head, the head as an instructional resource giving instructions to teachers and school pupils, good communication skills by the school head and last but not least the visible presence by the school head whereby the school head should be visibly present, going down as far as sometimes monitoring how lessons are delivered by teachers to school pupils. These attributes are what instructional leadership is and their impact on the teacher performance and hence on the overall school performance matters most. These four key aspects of instructional leadership are also highlighted in the models of the instructional leadership style above; one by Hallinger and Murphy (1985), the other one by Murphy (1990) and then by Weber (1996). These four components makes up instructional leadership which is said to have impact on the performance of teachers by the following previous researchers and hence on the overall school performance. Kruger (2003) carried out a research on the impact of instructional leadership by school heads in two well-performing schools concentrating on the teaching and learning culture in these schools in the East Rand Region of Republic of South Africa.

The researcher used triangulation method of research where interviews were conducted with principals and educators in their local languages. Semi-structured interviews with the principals and senior teachers were held. The teachers were interviewed in a focus group, recorded and then transcribed by means of a word processor. Data were collected and analyzed and the following findings were obtained.

The findings from the study highlighted that schools that have been excelling in matriculation exam results for a long period of time are found to be having an excellent teaching and learning culture emanating from sound instructional leadership by school heads. The results showed a move away from the traditional authoritarian methods of instructional leadership towards a collaborative approach.

In both schools the academic aspects are very key to both teachers and head teachers. There is also need for the principals to empower teachers to be able to fulfill critical aspects.

Enueme and Egwunyenga (2008) also carried out studies on the influence instructional leadership style has on the performance of school teachers and hence on the overall schools' pass rates. This time around the researchers used a different method from that done by Kruger (2003) and in a different country altogether. They carried out a study in all the government owned secondary schools in Asaba Metropolis of Delta State in Nigeria. Two hundred and forty (240) teachers were randomly selected and a questionnaire was administered to the teachers. The findings were that there is a significant relationship between the principals' instructional leadership and the teachers' job performance hence on the overall schools' pass rates. Since these researchers did almost similar studies in different countries using different methods, one can simply conclude that the same results can be obtained in any other country, that is instructional leadership style by school heads directly affects the school performance. If instructional leadership is effective within a school, school performance is also positive.

Studies done later by Balu, Rekha, Horng and Loeb (2010) also concur with the studies by Kruger (2003) in supporting the hypothesis that instructional leadership impact positively on school teachers performance and hence on the overall schools performance. Loeb *et al* (2010) did a research at Stanford University in California in three urban school districts, one on the East Coast, the other on the West Coast and the third one on the Midwest. Principals, assistant principals and teachers were interviewed.

The findings were that despite the differing contexts and policies in the three districts, schools demonstrating growth in student achievement are usually those with principals who are strong organizational managers, who don't fit the conventional definition of instructional leaders but the new, expanded definition of instructional leadership that includes organizational management who are strong organizational managers.

Another study on instructional leadership was carried out by Ponnusamy (2010) whereby she understudied in Malaysia on the relationship of instructional leadership, teachers' organizational commitment and students' achievement in small schools in Malaysia. She collected data using questionnaires to teachers in fourteen (14) small primary schools. The findings were that there is a positive relationship between the external orientation dimension of teachers' organizational commitment and students' academic achievement and hence on the overall schools' pass rates. These results are very positive but were from small schools only.

Recent studies by Msila (2013) were also done on instructional leadership, this time focusing on teacher empowerment through critical reflection and journal writing. The researcher observed teaching and other daily routine aspects in a school in South Africa and interviewed all the 19 teachers at a certain high school which was chosen through opportunistic sampling. The findings are that an effective instructional leader embraces a vision and succeed even in schools with few resources. All school principals should be hands-on in curricular issues and if they are directly involved, the learning climate is most likely to improve and hence effective learning and teaching. If teachers are involved in goal setting, they are more willing to achieve the set goals. Effective principals are also recommended to do constant staff appraisals and these should be negotiated with teachers before hand to avoid witch hunting which is usually resisted by the teachers. The principals should be seen on the forefront magnifying reflection and teachers who reflect on their teaching are good learners who always improve their teaching. Drawing from these previous studies, in this study, it is noted that instructional leadership style positively influences the school teacher performance.

According to the Thesaurus dictionary, a resource is something that one uses to accomplish an end especially when the usual means is not available and this study will adopt this definition of a resource. In a school resources have a wide range, they range from chairs, chalk, textbooks, desks, tests, wall charts, infrastructure, homework assignments, teachers, head teachers, electronic information and many more.

The relationship between resource provision and school teacher performance varies a lot from one school to the other, and the following literature supports this.

According to the studies done by Guloba, Wokadala and Bategeka (2010) in Uganda where Universal Primary Education (UPE) schools were understudied in 1997, it was concluded that inadequacy of teaching resources partly attributes to the low quality of education in UPE schools and supplying more teaching resources in the current Uganda context should not be a number one priority if the quality of education in the primary school is to be improved.

Iganga district had the highest number of resources across the sampled districts but it seems not to have translated into good grades (Guloba *et al*, 2010).

In other studies done by Cramton, Ragusa and Cavanagh (2012) in Australia, on firstyear off-campus university students, they concluded that provision of low-cost and easy-to-create online resources quantitatively enhanced students' academic performance; students who accessed the online resources achieved greater academic success.

Robinson (2007) also postulated that the provision of a range of resources enhances an educator's capacity to provide a diverse range of learners with adequate agency to devise their most effective learning environments.

In another study by Alabi (2008), where he examined school size and facility and its relationship to junior secondary school students' performance in A/Ibom State in Nigeria, the findings showed that the provision and utilization of certain facilities contributed greatly to junior secondary school students' performance than other facilities.

With all these findings, in this study it is concluded that the provision of resources by the school head directly affects the teacher performance and hence the overall school performance. Crankshaw (2011) concluded that there is limited research about the principal as an instructional resource. However the ability of instructional leaders to provide teachers with instructional strategies is essential for school improvement (Smith and Andrews, 1989). Managing curriculum contains three leadership functions that are characteristic of the role of an instructional resource: "Supervising and evaluating instruction", "Coordinating the curriculum", and "Monitoring student progress". These leadership behaviors are key responsibilities of the instructional leader and contribute directly to improved instruction (Hallinger, 2000).

Boone (2001) further stated that school heads need to possess an understanding of the curriculum and instruction that allows them to be critical diagnosticians of local educational needs.

According to School District Okaloosa County (2013), an instructional resource school head provides instructional orientations, transitions and clear directions; uses effective questioning techniques, develops concepts and provides appropriate reviews, practice and corrective feedback.

From the stated information concerning the attributes of an instructional school head, it is agreed that the head as an instructional resource directly influences the school teacher performance.

Good communication skill is one of the attributes of an effective instructional leader. This statement is supported by the research done by Siburian (2013) in Indonesia whereby questionnaires with Likert scales were administered to about one hundred and fifty State High school teachers of Humbang Hasundutan district. The conclusion was that interpersonal skills, that is between the school head and the teachers, amongst school teachers and between teachers and pupils directly affect teacher job satisfaction; the better the interpersonal communication the higher the job satisfaction of teachers hence the overall school performance. It was also postulated that good interpersonal communication also promotes teachers' organizational commitment hence good performance of the schools. Also, in his study, Crankshaw (2011) concluded that effective heads may possibly improve teachers' perceptions of their instructional leadership efforts by being more visible and practicing effective communication among them. Rhodes and Brundrett (2010), in their research, also concluded that a successful instructional leader talk to teachers about their instruction and encourage collaboration between teachers hence teachers' effectiveness. Drawing from these studies, this study submits that the head teacher's good communication skills impact positively on the performance of school teachers.

According to Smith and Andrews (1989), visible presence of a school head refers to an educational leader who engages in frequent classroom and school observations and is highly accessible to teachers. Superintendents/ school heads have an influence over the views of the school board members and others by articulating and demonstrating involvement, a sincere interest in the technical core of the curriculum and instruction and viewing it as their primary responsibility (Petersen and Barnett, 2003).

After studying five effective superintendents/school heads, Hentschke, Nayfack and Wohlstetter (2010) got comments from each head saying that having access to school sites through campus visits, paired with their own interest in responsible data-driven decision-making, brings focus to the topic of accountability.

A three-part survey completed by teachers from seven component school districts of an update Board of Cooperative Educational Services (BOCES) regional district by Crankshaw (2011) showed that effective heads may possibly improve teachers' perceptions of their instructional leadership efforts by being more visible and practicing effective communication among them.

Deducing from all these findings from previous researchers, in this study, it is hypothesized that:

H1:The instructional leadership attributes by the school head positively influence teacher performance.

2.6.2 School Teacher Performance and Pupils Performance

In the research done by Schacter (2001), he postulated that teacher quality is the most important variable in increasing students' achievement and this overrides the effects due to class size, school and student socio-economic status.

The steps to measure teacher performance are as stipulated by Kowal and Hassel (2010) which are ; determine purposes of performance; choose job observations that align with the organization's mission; design performance measures; set performance standards; design the performance measurement and use measurement results to take action.

Using these performance measurement steps, Figlio and Kenny (2007) carried out a survey in Florida using the United States data on the effect of teacher incentives to students' achievement. The results show that students learn more in schools in which individual teachers are given financial incentives to do better job or that better schools are creating good teaching environments for the teachers to perform and hence good school performance (pass rate).

Due to the above empirical evidence, in this study, it is hypothesized that;

H2: School teacher performance affects the pupils' performance.

2.7 Chapter Summary

This chapter looked at the literature review and the conceptual framework underpinning the study. Both the theoretical and empirical reviews of the study have been done where theories and previous researches have been reviewed to support the study. A conceptual framework for the study has been designed showing the entire dependent and independent variables; their relationships have been reviewed from the previous literature. The forthcoming chapter will deal with the research methodology of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter reviewed literature on instructional leadership style and its influence on the performance of school teachers and on the overall schools' pass rate. A conceptual framework was formulated and the relationship between variables was reviewed basing on the theoretical and empirical evidence from previous researchers. This chapter discusses the research methodology underpinning the study. Carr (2006) describes a research methodology as the theoretical rationale or principles that justify the research methods appropriate to a field of study. Research methodology is the overall approach to a problem which could be put into practice in a research process by which the research is conducted (Remenyi *et al*, 2003). The chapter also describe and explain how data was collected and analyzed.

The following aspects are addressed by the chapter; research design, research philosophy, research strategy, population and sampling techniques, source of data, data collection procedures, data analysis, research limitations, research ethics and data credibility. About 120 questionnaires are distributed to school teachers in different schools, that is government, council, primary and secondary schools.

3.1.1 Research Objective

The general objective of this research is to identify whether instructional leadership style by school heads influence the performance of school teachers and hence the overall schools' performance in Harare Metropolitan region.

3.1.2 Major Research Question

The main research question of the study was, "Does instructional leadership style influence the school teacher performance and the overall school pass rate in government and council, primary and secondary schools in Harare Metropolitan Region?"

3.2 Research Hypotheses

From the previous literature review, the following hypotheses were formulated;

H1: There is a relationship between instructional leadership style and teacher performance.

H2: Teacher performance positively influences the school pupils' performance.

3.2 Research Design

A research design creates the foundation of the entire research work. It indicates the various approaches to be used in solving the research problem, sources and information related to the problem and time frame and the cost budget (Rajasekar, Philominathan and Chinnathambi, 2013).

There are two types of research paradigms, that is quantitative which is deductive, objective and gives a prescription to action to be taken and also qualitative approach which is subjective and selection of each of the method depends on the nature of the study. In this research the researcher opted for the positivist approach to the research since data were quantifiable and the questionnaire used to get information from the targeted population was designed in such a way that the data analysis was numerically done by using a statistical package SPSS version 20. The questionnaire is structured and Likert scale was used to weight the responses. Quantitative approach, which is a deductive approach to the research, starts with collection of data based on a hypothesis and then inferential statistical methods. Quantitative research goes hand in hand with surveys and questionnaires of which this study had employed.

3.2.1 Research Philosophy

A belief on how data about a phenomenon is gathered, analyzed and used is the research philosophy. Mack (2010) identified three philosophies that are positivism, interpretivism and realism (critical). Due to the nature of the study, this research had used the positivist research philosophy which adopts a quantitative approach to the investigation of phenomena. A quantitative approach involves a cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation and test of theories (Creswell, 2003). Due to these postulations by Creswell, the chosen philosophy is effective in this study.

In this study a number of hypotheses were formulated and relationships amongst themselves established through testing using a statistical package called SPSS.

The influence of instructional leadership style by school heads on teacher performance was established as well as the relationship between teacher performance and school pass rate.

3.2.2 Research Strategy

Strategies are plans or actions designed to achieve research goals (Krishnaswamy, 2004). According to Saunders (2009), a research strategy is a general plan of how a researcher goes about in answering the research questions. In this research strategies are plans and actions designed to establish the influence of school heads' instructional leadership style on teacher performance and hence on the overall school performance. These strategies are used to select research methods, collect data, analyze results, use and disseminate research results. As postulated by Saunders (2009), the positivism approach to research has four strategies that is surveys, experimental studies, cross sectional studies and longitudinal studies while phenomenological include five strategies that are case studies, action research, ethnography, participative enquiry and the grounded theory. In the ensuing study the researcher used the survey method in order to get raw data from the targeted population. This is because according to Saunders *et al* (2009), a survey strategy is usually associated with the deductive approach and Collis and Hussey (2009) also highlighted that surveys are associated with positivist philosophical positioning. In surveys, a sample is drawn from a population under study using a chosen statistical method and conclusions are made on the study basing on the sample. In this study the survey method helps a lot to assess the influence of instructional leadership style on teacher performance and hence on the overall schools pass rates.

3.3 Population and Sampling Techniques

3.3.1 Population

According to Saunders *et al* (2009), population is a complete set of cases or group members under study. In this study the targeted population is all school teachers in council and government, primary and secondary schools in Harare Metropolitan Province. Samples of schools for each category, which are council primary schools, government primary schools and secondary government schools (since there are no council secondary schools in the region) were drawn from the region randomly. According to the Ministry of Education, Sports, Arts and Culture report (2013); in Harare Metropolitan Region there are thirty (30) council primary schools, one hundred and fifty three (153) government primary schools and eighty two (82) government secondary schools.

From the samples drawn from the entire population, teachers are randomly selected to participate and the schools they are representing are noted down. The participants are issued with questionnaires to respond to. Due to limited time of the study, 120 questionnaires were issued out to teachers for their responses. The Table 3.1 below shows the distribution of schools in the region, sizes of samples drawn per each category and the number of teachers who participated per each category.

Table 3.1 Schools and participants

CATEGORY	SCHOOL POPULATION	SCHOOL SAMPLE SIZE	NUMBER OF PARTICIPANTS
Council Primary School	30	5	13
Government Primary School	153	20	9
Government Secondary School	82	10	61
TOTAL	265	35	83

3.3.2 Sampling

According to Saunders *et al* (2009), sampling is the extraction of items from the entire population which is true representative of the population under study. The method used to draw the sample should be in line with the nature of the study so that the sample truly represents the entire population. Fink (2003), in agreement with Saunders *et al* (2009) also described a good sample as a miniature version of the population of which it is a part-just like it, only smaller.

Samples are usually used to study the entire population since studying the whole population is tiresome and costly considering the scarcity of resources and time constraints. The size of the sample to be withdrawn from the population should be relative to the size of the population. Saunders *et al* (2009) also highlighted that appropriate sampling frame and the actual sample size should be available to enable the researcher to select the correct sampling technique.

There are two types of sampling methods, which is probability sampling and non-probability sampling.

Turner (2003) defined probability sampling as the means by which elements of a target population are selected for inclusion in the survey and each element must have a known mathematical equal chance of being selected and that chance must be greater than zero and numerically calculable. Main methods under probability sampling are simple random sampling, systematic, cluster and stratified sampling.

Lynch (1994) described non-probability sampling as a method that aims to construct a sample that can generate the most useful insights that can be gained by the researcher into that study's particular focus. Examples of methods under non-probability sampling are quota, judgmental, and snowball sampling.

This study employed the probability sampling method, stratified random sampling in particular. This was selected in tandem with the nature of the study. In the study three strata were formed; one for council primary schools, the other for government primary schools and lastly the one on government secondary schools. From each stratum, samples of schools and then school teachers were extracted which are representative of the population under study. Questionnaires were issued to randomly selected school teachers per school and responses were recorded. This method ensures that each group is represented in the sample extracted.

3.4 Sources of Data

Data on the current performance of schools was sourced from The Ministry of Education, Sports, Arts and Culture offices. The data helped the researcher to identify and categorize schools and then to target well performing and ill-performing so as to see the influence of instructional leadership style of school heads in the schools and how it is influencing teacher performance and the schools overall passes. Primary data was collected from randomly chosen school teachers through the use of questionnaires which were personally distributed by the researcher.

3.5 Data Collection Procedure (Research Instrument(S))

According to Saunders *et al* (2009) secondary data is data collected from existing records or publications and primary data exists for the first time after being gathered by the use of questionnaires, interviews, focus group discussions and observation by the researcher.

Secondary data is gathered from government publications, reports, journals, books and other relevant sources the researcher found necessary. The researcher followed the following flow diagram in data collection as postulated by Zikmund (2003).

Source: Zikmund (2003)

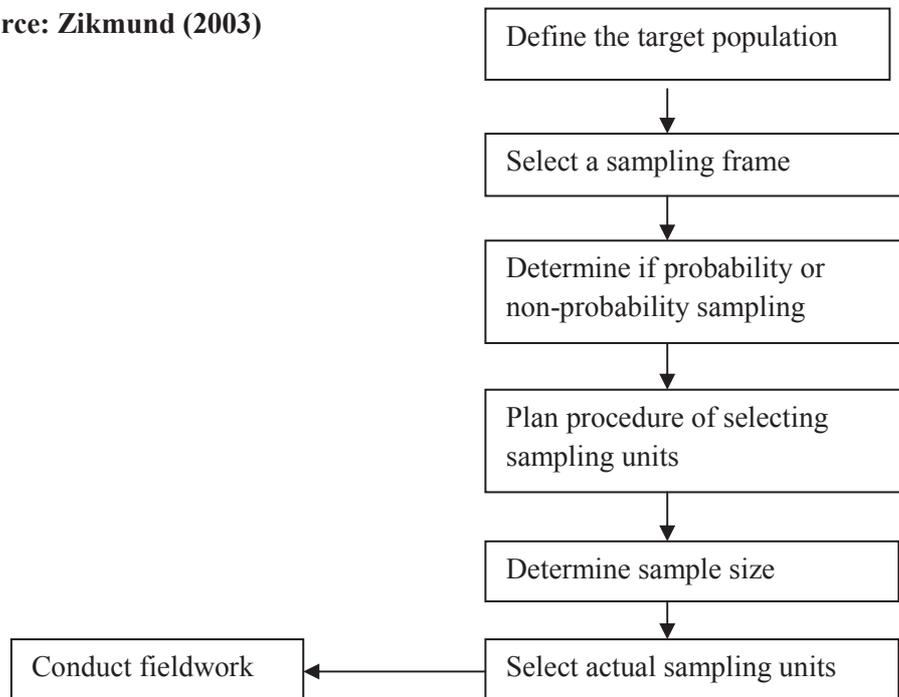


Figure 3.1 Data collection procedures

Due to the nature of the study, the researcher used a questionnaire (see Appendix) to collect data from the targeted population. Questionnaire gives respondents time to think and it is also cheap and quick to administer.

The questionnaire had structured questions of which Section B to Section D have responses ranging from; 1-strongly agree, 2-Agree, 3-Neutral, 4-Disagree and 5-Strongly disagree, on a Likert scale. The total number of questions is forty (40) and the questionnaire is a guided one to avoid time wastage and far-fetched unexpected answers which are difficult to categorize. There is a provision for any other comments at the end of the questionnaire to capture any other helpful information for the study.

A pilot test was done on fifteen participants, testing the questionnaire on a small scale for its feasibility and suitability to the study. Questions are tested whether they have been correctly formulated. The length of the questionnaire was also tested to avoid frustrating the participants with long questionnaires.

3.6 Data Analysis

In this quantitative study, data were collected, coded and entered into the system for processing using a statistical package called SPSS. Regression analysis was done to the data and relationships between variables established using the correlation tables. Tables, graphs, charts were drawn presenting the results. These graphs, tables and charts were interpreted and reports on the study written thereby giving conclusions on the findings.

3.7 Research Limitations

This study like any other studies had its own limitations. The following are most of the limitations encountered when carrying out the study;

1. A number of questionnaires were distributed but some were not returned and some were returned later than the expected time which caused inconveniences to the study.
2. Some of the respondents were feeling insecure to freely respond to the questionnaire requesting their school head's capabilities and this caused some not to respond at all.
3. The study focused on government and council, primary and secondary schools in Harare leaving out private schools in Zimbabwe and all other schools outside Harare Metropolitan Region. This might reduce the credibility of the study when it comes to generalisation to the entire population in Zimbabwe.
4. Since the study was focusing on the competence of school heads, some denied the researcher access to the respondents thinking that the heads were being witch-hunted. These school heads just gave silly excuses highlighting their insecurity.
5. Some school teachers failed to answer some questions of high confidentiality such that some questionnaires were returned incomplete.
6. The major limitation was timing. The questionnaires were distributed when most of the teachers were busy with their end of year markings, invigilation and end of year report compilations. Some teachers were already in the festive season mood such that they just completed questionnaires and some even refused filling them in due to end of year pressure.

3.8 Research Ethics and Data Credibility

Research ethics provides for the responsible conduct of research educates and monitors scientists conducting research to ensure a high ethical standard (University of Minnesota, 2003). These research ethics should be considered seriously by the researcher in order for the research to be a success.

In this research school heads of the targeted schools were approached and asked permission to do the research in the schools. The participants were informed of why the research is to be conducted and its implications. The participants were guaranteed of job security, confidentiality and were given room to withdraw if the need arises. The participating schools and school teachers were promised to be given the results when the research is concluded and the results were to be generalized.

For the research results to be credible there is need for their reliability and validity. Validity refers to whether the research instruments are measuring what they are intended to measure.

Reliability refers to whether the instruments are getting similar responses even if the questionnaire is administered to completely different respondents under same conditions. We have different types of reliability which includes test-retest, parallel forms and internal consistency. Validity can be measured by face, content, doing pilot studies and conducting subject experts.

In this research reliability of the research results was enhanced by making sure that internal consistency is there. With internal consistency, instrument items reflect same constructs by having Cronbach Alpha greater or equal to 0.7. Also a pilot study was done on fifteen (15) participants to refine the questionnaire thereby enhancing internal reliability of research results. The research instruments were selected in such a way that they actually measured the influence of the instructional leadership style of school heads on teacher performance and hence on the overall schoolsperformance.

3.9 Chapter Summary

The chapter looked at the research methodology where a positivist approach philosophy and a quantitative research paradigm were chosen for the study due to its nature. On the research strategy, a survey was done whereby a pilot study was initially done followed by the actual distribution of the questionnaires to the targeted school teachers in Harare Metropolitan region. The collected data was processed by a statistical package SPSS and data was analyzed. Research limitations were identified and ethical issues considered during the research. Data credibility was assured by enhancing its validity and reliability.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.0 Introduction

The previous chapter discussed the research methodology for the study and this chapter presents the results of the research and a discussion of the findings and how they are relevant to the research objectives. Questions on the influence of instructional leadership style and its impact on teacher performance and hence on the overall school performance were set. The questionnaires distributed to respondents were analyzed using SPSS and the results were analyzed and a number of tests were done on data analysis to the satisfaction of the research objectives. Literature relating to the study was also consulted for comparison sake and the findings were tabulated and other graphs like pie charts were drawn for easy comparison and presentation. Basing on the findings of this research, a conclusion and recommendations were drawn.

4.1 Response Rate

Questionnaires were distributed to 120 respondents personally and 83 responses were recorded. The response rate was tabulated in the Table 4.1 below. Out of the 120 questionnaires issued out, 83 were returned which is about 69.17% response rate. Of the returned questionnaires, government secondary schools have the highest response rate which is 69.17%. According the researcher, the response rate was above the expectations considering the timing of when the questionnaires were issued out. The questionnaires were distributed to teachers when they were busy with their beginning of year preparations such that a number couldn't spare time to fill in the questionnaires.

A number of secondary school teachers are more qualified than primary school teachers such that they seem to understand and value research more than their counterparts. This might be the explanation for the high response rate from this category of school teachers even though the time factor was also limiting.

Table 4.1 Response Rate

School category	Questionnaires Distributed	Returned Questionnaires	Response Rate
Council Primary School	25	13	52%
Government Primary School	15	9	60%
Government Secondary School	80	61	76.25%
Total	120	83	69.17%

4.2 Frequency Analysis

Gender, age, marital status, school category, level of education and work experience are the items under which frequencies were derived from. In graphs and pie charts, individual items' frequencies are analyzed. The following are the frequencies under analysis.

4.2.1 Gender

Table 4.2.1 Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	38	45.8	45.8	45.8
	Female	45	54.2	54.2	100.0
	Total	83	100.0	100.0	

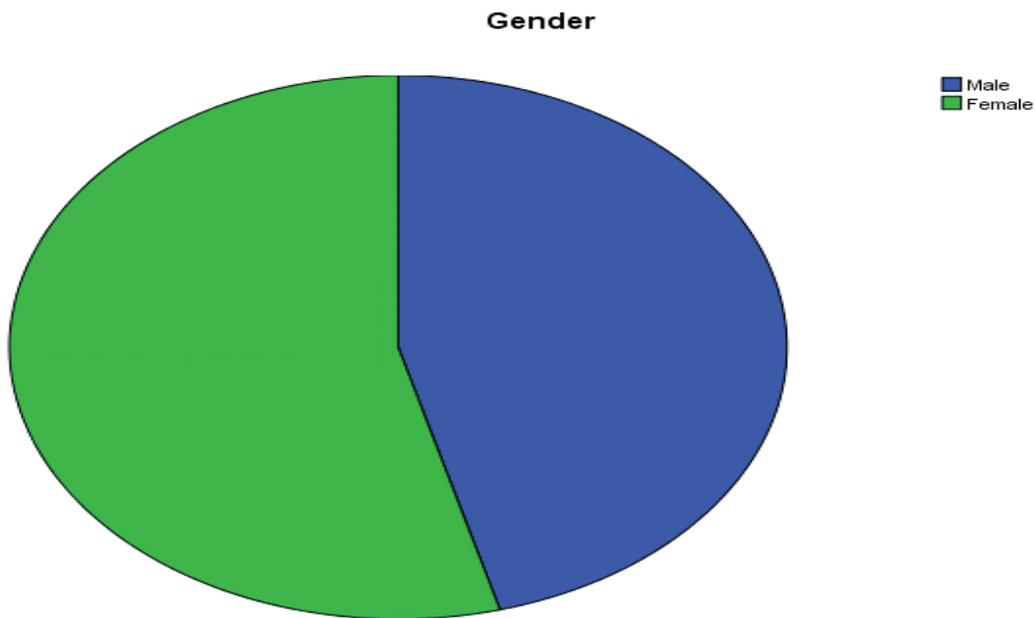


Figure 4.2.1 Gender

Gender analysis will help the researcher know how female and male teachers perceive instructional leadership style and its impact on teacher and overall school performance. From the given table and pie chart, more females participated in the study than males constituting 54.2% whilst male participants were 45.8% of all the participants. This trend is maybe of more female teachers in urban areas who might have transferred from rural areas to join their husbands who are mostly urban based. This might also be caused by the fact that females are usually known for cooperating very well naturally such that maybe the greatest non respondents are from the male side.

4.2.2 Age Composition

Age composition is shown on the pie chart and table below, Table 4.2.2 and Figure 4.2.2.

Table 4.2.2 Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 25	4	4.8	4.8	4.8
	26-30yrs	7	8.4	8.4	13.3
	31-40yrs	42	50.6	50.6	63.9
	41-50yrs	27	32.5	32.5	96.4
	Above 50 yrs	3	3.6	3.6	100.0
	Total	83	100.0	100.0	

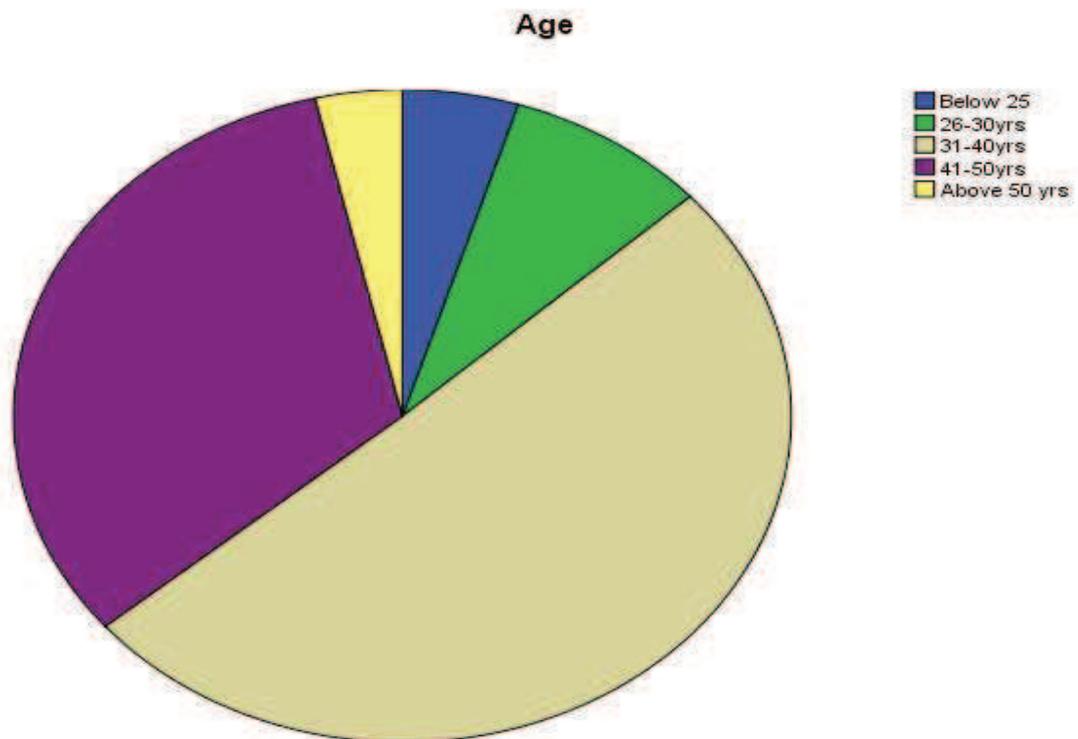


Figure 4.2.2 Age

Age of the participants will assist the researcher in knowing the level of maturity of the respondents so as to assess the credibility of the results. From the table and the pie charts, there is evidence that the majority of the participants are from the age group of 31-40 years suggesting that in urban areas the majority of the school teachers are in that age group. This age group of the participants constitutes 50.6% of the total participants. The reason for this distribution of participants in terms of age might be because in this age group thirty one (31) to forty (40) years, most of the ambitious teachers would have moved to urban areas to pursue professional courses or have found openings since they will now be senior teachers. In the education system, the norm is that teachers straight from colleges are first deployed to rural areas and they will then move to the most sought for openings in urban areas some years later.

The other reason might be that at this age group, the majority of the teachers will now be married and will now use their marriage certificates to get openings in urban areas to join their spouses since the Ministry of Education encourage married people to live together.

The youngsters who are below twenty five (25) years of age are contributing only 4.8% which is quite a small proportion of the entire population of the participants. This might be because youngsters usually despise teaching, which is associated with unfavorable working conditions and meagre salaries. The least percentage of participants is on the age group of above fifty (50) years which constitutes 3.6%. This is because at this age group, a number of the teachers will be opting for early retirement and also death due to the decreasing life expectancy in Zimbabwe.

4.2.3 Work Experience

Frequencies according to work experience are depicted by the table and pie chart below.

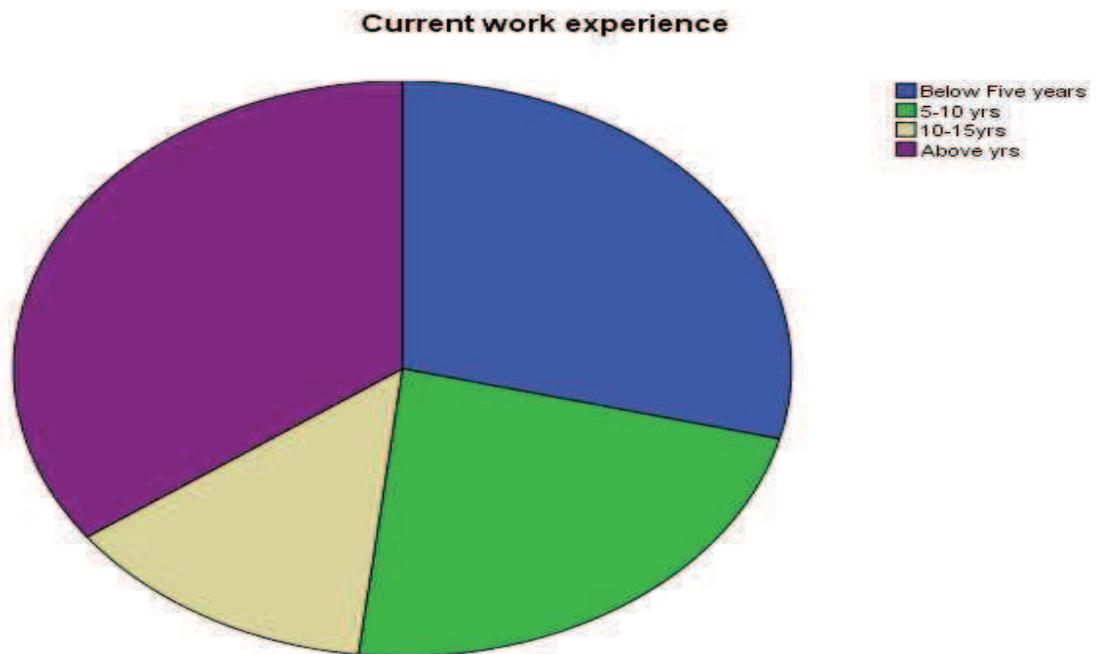


Figure 4.2.3 Work Experience

Table 4.2.3 Work Experience

Current work experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Five years	24	28.9	28.9	28.9
	5-10 yrs	19	22.9	22.9	51.8
	10-15yrs	11	13.3	13.3	65.1
	Above yrs	29	34.9	34.9	100.0
	Total	83	100.0	100.0	

The more experienced the individual is, the more credible are the results since on a number of occasions, the individual will understand the questions being asked by the researcher and making meaningful contributions. From the given table and pie chart, it is highlighted that most of the teachers in urban areas, Harare region in particular, are within the groups having below 5 years of experience (28.9%) and above 15 years of experience (34.9%).

The major reason for such a distribution in terms of experience might be because according to the recent policy in education, temporary teaching posts are being occupied by college leavers who are still young and have little or no experience in teaching.

4.2.4 Level of Education

Table 4.2.4 Educational Qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Postgraduate Degree	11	13.3	13.3	13.3
First Degree	33	39.8	39.8	53.0
Diploma/Certificate	36	43.4	43.4	96.4
A Levels/O Levels	3	3.6	3.6	100.0
Total	83	100.0	100.0	

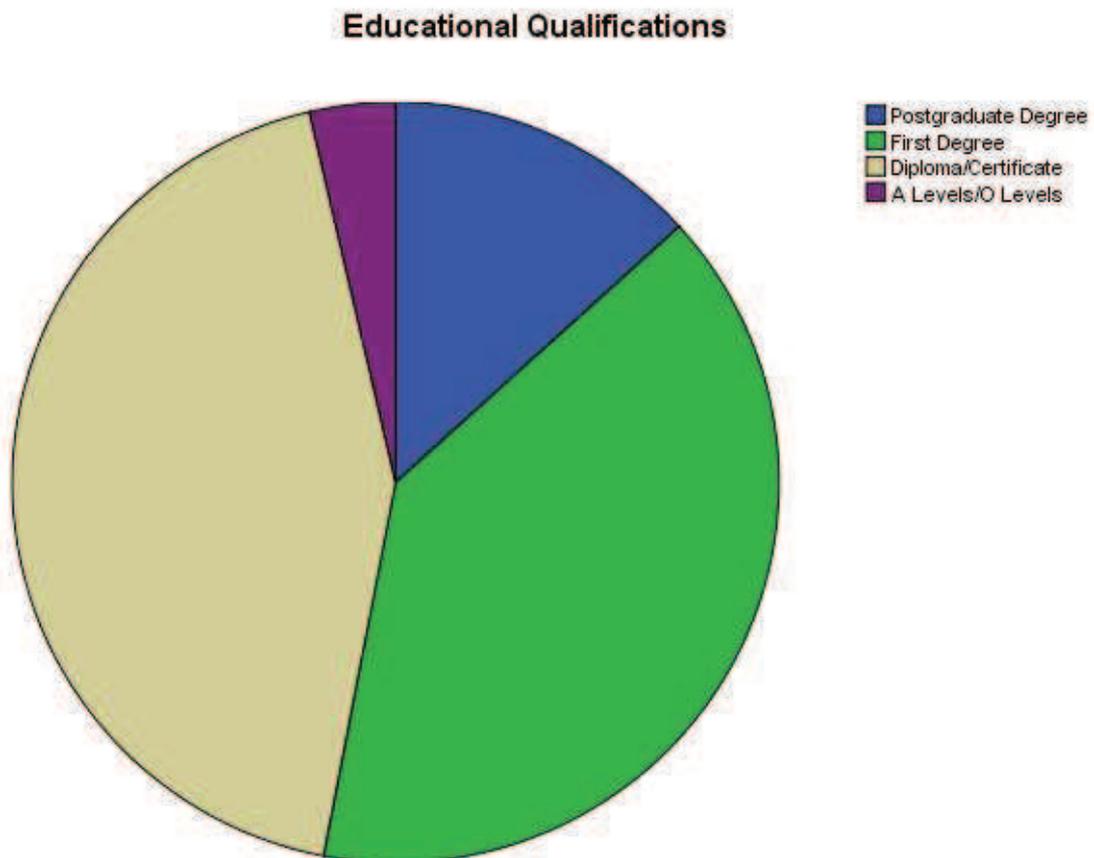


Figure 4.2.4 Level of Education

The level of education of the participants helps the researcher to know the calibre of teachers she is dealing with for purposes of relying on the given information. Normally it is expected that teachers with highest qualifications are more likely to give well informative responses unlike their counterparts. In this research, most of the respondents are having first degrees and diplomas constituting 39.8% and 43.45 respectively. A handful is at ordinary and advanced levels in terms of qualifications constituting 3.6% of the respondents. Those respondents with post graduate qualifications are 13.3%. This distribution is quite ideal since the majority is well educated and can give informative responses. Most teachers in Harare region are having diplomas and certificates in education of which they understand and can evaluate instructional leadership style by their school heads very well. The next biggest number of participants is those with first degrees. According to the new policy in the education system, college leavers (which constitute a big chunk in this category) are being employed on temporary basis in urban areas to reduce unemployment rate which is being accelerated by companies closing down.

4.3 Reliability Test

This reliability test is used to measure internal consistency of variables using the so-called Cronbach's alpha coefficient. The threshold for the coefficient is 0.7, any value below 0.7 is considered not reliable although this threshold can be allowed to go down to 0.6 and still acceptable especially in exploratory studies. Internal consistency implies that the instruments are measuring the same construct.

Table 4.3.1 Reliability Test on Instructional Leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.941	23

Table 4.3.2 Reliability Test on Teacher Performance

Reliability Statistics

Cronbach's Alpha	N of Items
.775	6

Table 4.3.3 Reliability Test on School Performance

Reliability Statistics

Cronbach's Alpha	N of Items
.768	5

Table 4.3.4 Summary on Test of Reliability

Variable	Items	Cronbach's Alpha Coefficient
Instructional Leadership	23	0.941
Teacher Performance	6	0.775
School Performance	5	0.768

The reliability tests on Table 4.3.1 show that the variable instructional leadership has Cronbach's Alpha Coefficient of 0.941 which is well above the threshold therefore reliable internal consistency. The other variables, teacher performance and school performance are also having positive values of the coefficient as shown on Tables 4.3.2 and 4.3.3 respectively which show internal consistency. Therefore the instruments the researcher used to measure school performance, teacher performance and instructional leadership style are reliable in providing the information. Due to positive levels of reliability, the researcher proceeded with the analysis of the research.

4.4 Tests of Normality

Table 4.4 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.
Teachperf	.177	83	.000	.891	83	.000
schoolperf	.072	83	.200*	.975	83	.101
infor23	.092	83	.082	.972	83	.071

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality tests are done to determine whether the data is evenly distributed (normally distributed) or unevenly distributed. If normally distributed ($p > 0.05$), parametric tests like T-test and Pearson correlation test are done. If the data is unevenly distributed ($p < 0.05$), non-parametric tests like the Mann-Whitney (U-test) are done to analyse the data. The information in Table 4.4.1 shows results of the normality tests. According to the results on both tests, Kolmogorov-Smirnov and Shapiro-Wilk, the significant value of teacher performance (Teachperf) is less than 0.05 ($p < 0.05$), indicating that the results are statistically significant. This shows that the data is not normally distributed therefore non-parametric tests were carried out. On contrary, the variables school performance (schoolperf) and instructional leadership (infor23) are having significant values above 0.05 implying that parametric tests should be carried out. The direction the majority of the variables are pointing to is to be chosen; in this case two variables are suggesting parametric tests and because these tests outweighs the non-parametric tests thereby depicting that the data were normally distributed.

4.5 Correlation Analysis

The hypotheses in this study were tested by the use of Pearson's Correlation Coefficient which is used for parametric tests. This correlation test is done to determine how the variables are correlating with each other. The correlation values ranges from -1 to +1 depending on the direction and strength of the correlation.

Table 4.5 Correlations

		teachperf	schoolperf	infor
teachperf	Pearson Correlation	1	.575**	.593**
	Sig. (2-tailed)		.000	.000
	N	83	83	83
schoolperf	Pearson Correlation	.575**	1	.592**
	Sig. (2-tailed)	.000		.000
	N	83	83	83
infor	Pearson Correlation	.593**	.592**	1
	Sig. (2-tailed)	.000	.000	
	N	83	83	83

** . Correlation is significant at the 0.01 level (2-tailed).

From the given table, Table 4.5.1, teacher performance (teachperf) and school performance have a positive, moderate and statistically significant correlation of 0.575 ($r = 0.575$, $p < 0.05$) whilst teacher performance and instructional leadership by school heads have a correlation of 0.593 which is also moderate, positive and statistically significant relationship ($r = 0.593$, $p < 0.05$). Instructional leadership (infor) and school performance (schoolperf) also have a positive, moderate and statistically significant correlation of 0.592 ($r = 0.592$, $p < 0.05$). This all depicts that instructional leadership by school heads and teacher performance are moderately correlated implying that if there is a change, both move in the same direction, one positively influences the other. The same relationship is seen between teacher performance and school performance. Correlations of 0-0.299 are said to be weak and positive, 0.3-0.5 are moderate and positive and above 0.5 are strong and positive.

However due the limitations by the correlations analysis which only measure the strength of the relationship and does not determine the cause-and-effect relationships between variables, regression analysis which is more robust is employed to sort out the problem.

4.6 Regression Analysis

Regression is more robust than correlation analysis since it analyses the cause-and-effect relationships amongst variables whereas correlation just establish relationships amongst variables. The following tables depict the relationships amongst variables under study. The dependent variable is school performance (schoolperf), teacher performance (teachperf), is the mediating variable and the independent variable is the instructional leadership style by school heads (infor).

Table 4.6.1 Regression of Instructional Leadership and Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593 ^a	.352	.344	.54622

a. Predictors: (Constant), infor

Considering the results in the tables provided, the cause-and-effect relationships amongst variables are established. From Table 4.6.1, 34.4% of variance in teacher performance is explained by instructional leadership style by school heads and the other percentage is being explained by other factors like parental support. This percentage being explained by instructional leadership by school heads is quite big implying that instructional leadership is key in schools since it influences teacher performance and hence school performance.

Table 4.6.2 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.114	1	13.114	43.953	.000 ^a
	Residual	24.167	81	.298		
	Total	37.280	82			

a. Predictors: (Constant), infor

Table 4.6.2 shows that the model is fit to predict teacher performance since the level of significance is less than 0.05; in this case it is 0.000.

Table 4.6.3 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.760	.215		3.534	.001
	infor	.568	.086	.593	6.630	.000

a. Dependent Variable: teachperf

From Table 4.6.3, the relationship between teacher performance and instructional leadership by school heads is significant since significance is less than 0.05. The value of Beta(B) = 0.593 shows that instructional leadership by school heads has a significant and positive relationship with teacher performance which implies that the more we use instructional leadership, the more teachers perform.

Table 4.6.4 Regression of teacher performance and school performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.575 ^a	.331	.323	.58304

a. Predictors: (Constant), teachperf

Results on Table 4.6.4 shows that 32.3% of variance in school performance is explained by teacher performance and the other percentage is being explained by other factors like pupils backgrounds. This percentage is quite significant implying that teacher performance is quite key for schools performance to be remarkable.

Table 4.6.5 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.615	1	13.615	40.053	.000 ^a
	Residual	27.534	81	.340		
	Total	41.150	82			

a. Predictors: (Constant), teachperf

Table 4.6.5 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.615	1	13.615	40.053	.000 ^a
	Residual	27.534	81	.340		
	Total	41.150	82			

b. Dependent Variable: schoolperf

Table 4.6.5 shows that the model is fit to predict teacher performance since the level of significance is also less than 0.05.

Table 4.6.6 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.211	.213		5.679	.000
	teachperf	.604	.095	.575	6.329	.000

a. Dependent Variable: schoolperf

From Table 4.6.6, the relationship between teacher performance and school performance is also significant. The value of Beta (B) = 0.575 shows that teacher performance has a significant and positive relationship with school performance which implies that the more teachers perform, the more schools perform.

These results simply imply that instructional leadership by school heads is a predictor of teacher performance and hence school performance.

4.7 Tests of Independence

These tests enable the researcher to investigate whether there are differences in the way males and female school teachers perceive instructional leadership by school heads. From the Table 4.7.1 below, the significance levels for all the variables is greater than 0.05 implying that males and females have different perceptions about instructional leadership. This is according to both the tests given in the Table 4.7.1 below. This might be because naturally women are more prepared to take instructions and to be led.

By so doing, female teachers perceive instructional leadership as ideal and they bear and support their school heads very well. This is supported by the responses on the last open-ended question where most male teachers indicated that they dislike instructional leadership by school heads.

Table 4.7 Independence Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teachperf	Equal variances assumed	.071	.791	.121	81	.904	.01813	.14945	-.27923	.31549
	Equal variances not assumed			.120	72.849	.905	.01813	.15158	-.28399	.32025
schoolperf	Equal variances assumed	.589	.445	-.918	81	.361	-.14339	.15622	-.45422	.16744
	Equal variances not assumed			-.909	74.933	.366	-.14339	.15776	-.45766	.17088
infor23	Equal variances assumed	.309	.580	.207	81	.837	.03232	.15614	-.27835	.34298
	Equal variances not assumed			.206	77.258	.837	.03232	.15679	-.27988	.34451

4.8 Discussion of Results: Findings in Relation to Literature

This research's main aim was to establish the influence of instructional leadership style by school heads on teacher performance and hence on the overall school performance.

The literature relating to this study was reviewed in Chapter Two and the research findings are revealing that indeed effective instructional leadership style has a positive impact on teacher performance. This conclusion is supported by Crankshaw (2011) who concluded that effective heads may possibly improve teachers' perceptions of their instructional leadership efforts by being more visible and practicing effective communication among them. This will automatically influence teacher performance.

Rhodes and Brundrett (2010), in their research, also concluded that a successful instructional leader talk to teachers about their instruction and encourage collaboration between teachers hence teachers' effectiveness.

Due to these findings and the supporting literature, the following hypothesis is proved correct and the researcher concluded that;

H1: The instructional leadership attributes by the school head positively influence teacher performance.

The other research findings in this research are that teacher performance impact positively on school performance. This was supported by Kruger (2003) who observed and concluded in his research in the East Rand region in Republic of South Africa that schools that have been excelling in matriculation exam results for a long period of time are found to be having an excellent teaching and learning culture emanating from sound instructional leadership by school heads.

Another study by Figlo and Kenny (2007) is also in line with the findings in this study. In their study they concluded that students learn more in schools in which individual teachers are given financial incentives to do better job or that better schools are creating good teaching environments for the teachers to perform and hence good school performance (pass rate).

Due to these findings, the researcher concluded that;

H2: School teacher performance affects the schools' performance

These results show that the fore stated hypotheses are proved correct and are adopted as they are. The findings from the tests proved that instructional leadership style by school heads contributes 34.4% to teacher performance and teacher performance contributes 32.3% to school performance. This shows that school performance is partly as a result of teacher performance through effective instructional leadership by school heads.

These findings can be expressed statistically as given below;

Teacher performance (teachperf) = $f[0.76 + 0.568 \text{ instructional leadership (infor)}$]

School performance (schoolperf) = $f[1.211 + 0.604 \text{ Teacher performance (teachperf)}$].

4.9 Summary of Findings

1. Instructional leadership has four main components, which are visible presence of the school head, resource provision by the school head, the head as an instructional resource and lastly the head as a good communicator.
2. Instructional leadership by school heads impact positively on teacher performance.
3. If teacher performance improves as a result of instructional leadership by the school head, the school performance improves.
4. Male and female teachers in Harare region perceive instructional leadership by school heads differently since the tests for independence proved that by having the significant levels for all the variables above 0.05.
5. It's not only instructional leadership by school heads which explains teacher performance since its contribution is 34.4%, other factors explain the 65.4% of teacher performance.

4.10 Chapter Summary

In relation to the literature and objectives of the research, there is presentation of the research results. According to the results, instructional leadership by school heads in Harare Metropolitan region positively influences the performance of the school teachers and hence the overall schools' performance. This is shown by a correlation coefficient of 0.593 between instructional leadership (infor) and teacher performance (teachperf) and 0.575 between teacher performance and school performance (schoolperf).

Results on regression also reveals that where 34.4% of variance in teacher performance is explained by instructional leadership style by school heads and the other percentage is being explained by other factors. A percentage of 32.3% of variance in school performance is explained by teacher performance and the other percentage is also being explained by other factors. These results show tight relationships between these variables hence the conclusion by the researcher.

Teachers in Harare region are in support of instructional leadership by school heads as they perceive as very good for the development and performance of schools academically and socially. The next chapter will give the conclusions and recommendations from the research and also suggests areas for further studies.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter dealt with presentation of results and findings and this chapter draws conclusions and makes recommendations basing on the research findings. The chapter discusses the findings basing on the literature thereby addressing the research questions and objectives of the study. The chapter ensures that the research objectives are met and if not, to what extent? Recommendations with respect to the findings are made and areas of further studies are cited in chapter Five. The modified conceptual framework is also drawn with bold lines on fulfilled objectives and dotted lines on unmet objectives.

5.2 Conclusions

The research conclusions are done in line with the research objectives. The objectives are revisited and assessed whether they have been met or not. Each research objective is scrutinized and conclusions are made on whether it has been complied with or not. The main objective of the research is to investigate the influence of instructional leadership by school heads and its influence on teacher and hence school performance. If the following sub-objectives are met then the major research objective is fulfilled. The following are the sub-objectives of the research;

Objective 1: To identify the main components of instructional leaders in council and government schools in Harare

In the study the main components are identified as the visible presence of the school head, the head as the instructional resource, the head as a good communicator and the resource provision by the school head.

The questionnaire for the study was designed to capture such information about the school head from the teachers. Most of the respondents are for the idea that their school heads are complying with what they are expected to do as instructional leaders. This is highlighted by 34.4% of teacher performance which is being explained by school heads' instructional leadership. This is quite a significant figure implying that school heads in Harare region are implementing effective instructional leadership resulting in good schools' performance.

Objective 2: To establish the effect of each component of instructional leadership style on teacher performance in council and government schools in Harare.

The four components of instructional leadership constitute the instructional leadership and this instructional leadership was observed as having a positive association with teacher performance. This was highlighted by the correlation of 0.593 between instructional leadership (infor) and teacher performance (teachperf). This is a significant positive correlation which implies that as the instructional leadership by school heads improves, the teacher performance also improves.

The regression tests also helped the researcher to establish the relationship between the two variables. According to the regression tests, 34.4% of the variance in teacher performance is explained by instructional leadership by school heads in Harare region of which is quite a big figure considering that there are so many other factors which affect teacher performance like pupils' backgrounds, schools infrastructure and the salaries for the teachers. Using these tests, it was established that effective instructional leadership by school heads positively influences teacher performance. As a result of this, a teacher performance function is established as shown below;

$$\text{Teacher performance (teachperf)} = f [0.76 + 0.568 \text{ instructional leadership (infor)}]$$

Objective 3: To examine the influence of teacher performance on performance of schools in Harare region.

According to the correlation tests done, it is established that there is a significant positive association between teacher performance and school performance. This is shown by a significant positive correlation of 0.575 amongst the two variables.

This implies that when the teacher performance increases, schools perform better in every respect which includes pupils' passes and participation in sporting activities.

The regression test also confirmed this relationship by showing that 32.3% of variance in school performance is explained by teacher performance and the other percentage is being explained by other factors. This is quite a figure showing that school performance is heavily influenced by teacher performance.

This might be because teaching pupils is the core business in schools and the teachers are key in the teaching process since they deliver the lessons and participate in almost all the activities going on in schools. The schools' performance function is statistically presented as given below;

$$\text{School performance (schoolperf)} = f [1.211 + 0.604 \text{ Teacher performance (teachperf)}].$$

5.3 Validation of Research Hypothesis

The research findings are in line with the hypotheses formulated implying that all the hypotheses have been proved correct. The hypotheses proved correct are as given below.

The main hypothesis is that instructional leadership style positively impacts on teacher performance and ultimately the performance of schools.

The sub-hypotheses of the study are as follows;

H1: There is a relationship between instructional leadership style and teacher performance.

H2: Teacher performance positively influences the school performance?

From the findings, all the main and sub-hypotheses are proved correct and the conceptual framework remained the same as given below.

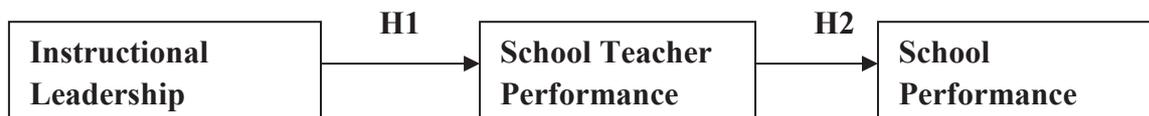


Figure 5.3 Modified Conceptual Framework

The correlation tests and regression tests ascertained H1 and H2 thereby authenticating that there is a relationship between instructional leadership style by school heads and teacher performance and that teacher performance positively influences the school performance.

By so doing the overall research hypothesis is also proved correct, that is instructional leadership style positively impacts on teacher performance and ultimately on the performance of schools in Harare Metropolitan region.

5.4 Recommendations

Considering the research objectives, research questions and research hypotheses, the researcher makes a number of recommendations based on the research findings and literature.

1. School heads should attend workshops educating them on how to implement effective instructional leadership without facing much resistance.
2. Teachers should be well informed of what exactly they are doing and what they want to achieve, it shouldn't be only the school head's baby.
3. Teachers should be given lectures on what instructional leadership is all about since a number of the respondents seemed not aware of what it is; they perceive it as similar to authoritarian way of leadership which is resisted by many.
4. Resource provision is one of the components of instructional leadership. Considering the present economic state in Zimbabwe, resources are very much limited such that the school heads should never be biased on allocating the meagre resources thereby improving instructional leadership in Zimbabwe.
5. In Zimbabwe the salaries of school teachers are becoming less and less attractive such that a number of teachers are not worried about whatever method the school head tries to implement. The teachers just resist and their justification is meagre salaries. To alleviate this problem, incentive policy should be revised in favour of the school teachers. The recently abandoned incentives to teachers from parents should be revitalised so as to motivate teachers hence improved school performance through improved implementation of instructional leadership by school heads.
6. Pupils' work should be supervised frequently by the school head and this should be done as a way of finding areas of improvement by the teacher and not witch hunting.
7. Instructional leadership has communication as one of its components. This communication should be two-way whereby the school heads should also be prepared to take corrections and recommendations from their teachers. In Zimbabwe this aspect is far from the ideal situation and this should be emphasised to Zimbabwean school heads.

5.5 Study Limitations and Suggestions for Further Study

This research, like any other research, comes with its own limitations. The first and foremost limitation is that the study was done on schools in Harare Metropolitan region focusing on government and council schools only. Generalization of the study to all the schools in Zimbabwe might pose some miss norms since the way rural schools and private schools which are left out are run might be different and so is the way instructional leadership is perceived in the schools.

The other limitation of the research is the limited time the researcher was supposed to carry out the research. The researcher wanted to carry out triangulation method of research whereby the qualitative aspect of triangulation would assist the researcher to probe for more information from the respondents through interviews. In this research the real feelings, through maybe facial expressions are not captured although qualitative research has its shortcomings also. The researcher also wanted to actually observe how the principals implement instructional leadership in schools but due to limited time, the researcher was only confined to responses from participants.

The study concentrated on the influence of instructional leadership by school heads as the only factor influencing teacher performance ignoring other strategies by the school head. The researcher is recommending studies in other factors influencing teacher performance other than instructional leadership. Also studies for the implementation of instructional leadership in other schools like private and rural schools in Zimbabwe is being recommended by the researcher.

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APPENDIX

DISSERTATION QUESTIONNAIRE

This research is being done in partial fulfilment of the MBA Degree programme with the Graduate School of Management of the University of Zimbabwe.

A STUDY OF THE INFLUENCE OF INSTRUCTIONAL LEADERSHIP STYLE OF SCHOOL HEADS ON THE PERFORMANCE OF SCHOOL TEACHERS AND HENCE ON THE OVERALL SCHOOL PERFORMANCE IN GOVERNMENT AND COUNCIL, PRIMARY AND SECONDARY SCHOOLS IN HARARE METROPOLITAN PROVINCE.

Section A: Personal Demographic:

(Please tick the appropriate response)

1. Gender :

Male

Female

2. Age:

Below 25

26 -30

31 -40

41 -50

Above 50

3. Marital status

Married

Not married

4. Educational qualification:

Post graduate Degree

First Degree

Diploma/certificate

'A' levels/'O' levels

5. Current work experience as school teacher

Below 5 yrs

5 – 10 yrs

10 – 15 yrs

above 15yrs

6. What is your school's category?

Council primary school

Government primary school

Government secondary school

Please note the following concerning the responses for sections B, C and D:

1. Strongly agree

2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

Section B: Instructional Leadership – Understanding, Beliefs and skills

Below are statements of instructional leadership style by school heads. You can indicate the extent to which you agree or disagree with the statement by ticking the corresponding answer in the 5 point scale below:

7. I am in agreement with the fact that instructional leadership is a key role of school heads? 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
8. My school head effectively utilise time and resources. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
9. Work to be done is planned, organised, scheduled and prioritised by my school head. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
10. My school head appropriately delegates work. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
11. Staff members are given tasks according to strength. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
12. My school head is all that skilled to facilitate change. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
13. Feedback from my school head is clear and timely. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
14. My school head improves instruction through encouraging risk-taking and innovation. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
15. At our school teachers are encouraged to go for staff development according to staffs' strengths and weaknesses 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
16. Financial resources and support from the district are effectively mobilised by our school head. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
17. My school head always articulate how important teachers are as instructional resources. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
18. My school head deploys different and effective instructional strategies for students in different developmental groups. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
19. Teachers' instructional performance is documented purposefully by our school head. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
20. An effective evaluation cycle and process for staff have been put in place by our school head. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
21. My school head is encourages a two-way dialogue and he is very sensitive to this.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

22. My school head is very effective in conflict resolution, problem solving, cooperation and sharing. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___

23. My school head usually communicate appropriate information only.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

24. My school head encourages easily understood and organised communication.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

25. My school head is a complex problems solver. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___

26. My school head usually visit classrooms informally. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___

27. My school head is a resemblance of quality and excellence.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

28. My school head is frequently staff developed professionally.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

29. My school head is always at school during working hours.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

Section C:

Below are statements about the effect of instructional leadership style by school heads on teacher performance. You can indicate the extent to which you agree or disagree with the statement by ticking the corresponding answer in the 5 point scale below:

30. I am committed to the success of my school. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___

31. I am motivated to carry out my duties diligently. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___

32. I usually participate in school's extra curricular activities.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

33. I have designed strategies which are beneficial to students.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

34. I usually hold remedial classes when the need arises.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

35. I participate freely in extra lessons and school holiday revisions lessons.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

Section D:

Below are statements about the effect of teacher performance on school pupils performance. You can indicate the extent to which you agree or disagree with the statement by ticking the corresponding answer in the 5 point scale below:

36. There is an improvement in students' pass rates over the past three years.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

37. A number of pupils have been excelling in sporting activities very well.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

38. The number of pupils attending remedial classes is decreasing due to a number grasping the concepts first time they are taught.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

39. The number of pupils participating in national school events has increased.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

40. The number of pupils participating in arts and cultural activities has increased.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

Any other comments

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I appreciate your contribution, thank you.