EXPLORING TEACHERS' PERCEPTIONS OF HOW LEADERSHIP STYLES INFLUENCE PERFORMANCE OF HIGH SCHOOLS IN MOHALE'S HOEK, LESOTHO

BY

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A

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DECLARATION

I declare that this report is my own unaided work. It is being submitted in fulfillment of the Master of Education degree at the National University of Lesotho. I also declare that it is a true copy of my investigations as all the assistance has been acknowledged.
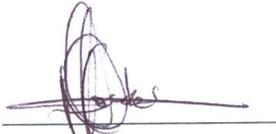
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ACKNOWLEDGEMENTS

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DEDICATION

To my mother who taught me over the years and laid a foundation for the pursuit of my career aspiration.

I am grateful to my sisters who remained the source of joy and laughter while completion of this study seemed impossible.

I also dedicate my work to my beloved husband whose love and unselfish support always surrounded me and never let any sadness distract me from my work.

ABSTRACT

In this global competitive environment, effective leadership style is necessary to reduce the attrition rate. It is only through effective leadership styles of principals that it becomes possible to achieve organizational (school) goals productively because their leadership styles have an influence on teachers and students' performance and school effectiveness. This study assessed teachers' perceptions of how school leadership styles influenced school performance and effectiveness. The purpose of this study was to identify the leadership styles adopted principals to improve student performance and the effectiveness of their schools. To achieve this, a qualitative methodology was adopted using a case study design and interviews, observation, focus group discussions and document analysis to generate data from two purposefully selected high schools with different academic performances in Mohale's Hoek urban. The study found that transformational, participative, instructional, and situational leadership styles were the best for school performance and its effectiveness. This says no leadership style can work in isolation and no leader can utilize one style in all situations. Therefore, it is essential that today's leaders recognize and incorporate elements from various leadership styles to apply in unique situations in their organisations. The study further found that it is imperative for leaders to possess features such as effective communication, interpersonal and leadership skills within their repertoire of styles for best outcomes in a school. The study recommends, among others, that the Government of Lesotho, through the Ministry of Education and Training should introduce professional school leadership programmes in all teachers' training institutions in the country.

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.2 INTRODUCTION

There is a strong belief that there is a relationship between leadership and organizational progress. An overwhelming body of evidence in school leadership studies supports the notion that leadership strongly affects students' learning and performance (Botha, Marishane, Van der Merwe, Van Zyl & Zengele, 2013). However, school principals' influence on performance is manifested by the way they think, speak and act what they think. It is, therefore, based on the way in which leaders commit themselves in applying their values, principles, beliefs, moral convictions and attitudes to teaching and learning so that these can be turned into tangible actions.

In her study conducted in the United States of America, Orick (2016) affirms that principals can drive school improvement through leadership; hence, their leadership influences students' outcomes in different ways, through both instructional and non-instructional tasks. Orick (2016) further explains that in order to understand effective leadership, internal and external factors associated with leadership styles need to be analyzed and adapted to new requirements since the degree and the way in which the principal's leadership influences students' outcomes, depends on the particular behaviours, overall school environment including principal, teachers, students and community context.

Moreover, Cheng (1991) too opined that the principal's leadership style is a critical indicator of the organizational processes of a school, perhaps because effective schools tend to depend largely on the strong and purposeful leadership of principals. According to Cheng (1991), the principal's leadership style should be strong in the following areas: goal and production areas, power and decision-making, organization or coordination and human relations because these have a great impact on the functioning of a school.

In the United Arab Emirates, the belief is that the school principal's leadership style is connected to school performance and, more generally, to school effectiveness (Ibrahim & Taneii, 2012). However, the school factors of effectiveness depend upon different principal's leadership style or

styles. Even Tatlhah and Zafar's (2012) in their study affirmed the existence of indirect and direct influence principals have on school effectiveness mainly through teachers' perceptions of principals' professional conduct and leadership style. This, therefore, means that for efficient academic activities, programmes and performance, leaders should create effective programmes for academic excellence, and this would be possible if school principals could acquire different leadership styles.

In South Africa, Marishane and Botha (2011) stipulated that the success of improving learning experiences of students is dependent on the nature of the leadership practices. However, positive leadership, especially in relation to academic matters, characterizes effective schools. Effectiveness in this case is a means between educational processes and students' outcomes (Reyholds, Bollen, Creemers, Hopkins, Langerwey & Stoll, 1996). It could, therefore, be suggested that every model of improvement, success, effectiveness, change and quality has its heart in the existence of leadership and management. For this reason, Botha et al. (2013) concluded, "the management and leadership are in the principal's authority", and, considered school leadership pivotal in determining the success of the school. That is, successful principals do both functions simultaneously and iteratively (Davidsoff & Lazarus, 1997). Therefore, Louis and Miler (1990) concluded that it is permissible to treat leadership and management as one since the leaders as a manager is expected to lead.

1.1.1 Study context

In Lesotho, principals particularly in high schools are regarded as both leaders and managers (Lesotho Government Gazette Extraordinary, 2010 and Ntsoaole, 2012). However, the notion of management and leadership in Lesotho was established by the British Colonial Government (Phamotse, 2011). The Ministry of Education and Training in Lesotho represents the Government of Lesotho as the major stakeholder in the education system. Ntsoaole (2012) confirms that the major stakeholders include the government through the Ministry of Education and Training, the churches and the community that make education 'the three-legged pot'. The government owns a small number of schools, while most, which are legally public schools, are church owned, then the rest are privately owned by individuals.

This partnership leads to where the education system in Lesotho is controlled and managed at both national (government) and local (district) level. Khama (2019) argues that at a national level, the government acts as an educational superstructure in charge of the formulation of the general educational policies on development and design of national curriculum and syllabuses, teacher training, national examination, teachers' salaries and conditions of service, planning and financing education. The government's administration of education is extended to the district level for dissemination and implementation under the supervision and guidance of the national structure. As a result, there are several schools in different districts in Lesotho (Khama, 2019).

This extension is referred to as decentralization, which is a process involving partnership between the state (central level) and the school (school level) developed in a manner that shifts the responsibility to those in charge of the school leadership and management (Botha et al., 2013). As decentralization remains even today, was aimed at encouraging the involvement and participation of local level respectively; that is, power from the Ministry of Education and Training (MOET) centrally, to the district level and then to the school boards in schools. Nevertheless, Ntsoaole (2012) asserts that the local structures are not yet strong enough to have control over the education system locally, hence why education is still in the hands of the central government through the Ministry of Education and Training.

The school board is part of a school and its functions include among others, management and proper and efficient running of the school (Ntsoaole, 2012). A high school principal is among nine members of the school board appointed by the proprietor and approved by the Minister of Education and Training through the Teaching Service Commission. Such a person is also the secretary and ex-officio member of the school board (Lesotho Government Gazette Extra-ordinary, 2010). The principal's work is much wider because he or she is in a driving seat of the vehicle called the school and if the driver gets intoxicated with many things, the vehicle will certainly go off the road and injure or kill the passengers, being the learners, teachers and parents. Therefore, the researcher finds it appropriate to conclude that the failure or success of a school depends on the leadership style of the principal. In other words, the leadership style of the principal is a major determining factor of the failure or success of students at schools.

It is for this reason that Botha et al., (2013) argued that a principal as an instructional leader, shares in educating learners to the highest academic achievement possible; meaning a principal in this

area of teaching and learning, directs all of his or her energy towards teaching learners to realize their full potential as individuals. However, schools differ from one another, just as principals differ in how they affect the lives of students in schools. As a result, the study intends to explore teachers' perceptions on how principals' leadership styles influence students' performance in high schools.

Although they are central to the success of schools, leaders (principals) cannot do the job alone (D'Souza, 2011). While principals may lead, they need others to follow. This is the reason why high schools in Lesotho are headed by principals with the collaboration of vice-principals and the heads of departments (HoDs) to achieve success and manage the schools better. Davidsoff and Lazarus (1997) even noted that leadership maybe the role of the HoD or teacher in a classroom because teachers are experts in the content area in schools. Leithwood and Riehl (2005), however agreed on this matter to some extent since they said HoDs and teachers operate successfully in their complex roles of teaching young people under the guidance, supervision and control of the principal. Therefore, this study is backed up by among others, the shared or participative theories that emphasize teamwork spirit in the workplace for the success of the whole school community.

To execute leadership roles successfully in schools, effective principals are required. Based on the above idea, principals need adequate training, skills, knowledge and experience that allow them to do all leadership responsibilities accordingly before becoming leaders in schools. Dowell (2004) argued that leadership competencies are needed for principals. According to the Ministry of Education and Training (2010) in Lesotho, the requirements for a high school principal include the following: minimum qualification of M.Ed./ B.Ed. or equivalent, three years' experience as a senior teacher, and such an individual should be accountable and registered as a teacher under the Teaching Service Commission (TSC). A principal must also have these key competences: leadership, vision and management skills, strategic planning and organizational skills, human resource, interpersonal skills, management skills for complex information systems and information management skills. (MoET, 2018).

Despite the above-mentioned attributes, most principals assume the responsibility from the teaching profession, transiting from the classroom to the principal's office (Schelicher, 2014). Within the rapidly expanding system of education, experienced and skilled senior classroom teachers are routinely appointed as principals to run a complex school organization (Smith, Edward

& Holdaway, 2005). The speed at which classroom teachers become principals shows the lack of emphasis on leadership training for current principals in Lesotho. This is problematic because there is now a growing number of government secondary schools whose principals work in difficult situations because they are not trained on leadership so that they can run schools effectively. The Lesotho College of Education (LCE) and the National University of Lesotho (NUL), which are Lesotho's higher teacher training institutions, have no detailed leadership courses at diploma and bachelor's degree levels respectively for training principals. Such courses could equip them for leadership positions in schools today. As Miller, Devin and Shoop (2007) argued, traditional leadership preparation programme has often indicated that their university preparation programmes did not prepare them for the world they faced upon entry into the administrative world.

This is a challenge since Smith et al. (2005) disclosed that ineffective leadership at all levels of educational organizations reduced school effectiveness because some principals had not gone for training for their positions, and found it difficult to organize school resources in a manner that would make a school successful (Ntsoaole, 2012). Up to now, principals mostly rely on workshops offered by the Ministry of Education and Training, which the researcher regard to be insufficient since those cannot give them enough in terms of the content and leadership skills that suit their respective circumstances.

Another issue is the appointment of principals which is done on different terms. Principals in independent (private) schools are recommended by the proprietor, while in public schools, the school board recommends to the appointing authority, namely the Teaching Service Commission (TSC), which is responsible for the appointment, promotion, demotion and transfer of such principal (Ministry of Education and Training, 2005). The absence of uniform regulations and procedures for appointing principals could be problematic because any school can select a principal based on their particular interests not on the basis of skills, knowledge and competence of individuals to execute leadership duties.

Recruiting, appointing and selecting properly in schools is paramount (Bush & Middlewood, 2013). It is advisable, therefore, that when hiring people for leadership positions, TSC should not only ensure that those candidates have the potential, but also seek ambitious individuals with practical intelligence, rationale, creative, emotional and social intelligence, and a strong

commitment to learning because it is clear that some people are more suited to leadership than others. They should be aware that effective principals exist to help children become better at thinking, imagining, understanding, questioning, challenging the statuesque (Bush & Middlewood, 2013) and adapting to change.

Lesotho is signatory to international conventions and its educational system is faced with a task of ensuring that there is provision of quality education in order to meet the Education for All (EFA) goals and the Millennium Development Goals (MDGs), (Ministry of Education and Training, 2005). As a result, high school principals are expected to coordinate the efforts of teachers and school leaders to ensure that they are well aligned so that every child, regardless of their capabilities, is provided with quality education. As Coleman (2003) stated, the aim of the school relates to educational improvement and effectiveness or the search for quality education, which are determined by the academic performance of students in general.

The Lesotho government has enforced and initiated improvement studies seeking the best methods of ensuring improved performance of students in schools (UNESCO, 2010). However, the students' performance becomes vivid at the end of the year, especially in the national examinations conducted by the Examinations Council of Lesotho (ECoL). The main responsibility of ECoL is to conduct public examinations and national survey on behalf of the Ministry of Education and Training, (MoET, 2011). It does this through several measures including moderation of final examinations for validity and reliability purposes. Its grading system at high school level begins from A* – ranging from 90–100; A – ranging from 80–90 which are rewarded for best performers. Then there is G and U symbols which are the lowest.

In order to bring about the best results in a school, principals' styles of coordination differ. These leadership styles can have either a positive or negative impact on, for example, the achievement of aims, performance, staff development and job satisfaction in a school (Van Deventer & Kruger, 2014). In her empirical research, Moorosi (2005) established that instructional and transformational leadership styles are the most predominant ones in Lesotho tertiary institutions due to their effectiveness. I am, therefore, interested to explore teachers' perceptions on how leadership styles influence high schools' performance. Through that, I intend to find leadership styles that are effective such that they can guarantee good students' academic performance consistently.

1.2 STATEMENT OF THE PROBLEM

The background of the study has attempted to highlight the importance of principals as leaders and managers in the schools. International literature in the background has shown that the school as a learning organization only develops by means of educational leadership since a leader or manager is a key person in the integration of the school effectiveness and school improvement. For instance, the study carried out in the United States of America by Orick (2016); in China by Cheng (1991); in the United Arab Emirates by Ibrahim and Tanneii (2012), and in South Africa by Marishane and Botha (2011), concur that principals are needed in schools through their leadership styles and practices to drive school improvements because their existence is connected to students' and schools' success.

In Lesotho, the achievement of students mainly in high schools is a great concern, not only to teachers and students, but also to parents and the government. The government allocates massive expenditure on education, for instance, the budget for the educational sector has been increasing significantly over the years, claiming 29.9% of the Lesotho government budget for the 2004/2005 financial year (UNESCO, 2010). In the 2019/2020 budget speech, the Minister of Finance proposed M3.1 billion, which accounts for 17% of the total budget to the Ministry of Education and Training (Government of Lesotho, 2019). Despite the government's initiative to improve education through other measures like free education system, a large portion of high school students still perform poorly.

Many students usually fail to pass at high school level which makes it hard for them to obtain admission to tertiary institutions. For instance, out of the 21,209 candidates who sat for the 2013 Cambridge Overseas School Certificate (COSC) examinations, only 14,862 (70.1%) candidates passed (Ministry of Education and Training, 2015). The Minister of Education and Training, Mrs Makabelo Mosothoane, in the *Sunday Express* (2013), even expressed the concern of the Ministry over the poor performance of schools and, she attributed this to lack of effective leadership of principals. The Ministry's major concern was that some principals have been on the job for years, but their schools were still low and others underperforming. The ministry later proposed to

introduce performance-based contracts for principals as "some schools never improve their performance".

It is evident that some schools are better than others in terms of student performance. There is a significant gap between students who succeed, yet all these schools have principals whose main duty is to ensure not only improvement of schools but also the achievement of the students in their schools. This is the most worrisome challenge in the education system of Lesotho since it has attracted several comments and criticisms from parents and the public in the country about the deteriorating state of leadership and management in high schools.

Although there have been studies related to this topic, such as "effects of leadership styles and students' academic achievement" by Rautiola (2009) carried out in USA, "effective leadership in school administration" carried out in Canada by Seitz (1995), "factors influencing leadership and teacher performance in the senior high school in the Ho Municipality of the Volta Region of Ghana" carried out by Bimpeh (2012), there is no research undertaken in Lesotho to explore teachers' perceptions of how leadership styles influence performance in high schools in Mohale's Hoek town.

A similar study by Moorosi (2005) focused only on tertiary institutions not high school level, while research by 'Nei (2017) focused particularly on Botha-Bothe urban schools which is the northern region of Lesotho. Therefore, the lack of research and the necessity to explore teachers' perceptions of how leadership styles influence performance in high schools in Mohale's Hoek urban, highlight the need for this study.

1.3 RESEARCH QUESTIONS

How does leadership styles influence performance in high schools?

1.3.1 Sub-questions

The study intends to assess the following research questions:
- Which effective leadership styles do principals apply in schools?
- What are leadership skills that principals demonstrate in their schools?
- What key practices and roles do principals perform in their schools?
- Which are the characteristics and qualities of effective principals in schools?

- How do principals' leadership styles, skills, practices, roles, characteristics and qualities influence students' performance and school effectiveness?

1.4 AIM OF THE STUDY

The aim of the study is to explore teachers' perceptions on how leadership styles influence performance in high schools in Mohale's Hoek urban.

1.5 RESEARCH OBJECTIVES

The study is guided by the following objectives:

- To assess the effective leadership styles in a school;
- To identify the skills that principals in high schools possess;
- To explore practices and roles principals use to ensure effective performance in schools;
- To investigate the characteristics and qualities of effective principals in schools; and
- To examine the influence of the principals' leadership styles, skills, practices, roles and characteristics in students' performance and school effectiveness.

1.6 SIGNIFICANCE OF THE STUDY

1.6.1 Policy

It is envisaged that the findings of this study would shed light to the Ministry of Education and Training in Lesotho on how to design policies that support principals to perform their leadership responsibilities better through effective leadership styles. Again, it is assumed that it would help the Ministry to formulate policies and procedures that would enhance effective leadership in schools throughout the country.

1.6.2 Practice

This study is hoped to assist the principals of the low and underperforming schools to study and adopt best practices, skills, qualities, ways or styles practised by the principals of high-performing schools in terms of students' performance because this phenomenon of continuous underperformance also affects the quality of learners' lives when they fail to achieve the expected

results. The findings of this study could assist principals not only to choose the best leadership styles that could facilitate and lead to change, but also to create an environment where there is a common vision of purpose since it is the principal's job to bring in the new and replace the outdated and unsuccessful practices (Pyle, 2017).

Teaching and learning are the strength of the school and are acknowledged to be at the heart of the school's development agenda (Harris & Lambert, 2003). Based on this statement, this study may benefit school management, teachers and researchers in the efficient implementation of different roles accordingly in schools. In this way, they would not only produce and provide efficient and effective teaching and learning, but also access materials and develop strategies that could make teaching and learning at high school level more appealing and motivating.

1.6.3 Research

This research may eventually generate more knowledge in the field of study in other places within Lesotho and outside because Barbara and Buttress (2005) emphasized that learning is a serious attempt to improve, change and succeed in life.

1.7 THE SCOPE AND LIMITATIONS OF THE STUDY

However, the limitations concern not only the scope but also the financial and time constraints. The study was limited to two high schools in Mohale's Hoek urban where learners come from almost the same socio-economic backgrounds and attend schools with almost similar resources and infrastructure. The focus was to explore teachers' perceptions of how leadership styles influence performance in high schools. The respondents chosen for this study were school principals and teachers in respective schools since they were believed to have the potential to provide answers to research questions as they were engaged in school activities on a daily basis.

However, I recognize that there are several other variables that influence principals' leadership styles that ensure academic performance and schools' effectiveness that have not been addressed in this study due to time and financial constraints. For example, I did not engage other stakeholders such as students, parents, officials of the Teaching Service Commission (TSC), teacher training institutions and the Ministry of Education and Training and ECoL whose interaction with

principals and teachers could influence schools' academic performance. However, since the study was restricted to two high schools, the findings may not be applicable to other schools in the country.

I could not interview other participants as initially envisaged. Those include other teachers, students, parents and one school principal. I, therefore, opted to interview a principal of another school through telephone because even the dates that principals allowed me to interview other participants were affected by Lesotho national teachers' strike that continued from February until September 2019. However, when the strike ended, there was another hindrance. Students wrote mock examinations which prepared them for final examinations, so principals spared that time for extensive teaching and learning. That forced interviews and observations to be shifted to the beginning of 2020. In the same manner, those were not completed due to the global COVID-19 outbreak which forced the government of Lesotho to pronounce the state of emergency and lockdown. As a result, all schools were closed until further notice.

1.8 SUMMARY OF THE THEORETICAL FRAMEWORK

According to Lysaght (2011), integrating theories is a significant component of the research design process. As a result, this study was guided by a model and two (2) theories, namely the School Leadership Model of Excellence, Contingency theories and Transformational theories. The School Leadership Model of Excellence was developed by Hay McBer in 1998 and was meant to develop effective principals in schools by stating leadership practices and effective characteristics expected from the principals that could help ensure their effectiveness in schools. While practices include creating vision, planning for delivery, monitoring, evaluating, improving performance, getting people on board, gathering information and gaining understanding, leadership characteristics include respect for others, strategic thinking, drive for improvement, initiative, analytic thinking, teamwork, understanding others, developing potential, information seeking and understanding and improving the environment.

Furthermore, according to the contingency theories of Fiedler's (1973), the best leaders are those who adapt their behaviours or styles depending on the context. That is, the success of the leader does not depend only on abilities or personality but also on the situation in which the leader operates. This means there is no good or bad way of leading, but the leader's style is best when it

fits with the group environment yet is still flexible enough to adapt to a wide range of changing circumstances.

However, Burns MacGregor James, who introduced transformational leadership theory, revealed that it is premised on the assumption that the actions of leaders are based on moral, ethical and equitable consideration of everyone within an organization. It is the leadership that people have in mind when they describe their ideal leader, a role model with whom subordinates want to identify because they are motivational, charismatic, intellectual, and often display qualities of self-confidence, honesty and integrity. All these theories and model guide my study into assessing the most effective leadership styles that could contribute towards improving students' performance and schools' effectiveness in the country.

1.9 RESEARCH METHODS AND METHODOLOGY

Methodology is a systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body or methods and principles associated with a branch of knowledge. This part will briefly outline the research approach adopted in this study. Furthermore, data collection strategies, procedures as well as ethical considerations are explained.

1.9.1 Research approach and design

The study adopted a qualitative approach. Zohrabi (2013) asserts that qualitative approach is a form of social action that stresses on the way people interpret and make sense of their experiences to understand the social reality of individuals. This means qualitative research takes place within the local context in which the phenomenon occurs, therefore, helps people to understand their society. Since this approach observes the world in its natural setting, interprets situations to understand the meanings that people make from day-to-day life means there are many realities in the research world (Tracy, 2013). As a result, this approach was suitable for this study because like Kothari (2004) asserts, this qualitative methods enable the researcher to interact with the participants to get firsthand knowledge of the problem under investigation and an in-depth understanding of the issue. Furthermore, Leedy and Ormrod (2005) postulate that research design is a plan that moves from the underlying philosophical assumptions to specifying the selection of the respondents, data gathering techniques to be used and data analysis to be done. However, the

choice of research design, which in this study was a case study, was based on the researcher's assumption, research skills and research practices and it influenced the way in which the researcher collected data (Leedy & Ormrod, 2005).

1.9.2 Case study

According to Rebolj (2013), a case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a project, policy institution, programme, or system in a real-life situation. It is, however, argued that a case might be a person, group, episode, community, society or any other unit of social life and all relevant data to the case is gathered and organized in terms of the case (Kumar, 2005).Therefore, this study intends to explore teachers' perceptions on how leadership styles influence performance of high schools in Mohale's Hoek, Lesotho. As a result, a case study was deemed best for this study since Maree, Creswell, Eberson, Eloff, Ferreira, Ivankora, Jansen, Nieuwenhuis, Pieterson, Plano Clark and Westhuizen van den (2008) say case studies strive towards a comprehensive understanding of how participants relate and interact with each other in a specific situation. Therefore, this enabled the researcher to make meaning of the phenomenon under study since one gets firsthand information of the problem in the study. Since Haradhan (2018) postulates that a case study is conducted by using multiple sources such as questionnaires, interviews, observations, written accounts and audio-visual materials, the researcher selected a case study where interviews, observations, focus group discussions and document analysis were employed. They did not only help in exploring activities taking place in two selected high schools to explore teachers' perceptions of how leadership styles influence performance in high schools but were also used concurrently since they were believed to yield convincing results.

1.10 Procedures and instruments for data collection

1.10.1 Interviews

The semi-structured interviews were employed to collect data from school principals to explore their leadership styles, skills, practices, roles, characteristics and qualities needed for their positions and their influence in students' performance and school effectiveness. The interview schedules took around 40 minutes with a basic list of questions at an agreed time and venue with each interviewee. In this regard, Kabir (2016) asserts that in semi-structured interviews, the

interviewer develops and uses an interview guide. These interviews were trusted to provide the researcher with reliable data since the non-verbal communication of the participants was also observed and cues were made during data analysis.

The researcher was flexible, asked questions, probed deeper and explored conversations to clarify misunderstanding of participants' responses to questions asked. Meanwhile, responses were recorded on audiotapes after the participants had granted permission to do so. Mafora and Phorabatho (2013) note that tape recording ensures completeness of the verbal interaction and provides material for reliability checks.

1.10.2 Focus Groups

Focus group interview discussion is another means that helped the researcher to explore teachers' perceptions of how leadership styles influence performance and school effectiveness. According to Kabir (2016), this is an in-depth field method that brings together a small homogeneous group (six to twelve persons) to discuss topics on a study agenda for a few hours with a trained moderator to talk about a product, service or organization. He further discloses that the purpose of focus group is to make use of participants' feelings, perceptions, and opinions in finding out the 'how' and 'why' of human behavior. In this study, teachers' focus group comprised of twelve in each school; eight females and four males with three and more years' work experience. The focus group interviews were carefully planned and designed for one-hour discussions to obtain the necessary information on the topic under study. Meanwhile, responses were recorded upon participants' permission to avoid any information loss. Note taking was also be used to capture non-verbal data and limited questions were prepared to allow emerging issues.

1.10.3. Observation

Complete observation was an option in this study because Meriam (2002) asserted that it is the best technique when an activity, event or situation can be observed first-hand. According to Maree, et al., (2008), observation is a systematic process of recording the behavioral patterns of participants, objects and the occurrences without necessarily questioning or communicating with them. Therefore, the researcher became a complete observer who observed the schools' settings from assembly time until lunchtime rather than being involved in all the occurrences, which would

get the participants influenced. The settings included: leader's power and behavior, instructional processes and discussions or interactions with learners, teachers and non-academic staff in a school, duties, communication lines, discourses and language used throughout the observation, by who, to who, when and how. All these were done not only to gain insight into their perception about the school and their attitudes towards its operation but also to get how things are organized and prioritized, what is important and valued or disliked in each school.

1.10.4 Document analysis

Maree, at al., (2008) postulated that when one uses documents as a data gathering technique, he or she focuses on all types of written communications that may shed light on the phenomenon being investigated. Documentary information is seen as a major source of evidence used in case study and its strength lies with the fact that they already exist in the situation and are embedded in the context (Ary, Jacobs, Razavieh & Sorensen, 2010).

Some of such secondary documents comprising of teachers' preparation books, schemes and records of work, school prospectus, class registers and staff meeting minutes were asked for and analyzed in order to get all the required information for this study and these complimented the interviews, observations and focus group interview discussions. Apart from that, final academic records of students' performance in each school for the past five years (2014-2018) were obtained and reviewed from the national examination body (Examinations Council of Lesotho) which is the body in charge of examinations and certification in Lesotho. They were used to ascertain the high academic achievement and low and under-achievement status of the selected schools.

1.11 PROCEDURE FOR DATA ANALYSIS

According to Haradhan (2018), data analysis is a dynamic process of weaving together, recognition of emerging themes, identification of key ideas or units of meaning and material acquired from the literature while Cohen, Manion and Morrison (2011) argue that data analysis involves organizing, accounting for and explaining the data. Thematic analysis was employed in this study since Wagner, Kawulich and Garner (2012) posits that thematic analysis is a general approach to analyzing qualitative data that involves identifying themes or patterns in the data, which is coding. The following procedure was followed in analysing the data:

1.11.1 Data organization

This involves classifying data sets and then sorting it into workable units to make it more useful.

1.11.2 Data transcription

This involves arrangement of data collected during interviews to convert it into a usable format that can be studied to facilitate analysis.

1.11.3 Coding

This is a process of identifying small pieces, usually phrases or sentences in a data, and label them into codes to find relations among them.

1.11.4 Forming themes

This involves 'breaking up' the data into manageable themes, trends, and relationships; to show similarities and differences for easy identification.

1.11.5 Discovering patterns

A pattern is a relationship among categories. In searching for patterns, researchers try to understand the complex links among various aspects of peoples' situations, mental processes, beliefs and actions. The major pattern(s) serves as the framework for reporting the findings and organizing reports.

1.12 ETHICAL CONSIDERATIONS

According to McMillan and Schumacher (2010), the researcher is ethically responsible for protecting the rights and welfare of the participants in a study. This, therefore, involves issues of physical and mental discomfort, harm and danger. To ensure the protection and welfare of the participants in complying with the research ethics, the following factors were considered.

1.12.1 Informed consent and permission

According to Ragin and Amoroso (2011), to prove that individuals are entering research studies voluntarily, the researcher is expected to obtain informed consent from all participants or the

participants' legally authorized representatives. To obtain informed consent, researchers should clearly communicate the research procedures and purposes of the study to the participants. They will again emphasize that participation is voluntary, and the participants can withdraw at any time. Using the above outlined guidelines, permission was sought from the school principals and the participants individually. After being granted that permission from the concerned individuals, the researcher gave the participants assurance of confidentiality and anonymity and described the intended use of data. To acknowledge the consent between the researcher and the participants, they both completed and signed informed consent forms.

1.12.2 Privacy, confidentiality and anonymity

The participants' right to privacy was respected and protected because the researcher clearly mentioned to them that they had a right to refrain from taking part in the research, to limit time needed for participation, ignore questions regarded as uncomfortable and not to be interviewed if they were uncomfortable to do it. According to Cohen, Manion and Morrison (2008), privacy is ensured by applying three practices namely: anonymity, confidentiality and appropriate storing of data. The researcher also ensured that identity remained anonymous, thereby having all participants assigned a unique title to avoid collected data being traced to any participant. In other words, any references to name, location and other personal details were not open (Seeley, Cataldo & Kielmann, 2012). Again, safekeeping of collected data and participants' names were provided by the researcher so that they remained inaccessible to anyone.

1.13 RESEARCH LAYOUT

Chapter 1

This chapter presents an introduction and the background to the study together with the study context in relation to education and leadership styles used by principals in Lesotho. It also includes statement of the problem, research questions, and aims of the study, research objectives, significance of the study as well as its scope and limitations. In addition, an overview of the theoretical framework, research methodology, procedure for data analysis, ethical consideration and research layout is provided.

Chapter 2

This chapter focuses on the theoretical framework for the study as well as the empirical evidence on effective principals' leadership styles, skills, practices, roles, characteristics, qualities and their influence on students' performance and school effectiveness.

Chapter 3

This chapter outlines the research methodology, research design and techniques of gathering data adopted in the study, population, sampling techniques, delimitations of the study, data analysis, ethical consideration, trustworthiness in qualitative research.

Chapter 4

This chapter provides data presentation, analysis and interpretation of the findings presented by means of themes and sub-themes.

Chapter 5

This chapter provides the main findings, summary of the entire study, recommendations, suggestions for future research and the conclusion.

1.14 SUMMARY

This chapter introduced the research problem by providing the background to the study. The study focuses on teachers' perceptions on how leadership styles influence performance of high schools, and so the background emphasized this and analysed effective leadership of principals in schools. It further stated the research problem, research questions and the aim and objectives of the study. The contribution of this study to the existing literature and its significance are also provided in this chapter together with the scope and limitations of the study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The research problem defined in chapter 1 (one) provides the focus for the literature review presented in this part of the study. The specific issue identified and highlighted in the research problem is that principals' leadership styles have an influence on students' performance, which is why I found it necessary to explore teachers' perceptions on how principal's leadership styles influence students' performance and high schools' effectiveness. This work draws on four areas of the extant literature. First, I explain the theoretical works on which this study is based, then review literature that explains principals' leadership styles, the skills required for work, their practices and roles together with the characteristics or qualities that effective principals need in schools so that their schools can become effective. Lastly, I review literature that discusses the influence that these leadership styles, skills, practices, roles, characteristics and qualities of effective principals have on performance and school effectiveness.

2.2 THEORETICAL FRAMEWORK

This section explains the theoretical foundation for this study. I do not seek to test the theories or model below, rather to use them to back up this study since the significance of using a theoretical framework in a research cannot be stressed enough. According to Babbie (2002), a theory is a systematic explanation for the observed facts and laws that relate to an aspect of life. Theories, therefore, give the researchers different perceptions through which to look at complex and social issues, focusing their attention on different aspects of the data and providing framework within which to conduct their analysis (Peterson, 2012). He further argued that theories provide a comprehensive conceptual understanding of issues being studied such as how organizations operate and why people interact and share the same sentiments in certain ways. By implication, research anchored in a sound theory demonstrates scholarly rigour.

Leadership theories, therefore, are schools of thought brought forward to explain how and why certain individuals become leaders (Ngulube, 2018), and are commonly categorized by aspects

that are believed to define the leader the most. There are as many theories on leadership as there are philosophers, researchers and scholars that have studied and ultimately published their leadership theories. Although a variety of leadership theories has emerged, only a few of the most relevant to the study will be discussed together with one model. As Lysaght (2011) postulates, integrating theories is a significant component of the research design process.

The model used for this study is the School Leadership Model of Excellence and the following theories: Contingency theories, and Transformational theories since it is evident that unlike early theories such Great Man Theories, transformational do consider the role of followers and the contextual nature of leadership (Hoy & Miskel, 2002).

2.2.1 The School Leadership Model of Excellence

The School Leadership Model of Excellence was developed by Hay McBer in 1998 with the purpose of developing a programme for serving headteachers in schools to become effective. It says the challenge of underperforming principals in schools has always been there, so this model emphasizes the characteristics or behaviours expected in an effective leader in schools. For instance, it asserts that educational leaders need to build interpersonal relationships based on a philosophy of respect for human dignity and to reflect on their own personalities, values, behaviour and leadership styles, as it is their own character that is critical in influencing others to follow them.

2.2.2 Contingency Theories

At the heart of this theory (contingency) propounded by Fiedler (1973), is a proposition that the best leadership behaviour (style) to adopt depends on the context. This theory maintains that leadership effectiveness depends on the fit between the personality characteristics and behaviour of the leader together with the situational variable such as task structure, position power and subordinates' skills and attitude. This means it attempts to predict which type of leaders become effective in different types of situations.

Organizations are open systems which need careful management to balance internal needs with environmental circumstances (Morgan, 1997). So, based on Fiedler's contingency theory, the contingency leadership conception of a school is based on the premise that each situation is unique

and must be viewed and dealt with as such (Botha et al., 2013). This means the effectiveness of the principal's leadership is contingent on a situation at hand. For instance, a principal may attempt to deal with a case of students' late coming to school differently. Such a principal would first assess the students' reasons for late coming before he or she could prescribe a punishment. This means the principal first makes an effective diagnosis and analysis of the problem before decision-making or punishing. This type of leadership is not based on the rigid or standardized responses to events but on adapting or tailoring the leadership style to a particular situation as far as management and leadership is concerned, but above all, it aims to achieve alignment and good fit (Northouse, 2012).

The only challenge with this theory is that it does not stipulate ways a leader should go about managing a work group successfully (Donoghue, 1997). On the other hand, the challenge stated above presents an opportunity to a leader to deal meaningfully and contextually with different cases in different situations in a school.

2.2.3 Transformational Theories

Transformational leadership goes beyond exchanging favours in terms of the transactional theories because this one seeks common purpose of uniting the groups of people to go beyond individual interests in pursuit of higher goals. Burns MacGregor James, the founder of transformational theories said leaders here build unity with their followers around a clear collective vision, a commonly understood and accepted mission and purpose (Gamage, 2009). Transformational practices of principals, for example, are likely to have appeal to teachers because they promote collegial construction of vision, structures, problem-solving, learning requirements and culture. It is inevitable that this style of leadership creates valuable and positive change among the followers with the end goal of developing and preparing them as leaders too since their leaders behave as their role models who try very hard to communicate effectively and inspire them throughout. According to Leithwood, Mascall and Strauss (2009), transformational leaders possess characteristics such as high levels of motivation, ability to make difficult decisions and openness to the ideas of others. Apart from that, they can inspire others and are visionary regarding setting the mission, vision and values of an organization.

It has been discovered that transformational leadership pays more attention to the relationship between the leaders and the followers than on the educational work of school leadership. However,

if this leadership can coexist in an integrated form with an instructional leadership, the influence on school performance would be substantial measured by the quality of its pedagogy and the achievement of the students. On the other hand, this leadership style does not incorporate situational dynamics and assumes a single leader. In addition, it does not become effective in situations where followers lack skills or experience necessary to complete a task (Travis, 2013) since teachers are assumed to have equivalent knowledge and skills to principals. In a school system, new teachers often learn from the experienced ones.

These theories will guide the researcher not only in finding answers to the research questions but also in developing the relevant literature in Chapters 2 and 3. Moreover, Van Deventer and Kruger (2003) remarked that leadership styles adopted by a leader could have a positive or negative effect on, for example, the aim, achievement, performance, staff development and job satisfaction in an organization such as a school. Those leadership styles which will be explained below are often adopted based on leadership theories.

2.3 LEADERSHIP STYLES

Leadership style is the approach to, or manner of, providing direction, implementing plans and motivating people. It includes the total pattern of explicit and implicit actions performed by a leader (Newstrom, 1993). The manner in which the leader performs organizational roles and directs the affairs of an organization is referred to as a leadership style, meaning, it is the way a leader leads. In this way, Howell and Costley (2006) affirmed that leadership styles are defined by a combination of leadership behaviours, that is, the way leaders behave in order to reach a goal or perform a function determines the kind of leadership behaviour a leader adopts. It is evident that leadership styles are derived from different theories of leadership, discussed under the theoretical framework, which distinguished the various characteristics that are relevant to this study. Nevertheless, leadership does not include anything a leader does or thinks such as reading a book or religious beliefs; rather, it includes things like how to motivate the staff, creating warm relations and their empowerment (Tschannen-Moran & Gareis, 2015).

One study conducted in Israel by Adam and Lion (2014) revealed that a vast number of research findings testify to the indirect influence that principals have on school effectiveness mainly through the perceptions of principals' professional conduct and leadership styles. The leadership

style of a principal sets the tone for the school as well as the level of professionalism; it is considered a precondition of an effective school. This testifies that through their leadership styles, principals provide avenues for teachers, students, parents and other stakeholders to feel a sense of personal dignity and purpose regarding their involvement with the school.

Although Kruger, Witziers and Sleegers (2007) postulated that school leadership does not have a positive and noteworthy effect on students' performance, Ibrahim and Taneii (2014) submitted that there is a correlation between leadership style and school performance because principals can create a climate that improves the productivity for both teachers and students and can foster or restrict school effectiveness. Principals should be sensitive, considerate and reasonable on the choice of their leadership style because if a leader chooses an inappropriate style or styles, he or she is likely to fail in accomplishing the set goals which will be a concern not only in the short term but also in the long term (Gamage, 2009).

Contemporary scholars such as Duke, (2004) have assessed that the lack of effective leadership in a school lowers learners' achievement and often results in dysfunctional school organization and programme. Through my observation, dysfunctionality in a school normally leads to unstable and discontented staff, learners' negative attitudes to academic work and discipline, an unhealthy school climate and lack of cooperation from parents or the community. On the other hand, Mendel's perception is that principals in high achieving schools create a culture that empowers and instills confidence in teachers as they prepare for achievement testing, solicit professional dialogue and research, value their students and seek the help of the parents and community members to enhance the school achievement (Mendel, 2012). This is opposite with principals in low achieving schools because they create dysfunctionality: they do not only harm the students and the teachers' academic performance but also their wellbeing as individuals.

Researchers discovered that some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. Accordingly, leadership styles are classified on a continuum stretching from subordinate-centred to the 'boss-centred' (Tennenbaum & Schmidt, 1968). In relation to the former, a leader provides a high degree of freedom to the subordinates to make decisions with very flexible limits, while in the case of the latter, the leader makes decisions either by announcing or trying to sell them to staff. Therefore, to avoid inefficiency and unproductivity in schools,

Tennenbaum and Schmidt (1968) have described three forces that leaders need to consider in deciding how to lead an organization or a group of people. The first one includes the values and beliefs of leaders which require them to introspect and evaluate themselves to understand and know who they are in relation to their styles as leaders, that is, how they feel about a certain leadership style, and what they like or dislike about it.

The second force talks about the subordinates. Leaders need to know things like their subordinates' weaknesses and strengths, desires, needs or wishes for autonomy, their passion regarding their responsibilities in the workplace and others. The last force relates to forces in a situation. This one includes the type of organization they are leading, whether the staff can work together or not, the availability of time for certain decisions or whether participatory decision-making is appropriate in such a setting. If leaders can consider these elements closely, they would always be ready to work successfully with different individuals in a school.

For this study, the following leadership styles: participative, instructional, situational, authoritarian, laissez-faire and transactional leadership styles were considered and discussed.

2.3.1 Participative Leadership Style

Participative leadership style is also referred to as collaborative, democratic or distributed leadership style (Botha et al., 2013). Like the transformational leadership style, participative leadership style strengthens the importance of team members. In this style, leaders encourage subordinates to share their thoughts in making decisions. This means that there is a greater involvement by a wide variety of critical stakeholders, be it teachers, students, parents, community, churches and different educational sectors whose ideas or opinions are taken and integrated into decision-making concerning the future of the school to increase efficiency and output (Northouse, 2013). This style, therefore, increases work satisfaction and boosts the team morale of all stakeholders because when a leader is dealing with a lot of information, he or she does not have time to analyze everything; others come in and do the job, especially teachers and students.

To be an effective leader in today's schools, one must be democratic and participative, drive fear out of the workplace and foster a community of teachers and learners who collaborate on all major issues because such a relationship can have a hugely positive impact on the teaching and learning process (Green, 2001).From my experience as a teacher, I have learned that this style is productive during stressful times at work and when trust needs to be built and maintained among workers. On

the contrary, one critique of this approach is that it may lead to abdication of responsibility and poor health as participatory decision-making consumes more time at the beginning, especially before such leaders and staff can establish trust and confidence (Gamage, 2009). This could then affect survival in a period of funding cuts, he continued. Apart from that, when teammates are not skilled and qualified and lack good qualities or are inexperienced, this style is not appropriate.

2.3.2 Instructional Leadership Style

As an instructional leader, the principal's primary focus is on curriculum and instructional development, thus making instruction a priority. This type of leader controls, coordinates and supervises teaching, learning and qualitative assessment tasks (Pyle, 2017). Powerful principals are obsessed with the instructional core of personalizing learning and getting results for every student (Fullan, 2010). This is due to the perception that the quality of what learners achieve in a school is influenced by the quality of learning experiences, which in turn, is influenced by the quality of the teachers' work, and in turn, teachers are influenced by the quality the school's instructional leadership. Van Deventer and Kruger (2003) added that instructional leadership focuses on the direction of influence on managing teaching and learning as a core activity of an educational institution. The chief goal is educating students to achieve the utmost academic standard possible (Marishane & Botha, 2011).

According to Leithwood et al. (2009), a principal, as an instructional leader, embraces a wider range of responsibilities which include the following, as shown by the National Association of Elementary School Principals (NAESP 2001):

- Making students and adult learning a priority;
- Setting high expectations for performance;
- Gearing content and instruction to standards;
- Using multiple sources of data to assess learning; and
- Creating a culture of continuous learning for adults.

Based on the above roles, it is imperative for instructional leaders to formulate not only a vision for the school focused on effective teaching and learning for all students, but also to develop relevant strategies in collaboration with all the stakeholders in the school. This would be possible through a bottom-up approach which affords teachers an opportunity to have their input since they are not only the captains in their respective schools, but also the major source of influence, success and failure (Mitchell & Castle, 2005).

Since the instructional leaders deal with the ways in which the principals take on the educational tasks, it is this educational work that distinguishes the school principal from other leaders. Instructional leaders are special because they make quality instruction their top priority and endeavour to achieve the vision of having a school that supports the changes that the 21st century learning promotes. Van Deventer and Kruger (2003) postulated that the instructional leadership role of the principal is a multifaceted one and includes the following dimensions with several functions:

- Dimension 1: Defining the school's mission which includes training and communicating the school's aim.
- Dimension 2: Referred to as bureaucratic and structural aspect and deals with managing the instructional programme which includes knowing and coordinating the curriculum and instruction, supervising and evaluating instruction and monitoring learner progress.
- Dimension 3: Referred to as an informal aspect and deals with promoting a positive learning environment by setting standards and expectations, protecting instructional time, and promoting improvement.

The principal's multi-faceted task combines task and people-oriented management task to create a school environment in which teaching and learning can effectively be realized. On the other hand, Bush (2003) argued that this leadership style underestimates the other important purpose of education, namely pupil welfare, socialization and the process of developing young people into responsible adults since it de-emphasizes the less academic aspects of education including sports, drama and music. Therefore, it denies students the right to be nurtured and developed yet they have the potential. As school leaders, principals have been taught to become instructional leaders but they should be aware that students need time to play in a school because, as Woolfolk (2014) claims, play is essential for development as it contributes to the cognitive, physical, social and

emotional wellbeing of children and youth. Therefore, though they are entrusted to ensure students' academic wellbeing through teaching and learning, principals should plan for extra-mural activities of students at school so that they can develop and nurture a student as a whole, thus, developing them in all spheres of life.

Another problem with the instructional leadership is that, in many schools, the principal is not an educational expert to the extent that sometimes they have less expertise than the teachers they supervise (Ibrahim & Taneii, 2014). As a result, many principals become so engrossed in the managerial tasks of daily school life that they rarely have time to lead others in the areas of teaching and learning since they purposely distance themselves from the classroom environment and leave the pedagogical issues to the teachers.

2.3.3 Situational Leadership Style

As its name suggests, situational leadership style implies that leadership depends on the situation at hand when pursuing any task or challenge at work. It is somehow similar to the contingency leadership theory in that it also proposes that no one leadership style supersedes others. Under this style, attention is given to the situation in which the leadership is exercised. Leaders, therefore, should always correspond their leadership to the respective situation by assessing certain variables such as the type of task, nature of followers and many more, and effect changes as the situation changes. Blanchard (2008) disclosed that factors affecting this leadership include leaders' behavior which comprises personality, attitude, interests and position in an organization, and situational factors like organizational climate, organizational culture, group norms and group relationships.

2.3.4 Authoritarian Leadership Style

These theories focus on a set of behaviours and characteristics of leaders. Autocratic leaders as referred to at times, limit the part that team members are permitted to take because the leader has little or no confidence in the decisions of team members. This kind of a leader forgets that the leader alone cannot do the job; the principal forgets that team approach provides a better and more effective way of managing and leading in a school (D'Souza, 2011). These principals

make choices unilaterally based on their own ideas and judgments; and seek little feedback from the group, because their primary focus is on getting the job done (Chukwusa, 2018).

This can be viewed as a dictatorial style of leading which ultimately stifles the creativity of others and leads to accumulated resentment amongst group members. It usually leads to high level of demotivation in a school among students, teachers and non-academic staff. Characteristics of these leaders include being dictatorial, distrustful, task-focused and the taking of full responsibility and credit for decisions, actions or outcomes (Chukwusa, 2018). This style of leadership, according to Chukwusa, (2018) can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people or when a leader is more knowledgeable than others in a system. I have a feeling that, although team work requires maximum use of resources and time in a school, once a principal involves them in decision-making, they would value those decisions, become united, determined and committed in ensuring the students' good performance, hence school effectiveness.

2.3.5 Laissez faire Leadership Style

In the laissez faire style of leadership, as Botha et al. (2013) opined, a leader avoids making decisions and choices and abdicates responsibilities with an assumption that everyone knows his or her responsibilities; therefore, there is no need to push them to perform those responsibilities. Van Deventer and Kruger (2013) showed the following as characteristics of such leader: the leader is uninvolved, passive and hesitates to make decisions, preferring to leave decision-making to others. He or she shows little or no interest in planning, organizing and exercising control and usually, communication takes place horizontally in the school (within the departments and between staff) because of no downward communication.

That is the reason for this style to be called a 'live and let live' style because a leader believes that there should be no rules and regulations since everyone has a sense on inborn responsibility, and therefore, they do need not to be pushed and supervised for their work (Ntsoaole, 2012). This is, however, a leader in name only because peoples' development needs differ. Some teachers, irrespective of their age or experience, need to be supervised, monitored and controlled because they tend to hide behind their long service to idle and at the end, the school becomes chaotic and hardly conducive to the provision of quality education. Apart from that, new teachers in a school

need a leader to lead, monitor and empower them in their workplace, so a serious leader who knows the concept of being an effective leader in a school is needed.

It is obvious that with this type of leadership, performance in the school will generally be poor because there are no clear aims. Furthermore, outcomes are not set because although a principal as a leader may have perfect ideas for improving the school climate, he or she just hopes that things will improve without exerting any effort or making initiatives. Van Deventer and Kruger (2003) postulated that an education leader who predominantly makes use of this style demonstrates a lack of leadership skills where the following negative results may be manifested in a school: poor performance, unclear aims and not set outcomes. There is an availability of frustration, aimlessness and indecisiveness and, as a result, teachers work haphazardly and eventually become demotivated since they experience little job satisfaction. Control focuses only on controlling.

This kind of leader seems to ignore the fact that the principal is to direct, inspire and energize all the human resource at the workplace so that they can all achieve the stated goals and aims in a school. Ramsey (2009) justified that a leader energizes and excites the organization and the people in it by showing what it can become. This means a leader needs do not assume that people know their responsibilities and avoid exercising enough control. The advantage of this type of leadership is that it creates a situation in which an individual must make his or her own decision, which could stimulate individual development (Ramsey, 2009). Apart from that, a laissez-faire environment allows initiative out of which hard work may be rewarded because it allows creativity and fulfilment for those who are responsibly involved in it. Generally, this style works for teams where individuals are very experienced and skilled but may be alarming for those who prefer to be pushed to do their work and those who inherently cannot do anything unless they are instructed.

2.3.6 Transactional leadership style

Transactional leadership of Weber Max and Bass Bernard (1980s) maybe regarded as a style most used by leaders or managers who instruct followers to achieve organizational goals through a system of reward and punishment. That is, desired goals are rewarded while unsuccessful performance is followed by a punishment. This is probably where individuals within a system negotiate their interests as opposed to group interests and then come to a mutual agreement with the leader. According to Botha et al., (2013), this agreement is a kind of contractual relationship

that continues if the 'contract' is still valid. For example, a leader may try to motivate the staff to perform better with promises of rewards in the form of promotions; this may be regarded as motivation because principals would be showing teachers their appreciation and approval. As a result, Wong and Cheung (2009) opined that rewarding teachers fosters teacher reflective behaviour, reinforcement of effective teaching strategies, risks taking, innovation and creativity which will help in students' good academic performance hence the reputation of the school.

On contrary, Ibrahim and Tanneii (2014) noted that transactional leaders focus on the basic needs of their staff and are not interested in providing high level motivation, job-satisfaction or commitment. It is also found that these leaders do not dedicate much time in developing their subordinates, instead, wait until they either fail or succeed and then react. This suggests that they denounce the principle of prevention is better than cure. There is an argument however that this leadership style may be prevalent in a poorly structured organization in which leaders create policies and procedures from one side only and are resistant to change and instruction (Antonakis & House, 2002). It only relies on a principal's perceptions that teachers are not entrusted with coming out with new ideas that may upgrade the whole school for a change, which is not fair because teachers too are leaders in their own capacity. This says head teachers must trust teachers because that entails promoting shared decision-making in a school.

2.4 LEADERSHIP SKILLS

It has been discovered that good leadership skills play a major role in maintaining order, stability and discipline in an institution, organization (school) or a company. Thus, in a school, good leadership skills are likely to affect school performance. It is therefore, imperative for high school principals to be experts in multiple areas such as administration, management, technological aspects, teaching and curriculum leadership so that they can master different tasks. According to Leithwood and Riehl (2005), principals are leaders, and in a position of influence, so they must have skills that support and guide them to take advantage of that position. Attainment of all these skills would help them to know when there are obstacles, what to do, when to do it and how to do it (Ross & Gray, 2006). These skills are crucial in ensuring academic achievement of the students, hence poor academic performance in schools casts doubt on the leadership skills of the principal.

While Gregory (2001), said a skill is an expertise developed in the course of training and experience Knapp (2007) submitted that leadership skills are "the learned abilities to bring about pre-determined results with maximum certainty often with maximum use of time, energy or both." I, therefore, believe that if these skills are not inborn, they can be learned and developed mostly through professional training. Many researchers agree that skills play a pivotal role in the leadership of schools but do not deny that there are other factors within the school system which contribute to the ineffectiveness of the school like inadequacy of human resources, materials and others (Hoy & Miskel, 2002).This compelled me to partially conclude that poor performance might be attributed to other problems such as poor leadership styles in the system apart from lack of skills (Kochamba & Murrays, 2010).

On the other hand, I believe that principals' possession of different leadership skills normally leads to the promotion of a healthy school climate, fosters collaboration and communication around instruction and influences academic performance of the school. That is, possession of these skills enables principals with their authority to neutralize any shortage, hindrance and problem such that schools improve irrespective of any negative factor that might hinder good performance. In order to indicate the imperativeness of leadership skills, Kochamba and Murray (2010) noted that educational reform efforts in developed countries have focused on the significance of the leadership skills of the principal for the achievement of school effectiveness, hence students' performance.

Ideally, each job requires different skills and experience and all good leaders like school principals require several skills to help them positively interact with employees or team members. However, Hoy and Mickel (2002) identified technical, interpersonal, conceptual and administrative skills as those that principals should possess for school success. This was also raised previously that effective leadership depends on three basic skills which are technical, human, or interpersonal and conceptual skills (Katz, 1955). In South Caroline, Kochamba and Murray (2010), in their study on critical leadership skills needed by principals for the achievement of school effectiveness, also found technical, human relations, conceptual and transformational leadership skills to be crucial in the achievement of school effectiveness.

The ability to lead effectively relies on several key skills, but it is also noted that different leaders have very different characteristics and styles. Therefore, I sought to explain interpersonal, conceptual, technical and administrative skills below since they correspond much with this study.

2.4.1 Conceptual skills

These skills are the abilities to deal with ideas and concepts that have the potential to shape the organization in the future (Katz, 1955). They are required in a school because they are central to creating a vision and strategic plans for the school since both are created through the development of concepts. Researchers have discovered that people with conceptual skills have good imagination and ability to stimulate peoples' creativity with the process of synthesis and analysis, meaning that whether they are natural, learned or acquired with time, they are cognitive abilities.

2.4.2 Human skills

These are the abilities of leaders to effectively work with subordinates, peers and bosses (Katz, 1955). Working with others effectively in our lives and in communities like a school takes a principal to possess good character that enables him or her to work cooperatively with others. That is the reason why some researchers refer to these skills as either people skills, soft skills or emotional skills. They are also considered as traits for people who have trained themselves consciously to be more effective in dealing with others (Gupta, 2012). Although human skills have a large extent and high complexity, one end deals with oratory and communication skills while the other deals with multi party negotiations. They, therefore, seem to be very essential for succeeding in today's workplace because they deal with areas like communication, listening, delegation of tasks and leadership.

2.4.3 Technical skills

These skills are the abilities and knowledge needed to perform specific tasks in an organization or the application of leadership principles to technical environments, be that a project, process, or service (Gupta, 2012). They are, therefore, practical, and often relate to mechanical, information, technology and mathematical or scientific tasks. For example, these may include knowledge of programming languages, mechanical equipment or tools, data analysis, coding and programming, technical writing, and social media experience. My assumption is that they are typically hand skills

that require training and experience to master, but more importantly, need a flexible leader who is ready for positive changes in a school.

In order to carry these skills accordingly, a school principal must first understand the output of the school in terms of product or service because without that, optimizing conceptual skills to their maximum ability is unlikely. Furthermore, principals must have a good knowledge of organizational management processes as a way of boosting effectiveness because though technical skills have a positive relationship with the school effectiveness, that relationship is rather low compared to human and conceptual skills (Kochamba & Murray, 2010). This finding confirms that principals need multitudes of skills to achieve school effectiveness.

2.4.4 Administrative skills

According to Mumford, Zaccarro, Harding, Jacobs and Fleishman (2000), administrative leadership skills are skills that are related to running a business or keeping an office organized. They are needed for a variety of jobs, ranging from office assistance to secretaries to office managers. Such skills include calling, emailing, writing, editing, speaking and listening. We can, therefore, conclude that school effectiveness depends on principals' possession of these skills since principals are sought after by employers as they involve dealing with different people in order to motivate, enthuse and build respect**.**

Principals are made aware that according to Bolanle (2013), there is a correlation between possession of conceptual skills, interpersonal skills, administrative skills and school effectiveness, and that the interpersonal skills have the highest level of relationship with school effectiveness. If principals have conceptual skills, all other skills can be shared and utilized better in a school. Moreover, leadership skills are leader-centric and consider both traits and skills as the primary source of leadership whose growth is facilitated by both experience and external factors, thereby resulting in the outcome of leadership.

2.5 THE INFLUENCE OF LEADERSHIP SKILLS ON STUDENTS' PERFORMANCE

Leadership skills go a long way in determining performance, success and achievement of the nation, communities, the school and its leadership and management, but utmost, they lead to the success of teachers and students. Gray (2017) asserts that possession of good leadership skills by

the leadership in schools creates an effective and efficient working environment which assists in growth and development of the organization. For instance, if a leader understands teachers, then inspires and empowers them, such a principal enables teachers to state the challenges they may be facing and then address them appropriately. As a result, they will be inspired and empowered to perform to their best potential. After all, inspiring and empowering build loyalty and trust which are positive qualities that create a strong, productive and cooperative culture. As Meador (2019) argued, when everything is based on performance results without developing loyalty and trust, team performance is often negatively affected.

Furthermore, principals' possession of leadership skills does not only enable a leader to handle all different issues that may arise like inter-team problems but also builds confidence in a leader. People will know that a principal leader is working towards the greater good, both on their behalf and that of the school, then achieve a higher level of integrity. In conclusion, principals' possession of leadership skills leads to promotion of a healthy school climate, fosters collaboration and communication around instruction, influences the academic achievement of the school, and as a result, has a positive effect on school effectiveness.

Developing leadership skills in a school is imperative because with good leadership skills, principals may be able to get work done effectively because they foster initiative, innovativeness and proactiveness among teachers, students, non-academic staff, parents and community as a whole.

2.5.1 Initiative

Good leadership skills often make people to have a good sense of initiative, meaning teachers and students would not wait for the principal to tell them to perform tasks and actions, rather, they are forward-thinking and more prepared to work and offer solutions to problems that arise. To fulfil this task or skill, a leader is encouraged to communicate policies and plans to the subordinates and let them execute them (Mukoma, 2003). Botha et al. (2013) stated that initiative teachers do not need any supervision; they are self-motivated while reflecting a sense of pride in their work. For instance, they engage in research and other academic activities that produce innovative ideas that ensure the development of students and the school. In the same way, principals are not forced by their authorities to perform certain tasks because they are motivated from within to do so.

2.5.2 Innovativeness

Good leadership skills help principals, teachers and students to find new ways of doing things in an organization because they are driven by the ability to change or re-invent common practices all of which can serve to benefit the organization. According to Hamadat and Mohammad (2017), to improve young people and adult education, leaders are to create an environment characterized by creativity and innovations as a means of contributing to the sustainable professional development for the schoolteachers to keep up with the professional and educational development. Creativity represents the principal's ability to devise methods and ideas that can receive optimal responsiveness of the employees and motivates them to invest their abilities and talents to achieve the organizational goals in education (Hamadat & Mohammed, 2017).

2.5.3 Proactiveness

With leadership skills, leaders do not just "plan to do", they do it, perhaps because their leadership skills energize their abilities to be proactive. However, "doers" are the ones who are identified as being the most reliable and productive. If principals can successfully execute the written plans into practice, it shows that they are taking control of circumstances in a school rather than responding to them. Such principals eventually motivate students to take responsibility in their learning activity in school just as the Lesotho Government Gazette Extraordinary (2010) states that learners are active recipients of knowledge, therefore, they are expected to participate fully and take responsibility for their own learning.

2.6 PRACTICES OF THE PRINCIPALS

Principals are expected to exercise leadership practices regardless of their chosen style that will enable teachers to teach learners to the highest or so-called academic standards one can imagine (Marishane & Botha, 2011).The fundamental leadership ways or practices which are referred to as "core practices" (Botha et al., 2013) or "basics of practices" (Leithwood, 2006) include setting a direction, developing people, redesigning the organization and managing the instructional programme (teaching and learning). Gamage (2009) affirmed that these basic leadership practices should be adapted to the unique context of the school, that is, their successful adaptation lies

heavily on the principal's influence because through experience, principals are master teachers who set the tone for improved atmosphere in a school.

2.6.1 Setting a direction

It is admittedly expected that a leader should set a clear direction in a school for people to follow. However, Botha et al. (2013) postulated that setting direction involves the school principals building a school vision, setting priorities and goals, fostering the acceptance of group goals, and then holding high performance expectations. This category of practices carries a bulk of effort to motivate teachers since it is about the establishment of shared purposes as a basic stimulant for one's work. It would be wise, therefore, that the leader assembles the teachers and the non-academic staff to share together his or her vision and then allocate resources to them that would help and motivate them to participate in the process towards achieving the vision. Furthermore, Mukoma (2003) asserted that direction setting practices of principals significantly influence teachers' motivation, individual sense of efficacy and organizational commitment. This means that it is the way a leader directs the path in a school that determines the strength with which teachers engage in effective teaching and learning.

2.6.2 Developing people

The practices in this category make a significant contribution to motivation although their primary goal is building knowledge and skills that teachers need to accomplish the organizational goals and persist in applying them (Mukoma, 2003). This may be empowering teachers as a means of developing them. The empowerment of a range of stakeholders within a school community such as teachers, students, parents and the local community provides a combined richness of education, thought and activity in improving school effectiveness. That is, for all stakeholders, mainly teachers, to participate well in a school, they need capacity in the form of knowledge and skills. Carl (2014) opined that teachers must have, at their disposal, specific skills and knowledge in classroom matters which would enable them to be effectively involved in their work inside and outside their classes. This professional development, however, should be developed and provided on a few solid foundations that are deemed appropriate for the student population to be served.

If principals can empower all, particularly teachers, their job performance, productivity, morale and motivation will be increased, hence students' performance and success too. It is, therefore,

reasonable to say leadership is of cardinal importance in enabling empowerment. As Gamage (2009) argued, principals who invest their time, expertise and energy in staff members and resort to capacity building motivate them to improve students' learning.

2.6.3 Redesigning the organization

Redesigning the organization is concerned with establishing work conditions which, for instance, allow teachers to make the most of their motivation, commitments and capacities. In accordance with Mukumo (2003), specific practices here include building collaborative cultures, restructuring the organization, building productive relations with the parents and the community, and connecting the school with its wider environment. Decentralization explained in Chapter 1, leaves principals with workloads that normally leave them with less time to focus on effective teaching and learning (Pont, Nusche & Moorman, 2008). However, to solve this problem, changes need to be made that could help principals to sustain balance in their leadership tasks in a school. For instance, they need to delegate teachers for certain duties to reduce the burden of responsibility that usually hinders progress in schools.

Due to the spread of leadership roles in a school, the principal is free to take a more constructive role (Gamage, 2009) and such roles include principals ensuring collaborative and positive relationships with teachers. Preez, Campher, Grobber, Loock and Shaba (2003) revealed that trust entails promoting shared decision-making in a school where the principal is the key factor in working with staff to create an open, inclusive climate by allowing teachers to come into consensus rather than dictating his or her view on them. As such, the positive relationships significantly influence students' achievement (Tschannen-Moran & Gareis, 2015).

2.6.4 Managing the instructional programme

Teachers have a greater influence on students' learning than any other school related factor (Bellibas, 2016). Teachers' influence on students occurs through what learners learn (curriculum content), how they teach learners (their pedagogical process), how they measure learners' performance (assessment) and what they want learners to achieve which is outcomes (Botha et al., 2013). This is a reality, but which does not deny the principal's influence on students' learning. While teachers' influence is directly on students, that of the principal is indirect. His or hers is not on students; rather, on teachers through first, the leader's recognition of teachers' abilities and

potential. Secondly, it is through reinforcing their self-confidence and showing interest in what they teach and what learners learn. Then lastly, this is through the leader's correct interpretation of the policy context (Coburn, 2001).

Teachers who can approach principals with academic matters and trust will receive the necessary assistance and may exhibit more enthusiasm for teaching and professional appreciation for colleagues which may, in turn, impact students' achievement. Generally, practices in improving instruction entail staffing the teaching programme, providing teaching support, monitoring the school activities, and buffering staff against destruction from work. It is, therefore, very imperative for principals to bring cohesion and coherence to all issues and factors that can ensure outstanding teachers' performance in instructing learners in school. Issues that need total attendance are provision of resources for teachers and minimizing students' misbehaviour or disorder in a school.

With regard to Mendel (2012), a decade of Wallace Foundation stated five key practices that help principals to improve teaching and learning in their schools as the following: shaping a vision of academic success for all students, one based on high standards, creating a climate hospitable to education and safety, a cooperative spirit and other foundations of fruitful interaction. It also includes cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision, improving instruction to enable teachers to teach at their best, and students to learn at their utmost and managing people, data and processes to foster school improvement.

Concisely, Leithwood and Riehl (2005) said there exists a set of core leadership practices that are necessary but are insufficiently implemented in schools to improve students' academic achievement in many contexts. Lesotho is an example because many high school students fail academically. This compelled me to believe that these practices need passionate and visionary principals who would lead the community to use more teaching and curriculum strategies, supporting teachers' efforts in implementing new programmes and processes that could help in enriching the schools academically and ensure higher learner achievement.

2.7 THE ROLES OF PRINCIPALS IN SCHOOLS

Being an effective principal is hard work and time-consuming because it covers many different areas including leadership, teaching, evaluation and students' discipline and many others (Meador, 2019). This means principals' roles are diverse because they span activities across managerial, instructional and political realms which all compete for the principal's time and attention. A good principal, however, is balanced within all their roles and works hard to ensure what is best for all areas involved, and always leads by example.

Tschannen-Moran (2009) asserted that during the mid-20th century, the role played by the school principal was that of a boss who was expected to sustain and manage his or her workplace, a financial planner and a leader who also handled other work issues, but later on, principals became responsible for teaching and learning. This reveals that schools started to be more responsible for the performance of learners because professional school principals became leaders and managers of schools who became responsible for work performance of all people in a school, both teachers and students. Their major concern is the deliverance of a high level of performance through utilization of all human and material resources.

Principals are made aware of the necessity to assume new responsibilities in their schools as required by factors such as globalization, information technology, scientific and organizational learning, change management and total management in order to improve the school itself and the students' performance (Demir, 2016). They are, therefore, required to exercise their authority provided by the law to help the school to achieve its goals in line with educational policies and contemporary educational approaches. According to Kaya (1993), principals are assigned duties, roles or responsibilities to establish interpersonal and intergroup relationships at school, plan teaching and educational activities, communicate with intra- and extra-school actors, monitor and evaluate the work at school. Furthermore, they are expected to cope with crises at schools, manage and settle conflicts, to be visionary, motivate employees, make valid and dependable decisions about unplanned topics, and to act like capable problem solvers (Celikten, 2004). In this sense, the leadership of the school is of utmost importance, meaning the school principals are essential to the success of schools of any type and size (Botha, 2004).

There is an argument on whether a principal acts as a manager or leader in a school. The answer may be that leadership and management are different but essentially related. Leithwood and Steinbach (2002) asserts that the distinction between both concepts is only a matter of academic view and that it has no significance at all for practical situations. However, several studies have suggested that management and leadership are two distinctive fields. According to Louis and Miler (1990), while leadership relates to mission, direction and inspiration, management is involved in designing and carrying out plans, getting things done and working effectively with people.

Managers are persons responsible for a certain organizational unit and the employees in it. That is, they take charge, plan and budget and then organize all areas in a school and they are very results-oriented and usually adopt a top-down approach at the workplace unlike leaders who follow the bottom-up approach. Leadership usually serves as a good example of how employees can maximize their skills, be encouraged and supported to reach their full potential. It is ideal to say, therefore, that leadership is very much about enabling people to be successful which eventually leads to skill development. Thus, principals as leaders are to create situations in which others can work, succeed and grow. However, Ramsey (2009) explains the differences between a manager and a leader as follows:

Table 2.1: Differences between Leaders and Managers

Leaders	Managers
Make time	Never have enough time
Cheerlead	Criticize
Set new standards	Meet expectations
Set goals	Make rules
Deal with possibilities	Deal with problems
Empower people and give choices	Boss people and give orders
Work with the whole	Work with bits and pieces
Create and find new resources	Allocate existing resources
Attend to intangible (values, ideas, and others)	Attend to details (the day-to-day routines of running the school or system)

Create dreams, identify, and classify the mission of the organization	Accept existing roles and implement established objectives

The same sentiments were shared by Rosener (1990) when he argued that the focus and concern of the organization for a leader and manager differs as follows:

Table 2.2: Different focus and concerns of Leaders and Managers

Leaders' concerns	Managers' concerns
Vision	Implementing
Strategic issues	Operational issues
Transformation	Transactions
Ends	Means
People	Systems
Doing the right things	Doing things right

When evaluating these duties, it is convincing to say both concepts are closely related and cannot be attempted separately since it is hard to mark where each role ends or begins. That could be the reason why principals in Lesotho are considered as managers and leaders because Lesotho Government Gazette Extraordinary (2010) stipulates that a principal is responsible for the organization, management and day-to-day running and leadership of a school. The following principals' leadership roles stipulated by (Meador, 2019) are going to be explored: students' discipline, teacher evaluator, roles in developing, implementing and evaluating programmes, hiring new teachers, roles in parent and community relations and in delegating.

2.7.1 Principals' leadership roles

2.7.1.1 Role in students' discipline

It has been argued that a large part of any school principal's job is to handle the students' discipline (Meador, 2019) because where discipline lacks, there can be little learning and education is impossible (Mukoma, 2003). To have effective students' discipline, it takes the principals to inform teachers of their expectations in that area because that would make their jobs easier in disciplining students. Moreover, the principals' role in student discipline is similar to that of a judge. They must listen to all sides of an issue and collect as much evidence as they can before they could come up with conclusions or take any decision. The reason behind this is that many studies suggest that an effective principal always documents discipline issues, makes fair decisions and informs parents when necessary. Demir (2016) confirms that principals encounter student-related problems such as theft, vandalism, offensive weapons, aggressive behaviour, bullying, failure, cheating and absenteeism in a school. As a result, skilled principal leaders are those who can deal with these inevitable crises effectively and quickly.

2.7.1.2 Role as a teacher evaluator

An effective school must have an effective teacher. Teacher evaluation process helps the principal and teachers to be effective in a school because, like Botha et al., (2013) stated, people need to experience success because they need an internal reward of pride resulting from an accomplishment. However, to reach the above state, principals need to evaluate their teachers' performance following the educational department's guidelines and encourage them to spend as much time as possible in a classroom to gather sufficient information. They must also be aware that good evaluators always let their teachers know their expectations and then offer suggestions for improvement if those expectations are not met. This means evaluations must be fair and well documented and highlight both strengths and weaknesses. Normally, after teachers have been guided to the maximum level by the principals on their weaknesses after evaluations, they do not need supervision anymore since they are self-motivated and display high levels of professionalism in their conduct and appearance when engaging with learners, parents and their supervisors and peers alike (Botha et al., (2013).

2.7.1.3 Role in developing, implementing, and evaluating programs

Developing, implementing and evaluating the programmes within the school is a large part of the school principal's role (Meador, 2019). The principal should always be looking for ways to improve the students' knowledge and experiences, maybe through developing effective programmes that cover a variety of areas to ensure students' success at school. However, these programmes too need to be evaluated annually if necessary.

2.7.1.4 Role in hiring new teachers

The vital part of any school administration's job, which includes the principal, is to hire teachers and staff who are determined to do their job properly (Meador, 2019) because that would minimize hindrances to effective school and students' performance. Otherwise, hiring the wrong ones causes unnecessary headaches down the line. This demonstrates that the interview process is extremely important when looking for a new teacher as UNESCO (2010) revealed that teachers are the most important human resource and remain the backbone of any education system.

Factors that a principal needs to look for in a candidate to hire include teaching knowledge, personality, sincerity and excitement towards the profession. These factors can lead to quality results in a school like good students' performance. Otherwise, if the hired teacher is not productive, the principal may have to make difficult choices regarding teacher placement to be certain that positions are assigned in the best way to meet students' needs. To hire the best candidates, a principal may even call the referees to get their opinions regarding such candidates before taking the decision.

Although principals in Lesotho do not hire, they are part of school boards (management) who hold interviews and then recommend the best teachers to the Teaching Service Commission, which is mandated to appoint teachers according to Education Act 2010. This means that principals in their capacity are entrusted to do the crucial duty of interviewing the best teachers and then recommending the top candidates to the Teaching Service Commission (TSC).Therefore, they have to be conscious throughout this process, lest their recommendations yield worse result.

2.7.1.5 Role in parent and community relations

A school principal needs to possess creative and visionary leadership in building collaboration and commitment between the school and the community. Having good relations with parents and community members can benefit the principal, the school, the community and the students in many ways. For instance, studies show that where principals work in collaboration with the school community, there is improved school attendance, fewer behavioural problems, improved school attendance, enhanced academic performance, increased bonding at school and home, higher staff morale and better use of resources (Adelman & Taylor, 2006). For example, if a principal has built trusting relationships with a parent whose child has a discipline issue, then it makes it easier to deal with the situation and come up collectively with a concrete decision through the parent's support.

Epstein (2001) said whenever the school community and parents are included as valuable colleagues and partners of the school family, this does not only strengthen parent-child relations, but also encourages learners to value and appreciate the education they are receiving. Therefore, it is vital for any principal to nurture their relationship with parents and community members because principals who support teachers and encourage parental and community support may be more successful in influencing teacher and student achievement.

2.7.1.6 Role in delegating

Effective principals do not have enough time to do everything by themselves since there is much to be done in schools, so they need to delegate some duties where necessary. Therefore, Celikten (2004) argued that over-reliance on principals as change experts in reconstructing education systems makes school principals' workflow more complicated and difficult. As a result, to constitute a reasonable delegation, principals need trustworthy people whom they could rely upon to do the job well. Therefore, principals too, need to trust people because this makes employees more confident and they work more effectively in their classrooms and in their spare time. Otherwise, principals should not give power to negative people because according to Sigford (2006), they often spend too much time trying to counteract the negative forces instead of engaging in more constructive issues to extinguish the negative forces.

2.7.2 Principals' Managerial roles

Principals' roles are diverse. As previously stipulated, the roles span across managerial, instructional and political realms and all of them compete for the principal's time and attention (Spillane, 2013). Management is about acknowledgement of the knowledge, skills and competences that managers need to offer high-quality leadership for organization (school effectiveness). The present and future of any organization depend on its management. Through the process of decentralization, Leithwood, Jantzi and Steinback (1999) discovered that school leadership is categorized under the School-Based Management, which is a multifaceted construct with four components being instruction, political, transformation and managerial. However, these dimensions constitute principalship in the transformational school environment meaning, a managerial role of principals in school is that of being a teacher (instructional leader), a governor (political leader), a change agent (transformational leader) and a manager (transactional leader) (Botha et al, 2013). All these managerial roles will be explained below.

2.7.2.1 The principal as a teacher (Instructional leader)

Instructional leadership according to Botha et al., (2013), encompasses those actions that a principal takes or delegates to others to promote growth in student learning. This indeed proves that no principal can be effective without first being a teacher since he or she is interested in ensuring effective learning. This makes a principal to be an instructional leader who shares in educating learners to the highest academic achievement possible. Principals have a great impact on the performance of teachers and learners because they are not just administrators, but support teaching and learning by inspiring, mobilizing, organizing and monitoring all the school activities, but mainly teaching and learning (The Ministry of Education and Training, Curriculum and Assessment Policy, 2010). In this way, principals must motivate teachers to promote teamwork if they want to strive for excellence in education.

As instructional leaders, principals channel all their energies towards teaching learners to realise their full potential as individuals. Bush (1995) indicated that instructional leaders do not only define and clearly communicate the school's mission, goals and objectives or manage the curriculum, and instructor supervise teaching, but they also promote an instructional climate,

monitor learners' progress and serve as a vital link between the school board and instruction, that is, between policy and practice.

If all principals could be conscious of the above roles in their schools, success would be inevitable. Van Deventer and Kruger (2003) even said if the principals would create such positive climate in schools, there would be a sound classroom environment, healthy relationships among all role players, order and discipline, effective instructional and a shared sense of purpose.

2.7.2.2 The principal as a governor (Political leader)

The principal becomes the governor by virtue of being a member of a school board. He or she is accountable for the constituency and serves as a non-voting officio member unlike other members such as parents, and educators (Botha, et al., 2013). Similarly, Lesotho Government Gazette (2010) states that the principal of the relevant school is a member of the school board, a secretary, and the ex-officio member too. The principal has much influence in the board decisions because it relies on him or her for guidance, support and information in various areas like curriculum, management and transformation.

This suggests that the principal is the top most provider of advanced and relevant information that does not only help the school board in decision-making but also empowers its members and the students to acquire the skills and knowledge they need in order to achieve their dreams at school. For example, if the school is struggling financially, the principal can guide the board in tackling that problem since he or she knows the internal and external daily problems concerning the students, their parents and how certain decisions might affect them. Through the principal, the school board would then act from an informed position ensuring that all changes or decisions are directed towards the realization of the vision of the school.

2.7.2.3 The principal as a change agent (Transformational leader)

Change agents can provide support by entering a school and develop relationships with members of staff for the purpose of helping them with the process and improving productivity (Botha et al., 2013). In this regard, school principals are assigned to lead, direct, guide and manage the change process in schools since change has become inevitable in our daily lives. However, principals need to be alert that, no change occurs without sacrifice and adjustments. They need to know all phases

dealing with change, factors affecting change and strategies of dealing with all those constructively. Depending on their circumstances, sometimes principals are to act as 'fixers' in schools with crises where they are to think and come up with strategies that may solve problems. For example, teachers and students late coming to school, poorly motivated staff, undisciplined learners, dodging classes and others. They are then to transform teachers and students into productive people who would create a productive environment with a positive culture of efficient and sufficient teaching and learning so that students can consistently perform and achieve extremely well.

2.7.2.4 The school principal as a manager (Managerial or Transactional leader)

Managerial leadership is the principal's formal position of the authority in a school to carry out the mandate from the central education authority, which is, managing education resources on behalf of that authority (Botha, et al., 2013).They further said, traditionally, the principal was a manager because of his or her accountability and productivity, management of resources as his or her main function, and not anything that falls outside this mandate. In management process, the principal carries out supportive and interventional activities in resource mobilization like controlling, coordinating, and monitoring the use of resources to ensure sustainability and compliance with applicable policies and regulations. According to Tschannen and Gareis (2015), principals are responsible for managing organizational resources effectively and fairly as a way of fostering the vision of the school. That is why the school principal as a manager, has to take decisions regarding what people should do, actions to be carried out, what and how resources should be deployed together with the conditions under which such activities have to be done. For instance, he is the one to provide every stakeholder with materials and ensure a conducive climate that enables each everyone to carry out his or her duties.

2.8 CHARACTERISTICS AND QUALITIES OF AN EFFECTIVE PRINCIPAL

2.8.1 Effective principals

It is the principal's responsibility to create and provide a context for and experiences that will lead to students' learning (Brandy & Sirchia, 2017). The term "effectiveness" is so multifaceted that no single definition can fully encompass its true meaning. It refers to more than one dimension of a

construct; determinants can be manifold and complex. However, Marishane and Botha (2011) emphasized the significance of teaching, learning and effective leadership as the core determinants of school effectiveness.

Therefore, the leadership traits, skills and abilities that are essential for an effective school include the competences of goal setting, monitoring, evaluation, communicating, scheduling, staffing, modelling, governing and providing instructional leadership. Kruger, Witziers and Sleegers (2007) concluded that an effective principal appears to be characterized by the performance of leadership tasks, which are positively connected to students' achievement. Those tasks include emphasis or basic subjects, provision of an orderly atmosphere and a learning climate, setting instructional strategies, coordination of instructional programmes, supervising and supporting teachers, orientating towards educational development, innovating, mission orientation and dissemination of school vision. This means knowledgeable and skilled principals are needed who can be entrusted with these roles for effectiveness in schools.

Since the mid-1970s, strong leadership is regarded as very significant; as the corner stone for success and good performance in a school, but Mattar (2012) opined that the quality of students is highly dependent on other factors like their socio-economic status (SES) or what or what is referred to as "home-education culture. Mulford, Kendall, Ewington, Edmulds and Haliasilins (2008) even said children in poor households attend school less often, have fewer educational opportunities, poorer health, and significantly lower achievement than their middle-class counterparts. Other than that, Krskura (2016) said the learning process of students is influenced by their own characteristics, those of their family and their location, their peers, poor achievement, the neighborhood in which they live as well as of the school that they are attending.

Although these are facts, all students' challenges - either internal or external - can only be solved by the presence of an effective leader in a school because it has been discovered that strong school leadership reduces the depressing effects of some of the antecedent conditions of poverty dramatically by acting both directly and indirectly to change them (Leithwood & Steinbach, 2002). Apart from that, principals are advised to pursue prospective teachers with a passion for educating students regardless of their backgrounds. It must be teachers who value education and students wholeheartedly because that would be investing in the profession of reaching what may seem like unreachable students, particularly those from disadvantaged backgrounds.

D'Souza (2011) discovered that effective leaders are those who are made not born, who know their stuff and have clear vision of their mission. They are principals who respect and care for their followers, have high expectations and demonstrate absolute integrity. Some effective leadership qualities according to Smith, Edward and Holdaway (2005) entail integrity, dedication to values, magnanimity, humility, efficiency and interpersonal skills. Most characteristics of effective and good principals seem to have been summarized in the National College for School Leadership Model of Excellence of McBer 1998 which was meant to serve and develop principals.

Table 2.3: The National College for School Leadership Model of Excellence

Cluster	Characteristics
Personal values and passionate conviction	Respect for others
Planning for delivery: monitoring, evaluating and improving performance	Analytical thinking
	Challenge and support
	Personal convictions
Creating the vision	Strategic thinking
	Drive for improvement
	Initiative
Planning for delivery: monitoring, evaluating and improving performance	Analytical thinking
	Initiative
	Transformational leadership
	Team working
	Understanding others
	Developing potentials
Getting people on board	Impact and influence
	Being and holding people accountable
Gathering information and gaining understanding	Understand the environment
	Information seeking

Source: Davis, Ellison, Bowing-Carr. (2005). The National College for School Leadership Model of Excellence.

2.8.2 Effectiveness in schools

There is a close connection between quality leadership and school effectiveness. That is, effective schools are characterized by positive leadership who knows exactly what they are to do in their schools to enhance the effectiveness which is measured by students' performance. This means an effective school is one in which learners exceed academic achievement in comparison to what constitutes the average. Christopher, Qing and Sammons (2016) discovered that although it is acknowledged that measurable outcomes such as progress and achievement are key indicators of effectiveness, they are insufficient to ensure success; leadership is the main catalyst. On the other hand, Smith, Edward and Holdaway (2005) argued that there is no consensus regarding the actual definition of school effectiveness. However, they proposed variables that were identified as crucial elements of effective schools. Those include, school-site management, instructional leadership by the principal, staff stability, parental involvement and support, curriculum articulation, school wide recognition of academic success, maximized learning time and district support through assistance with change.

Other authors like Lounsburg (1990) concurred with the stated variables and considered the following to be the denominators of effective high schools: a clearly defined and articulated mission, effective leadership, student-centred teachers, ongoing goal development and evaluation and lastly a quality of life which promotes happiness, pride and confidence. All these can easily happen if all stakeholders in a school can do their duties appropriately at the right time because a school is an organization made of many organs and if one of the organs does not function properly, the entire organization is affected (Botha et al., 2013).

2.8.3 Factors contributing to effectiveness in schools

According to Smith and Holdaway (1995), the consensus of different school systems and researchers was that there is no specific grade pattern; either two-tier or three-tier systems was found to be significantly associated with effectiveness but specific school characteristics and principal's qualities are more crucial determinants of success and effectiveness. Researchers came up with common factors that make-up an effective school supported by the Five-factor theory which are: quality leadership, high expectations of students, ongoing screening of students'

performance and development, existence of goals and direction and the extent to which the school is secure and organized.

Despite these characteristics above, the researcher believes that in order for principals to ensure desirable performance by students, they have to engage much in instruction in the classrooms unlike studies which made findings that principals do not spend the majority of their time on aspects of instructional leadership but rather on administrative duties and learner discipline. On the contrary, Fadila (2014) depicted these factors too as contributing to effectiveness in the school, and which shall be explained thoroughly. Those include, provision of academic resources, parental involvement and community support, an environment conducive for learning and students' academic performance.

2.8.3.1 Provision of academic resources

An Educational Act (2010) shows that among other roles of a principal is to provide resources in a school be it stationery, teaching aids or other equipment. Sources could include knowledge and skills, power, physical resources, human resources, financial resources, time, technology and information (Botha et al., 2013). All these resources need to be managed and used in key areas of curriculum, personnel, technology and budget for improved quality of education reflected in improved learner performance and achievement. The principal, therefore, needs to plan and organize the allocation and use of resources, then coordinate and control their use to ensure sustainability and compliance with the application of policies and resources in the education system.

2.8.3.2 Parental involvement and community support

Parents and community involvement according to Wyk and Lemmer (2009), is the willingness and active participation of parents in a range of school and home-based in activities. However, wise school leaders recognize the reciprocal influence between the school and homes as well as the importance of this relationship to high performing schools (Tschannnen & Gareis, 2015), that is why all principals are encouraged to ensure learners and parents' involvement in daily running of the school. Epstein (2001) shared the same idea that community engagement that fosters parental support is found to be influential in fostering students' academic performance.

These findings depict that parents' participation in education often declines when their children move to higher grades, so leadership should create an environment in which the students and parents can come together to create a school-parent relationship in a democratic context. According to Galio, Treyvaud, Matthews and Keinhuis (2010), parental involvement is categorized into home-based and school-based involvement. The former includes helping the students with their homework while the latter includes discussing school activities, environment and talking to them about their expectations concerning the success of their children.

Through my experience, I have noted that students benefit significantly when their families are involved in their education and experience the following: improved academic achievement, improved attitude to learning, decreased drop-outs, increased security and emotional stability and improved behavior and better school attendance. This means parental involvement of any kind enhances the school environment that in turn has a positive influence on the students' mental and physical health together with their academic achievement (Leithwood, Harris & Hopkins, 2008).

2.8.3.3 An environment conducive for learning

According to Dagnew (2014), a positive and healthy school climate motivates the learning process and is associated with improved students' academic achievement. This climate encourages students to achieve higher scores on the standardized nationwide tests and on overall students' achievement unlike an unhealthy climate which leads to an ineffective relationship between school staff and students, teaching style and students' learning which ultimately negatively affect students' performance. It is the responsibility of the school principal to influence a positive school atmosphere by creating different criteria for the behaviours that staff members should follow (Leithwood & Riehl, 2005). Leaders with their leadership behavior, style, skills, qualities and characteristics, practices and roles in a school have a potential to influence the school either positively or negatively. That is why it is reasonable for school climate factors such as relationship between principals and all stakeholders in a school; teachers and students, between students and the students' peer group and between the staff and school orientation be directly correlated with the students' academic achievement (Dagnew, 2014). On the other hand, principals feel that they spend much time in administration, budget and other school problems and not enough working with teachers on instructional issues and even regret not having time to be instructional leaders they believe they are supposed to be (Southworth, 2002). However, to address the constraints

imposed by time, successful leaders must focus on building the capacity of their teachers using staff development to create more favorable conditions for learning. Mulford and Silns (2002) noted that if schools are to become better at improving students' learning, they must nurture opportunities for teachers to innovate, develop and learn so that students' performance can be maintained because effectiveness is measured in students' performance.

2.9 CONSTRAINTS ON EFFECTIVE LEADERSHIP AND SCHOOLS

An effective school is generally defined as one that promotes better students' outcomes that would be predicted based on students' intake characteristics. However, schools that receive unsatisfactory performance management ratings are typically targeted for increased level of guidance, support and monitoring by those responsible. Sammon and Bakkum (2011) discovered four characteristics of an ineffective schools as follows: lack of vision, unfocused leadership, dysfunctional staff relations and ineffective classroom practices.

A study conducted by Sammon, Hillman and Mortimore (1997) found that much of the difference between effective and ineffective schools based on the students' achievement or performance is accounted for by identifiable differences in school policies and practices led by the principal in the school. I, therefore, believe that the way a principal conducts all the procedures in a school, leads, guides and motivates all the stakeholders brings either success or failure in a school. Then one way to measure this success or failure is through fluctuations in examination performance of the students.

Researchers such Harris (1998) showed these types of constraints on school effectiveness:

- Organizational size
- Overall purpose
- Institutional nature of the setting
- Routines of procedures
- Workforce composition
- Degree of bureaucratization
- Stage in organizational life cycle
- Strategy for coping with the environment

- Competitiveness and public support for education

- The seduction of technology

- Power games and territorialism

- Tradition and

- Ineffective leadership.

If a leader in a school cannot pay attention to the contribution of the above points in their leadership in schools, their schools and positions are at stake. These are the major attributes to either effectiveness or ineffectiveness of a school as a whole, which need advanced planning and collaboration of all the stakeholders in a school, otherwise the students' performance in schools would be affected since the effectiveness and the ineffectiveness of the school is measured by either good or bad students' performance in a school.

2.9.1 Students' performance

Performance is the accomplishment of a given task measured against present known standards of accuracy, completeness, costs and speed. Hornby (2005) defines performance as how well or badly a person does something or how something works. In a school system such as in Lesotho, people often consider grades first when defining academic performance. Those are obtained in final external examinations of students conducted by the state education system where they are competitively ranked based on standardized test scores. According to Tschannen and Gareis (2015), standardized tests are the means of measuring both teachers and students' success based on what a student has learned during the school year.

Unfortunately, there are many things that students know and ways of knowing them that cannot be measured. Therefore, the researcher believes that dwelling on writing only as a means of performance determination is not accurate because some students know how to put into practice their knowledge than saying it verbally or writing it down. Southworth (2002) supported this by saying we cannot know that students know something unless they can do something with what they know (as opposed to a pen-and-paper evaluation such as a standardized test). Perhaps McNeil (2003) is correct that standardized test scores are of little diagnostic value and contribute little to redirected teaching and learning.

Nevertheless, the majority of research showed that the best method of measuring school effectiveness is to examine its influence on student academic growth and independence of other influences. The central notion inferred here is that schools should be judged on their direct contribution to students' academic progress because effective or ineffective schools are measured in students' performance. That is the reason Mulford and Silns (2002) asserted that excellent school leaders are pivotal in creating and maintaining effective schools as defined by students' achievement.

In the case of Lesotho, high school students' performance is inconsistent. While other schools perform much better comparatively, others do the opposite. At times, there is deterioration and fluctuation in the quality and efficiency of school education and students' performance over the years as seen in students' external examination results from ECoL. Like Iyer (2013) argued, a school would be regarded as good performing if it possesses results in observation position outcomes among its own students consistently over a period. This, therefore, is a concern tome which is why the study is meant to explore teachers' perceptions of how leadership styles influence performance in high schools.

Another problem is that sometimes these 'good-performing' schools lose consistency which is a challenge. However, Kochamba and Murray (2010) contend that without proper leadership skills and type, effective performance could not be realized in schools. This suggests that even if the school has all the required instructional materials and financial resources, it will not be able to use them efficiently if students are not directed in the use of materials or if teachers who guide in their usage are not properly trained to implement them efficiently. This problem therefore demands answers that deal with styles, context, practices, personalities, relations, roles, strategies and purposes of leadership in schools.

2.9.2 Factors contributing to good students' performance

A definition for academics' classroom is one where the primary goal is to promote proficiency of academic standards. The following factors, according to Heik (2019), contribute to students' academic achievement in schools: instructional design quality, accuracy and alignment, data forms and quality, whole literary, student's motivation and engagement and depth of knowledge.

All these elements are to be planned by the principal and the management of the school. However, if it needs to be along the course of teaching and learning, a principal may invite teachers for decision-making concerning things like how to motivate students so that they can perform to their highest potential. After all, D'Souza (2010) argued that as a means of sustaining leadership in schools, leaders or principals need to motivate teachers or students to show appreciation and approval for their performance.

2.10 Summary

This literature review has provided an important background in understanding the research questions. It examined the theoretical framework, that is, leadership theories with the aim of delineating the most appropriate leadership styles, and leadership skills principals need to become successful and efficient in their schools. It also revealed that not only the practices, roles and characteristics of leaders (principals) in high schools are important but also the qualities of effective principals as leaders in schools. In dealing with effectiveness, literature also provided us with factors contributing to effectiveness in schools, constraints to leadership and effectiveness, students' performance as an indicator of both effective and ineffective schools and constraints to students' good performance.

It was demonstrated that it is held in literature that school leadership through principals is one of the major factors in creating and ensuring a safe environment in which staff, parents and learners are encouraged to work together as teams towards common goals especially that of improving academic performance. Eventually, the influence of the principals in students' performance and school effectiveness has been dealt with based on their leadership styles, skills, characteristics and qualities, practices and roles in school.

CHAPTER 3

RESEARCH METHODS AND METHODOLOGY

3.1 INTRODUCTION

This research methodology chapter discusses the methodology, research design and techniques of gathering data and justification as to why they were chosen. Apart from that, it discusses the population, sampling techniques and the participants of the study. The delimitations of the study, data analysis and the ethical considerations as they pertain to this study are also discussed in this chapter.

3.2 RESEARCH METHODOLOGY

The study adopted a qualitative approach, which, according to Zohrabi (2013), is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals. This means a good qualitative research helps people understand the world, their society and institutions (Tracy, 2013) since most qualitative research takes place within the local context in which the phenomenon occurs. It does this through the usage of words rather than numbers. This type of research observes the world in its natural setting, interpreting situations to understand the meanings that people make from day-to-day life. Therefore, the main objective of qualitative research is to provide an understanding of human behaviour, emotions, attitudes and experiences (Tong, Xu, Etzel, Su, Huang & Guo, 2012). As such, one of its greatest strengths is the richness and depth of exploration and descriptions of data.

As Tracy (2013) revealed, with this approach, I accepted that there are many realities and not a single universal one is applicable in the research world. That is, I acknowledged that reality is subjective and constructed by the participants' perceptions being teachers on how principals' leadership styles influence performance and school effectiveness. This approach became suitable for this study because Kothari (2004) asserted that qualitative methods enable the researcher to interact with the participants to get firsthand knowledge of the problem under investigation and an in-depth understanding of the issue.

Both qualitative research method and a case study were considered suitable for the study since they both provide a better opportunity to obtain in-depth understanding of the phenomena and provide the interaction with participants to get firsthand information of the problem as mentioned above. The conclusions were drawn from participants' understanding of the phenomena under investigation.

3.3 RESEARCH DESIGN

Leedy and Ormrod (2005) explained research design as a plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of the respondents, data gathering techniques to be used and data analysis to be done. The choice of research design is based on the researcher's assumption, research skills and research practices and it influences the way in which the researcher collects data (Leedy & Ormrod, 2005). This study, therefore, employed a case study research design which, according to Rebolj, (2013), is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy institution, programme or system in real life. Kumar (2005) argued that a case might be a person, group, episode, community, society or any other unit of social life and all relevant data to the case is gathered and organized in terms of the case. Generally, case studies strive towards a comprehensive (holistic) understanding of how participants relate and interact with each other in a specific situation and how they make meaning of the phenomenon under study (Maree, Creswell, Eberson, Eloff, Ferreira, Ivankora, Jansen, Nieuwenhuis, Pieterson, Plano Clark& Westhuizen van den, 2008). Haradhan (2018) postulates that a case study is conducted by using multiple sources such as questionnaires, interviews, observations, written accounts and audio-visual materials. I, therefore, selected this design using interviews, observations, focus group discussions and document analysis because when used concurrently, they yield convincing results.

In this study, I deeply explored the activities, especially the events taking place at the two selected high schools to assess teachers' perceptions of the principals' leadership styles and their influence on students' performance and school effectiveness. These schools are located within the same geographical environment. Cohen, Manion and Morrison (2011) suggested that case studies should be used to portray 'what it is like' to be in a certain state of affairs, to catch the close-up reality

and the 'thick description of participants' lived experiences, thoughts and feelings about a situation. As such, this design was deemed suitable for this study.

3.4 DATA COLLECTION

Data collection is the process of gathering and measuring information or a variable of interest in an established systematic fashion that enables one to answer stated research questions, test hypotheses and evaluate outcomes (Kabir 2016). This study employed the four main instruments or techniques for collecting data, namely semi-structured interviews, observations, focus group discussions and document analysis. These instruments were administered sequentially beginning with interviews and then document analysis eventually because some examples of data collection tools used in qualitative approach include interviews, observation, focus groups discussions, documents reviews and visual data analysis (Mackenzie & Knipe, 2006). According to Mcmillan and Schumacher (2010), these would allow me to observe, interview and record processes as they occur naturally. Moreover, their usage was imperative for this study because according to Kabir (2016), there is no single research technique that is adequate in itself in collecting valid and reliable data of a particular research problem.

However, the semi-structured interview was used in school A for a deputy principal as part of the administration and leadership since the principal was absent while school B principal was interviewed through a telephone due to COVID 19 pandemic. Moreover, teachers from both schools were interviewed using focus group discussions which consisted of four males and eight female teachers with three or more years of experience. An audio recorder was used to record all the interviews to ensure that all information was safely stored.

Apart from that, I visited each of the schools once and observed all the occurrences of the day from break time until lunch time. Crucial incidents that helped in the development of this study were noted, which facilitated data analysis. Lastly, I studied and analyzed the school documents, namely the preparation books, schemes and records of work, registers and the minutes of the staff meetings and the schools' LGCSE results records.

3.4.1 Semi-structured interviews

The semi-structured interviews were employed to collect data from school principals in respect of the leadership styles, skills, practices and roles in their schools. I used the interview schedule, which lasted for roughly 40 minutes with a basic list of questions at an agreed time with each interviewee since Kabir (2016) asserts that in semi-structured interviews, the interviewer develops and uses an interview guide. These interviews provided the researcher with a reliable, comparable qualitative data perhaps because they enabled me to also observe the non-verbal communication of the participants like facial expressions which assisted me in making cues during data analysis. They helped me to see the world through the eyes of the participants perhaps. As Wagner, Kawulich and Garner (2012) argued, if the interviewees think the topic is important or they trust the interviewer, they normally give the information that would never be collected in any other way.

The questions allowed me to be flexible and probe deeper and explore the conversation to clarify misunderstanding of participants' responses to questions asked. Meanwhile, the responses from respondents were recorded on audio-tapes upon their permission. Mafora and Phorabatho (2013) noted that tape recording ensures completeness of the verbal interaction and provides material for reliability checks.

3.4.2 Observation

Maree et al. (2008) postulated that observation is a systematic process of recording the behavioural patterns of participants, objects and the occurrences without necessarily questioning or communicating with them. Complete observation as opted for in this study is, therefore, regarded as the best technique when an activity, event or situation can be observed first-hand (Meriam, 2002). As a complete observer, I observed the schools' settings from assembly time until lunchtime rather than being involved in all the occurrences, which would get the participants influenced. I observed how the school settings were socially constructed in terms of power, the leaders' behaviours, instructional processes and discussions or interactions with learners, teachers and non-academic staff, duties, communication lines, discourses and language used throughout the observation. In particular, I observed who spoke to whom, when and how. All these were done not only to gain insight into the school cultures and dynamics and their leaders' attitudes towards its

operation but also to get how things were organized and prioritized, and what was important and valued or disliked in each school.

Meanwhile, I took field notes of everything relevant since they did not only help to reformulate or to record non-verbal communication, but also as Mafora and Phorabatho (2013) stated, to explore a defined topic, which included why participants did what they were doing. All these helped me to figure out participants' understandings and perceptions in each school in relation to how principals' leadership styles influence performance in a school.

3.4.3 Focus Groups

Focus group discussion is another method of getting information from research participants. According to Kabir (2016), this is an in-depth field method that brings together a small homogeneous group (six to twelve persons) to discuss topics on a study agenda for a few hours with a trained moderator to talk about a product, service or organization. He further asserted that the purpose of a focus group is to make use of participants' feelings, perceptions and opinions in finding out the 'how' and 'why' of human behaviour. In this study, the teachers' focus group comprised twelve teachers in each school, eight females and four males, with three or more years of work experience. The focus group interviews were carefully planned and designed for one hour to obtain the necessary information on the topic under study during discussions. Meanwhile, responses were recorded to avoid any information loss, and note taking was also used to capture non-verbal data and limited questions were prepared to allow emerging issues.

3.4.4 Document analysis

When one uses documents as a data gathering technique, one focuses on all types of written communication that may shed light on the phenomenon being investigated (Maree et al., 2008). Documentary information is seen as a major source of evidence used in a case study (Ary, Jacobs, Razavieh & Sorensen, 2010), and its strength lies with the fact that they already exist in the situation and are embedded in the context. Some of such secondary documents that comprised teachers' preparation books, schemes and records of work, school prospectuses, class registers and staff meeting minutes were requested and analyzed in order to get all the required information for this study. These documents were used to complement interviews, observations and focus group interview discussions that were carried out. Apart from that, COSC, now known as LGCSE

national results for each school for the past five years (2014-2018) were obtained and analysed. The results were collected from the Examinations Council of Lesotho, the national examination body in charge of Lesotho General Certificate of Secondary Education final examination and were used to assess performance of each of the sampled schools.

3.5 Population

The population of this study was drawn from school principals from two schools, and 24 teachers, that is, 12 teachers from each school. According to Taherdoost (2016) population is the entire set of cases from which the sample is drawn. He postulated that population is commonly related to the number of people living in a country.

3.6 Sampling

Sampling refers to the process of choosing a part of the population that can represent the whole collection of things, group of people or animals (Koul, 2006). This means taking a subset from the chosen sampling frame or entire population is called sampling Taherdoost (2016). According to Leedy (2002), qualitative researchers are non-random in their selection of their data sources; meaning their sampling is purposeful. This is the reason I found purposive sampling technique to be appropriate for this study. The selected participants are trusted to provide the richest and most relevant information about the topic under investigation to respond to the research questions appropriately. After all, Tracy (2013) argued that a good qualitative researcher adopts a purposive sampling as it purposefully chooses data that fits the parameters of the research questions, goals and purposes.

Two high schools in Mohale's Hoek urban which are School A and School B were purposely selected for the study because I observed and researched that one high school performs well while the other does not comparatively. Another reason for choosing them is that they were relatively easy to access. On the other hand, school principals and teachers are target participants. Their responses provided me with their perceptions on how leadership styles influence on students' performance and school effectiveness as this sampling looks specifically for individuals, groups and settings where the specific process being studied is more likely to occur. Generally, the participants for this study were 26 (two principals and 24 teachers) all from the two stated schools.

3.7 Data analysis

Haradhan (2018) defines data analysis as a dynamic process weaving together recognition of emerging themes, identification of key ideas or units of meaning and material acquired from the literature, while Cohen, Manion and Morrison (2011) argued that, data analysis involves organizing, accounting for and explaining the data. Thematic analysis was employed in this study because, according to Wagner et al. (2012), it is a general approach to analyzing qualitative data that involves identifying themes or patterns in the data, which is coding. Initially, I documented all acquired data and then transcribed taped semi-structured interviews, focus groups interview discussions and observations of all the participants. These documents were then analyzed, reviewed and thematized according to teachers' opinions regarding principals' leadership styles and their influence on students' performance and school effectiveness.

According to Cohen, Manion and Morrison (2011), qualitative data is analyzed through an inductive process where research findings can emerge from frequent, dominant and significant events in raw data. Therefore, the study used inductive approach to allow me to group common issues together because like literature has disclosed, codes and categories gained through analyzing data obtained from all instruments helped to build up and understand theories on leadership styles used in schools as found in Chapter 2 of this study. Since this was a case study conducted at two different schools, data collected was analyzed individually and then compared to discover what the performing school and low-performing school did in relation to the stated topic.

3.8 Trustworthiness of qualitative research

Research is concerned with producing valid and reliable knowledge in an ethical manner. Korstjens and Moser (2018) define trustworthiness or rigour of a study as a degree of confidence in data, interpretation and methods used to ensure the quality of a study. Therefore, to guarantee trustworthiness throughout the study, I used several data collection strategies such as interviews, observation, focus group interviews and document analysis to guarantee validity. Patton (2002) asserted that triangulation strengthens a study by combining methods. However, according to Lincoln and Guba (1985), trustworthiness includes credibility, transferability, dependability and conformability as key criteria of trustworthiness. I again searched for convergence among multiple

and different sources of information to form themes or categories in the study as a basis for credibility and trustworthiness of the research findings (Creswell, 2009).

3.8.1 Credibility

Credibility refers to the confidence that can be placed in the truth of the research findings (Korstjens & Moser 2018). This means results need to be believable from the perspective of the participants as they are the ones who can legitimately judge the credibility of results. This is so since findings in this study were obtained from prolonged engagements and persistent observations among others. Anney (2012), said that credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and are a correct interpretation of their original views. Therefore, this study intended to produce believable results with enough evidence for the readers.

3.8.2 Transferability

According to Fadila (2014), transferability is the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. Korstjens and Moser (2018) add that transferability concerns the aspect of applicability to other contexts (Kumar, 2011) with the extent to which the results are likely to impact on practice and match all or many of the participants in a situation. However, it is also my responsibility to enhance this process by thoroughly describing the research context and the assumptions that were central to the research. I believe the study contains enough contextual information about the topic under investigation, which could be used by other schools or researchers investigating how principals' leadership styles influence performance, hence, school effectiveness.

3.8.3 Dependability

Dependability refers to stability of findings over time (Anney (2012). Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Cohen, Manion & Morrison, 2011). It addresses the issue of reliability; the positivists employ the techniques to show that if the work were repeated in the same context, with the same methods and with the same participants, similar results will be obtained (Polit & Beck, (2012). That means the

detailed coverage of the research design, implementation, methodology and methods should be documented because of their ability to allow the reader to assess the extent to which appropriate research practices have been followed (Moon, Brewer, Januchowski, Vannessa & Blackman, 2016). However, the study under investigation can be repeated in the same context to confirm its reliability by other researchers and endorse its trustworthiness.

3.8.4 Confirmability

Confirmability deals with the question of whether the research findings could be repeated with the same participants to confirm neutrality and to avoid bias (Koolin, 2014). That is, findings are not only to be grounded in the data derived from events but should also be concerned with establishing that data and interpretation of the findings are not figments of the inquirer's imagination, but clearly derived from the data (Korstjens & Moser, 2018). Therefore, steps must be taken to ensure that the results are the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. For instance, triangulation as seen in ensuring trustworthiness in this study must be emphasized in this context to reduce the effect of investigator's bias.

3.9 ETHICAL ISSUES IN RESEARCH

Research ethics according to Johnstone (2000), involve requirements on daily work, the protection of dignity of subjects and the publication of the information in research. Ethical guidelines include policies of informed consent, deception, confidentiality, anonymity and thoughtfulness, privacy, empowerment, caring, and fairness, (McMillan & Schumacher, 2010). All these need to be taken into consideration by the researcher when conducting qualitative research.

3.9.1 Confidentiality and anonymity

Researchers must ensure that data is collected and processed in a way that protects the identity of the respondents, in other words, any references to name, location, and other personal details must not be open (Seeley, Cataldo & Kielmann, 2012). For instance, to protect subjects' interests and future well-being, their participation should not be known to anyone, along with their identity, names, age, and addresses of their schools. This means that the confidentiality of information provided must be respected. Since participants talked about the internal circumstances of their schools in the semi-structured interviews and focus group discussions, confidence and trust

between the participants and I was of paramount importance. Their information needed to be kept secretly, stored in safe and secured locations and then be used only for the purpose agreed. In general, I kept the nature and quality of participants' performance strictly confidential and anonymous in this study.

3.9.2 Informed consent

Informed consent is when potential participants freely agree to be part of the project, with full understanding of the research activities and any risks or benefits attached to being part of it (Seeley et al., 2012). However, Gupta (2012) stated that informed consent is the major ethical issue in conducting research where the participants give their informed consent upon knowledge and understanding of terms and conditions of their participation in a research. Before collecting data, letters explaining the intentions and purpose of the study together with the one seeking permission were sent to principals and teachers at the participating schools. Thus, I obtained permission from participants and relevant authorities involved in the research in order that their rights and dignity were protected during the research. This means participants were not manipulated to participate in the research but participated on their own accord. They were assured that they could withdraw from research at any time if conditions warranted them to do so (Ary, et al., 2010).

3.10 SUMMARY

This research methodology chapter discussed the research design, methodology and techniques and tools of gathering data with full justification why they were chosen. Apart from that, it discussed the population, sampling techniques and the participants of the study were clearly shown and described. Data analysis, trustworthiness sand ethical considerations as they pertain to this study were also discussed in this chapter.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the interpretation and analysis of the findings of the study which will be shown in themes and sub-themes under each school. This was done in response to the research questions through description and an explanatory means. Those themes are the principals' leadership styles, leadership skills, their practices, and roles in schools together with their characteristics and qualities which are regarded as effective in schools. This is followed by the influence that their styles in leadership, skills, practices and roles, their characteristics and qualities have on the students' performance and school effectiveness. All information was obtained from the interviews, observations, focus groups discussions and document analysis.

For the sake of clarity, the verbatim quotes from the participants in the high-performing school are firstly presented under each theme, then followed by those from the low-performing school. All views from principals and teachers are supported by the existing literature as well as the theoretical framework adopted in this study. Two schools that participated in this study are large schools situated in Mohale's Hoek urban with learner population ranging from 650 (School A) to1135 (School B), one principal, a deputy principal and staff complement of about 24 teachers. To maintain anonymity of the schools, they have been code-named School A and School B. School A is a high performing school while School B is a low performing school comparatively based on the ECoL final examination results analysis for the past five years. Moreover, teachers in School A are coded Participant HPS (High Performing School)1 to HPS12 and are presented in blue then those of School B are coded Participant LPS (Low Performing School) 1 to LPS 12 and are presented in sky blue.

4.2 PRESENTATIONS OF THEMES AND SUB-THEMES

Theme 1: Interpretation of participants in terms of:

- Gender
- Age
- Qualification

Theme 2: (a) Leadership styles

- Transformational leadership style
- Participative leadership style
- Instructional leadership style
- Situational leadership style
- Authoritarian leadership style
- Laisser-faire leadership style

(b) Leadership styles in relation to other school effectiveness factors:

- Availability of resources
- Parental involvement
- School safety measures
- Academic performance

Theme 3: Leadership skills

- Interpersonal skills
- Conceptual skills
- Technical skills
- Administrative skills

Theme 4: Practices of principals in schools

- Setting a direction
- Developing people

- Redesigning the organization

- Managing the instructional programme (teaching and learning)

Theme 5: Roles of principals in schools

- Principal's leadership roles

- Principal's managerial roles

Theme 6: Characteristics and qualities of effective principals

Theme 7: The influence of principals' leadership styles, skills, practices, roles, characteristics and qualities in performance an effectiveness in schools

Table 4.1: Participants' Biographic Details

School A					
Participants	**Gender**	**Position**	**Teaching Experience (years)**	**Age**	**Qualifications**
HPS	Male	Deputy Principal	15	48	Honours Degree
HPS 1	Male	Senior teacher	9	29	Bachelor of Education
HPS 2	Male	Senior teacher	21	55	Bachelor of Education
HPS 3	Male	Senior teacher	15	48	Bachelor of Education
HPS 4	Male	Senior teacher	15	49	Diploma in Ed Secondary
HPS 5	Female	Senior teacher	7	28	Honours Degree
HPS 6	Female	Senior teacher	8	28	Bachelor of Education
HPS 7	Female	Senior teacher	12	39	Master of Education
HPS 8	Female	Senior teacher	18	49	Diploma in Ed Secondary
HPS 9	Female	Senior teacher	20	52	Secondary Teacher's Certificate
HPS 10	Female	Senior teacher	19	51	Bachelor of Education
HPS 11	Female	Senior teacher	13	40	Bachelor of Education
HPS 12	Female	Senior teacher	3	28	Bachelor of Education
School B					
Participants	**Gender**	**Position**	**Teaching Experience (years)**	**Age**	
LPS	Male	Principal	20	52	Honours Degree
LPS 1	Male	Senior teacher	3	27	Bachelor of Education
LPS 2	Male	Senior teacher	13	39	Honours Degree
LPS 3	Male	Senior teacher	14	48	Bachelor of Education
LPS 4	Male	Senior teacher	14	46	Bachelor of Education

LPS 5	Female	Senior teacher	21	60	Bachelor of Education
LPS 6	Female	Senior teacher	13	38	Honours Degree
LPS 7	Female	Senior teacher	5	29	Bachelor of Education
LPS 8	Female	Senior teacher	14	39	Bachelor of Education
LPS 9	Female	Senior teacher	15	42	Secondary Teacher's Certificate
LPS 10	Female	Senior teacher	4	29	Bachelor of Education
LPS 11	Female	Senior teacher	19	52	Diploma in Ed Secondary
LPS 12	Female	Senior teacher	16	43	Bachelor of Education

4.2.1 Theme 1: Interpreting Table 4.1

4.2.1.1 Gender

Many teachers in the participating schools, and in Lesotho in general, are predominantly females. That is the reason why eight female participants and four male participants were selected from each school to ensure that both genders were represented in the study. It is not surprising that females surpass males in schools because through my observation, there are more women than men in schools. In fact, education is a profession which is often associated with women because of their social responsibility of nurturing and upbringing children (Nasreen, 2013).

4.2.1.1.1 Gender in leadership

Leadership positions in these two schools are held by a male and a female principal respectively although in School A, a deputy principal was interviewed in the absence of the principal and was a male. This is against many people's idea that leadership positions in schools are male dominated because women lack leadership attributes due to external factors such as family and home responsibilities as well as working conditions. However, in the interviews, teachers were asked to state their opinions about gender in leadership as a follow-up question. Most teachers in both schools indicated that gender does not contribute to making one an effective or ineffective principal in a school.

Participant HPS 2 highlighted: *"The question of gender is not important, what is important is the personality and the abilities of an individual to pursue his or her duties well in a school."* In a similar manner, Participant LPS 12 said: *"I have taught in an outstanding school led by a woman*

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before I got here; I always thought if it was led by a man, it would be more than that, but here I am, this one is led by a man, we always say if it can be led by a woman, there would be changes, but still, we are not sure." Participant LPS 4 added, "*There are many schools that are led by women which are succeeding academically and better than those led by males, vice versa.*"

The findings indicate that many teachers perceive gender not to be significant in leadership; rather, what they considered important is the personality, knowledge and skills that enable each leader to do the work effectively. School A is a high performing school and was led by a woman. This could be because women principals are more participative in their leadership styles than men. According to Kochamba and Murray (2010), women show more concern for the maintenance of interpersonal relationships as leaders, meaning that they work hard to restore fairness, enhance effectiveness, improve working relationships and maintain satisfaction of all the parties.

In contrast, men's leadership style is consistent with transactional leadership since they usually see increased member participation in decision-making as a break-down of their influence. They, therefore, prefer a competitive response to conflict which is frequently seen as a 'win or lose' (Gregory, 2001). However, Rosner (1990) argued that there is no consistently clear pattern of differences that can be discerned in the supervisory styles of female and male leadership.

4.2.1.2 Age

Most teacher participants ranged from 41 to 49 years of age. The middle age group is regarded as active, mature, experienced, innovative and energetic enough to perform different activities in the school, and they tend to understand each other better since they do not have a big age difference. The implication is that they have a richer experience that enables them to inform and provide novice teachers with adequate information about the schoolwork. Experience plays a pivotal role in people's daily lives and, as a result, experienced professional teachers who are better equipped with the knowledge and skills necessary to deal with any challenge more than a novice teacher are available in these schools. Ladd (2016) opined that experienced teachers on average are more active in increasing learners' achievement than teachers who are less experienced because they are in a position to assist and advise principals of the best leadership styles that can be employed in schools for the benefit of students' performance and school effectiveness.

On the other hand, the principals' age at the two schools ranged between 50 and 55 years old. Contextually, the 50-year-old and above is perceived to be mature, experienced and have capacity to deal with personal and social issues more comfortably in schools. Studies show that mature people are better at thinking about social issues and so does their crystalized intelligence and ability to combine knowledge from various resources (Ladd, 2016).

4.2.1.3 Qualification

It was necessary to determine the academic qualifications of the respective principals together with their years of experience. It is assumed that the principals' leadership styles adopted might have been influenced by their academic qualifications, how and at what stage of their careers they were promoted to the position and their years of experience. Again, according to Tables 4.1 and 4.2, the interviewed teachers have different levels of qualifications and the majority possess a bachelor's degree in education.

Apart from that, their professional qualifications are key because they do not only inform their ability to comment on the leadership qualities, skills, leadership styles and the roles of their principals but also comment on influence they all have on students' academic performance and the effectiveness of the school. Their different levels of education supported one another during focus group discussion; hence, their different understanding and knowledge on the issues of principals' leadership styles helped me to come up with different views that responded to the research questions. Since principals' leadership in schools is inevitable, it is a positive stand to realize that school principals and teachers are qualified professionals in the field of education, hence, those who participated were suitable for the study.

4.2.2 Theme 2: (A) Leadership styles

4.2.2.1 Leadership in schools

My intention was to first gain insight into participants' general understanding of leadership in the broader school context, and then to foreground their understanding in relation to their styles, skills, practices, roles, characteristics and qualities in a school. I requested teachers to say anything about leadership, and Participant HPS 7 said: *"It's an idea used in relation to somebody appointed to oversee an institution and make sure that everything runs according to the education policy of such an institution."* On the other hand, Participant LPS 10 said: "It's *a concept where one who is*

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responsible, who leads by example, and is active and powerful is entrusted to lead the school." Another Participant LPS 9 said, *"It's a person with dignity and friendly."* The participants' descriptions of leadership differ. The implication from their explanations is while described leadership in terms of roles leaders are expected to do others stated their expected behaviours.

The above excerpts imply that a leader is different from followers in terms of qualities and characters. It is someone who is powerful, visionary and can drive others into achieving the organization's mission. However, all teachers seemed to agree on one thing that Participant LPS 2 stipulated as thus: "*Schools need someone with better knowledge or experience than others; one who would give a final word and ensure that all people do their work at school."*
This means leadership can exist at different levels in a school. Be it from the school board, school administration, principal, teachers and the students.

(a) Students' leadership

During the focus group discussion, Participant HPS 7 said: "*We have student prefects, class monitors and monitresses in our school who ensure order in classes. That itself proves that they are leaders in their capacity.*" However, Participant LPS 6 argued: "*It is very crucial that learners become leaders in schools. Their positions as prefects set a good example for other learners, especially when they are good performing students. For instance, they provide direction, motivate other learners within the school until all try their best to become good students."* However, learner leadership requires a genius school principal who would both identify and nurture those learners (Botha et al., 2013). This demonstrates that understanding and including students in school leadership ensures their continuous development. Thus, students could, on their own, carry out their responsibilities without compromising their academic progress. The principal of School B had this to say: "*I do believe in students' leadership. I once communicated this with the school prefects and I learned that they have great ideas and designs which could improve the school enormously".*
The involvement and participation of learner leaders in school management structures is crucial to the school's growth in the sense that it becomes easier to get learners to commit to the school's vision and mission, as some of the participants pointed out. This means that the School B principal

is aware that sharing the responsibility to lead the school with learner leaders does not diminish the authority of the school leadership and management, but it rather strengthens it further.

As a teacher, I have also realised that coordination and communication with all students in a school becomes quite easy and quicker if the leadership reaches all students through school prefects. Prefects are, therefore, leaders at their level. It is evident, therefore, that all levels of leadership are significant in creating an efficient academic atmosphere at school.

(b) Teachers' leadership

Teachers are an important human resource in the school context as they are responsible for the delivery of quality education in their classroom contexts. This makes them leaders by virtue of their jobs. Participant LPS 5 said: "*We are the key models in preparing the students' futures in life because we spend most of the time with them, teaching, disciplining and guiding them into making good decisions in life even more than their parents.*" This means that teachers are some of the key elements in any school and their effective teaching is a key propeller for school improvement. However, Wynne (2010) asserted that the ultimate measure of the contribution of teacher leaders, is the impact of teacher leaders on students' academic performance. Participant HPS 3 added: "*Teachers' roles in school make teacher leadership a key also to successful collaboration, which can be both formal and informal as teachers help to build trust and establish rapport with students, stakeholders and principals.*"

A deputy principal at School A argued: "*In order to turn students into responsible future citizens, teachers should mould the way they think and feel, preparing them to be aware of the market place, its demands and show them how to adapt to meet those demands.*" It is advisable for teachers to work well with the administration and students in order to improve their academic performance and that of the school. As Leithwood (2006) argued, although teachers' leadership is a primary factor in overall school effectiveness, it is ineffective without effective principal leadership.

(c) Principals' leadership

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The majority of teachers in both schools under study agreed that principals, like anyone else, had their ways of perusing their missions and those ways usually differed. Participant HPS 3 had this to say:

> I like my principal because, let's say, I see a book or anything which could be beneficial to me as a teacher and for my students, I just buy it because, once I show her, after being convinced, she arranges for me to be refunded. She does this because she trusts us as teachers that we have a potential to help the school and students academically.

Rowe (2007) discussed the importance of support from school leadership and argued that no teacher can be effective with every colleague or students without the principal's support at school. However, the deputy principal of School A too added: *"We are working with adults, so we cannot just be autocratic. People need to do their responsibilities; we should let them do what they feel is important for students' success. Let them decide for themselves; our duty as leaders is to guide them because all these promote everybody's sense of ownership in a school."*

Furthermore, an experienced teacher, Participant HPS 2 made this point: "*Based on what we know about teaching and learning, for schools to improve, school leaders and staff must learn to trust each other and to share in decisions about teaching and learning because that is the key to creating a successful school climate and enhancing teaching."* This is in line with Northhouse's (2012) view that leadership is not a one-way event but rather an interactive experience which gives each individual, ownership and personal responsibility in the mission and vision of the school. The principal of School B agreed that supporting teachers is very important, but said: "*Most teachers are lazy, and they have lost interest in their work; so trying to support a person who is not interested in this field is problematic.*"

Participant HPS 11 commented as follows: *"The most significant aspect of leadership is 'an open-door-policy', that is, a leader should always be accessible and aware of everybody's demeanor. This means that an ideal leader must be participative; he or she should consult and be available for teachers, students and parents for some decisions in a school for transparency and collective work throughout."* This is like what Participant LPS 9 said when indicating that she believed in a democratic leadership style because it is most appropriate in terms of ensuring that the school becomes effective. She put it thus:

I would prefer my principal to call all teachers together for decision-making; to ask for our opinions before implementing changes in the school because that motivates us as teachers. That way, we would feel that we belong to this school, and we would do everything possible for its success. I wish I can change him; he just does his duties without considering some of us, and as a result, we are forced to do as we want.

It appears that this teacher is in favour of a democratic leadership style although she revealed that unfortunately her principal usually showed authoritarian leadership style because he decides without consulting them as teachers, which led to little teamwork. However, through my experience, teachers usually say principals are authoritarian when they enforce them to do their duties, especially here where the principal revealed that most teachers are lazy at work. However, Participant LPS 3 commented, "*Currently, I do not feel supported at my school, but I am ok with him, I do not look for someone to lead me anymore, I am self-led and I make it work.*"

The above claims were in stark contrast to the view of the deputy principal of School A, who said: "*Everyone at the school is important, even students' presence and participation are very crucial because without them, we would not be here. To show that we are a team here, we have a relaxed and flexible atmosphere where everyone has access to communicate whatever he or she wants with the principal without going through the deputy principal or HoD.*"

Nevertheless, Participant LPS 5 asserted: "*Sometimes when some students misbehave on school trips and drink alcohol or misuse drugs, our principal would delegate some teachers to investigate the matter before he can suspend or expel those deserving such punishments.*" This reveals that there is a participative or inclusive leadership style, however, Participant LPS 11 claimed: "*He demands our participation in disciplining students only, not in other school-related issues that we think need our opinions and many teachers just nod*".

This is unlike what the Principal in the same school said which was: "*I have 38 teachers in this school, but its only 5 teachers who are willing to cooperate. Others do not care and understand why they are here. Theirs are many personal businesses that they are running which takes much of their working hours*". It can be inferred therefore, that the principal in this school is participative but some teachers do not want to cooperate to an extend that the principal apply more pressure to compel them to do the work.

On the other hand, Participant LPS 8 affirmed their principal does nothing in terms of involving parents in school activities when they show no interest. He stated: *"Our principal is too soft to confront parents who do not want to play their role in the school. There are times and circumstances when we need someone in a school with a final word, – 'motsoka-sephali'* (loosely translated as whip wielder or a strong character). *We need someone we would take seriously; very powerful, yet flexible so that we can all be conscious at school about our responsibilities."*

On the other hand, Participant LPS 3 revealed: "*I remember the day when my principal told me to go to class, I knew it was not my turn, but looking at his face, I knew I had to go to avoid exchanging words with him.*" This reveals an authoritarian leadership style where a leader shows his or her power over the subordinates without giving them time for explanation.

However, another teacher, Participant LPS 12 asserted: "*Our principal likes teaching and everything that concerns students' learning, but he is not flexible to change the instructional system in a school when the situation calls him to do so. For instance, our principal does not allow students to participate in sports activities, it's only learning and teaching that matters to him.*"

Based on the above findings, different leadership styles can be applied in different situations by principals in their schools. This correlates with Gamage's idea that there is no ideal style of leadership that will work in all situations, and that the best view of leadership is that which varies to fit a particular situation at hand (Gamage, 2009). The findings again reveal that School B leader is an instructional leader who could risk everything to secure students' education like cancelling sports. This on the other hand, made teachers and students who like sports sad, but as a leader, had to make decisions that would benefit majority in future.

Moreover, it can be deduced that the principal was authoritarian. This is demonstrated when he compelled a teacher to go to class without letting him explain why he was not in class. The way he acted, seemed to demoralize and make teachers to feel unsupported to the extent that others do as they wish because according to them, doing good or bad is the same. The findings further indicate that School B principal do not initiate parents to participate in school activities. Although this could reflect laissez-faire leadership, it can also make him a leader who understands that there are other factors that can prohibit parents from participating such as socio-economic factors and their level of education, as a result, opt to concentrate on ensuring effective teaching and learning

in a school. However, the principal seems to know what it takes to be a principal but like he said, he was unfortunate to have majority of teachers who were not driven to do their work, with only a few who were, and it was hard to pursue the dreams they had about the school.

On the other hand, leadership at School A is assisted by teachers' unity at work. This environment made everyone feel part of the school, and as such, compelled them to work harder together as they seemed to trust each other. That is why it could be concluded that transformational and participative forms of leadership are at a peak level in this school as there is trust and teamwork among teachers which is motivated by the leadership. According to Leithwood (2006), in today's schools, top-down power is no longer effective and is viewed as a means of control. He believes that shared or collaborative leadership increases teacher productivity and reduces differences in the status of the member. After all, the key to shared leadership is to give everyone an opportunity to display his or her own leadership skills. It can also be concluded that this principal is a transformational leader because a 'transformational' stems from the ability to develop people as resources, empowering them to think for themselves since such leaders believe in giving up some power to the staff; empowering them to think and motivating them to succeed.

(B) Leadership style in relation to other school effectiveness factors

(a) Availability of resources
Teachers indicated that their schools were struggling financially but blamed the principal's poor skills and the government of Lesotho in fund raising. Participant HPS 3 expressed himself as follows:

> We are a well-known school due to our good performance, so I believe that if our principal would seek financial assistance from different organizations or rich people, we would be supported. She is not playing an active role in connecting the school with different sectors that may assist it financially.

However, the School B principal said:

> We lack money to create and develop agricultural projects like piggery because they are the ones that could help the school financially. I just wish our government can help us. We need human resource who, for example, would take care of students' projects like plantations during this time of lockdown since they are absent to take care of them.

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It seemed like the principal's shortfall in this area has a negative impact on the availability of resources at school because Participant HPS 9 concurred with the deputy principal of School A:

> *Our school was the best in the past, but now it lacks infrastructure. These buildings are old, classes have cracked, the tennis court is a mess, we do not even have the internet, and this hampers the learning process of students. If we had the internet, our job would be easier and productive because students believe in seeing concepts they are taught about and that would be easier through access to the internet. We just wish the government can assist schools.*

The same idea was shared at School B from Participant LPS 8 who noted that their school would never be adequately resourced since for the five years that she has been there, there has never been any change or improvement. She said: "*Our school lacks things like classrooms, library, sports and other equipment for extra-mural activities. Sometimes we do not offer students extra work because of lack of mere stationery.*" This means the lack of resources at the school ranges from no basic aids such as red pens and chalk, to a lack of physical resources such as a laboratory and a library. However, the findings reveal that this school is not provided with sufficient resources to deliver quality education. "*Nothing motivates us to come to school; sometimes we do not come to school because there is nothing impressive, inspiring that we will miss like teachers at other schools,*" concluded Participant LPS 2.

Although Participant HPS 3 too felt that the principal's leadership style does influence the availability of resources in the school, their deputy principal asserted:

> *Resources in a school are never enough, the government promised to provide books for the students, but it does not. If it would, maybe we could have the best performance. We are struggling financially; we manage only through God's grace because you may find that a student is behind with the fees for five years. We do not expel students for not paying school fees because it is their parents' faults not theirs. However, that causes a great inconvenience for our office to run the school; we have even written some proposals to different institutions to help us with these challenges.*

Another teacher, Participant LPS 12 disclosed that parents' inability to pay school fees made it impossible for the school to employ additional private teachers which is human resource.

Therefore, this shortfall leads to overcrowding in each class which places another stress on existing resources. Generally, the functioning of the school towards the realization of the educational goal of quality education relies on the availability of various resources, namely human resources, financial resources and physical resources. The principal of School B added: "*The principal is an important figure behind the initiatives to obtain resources for the school, but we cannot do anything if the government does not do its duty.*"

From the findings of the study, it can be assumed that the participants perceive the availability of various resources as a necessity for effective teaching in their classroom contexts, and by implication, for improving student performance. This again suggests that schools need a very active and involved principal who can assist in the creation of a conducive atmosphere that could enhance students' desire to always learn and provide all the required resources because it is indeed the principal who plays an active role in ensuring the effectiveness of processes around resources. In this respect, Van Deventer and Kruger (2003) postulated that a principal should provide direction, resources and support to both the educators and learners. In the same manner, the level of the government's involvement does not contribute significantly to the effectiveness of schools. If, as suggested earlier, it does not provide resources to the schools like it had initially promised in the Educational Plan of 2010, a plan without implementation is meaningless. Even the provision of teachers in schools is the government's responsibility through the Teaching Service Commission which, according to the Education Act 2010, is responsible for promoting, transferring and hiring teachers.

(b) Parental and community involvement

According to teachers at both schools, parental involvement at School A was apparently very minimal while in School B it was bad. Participant HPS 8 disclosed that most parents were involved in school activities mainly through the payment of school fees. She said: "*This is very unfair for the students because if parents are engaged in their children's affairs at school, I believe their academic performance would increase.*" On the other hand, the School B said: "*Parents do not take themselves as part of the school; they only feel like paying school fees for their children is only what links them with the school.*" Participant LPS 9 added: "*These parents do not just care about their children's work; it is as if they have sent them to school so that they can rest from disciplining them throughout the day at home.*" This showed their lack of involvement because

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through my experience, parents normally become worried about how they are going to discipline their children upon their suspension not on academic loss. Moreover, Participant HPS 6 also disclosed:

> *I would love parents to participate wholeheartedly in school activities rather than focusing only on school results, ignoring their children's progress like becoming knowledgeable and nurtured in all areas as human beings. I would recommend that they must be allowed to get into the class with their children and listen, learn and assess how they are taught, then make recommendations and suggestions where needed based on their observations.*

Although Participant LPS 9 assumed that lack of parental involvement might be caused by parents' lack of education, their bad financial situations and other social challenges, Participant HPS 4 argued*: "It is the principal's leadership style that determines the level of parent and community involvement in a school. This means that if a principal does not make strategies for engaging them in school activities, no one else would."* This emphasizes that it is the principal who establishes teachers' relationships with parents and the community as it is one of the new roles that principals are expected to play.

A deputy principal however said:

> *We do call parents' meeting once or twice annually, but they are allowed to come any time at school to inquire about their children's performance. However, I do not think they do that sufficiently, they come mostly for reports collection if not for students' disciplinary hearing. Nevertheless, I do believe that there is a room for suggestions on how we can improve this situation.*

Participant UPS 4 further explained: "*Parents in this school are only involved in disciplinary issues not on the progress academically, that is why these students do not even care about their studies.*" However, Participant HPS 11 expressed his view as follows:

> *Parents are very much involved in the school activities compared to those in the past. This might be due to the majority type of learners we have. A lot of learners here come from well-resourced backgrounds, so their parents manage to pay every time they are required. I, therefore, believe that if they may be asked to assist the school financially or in any way, there would be no problem.*

The implication is that schools experience lack of parental involvement. Parents seemed to understand that their contribution in a school is through payment of school fees or students' disciplinary matters only. Therefore, it is important to educate parents about their expected role in their children's education because education is a three-legged pot where parents, teachers and government play a role. However, based on the findings, School A parents' background determine their level of involvement in the school. For instance, they became more participative that those of School B due to their good backgrounds. This implies that, other than school leadership styles, there are some elements that contribute to the effectiveness and performance in the school. However, lack of parents' involvement in a school result in poor students' performance because Adelman and Taylor (2011) suggest that a good relationship with the community leads to academic success. In addition, it has been found that parents' participation in education declines as their children move up to higher grades, so the leadership should create an environment in which the students and parents can come together to create a student-parent relationship in a democratic context. This environment enhances the school environment which in turn has a positive impact on students' mental and physical health, and then their academic performance (Wootherspoon, 2009).

(c) School safety measures

The deputy principal in School A, as part of school leadership and management, indicated that school safety is the management's top priority, hence the school campus is demarcated and fenced. He, however, expressed concern over the limitations and quality of security and safety measures.

> *There are no security guards in the school during the day and at night; the fencing is improper especially where boys and girls reside. We usually encounter robbery at night where their belongings are stolen and they are threatened, and this eventually affects the school and their performance since their freedom is compromised.* Participant LPS 3 had this to say:

> We have security guards who are beneficial for particularly female teachers and girls because there are rape cases everywhere in the country, and because many students are residing and renting. This says the school is their safest place though it needs to be fenced properly.

In the same way, the principal in School B complained:

We have a security company for the safety of the school, but the challenge is the community which is interested in sucking the school. They steal and destroy fences so that their animals can graze within the campus. That is why we do not have a proper fencing, villagers and strangers do want to pass in our school even during lessons because there is no fence. While some come and sometimes secretly sell drugs to students, some do come and threaten students when staring at them, especially girls.

Though at different levels, safety seems to be a problem in these schools. However, the findings stipulate that other schools like School B, face a challenge from the community which works against safety and security in the school for its own good. This, however, does not only affect students' performance but it also affects that of teachers, principals and the Ministry of Education and Training because should anything happen, the Ministry and the leadership of the school remain accountable. Although Louis, Dretzke and Wahlstrom (2010) stated that the leadership style of the principal directly influences safety at the school and the principal serves as the link between the external forces that assist in ensuring school safety, sometimes they meet challenges that are beyond them especially because schools are located within communities in Lesotho. However, effective safety measures are a prerequisite to school effectiveness despite the disruptive social ills that might exist in the surrounding communities.

(d) Academic performance

All teachers in both schools emphasized the significance placed on academic performance in the form of good academic results in the LGCSE as an indicator of school effectiveness by the Lesotho educational system in general. However, teachers at School A seemed to be pleased with the overall performance of their students than those at School B who indicated that their students' performance was a disaster. Generally, School A is one of the top performing schools nationally. Teachers found the school principal and the culture of the school as a positive influence in the school in general especially on the academic performance of students. Participant HPS 10 explained:

We perform pretty much well because we do our work together, help and communicate well with one another but the way our principal and the management exercise their power, motivates us to do more on our own and we feel like no one is better than the other in our system.

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When I asked the principal of School B to comment on students' performance at his school, he said:

Performance here is average, there are some students although very few who do very much like one last year who was a top ten student in the country, but most are very bad. They are too lazy and many are discouraged by seeing graduates unemployed and suffering like they do in their communities. So, this makes them regard going to school as part of growing up not necessarily preparing them for a better future. Therefore, it takes an individual student understanding of what he or she wants at school.

Participant LPS 2 posited: "

Even though the leadership style adopted in my school is instructional, many things stop him from excelling like top achieving schools. The culture of students we enroll here, financial status of the school, teachers and parents we have here contribute to the performance we have. I believe we are that poor; we can do better especially if our students can value their education". The principal in School B seem to try everything like motivating students and ensuring effective teaching in a school for the benefit of students. However, certain circumstances like laziness of students, affect negatively the school progress.

The deputy principal of School A opined:

Students' performance according to me is okay, at least I am happy for now. But I believe our students can perform even better because we have the caliber of students who know why they are here; they have an aspiration that enables them to work very hard with teachers' assistance and that of the administration. Teachers work together to ensure that students perform extremely well. For instance, no teacher owns a class; it belongs to all teachers, and the one who excels in a certain topic will teach it in several classes, just like that. They go an extra mile since they have a perception that they are doing it not for themselves but for the students' good performance.

Another teacher, Participant HPS 5 was quick to say: "*The principal here sets high standards in terms of results for this school that is why we fly higher and are known to be a well-performing school.*" Most of these teachers held their principal in high personal regard and inference is that they were motivated to do well because their principal becomes a role model to push themselves to their best. Irrespective of these, Participant HPS 11 noted,

> *Students take a great initiative in their studies. Again, everyone shows a great interest in students; we know their backgrounds and try to call them by their names often and they feel valued".*

This agrees with Rath and Clifiton's (2004) suggestion that teachers should make an eye contact and try to know students at a personal level to show that they are caring figures rather than just disciplinarians. On the other hand, Participant LPS 9 explained:

> *Students' academic performance is a disaster in this school; results are deteriorating almost every year due to many problems arising from students' lives at home and at school. The source of this bad performance includes the following: lack of resources, too many students in one class, teachers lacking passion for teaching and inconsistency in leaders.*

Participant LPS 5 added that although their principal plays a role in promoting academic performance by providing and encouraging learners to participate in extra classes, students still fail. He said:

> *The principal goes around classes during the whole day ensuring that teachers and students are in classes for teaching and learning process. He even cancelled sports in school so that all the attention can be given to academic areas, which are teaching and learning.* Participant LPS 10 too disclosed: "*My principal often gives awards to students who do well in other areas like discipline matters in a school and students know it, so they strive very much to excel in those but not in academic areas.*" However, Pink (2009) contested that extrinsic rewards take away students' autonomy to do work because they are simply doing what will get them a reward. Apart from that, they can be addictive and once they start, it is difficult to end them, and they tend to get used to certain awards and begin to want more and more. However, one teacher, Participant LPS 3 complained:

To cut sports was a bad decision idea since teachers are to help students to grow holistically: physically, socially, emotionally, spiritually and intellectually. So where will these kids ever enjoy being students while they are not meeting with others from different schools in sports?

Academic performance is a big indicator, but it is not the only indicator of school effectiveness. Many students like sports, that is why they selected this school and could excel if sports existed, he continued. Even Atsebeha (2016) in his study found out that sports play a big role in school effectiveness. Rather, academic performance can be improved through good communication skills at school among the principal, teachers and students. That atmosphere motivates teachers as well as students to work hard together for the betterment of the school. Participant HPS 9 noted:

Sometimes through communicating with the students, we discover that they have some psychological problems which we lack skills to deal with. We usually consult professional psychologists to come and help students so that their studies, their education and their success in school cannot be compromised.

The students' performance at the two schools is presented below as extracted from ECoL's LGCSE results analysis since 2014-2018.

Table 4.3 LGCSE results of School A 2014-2018

Schools	2014	2015	2016	2017	2018
School A	95.2%	100%	99.3%	97.6%	97.2%

Table 4.4 LGCSE results of School B 2016-2018

Schools	2014	2015	2016	2017	2018
School B	77.9%	97.7%	97.2%	74.8%	75.4%

Although the results in Table 4.3 are good comparatively, there is a problem of inconsistency as illustrated in the table from 2015 to 2017and this implies that there is still plenty of room for improvement. However, those ones in Table 7 are not good comparatively but the key problem is the lack of consistency especially in 2014, 2015, 2017 and 2018.

These results indicate that the peaceful climate at School A forces students to work, discuss together on their own accord and engage in research because they do not want to disappoint their principal and their teachers together with their parents. In the same manner, the results in School B are not bad; they can be improved once the negative factors are dealt with. Again, students and teachers in School A seem motivated to work harder when the leadership sets high expectations which have been made clear to them through discussion. This, however, implies that communication, teamwork and trust are the key concepts in the leadership of the school as has been practiced by the leader in School A. She regarded teachers as mature, responsible and knowledgeable people in their field, hence trusted them to fulfill their tasks constructively. This perception pays hundredfold because teachers become happy, satisfied and feel they can risk everything for the benefit of the school and the success of students.

On the other hand, many teachers avoided going to work at School B because like data said, are lazy, they were not motivated to come to school. They regarded their principal as a one-man mission who excluded them in the school's decision-making. This seemed to frustrate and push them to withhold doing their duty well. On the other hand, the principal might have opted to ignore people who show no interest in their duty and concentrate in empowering those who show an interest which appear to be a laissez-fair leadership. Apart from that, there seemed to be no clear communication between the leadership and the teachers. This was manifested where the principal ended the sporting activities without the approval of or discussion with teachers. Although this principal seemed instructional and motivational, mostly doing his duties accordingly as observed in the study, the school failed to yield best results because of external factors like socio-economic status of students, the educational level of parents, the and the role of the government in a school. This, therefore, made him to push very hard to ensure effective teaching and learning in a school which made some teachers sad and regarded him an authoritarian. This environment seemed chaotic hence affected students' performance negatively.

4.2.3 Theme 3: Leadership skills

According to Botha (2009), principals' leadership skills have a substantial influence in determining the success and failure of a school. When teachers were asked to explain what leadership skills are, Participant HPS 5 said: *"The principal needs to know his or her job correctly."* However, Participant LPS 3 said: *"Leadership skills entail the knowledge that leaders possess under instruction".* Another Participant HPS 2 with the highest qualification spoke thus: *"Skills are different outstanding capabilities that leaders have which are related to ensuring the effectiveness of the school."* He further elaborated:

> *Our principal possesses interpersonal skills because she talks to us and encourages teamwork. Whenever there are conflicts at work among teachers, she calls the concerned teachers and becomes a mediator. She knows how to lead negotiations until everybody understands and becomes at peace.*

In the same manner, Participant LPS 12, agreed that his principal too knows how to settle disputes among people. She said: *"He managed to cool down parents who were angry at a teacher who had beaten their child. They even threatened to report it to the Ministry of Education as it was against the law, but the principal persuaded and negotiated with them until they forgave that teacher.*" The principal added: *"Communication in school is the base for a successful school."* On the contrary, many teachers of the same school pointed out that their principal does not share ideas and changes with them as teachers, that is why they do not know what to do, and what is expected of them which sometimes looks like they areas rebellious to the leader. Participant LPS 9 put it this way:

> *It would be a good practice for my principal to exchange ideas in building policies and principles with us before implementing changes in a system. Unfortunately, our principal barely does that with all of us, that results in not only bad performance in our school but also bad relationships among teachers and students.*

In this context, Gamage (2009) argued that a leader needs to be concerned not only with the leadership styles or techniques that they intend to use, but also with the quality and kinds of relationships with staff.

In a similar manner, Participant LPS 2 asked: *"How can this school perform well when sometimes we lack stationery to prepare tests for students?"* I tried to inquire about measures they usually take regarding that problem and Participant LPS 4 responded: *"We cannot confront his office with such issues because when there is a shortage of anything, he becomes very angry that we are scared of him. Any time we see him like that, we know the school is struggling financially, so we leave everything as it is."* Another teacher, Participant LPS 7 who seemed very angry argued:

> *If I were a leader, I would remove all unqualified people and fairly hire professionals in the secretary and bursar's positions so that with their learned skills and knowledge may take the school to the highest level in all areas possible like distributing funds properly and legally within their capacity.*

I visited and observed these schools in two consecutive days. During my visit to School A in the morning, teachers were busy with their school chores: typing and printing papers for students' final examinations while the principal seemed to have had different meetings with different people. The only time I saw her was when she was moving to a classroom to teach. Meanwhile, the secretary, despite helping parents who seemed to have come for school fees payment, was assisting teachers with necessary resources like stationery, computers and photocopy/printing machines. A non-academic staff also showed up at the principal's office. He came out of the principal's office with light globes, entered dining hall and fixed the globes.

Meanwhile, the next day I went to School B around the same time. Students were all over, and those in classes made a lot of noise. Some teachers came to the secretary's office for some photo copies since they were holding papers, I heard where a secretary said, *"There machine is still broken that is why the principal had gone to town to do that."*

The findings show that teachers from both schools anticipated that leadership is imperative in schools because it influences the culture of the school; the way teachers and students relate with each other and how they work. Participant HPS 12 said: *"The principal in this school maintains a positive school climate, the culture of the school at the end and the staff and students' morale becomes high and then results in a safe and orderly environment."* However, Participant LPS 8 said: *"Some of us love our work, we try to improvise where possible, but the leadership does nothing to help us teach. We have nothing, even if we state our grievances, nothing changes, that*

is why we go to classes when he is around." The creation of a positive and conducive environment in a school is an outcome of people who planned their ideas and concepts towards their vision then bring them to implementation. Obviously, the School A principal and her staff members thought critically for ideas and strategies that resulted in a conducive environment in the school and enabled efficiency and effectiveness in teaching and learning.

This means School A principal possesses all required skills needed for the smooth running of the school. Those include interpersonal skills where the principal masters solving problems peacefully with the staff. That is, she goes out and meets with people to help, empower, guide, nurture and learn and for the benefit of all. Moreover, administrative skills were also reflected because all necessary office equipment for carrying out administrative work was available such as photocopying machines that helped the school to coordinate all work in a school. It is even said leaders who focus on such administrative functions as planning, coordinating and facilitating work tend to have the most productive work together (Loius, et al., 2010).

Apart from that, this leader shared her vision, ideas and concepts that could help in creating a conducive environment. Those seemed to have been bought and implemented by other stakeholders because there was eventually a conducive environment in the school which enabled everyone to carry out his or her duties well. The ability to do that showed the availability of conceptual skills. Technical skills are also reflected with this leader where the school or teachers processed students' reports electronically which is faster, reliable and accurate as I observed their report structure when analyzing their documents. She seemed to have also surrounded herself with people with technical skills to help the school to become effective in all means, which marks a genius attribute.

On the other hand, the principal in School B seemed to possess conceptual and administrative skills but lacked technical and interpersonal skills though he seemed to agree that they are imperative at the workplace. He seemed to like his duty and possess ideas on how he could improve instruction in the school but failed to share those with other teachers to reach consensus, maybe this was caused by lack of interest he saw in other teachers. Teachers and the principals, failed to acknowledge that a culture of teaching, learning as well as a supportive management culture thrive in a school only where the major stakeholders claim ownership of the school mission and vision (Mestry & Grobler, 2004). Furthermore, he had limited administrative skills because

photocopying machines were not functioning. This means planning, coordinating and facilitating work could happen effectively as he had to drive to town for such services based on data. Based on how teachers complained about the professionalism of the secretary and bursar, this implied that they were not qualified for the job and that negatively affected administrative work since they lacked skills and knowledge to carry out those chores.

According to Bolanhle (2013) interpersonal skills have the highest level of relationship with school effectiveness, but based on these findings, principals need to have all skills because they correlate for the effectiveness of the school and students' performance.

4.2.4 Theme 4: Practices of principals in schools

Like Leithwood et al., (2004) indicated basic practices of leadership include: setting a direction, developing people, redesigning the organization and managing the instructional programme (teaching and learning) in a school. Harris and Lambert (2003) added that effective leaders set direction for teachers. For instance, they create a clear vision, shared goals and high-performance expectations. However, the deputy principal in School A said: "*I think our school is successful through collaborating with teachers to set the direction of the school.*" This is important because setting direction together establishes a shared purpose in a team and stimulates teachers' work. On the other hand, Participant UPS 8 revealed: '*Setting no clear expectations keeps teachers from understanding, that is why even if one has ideas and knowledge of what needs to be done in a school they would not share it since he or she needed extra push to get there.*"

One experienced teacher, Participant HPS 9 argued:

> *Although our principal tries her best to help us, it is impossible now with the integrated syllabus introduced in our schools. Its dissemination and implementation were bad, there was no training for us. I am a commercial teacher, how can I be expected to teach Geography, yet I am a commercial subject's teacher?*

Having learnt that there are no adequate books in schools, there is also a lack of content knowledge to transfer to students which puzzled me because through my experience as a teacher, this is not really a problem in schools. I asked teachers to state their highest qualifications in the interviews and atleast five, that is three from School A and two from B, had postgraduate degrees while two

from both schools were still doing postgraduate on a part time basis. This means their principals allowed them a chance to acquire knowledge and skills for their empowerment and to accomplish their schools' goals. Participant HPS 1 said: "*Teachers need to continue learning in order to know about curriculum and technologies to connect our students with sources of information and knowledge that allow them to explore ideas and solve problems.*" Another teacher, Participant LPS 12 said, "*Some of us relied on workshops for our trainings which provide us with time to reflect on what we have learned, we just wish they could be numerous annually*". Participant LPS 10 added: "*Sometimes knowledge gained from those workshops especially one concerning curriculum content is shared among department members, after all, its delivery is mostly dependent on teachers' professional judgment.*"

Based on the findings, all these practices are done by the two principals though differently depending on many factors like environment, personalities and others. Principals direct, redesign their schools and manage instructional programmes their schools in different ways which is reflected in the atmosphere of the school and the results of the students. The most important practice which seemed to be observed and respected by these principals is developing teachers by allowing them to further their studies and attend workshops. According to Mendel (2012), effective leadership begins with the development of a school-wide vision of commitment to high standards and success of all students. Then their leadership spreads around for students' betterment and mostly focuses on the quality of instruction in their schools.

4.2.5 Theme 5: Roles of principals in schools

Given the wide range of demands and challenges of principalship, leadership and management roles or responsibilities of school principals are vast and ever changing. That is why all teachers in School A disclosed that principals do a lot and mentioned duties like conducting assembly, and supervision of study, school financial manager and other administrative responsibilities. Participants HPS 3 said:

> *Our principal does maintain a positive atmosphere in the school, empowers workers especially teachers, monitors that all teachers are at work, provide resources for the school, teaches students, connects the school with the outside world, supports and counsels students and teachers collectively and individually when needed.*

The same opinion existed among School B teachers. Participant LPS 10 put it thus:

> *We usually see our principal supervising morning study, conducting assembly, monitoring classes and ensuring that responsible teachers are in class together with students during the day. Our Heads of Department do that when he is absent from school.*

The School A deputy principal expounded on the matter:

> *Principal's roles are written in the Educational Act. Yes, I respect that, but I do not agree that leaders should do all those as stipulated. I discovered that principal's leadership styles, students, teachers themselves and school circumstances in all schools differ. As such, schools should not be forced to do those roles as they are but should be given license to do as they feel is needed in their schools.*

Although this principal seemed observant of the rules and regulations guiding them at work, he indicated that they read, plan and organize their work together towards what would work for them as a school rather than following exactly what is written as a regulation. For instance, I asked them about the measures they take to ensure that teachers are doing their work. He then said:

> *Our system here is very relaxed. I personally believe we need to do scheme and record only; they are enough to guide teachers in their teaching and learning process. As for preparation book, I think it is a waste of time which we as teachers could use for giving students a lot of work and mark it.*

Furthermore, he disapproved of non-teaching principals and stated:

> *Principals especially of large schools, are all over; they end up not teaching at all while others have only few classes. I do not approve of that. Principals are teachers, they need to teach not only senior classes but also junior in order to have a taste of what is going on in a school in general, including what teachers are going through in classes and how far students can go in terms of behavior and performance. Yes! There are many roles but the crucial one is teaching and learning.*

The School B principal added:

Principals need to teach, I always tell many principals that, they should stop going up and down, rather be at school and in class so that they set a good example for lazy and rebellious teachers because that might make them be ashamed and be influenced to do as a leader does.

Participant HPS 9 said:

Principals' roles are many and diverse, so they need professional training for this position unlike it is now in Lesotho. In that training, they should be equipped with leadership and management skills in all areas like keeping and recording finances of an organization so that they are atleast at the same level with knowledge and skills.

This implies that principals need to have explicit knowledge of contemporary theories as well as the skills to utilize knowledge in schools. However, another teacher, Participant LPS 11 commented: "*We would still like to be taken out for celebration even if few have passed because as teachers, we get beat down a lot. It's nice therefore, to hear or see that we are actually doing a good job.*" Again, Participant LPS 10 argued: "*One another crucial duty for a principal is to maintain order and discipline in a school because if there is discipline in these areas, we would teach effectively without any time wasted.*" Even Nooruddin and Baig (2014) maintained that school leaders play a vital role in formulating and implementing policies and procedures for managing students' behaviour. Furthermore, Participant HPS 6 said principals are expected to cope with crises at school, manage and settle disputes among teachers, make valid and dependable decisions about unplanned topics and act like a capable problem solver (Celikten, 2004). That is the reason the principal in school B said:

Conflicts in a work place are unavoidable, I deal with them to the extent that I delegate others for assistance so that I deal with other duties too, but one of our key roles is to follow up everything taking place in a school, guide teachers and care for them.

From these responses, it can be inferred that principals are expected to perform multiple administrative, leadership and management roles in a school as documented in the Education Act 2010.Those include establishing a culture of teaching and learning in their schools and managing change and conflict, dealing with limited resources and ensuring more accountability to the community they serve (Mestry & Grobler, 2014).This goes along with the literature in Chapter 2

which indicated that principals in schools are both leaders and managers and that is why these schools mentioned somehow similar duties of the principal.

However, some participants requested flexibility in the fulfilment of these roles as they stipulated that schools are not the same, so they cannot be expected to carry out everything in a similar manner. Data reflects that School A does not do lesson plans but is still performs well. Other schools need to evaluate other factors that help them to pass before imitating them completely since what works this school might not work for them. Data also insisted that principals should be trained thoroughly for their position because others lack knowledge on aspects that are very crucial in bringing about achievement, development and effectiveness in schools. Apart from that, guiding instruction which these principals seemed to appreciate seems to be the greatest role of the leaders in schools; that is why they are expected to exercise leadership practices regardless of other chosen styles which could enable teachers to teach learners to the highest academic achievement. Loius et al., (2010), like the deputy principal in School A, stated that teaching and learning are the core responsibilities that principals have to guarantee, perhaps because the vision of all schools in Lesotho is to provide effective instruction consistently.

Contrary to that, I have observed that the instructional area suffers a lot because principals focus on areas of managing finances for instance. This is confirmed by Mestry and Grobler (2014) when saying 60% of principals spent 30-54% of their time on administrative work while on working with teachers on instructional improvement, 70% of principals reported that this took 17-30% of their time. The instructional aspect of the principals' work is too important to be neglected, so ignoring this area would have a detrimental effect on the intellectual climate in schools and on the capacity of school people to build exciting and stimulating learning environments (Mitchell & Castle, 2005). Perhaps, they are advised to balance all their roles so that other roles are not compromised.

Conflict solving, disciplining and motivation are other roles that are extracted from the findings. This means principals are to solve the conflicts of teachers, students and parents in a school or become facilitators because schools need leaders who promote understanding and problem-solving to create communities that engage stakeholders in achieving goals. However, they need to be consistent in solving problems and disciplining, otherwise the school would turn into chaos because in a sense, everybody would be running the school. On the same accord, Whitaker (2012)

posited that while praise and recognition as a means of motivation are of great importance in a school environment, it is important not to go overboard.

4.2.6 Theme 6: Characteristics and qualities of effective principals

According to Participant HPS 3, a leader should be one who puts other people's interest at heart because that would make the staff happy and enable them to work harder. He passionately clarified it thus:

> *A principal must be someone who knows how to interact with all people in a school, who put other people first always, builds the vision and decide with them collectively in a school. For example, he must ask for teachers' input or contribution or opinions in the meetings so that goals are set together.*

Again, Participant LPS 5 noted:

> *Effective leaders need to have confidence in themselves when speaking because no matter how well disciplined and knowledgeable a leader is, their public image and accomplishment depend on their ability to express themselves. Largely, skillful speaking does not only depend on what leaders say but also on how they say it.*

This denotes that a leader must be powerful, responsible, fair and steadfast yet approachable to all. In the same manner, Participant LPS 7confirmed: "*It takes a person to be firm, flexible and implement plans with the staff to be a good leader. Therefore, it is not everyone who can be a leader since some people lack leadership qualities and skills.*" Similarly, the principal in School B indicated that not everyone can be a principal:

> *It is costly to be a principal because one needs to be good in communicating, managing, teamwork and making a follow-up. However, the most important quality of a leader is patience although sometimes he or she needs to be rough and tough so that improvement, implementation can take place in a school.*

Posner (1980) posited that credibility is the key indicator of leadership skills characterized by such traits as being honest, forwarded looking, inspiring and competent. Contrary to this, teachers in School B were asked to mention where their principal excels in his leadership. They all laughed

as they looked at one another. Participant LPS 8eventually commented: "*At least he is good in socializing, dancing and buying us what we want when taking trips, I have never seen any quality in him that I would like to adopt despite his weaknesses that we usually take advantage of.*"

Putting it differently, Participant HPS 8 described a leader as:

> *One who is intelligent; one who knows the strengths and the weaknesses of his staff, then using their strengths for the benefit of one another and the school through delegating them where they could excel, while on the other hand, knows how to empower and compensate their weaknesses.*

"*A principal should know how to teach, improve the school and love students so that they may learn happily, pass with flying colours, then the school's reputation rises higher.*" Commented Participant HPS 3.

Participant HPS 6 emphasized the personality aspect of the principal. He defined his principal's personality as follows: "*My principal has a good communication skill; she knows how to approach accordingly everyone at work, she is calm and knows how to confront people yet with the smile.*" On the other hand, the deputy principal described his principal's qualities as follows,

> *She is a born leader who mentors and guide using decision-making. As a leader, she is a hard worker, has vison, is driven, goes the extra-mile, is patient and always accountable for every little thing taking place in the school, trusts in God's wisdom for guidance and above all things, she is a good listener.*

These findings show that teachers in both schools have different perceptions about their leader. While the principal in School A seems to motivate hers, that of School B seems to demoralize his. For instance, many teachers in School A regard their principal as their role model, as someone motivating them to do their work effectively because they look up to him. They are guided by a leader who is not only intelligent but who involves them in decision-making, embraces their good work, empowers those who are not so good, listens to them and loves the students. Generally, it is a leader who creates a conducive working environment for all, making them to feel at home. This seems to be the reason why the teachers and students at this schoolwork very hard without being pushed or supervised and why it is known as a high performing school.

On the other hand, teachers in school B lost interest in responding to the question about what they like with their principal (good qualities). They seemed very brief in responding, hesitant to talk until Participant UPS 8 ended up saying: *"We really have nothing to say, can we please go to another question?"* This means they ran short of words because they were not impressed with him and the majority of teachers do not approve his leadership qualities because the only area they talked about him well is in socializing when "they are out" which I perceive to have less contribution in the effectiveness of the school.

I also discovered that the respondents' answers in the question of qualities entail some leadership skills, personalities and characteristics that would be expected from a leader. They seemed to use the words skills, personalities, characteristics and qualities interchangeably. However, teachers seem to admire a leader who is kind, loving, patient to everybody but who is still intelligent, fair but steadfast, one whom they cannot take advantage of. These responses seem to correlate with the School Leadership Model of Excellence found in Chapter 2 which has fused together responsibilities, skills and qualities of an effective leader in a school. For instance, that model has principals' responsibilities like monitoring, improving performance, creating vision, while characteristics or qualities include analytic thinking, teamwork, respecting others and being transformational.

4.2.7 Theme 7: The influence of the principals' leadership styles, skills, practices, roles, characteristics and qualities in performance and effectiveness in schools

Generally, school principals are like the engines of a train in that they are primary the factors with their styles, skills, practices and roles together with their characteristics and qualities for the success of the school. This denotes that principals through their styles, skills, characteristics, roles, and qualities do influence schools negatively or positively.

4.2.7.1 Negative influences

In both schools, teachers stipulated that the ways principals carryout their daily duties at school do have some negative influence on students, parents, school, community, the Ministry of Education and Training, the nation and on them too. For instance, Participant LPS 4 said:

The principal here does not trust most of us. That is why he hardly delegates us for any duty at school, for instance, why does he have to go around classes figuring out whether we have dodged? Some of us are mature, responsible and we love this job and we could do it effectively.

Participant LPS 12 added: "*Him having lost trust in us does not inspire us, and his habit declines the schools' reputation since no one among us can protect this school's name when necessary.*" On the other hand, one teacher among others Participant HPS 5 cried out that their principal is good but that affects him. He said:

I like how she conducts herself, treat others, carryout every days' duties but the standard she sets makes us want to work very hard which sadly affects our personal and social lives. I find myself caught in the middle because these students consult even on weekends and it is impossible to dismiss them because that stills impresses me.

"*I have observed that schools that survive are those that have adopted collaborative work and to create such environment, a leader needs to know how to communicate and build connections among workers.*" Said Participant LPS 4. Even before he could finish, Participant LPS 9 intervened: "*Which our leader does not possess. His lack of interpersonal skills makes us uninformed, uneasy, and confused which causes division among us since his friends are always informed unlike us.*"

Most teachers postulated that their principal's behavior at work lowers not only their morale but also their motivation and productivity. Participant LPS 8 revealed, "*We are not happy, and I guess students have observed this. As a result, because he cannot take our advices or concerns, we do what we think is best for us when it fits us. That includes going to class, coming to school and others.*" This perception was reflected where I asked for their scheme and record of work in School B, and Participant LPS 9 said:

I cannot remember the last time I prepared for the lesson. Our Head of Department keeps on reminding us to scheme, record and draw lesson plans and then submit them mainly once in a month, but we usually disappear when we are to submit them, and that's what we usually do.

Even the principal in this school confirmed that it is only few teachers who do prepare and scheme, the rest do not. I therefore, asked him what he does when they do not do their work, then he said "*The best I do is to communicate with them though they sometimes do not change and others do only because they are ashamed of being compelled to do their work always not because they have an understanding of why it is needed of them to do so.*" This gave the impression that teachers do not like their job (scheming and preparing) for example and seem to dislike anyone like the principal or head of department who could enforce them to do such job.

4.2.7.2 Positive influences

Achieving the schools' goals and optimum learning by students is all about school effectiveness. The school principal has a key role in increasing students' success by creating effective learning, teaching and social environments and increasing student-teacher motivation. This is reflected where Participant HPS 5 argued that: *"Our principal does maintain positive atmosphere in the school. She empowers workers especially teachers and monitors that everything is in order so that all can do their work as expected."* This says this atmosphere makes it possible for teachers to share information, solve problems and work very hard to ensure that all students pass. This also helps maintain the standard and reputation of the school. This concurs with the principal B School's view that when the school does well, it is his work likewise, when it does perform badly, it is his responsibility. This means the success of the school, through students' performance, is his success to as a leader".

Moreover, when the atmosphere is good at work, mismanagement of resources is not encountered. For instance, as Participant LPS 11 said: "*If I were a leader, I would hire professional administrative personnel like secretary and bursar so that they would manage resources well through keeping records of incomes and expenses accordingly.*" This means the school would guard against experiencing financial deficit, lack of materials and even low productivity which is reflected in School B where there was no stationery and printing machines were in a bad state.

It was also disclosed earlier that successful schools adopt collaborative strategies which are possible through leaders with interpersonal skills. So, Participant HPS 3 explained: "*Our principal possesses interpersonal skills because she talks to us and encourages teamwork. This makes us to harness our ability to communicate with each other to the resolution of the conflict*." This means

everyone works peacefully and this could lead to greater performance among students and teachers.

The basic finding from the participants on the issue of the principal's influence on school effectiveness is that individual principal can make a difference in school achievement. Some of the literature also corroborates this. The leadership skills or style that a principal adopts can have positive or negative effects on for example, effective aim achievement, students' performance, staff development and job satisfaction. It is, therefore, convincing to say the principal in School A showed her capability and played a significant role in influencing the achievement of students, teachers' adoption and use of innovative classroom practices together with teachers' job satisfaction. Leithwood, Jantzi and Steinback (1999) reveals that effective leaders exercise an indirect but a powerful influence on the effectiveness of the school and the achievement of the students.

School B principal is also very insightful and capable but lack skills such as interpersonal, the environment is chaotic as exemplified by teachers in School B who struggles to motivate all or many teachers, parents and students to do their duties. this eventually affected students' performance, hence school effectiveness. This environment busts work, blights teachers' lives, creates feelings of isolation, makes them blame culture and leaves them unwilling to innovate or collaborate in case something does not work. Moreover, like Seeli et al. (2012) posited, school boards in ineffective schools often lack the expertise and will to mount effective challenges when things are going wrong and in the absence of proper checks and balances, a bad situation grows steadily.

Such schools appear nothing less than unmanageable. This says the cause of school effectiveness or ineffectiveness is leadership and management in nature. However, their influence is indirect and mediated through various means that they employ to increase the productivity of their school (Adam & Lion, 2014) like providing direction for teachers, students, parents and other stakeholders to feel a sense of personal dignity and purpose regarding their involvement with the school.

4.10 DISCUSSION OF THE MAIN FINDINGS

4.10.1 LEADERSHIP STYLES

One frequently mentioned premise is that the quality of school performance is linked to the principal's leadership style and professional conduct, (Fullan & Watson, 2002). The findings in this study therefore, revealed that there are as many leadership styles as there are leaders but adopting the right kind of leadership style or styles at the right time can enable principals to function optimally within their organizations. Currently, most of the administrations are facing problems of applying suitable leadership style in their administration (Ministry of Education and Training, 2010). This means that knowledge of various leadership styles and its right application in all situations could enable the principal to be more adaptable in a change environment and may assist administration to solve the confusion at school caused by overlapping of duties in the work place.

As such, principals in this study indicated that they depend on more than one leadership style to manage their staff effectively. However, for a better understanding of various leadership styles, leaders must be aware of their predominant leadership style so that they can adapt better and more confidently to the demands of the complex education environment. Hersey, Blanchard and Johnson's (2008) disclosed that all leaders have a primary leadership styles while most of them have a secondary leadership style. While the former concerns the behavior pattern the leader uses mostly when attempting to affect the activities of others, the latter concerns the style or styles a principal uses occasionally.

The study again discovered that the principal's choice of leadership style is dependent upon several factors: some external coming from other key stakeholders such as the type of school board, teachers and students. Otherwise the internal factor concerns the personality, skills and the qualities of the principal as an individual. However, Shkurina (2018) says leaders with the best results do not rely on one leadership style alone but use most of the styles available at various times depending on the situation and create space for innovation. This is seen where both principals use different leadership styles in different situations the are faced with in a school. This confirms the contingency theory where a leader is flexible in dealing with the school activities and personalities in an appropriate way at the time depending on circumstances. That is, this leader made sure that her style matches different situations rather than adapting it. In the same manner,

the School B principal used many styles though it was found that their combination did not yield better results. However, his style corresponds more with the laissez-faire leadership theory authoritarian because he seemed to ignore lazy teachers do as they please until he gets angry and he enforces measures on teachers so that they do their work.

However, the most frequent and explicit leadership styles of principals in this study based on the findings which shall be analyzed include the transformational leadership, participative, instructional, situational, transactional, authoritarian and laisser-faire leadership style. However, those that were found to be dominant in the high-performing school differ from those found in the low performing school. In other words, frequencies of the occurrences of the leadership styles observed in School A were five namely, transformational, participative, instructional, participative, and situational while in School B included instructional, authoritarian, transactional and laisser-faire. This is an indication that it is possible to combine more than one leadership style to execute one's duties on daily basis and to correspond to the staff's differences and their readiness level.

4.10.1.1 Transformational leadership style

Based on the findings, it appears that the principal in School A mostly exhibited transformational leadership because some teachers noted qualities of vision, inspiration, trust passion and commitment in her leadership. In the interview, the deputy principal openly communicated the vision for the school with all stakeholders as an intervention measure to improve students' academic performance. However, this leadership style is about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group (Warrilow, 2012). A transformational leader found in this study stimulated and inspired other stakeholders, mainly teachers, to achieve extraordinary outcomes by allowing them to do what they thought was best for the school and students. This demonstrates the principal trusted teachers as Wahlstrom and Louis (2008) state that trust is an important component of working relationships which assisted principals and teachers to achieve greater success in the school environment. Thus, a leader recognizes the concern and developmental needs of individuals; she empowers the followers and encourages them to do more than they originally expected to do. This, therefore, managed to arouse, excite and inspire followers to put in extra effort to achieve group goals. After all, for education, transformational leadership offers the best of everything.

According to Shkurina (2018), transformational leadership can step in to complement transactional leadership, taking the whole process as step further by building upon other forms of motivation outside of simply the exchange of goods and services for money. While other forms of leadership focus on a singular aspect or another, transformational leadership takes a broad view of the issues surrounding the leadership and uses them as a driving force for meeting the overall goals of an organization. Evidence testifies to the connection between transformational leadership style and school outcome indicators such as teachers' satisfaction and self-efficacy, students' academic achievement, school climate, school effectiveness, teachers' organizational commitment and schools' organizational learning as has been found in School A. Although this principal's leadership style promoted democracy and participation, it clearly lacked in enhancing school effectiveness in relation to parent involvement which is a determinant of school effectiveness.

4.10.1.2 Participative leadership style

Regarding the best leadership styles in schools, principal-teacher interactions have great influence on school achievement as it has been seen with School A. This means distributed or participative or democratic leadership was prevalent in the great performing school's setting. Decision-making as seen in this school was a criterion for judging the leadership strength of the principal. The staff in this school was encouraged to work collaboratively towards a shared vision within the school and experience more open and distributed forms of leadership and they felt a sense of belonging in the school which motivated them to work even harder. For instance, the deputy principal disclosed that no teacher can claim a class because they all teach a class interchangeably. It then becomes clearer that working in isolation is often disheartening and overwhelming especially for new teachers. Since School B also had HoDs, prefects, class monitors and monitresses and encouraged students' leadership seemed to observe and recognized the imperativeness of this style of leadership. However, it looked like where it could be encouraged and principals entrust leadership to them, all would join hands and move towards achieving the schools' common goals. With this type of leadership, the principals were aware that leadership is not the exclusive preserve of a single person, rather a shared team activity, thus collaborative. It is obvious that this leadership style encourages teachers to focus on educating students, which is the focus of each school to ensure excellent teaching as is one of its tasks and responsibilities. However, it is a type of leadership that is suitable to apply in school administration when administrators are facing vague

and unclear work situation, which is probably at the beginning of leading, teaching and learning processes. However, to increase teachers' effectiveness, leadership should promote, practice and improve supportive and participative leadership style regularly.

4.10.1.3 Instructional leadership style

Despite other leadership styles, instructional leadership trustworthiness of the principals tends to create school environment with a greater focus on academic achievements (Tschannen-Moran & Garesis, 2015). Both principals in the participating schools played a key position to systematically plan for instructional effectiveness because they even taught certain classes and through protecting instructional time, promoting powerful instructional practices, fostering teaching and learning, monitoring students' progress, and giving teachers specific feedback about their instruction (Deshler & Cornett, 2012). However, the principal of School B as an instructional leader tried so hard to enforce teachers to do their duty and cut sports activities to show how much he valued good performance in a school.

The findings disclosed that principals did not only monitor instruction at school but also went to different workshops, as I discovered during observation, which were meant to provide staff development in instruction so that teachers could carry out activities that would affect learners' growth positively through the principal's guidance. Northouse (2012) too argued that the principal needs to be instructional since their approach to instructional development displays strong and directive behaviour in a school. Significantly, larger effects are found in instructional leadership because it engages teachers more directly to associate with students' learning than transformational leadership whose practices are focused more on the teachers than students. However, this study discovered that the principal of School A used instructional and transformational leaderships often and simultaneously and Kruger and Scheerens (2012) confirmed the concept of 'integral leadership' which is the overlap between instructional and transformational leadership.

Since an instructional leadership style was reflected in both schools, I concluded that, these principals understood that they were accountable for ensuring a sound culture of teaching and learning in their schools although they differed in executing that. As Nuku, (2007) postulated, these principals portrayed learning as the most important reason for being in a school and emphasized the importance and value of learner achievement with the belief that all learners could learn and achieve their dreams; marking the distinction between success and failure.

4.10.1.4 Situational leadership style

According to Anthony, (2019) situational leadership style was developed and studied by Blanchard Kenneth, Hersey and Paul and is applied when a leader in a school or organization must adjust his style to fit the development level of the followers he is trying to influence. That is, a leader is required to change his or her style not the followers to adapt to the leader's style. However, the principal in School A employed situational leadership theory sparingly in relation to transformational, participative and instructional leadership theories in her school Similarly, that in School B employed authoritarian, transactional, instructional, participative and laissez-faire. Regarding School B principal, one teacher said he once managed to negotiate peace with a parent who came very angry saying her child was beaten unfairly by that teacher. This means he changed his leadership styles to suit the dangerous situation that prevailed by being humble and taking the initiative to resolve and bring consensus. This leadership style requires a leader who is guided by theories and apply leadership styles in a variety of ways to suit different needs of teachers, students and parents in their respective situations.

The principal's practices and approach to deal with different matters in this style should be adapted to the unique context of the school because successful adaptation of these practices lies heavily on the principal's influence. That is why though the School B principal was regarded as soft, he sometimes became firm, such as when he let a teacher go to class even though it was not his turn. The most effective leaders use a collection of distinct leadership styles, each in the right measure, at just the right time, and they vary their leadership styles based on the context, the individuals concerned and the desired outcome. In other words, the most effective leader relies on more than one leadership style in dealing with different issues in different situations.

Generally, it can be argued that School A teachers had a positive perception of all their principal's leadership styles because her styles met all their needs in a school. They responded that her styles were extremely supportive of their teaching tasks. For instance:

- They supported the principal and teachers to solve their problems together;
- Enabled the principal and teachers to participate in discussions on different issues enabling them to learn from each other;
- Helped them to be effective by carrying out tasks cooperatively;

- Increased the level of satisfaction;

- Build the confidence of staff;

- Encouraged better working condition;

- Increased the commitment of teachers; and

- Encouraged the promotion of a positive environment in the school.

4.10.1.5 Authoritarian leadership style

The findings in this study revealed that the principal of School B adopted authoritarian or autocratic leadership style which had a negative influence on students' performance and school effectiveness. The authoritarian leadership style was also quite close to laissez-faire and transactional leadership. Data indicated that this principal made decisions about how the school is run without consulting or with a bit of participation by teachers and students in some issues that directly affect them (Mullins, 2007) like abolishment of sporting activities in the school. Due to this leadership style, the principal seemed unable to delegate or include the staff in decision-making which hindered them all from forming partnerships with the community and organizations that could manage to assist with funding, physical and human resources.

The principal's dictatorship was also seen where a teacher shared that the principal allowed students to carry registers for them to sign after their lessons to show that they had attended such lesson in that class which was never tabled for discussion. What the principal demanded was compliance with orders without any mistake. According to Hersey, Blanchard and Johnson (2008) this leadership seemed to lack confidence in subordinates because interaction was limited and was characterized with fear and mistrust throughout in a school.

Through this study, it can therefore be inferred that authoritarian leadership style leaves teachers feeling unappreciated; they are not involved and trusted in the running of the school or in decision-making. As a result, they are insufficiently motivated to perform their duties adequately even though authoritarian leadership style is said to be applicable where a leader is a change catalyst, self-confident and empathetic or maybe in an environment where things have gotten very far off track.

Apart from that, based on the performance of School B, it is very unempirical to say the performance has gone out of hands because although it is not that good comparatively, but it is not in a state beyond repairable; it can still be improved. For instance, the difference between School B performance and School A in 2015 was 3.7%, in 2017 it was 27.3% and in 2018 21.8%. This means the school only needs a leader who could be strategic on how to motivate all to engage productively in their duties. Although most teachers revealed dissatisfaction with this type of leadership, during the interviews, the non-verbal cues and whispers of some teachers were clear enough for me to conclude that this leadership style was still cherished by some teachers. This was on the premise that some teachers in School B responded very well when it was applied. They said it was appropriate because most teachers take advantage of the soft personality of their principal.

4.10.1.6 Laissez-faire

From the interviews, laissez-faire leadership style was reflected in the way the principal in School B carried out daily activities in the school. According to Faaiza, Amy and Herman, (2014), leadership style is coded as laissez-faire when a leader avoids taking a stance, is indecisive and avoids problem-solving. For instance, (although through interviews appeared to know the procedures in the school) the principal neither took any measure against teachers who failed to carry on tasks they were assigned or who missed school without reported reasons. It might have been his strategy to discipline the concerned people but also appeared as a laissez-faire style. According to some teachers in this study, the principal ignored to try different strategies that could compel parents to attend meetings at school and dodged dismissing students who owed school fees or punish them for their misbehavior. That is why teachers claimed that the principal only involved them in disciplining students because he avoids disciplining them. On the other hand, majority of the teachers seemed uncooperative, which is why maybe the principal found it difficult to involve them in decision-making in other areas of leadership or management. His leadership styles therefore, failed in providing much needed guidance to students, and teachers, which would eventually affect their performance because if the leader withdraws too much from their followers, that usually results in lack of productivity, cohesiveness and satisfaction.

4.10.1.7 Transactional leadership style

Like it has been indicated, transactional leadership style was reflected in the low-performing school. Like transactional leaders are concerned with the everyday transactions involved in the running of an organization, the principals are supposed to motivate teachers and students or parents as his or her major role because that brings about intended outcomes in an organization. This means it involved in 'a quid proquo between the leader and the follower' (Sergiovanni & Starratt, 2007). During the focus group in the low performing school, teachers posited that their principal usually awards students who interpreted the scripture well during assembly time by taking them out for lunch. This suggests that transactional leaders use an exchange model with reward being given for good work or positive outcomes. Other than that, he did not only promise to offer teachers who got best grades some gifts or money but also cancelled sports that year with a promise that if they can pass and improve the school's reputation, he had no problem of rejoining regional sports activities like before. To the students, this was a punishment which could force them to work hard to bring back sports, perhaps because some students came to this school for sports only according to some teachers.

It has been displayed that leadership exercised transactional leadership style to get things accomplished in their organization, but the shortfall of this leadership is that it does not guarantee long term changes within the organization. It does not increase motivation or the driving force to improvement or change when exploring change, (Schein, 1996). Contrary to this, Participant HPS 2 indicated that though their principal would not say it but they knew that if they can work to her expectations, she is going to take them to certain hotels to enjoy themselves for some days. As a result, as one teacher put it "*ebamasia-sianemahlokalebeloea se-nangsekaja 'ma'e a tele*" (translated as: it becomes a race to achieve and those without stamina are left behind).

Robinsons, Lloyd and Rowe (2008) asserted that transactional leadership style is laissez-faire in which the leader allows employees to do as they like. Studies have also shown that the relationship between transactional leadership and school outcome is inconsistent and laissez-faire leadership style is negatively connected with school outcome. However, the study found these leadership styles to be reflected in School B.

These findings therefore, says authoritarian or dictatorial leadership style must be applied in a manner that provides learners and staff with dispositions that are significantly important to social change and transformation of the society.

4.11 LEADERSHIP SKILLS

4.11.1 Interpersonal skills

This study highlighted the need for skills in diagnosing the schools' needs. Based on the research findings, it was concluded that effective leadership requires a person who possesses strong interpersonal skills and wide-ranging skills; in particular, communication skills such as listening and effective speaking. Teachers in School A said their principal does communicate and work with all the educational stakeholders particularly teachers and students. This means, effective leadership is all about shared vision and working with others as team work not above others. For the school to perform academically well, it needs a leader who not only shares in the decision - making process but treats all educational stakeholders with respect, promotes collective vision and frequently communicates that vision to all stakeholders. But the leader must also share his or her authority in making decisions with the staff, parents, students and the community. This means the school is the community of leaders, so all leaders need to communicate well with other leaders.

Engaging with leaders' intrapersonal and interpersonal dimension is essential leadership capacities that need to be identified, considered, reassured and built up to bring effectiveness into the school. These dimensions are essential since they enable the school leaders to influence their school community members and achieve greatest engagement. They "oil the wheels" of the interactions, making them smoother and pleasant for all those involved. Furthermore, like principal B indicated, interpersonal skills are helpful if a leader has to negotiate, persuade and influence others; where he or she is seeking a win-win outcome rather than win-lose which will pave way to mutual respect, trust and lasting interpersonal relations. This was reflected more explicitly where he managed to build peace terms with a parent over a beaten student.

In other words, principals must be vocal since they are expected to be inspirational leaders, team builders, coaches, and agents of visionary change, (Banta, 2010) because working to meet

academic and behavioural expectations requires the development of positive administration-to-teacher, teacher-to-teacher and student-teacher relationship.

4.11.2 Conceptual skills

The possession of conceptual skills allows one to visualize abstract concepts, see relations between them and draw constructive conclusions. These skills are found in the two principals in the study though differently based on the level of their schools' performance. For instance, each leader found ways in which the entire school could work towards achieving its goals. They observed their students' performance, teachers' roles and how they conducted themselves, the involvement of the parents, community and the government together with the church in the running of the school. For instance, the School B principal said: *"The church governing this school is very supportive, I often get ideas and advice on how to improve the school at the end of the year."* So, it seems like as principals, they think critically, analyze different strategies they may apply to their schools in terms of effectiveness and then as in School A, share them with the stakeholders before making decisions.

This implies that they were able to work with abstracts and concepts in creative ways for their schools' results as presented previously. That analysis proved that these principals have conceptual skills, bringing concepts and abstract together to yield the success of the school and the students. They can put their schools in the bigger picture, plan their growth, see potential obstacles and develop contingency plans based on their concepts. That is why there is hope that even the principal of the underperforming school still has the potential of taking the school to the highest level.

4.11.3 Technical skills

The adoption and assimilation of technical skills is the key to the success of educational institutions all over the world. Botha et al. (2013) postulated that technology is a 'know-how' pertaining to the delivery of quality teaching and learning. As a result, principals in schools need to be equipped with these skills in their schools or during their training as teachers because up to this time, teachers' training has not effectively included skills and knowledge equivalent to the 21st century including technology attainment. Based on this study, the School A principal seemed to have these

skills because her office and that of the deputy principal were furnished and had different technical equipment like laptops, many phones and Wi-Fi which literally said they are technically knowledgeable.

On the other hand, when teachers in school B were interviewed about the availability of resources in their school, they complained about lack computers and internet. Participant LPS 12 said,

> *I have never seen him active in any operating system, every time he wants such service he goes out for such service. There is no instructional technological equipment for teachers in this school like projectors in classes, printers, and photocopying machine to mention the few. Their availability could be possible if the principal atleast had an idea of their operation or atleast hire people with such skills.*

This is at the disadvantage of the whole school including the students' academic performance.

When analyzing teachers' documents in School A, I detected that their school had installed a programme that helps them quickly, reliably, and accurately to record students' assessment reports. Teachers' technical knowledge helped them to do their work easier compared to the past because the style that the staff adopts, and the nature of technology used determine organizational culture. It seemed like the school was eager to learn which indicated their need for improvement. One thing I thought was lacking is to equip students also with those skills for their best academic performance.

Technical skills are required by today's principals because current students have a wealth of technology at their fingertips that excites and engages them in fun and attention-sustaining activities that make engaging students in academic endeavors even more challenging. Fortunately, teachers also have access to the numerous technology-enhanced programmes that will meet the needs of various students experiencing literacy deficits that are appealing and attractive to them. These findings as seen in School A clearly emphasize that teaching based on technological use contributes to increased collegiality among teachers which results in constructive teaching innovations and improved learning success for learners.

4.11.4 Administrative skills

Administrative skills are important because they keep the business running smoothly. Any successful organization or school should have both administrative professionals with these skills. There are soft and technical skills that contribute to a strong set of administrative skills like filing paperwork, meeting with external and internal stakeholders and others. During my observation at School A, the offices of the principal and her deputy, and the staff room, were equipped with technical equipment like Wi-Fi, computers, printers and many others which proved that they are needed for the smooth running of the school. These were not available at School B. Furthermore, communication is a crucial skill to have when performing administrative tasks, said Wallace Foundation (2011). So, it means administrative skills are visible in School A since teachers and the deputy principal highlighted the presence of teamwork as a contributing factor to their success. Strong teamwork skills help when collaborating on administrative projects, developing a new process or delegating tasks.

On the other hand, during the focus group discussion with teachers in School B, one posited that they usually lack stationery to prepare tests or sometimes toners for printing as part of administration. This means secretaries sometimes lacked paper to type or print electronic documents. This affects the whole system like time management for preparing for students' examination papers for instance, until an option becomes going to other schools for assistance which is a problem again because the school does not have a vehicle, and opts for using the principal's car for such tasks or hires a vehicle.

4.12 LEADERSHIP PRACTICES

4.12.1 Setting direction

Harris and Lambert (2003) argued that an emergent leadership role necessitate communication, develop vision, promote shared understanding among staff, work as change agent, understand change processes, initiate programmes and encourage participants. This concurs with the

researcher's idea that specific practices that fall under setting direction encompass building a shared vision, fostering the acceptance of group goals, creating high performance standard and communicating the direction. Some principals seem to understand this because according to some participants in School A, their principal's setting of high performance standards for them did not only motivate them but also worked as a key for closing the achievement gap between the advantaged and disadvantaged students and raised the overall achievement of all students. In addition, the availability of communication among the staff and the leader showed that the principal and teachers share leadership, therefore better students' achievement will also be realised.

It has been indicted that the principal's lack of ability to provide direction, which is seen from School B principal, stems from lack of vision which impacted negatively on students' performance, teachers' morale and the effectiveness of the school. Vision is one of the most important qualities a leader can have as it provides momentum and direction. Compared with the high achieving school, the lower achieving one provided all stakeholders with no influence on constructive decision-making. That is why according to teachers in School A, as a high achieving school, their principal managed to inspire them to work as hard as they are doing. The findings indicated that although the principal of School B encourages communication in the school for its improvement, he seemed to be unsuccessful in communicating this vision to all stakeholders, especially teachers and parents in the school.

However, all these acts: good communication, promoting shared understanding among staff, understanding change processes, initiating programmes, encouraging participants, building a shared vision, fostering the acceptance of group goals and creating high performance standards, are aimed at helping individuals to focus on the collective work of staff members in a school.

4.12.2 Developing people

According to Leithwood (2006), the practice in this category is about providing individualized support and considering offering intellectual stimulation and modelling appropriate values and practices. However, two identified practices which are closely related to this category are where the principals in both schools agreed and allowed teachers to build their capacities through furthering their studies and acquiring higher qualifications as a motivational factor. These

principals seem to know that they must surround themselves with great teachers so they must fully support them to continually learn and become leaders themselves. By doing this they build their capacity that leads to a sense of mastery. Other than that, offering professional development opportunities for teachers as well as creating an environment where they can experience, innovate and lead ensures a healthy environment for teachers that could have a positive effect on students. Teachers like principals in these schools appeared to attend some workshops prepared by the Ministry of Education and Training to equip them with skills and knowledge not only of the content but also of applying it in lessons.

Through that, the Ministry of Education and the principals supported teachers' efforts of instructing but most importantly, held all members to high expectations and support individual development.

4.12.3 Redesigning the organization

In this practice, principals are expected to build collaborative cultures, restructure organizations to support collaboration, build productive relationships with families and communities and connect the school to a wider community. It also involves building a sense of school community, welcoming professional environment and making efforts to involve staff and students in a variety of actions. The aspect of building relationships with families and communities, among others, went unsuccessful in both schools. Teachers explained that the principal in School B did nothing to connect with the outside world to fund them with some resources. The deputy principal in School A, on the other hand, argued that parents and community advice and opinions in a school are always welcomed. In relation to their students' safety in school, he disclosed to have applied for such funding from different organizations. At least there was that initiative which was not seen in the other school.

Sammons (2004), said there are five main common features of ineffective schools, namely: lack of learner and or teacher discipline, lack of vision, unfocused school leadership, dysfunctional staff relationships and ineffective classroom practices. These prevailed in School B during my observation since the whole school was noisy during class sessions. Students were idling all over without purpose or permission and this marked not only a huge lack of discipline but also ineffectiveness in classes.

In short, the principal's role of engaging external community based on the findings is little understood by both principals although it might be caused by the destruction that the community is doing in School B according to the principal. Again, students' safety was not adequately secured in these schools. Even though School B had security guards around the campus, they were still ineffective due to lack of proper fencing in the school. This implied that a healthy school environment is characterized by basics like safety, orderliness, as well as the sense by teachers that they are part of a community of professionals focused on good instruction.

4.12.4 Managing instructional programme

Managing instructional programme focus mainly on teaching and learning. That is, principals are expected to support and monitor school activities and align resources including instructional materials. According to the Wallace Foundation (2011), effective principals work relentlessly to improve achievement by focusing on the quality of instruction. It is at this stage where principals should consider classroom observations with the intention of promoting both teachers and students' overall performance. Otherwise like it is said, low scoring principals usually give little or no feedback after observation. Another crucial element here is that principals are to provide backup for teachers with students' discipline which did not take place in School B because when they are disciplined, it becomes easy to reach the school's goals and expected students' achievement.

If this practice is done correctly, principals are also to monitor teachers' work in classrooms, that is ensure that they arrive in time, teach students effectively and adequately, give them work, mark and provide feedback. On top of all, such principal should be accessible in case a teacher wants assistance with maybe curriculum content. The findings on leadership practices imply that integration of curriculum, instruction, assessment and evaluation to support students' learning and understanding is a fundamental goal of teachers together with an active and critical principal leadership who creates a conducive school atmosphere for effective and efficient teaching and learning.

4.13 ROLES OF PRINCIPALS' IN SCHOOLS

Based on the findings in this study, it has been deduced that irrespective of the changes in leadership beliefs, the roles of school leaders are still unquestionably vital and even more complicated. All teachers in both schools showed that all schools need a leader. Participant LPS 5 said: *"Even if we have the same qualifications, we need that one person called a leader who will ensure that everything in a school goes as expected, who will guide, control and lead us".* The role of the principals among others include providing strategic direction in a school system, assessing teaching methods, monitoring student's achievement, encouraging parents' involvement, ensuring safety in schools, revising policies and managing conflicts in a school. Some roles like providing direction and monitoring students' achievement were confirmed by many teachers in both schools under study when they said their principals do supervise study, run the assembly, and ensure that students are in class during lessons.

Although some researchers argue that principals are both leaders and managers and need to blend their roles as leaders and managers, others disagree. They say managers are 'taking care of stuff' but leaders (principals) shift from 'taking care of stuff' to almost seeing the future which takes influencing teachers to carry out the vision and mission of the school. Principals are leaders because they are entrusted to empower teachers, ask questions, seek knowledge from everyone and earn respect by giving it unlike managers who on the other hand usually tell workers correct answers, have prior knowledge to impart to everyone and expect respect because of their title which is not what principals do.

This means, regardless of the leadership style a principal adopts, the management roles of their position involve students' administration and discipline, school finances, public relations duties, and chairing school strategic committees, among others. In addition, they are managers of resources, that is 'tools' that will maximize 'production' as they constitute essential inputs in the process of teaching and learning to achieve 'output'. Nevertheless, Ntsoaole (2012) opined that principals enact a wide range of leadership functions like developing staff, coordinating school curriculum, creating conducive environment, monitoring morning studies, conducting assembly, monitoring teachers' attendance and many more.

The differences brought between leadership and management might emanate from research that many leaders view management responsibilities at lower level because they have little vision, mission, culture building and instructional supervision. I perceive they neglected that principals can be effective managers because their roles as school managers was highlighted as being key in determining both the climate and the culture of the school, otherwise the constraints of the work environment limit their effectiveness as managers. Others are of the opinion that leadership and management of principals go hand in hand because the culture building and culture shaping aspects of the job are accomplished through combining leadership and management.

Leithwood (2006) argued that such distinctions are meaningless because for effective and efficient school, leaders require both leadership and management skills and abilities. Apart from that, in schools, leaders and managers are the same people who differ in their approach towards things and people. In a nutshell, principals are assisted by the deputy-principal, HoDs, teachers, parents as well as students' representatives in their leadership and management. The deputy principal in School A emphasized this by saying: "*We do not have a bursar in this school, financial issues are done collectively by ourselves as administration not the principal alone."* Todays' principals must be people who can manage money, understand the law, deal effectively with the media, relate to the various social agencies now interacting with schools, and cooperate with parents.

Virtually, their positions make them wear many hats, for example, that of being a manager, administrator, instructional leader, and curriculum leader at different points in the day. For instance, principals, as managers, appeal to the authority of rules to apply standards of good practice in human, financial and physical resources while, as leaders of people, they give directions and assert influence (Marishane and Botha (2011). This means the success of the principal in the school depends on their ability to combine the two functions for the achievement of the organizational goals because they are assigned to lead and manage the change process and are accountable for the viability of the schools' and for the implementation of measures to ensure sustained improvement. The conclusion drawn from the findings is that principals are school managers, leaders, administrators, governors, teachers, and parents and are accountable to the different constituencies their roles represent. Therefore, the findings correlate with Davis, Bowring-Carr and Ellison (2005) who indicated:

Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts, budget analysts, facility managers, special program administrators as well as guardians of various legal, contractual, and policy mandates and initiatives. In addition, they are expected to serve the often-conflicting needs and interests of many stakeholders, including students, parents, teachers, district office officials, unions and state and federal agencies.

Given the principal's responsibility of leading the staff and students in a school in Lesotho, one would conclude that these leaders are guided by several leadership theories and different leadership styles discussed above. This is because a leadership theory, according to Cohen, et al. (2009), is an approach that a leader discharges the responsibilities of his or her leadership because they guide leaders in discharging their duties.

The conclusion, therefore, is that principals are chief executives of their schools, they represent the top of the school's pyramid responsible for the constructive management of inevitable change. As a result, they need to be drivers of change, be hands on by taking an active part in generating, initiating, legitimating, facilitating, communicating and coordinating all activities involved in a process (Botha, et al. 2013). The principal's role can therefore be described as an art because they need to be innovative and intuitive and able to predict the outcome of events in the school based on the conduct of all stakeholders.

I, however, perceive that the diverse principals' duties in schools might be the reason for others failing to ensure effectiveness in a school especially on the academic performance of the students. Therefore, the development of effective leaders calls for a clear definition of their functions and responsibilities as well as provision of more access to appropriate professional development through their careers and the acknowledgement of their pivotal role in enhancing school performance and school outcome (Schleicher, 2014).

Principals are advised to bring balance to the fulfilment of all their duties to avoid bad performance in their schools and have management and leadership skills to make competent decisions on time to ensure the school operates smoothly especially when involved with consultative decisions or chairing committee meetings. Participant HPS 7 said: *"I think principals must be professionally*

trained for this position to enable them to manage their schools confidently, efficiently and effectively.'' Like Southworth (2002) indicated, professional training of principals will help them in guiding teachers and motivating students, parents and sometimes managing change in the school by providing effective management and liaising with external stakeholders. Another crucial role principals have is to manage the school's finance and provide strategic direction regarding how these finances should be managed. This means they must take all reasonable measures and have the necessary skills and in-depth knowledge to raise additional funding for their schools (Botha, 2013) to supplement the resources supplied by the government (such as provision of rental books) in order to improve the quality of education in their school. However, the selection of individual for school leadership position should emphasize their pedagogical knowledge and abilities in addition to their interpersonal qualification and charisma.

The findings disclosed that principals perform both management and leadership roles at school and they are intertwined and sometimes even difficult to differentiate them as they carry on their daily activities. However, the best leader is willing to commit to a school and persevere despite obstacles or challenges because transformation takes time, otherwise low achieving ones make the school ineffective but also create organizational behavior associated with stress. The assumption however is, if principals fall short in executing their plans, schools are bound to fail, so the study asserts that to effect a positive change in education, strong school leadership is necessary, (Sammons, 2004).

4.14 CHARACTERISTICS AND QUALITIES EFFECTIVE PRINCIPALS

The idea of leadership and what it takes to be an effective leader changes as our societies change. It again varies greatly from one person to the next depending on, for instance, their experiences, culture and background. However, some teachers described effective principals in the following terms: personality, qualities and physical appearance which shall be elaborated further below. According to Antonakis (2017), leaders and managers who show great leadership qualities can inspire their teams to accomplish amazing things. Firstly, a leader should lead by example; he or she needs to trust and know his people since it seems impossible for principals to trust people they have no relationship with. For instance, the principal in School A trusted that teachers with their skills, knowledge and abilities can bring constructive change in the school because like the teachers

indicated, she gave them a choice of getting the best resources for their students and then refund them. That is why I rarely ever heard of her weaknesses during interviews. I think her good qualities outnumbered her weaknesses. She seemed to have charisma because teachers seemed to follow her always. Leaders with charisma are well spoken of, approachable and friendly. That is why all teachers revealed that they have no difficulty in consulting with their principal for any of their needs especially work-related issues. In addition, a good leader needs to adapt and change their leadership styles and ideas depending on their followers' demands and how they need to be led particularly because they are multicultural leaders since today's schools reflect multicultural societies with people from different backgrounds and beliefs. This takes us back to contingency leadership theory and situational leadership style.

There are many qualities and characteristics of effective leaders such as integrity, character, honesty, morality, spirituality, compassion, perseverance, loyalty and respect for human dignity. These findings helped me draw a conclusion that effective leaders are those that have the positive impact on people they serve and work with. Those include, among others, respecting others, team working, initiative developing potentials and others. This agrees much with the new studies of effective leaders who suggested that effective leadership is a result of combination of inherent traits (characteristics) and behaviors as seen in the literature section under the National College for School Leadership Model of Excellence of McBer of 1998. All these can go up to 100% for effectiveness as a leader in a school.

Furthermore, leadership qualities or characteristics are partly learned and partly inborn. However, they are essential to great leadership as without them, leaders cannot live up to their full potential and their employees as a result, will never perform as well as they can either. Perhaps, the most important of all qualities that principals possess is the unquenchable thirst for knowledge for the best leaders know that they will never know all. As Kennedy (2015) opined, they are endlessly curious individuals who never stop questioning and learning. Tertiary institutions in Lesotho must, therefore, learn the best ways to identify and develop these necessary leadership qualities in existing and emerging leaders for higher national standards of education.

4.14.1 Leader's personality

I have deduced from the study that leaders' personalities have a great impact on the effectiveness of the school. A leader's personality is often reflected in his or her style of leading and the actions he or she does at the workplace. It has been found out that the School A principal takes initiative, is clear and communicative because some teachers showed that the principal normally shares her vision and strategies with them in meetings and with individuals so that she could get everybody's opinions before implementing projects or changes in the school. This personality is as significant as intelligence when it comes to ability to perform work tasks efficiently in this school. School B's principal on the other hand seemed to have emotional stability and patience where Participant LPS 4 said, "*Once we see him unapproachable, we know the school is struggling financially, so we stand afar from him*". This means this principal has a strategy to withstand job-related pressure and stress which is to avoid talking with others but rather concentrate on running the school even in difficult situations.

The conclusion is that effective leaders are those who reflected in their leadership's interpersonal relationships, operational styles and professional qualities or attributes. Like Botha et al. (2013) said, they must have the heart of a lion and the tenacity of a leopard when managing relations in a school. In other words, it takes a real sense of personality commitment to push oneself to grow and challenge conventional wisdom and to do this would require them to always keep an ear to the ground and move swiftly to remove negative influences.

4.14.2 Leader's physical appearance

Teachers were asked to explain how a leader looks like in a school. Participant LPS 3 said: "*A leader must have a pleasing appearance, their height, fitness and the way they dress should be appealing because her or his physical impression can influence others positively in a school or in a community.*" This correlates with what I saw during my observation in School B. I saw a good looking, confident, intelligent, and committed man who dressed very neatly and professionally. The same principal said, "*A leader should look smart, clean, and livelier than everyone. It should be obvious to a visitor that he or she is a leader through appearance.*"

Moreover, literature suggests that fitness moderates stress and positively affects cognitive functions and performance. However, Antonakis (2017) made us aware of the "halo effect" in a leader, which is assuming that good looking people possess positive attributes like intelligence, analytic skills or diplomacy yet they do not have. He therefore, argued that judging people by their faces alone can lead us astray because it is not certain which feature marks leadership. Fairly, body language and social skills can overcome the wrong features since highly competent people without the 'features of a leader' can still ascend to leadership roles. It also takes lots of hard work to become an effective leader rather than going along with good looks alone.

4.15 THE INFLUENCE OF LEADERSHIP STYLES, SKILLS, PRACTICES, ROLES, CHARACTERISTICS AND QUALITIES IN PERFORMANCE AND EFFECTIVENESS IN SCHOOLS

Leadership in schools has a great impact on the effectiveness of the schools and in students' performance. Their impact could either be positive or negative as revealed in the findings of this study. Due to the leadership styles, behavior, character and skills that the principal in School B had, many teachers disapproved and many students' success was compromised because they were taught by unhappy teachers. Even though there is no one solution to successful school leadership, there are certain styles, skills, practices, roles, qualities, characteristics, strategies, traits and beliefs that many of the most effective school leaders share as explained throughout the study which seemed to have been adopted by the principal in School A because their school is a well-known high performing school regionally and nationally.

According to Kennedy (2016), with good leadership, schools become effective incubators of learning; places where students are not only educated but also challenged and nurtured. This says everybody in a school especially teachers should become passionate at their work as passionate people have a contagious energy that can positively affect teachers' satisfaction and drive students' performance. For instance, if teachers are motivated and willingly try new strategies because of the trust they have in a leadership, students become motivated too and connect to the school because they trust their teachers. In the same accord, parents become supportive because the principal and the teachers have built a trusting relationship with them. It is not a secret that when people are fulfilled and given an opportunity for career growth as well as autonomy and control, as transformational leaders like in School A do, they become more productive, engaged and effective.

Robinson et al. (2008) stated that when principals, along with their leadership team, understand and value their roles in leadership development, they become key enablers to finding and developing future leaders as they enable teachers to practice in a culture of professional learning and growth where they work with others to develop and share expertise and create the best conditions in which students can thrive and achieve. Therefore, the more leaders could focus their influence on schools, their learning, and their relations with teachers on teaching and learning which are the core responsibilities, the greater their likely influence on students' outcome.

On the other hand, poor school leadership can undermine the goals of an education system because when schools lack a strong foundation and direction, learning is compromised, and students suffer. That is why the Wallace Foundation study (2011) concluded that leadership is secondary only to classroom instruction as an influence on students' learning.

4.16 SUMMARY

The information in this study seems to agree with my argument that principals are critical in bringing about positive development and maintaining quality in Lesotho schools. It can, therefore, be inferred that principals in high-performing schools employ varied leadership styles in their schools such as transformational, participative, instructional and situational leadership styles but with a bias towards transactional, authoritarian and laisser-faire leadership styles which seem to be preferred by low-performing school principals. The latter leadership styles however, brought some challenges at School B.

Theories guide the principal's leadership styles but the contingency theory seems to be among the major ones that guide the leader in School A perhaps because effective leaders rely on more than one leadership style. Their leadership styles help them to achieve the desired goals in a school. On the other hand, this study found that having a clear and accessible vision was among the leadership practices and vital factors in managing the systematic change process. Thus, strong vision is one of the main elements for encouraging organizational members to participate in the change process. The study revealed that for improved school performance, as seen through students' achievement, school principals should not depend solely on being transformative, participative or situational but should become instructional leaders and work closely with teachers, students and parents.

However, the findings revealed that other than leaders' styles in schools, there are some other factors that contribute to the wellbeing of the school.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary of the findings of the study that assessed the leadership styles used by school principals to improve students' achievement and school effectiveness. It provides a summary of the previous chapters. Lastly, the chapter will present the main findings based on the research questions and responses from participants as well as some recommendations related to the study.

5.2 SUMMARY OF THE STUDY

Chapter 1 presented an introduction and background to the study including the study context in relation to education and school leadership styles in Lesotho. Statement of the problem, research questions and aims of the study, research objectives, significance of the study as well as the scope and limitations of the study are presented. In addition, an overview of the theoretical framework, research methodology and research layout are provided.

Chapter 2 focused on the theoretical framework for the study as well as the empirical evidence on effective principals' leadership styles, skills, practices, roles, characteristics, qualities and their influences on students' performance and school effectiveness.

Chapter 3 outlined the methodology, research design and techniques of gathering data adopted in the study, population, sampling techniques, delimitations of the study, data analysis, ethical considerations and trustworthiness of qualitative research.

Chapter 4 focused on data presentation, analysis and interpretation of the findings which is shown in themes and sub-themes.

Chapter 5 provides the main findings, summary of the entire study, recommendations, suggestions for future research and the conclusion.

5.3 SUMMARY OF THE MAIN FINDINGS

Based on the participants' views and perceptions, this section will focus on the summary of the findings obtained from the previous chapters. The summary of the findings will be based on the research questions of the study.

5.3.1 Which effective leadership styles do principals apply in schools?

The findings reveal that the two schools under this study experienced different forms of leadership styles which in turn hold certain implications for how they were managed. The findings demonstrate that transformative, participative, instructional and situational approach to leadership as adopted by School A principal is the most effective leadership styles to be used in schools. This principal seemed to have discovered and employed a unique combination of these leadership styles in different contexts within the school environment to meet school goals. Her leadership styles might have led to an improvement in academic performance despite other challenges like limited resources and minimal parental and community involvement (cf 4.4.1.2).

Through her instructional guidance and support, like the deputy principal has revealed, the Principal of School A helped teachers to improve their efficiency in classrooms. She appeared to be thrilled by emphasizing the importance of instruction, leading professional development that impacts what happens in the classrooms and lifting the spirits of teachers in teaching and learning. This is seen where the deputy principal of School A monitors study and makes sure that students are in class and taught. However, the employment of different leadership styles in accordance with the interest, experience and maturity of teachers and the situation prevailing in a school contributed to the success. Thus, an effective principal is one who plays a leadership role in achieving various other elements in different situations that contribute to an effective school (cf. 4.4).

Based on these findings, it is inferred therefore, that the leadership styles adopted by the principal of School B failed with regard to meeting the new role of principals and the variables indicating school effectiveness. In particular, the failure to improve academic performance markedly is evident in comparison with the other school in this study because his reliance for an authoritarian style particularly lead to lack of commitment on the part of teachers, poor teamwork and lack of motivation to take initiative in decision-making. However, the findings point that he was an

instructional leader too, but the absence of interpersonal relations in a school undermined the optimum potential to which his school could perform. The findings support the idea that transformational, participative, instructional and situational leadership styles give specific guidance to teachers to accomplish desired expectations and discourages excessive use of authoritarian and laissez-faire leadership style (cf 4.4).

5.3.2 What kind of leadership skills do principals demonstrate in their schools?

The findings reveal that there are key leadership skills that principals showed in their schools which helped them to be successful in their roles. Those include interpersonal skills, technical skills, administrative skills and conceptual skills. The successful School A principal seems to know that human beings crave connection and deep bonds with others, so she did everything to nurture and build successful relationships across her school community through, for instance, providing support and assistance to teachers. On the other hand, School B principal seemed to have best ideas (conceptual skills) to improve the school. Although relations were not good and struggled financially, however, he strived very hard to reach their level of success. The results further show that the technical skills which lacked at School B are important, so principals needs to strive to acquire these skills because not only do jobs today rely on them, but also because teachers and students have computers, laptops and tablets that can help them do school work effectively if they are assisted with such skills. Therefore, principals and teachers need technical skills related to instructional technologies and software applications ranging from students' behavior monitoring to grading (cf 4.4.1.1).

The findings also reveal that the principals' acquisition of administrative skills enable them to be well organized in managing the school tasks and activities such as meeting with internal and external stakeholders. Moreover, they allow the school to run smoothly meaning any shortage with office materials like stationery, as seen at School B, reflects a lack of administrative skills. The findings also reveal that successful and efficient schools should have both administrative professionals with strong skills in this area as well as individual contributors who have good administrative skills (cf. 4.5).

Data further shows that conceptual skills are a prerequisite for effectiveness in schools since both school principals possess them though they were implemented differently in each school, hence different results. With these skills, both principals though differently, visualized abstract concepts, saw relations between them and drew constructive conclusions. Thus, they foresaw ways in which the schoolworked, planned and developed contingency plans based on the concepts and then achieved the set goals at differently. This suggests that principals with these skills are found to be critical thinkers, analytic, decision makers, problem solvers and innovators. Although these findings reveal that these skills are equally important, interpersonal skills appeared to be more important because School A principal's possession of these skills enabled her to contribute and connect with those around her and bring the best in them. Again, they are found to have the potential to make or break a leader's career regardless of how conceptually, administratively and technically skilled a principal is. Nevertheless, the principal's ability to relate with others at work and adapt to changing circumstances seemed to create a happier and successful work environment for all (cf 4.5).

5.3.3 Which are the key practices that principals perform in their schools?

Based on the findings, both school principals recognized and observed basic leadership practices, namely setting direction in the school, developing people, redesigning the organization and managing instructional programme. They, however, managed them differently because they functioned under different circumstances despite being guided by the same educational rules. Principals set direction in their schools because they understood that they influenced school outcomes, that is, students' achievement and school effectiveness. Since the findings reveal that interpersonal relationships were good in School A, it became clear that the principal established a wide vision of commitment to high standards and success for all students, and that is why teachers were inspired to work hard because they felt valued and being part of the school. However, data reveals that though there were set goals in School B, bad relations and failure to decide collectively was an obstacle to the school's success. Teachers blamed the principal for not involving them while again the principal claimed the uncooperative ways. As a result, teachers become rebellious, bunk classes and shirk their responsibilities like scheming and recording their work (cf 4.9.1).

Data shows that both school principals develop teachers as another practice by allowing them to further their studies and attend workshops which nourish their knowledge and skills to improve

oneself for better classroom life. Nevertheless, these schools' buildings are physically old and cracked. This means they are not renovated; therefore, principals seem to forget that students do better in environments that help and boost creativity. The findings on the other hand reveal that principals are aware and unhappy about this and they blame the government for not assisting schools financially like it has promised. Therefore, they usually seek funds from different sources although they are usually unsuccessful (cf 4.4.1.1).

Concerning redesigning the organization practice, School A principal unlike that of School B, creates and builds a collaborative culture, supports productive relationships among the staff, although both of them fail to build such relationships with the parents and the communities. The results indicate that it is not easy for principals to involve parents in school activities because they feel like paying school fees is their only responsibility while the community only steals school assets as revealed in School B rather than helping the school and their children to improve. Apart from that, principals do manage instruction. The study shows that they are instructional leaders because they teach some classes, monitored the study and teachers' attendance and supervise schoolwork in general. Nevertheless, they do not observe teachers during instructional time as a way of developing consistency and enforcing teachers and students' attendance policy and improve school commitment through an incentive system. Additionally, School B principal did not involve teachers in decision-making (cf 4.5).

5.3.4 What are the roles of principals in schools?

The findings of the study reveal that principals are responsible for the overall operation of their schools. That is, their roles are not only spelled out in Lesotho Educational Act 2010 Code of Conduct, but also respective churches have set expectations for principals through their principal evaluation criteria and procedure. Therefore, as the study has indicated, principals are responsible for both leadership and management, as these roles go hand in hand. For instance, data shows that principals are required to facilitate their schools' interactions with parents and the community, ensure safety at school, provide resources needed at school, manage school finances, discipline students, delegate and direct non-academic activities to mention a few. However, their important role is to monitor and direct academic activities, supervise and help teachers and students to improve and ensure effective and efficient teaching and learning by defining the school vision,

mission and goals, managing instructional programme and promoting conducive learning climate within the school (cf 4.7).

The findings reveal that both school principals were familiar with these roles, but their implementation differed since schools' function differently. It has also been found out that although the School B principal is clear of what is expected of him could not ensure the greatest performance because teachers, like parents, are not cooperative, students are lazy and demotivated to work while the government does nothing to help the students and the schools to improve (cf 4.4.1.4).

5.3.5 What are the characteristics and qualities of effective principals in schools?

It has been revealed by the findings that there is no single right way to effectively lead a school, but there are several characteristics and qualities common among successful leaders and managers which could be considered when developing effective principals. Those include intelligence, integrity, charisma, cognitive ability, self-confidence, vision, desire to lead, communication and trust, among others. Therefore, the findings reveal that since not all people can possess these characteristics, not all people, can become leaders. For instance, the study reveals that the personal qualities of School B principal were not suitable for his position because he is an authoritarian (cf 4.4).

On the other hand, the principal in School A appeared to be an intelligent person, strong though approachable, and self-confident which enables her to lead the school productively to where is known as a good performing school. Data further indicated that qualities in leadership is not about titles and positions, rather, it is about one's life influencing others. This is explicit in School A where the principal sets high expectations and teachers reach those through teamwork, sharing ideas leading to the good performance of the students and school effectiveness. This emphasizes that leadership characteristics are effective qualities that are commonly observed in successful students, teachers and schools (cf 4.4).

5.3.6 How do principals' leadership styles, skills, practices, roles, characteristics and qualities influence students' performance and school effectiveness?

As has been indicated in different chapters, the study reveals that principals' leadership styles have both a positive and negative impact on teachers, students' performance and school effectiveness. Principals are regarded as a key factor in the quality and sustainability of students' academic performance because a principal in a school is a key person to set a welcoming tone, develop positive working relations and open up a participative leadership style of partnership oversight. For example, the study reveals that principals positively influence students' success in schools by fostering a strong learning climate through building good teacher relationships and impressing upon teachers that their work contributes to overall school goals. As this study reveals, School A principal fostered teamwork among teachers by ensuring a collective focus on school goals and vision so that implementation and solutions could be applied together. This, therefore, facilitates teaching and learning where all teachers and students are more successful than they would be without such principal's support. Nevertheless, students' safety remains a challenge for both school principals (cf 4.4.1.3).

Furthermore, negative principals' influence in a school based on the findings is reflected in a school's lack of good performance, poor communication skills, lack of focus and vision which were found in School B. Even if this principal had ideas as have been seen, but his failure to implement them or influence other stakeholders to buy them shows deficiency. He appeared to lack a vision causing him to fail because a blind leader cannot lead others. However, with reference to data regarding School B principal, it can be inferred that he had a vision, good plans and have empowered teachers professionally, but that knowledge and skills were not shared across the school because he failed to initiate regular meetings, because teachers were uncooperative, students were lazy, parents were not interested in schools' activities, the community was destroying the schools' properties rather than helping the school and the government was silent in terms of assisting the school financially. The most importantly, the leader lacked interpersonal skills. (cf 4.9.1).

5.4 RECOMMENDATIONS

On the basis of the findings presented in Chapter 4, the study recommends as follows:

- The Government of Lesotho, through the Ministry of Education and Training, should introduce professional school leadership programmes in teachers' training institutions in the country.
- The Ministry of Education and Training should develop a policy where principals are only hired provided they have undergone the leadership programmes prior to occupying school leadership positions.
- Lesotho educational policy makers should exert more efforts to strengthen transformational, situational, participative and instructional leadership styles in schools if improved school performance and students' attainment is to be achieved.
- Proprietors should assess progress and professionalism in a school and measure performance in a school as a way of setting examples for continuous improvement throughout the school system.
- The school boards should ensure that principal's recruitment and selection process encourage high quality candidates with suitable skills, knowledge, experience and qualities to ensure effective pedagogical leadership of the school.
- Members of the school management should engage in professional development through furthering their studies on school management for them to effectively complement each other at work.
- Principals and administrative personnel should identify and develop leadership styles or models that fit the school's needs and culture in order to enhance school performance.
- Principals should be supportive, foster participation of teachers, inspire them and encourage professional teaching improvement because strong leadership is associated with high teacher spirit and professionalism.
- Parents and the communities should be guided on their contribution and impact in the development and success of the school and the students.

5.5 SUGGESTIONS FOR FURTHER FOR FUTURE RESEARCH

The findings on this study provide grounds for research work. While the study explored teachers' perceptions on how leadership styles influence performance of high schools in Mohale's Hoek urban in Lesotho, probable future studies would focus on specific areas as follows:

- Future researchers should consider applying a randomized sampling method on this topic so that results might be more representative of high schools in Lesotho.
- If future qualitative method is applied in a future study on this topic, the researcher should conduct interviews with students, parents and the Ministry of Education to substantiate the responses by principals and teachers.
- Future researchers should consider exploring other factors influencing performance in high schools other than leadership styles and socio-economic status.

5.6 CONCLUSION

The researcher believes that, now that teachers' perceptions on how leadership styles influence performance of high schools in Mohale's Hoek urban high schools in Lesotho are known, this study could assist in addressing the challenges principals as leaders and managers, teachers face in schools by applying styles that have been identified ensuring conducive environment for effective teaching and learning and avoid those that hinders development and effectiveness in a school. Despite that there are several theories surrounding leadership, there are also diverse elements like financial status of the school and stakeholder' understanding and contribution in the school that influence a principal's leadership style(s) and only a few were discussed. However, principals need to be aware and acquire skills, knowledge and portray leadership qualities and characteristics that can help them to lead and fulfill the organizational goals collectively with other stakeholders. The researcher believes that the problems which were revealed related to leadership styles at high schools need to be addressed earnestly and urgently in order to improve the quality of education in the country.

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APPENDICES

Appendix 1: Letters of request and permission to conduct research

<div align="right">
Box 15735

Maseru 100

Lesotho
</div>

The Principal

Mohales' Hoek 800

Dear Sir/ Madam

Re: Request approval to conduct a research at --- High School.

The above subject matter refers.

I am currently studying towards a master's degree with the National University of Lesotho in the field of Educational Management and Administration. My research topic is "Assessment of teachers' perception on principals' leadership styles and their influence in students' performance and school effectiveness. I, therefore, wish to request your permission to interview some teachers through focus group discussion and you as a leader on the above-mentioned topic. Please note that this study has been cleared ethically and the recommendation is attached.

Your consideration in this regard would be highly appreciated.

Mrs Neo MoeketsiTs'eole

+266 58835078

Confidentiality Agreement (Focus Group Discussion)

<div align="right">

Box 15735

Maseru 100

</div>

Dear Sir / Madam

RE: Confidentiality Agreement

This is an invitation to consider participating in a study I, Neo Moeketsi Ts'eole, am conducting as part of a master's degree entitled, "Assessment of teachers' perceptions on school leadership styles and how they influence school performance" at the National University of Lesotho. Permission to conduct this study has been granted by the Dept. of Education in the stated institution. I have purposefully identified you as a possible participant in the focus group discussion at your school because of your valuable experience related to my research topic. The study is important as it hopes to shed light on how to improve quality leadership, hence students' performance in schools. The purpose in not to pass judgement on current arrangements but to identify ways to strengthen leadership in high schools of Lesotho. Therefore, I would like to have your views on this topic.

Your participation is voluntary and will last for approximately one hour in a mutually agreed place and you may decide to withdraw from the discussion at anytime without any negative consequences. With your permission, the discussion will be audio-recorded to facilitate collection of accurate data and later transcribed for analysis. All information you provide is considered confidential; your name will not appear in any publication resulting from this discussion.

Kindly sign as confirmation of your willingness to participate and not to divulge the information to outsiders.

Thank you for your participation.

MrsNeo MoeketsiTs'eole (+266 58835078)

Appendix 2: Interview Schedules

School Principals

1. How long have you been a principal?
2. How are principals identified and appointed?
3. What does leadership mean to you?
4. Can anyone become a leader?
5. In your view, what are the requirements for one to become a leader?
6. What is your contribution in this school as a leader?
7. How do you work with the stakeholders for the improvement of the school?
8. How do teachers assist in reaching the goals of this school?
9. Which are the challenges you are facing as a leader and how do you solve them?
10. What would you encourage be done to help you do your work effectively?

Appendix 3: Focus Group Discussions

Teachers

1. What was your motive to become teachers?
2. How long have you been teachers?
3. What does leadership in schools mean to you?
4. What do you like about your principal?
5. In your opinion, which are those things you wish him or her to change?
6. What do principals do to ensure good students' performance in your school?
7. Discuss your contribution to students' performance and the school effectiveness?
8. What challenges do you face on daily basis in your work?
9. How do you deal with those challenges?
10. How does the principal in your school influence the school's atmosphere, your performance and that of students?