Exploring the Practices of Leadership in the United Church of Christ Mission Schools in Zimbabwe: A Historical Case Study

By

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UNIVERSITY OF KWAZULU-NATAL

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DECLARATION OF ORIGINALITY

I, ***Rev. Jairos D. Hlatywayo***, declare that:

i. The research reported in this thesis (***Exploring the Practices of Leadership in the United Church of Christ Mission Schools in Zimbabwe: A Historical Case Study***), except where otherwise indicated, is my original work.

ii. This thesis has not been submitted for any degree or examination at any other University.

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STATEMENT BY SUPERVISORS

As the Candidate's Supervisors, we declare that the submission of this thesis have been done with our permission.

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ABSTRACT

The study explored the practices of leadership enacted by the School Management Teams in the United Church of Christ Mission Schools in Zimbabwe during the period 1995-2010. The research discussed the responses made by the SMTs in regard to the contextual demands in the UCCZ mission schools and identified the factors that enhance or hinder the practices of leadership in the teaching and learning process. The findings revealed that the critical problem of teacher brain drain within the UCCZ Mission Schools weakened the capacity for teachers and the SMTs to produce good results across the respective schools. The problem emanated due to the harsh socio-economic and unstable political climate in Zimbabwe which forced the qualified teachers to leave the country and seek employment in the neighbouring countries and abroad for better salaries and work conditions. The findings showed that teacher brain drain contributes a major constrain to the education sector and resulted in low pass rate and reduced the quality of education in various schools in Zimbabwe. The research is aligned in the field of educational leadership and informed by the theories of distributed leadership, transformational leadership, and context-responsive leadership. Leadership should be viewed as a shared process which involves working with all stakeholders in a collegial and creative way to seek out the untapped leadership potential of people and develop this potential in a supportive environment for the betterment of the school. The study used qualitative approach which assumes that human behaviour can be influenced significantly by the context in which it occurs. Methods of data collection used include interviews, observations, journal entries and document analysis. Participants involved were four School Heads, four Heads of Department and two School Chaplains within the four selected case study schools in the United Church of Christ Mission Schools in Zimbabwe.

ETHICAL CLEARANCE CERTIFICATE

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Dear Rev. Hlatywayo

PROTOCOL REFERENCE NUMBER: HSS/0071/011D
PROJECT TITLE: Exploring the Practices of Leadership: A Case Study of the United Church of Christ Mission Schools in Zimbabwe.

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process:

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Supervisor – Dr. I Musvidziwa
cc. Dr. C Grant
cc. Ms. T Mnisi/Mr. N Memela

DEDICATION

I humbly dedicate this thesis to my late parents (Mr & Mrs Dakarai Fanisa Hlatywayo), my late Aunt Mrs Rev. Daisy Hohoza Dube (nee Hlatywayo), I wish they were still alive to see this milestone, to the whole Hlatywayo family and my home church (the United Church of Christ in Zimbabwe). Thank you for your unwavering love, prayers and support. I am a living testimony of the concept, "*It takes a village to raise a child*". I am blessed to have been born and raised in the Hlatywayo Family and the United Church of Christ in Zimbabwe Family. These two families played a vital role in my upbringing and nurtured my faith and inspired me to fly higher despite all the odds. I chose to pursue further studies in order to serve, contribute and give back to the community and nation that nurtured me. I am convinced that I have an obligation to help nurture the current generation, and the future leaders in my beloved church, nation, region and the entire African continent.

However, as my PhD studies comes to an end, I find myself reflecting on the words of the inspiring Rev. Dr. Martin Luther King, Jr. when he said, **"*The ultimate measure of a man is not where he stands at the times of comfort, but where he stands at the times of challenge and controversy".*** I hope to stand in a place where I can inspire, guide, and rejoice. With God's guidance, I will be there. The journey has not been easy but God walked by my side until this far. Indeed **"*IN CHRIST, THERE IS A FUTURE*"**

ACKNOWLEDGMENTS

ABBREVIATIONS AND ACRONYMS

ABCFM	American Board of Commissioners for Foreign Missions
AIDS	Acquired Immunodeficiency Syndrome
BBC	Born Before Computers
BEAM	Basic Education Assistance Module
BSAC	British South Africa Company
CC	Christian Care
CSRZ	Central Statistics Report of Zimbabwe
CYF	Christian Youth Fellowship
DOE	Department of Education
ECD	Early Childhood Development
ELMP	Educational Leadership, Management and Policy
ETF	Education Transition Fund
FOMA	Friends of the Mission Association
HOD	Head of Department
HIV	Human Immune Virus
II	Individual Interview
IPMZ	Institute of People Management in Zimbabwe
JE	Journal Entry
LMS	London Mission Society
NEAB	National Education Advisory Board
NGO	Non-Governmental Organisation
PI	Plan International
PO	Personal Observation

RLO	Resident Life Officer
SCT	Social Cognitive Theory
SDC	School Development Committee
SIP	School Improvement Plan
SNE	Special Need Education
SMT	School Management Team
SRCP	Student Representative Council President
TRA	Theory of Reasoned Action
TTR	Task Team Report
UCCZ	United Church of Christ in Zimbabwe
UK	United Kingdom
UNDP	United Nation Development Programme
UNICEF	United Nations Children's Fund
USA	United States of America
ZCC	Zimbabwe Council of Churches
ZIMSEC	Zimbabwe School Examinations Council
ZIMTA	Zimbabwe Teachers Association
ZPTU	Zimbabwe Progressive Teachers Union

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

The thesis reported here presents the findings of a study which sought to explore the leadership practices enacted by the School Management Teams (SMTs) in the United Church of Christ in Zimbabwe (UCCZ) mission schools during the period of 1995 to 2010. The study further sought to examine how, through their leadership, the SMTs in these schools responded to the contextual demands and challenges of school transformation. Lastly, it identifies factors that promote or hinder the practices of leadership in the UCCZ mission schools. This chapter provides a description of the focus and nature of the study, background information, the personal interest and motivation, the statement of the problem, the research aims and key questions, the significance of the study, clarification of key concepts, the delimitation and limitations of the study, outline of all the chapters and summary of chapter one.

1.2 Challenges and Focus of the Study

The period 1995-2010 marked a turning point in the education system in Zimbabwe. Some schools were closed down as they could not function due to the economic hardships experienced in the country and some of the teachers left for better opportunities in the neighbouring countries. While some mission schools and non-mission schools were closed, some have remained operational till this day due to resilient leadership that prevailed among them. Mission schools in Zimbabwe are one of the sources of formal education for local people and are perceived as providing better education than government ones (Abbort, 1993; Zvobgo, 1996; Nherera, 2000; Kanyongo, 2005).

A mission school is a religious institution which is developed and administered by Christian missionaries (Kanyongo, 2005), the concept having been used during the occupation of the African continent for the purpose of evangelisation and westernisation of local people (Nherera, 2000; Kanyongo, 2005). The mission schools adjusted to an evangelical and denominational approach which focused on religious education with the

intention of propagating and producing teachers, nurses, farmers, religious leaders and committed Christians among the local people (Abbort, 1993; Zvobgo, 1996; Nherera, 2000; Kanyongo, 2005). The missionaries provided academic courses in schools, vocational training, agricultural input, and hospital services. Some of the mission schools were self-funded or government-funded and perceived as providing better education during the turbulent period of economic hardships in Zimbabwe. African traditional religion and practices were discouraged among the local people.

In order to locate this research in its proper context there is a need to provide and trace the history of Zimbabwe and Chipinge in relation to missionary education in general. Nherera (cited in Kanyongo, 2005) argues that as the demand for the provision of education increased so the colonial government in Zimbabwe ensured that missionaries would not 'overeducate' or empower the local learners. This thinking is in line with Kanyongo (2005), who argues that the colonial education system was critical about the type of education that the missionaries offered for the Zimbabwean schools. Consequently, the colonial government felt that the local people should receive the education which was low and practical in nature, such as agriculture and other practical subjects, so as to prepare them for cheap labour which could not compete with the external world (Atkinson, 1972; Dorsey, 1975; Zvobgo, 1996; Nherera, 2000; Kanyongo, 2005). This ideology has been received as misleading but the missionaries had no option but to align with the colonial government of the time due to the political situation which prevailed in the country. O'Callaghan and Austin (1977) reported that African children were given education which was inferior in nature and not equal to that given to white children and the schools were demarcated.

The industrial training or practical education in the local Zimbabwean schools was limited to elementary knowledge of agriculture, carpentry and building. In 1923, the United Kingdom annexed Southern Rhodesia from the British South African Company (BSAC) and formulated a constitution that favoured whites in 1961 (UND, 2013). In 1965 the colonial government declared its independence; however, this was not recognised by the United Kingdom. It demanded the complete voting rights for the black African majority in the country (UND, 2013), prompting a guerrilla uprising in Zimbabwe which finally led to free elections and political independence from British rule in April, 1980. The Republic of Zimbabwe lies between the Zambezi and Limpopo rivers and it is a landlocked country,

bordered by South Africa to the south, Botswana to the southwest, Zambia to the northwest, and Mozambique to the east. The country's name is a tribute to Great Zimbabwe, the site of the ancient capital of the Munhumutapa Empire. The name *Zimbabwe* derives from "*dzimba dzemabwe*" meaning "houses of stone" in the Shona language (Peter, 1973).

The first task of the new government after gaining independence in April 1980 was to break and democratise an educational system that had been implemented by the colonial settlers. This was expressed through the enactment of corpus education doctrines such as unrestricted primary school education and spontaneous elevation from junior school to high school, among other policies (Hadebe, 2013). Due to the implementation of mass education policies, the then Minister of Education, Chung (1995), observed that the number of junior and intermediate schools had increased from 1,700 to 4,500, while the figures of junior pupils had multiplied from 800,000 to 2.3 million. In parallel, the number of high school learners expanded from 6,000 in 173 institutions to 700,000 in 15,000 institutions. This development marked a positive numerical growth in the education system in Zimbabwe. While the subject of number or figures and admissions had been effectively resolved, matters relating to significance, excellence in education, teachers' welfare, and effective school leadership needed to be handled with care.

The UCCZ is a Congregational Church which administers 18 mission schools, one horticultural college and one nursing training college, with a university to be added. The Church believes in the priesthood of all believers and democratic participation of all members in building the Church of Christ. Nationally, the UCCZ consists of 71 churches, with approximately 14,530 members nationwide. The General Synod is presided over by an elected minister who serves a four-year term as the President and the Church is an active member of the Zimbabwe Council of Churches (ZCC) that is involved in discussions on political plurality, national economic development and human freedom (UCCZ Constitution, 2013). The Church is divided into three regions nationwide, namely Manicaland/Eastern region, Mashonaland/Northern region and Matabeleland/Western region. It was allocated land by the colonial government in 1893 to evangelise the whole district of Chipinge in the Manicaland province and was not allowed to go beyond the region until later. This research focuses on the Chipinge District in Manicaland province, where most of the UCCZ mission schools and institutions were established and are located

(see Map 1.1). It explores the leadership practices within the UCCZ mission schools during the period 1995-2010, although the schools were established long ago. This period marked the turning point in the life of the UCCZ mission schools due to socio-economic hardships and political instability in the country which accelerated the exodus of teachers to neighbouring countries in search of a better life. The exodus of teachers affected the quality of education and school leadership in the whole country and the UCCZ mission schools in particular.

Map 1.1: Zimbabwe Information Centre-Maps Files (www.worldatlas.com)

1.3 Personal Context and Motivation for the Study

To provide a sound understanding of how I locate myself in this study, this section discusses my personal context and motivation for undertaking the study. The rationale for undertaking this study has personal (experiential), professional (practical) and academic (theoretical) components. In order to broaden my perspectives of the research and its illumination it became important to position myself within the problem situation and explain how I became attracted to and fascinated by it. I believe that a PhD study hinges on one's 'internal story' (Bhengu, 2005), a personal expedition closely intertwined with external stories of other players. This is the situation given the paradigmatic stance I adopted for my study, namely an interpretive qualitative approach involving observation, document reviews, journal entries and interviews in schools where interactions with participants were central to data elicitation and interpretation.

My interest in this research was influenced by my childhood and adulthood experience as a leader in the areas of Christian Youth Fellowship (CYF) in the church, student leader in primary and high schools, Student Representative Council President (SRCP), Student Resident Life Officer (RLO) and my work as a qualified teacher and member of the clergy in the UCCZ. As a teacher and clergy member in the UCCZ I wished to have a clear comprehension of the history and leadership practices of the UCCZ mission schools against the backdrop of the contextual issues of Zimbabwe over the previous few decades. My involvement in the practice of leadership unfolded naturally when I started teaching and working with learners, students and youth in various circles, and my pursuit of this study was triggered by a group research project for the Masters of Education (ELMP) class of 2008-2009, of which I was part. I believe that the practices of leadership, particularly through a sustainable, transformational and distributed lens, is relevant and new to Zimbabwean schools, although similar research has been conducted in western countries and in South Africa. However, these contexts are different from the UCCZ mission schools.

The practices of leadership are impacted upon by the context in which they are enacted, but situational leadership is context specific and takes place in a particular environment. There are likely to be a number of factors that enhance or hinder the practices of leadership in the UCCZ mission schools. Harris (2004, p. 19) states that there are ethnic and local

political barriers operating in the schools that make dispersed forms of leadership difficult to implement.

1.4 Statement of the Problem

During the last ten years the study shows that it has witnessed institutions of primary, secondary and higher learning in Zimbabwe, losing large numbers of key professionals (Murerwa, 2004; Chetsanga & Muchenje, 2008; Coltart, 2010; Magora, 2010; Majongwe, 2010; ZIMTA, 2010; ZTC, 2010; Nyanga, Mpala & Chifamba, 2012; Hadebe, 2013). For example, only a minimal workforce remained to manage several institutions in Zimbabwe (Shumba, 2012). While the problem occurs in several institutions, the situation in the UCCZ mission schools appeared desperate as some were managed by very few teachers and part-time staff who were not qualified in the respective subjects offered. More than 45,000 educators have left the country in search of better opportunities in neighbouring countries and abroad over the past decade (Magora, 2010). An unprecedented economic decline in Zimbabwe forced many sought-after professionals to seek refuge overseas and beyond (Coltart, 2010; Magora, 2010; Majongwe, 2010).

The professions hardest hit by the 'brain drain' have been the health and education sector in Zimbabwe, a challenge that has paralysed many schools in the UCCZ mission institutions. The Zimbabwe Teachers Association (ZIMTA) (2010) has been involved in a bruising battle with the ruling government over poor remuneration, reporting that only 7,000 teachers returned to classes following the formation of the unity government in 2009. The ZIMTA further reported that the 5,200 primary schools and 1,500 secondary schools on average fall short by 30% in staffing deficit. The civil servants in Zimbabwe earn an average of US$276, which is not adequate for an average family facing economic hardships. The salaries teachers received were inadequate to meet their living expenses and the country's socio-economic hardships have for the past two decades necessitated a large amount of money to resuscitate the education sector (Coltart, 2010).

The exodus of teaching professionals became a major concern for SMTs. Many of the qualified educators, especially those with scarce skills, left the country for a decent salary elsewhere, and large classes and more teaching subjects for educators became the norm. Magora (2010, p. 2) argues that "there is no way the Zimbabwe Education system can

reverse the teaching staff brain drain with things as they are now". Most of the teaching professionals who fled the country to other African countries or the United Kingdom did so for financial reasons and to give their children a chance for a better future. With education still in the doldrums, these teaching professionals cannot be enticed back, particularly since "Zimbabwean salaries remain dismal, led by a government that is paying civil servants slave wages and you have a recipe for ensuring that the teaching staff brain drain cannot be reversed in the next five or even ten years" (Magora, 2010, p. 2). This problem has negatively affected leadership and teaching processes in the UCCZ mission schools, with the pass rate of learners in the UCCZ mission schools having gone down to 11% in recent years as compared to 53% in 2007 (Majongwe, 2010).

The Zimbabwe Progressive Teachers' Union (ZPTU) general secretary argues that "the academic pass rates for all levels in Zimbabwe tumbled to below 11%" (Majongwe, 2010, p. 1), with some teachers being assigned to teach large classes and extra subjects due to the shortage of staff and leadership. The current situation requires principals, SMTs and chaplains who understand what it takes to transform the struggling schools. In regarding this notion, it is vital to note that the underlying driving factors for these challenges are caused by the economic collapse and political instability in the country over the past 25 years. It is for this reason that this study endeavours to expose the leadership practices of SMTs in UCCZ mission schools, with the aim of examining how, through their leadership, these SMTs respond to Zimbabwe's educational demands and challenges in order to transform.

The government and some mission schools in Zimbabwe closed at the height of the economic and political crisis in 2008 and re-opened in 2009 after the formation of a unity government between three major opposition parties. Coltart (2010) argues that the condition in many institutes remained grim and the physical appearance of the infrastructure was in a deteriorating and shocking state. In some of the Zimbabwean schools, the basic necessities and resources required for teaching and learning to function were missing. In this regard, the practices of leadership to sustain these schools played a pivotal part in promoting the excellence of educational and moral values of learners. The Zimbabwean education system requires leaders who understand the new dynamics of what it means to be a leader and manager in a changing educational setting. It was viewed as the

best within the African region but its quality has been compromised by decades of economic downfall (Coltart, 2010).

While all the sectors of the economy have been affected by emigration of skilled manpower due to economic challenges, Murerwa (2004) confirmed that human resource depletion has been worst in the education system and argues that it should equip educators with adequate skills to operate in national, regional and international sectors. The Ministry's reforms reflected a shift from increased access to increased quality of education and training, in line with the needs of a volatile environment brought about by globalisation and economic difficulties. Globalisation involves socio-economic linkage between places and countries around the world (Manik, 2003), and has had a profound influence on many development countries, including Zimbabwe. Manik (2003) further noted that it had paved the way for international labour migration and, as the economy has globalised, people from around the world have found opportunities attractive to them and crossed boundaries. They decided to migrate following a cost-benefit calculation, as the main objective for migration is substantial monetary gain.

Migration here should not only be viewed as a result of the push factors from the mother country, but also consequences of pull factors from the recipient country. With this in mind it becomes critical to give educational leaders knowledge, skills, values and attitudes that enhance performance and quality education in the global village. Therefore, these challenges perhaps require a different approach to the leadership practices in the UCCZ mission schools and Zimbabwean schools at large. Such complexities have an implication for the practices of leadership for the SMTs and the effectiveness of the schools in providing quality education. How the SMTs in particular, as school leaders, navigate around the impact of staff migration on their transformational leadership practices and still meet the demands of the department is a serious concern for this study.

1.5 Research Aims and Key Questions

The purpose of this study was to explore the leadership practices of the SMTs in UCCZ mission schools during the period 1995 to 2010. It also seeks to examine what informs the way the SMTs enacted their leadership practices and how, through their leadership, they

responded to the contextual demands and educational challenges faced. Lastly, it identifies the factors that promote or hinder the practices of leadership in the UCCZ mission schools.

- What were the practices of leadership enacted by the School Management Teams in the United Church of Christ mission schools in Zimbabwe during 1995 to 2010?

- How did the leadership practices of SMTs in UCCZ mission schools respond to the contextual demands?

- What are the factors that promote or hinder the practices of leadership in the United Church of Christ mission schools in Zimbabwe?

1.6 Significance of the Study

It is hoped that insights gained through this research may contribute to the gap that exists in the literature and knowledge about the practices of leadership in the UCCZ mission schools in particular. It may happen that other mission schools operating within similar contexts may be exposed to similar experiences and thus benefit from knowledge generated. While much work has been and is currently being conducted on leadership practice there is little that targets mission schools, suggesting limited theory and research in this area. This is a vital and unexplored area that I believe may shed some light on a sorely neglected component of the education system in Zimbabwe. The study provides some insights into the processes of leadership practice in sustaining the mission schools, a neglected aspect in the literature. Therefore, the purpose of this study was to contribute to this area on a national, regional and international level. By so doing this study may provide useful information to education officers, school heads and church leaders in Zimbabwe. They may thus be able to understand the importance of creating a school culture that will promote, support and enable the varying practices of leadership. Furthermore, I hope that the outcomes of this study may help formal leaders (SMTs) to foster potential leaders and further help to develop a new generation of school leaders. Through this research I hope to encourage formal leaders to recognise and enhance supportive leadership conditions whilst working to diminish the ones obstructing good leadership and provide appropriate vehicles

for good leadership. The work of formal leaders is to allow staff to engage more readily in leadership practices, especially in those for which they have flair.

Given that new ways and ideas often emanate from other countries, the study would fulfil the utilitarian value and provide maximum benefit to my work and responsibilities. Since current discourse in Zimbabwe focuses on moving towards a common education system in the Southern African Development Community (SADC) countries (Zvobgo, 2007), it should therefore equip teachers with content and pedagogy, values, and attitudes that will enable them to operate beyond their national borders. This was also in line with the economic pressures Zimbabwe was experiencing and which continue to force teachers to migrate to countries within the region and beyond. Murerwa (2004), the then minister of Higher Education in Zimbabwe, confirms the position that there was a great need to train teachers who would be suitable to the local and international school market. The greatest challenge, however, is the brain drain, with teachers who have been trained at great expense leaving the country to work elsewhere.

The purpose of this study is to develop an understanding of leadership practice in the UCCZ mission schools, despite the contextual challenges they face on a day-to-day basis. Again, it was important for professionals, academics, church leaders and research communities to understand how mission school leadership interprets their experiences. The church and society requires good leaders because it needs a well-educated population as well as effective learner learning achievement. Ultimately, therefore, the test of good leadership must be the quality of education learners receive. For this reason, by exploring the practices of leadership in the UCCZ mission school, this case study could make a unique contribution to the knowledge on educational leadership, management and policy.

Further, effective educators have skills and respectable expertise in teaching their subject area. Most of them know how to inspire, relate, and communicate effectively to students of different nationalities and traditions Effective educators demonstrate an understanding of classroom management, instructional planning and goal-setting, and they are aware of the value and use of technology in the classroom (Santrock, 2007). Such teachers can only be developed through appropriate education leadership programmes, appropriated by continuous improvement to which the participants contribute. Thus, the SMT's voices needed to be heard and the issues engaged with, interrogated and critically analysed to

provide some insights into their practice of leadership in the mission schools. This study would create a platform and afford the opportunity for further research on similar topics in the Zimbabwean school context.

1.7 Clarification of Key Concepts

This section clarifies the concepts of leadership, transformational leadership, distributed leadership, context-responsive leadership and brain drain in the context of the prevailing situation in the UCCZ mission schools in Zimbabwe, and indicates how these terms are used in the study.

1.7.1 *Conceptualising the Concept of Leadership*

The concept and discourse of leadership has progressed for some time now yet it is still vital to grasp its meaning during an age of turbulence and globalisation. Many organisations exist in troubled times, so special leadership is required, and defining it is critical if they are to realise their mandates. Those which lack leadership have been seen as underperforming, and the core issue to be addressed here is the substance rather than the style. Leadership should be understood as the process of persuasion, whereby the principal and school leadership persuade staff members to follow and share their principles (Sadler, 2003). From this explanation, the emphasis is directed to the leaders so that they should induce colleagues to achieve specific objectives, in line with the adage that if anyone assumes leadership but has no followers it is a hollow position.

Leadership also refers to influence, strategies, commitment and compliance to meet certain goals (Sadler, 2003), and involves inspiring and motivating the entire school organisation to move in the same direction. In this regard, leadership should be viewed as whole when the objectives of the organisation are fulfilled, however, it is not clear how one has to influence the followers successfully. Hadebe (2013) argues that successful leaders motivate, influence, persuade and inspire through encouraging and supporting the initiative and creativity of their colleagues. Successful leaders exhibit the ability to share and create meaningful vision, motivate followers, improve the existing systems and satisfy the prescribed status. The word "art" brings in the element of creativity and innovativeness of

the leader during the persuasion process. However, being in position of power is necessary for one to influence and persuade the followers to perform one's duties productively and successfully. Leadership, perhaps, should be understood as a procedure of directing the behaviour of others towards the achievement of the set goals (Hadebe, 2013).

Although leadership cannot be described precisely or specifically, in the context of the school it is understood as a mutual friendship between partners who are moving towards one goal to reach the intended destination. The principal has to be creative and not ordinary or mundane, operating at any level without being in position power or authority. School leaders should acquire other professional skills outside their field in order to be more effective, and encourage meaningful reflection among staff members to accomplish their objectives.

1.7.2 *Conceptualising Transformational Leadership*

Transformational leadership requires the ability to motivate, invigorate, inspire and stimulate followers to accept the vision for a noble cause, valuing the position and opinion of subordinates. The teaching staffs are encouraged to be innovative and creative at school, and assume an assortment of empowering notions, such as charisma, vision and culture. It assumes that leadership will focus on the obligations and capabilities of school staff (Sergiovanni, 1992; Coleman & Early, 2005; Robinson, Hohepa & Lloyd, 2009; Leithwood *et al*., (2009).

It is conceptualised in various dimensions, including intellectual stimulation, establishing school goals and vision, modelling the best practices and providing individual support. It also values as important an organisational ethos, results-oriented outcomes, prolific school culture and structures that allow participation in making school decisions. In this regard charismatic attributes refer to the consequences of how the leaders treat their subordinates. For Leithwood *et al*., (2009), Charismatic leaders comprise two types, notably visionary and crisis-oriented. The authority of the visionary leader is invested in the attraction of the vision which the leader adopts, and the readiness of the followers to trust in it. In such context, transformation is viewed positively and as something that can be initiated by the followers. This study will adhere to the form of transformational leadership as purported by Leithwood *et al.,* (2009). Transformational leadership theory is relevant to this study

because it brings new dimensions or aspects, in which the practices of leadership in schools can be reconceptualised, especially in the Zimbabwean context.

1.7.3 *Conceptualising Distributed Leadership*

This study is also guided by the theory of distributed leadership, as suggested by Gronn (2000), Gunter (2005), Spillane (2006) and Grant (2010). According to Spillane (2006), it is a practice which involves conversations between school leaders, teaching staff and their school context. Three elements which are essential are that it is the central and anchoring concern; it is generated during the conversation of school leaders, teaching staff, and their school context, with each element essential; and it is the context which defines it.

Taking Spillane's view, a step further, Gunter (2005) views distributed leadership as being authorised, dispersed and democratic. She argues that it is authorised when leadership work is delegated by an individual occupying a senior position within an organisation. When dispersed much of the work goes on in an organisation without the formal working or knowledge of those within it. Woods, cited in Gunter (2005), states that democratic leadership acknowledges both formal and informal leadership, the creation of opportunities for people to work and learn together, and draw meaning which leads to a shared purpose. It means sharing of power with followers and empowering them to lead. Distributed leadership theory creates opportunities for all educators to become leaders at various times.

1.7.4 *Conceptualising Context-Responsive Leadership*

Some scholars admit that context matters in regard to leader behaviour and its effects on school improvement and school achievement. A synthesis study on leadership practices by Leithwood, Wahlstrom and Louis (2010) documented the impact of context on leadership behaviour, based on the expertise in which school leaders disseminate power in relation to their circumstances. It also depends on an understanding of the root causes of the challenges encountered, and how leaders react to them. Similarly, the school leadership is affected by individual and background variables. The effectiveness of educational leadership depends on the contextual settings of the school, skills, attitude and personality of both parties, the subordinates and SMTs. For example, Leithwood, Harris and Hopkins

(2008) proposed that effective leaders of successful schools apply the form of leadership practices which is related to the stage of school development and its performance. How school leaders employ these practices shows responsiveness to the context of their work. In exploring the practices of leadership in sustaining the UCCZ mission schools, this study goes on to look closely at the context and environment, culture of the school organisation, socio-economic and political situation and emotional possibilities affecting leadership. In line with Leithwood, *et al*., (2008), the study explored the way in which the ten SMTs responded to the contextual realities affecting their leadership. The main interest was investigating how the school leadership responded to the contextual realities and demands of the UCCZ mission schools and what factors promoted or hindered the practices of leadership in sustaining the UCCZ mission schools. In that regard, Louis, *et al*., (2010) confirmed that socio-economics, size of school, its level and setting are context-related. Many studies indicated that SMT leadership practice plays a vital role in shaping how teachers respond to the high demands for the academic performance of learners in schools, with Hallinger (2003) arguing that context is closely linked to school leadership and it is worthless to study the practice without reference to both. A more recent study, by Bredeson, Klar and Johansson (2011), on the relationship between leadership and context, noted that leadership exists in the eyes of the followers. Notwithstanding the literature cited here, the importance of context remains under-theorised, but if re-conceptualised, context can be the vehicle through which leaders are understood. More detail about the leadership theories is provided in Chapter Two, while Chapter Three discusses the theoretical frameworks adopted in this study.

1.7.5   *Conceptualising Brain Drain*

In the local context of Zimbabwe, 'brain drain' refers to the departure of teachers to other countries for a variety of reasons. Chetsanga and Muchenje (2008) list various forms, such as *external*, which may be *primary*, such as when teachers leave their home country and work overseas, or *secondary*, when they leave to work in the Southern region of Africa. The *internal* brain drain, meanwhile, occurs when teachers are not employed in the fields of expertise in their home country, move from the public sector to the private sector or within a sector, for example, when qualified teachers become commuter bus drivers or informal traders. According to Chetsanga and Muchenje (2008), the brain drain has

affected the capacity of all sectors of the economy in Zimbabwe to deliver their mandate. The most susceptible sectors in Zimbabwe are education and health.

The main impact is felt when people leave their own country to work and study abroad, or work and study at home when young and work abroad when older. High brain drain that characterises the sub-Saharan African region are harsh socio-economic and political conditions. In Zimbabwe, they are acute shortages of manpower, thereby weakening capacity for development, however, it is believed that the problem in Zimbabwe is over-dramatised in other circles, hence less critical than portrayed. This study was carried out within such a controversial and sensitive framework. Nevertheless, the brain drain represents a major constraint in terms of school leadership and quality education in Zimbabwe, as the transfer of human resources (teachers). The study focuses on the impact of the external brain drain of teaching staff in the UCCZ mission schools in Zimbabwe.

1.8 Delimitation of the Study

Horberg (1999) holds that demarcating a problem means establishing the boundaries of the problem area within which the research progresses and makes it manageable. In this context, the study focuses on the leadership practices in the UCCZ mission schools, designed as a historical case study and situated in the interpretivist paradigm. Historical case study concentrates on a particular organisation over time, tracing the development of its practices. As a systemic process of describing, analysing and interpreting the past (Maree, 2007, p. 72), it was the most appropriate approach and allowed me to understand the subjective world and meanings that lie behind the social experience of the participants. It attempted to get behind the 'faces and skins' (Bhengu, 2005) of participants and to understand through their eyes and stories their leadership experiences in the mission schools. The emphasis within the interpretivist research paradigm is on experience and interpretation, therefore, it reports on qualitative data gathered from ten SMTs in the UCCZ mission schools during a period of about nine to twelve months.

Qualitative research design is an umbrella term which covers a number of interpretive techniques that seek to describe, decode, translate and come to terms with meaning of a

phenomenon. Cohen, Manion and Morrison (2011) it as a type of educational research in which the researcher relies on the views of the participants. Human behaviour is influenced significantly by the context in which it occurs, and the methods were relevant to this study of the real life situations, with emphasis on lived experiences of the practices of leadership within the schools. Methods of data generation used were interviews, observations, journal entries and document reports. Four schools across the 18 mission schools were identified as sub-cases and include two primary schools and two boarding high schools. The selection was based on the influence these schools had made in regard to the practices of leadership during the period 1995 to 2010. All the ethical issues were discussed and clarified before the research process. Participants completed the questionnaires in their journal entries, and were observed and interviewed during data generation. The research design and methodology are discussed in greater detail in Chapter Four, whilst the data presentation and research findings that provided a comprehensive response to the practices of leadership in sustaining the UCCZ mission schools are discussed in Chapters Five and Six.

1.9 Limitations of the Study

Good quality and responsible research includes a declaration regarding the limitations of the study (Rule & John, 2011). As such, the main limitations of this study arose from its qualitative and interpretive nature. Qualitative case studies do not lead to statistical generalisations because of small samples that can lead to misleading results (Bailey, 2007). The sites sampled were chosen because of availability, convenience and distance, but were not precisely representative of schools experiencing a teaching staff brain drain in the UCCZ mission schools and beyond. I chose them because they lay within my personal area of interest and were convenient for collecting data, and I personally had attended both primary and high school mission schools, but selection of four principals (school heads), four HODs and two chaplains within the selected institutions did not represent the schools' actual leadership profile. The research was confined to ten participants in the UCCZ mission schools who were deemed to be practicing sustainable leadership where a staff brain drain had been rife. The research was limited to UCCZ mission schools because I was familiar with the locality, having worked and grown up in the area.

Although this study did not aim to generalise its findings it did seek to provide deeper insights about the manner in which some school leadership finds new trails as it engages with challenging educational leadership and management landscape. Case studies are not easily open to cross-checking (Cohen, *et al*., 2011); hence this one might have been selective, biased, personal and subjective. They are also prone to problems of observer bias, despite attempts made to address reflexivity (Cohen, *et al.,* 2011). To help compensate for the limitations, trustworthiness was enhanced by utilising multiple-case sites and various other respondents to generate, validate and cross-check the soundness and provide confidence in the findings.

1.10 An Outline of all the Chapters

This study is organised into seven chapters, each dealing with a component of the research process so as to interpret the findings adequately and answer the research questions. The description of these components is provided below.

Chapter One

This chapter has introduced the thesis by providing a description of its focus, nature and background information. It presented details of personal interest and motivation, a statement of the problem, the research aims and key questions, the significance of the study, clarification of key concepts, delimitation, limitations and an outline of all the chapters.

Chapter Two

This chapter is a review of the literature that informed the study, from research on studies of the current leadership practices by the SMTs both locally and internationally, current leadership practices by the SMTs in Zimbabwe, factors that promote or hinder leadership practices from local and international perspectives, and teacher migration and its effects on quality education provision, and summary of the chapter.

Chapter Three

Chapter Three presents three theories that informs the theoretical framework that underpin the study, namely, transformational, distributed and context-responsive leadership. The limitations and reasons for considering each are discussed and then summary of the chapter.

Chapter Four

This chapter focuses on the research methodology and design of the study, research paradigm, research aim and key questions, use of qualitative research design, historical case study, sampling and access to research sites, description of the selected case study schools, data generation methods, data analysis, limitations to the study and ethical considerations, then summary of the chapter.

Chapter Five

This chapter presents and discusses the findings generated from the participants. It describes their profiles and presents the data obtained from the interviews, journal entries, personal observation and documentary reviews of the ten participants. It is guided by the critical research questions that informed the common interview questions administered to the interviewees. The data presentation and findings is followed by the chapter summary.

Chapter Six

Chapter Six identifies, discusses and analyses emerging patterns in the data. Key issues that emerged from the interviews, documentary review, literature review, and theoretical frameworks are discussed. It also focuses on answering the critical research questions as well as the illustration of the proposed models for effective leadership practice in the UCCZ mission schools. The last section presented the summary of the chapter

Chapter Seven

This chapter is a concluding chapter that provides the summary of the research findings indicating the lessons learned from 1995 to 2010 and suggests a way forward to the Ministry of Primary and Secondary Education in Zimbabwe, UCCZ Mission School headmasters, SMTs and the responsible authority leadership. Lastly, conclusions of the study are drawn.

1.11 Summary of Chapter One

Having given the background, challenges and focus of the study, personal motivation, this chapter presented a statement of the problem, the research aims and key questions, significance of the study, delimitation, limitation and clarification of key concepts and summary of all the chapters, it was concluded that the teacher brain drain in Zimbabwean schools remain a problematic issue, especially in the UCCZ mission schools. Against this background, the practices in schools comprise a form of leadership that is beyond headship or formal position. Emphasis is on the interactions between those in formal and informal leadership position, acknowledging the work of all individuals who contribute to transforming and sustaining the schools. The following chapter provides an in-depth literature review on local and international debates around educational leadership and management practices.

CHAPTER TWO

LITERATURE REVIEW: LOCAL AND INTERNATIONAL DEBATES

2.1 Introduction

Having presented the background and focus for the research study, and stated that the conditions in Zimbabwean schools in general and UCCZ mission schools in particular require leadership practices that are relevant to coping with the contextual realities and leadership that will aspire to transform the schools despite the conditions. This chapter reviews scholarly debates or discourse relating to the current leadership practices of the SMTs within local and international contexts. In constructing my argument, I begin by defining the concept of educational leadership and management then move to discuss how it has evolved by looking at traditionally views, styles and theories. The distinction between leadership and management is explored and interpreted in terms of how these two concepts can enhance learner performance. The review discusses the factors that enhance leadership practices in the process of teaching and learning and school transformation. This review identifies conditions and factors hindering the leadership practices in schools.

2.2 Leadership and Management Practices by the School Management Teams (SMTs) in Schools

A body of literature concerning leadership practices in the United States of America (USA), Canada, Europe and South Africa (Day & Harris, 2002; Gronn, 2002; Spillane, 2006; Grant, 2008; Grant & Singh, 2009) is growing. Authors such as Leithwood, Seashore-Louis, Anderson and Wahlstrom (2004) have claimed that without powerful leadership, troubled schools are not likely to be turned around. In this review, the authors indicated above agree that leadership is not what one person does to the other but rather it can be distributed from one individual or a group, regardless of the position they hold in the institution. Leithwood, *et al*., (2004) contend that practices such as setting the direction, developing people and redesigning the organisation are key factors for leaders aiming to significantly improve student learning in their schools. Without leaders to effectively implement these practices, little would happen to improve academic achievement. It is understood that the role of a school leader has changed from being a

manager of school operations to being an effective transformational, sustainable and distributive leader. The impact of the educational leader on student achievement has been understated, with growing pressure from all levels, such as students, teachers, principals and education officers, to improve academic performance. Therefore, educational leaders must guide schools under enormous scrutiny, while facing challenges posed by an increasingly complex environment.

According to Fullan (2005), wide-scale and sustainable change in schools can only be achieved through effective leadership designed to provide the direction for the necessary change. In an effort to create systematic change that will improve academic achievement, the principal must implement structures and processes that will guide teachers. School leaders can exhibit strong leadership behaviour in order to move schools forward and improve academic achievement (Hopkins, 2010). There is a strong belief that principals need to be visionaries, instructional leaders, experts in areas of assessment, community and relationship builders and change agents (Fullan, 2005). I concur with these scholars in that SMTs in any given context must be willing to take risks and promote the development of teacher leaders to spearhead the effort toward successful academic achievement.

2.2.1 *Educational Leadership Practice and Management Discourse*

Leadership practice and management are defined inversely in diverse contexts, with contestations over the definition in various international contexts, notably the USA, Canada and United Kingdom (UK). For instance, Gronn (2000) holds that there is no natural entity of 'leadership' as universally defined, rather it means diverse things to various organisations in their own context. However, Gronn (2000) suggests that scholars rethink their approach and continue to search for a universal meaning. For Law and Glover (2000), leadership is an aspect of management, and the two terms are used interchangeable. They contend that both functions can be separated according to context, for example, with strategic development being a key function of leadership for change while day-to-day problem-solving is clearly a management function. Institutionalising a leadership-centred culture can be seen as essential because it motivates and empowers people. Managers are leaders who must be inspired and motivated to support their team. Therefore, true leadership equals sincere teamwork. Hoding similar views regarding

educational change, Fullan (1999) states that leadership refers to mission, direction and inspiration, while management relates to designing, getting things done, carrying out plans and working with people effectively. It can therefore be concluded that, the differences between management and leadership are not clearly defined, as shown on Table 2.1 (below).

Table 2.1: Management and Leadership (adapted from Law & Glover, 2000, p. 14)

Author/s	Management	Leadership
Schein, 1985	Building and maintaining an organisation structure	Building and maintaining and organisational culture
Hodgson, 1987	Path-following	Path-finding
Bennis and Nanus, 1985	Doing things right	Doing the right things
Bennis, 1989	The manager maintains… relies on control	The leader develops…..inspires trust
Bryman, 1986	A preoccupation with the here-and-now of goal attainment	Focused on the creation of a vision about a desired future state
Zaleznik, 1977	Managers maintain a low level of emotional involvement	Leaders have empathy with other people and give attention to what events and actions mean
Louis & Miles, 1992	Designing and carry out plans, getting things done, working effectively with people	Establishing mission….giving a sense of direction
Hodgson, 1987	Being taught by the organisation	Learning from the organisation

Law and Glover (2000), argue that whilst leadership and management may be regarded as being independent concepts, at other times they are one and the same. Coleman (2005) supports the idea that their explanations overlap and their usage differs in different contexts, countries and professional cultures. On the other hand, Thurlow (2003) holds that there is no single generally accepted function of leadership and management. For instance, in the United Kingdom contexts, leadership is viewed as more important concept, with 'management' relating to operational tasks and 'administration' to routine tasks. In contrast, the North American view is that leadership and management are a subset of administration. In South Africa, the concept of leadership, management and administration

are complex and difficult to understand, as they are used in confusing ways (DOE, 1996). Sometimes the terms are used interchangeably, with 'administration' usually referring to the secretarial issues supporting teaching and learning. However, the Task Team Report (TTR) on education and development (1996) in South Africa stipulated that "management is not equated to administration, there is a distinction between these concepts" (DOE, 1996, p. 28) although this distinction is not defined in this report. Some academics view education leadership and management as similar concepts, some as two separate fields and some as interactive. Rather than responding to these concepts it is important here to acknowledge what various authors have written, indicating the position that governs this study at a later stage.

West-Burnham (2003), views leadership as concerned more with values, mission and vision, while management is concerned with the execution, planning, organisation and deployment. Similarly, Astin and Astin (2000) view leadership as the process which works towards movement and change in organisation, while management is a process which works towards stability, preservation and maintaining the status quo. Law and Glover (2000) describe both terms as building and maintaining an organisational structure whilst Pillay (2009) defines management as 'doing things right' and leadership as 'doing the right things', which implies that they are separate concepts. My understanding is that 'doing the right thing' implies managing by following policies, rules and regulations, and doing things by the book, whereas 'doing things right' means leading by using one's own intuition, personal judgment and particular thinking pattern, to achieve the institution goals. The question now arises as to whether one can be a good leader without being a manager. Schön thinks not:

> Leadership and management are synonymous terms. One can be the leader without being the manager. One can for example, fulfil many of the symbolic, inspirational, educational and normative functions of a leader and thus represent what the organisation stands for without carrying any of the formal burdens of management. Conversely one can manage without leading. An individual can monitor and control organisational activities, make decisions and allocate resources without fulfilling the symbolic, normative, inspirational or educational functions of leadership (Schön, 1994, p. 36).

While it is apparent that various scholars see a clear distinction between leadership and management, others see them as interconnected. Coleman (2005) believes that leadership and management are used interchangeably in everyday speech. This is in line with Sterling

and Davidoff (2000) who state that, in reality, leadership and management support each other, work together and are inseparable. There are areas of overlap and in practice it is difficult to draw a line between the concepts. Therefore, both are viewed as two sides of a coin, complementary, and both are crucial for the UCCZ mission schools to prosper. I believe leadership that involves the creation of a vision and mission for the UCCZ mission schools is vital, as is management, so that they can be run on a day-to-day basis. Both are thus essential and should work hand-in-hand for effective functioning, with the utilisation of both being the domain of all stakeholders, from the school heads, HODs and chaplains in the study schools. The concept of leadership and management is relevant to this study since the research explores the practices of leadership enacted by the SMTs in the United Church of Christ mission schools.

2.2.2 *In search of Educational Leadership for the School Management Teams in Schools*

As Harris (2010) explains, defining leadership is difficult, particularly in education, because different demographics and organisations foster different styles. Teaching has become too complicated, requiring the highest level of professional practices for higher performance (Harris & Muijs, 2005). It is one of the major profession which can transform and build a knowledge society, whilst, by virtue of position and influence, school leaders are believed to be argents of transformation and change-makers in society and schools.

One of the crucial aspects of school improvement is the development of leadership at all levels. School heads, in particular, must implement the vision and mission of the school, and coordinate the daily routine roles in their organisations. The role of school leadership, therefore, is to take the school to the highest level expected by all stakeholders and to realise this vision, teachers should be inspired. In line with this notion, Cammock (2001) contends that leaders who can best generate powerful and optimistic visions are required for the future. They must inspire and motivate people to support such a vision for the betterment of the organisation or society, but this requires a special ability and one that is in short supply. Marzano, Waters and Mcnulty (2005) believe that leadership is crucial for the effectiveness of any school. The effectiveness of a school is defined in terms of learner outcomes (Creese & Early, 1999) and research on school improvement has shown that good learner outcomes are a product of effective leadership (Harris, 2002). In line with this

thinking, Robinson (2004) listed three aspects of development in educational leadership as significant:

1. From the generic to educational leadership theory: It recognises the importance of educational expertise and experience which are specific to schools and schooling

2. From the leadership traits to leadership practice: It focuses on the practices of leadership that make an impact to teaching and learning

3. From the heroic to a distributed model of leadership: It recognises schools as complicated institutions that require leadership capacity at all levels in order to function productively.

Paradigm shifts of educational leadership theories have significant implications for both the research and practice, and the ones shown in these theories have the potential to make a positive difference to the quality of teaching and learning. Over time, the practice of leadership has been understood as an individual pursuit.

2.2.3 *Leadership Practice as an Individual Pursuit for the School Management Teams in Schools*

Traditionally, leadership has been theorised by focusing on the qualities of the individual in both local and international discourse, with 'traditional' theory suggesting that leaders are 'born rather than made', and share common leadership traits that make them distinct from the followers. According to Coleman (2005), this theory is linked with the stereotypes that leadership is gender-related, which assumes that males are greater leaders than their female counterparts. The 'great man' theory assumes that not everyone can lead but that only a few selected individuals with certain skills and talents are born to do so. In line with Coleman's thinking, Pillay (2008, p. 12) argues that leadership has been viewed as "coercive, authoritarian, bureaucratic and top down approach" and that traditional leadership was "centered on hierarchical authority, division of labour, strict rules and regulations and impersonal relations". Similarly, Grant (2008) holds that leadership was related to the idea of headship.

In line with the above authors, Muijs and Harris (2003, p. 112) contend that leadership is often equated to "headship and the great man theory of leadership still exists", whilst Khumalo (2008) views it as the only responsibility of the principal as a leader. For Coleman (2005), the principal attempts the challenges and complexities of leadership as a lone figure. Despite the traditional understanding of leadership stated by various scholars above, my focus is to understand the types of leadership practices enacted by the SMTs in the UCCZ mission schools. I believe that the more the school collaborates, the more the staff and leadership seek to support each other. In some Zimbabwean schools, the school head is viewed as the sole leader and his or her rule centres on strict rules and regulations, with a division in power, and a rigid hierarchical authority, with him or her at the top. Within this traditional pyramidal frame, some heads in the UCCZ mission schools act as the sole decision-makers, with little consultation with the SMTs or teaching staff.

It is believed that leadership is perceived as the privilege of an individual in a formal position of power and is understood in terms of position, status and authority (Grant, 2006). In this traditional form of leadership, Harris (2005) found that the schools remain unresponsive to the demands of changing contexts within which they operate. Some scholars argue that leadership should also be seen as an activity in which all the stakeholders engage not just a few individuals (Hopkins, 1994; Gronn, 2000; Muijs & Harris, 2003; Bennet, Harvey, Wise & Woods, 2004; Gunter; 2005; Spillane, 2006; Harris, 2007). In line with this thinking, Grant (2006) contends that without leadership the transformation of schools into professional learning communities is unlikely to occur, and recent discussion has been about the importance of good leadership practice, particularly shared leadership which contradicts traditional views.

Muijs and Harris (2008) state that leadership is premised upon individual endeavour rather than a collective action, but this study works on a premise that leadership does not equate to headship. To support my position, I draw on the work of Gronn (2003), who believes that while leadership signifies power and authority in an executive hierarchy the misperception is caused by a slip of tongue from the person who leads. In contrast to the traditional view, there is a realisation that leaders are agents of change whose acts affect other people more than the way in which other people's acts affect them (Spillane, 2006). Ash and Persall (2000) are of the view that there are many leadership opportunities and numerous leaders within the school, and that leadership is not role-specific. Previously,

principals took charge of all the administrative managerial and leadership tasks, but within the current educational context these duties are being shared amongst members of staff who have the expertise to ensure that schools run smoothly and effectively. Therefore, formal leaders in schools must ensure that they empower their staff by allowing them to take on active leadership roles within schools.

SMT membership comprises skilful leaders who devote most of the time in their schools and assume leadership roles when required (Harris & Lambert, 2003). Within schools, they often take on leadership roles without even being aware of it. In line with this thinking, Harris and Muijs (2005) contend that school leaders have taken on leadership roles and often serve as agents of change rather than as leaders who enact or initiate it. This suggests that the SMTs contain leaders who have autonomy within their schools and therefore can only implement changes that are beneficial to their learners within their context. To reinforce this view, Barth (cited in Harris & Lambert, 2003) indicates that if schools are to be seen as effective learning centres then all SMTs must play a leadership role in sustaining their schools. They have qualities waiting to be unlocked and engaged for the good of the school. In contrast, I believe that the whole concept of leadership practice ought to be informed by a proper understanding of the change process, as making something different. As a result, it needs to be adopted along the concept of innovation, such that the concept will be allowed a space to unfold for the benefit of the school.

Research studies on leadership discover that expertise to lead needs to be vested in other leaders and dispersed within the school among fellow SMT members (Day, Harris & Hadfield, 2003; Muijs & Harris, 2003). These authors further view that for SMTs to be empowered, schools should provide the necessary opportunities for growth through the creation of opportunities for staff development and ensure that all educators are involved in the decision-making at the school. This step can open up the possibility for a more democratic and collective form of leadership within a school, characterised by a form of shared leadership in which educators develop expertise by working collectively. Harris (2003) holds that leadership includes a wide range of individuals who complement the school's unique culture and community. This view of leadership stresses the relations between people within a school setting, portraying a vibrancy created out of shared purpose and being part of the school community. Gronn (2000) contends that whatever definition of leadership one chooses to adopt the emphasis should be on collective action

and empowerment of school leaders, which suggests that it must be distributed fairly. Therefore, leadership can be seen as one of the ways through which dignity and professionalism can be restored and viewed as a powerful tool that the SMTs in the UCCZ mission schools can use to transform their schools.

In order to enable leadership to flourish, Harris (2003) says that school leaders need to work in schools which are creative, enabling and flexible. Every school head must be the leader of these leaders and motivate them as key resources, a kind of leadership that has many advantages once put in practice. For example, the educators can develop a sense of belonging with a view to ownership of the school and embrace the same vision as the school head. In this study, there is a need for the SMTs in the UCCZ mission institutes to reflect more on their own leadership practices and examine ways in which they can improve the teaching and learning processes. The passion to understand the practices of leadership, particularly in relation to teaching and learning in schools, is evident. Hargreaves and Fullan (1992) and Katzenmeyer and Moller (2001) hold the view that the key to educational change is the school head who facilitates the process. The principals and SMTs need to view leadership as a shared pursuit rather than individual pursuit.

2.2.4 *Leadership Practice as a Shared Pursuit for the School Management Teams in Schools*

In contrast to traditional views of leadership, an alternative perspective slowly gaining more appeal is that leadership is seen as a shared pursuit which enhances individual people to fulfil their work effectively (Spillane, 2006). Rather than performing all the vital leadership roles as 'heroic' leader, the role in the school is distributed amongst all members of staff. The heroic leadership approach is addressed in a 'leader plus' strategy which Harris and Muijs (2005) call 'person plus'. This approach identifies the importance of multiple leaders in the school environment. Gronn (2000), writing in the USA context, proposed that traditional ways of viewing leadership be replaced with the view that leadership can take place in dispersed form, providing space for the movement of influence in the schools and different from autocratic connections of headship leadership (Singh, 2007). A distributed leadership perspective acknowledges the work of individuals who contribute to the leadership practice regardless of whether they are formal or informal

positions (Harris & Spillane, 2008). Harris (2007) summarises the shift expected from traditional theories to normative leadership as rapidly vanishing. Although strong leaders with brilliant dreams and ideas exist, there are sufficient to meet the demands and changes of today's schools. A preferred conceptualisation form of leadership practice should be understood in terms of shared activities and multiple interactions.

In the UCCZ mission schools, principals, HODs and chaplains should be encouraged to lead in order to meet the needs of the changing landscape, with the schools supposed to meet the objectives of skills development in Zimbabwe. Leadership should be distributed in order to create multiple interactions. I concur with Katzenmeyer and Moller (2000) that in every school organisation there are 'sleeping giant' leaders who can be change agents. However, this is relevant to this study, since there is a potentially good leadership within the UCCZ mission schools. Sterling and Davidoff (2000) share a similar view, notably that everyone has leadership potential and the leader's journey is about nurturing and developing it.

2.3 Different Types of Leadership Practices Enacted in School Context

Research on SMTs' educational leadership theories has been conducted around the world, with different models being investigated and findings arising similar to the Zimbabwean context. Leithwood, *et al*., (2009) and Coleman and Early (2005) have identified six traits of leadership, namely instructional leadership, transformational leadership, moral leadership, participative leadership, managerial leadership and contingent leadership. Leadership is concerned with the human aspect of management and fall along a range of control. The leader's style can be either autocratic or authoritarian, depending on the context. On the other hand, it can be democratic and participative; therefore, it is necessary and important to understand the variety of different leadership styles available in educational leadership. For instance, the leadership style or approach necessary to administer a group of newly appointed teachers might be different from that needed to direct a synchronised team of professionals who are used to working together. Probable close and sympathetic attention will be required in the first case, while in the second case leadership is more likely to focus on the general guidance and acceptance of ultimate responsibility. Within all situations, and given the vagaries of educational management, there must be a guiding set of core principles on which the leadership style, both of the

organisation as a whole and of its departments, is based. This is in turn reinforced through procedures and policies, relations between staff, managers, departments, divisions and functions, and direction from the top.

2.3.1 *Instructional Leadership Practice in School Context*

'Instructional (or pedagogical) leadership practice' applies when the principal's attention dwells on the culture of learning, a practice also called *learning-centred leadership* since the emphasis is on learning, teaching and learner achievement (Coleman & Early, 2005). The main focus of the principals in this approach is teaching, curriculum and monitoring of students' learning. Instructional leadership invests more time in educational matters as opposed to administrative and management tasks. Good guidance from leaders enables teachers to improve their effectiveness in the school and the instructional leader does not take an authoritarian stance towards educators but offers means to the teaching and learning process. This leadership practice consists of three dimensions, namely, encouraging the school environment, explaining the mission of the school and running the instructional programme, the main aim being to enhance learner achievements and other forms of outcomes. For instructional leadership, the leader knows the finest technique of teaching and administers both educators and learners, encompassing hierarchies and top-down form of leadership. The major challenge is that prodigious leaders are not necessarily phenomenal classroom teachers, or *vice versa* (Poplin, 1992). Another weakness is that it focusses on the progress of learners and takes into consideration little of the development of teachers. Instructional leadership practice has outlived its usefulness because education leadership demands school managers to be servants of shared vision as well as problem-solvers, resource-finders and cheerleaders (Poplin, 1992).

2.3.2 *Transformational Leadership Practice in School Context*

The practice whereby leaders inspire their followers with a vision that invigorates and inspires them to work towards a common cause, 'transformational leadership' (Robinson, Hohepa & Lloyd, 2009) considers the value of other people or followers rather than their personal ego, inspiring through good communication in regard to the vision of the organisation. Innovation and creativity is encouraged among the staff (Coleman & Early, 2005) and teachers are influenced and motivated to work hard for their schools.

Sergiovanni (1992) considers transformational leadership practice as the first step and as essential to get the work done in the school. It holds a range of empowering leadership concepts; whether visionary, cultural or charismatic, generally agreeing that emphasis should be on the assurances and abilities of organisational staff. This is conceptualised around several principles, which include creating school vision and goals, offering intelligent motivation and providing personal support. It also models the best practices and values, demonstrates high performance expectations, creates a productive school culture and develops structures to encourage involvement in school decision-making (Leithwood, *et al*., 2009).

The consequences of what school leaders do and conditions in which their subordinates find themselves are attributes of appealing or charismatic leadership. There are two types of compelling or charismatic leaders, namely, visionary and crisis-made (Leithwood, *et al*., 2009). Their authority lies in the appeal of the vision and willingness of subordinates to believe in it. In this scenario, change is perceived positively, as something that can be instigated by the followers. The crisis-made charismatic leaders are products of different circumstances, perceived to be beyond the coping mechanism of potential followers. In any case, this style symbolises some form of vision-building, indicated by Leithwood, *et al*., (2009) as follows:

- Helping to provide colleagues with a complete sense of purpose

- Introducing procedures which involve subordinates in the shared vision

- Advocating a vision for the institution but not the way that pre-empts others from expressing theirs

- Stimulating colleagues with visions of what they may be able to accomplish if they work collaboratively to transform their practices

- Helping to clarify the meaning of the institution's vision in terms of practical implications for programmes and instruction

- Helping staff to understand the relationship between external initiatives for change and the institution's vision;

- Supporting staff in understanding the larger social mission of which their institution is a part, a social mission which may include such important end values as equality, justice and integrity

- Using all available opportunities to communicate the institution's vision to staff and other stakeholders.

As Nobin (2004) notes, the practice of leadership required by top managers these days is called 'transformational leadership', a practice that involves extra effort in motivating the subordinates' views and ethical values, and inspiring them to think about challenges in a different way. The utmost distinguishing quality is an aptitude to generate a vision that unites people. In line with this thinking, Leithwood, *et al.*, (2009) suggest that transformational leaders possess a roadmap for attaining their vision, and energise followers into supporting it. Charismatic leaders are often known to be committed to their vision and their course of action, with an unshakeable trust and boldness and confidence. Also, they possess the skill to communicate these as inevitabilities to their followers.

Transformational leaders put across their vision by giving followers a new purpose for working, known as 'framing' (Nobin, 2004), which involves identifying the core values and purpose that should guide employees. These include integrity, individual initiative, teamwork, people development, mutual trust, respect and commitment. It is important for managers to recognise changes as threats to the organisation since they occur slowly. The major challenge or limitation is that it does not stimulate improvement and works only when both leaders and followers understand and are in agreement about which tasks are important (Leithwood, *et al.*, 2009). Also, it lacks conceptual clarity and covers a range of attributes which makes it difficult to clearly define its boundaries. Some of the attributes of transformational leadership are contained within the definition of other leadership approaches. It is often interpreted as an 'all-or-nothing' approach, instead of a matter of degree. There is a propensity to view transformational leadership as something that few leaders can achieve, instead of using its attributes as a continuum that incorporates various components of leadership (Northouse, 2007).

2.3.3 *Moral Leadership Practice in School Context*

A leadership practice that originated with ethical values and morality, 'moral leadership' espouses values as vital in building leaders' mind-set and defining their leadership practices (Sergiovanni, 1992). The aim is to promote ethically acceptable actions and fairness in schools, but in order to develop autonomous behaviour of the students and the

teachers; self-governing values are used in the classroom (Coleman & Early, 2005). School leaders need to know the principles on which they are acting and what guidance will enable them to make a practical choice or decision. In doing so, it will encourage them to locate some of the issues they face on a daily basis within a wider ethical framework, understood in terms of a moral mission of educational institutions. This has been characterised as making a difference in the dedication of skills and taking action to the norms of civil society, demonstrating fairness, sharing and mutual trust, collaborating and managing conflicts in the workplace (Fullan, 1997). Although the ethical standard of leadership can be an essential component of any leadership style it is not without its share of critics.

Critics of this approach are particularly averse to engaging in the values debate, believing that values have no place in administration or decision-making. They perceive it as a more rational approach to leadership practice, hence are quick to critique it as suspect. Advocates of moral leadership argue that educative leadership needs to be concerned with rightness not attitudes, styles and behaviours. Moral leadership practice is primarily concerned with how managers treat their staff and how they in turn treat each other (Fullan, 1997). To this end, the grounding for moral leadership practice in the education sector lies in how services are delivered to employees, and not just what is delivered. Indeed, it can be argued that in the educational context the nature of leadership is to treat subordinates with dignity and respect. I believe that effective leadership cannot be value-free. In determining leadership preferences of educators in the UCCZ mission schools I include the moral or ethical dimension as a key variable for effective leadership practice.

2.3.4 *Participative Leadership Practice in School Context*

In the democratic sharing of the decision-making process in schools, 'participative leadership practice' (Coleman & Early, 2005), leadership roles are shared among all the educators within the school and a co-operative atmosphere is created. Participative leadership practice creates a conducive environment for all teachers to lead in their own way. In participative leadership, all team members are involved and engaged in creating and constructing meaning and acting on it (Bennet, Crawford & Cartwright, 2003). The idea developed from a viewpoint that decision-making is a group process (Yukl, 2005). Three viewpoints that emerged from this thinking are, firstly, that it improves

organisational effectiveness; secondly, it supports democratic principles; and, thirdly, it emerged from the context of site-based management which is the main drive of school restructuring initiatives for the past decade. The understanding is that governance and authority should be shared among all authentic stakeholders in the school, based on the expertise of individuals, considering their democratic right to make choices, and critical role in the decision-making process. In South Africa, it is argued that this form of leadership is an integral part of the transformation process.

In almost all aspects of the education organisation, people work in groups at some time or another, for instance, in committees, project teams, or working parties. In the context of education, tasks are undertaken by groups of people who rarely work on their own, the tasks determining the working practice, usually because they are relatively complex and require the combined abilities of a number of people or because they involve co-operation between a number of individuals. Educational institutions are faced with a massive amount of complex decision-making and there is a tendency to believe that power in the organisation should be shared rather than being in the hands of one person. One of the most challenging tasks that confront contemporary managers is group management in an enterprise, and a successful leader, is to create interactions that are pleasant and positive, and that lead to the attainment of the organisation's objectives.

2.3.5 *Managerial Leadership Practice in School Context*

'Managerial leadership practice' is a formal approach that emphasises the roles and conduct of the leader in relation to the effective attainment of goals. This can also be called 'transactional' or 'organisational' leadership and is viewed as bureaucratic and hierarchical (Coleman & Early, 2005). Administrative practice is dormant and strictly formal, common in many schools today with principals and school leaders concentrating more on administrative and official issues instead of matters related to teaching and learning. It is sometimes viewed as a functionalist approach, whereby a leader is concerned with lucid distribution of tasks among members of the organisation. The leader pays careful attention to the status of each member in the hierarchy of the organisation, a practice often contrasted with the more visionary or participative approaches described above. In this model, there are managerial aspects of leadership which are explicitly incorporated. According to Caldwell (1992), leaders are encouraged to become involved in a recurring

process of goal and priority setting, identifying urgent needs in the school so as to address them immediately, planning and budgeting, implementing and evaluating in consideration of all staff and community. Duke and Leithwood consider the following managerial aspects to be explicitly incorporated in the managerial leadership approach:

- provide and distribute adequate fiscal and material resources so that they are well utilised

- manage the student body

- anticipate problems and devise effective ways of addressing them

- manage the institution's staff and maintain effective lines of communication with all stakeholders

- accommodate policies and initiatives undertaken by the district office, regional office and central office to assist school improvement

- reduce disruptions to maximise teaching effectiveness

- mediate conflicts and differences in expectations

- attend to the political demands of school functional (Duke & Leithwood, 1994).

The main task of managers and leaders is to make sure that the organisation works well, being in charge of and responsible for helping people, systems, structures, strategies, and organisational culture to work well together in different ways to meet the goals of the organisation. Mintzberg (1990) writes that the real world of running organisations is not as neat as suggested by the four terms: planning, organising, coordinating and controlling. He argues that it is best to think about managers' jobs in terms of the roles they play. Research reveals that they need to play a number of different ones every day. They interact with a wide range of people, personalities, and information and make different types of decision.

2.3.6 *Contingent Leadership Practice in School Context*

Contingent leadership practices involve a leader focussing on the variation and respond to various situations within the school context. The aim is to increase the capacity of the organisation in responding productively to the demand for change required for development (Coleman & Early, 2005). The importance is placed on the response to various situations in the schools and the leadership is expected to respond effectively in

order to solve the problems in relation to the needs of a specific situation. The conditions might involve, for instance, the nature and choices of co-workers, conditions of work and contextual effects. The practice is dependent or contingent upon these circumstances. Therefore, it would be essential to find differences in how leadership is practised.

The literature distinguishes between "practice' and 'problem-solving" alignment to contingent leadership. Discussion on leadership practices focus on explicit leadership practice and attempts to define a concise number of visible patterns of such practice. In contrast, the literature on problem-solving explores the internal cognitive and affective processes engaged in by leaders as they reflect upon the problems they encounter and what course of action to take. In essence, leaders tend to create patterns of response according to the problems they encounter. Inevitably, it would seem that what leaders do is contingent upon how they think.

2.3.7   *Invitational Leadership Practice in School Context*

Invitational leadership practice is viewed as a professional one that addresses the entire setting, including relationships formed in educational and other settings (Stafford, 1998). It is a process for communicating caring and appropriate messages intended to summon up a realisation of human potential as well as identify and change those institutions and relational forces that defeat and destroy potential. Stafford (1998) identifies four qualities of invitational theory:

> *Respect* – people are able, valuable and responsible and should be treated accordingly.
>
> *Trust* – educational and other helping relationships should be cooperative, collaborative activities in which process is as important as product.
>
> *Optimism* – people possess untapped potential in all areas of worthwhile human endeavour.
>
> *Intentionality* – human potential can best be realised by creating and maintaining places, policies, process and programmes, specifically designed to invite development and by people who are intentionally inviting with themselves and others, personally and professionally (1998, p. 63).

With invitational leadership every person and everything in and around schools, colleges and other human service organisations adds to or subtracts from the process of being a beneficial presence in the lives of clients, colleagues and customers. Ideally, the factors of people, places, policies, programmes and processes should be so intentionally inviting as to create an environment in which all are cordially summoned to develop intellectually, socially, physically, psychologically and spiritually. While bearing in mind the crossover that occurs in practice between the above styles of educational leaders, the following table provides a summary of the seven perspectives on leadership practice as coined by Leithwood, *et al*., (2009).

Table 2.2: Seven Perspectives on Leadership Practice (Leithwood, *et al*., 2009, pp. 18-19)

Approaches to Educational leadership	Who exerts influence?	Sources of influence	Purposes for influences	Outcomes of influence
Transactional	Traditional manager	Position power	Directing and controlling	Conform to norms
Instructional	Typically, those in formal leadership roles	Expert knowledge; typical position power	Enhance the effectiveness of educators' classroom practices	Increased student growth
Transformational	Typically, those in formal leadership roles, but not restricted to such persons	Inspire higher levels of commitment and capacity among organisation members	Greater effort and productivity; develop more skilled practice	Increased capacity of organisation to continuously improve
Moral	Those in formal administrative roles	Use of a system of moral values to guide organisation members	Increased sensitivity to the rightness of decisions; increased participation in decisions	Morally justified courses of action; democratic institutions
Participative	The group (including non-administrative members)	Interpersonal communication	Increased participation in decisions	Increased capacity of organisation to respond productively to internal and external demands for change; more democratic organisation
Managerial	Those in formal administrative roles	Positional power; policies and procedures	Ensure efficient completion of specified tasks by organisation members	Achieve formal goals of the organisation

Contingent	Typically, those in formal leadership roles	Matching leader behaviour to organisation content; expert problem-solving process	Better meet needs of organization members; more effective responses to organisation's challenges	Achieve formal goals of the organisation; increased capacity of organisation to respond productively to internal and external demands

Table 2.2 (above) shows that different styles of leadership practice have their own characteristics and the most suitable approach depends on the school environment. Therefore, leadership is influenced by the context in which leaders' work. Studying school leadership without reference to the context is practically meaningless (Hallinger & Heck (1996) so to understand its importance, the principals and the SMTs should be educated on the context and leaders encouraged to practice in whole or in part the styles of leadership prescribed, according to their choices, needs and contexts. In order to be a successful leader in any given school context, principals and SMTs must understand these ideas and practices. In recent studies, Preedy *et al*., (2012) identified the four discourse of leadership as controller, therapist, messiah and eco-leader. However, this study does not discuss or incorporate these.

2.3.8 *Distributed Leadership Practice in School Context*

Preedy, *et al*., (2012) suggested that reorganisation in schools should be related to the four factors of distributed leadership, development and learning, context, and a broader understanding of student outcomes. For educators to feel cared for and valued they should be involved in leadership, given opportunities to learn from each other and involved in making decisions. Although all these are important, this study will focus on distributed leadership, a process of allowing all members of the team to work together; respect each other and provide opportunities to one another to lead at the workplace. The heroic type of leadership has outlived its time since it cannot satisfy other members and does not create possibilities for other members to work constructively. I believe that the intention of

distributed leadership is to motivate all members of staff to work together for a common goal or vision and not to divide the workload. In this regard, creating opportunities for people with expertise is important.

2.3.8.1 Characterisation of Distributed Leadership Practice

Distributed leadership practice is characterised as authorised, dispersed and democratic (Gunter, 2005), authorised as delegated leadership whereby the workload is disseminated from the head to all members of staff. It is frequently accepted due to the hierarchy within the system and it gives status to the person who does the work. It is authorised when the principals delegate leadership tasks to educators in an autocratic manner and looking at these characteristics closely one can deduce that it follows a hierarchical system. This view is similar to that of Khumalo (2008), who says that the principal has the authority because of his or her position. In contrast, Pillay (2008, p. 21) states that, "leadership has to be shared throughout the organisation, involving teachers working together to improve classroom practice and therefore pupil outcomes". Therefore, authorised distributed leadership poses some challenges to the UCCZ mission schools today and can no longer be recommended.

Gunter (2005) also discusses dispersed distributed leadership, indicating that it focuses on promoting the private interests of individuals through collective action and allows performing of duties without following formal position or hierarchies. As self-governing, bottom-up and up-coming it is well-received due to the knowledge, skills and personal attributes of the team members who works together to accomplish the desired goals. Gronn (2000) sees it as centred on impulsiveness and instinctive working relations, whilst for Gunter (2005), although the formal structures exist with role incumbents and job descriptions, the reality of practice means that people may work together in ways that work best. In order to accomplish the desired organisational goals, leadership roles should be shared widely among colleagues and power shifted away from the formal leaders. Therefore, improving the quality of teaching and learning requires schools to be more collaborative and participative, thus strengthening leadership practice.

The third characteristic of distributed leadership is democratic, which is equivalent to 'dispersed' leadership. Both terms are used interchangeably and have the possibility of

concretive accomplishment. These terms have a sprouting character, with inventiveness circulating widely (Woods, 2004). Further, democratic distributed leadership values and recognises the importance of dissention as opposed to assuming political neutrality (Khumalo, 2008). For Harris and Spillane (2008), distributive leadership is more of a framework to practice. I would agree in support of dispersed and democratic distributed leadership because it encourages everyone to work and contribute to the development of the school, and hence be equipped with relevant skills. Therefore, school heads would be good leaders if they distributed leadership, and school improvement would occur when leadership is distributed among fellow colleagues (Harris, 2004).

Distributed leadership is viewed as something more than accounting for all the leaders in a school, accounting for various actions to arrive as a more comprehensive account of leadership and more than shared leadership (Spillane, 2006). It is understood as interaction with others rather than actions of heroes. In a South African context, Grant (2005) views distributive leadership as involving distribution across the organisation and concentrating on engaging expertise wherever it exists, rather through seeking it in formal or informal roles, within the context of a collective concept, *batho pele*, meaning that the groups of people come before the individual. I hold the views of Gunter (2005) and Grant (2008), that schools which redefine leadership roles shift power relations within them, thereby allowing leadership to be authorised, dispersed and democratic. When roles are redefined within a school the power relations are shifted away from the heads, creating flatter leadership structures. However, Spillane (2006) points out that distributed leadership is not necessarily collaborative and that it has the flexibility to allow for both democratic and autocratic leadership, such that it can be distributed either in a positive or negative manner. These characteristics are useful and offer an apt framework to describe and analyse how the practice of leadership is distributed in the UCCZ mission schools.

2.3.9 *Sustainable Leadership Practice in School Context*

Sustainable leadership is crucial in any given school context because it keeps the organisation moving and draws on the element of shared responsibility. Hargreaves and Fink (2004) believe that it does not overly reduce human capital or financial resources that support the surrounding educational and community environment. It has an activist

engagement with the forces that affect it and builds a diversity of educational environment that encourages cross-fertilisation of constructive ideas and positive practices in communities of shared learning and development. School leadership practices create temporary, localised flurries of change but little lasting or widespread improvement. The SMTs in any given school can develop sustainability by committing to and protecting deep learning to ensure that improvements last over time, especially after the SMTs have gone. They can achieve this through distributing leadership and responsibility to others and considering the impact on the schools and communities around them. The SMTs can sustain themselves so that they can persist with their vision and avoid burning out in the midst of the prevailing challenges, as in the Zimbabwean situation. It is important to promote and perpetuate diverse approaches to reform rather than standardised prescriptions for teaching and learning, and engage actively with their environment. The SMTs in schools need to achieve goals that stimulate others to follow them in working toward them, and leave a lasting legacy.

The definition of sustainable leadership highlighted above suggests seven principles, namely, that it matters, endures, spreads, is socially just, is resourceful, promotes diversity, is activist and systems must support it (Hargreaves & Fink, 2004). It is about planning and preparing for succession from the first day of a leader's appointment and can be achieved by grooming successors to continue important reforms and keeping successful leaders in schools longer when they make strides in promoting teaching and learning. One way for leaders to leave a lasting legacy is to ensure that others share and help develop their vision. Leadership succession, therefore, means distributing leadership throughout the school's professional community so others can continue with it after the principal has gone (Spillane, Halverson & Drummond, 2001). In a highly complex world, no one leader, institution, or nation can control everything without help (Fullan, 2001). Sustainable leadership benefits learners and educators and does not marginalise the rest. It values the notion that schools affect one another in webs of mutual influence and takes responsibility. Sustainability is tied to issues of social justice, and leadership means not only maintaining improvement in one's own school but also caring and accepting responsibility that the schools and students' actions affect the wider environment. It therefore, provides incentives that retain the best leadership pool in the school. Such opportunities provide time and allow the leaders to network, support, and coach, as well as learn and mentor their successors. It is not cheap because it cares for its resources and develops talents for

all educators rather than lavishing rewards on a few proven stars, whilst taking care of its leaders and encouraging them to take care of themselves.

Advocates of sustainability create an environment that fosters the capacity to stimulate continuous improvement on a broad front and enables people to prosper in their increasingly complex environments by learning from one another's diverse practices. Innovative schools create this diversity, recognising and cultivating many kinds of excellence in learning, teaching, and leading as it provides the networks for sharing different kinds of excellence in cross-fertilising processes of improvement (Hargreaves & Fink, 2004). Sustainable leadership does not impose standardised templates to everyone but must also have an activist dimension with the environment. The SMTs in the UCCZ mission schools can do more apart from managing change, notably pursuing and modelling sustainable leadership and reaching goals that matter, whilst inspiring others to join them in working toward those goals and leaving a legacy after they have gone. Leaders do not usually let down their schools, despite the odds, and failure often rests with the systems in which they work. Therefore, these systems must make sustainability a priority and not leave it to individuals.

2.4 Current Leadership Practices and Challenges in Zimbabwean Schools

In 1980, the government of Zimbabwe appointed the Nziramasanga commission and other academics in the field of education to review the Zimbabwe education system. The delegation brought up a number of findings, but of interest to this study are those concerning leadership in primary and high schools:

- There was overwhelming evidence that the country's primary and high school education system was a mere waste of time for the majority of students, a view prompted by the Zimbabwean education system handling students as if all would end up doing A Level and university studies in the country.

- The delegation was informed that the country was still providing the old British type of education to all primary and high school students. The participants in the study revealed that the current education system was bringing frustration and a sense of failure for students.

- Most parents in the study were angry and bemoaned a situation in which after four or six years of high school education their children left school without practical skills (Nziramasanga, 1999).

The findings from the Nziramasanga commission reflected that the key stakeholders were not happy with the type of education given to their children. It was evident that there was an urgent need to change the school leadership approach if the schools were to remain effective in the turbulent society of the 21st century. The study was carried out at a time when the teachers, who are the backbone of any educational system in Zimbabwe, were working under trying conditions (Hadebe, 2013). During this period, they were faced with low salaries coupled with work overload in terms of professional demands and high teacher-pupil ratios. They were not involved in the decision-making process and felt that they were being deprived of their professional freedom (Nziramasanga, 1999). The socio-economic and political situation in the country caused them to have an indifferent attitude about their work and observation of low morale among them was evident. While they experienced the similar difficult conditions they had to remain focused and encourage the de-motivated colleagues to achieve the desired objectives.

The students' performance was described as dismal, as evidenced by the *Chronicle* newspaper of 10 June (2009), reporting that some schools experienced a drop in pass rate from 83% to 68% in the 2008 exams. Under that difficult situation, it is interesting to note that some schools recorded success (Hadebe, 2013); therefore, it becomes important to study the model of leadership practice and understand how it can produce varying results under similar conditions. The limited supply of material resources in the schools created a challenging environment for both teachers and administrators. Coltart (2009), the then Minister of Primary and Secondary Education, Sports and Culture, observed that sanctions imposed by Western countries on the Zimbabwean government had affected the education system severely. This saw the government failing to pay teachers good salaries and for the greater part of 2008 no lessons took place in most schools. In this case therefore, leadership is crucial in accomplishing all stakeholders' expectations in transforming and sustaining the UCCZ mission schools. If well exerted it gives an organisation a unique character and form towards achievement of set goals under any given conditions (Hadebe, 2013). The SMTs have been challenged to maintain services in the midst of a brain drain.

2.5 Teachers Migration and its Effects on Quality Education in Zimbabwean Schools

The migration of professional teachers and its effects on quality education in Zimbabwe has been a subject of major debates over a few decades. In their research, Nyanga, Mpala and Chifamba (2012) noted that the migration rates are greater for highly educated individuals, especially in the health and education system. The annual report by the Institute of People Management in Zimbabwe (IPMZ) (2007) admits that the brain drain becomes inevitable, especially when the country is characterised by political and economic discord and upheavals. In the education sector, it resulted in a shortage of science teachers and the government tried to solve the problem by employing untrained teachers, however this resulted in a decline of service delivery in most schools, showing that the more teachers emigrate the greater the impact on quality education provision. The Ministry of Education was greatly affected by the exodus to neighbouring countries, in excess of 9,500 every year (ZIMTA, 2009), with inflation in the economy exacerbating the problem. The following Table 2.3 summarises the number of professionals who migrated from Zimbabwe to other countries, with teachers being the most numerous.

Table 2.3: Migrated Professionals (The Central Statistics Report, 2010)
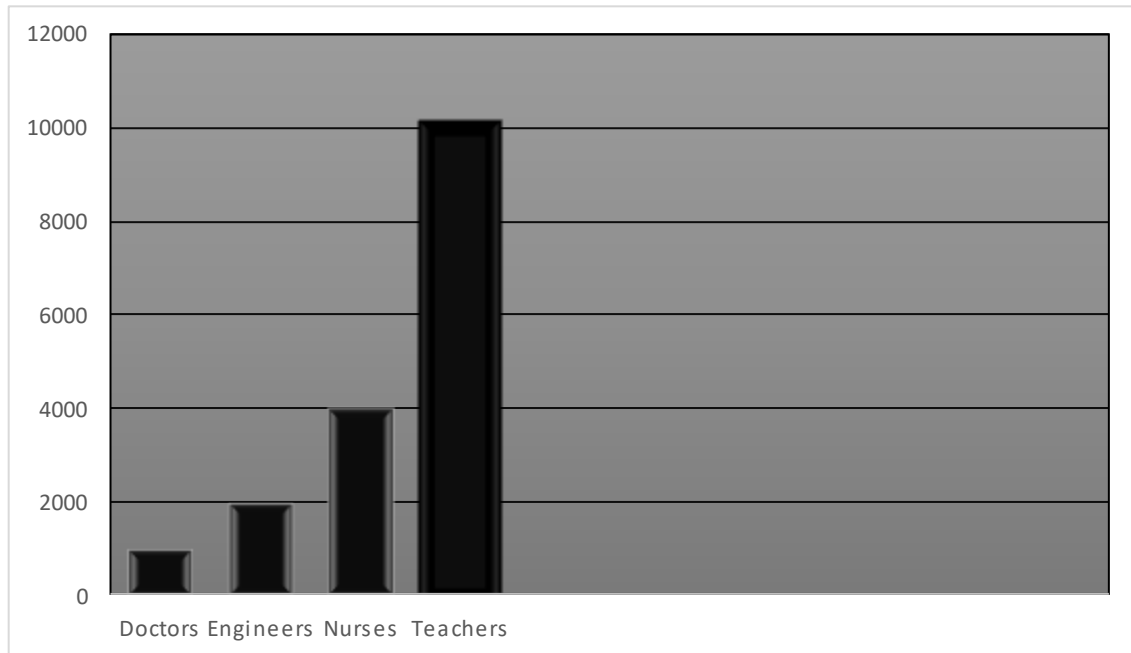
The Central Statistics Report of Zimbabwe (2010) revealed that a volatile mix of insecurity was produced by the pressures of population growth, poverty, and environmental degradation. The search for better opportunities emerged as the major reason for those in the diaspora, which accounted for 64.4%. Besides the search for better opportunities, 17.8% left the country because they could not find employment locally. Other reasons given by the report include staff development, political and economic instability, and since a significant number of professionals left the country in order to secure work it can be concluded that Zimbabwe can take advantage of such people by creating an environment to attract them back through employment opportunities, encouraging investment and paying appropriate salaries.

Further research (Nyanga, Mpala & Chifamba, 2012) has revealed that the increase in emigration by the majority of the human capital to neighbouring countries has been driven by a search for better economic fortunes. Zimbabwe has been experiencing an economic downturn and political unrest since the year 2000, and has lost over one million (*Sunday Mail*, 2010b) highly skilled workers in the education system and other fields to neighbouring countries and beyond, at a time when it is unable to extricate itself from worsening shortage of foreign currency, food, fuel, unemployment, inflation and poverty. Professional teachers are still leaving the country to neighbouring countries, such as

Lesotho, Botswana and South Africa, thus losing personnel trained at a high cost to the state. Once they graduate from institutions of higher learning they leave the country. The effort made by the developed world to increase aid to Zimbabwe might not be significant if the local personnel required for quality education are absent. The challenge of the brain drain has militated against government's effort to provide adequate and competitive services since it has resulted in a reduction of the revenue base through decreases in incomes and corporate taxes, as well as other forms of tax collection. This has affected, among other things, government's allocations for education and health, and the country has lost much income which could have been used in upgrading infrastructure and teaching resources in schools. The main impact on the education sector has been felt in the drop in number of teachers able to deliver in critical subject areas. The gradient and outflow of personnel is a major source of concern as the quality of education provision will be greatly diminished.

2.6 Factors Enhancing the Practices of Leadership in Schools

Studies carried out by international scholars such as Muijs and Harris (2007) and Troen and Boles (1994) reveal that the key factors in securing successful leadership practice are principal support, strong communicative and administrative skills, trust, an understanding of organisational culture and a re-examination of traditional patterns of power and authority within the school systems. In line with this thinking, Barth (cited in Phelps, 2008) points that in schools in which leadership is open to all, collegiality flourishes and is characterised by support, communication and celebration of success among colleagues in teaching and learning. Collaborative school cultures are characterised by a strong sense of commitment among leaders to a common task and set goals, (Singh, 2007), with both individuality and interdependence of individuals within the group being valued. Collaboration is based on collegiality, which Miles, Lieberman and Saxl (1988) understand as building trust and rapport. I agree with the above authors because through collaboration leadership is supported and enhanced. The literature is relevant to my study because leadership is linked to school improvement, having autonomy within the school, shared decision-making and giving in-service training or mentoring of new educators. I believe that leadership is not an individual practice but participation of all educators through collaboration.

According to Ryan (1999), shared decision-making is viewed as a concrete form of participation that would determine the extent to which all stakeholders actually have a say in what happens in the school. Involvement of all stakeholders affects their work towards improving student outcomes, for example, helping them feel empowered to take ownership of and responsibility for decisions taken. Schools become more effective places for learning when the SMTs participate in activities which decrease their isolation and require them to assume responsibilities in addition to the day-to-day instruction of students.

Lasting school improvement and enhanced learning opportunities for students occurs and, as David and Lazarus (1997) suggest, when people within the school work together with a shared vision the school develops strength, focus and purpose in drawing on the unique contributions of each individual in the team. Similarly, Gehrke (1991) claims that the concept of decentralisation of power and decision-making in schools enhances leadership and is fundamental if the SMTs are to come out as strong leaders and be of benefit to their learning organisations. I agree with the above authors because when the SMTs are engaged in decision-making they continually improve their teaching skills through professional development. This is important because sometimes the SMTs feel less connected and inferior to their peers when engaging in leadership activities within their schools.

2.7 Factors Hindering the Practices of Leadership in Schools

Becoming a leader is not without obstacles, some of the major ones that hinder the practice of leadership being balancing full-time teaching roles and heavy informal leadership roles within the school (Troen & Boles, 1994). In most cases, these are assumed but not recognised; hence the SMTs are expected to have the necessary skills on entry into leadership positions, or to develop them on the job. Troen and Boles (1994) observed that school improvement, curriculum writing and professional development were delegated and developed from the main office and subject to cancellation, therefore being limited in scope and vision. Current research in South Africa reveals that principals are part of the threat to the practice of leadership because the policy documents emphasise their accountability. Grant and Singh (2009) maintain that educators complain about the extra management duties as unfair because they are not part of their job description but rather of the management staff. A similar study by Muijs and Harris (2007) reveals that some

educators expect to be paid for extra leadership roles. There are also self-imposed constraints to leadership, such as lack of self-confidence. Colleagues can be the major hindrances to the practice of leadership since they can block discussions, hamper enthusiasm, discourage problem-solving and oppose new ideas (Barth, 2008).

Grant (2006) states that top-down management structures within South African schools pose a serious constraint to the practice of leadership and that the bureaucratic and hierarchical way in which schools are structured is a barrier to the practice of leadership. Ash and Persall (2000) contend that where bureaucratic and hierarchical structures exist, educators are often isolated from each other, with little or no opportunities to work collaboratively in problem-solving, information-sharing or planning for improving student achievement. Fullan (1993) and Wasley (1991) say that lack of training to develop educators' leadership skills is a major constraint to the practice of leadership, as educators promoted to leadership positions which are outside their areas of expertise set up a credibility gap with their colleagues (Little, 1995; Lieberman, *et al.,* 1988). I agree with the above authors because lack of empowerment and opportunity for staff development can be a major problem that prohibits the growth and practice of leadership in schools.

In many African countries, one of the major obstacles experienced by SMTs is gender discrimination and gender inequality. Traditionally, in most African countries, females were not given positions of leadership in schools, and Ngcongo (1999) contends that some school communities do not accept women as principals or head teachers, believing that school management is a serious business which only men can do. In the USA, Troen and Boles (1992) maintain that the majority of the staff did not accept female educators who engaged themselves in leadership positions, and the schools which did were hesitant. It is reasoned that, historically, leadership has been associated with gender. Men were seen to be the only people who should be in leadership positions, with schools based in communities in which prominent leadership figures were only men. Most UCCZ mission schools are headed by males with few females. The above literature is relevant to my study because it highlights some of the barriers to the practices of leadership which are quite close and applicable to the context of this research. Therefore, having discussed the barriers to the practices of leadership locally and internationally, it must be understood that the migration of teachers in Zimbabwe poses a major challenge on the quality of education.

2.8 Summary of Chapter Two

The chapter has reviewed literature on the concept of leadership and management both local and international. It was noted that some authors make a clear distinction between these concepts while others find they overlap and one cannot clearly distinguish between them. From the discussion in this chapter, I am convinced that leadership, management and administration are closely related concepts, although one may try to describe them as distinctive processes in theory. In practice it is difficult to draw a line as these processes can be interchangeably performed by one person depending on the situation. In a study such as this, it is critical that the author's position is made clear as it influences the engagement with the theory and practice of leadership. The literature calls for the kind of leadership that is transformational, distributive, sustainable and context-responsive. Here, transformational, distributed, sustainable and context-responsive leadership practices are not carried out by one person to another but should emerge from the individual and take place through interactions between leader, the followers and the situation. Local and international researchers suggest that the SMTs should be empowered to take on leadership roles without fear, therefore, schools should have a structure that will allow shared collaboration and participation of the SMTs in the institution. The following chapter discusses the three theories that informs the theoretical framework for the study.

CHAPTER THREE

THE THEORETICAL FRAMEWORK OF THE STUDY

3.1 Introduction

Having reviewed the literature related to this study and various leadership practices discussed and explained, both regional and global, with the factors that promote or hinder the practices of leadership in various contexts, the previous chapter concluded by discussing teacher migration and its effects on the quality of education within the local school context. This research is aligned in the field of educational leadership, of which the focus is to guide schools in the delivery of effective teaching and learning. To ensure that this takes place, different types of leadership conceptualised as a shared process that involves working and leading together in a collegial context are necessary. It is within that framework that this chapter discusses the three theories that underpin this research, namely, distributed, transformational, and context-responsive leadership, followed by the limitations and reasons for considering them in this study.

3.2 The Theoretical Orientation of the study

The three theories will be elaborated upon independently, giving the key features that classify them under the interpretivist paradigm and, more importantly, workable with qualitative methods. These theories are in line with epistemological assumptions that focus on the main questions: 'How we know what we think we know? Who knows and who decides what knowledge is? Whose experiences are informing knowledge production?' (Wellington, *et al*., 2005, p. 102). These authors further argue that "being in position to impose particular knowledges in such a way that they are presented as taken for granted, *normal* and even *natural* is to exert tremendous control over people's lives" (Wellington, *et al*., 2005, p. 102). Across these theories is an assumption that the meaning that people make is derived from the social world, therefore, a person's location in a social institution can influence his or her interpretation of events.

3.3 The Distributed Leadership Perspective

Spillane, *et al.*, (2004) maintain that distributed cognition and sociocultural contexts constitute an element of leadership practice, whilst Rizvi (2008) perceives distributed leadership theory as having been spread throughout an organisation with leaders' roles overlapping and shifting as different development needs arise. Through his study in Palestine Rizvi concluded that in a particular school the distributed leadership model played an important role in enhancing teachers' professionalism. Below is an illustration of leadership practice from a distributed perspective.

Figure 1.1. Leadership Practice from a Distributed Perspective.
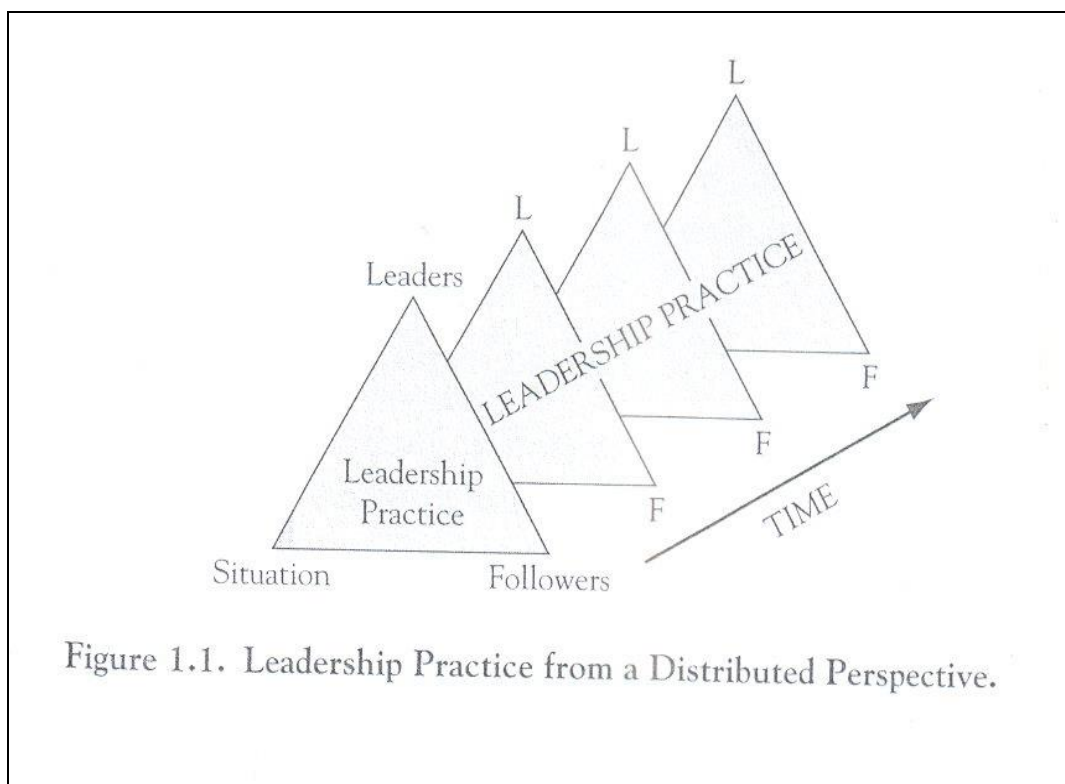
Figure 3.1: Leadership Practice from a Distributed Perspective (Spillane, *et al.*, 2004)

In the current context of educational change, accountability and improvement leadership is an oft-discussed topic. Northouse (2007) contends that leadership can be conceptualised in different ways, while being viewed in terms of traits, behaviours and skills of the leader. However, Bandura's (1977) Social Cognitive Theory (SCT) and the Theory of Reasoned Action (TRA), as promoted by Vazquez (2010), provide alternative ways to frame leadership. TRA describes how attitudes, experiences and behaviour are interrelated, allowing researchers to investigate how experience affects attitude and in turn how attitude

affects behaviour. In the same line of thinking, Bandura's theory of SCT (1977) contends that people learn through observing others' behaviour, attitudes and outcomes. The underpinnings of distributed leadership theory lie in "activity theory", along with theories of distributed cognition and a notion that leadership is built upon cognition distributed through situational and social means. "Sense-making" occurs in the context of the situation and with or through other people (Akom, 2011, p. 52), therefore, a distributed perspective on human activity moves beyond individuals to consideration of how the material, cultural and social situation enables, informs and constrains it (Spillane *et al.,* 2004, p. 10). It allows researchers to focus on formal and informal leaders within a school, as well as to consider the practice of leadership among leaders, followers, and situations. Along these lines, Spillane (2006) recommends connecting leadership practice and instruction by focusing on how activities connect with teachers, students and the materials with which teachers and students work (Spillane, 2006, pp. 25-26).

It is also significant that researchers using the distributed framework focus on the practices, or actions of leaders. Beyond this, they must understand that the actions of leaders are secondary to their interactions and include connections among formal leaders, informal leaders, followers and situations (Spillane, 2006). When researching change in school, rather than focusing on one "great" leader, this perspective allows a more practical approach by recognising that one person can rarely implement and sustain change (Akom, 2011). The focus of investigations should be on the ways in which leaders distribute leadership and how it is practiced within the context of their respective schools.

In this case, the distributed leadership perspective provides an additional frame for analysing leadership practices. Harris (2007), views distributed leadership as a practice whereby the activities are widely shared within and between members in the organisation or school context. Also, it is perceived as a practice which involves the joint interactions of school leaders, followers and aspects of their situation, such as tools and routines which may take place through either design or default. He further criticises heroic leadership which tends to equate leadership with principals and their valiant actions. In developing distributive leadership theory and school leadership, Spillane, Halverson and Diamond (2004) view leadership practice as the acquisition, coordination, allocation identification and use of the social material and cultural resources in order to establish the conditions and possibilities of teaching and learning.

Grant (2005) views it as a practice of leadership across organisation which concentrates on engaging expertise, wherever it exists, rather than focusing on formal positions or roles. In line with this thinking, Gronn (2000) regards it as a collective phenomenon with leadership present in the flow of activities in which a set of organisation members find themselves enmeshed. Hopkins (2001) views it as a collective and shared endeavour that can engage the many rather than the few, whilst Spillane (2006) suggests that leadership should move beyond the principal and involve other stakeholders within the school. I agree with the above authors because distributed leadership implies a redistribution of power with different power relations within the school, with tasks shared openly, thus creating possible opportunities for the practice of leadership. I have witnessed classroom-based educators leading and managing their learners successfully in various contexts, because the achievement of learners does not necessarily lie with the senior managers but in the strengths of middle level leaders and educators.

3.4 Limitations of Distributed Leadership

Some scholars, such as Wright, (2008), Timperley, (2005), Hatcher, (2005) and Foster (2004) see some limitations to distributed leadership. Wright (2008) reasons that it gives minimal attention to the responsibilities, circumstances and roles under which the formal leader must exercise leadership and that ignoring the legislation and policies which define the role of the principal would pose significant ethical, professional and organisational problems. Principals should be accountable for their actions and produce school-based results. Alternatives to hegemonic management models that limit widespread participation have been presented by Spillane (2006), with a framework predicated on a ready and willing cadre of followers waiting to assume leadership responsibilities. In this regard, insufficient attention is paid to redistribution of power beyond teaching staff to include students and parents (Foster, 2004). The emphasis on the interaction or interplay between leaders and followers has been well-developed by Spillane, yet direct relationships with student learning are vague. In conclusion, Spillane (2006) claims that leadership practice connects with instructional practice and that teaching and learning should be the main concern. In line with this thinking, Wright (2008) says that the dominant criterion for assessing leadership effectiveness ought to be based on student achievement. Similarly, increasing the distribution of leadership is only desirable if the quality of activities

contributes to assisting teachers to provide more effective instruction to their students (Timperley, 2005). However, it might be challenging for practitioners to understand the extent that situation actually constitutes and defines leadership practice through interactions between leaders and followers. Hatcher maintains that when distributed leadership is not executed properly or exclusively implemented in a "top-down" approach, it can be interpreted as coercion or misguided delegation. There are issues of ethical considerations around the use of distributed leadership to inadvertently or explicitly secure and coerce commitment of teachers to improvement interventions and government reforms (Hatcher, 2005).

3.5 Reasons for Considering Distributed Leadership

Despite the limitations noted above I still believe that distributed perspective is a framework for researchers and practitioners to use in diagnosing the practice of leading and managing and designing for improvement, but it is not a blueprint for leading and managing. According to Spillane *et al.,* (2004), distributed perspective involves two aspects, which are principal plus and practice. The aspect of 'principal plus' notion acknowledges that the practice of leading and managing schools involves multiple individuals. Spillane, *et al.,* (2004) contend that the 'practice aspect' under the distributed perspective is framed as a product of the interactions of school leaders, followers, and aspects of their situation. Therefore, leading and managing within the schools involves the work of two or more people. Aspects of the situation such as the tools, artefacts, organisational routines, and language define practice by enabling and constraining interactions among leaders and followers. I believe that within a distributed leadership framework, the leadership practice is but one manifestation ideally seen as emergent rather than something that comes from the top in a delegated manner.

Distributed leadership theory is relevant to my study because it offers a new and important theoretical lens through which leadership practice in the UCCZ mission schools can be reconfigured and reconceptualised. I believe that it must be acknowledged as a social practice within the UCCZ mission schools because it offers an alternative way of thinking about leadership. For example, foregrounding leadership practice suggests that it is constructed in the interaction between leaders, followers and their situation. Distributed leadership theory means more than shared leadership because it offers a framework for

thinking differently about how to practice leadership and teaching in schools. I am of the opinion that if all the UCCZ mission schools are to empower educators with effective leadership practice then "leaders must be willing to relinquish their power to others and where the fixed leader follower dualism is abandoned in favour of the possibility of multiple emergent task focused roles" (Gronn, 2000, p. 325).

Furthermore, Gronn (2002) classifies distributed leadership as numerical or multiple actions, which suggests that all individuals in an organisation may be leaders at some time. I agree with Gronn because distributed leadership creates space for leadership to be dispersed among all stakeholders and there is a chance that all members can be leaders at some stage. In this case, distributed leadership can be seen as a sum of all individuals' activities. Recent literature has focused on further developing the concept of transformational leadership as a conceptual framework while describing: 1) the ways in which leadership can be transformational; 2) how transformational leadership affects instruction at the school level; and 3) how transformational leadership can provide a lens through which analyse the relationship between districts and teacher leaders (Leithwood, Mascall & Strauss, 2009).

3.6 The Transformational Leadership Perspective

Studies reveal that the transformational leadership perspective has been frequently studied in the field of educational leadership and management policy, caused by the rapidly changing work environment in schools with administrators being expected to cope. This has been well captured by Fullan (2001), who says that the more sophisticated society becomes the more complex leadership has to be. Therefore, school leaders need to acquire abilities such as strong communicators, problem-solvers, team players and oriented, transformational leaders and change-makers (Balyer, 2012). Some studies have demonstrated positive relationships between transformational leadership and various school and teacher organisational conditions (Anderson, 2008), Transformational leadership is viewed as the ability to influence people to change towards one goal and willing to be led (Northouse, 2007). Some researchers (Bass & Avolio, 1997; Chew & Chan, 2008; Leithwood & Jantzi, 2006) agree that it is the leader's ability to increase organisational member's commitment, capacity and engagement in meeting certain goals. Transformational leadership is aligned to creativity and it inspires followers to do more

than they are expected. This leadership practice is positively associated with school's innovative climate (Day, Leithwood, Harris & Hopkins, 2008), and collective teacher efficacy in a variety of international contexts (Leithwood & Jantzi, 2005). There are three basic functions of transformational leadership:

1. Leaders serve the needs of others, empower them and inspire followers to achieve great success.

2. Charismatically, leaders set goals, vision, confidence, instil pride and trust.

3. Through intellectual stimulation, followers of the same calibre are offered as leaders (Castanheira & Costa, 2011).

This type of leadership enables the school to become less bureaucratic and functions as its own transforming agent, becoming empowered as a collective unit instead of empowering selected individuals. The model receives leadership as a process of interaction between leaders and subordinates with a leader attempting to influence the behaviour of others to accomplish organisational goals (Yukl, 2005). Leaders foster strong community support for the change by creating a vision for the organisation and stimulate the followers within the school context. Leithwood and Jantzi (2000) identified seven dimensions of transformational leadership at schools which are building school vision and establishing goals, providing individualised support, modelling best practices and organisational values, setting high academic standard expectations, creating a productive school culture and fostering participation in decisions. In order to bring major changes in the organisation or school, transformational leaders exhibit the models depicted in Figure 3.2 (below), as coined by Balyer (2012).
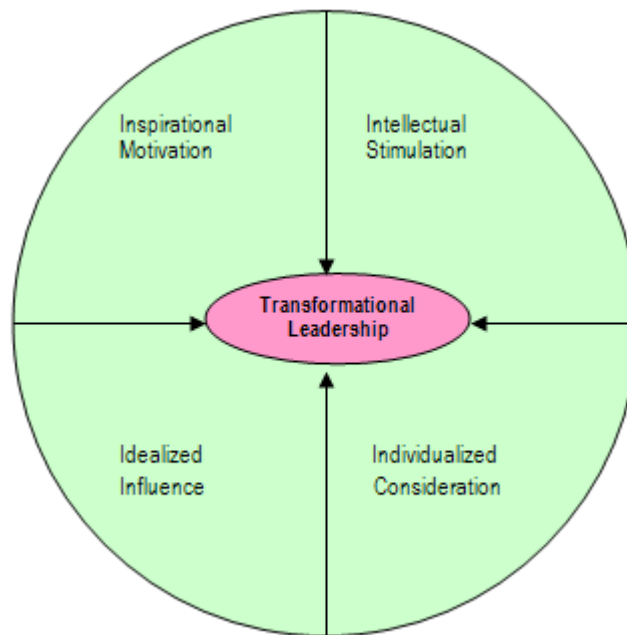
Figure 3.2: The four Models of Transformational Leadership (Balyer, 2012)

The four models or characteristics of transformational leadership fall into four restricted and intellectual stimulations. At this juncture, it is important to look closely at each to ascertain their meaning. *Idealised influence* is defined as considering the needs of others first before one's own, avoiding the use of power for personal gain, demonstrating high moral standards and setting challenging goals for the followers (Balyer, 2012). In this case, leaders should act as role models that followers seek to emulate, winning the trust and respect of followers through their action. They typically place their followers' needs over their own, sacrifice their personal gains for them, and demonstrate a high standard of ethical conduct. Their use of power is aimed at influencing them to strive for the common goals of the organisation or school.

The second model is *inspirational motivation,* which refers to the motivation and inspiration of those around one through displaying enthusiasm and optimism, involving the followers in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the goals (Balyer, 2012). The basic elements of transformational leadership are founded on the promotion of consistent vision, mission, and a set of values to the members. Their vision is so compelling that they know what they want from interaction. Transformational leaders guide followers by providing them with a

sense of meaning and challenge, and work enthusiastically and optimistically to foster the spirit of teamwork and commitment.

The third model is *individualised consideration* which refers to the leader's effort to make individuals behave as special people, and for the leader act as a coach or mentor to develop the follower's potential (Balyer, 2012). The leader treats the followers according to their talents and knowledge, empowering them to make their own decisions in the school and providing sufficient support to implement their decisions.

The fourth model is *intellectual stimulation* which refers to the leader's effort to inspire or stimulate the followers to be more creative and innovative in the workplace. The four models of transformational leadership enable school leaders to create additive effect in order to reach maximum performance beyond expectations (Northouse, 2007). They encourage new ideas from their followers without criticising them in public for any mistakes. The focus of the school leaders is based on the "*what*" rather than "*why*" or blaming the followers for any problem. Old practices set by the leaders which are found to be ineffective are discarded without hesitation.

In summary, the transformational leader articulates the vision in a clear and concise manner, explains how this vision is attained, takes action confidently and optimistically, and instils confidence in the followers. The leader leads by example and emphasises values with symbolic action, with the followers being empowered to achieve the vision (Stone, Russel & Patterson, 2003). In order to make school institutions better performing the practice of transformational leadership becomes more important. Schools are the dynamics of change for the society in which they operate, however, the question posed is how many of these characteristics are demonstrated by the SMTs during their daily practices. Thus, this study aims to discover the level of transformational leadership practices that the SMTs demonstrate on daily basis in the UCCZ mission schools. The findings may shed some light on the ways in which teaching and learning take place in them and further inform policymakers on designing curriculum programmes that are suitable in these schools, especially during turbulent periods such as this.

3.7 Limitations of Transformational Leadership

Organisational development consultants and libertarians have been questioning the morality of transformational leadership (Griffin, 2003), a key criticism having been that within it there is a potential for abuse of power. Leaders in this model motivate followers by appealing to strong emotions, regardless of the ultimate effects on the followers, and do not necessarily attend to positive moral values. Stone, Russel and Patterson (2003) observe that transformational leaders can provide inspiration for followers, who in return offer them trust and respect. The leaders might have egocentric tendencies, thriving on power and manipulation of their followers, whilst some followers may develop dependent characters and form strong and unfortunate bonds with their leaders. Sometimes, transformational leadership lacks the checks and balances that might help avoid dictatorship and oppression of the minority by the majority, perhaps being applied for less than desirable social ends in the absence of moral rectitude. Criticisms on grounds of so-called morality have been addressed by Griffin (2003), who argues that to be truly transformative, leadership must have moral foundations. If so, in order to bring change, Griffin (2003) believes genuine transformational leadership must foster values of justice, equality and human rights, as well as fairness, loyalty and honesty.

It is concluded that transformational leaders deploy deontological ethics while transactional leaders apply teleological ethics (Leithwood & Jantzi, 2000). Deontological ethics give greatest consideration to upholding promises and maintaining universal values or principles, while teleological ethics are based on scrutiny of the consequences of actions. In brief, the two models of leadership stand on different moral foundations, and studies in ethics suggest that both approaches are the basis of ethical decision-making (Israel & Hay, 2006). Some other criticisms of transformational leadership have been summarised by Bass (1997), such that the model makes use of impression management and lends itself to amoral self-promotion by leaders. It encourages followers to go beyond their own self-interests for the good of the school and may emotionally engage followers in pursuit of evil ends. An institution or school culture socialises individuals into that culture, therefore, transformational leadership creates a situation whereby followers are manipulated in such a way that they lose rather than gain (Bass, 1997).

3.8 Reasons for Considering Transformational Leadership

Transformational leadership has been viewed as resulting in high-level follower motivation, commitment and increased performance for well-above-average organisation, especially under conditions of crisis and uncertainty (Bryant, 2003). There are likely to be major changes in the level of follower commitment to the school's mission and strategies due to transformational leadership. Teachers are more likely to collaborate within the educational settings, and have positive attitudes to school improvement and new forms of instructional behaviour as a result of transformational leadership (ERIC, 2010). The level of effectiveness for transformational leadership is high, regardless of cultural values.

Transcendental leadership is an extension of transactional and transformational leadership as proposed by Sanders, Hopkins and Geroy (2003). The model suggests three levels of leadership accomplishments, namely, transactional, transformational and transcendental, which suggest that leaders develop along dimensions of spirituality, consciousness (mind), moral character (heart) and faith (soul). The authors argue for society and organisations to recognise the need for and embrace spirituality. Traditional leadership theories are said to concentrate on external manifestations of leadership but the model proposed by Sanders, Hopkins and Geroy (2003) indicates that it is best understood by adding consideration of the leader's internal components. While this theory is yet to be tested empirically, the intention is to bring spirituality out in the open and weave it coherently into new understanding of leadership.

3.9 The Context-Responsive Leadership Perspective

The emerging theory of context-responsive leadership has been acknowledged as a useful approach to leadership practices (Bredeson, *et al*., 2011), and the SMTs who are willing to respond to their contexts enjoy a great deal of success. The purpose of this study is to explore the enactment of leadership practice by the SMTs in sustaining the UCCZ mission schools during the period 1995 to 2010, describing how they responded to the contextual demands in relation to their leadership practice. Lastly, the study identifies factors which enhanced and hindered the practices of leadership in sustaining these schools during the same period. The relationship between context and leadership is reciprocal. Bredeson *et al.,* (2011) perceive context-responsive leadership as practical wisdom in action, which

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reveals a complex mix of knowledge, skills, and dispositions appropriately deployed by effective leaders as they engage in fluid conversations with dynamic situational variables. It is expressed through action and the way the leaders behave, not any single predisposed style consisting of de-contextualised qualities or leader actions. This leadership practice accounts for the SMTs anticipatory and responsive engagement with dynamic situations of practice. From this perspective, leaders who employ context-responsive leadership strategies recognise that contexts vary and can both enable and constrain their practice. Context-responsive leaders know when, where, why, and how to push back or reshape elements of context in order to provide a more favourable environment for achieving their goals. The study understands that the leadership practice of the SMTs is deeply embedded in the context in which they are actors. They continually interact and navigate with uncertain situations of practice which are challenging.

Ylimaki and Jacobson (2011) assert that leadership practices must respond to the context of the school. It was observed that leadership behaviour changes according to different aspects, including school culture, size, communication, socio-economic and political situation (Bredeson, *et al.,* 2011), therefore successful leadership requires a context-responsive leadership practice. The context-responsive leadership model confirms Hallinger's (2003) argument that it is meaningless to investigate principal leadership without considering the school context. In order to run the school successfully, the principal must understand its context in terms of the available resources, constraints and opportunities. The critical variables for most principals include the background of students, culture of the school, competence and experience of teachers, organisational structure, bureaucratic and labour organisation. Further, Hallinger (2003) claims that principals should possess practical wisdom and a clear understanding of effective leadership strategies in order to deal with complicated school environments. Research into school leadership indicates that to be effective it must respond to the changing conditions of the school with time. This notion is into line with the opinion that leadership cannot be reduced to a simple list of practices. Day, *et al*., (2011) reason that successful leaders should be able to improve student learning through their competencies, virtues, dispositions, attributes and values. Also, what school leaders do matters in terms of the strategies used and the way they adopt to leadership practices in their unique contexts.

Context-responsive leadership can have a significant impact on student learning, with scholars such as Day, *et al*., (2011) Leithwood (2007) and Louis, *et al*., (2010) documenting four key practices of setting direction, developing people, redesigning the organisation, and managing the instructional programme. However, it is noted that the way in which leaders apply these practices matters in regard to their school contexts and student learning. These four key leadership strategies and their associated practices can be seen in Table 3.1.

Table 3.1: Four Central Leadership Practices (Louis, *et al.,* 2010, p. 75)

Core Categories	Practices
Setting directions	Building a shared vision, fostering the acceptance of group goals, creating high-performance expectations, communicating the direction
Developing People	Providing individualised support and consideration, offering intellectual stimulation, modelling appropriate values and practices
Redesigning the Organisation	Building collaborative cultures, modifying organisational structures to nurture collaboration, building productive relations with families and communities, connecting the school to the wider community
Managing the Instructional Programme	Staffing the instructional programme, monitoring progress of students, teachers and the school, providing instructional support, aligning resources and buffering staff from distractions to their work

3.10 Limitations of Context-Response Leadership

There is a dual challenge within the emerging leadership practice of context-responsive leadership. Firstly, it should clarify and elaborate individual elements and concepts, and their inter-relationships in the theory. Although it is enticing to develop a new category of leadership practice, the study agrees with scholars such as Leithwood and colleagues who conclude that leaders behave differently and effectively, depending on the conditions faced by the people with whom they work. This calls for questioning the belief in habitual leadership 'styles' and search for a single best model or style. There is a need to develop leaders with vast repertoires of practice and the capacity to choose as needed. Leaders who

are trained in the delivery of one set of practices are no longer relevant (Leithwood *et al.,* 2004).

Secondly, it is difficult to classify the main influences and qualities of context-responsive leaders without completely conceptualising them into a list of de-contextualised leadership qualities. For instance, it is known that context-responsive leaders are contextually literate and sensitive to and aware of critical elements of purpose, actions and context. Context-responsive leaders recognise variations in context and engage in fluid conversations with situations of practice in such interactive dimensions as historic moment, place, people and time. Leaders in this model understand that variations in context can constrain their behaviour, enabling them to respond to such variations at an appropriate time and in a proper manner. Thirdly, context-responsive leaders take action to shape their contexts of practice and react appropriately.

While recent research (Bredeson, *et al.*, 2011) provides a useful construct in regard to context-responsive leadership, many questions remain unanswered, such as the way in which context-responsive leadership is expressed. Further research is needed to determine how leaders can best acquire the complicated mix of knowledge, skills and dispositions required to become context-responsive.

3.11 Reasons for Considering Context-Responsive Leadership

There are other options to traditional models of leadership which exhibit limitations and raise questions about their potential to do harm. The SMTs in this study demonstrated a number of common traits to leadership, which can be characterised as context-responsive. The study carried out by Bredeson, *et al.*, (2011) contends that superintendents who held long-term perspectives could see beyond micro-contextual issues and developed the relationships and trust required for dealing with contentious issues. These supervisors established the aptitude to distinguish the timing in shaping their contextual environment through taking desirable actions, for example, promoting the district's successes and educating stakeholders about the needs of the district, while educating themselves about the expectations and needs of their communities.

The model upon which the context-responsive leadership framework is built is not new, although it is suggested as an option to traditional ways of thinking about teaching, learning, and leading (Johnson, Shope & Roush, 2010). It enables the community to understand its knowledge base, resident capacity and core beliefs. Johnson, *et al*., (2010) and Bredeson, *et al*., (2011) suggest that the model responds to the social and cultural context while acknowledging the main structural influences. The three conceptual models of understanding educational leadership have been identified as illustrated in Figure 3.3 (below).
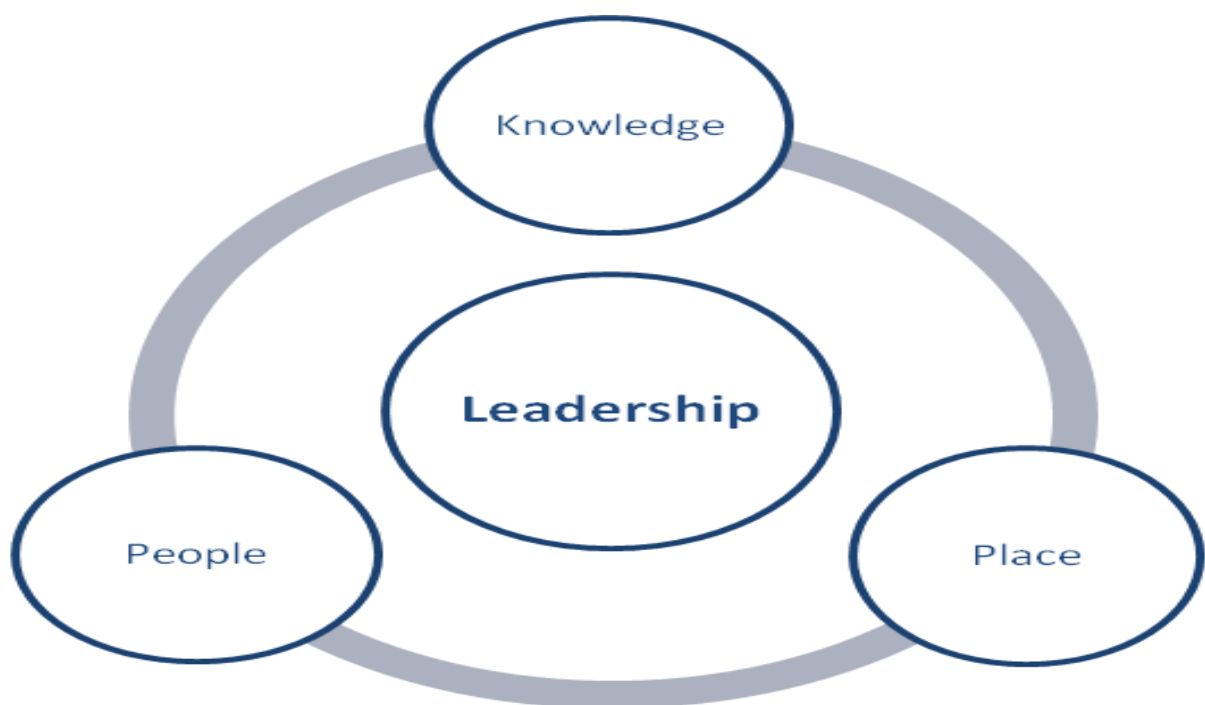
Figure 3.3: Conceptual Model of leadership (adapted from Johnson, *et al*., 2010)

The development of leaders who can move forward educational goals while contributing to sustaining and revitalising socio-economic communities requires both intellectual and emotional engagement (Johnson, *et al*., 2010). Consideration of power dynamics which have shaped the UCCZ mission schools is central to engagement, as power has been deployed throughout the education system to the neglect of human resources. Understanding such dynamics is a precursor to effective leadership in that context, and the model being proposed by Johnson, *et al*., (2010) asserts that knowledge is a symbol of

power and has historically been used as a means of marginalising certain groups in society. This model recognises the value of indigenous knowledge and skills not necessarily associated with schooling. Knowledge is understood as comprising both academic and contextual components, the merging of which brings a third construct, 'systemic knowledge', described as integrative knowledge that honours both academic and contextual forms. The result brings another type of information that reflects common experiences and shared commitments, thereby resonating with learners. In order to succeed, school leaders must be able to identify the power structures and system resources available. The described model calls for a re-appropriation and re-purposing of place as part of operationalising the understandings of schooling and community that context-responsive leadership in the UCCZ mission schools' demands.

Schooling happens within a particular place so an important part of the context-responsive leadership model is 'place-based learning', which embraces the broader construct of place-conscious and capacity-building. It goes on to embrace responsive practice, broadening roles of membership and building a viable structure of sustainable work (Johnson, *et al.*, 2010). This viewpoint suggests an approach to leadership that is different from the roles described in traditional leadership, but fundamental to it is a thorough understanding of multifaceted meanings of place. Therefore, a place-conscious approach to leadership acknowledges the importance of the school as part of the community's place and is attentive to the need to value the educative potential of places outside the school. In the mission farm settings this model is important since schools are the primary institutional places with which people come into contact. The school can be a barrier or facilitator of leadership as it is in the front line of engaging with the institutional world. Schools can facilitate and advocate on behalf of individuals without a voice and mediate in the institutional world. In order to be successful in carrying out this task, leaders must be attentive to key cultural and economic dynamics at work in their communities. They need to develop the ability and willingness to see the community through multiple lenses, with characteristics of humility, patience, and understanding necessary components in making organic change in the school communities.

Most schools in Zimbabwe lack the attributes and characteristics which are commonly construed as assets with the potential to contribute to schooling outcomes. This is due to the socio-economic stress and related challenges, as people are the primary assets with the

potential to benefit the UCCZ mission schools and communities. Many constituents believe that educational leaders are the keepers of knowledge, therefore this model makes leaders responsible for sharing, imparting and learning from the established knowledge of the people they serve. Responsive school leaders are keen and gifted to use their position to empower rather than exercise power over historically marginalised people. Schools are encouraged to engage on a different community role and value all people on an entirely new level. School leaders who accommodate knowledge of the local people in their areas exercise a new level of thinking pursuant to wisdom.

The above prescribed model calls for school leaders to pay more attention to context and to accept the responsibilities inherent in constructs portraying leadership as a form of service. It is built upon recognition that schools, students and communities cannot be homogenised. Effective leaders know and understand the unique challenges and strengths and characterise the communities they serve. The knowledge base and skill sets for that knowing and understanding can be cultivated (Johnson, *et al*., 2010) and such a model can be applied anywhere that leaders are committed to what is best for their educational institutions and community.

3.12 Summary of Chapter Three

The three theories which informs the theoretical framework of this study have been discussed in detail, with their limitations and challenges explained and the reasons for considering them discussed. Distributed, transformational and context-responsive leadership theories are relevant and appropriate, especially for schools which experience turbulent challenges such as the UCCZ mission schools in Zimbabwe. From the discussion in this chapter distributed leadership is understood as the interaction between a leader, people and their situation. The model involves various people in the organisation, some in formal leadership positions and others not. In summary, leadership is not something imposed on followers, but interaction is critical to its practice. Lone figures at the top of the hierarchy can no longer be leaders in 21st century schools, as educators and potential members of staff need to be allowed to experience a sense of ownership and take a leadership role in all aspects of the change process.

On the other hand, transformational leaders advocate moving the organisation towards the status quo. They are relationship-oriented towards change, and concerned with the end product. Transformational leaders not only manage structure but purposefully impact on it in order to change it. Effective leaders therefore have no fixed leadership approach but rather switch styles to suit the context. Context-responsive leadership is an approach that leaders adopt in order to match the context or circumstances facing the school at different times. This is in line with this study because the SMTs in the UCCZ mission schools have been obliged to respond to the contextual realities and so remain relevant in upholding the culture of teaching and learning, despite the exodus of teaching staff. The research methodology and design will be discussed in the following chapter

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

Having discussed the theories that informed the theoretical framework for the study, this chapter presents an account of the research methodology design, research paradigm, research aim and key questions, qualitative research design, historical case study design, sampling and access to research sites, description of selected case study schools, data generation methods and analysis procedures. In order to validate my findings, it was of utmost importance to plan and structure the design in such a manner that the outcomes were authentic and realistic. The chapter concludes with the limitations of the research study and ethical considerations.

An understanding of the term 'methodology' is of importance in order to comprehend the reason a particular one was chosen. Defined as a lucid group of methods that complement each other and have the 'goodness of fit' to deliver data and findings that will reflect the research question and suit the research purpose (Henning, Van Rensburg & Smit, 2004), the methodology adopted was in accordance with a qualitative research design, with various methods used to collect data. Cohen, Manion and Morrison (2007) distinguish between methodology and methods, defining the latter as the range of approaches used in educational research to gather data for interpretation or explanation of a study. They are instruments or tools that assist the researcher in generating data. In line with this view, Leedy (1985, p. 289) defines a method as follows:

> The approach that the researcher uses to gather and analyse the data, which must be described with utmost precision. From this information the reader will know exactly what was done to the point where he or she could replicate the study and presumably get similar results.

Also, methods are techniques and procedures used in the process of data gathering, consistent with the aim of methodology to help understand, in the broadest possible terms, not the products of scientific inquiry but the process itself (Cohen, *et al*., 2007*).* Therefore, methodology in this context refers to the specific methods and techniques used for data generation in order to understand the practice of leadership.

4.2 Research Paradigm

The research design assumed a qualitative case study format, falling within the interpretive paradigm, the approach being to study the meaning and human phenomena in context. Paradigms provide background information on what obtains or exists in relation to a phenomenon and what and how it can be studied and understood (Bailey, 2007). A paradigm is a broad philosophical orientation to knowledge and the world that informs the research design. The word 'paradigm' comes from the Greek *paradeiknyai,* translated as 'to show side by side' and is a pattern or example of something (Neuman, 2006). It describes the nature of the world and the range of possible relationships to that world and its parts. In line with this view, Henning, *et al*., (2004) define it as a framework within which theories are built, that fundamentally influences how one sees the world, determines one's perspective and shapes an understanding of how things are connected.

Holding a particular worldview influences personal behaviour, professional practice and ultimately the position taken with regard to the subject of research. Neuman (2006) states that basic beliefs that define a particular research paradigm may be summarised by the response given to three fundamental questions, namely, the *ontological* question, which stresses on the form and nature of reality; the *epistemological* question, which emphasises the basic belief about knowledge (what can be known); and the *methodological* question, that is, how the researcher can go about finding out whatever s/he believes can be known. An interpretive research paradigm holds that a study should seek to explore the action through direct observation of people in their natural settings to arrive at understandings and interpretations of how they create and maintain their social worlds (Neuman, 2006). Observing participants in their natural settings allows the researcher to see and understand their worldview and hence provide informed interpretation.

The research design could be interpreted as a string of logic that tried to link the data to be collected and the conclusions to be drawn to the initial questions of study. It is viewed as a flexible tool that allows the researcher to move from the beginning to the end of the study. The researcher tried to understand the perceptions and experiences of principals, HODs and chaplains by the process of prediction. Cohen, *et al*., (2007) and Leedy (1985) hold analogous views on this paradigm, the former that interpretive researchers should begin with individuals and set out to understand their interpretations of the world around

whereas, the latter that interpretive researchers must answer questions about the complex nature of phenomena, often with the purpose of describing and understanding them from the participants' point of view. Together they hold the view that the world is changeable and that it is people that define the meaning of a particular situation. They look at detailed observation of people's behaviour in natural settings in order to arrive at an understanding and interpretation of how they create and maintain their social worlds. The advantage of working within an interpretive paradigm is that it allows for 'thick descriptions' to unfold, allowing the researcher to make sense of the participants' world by interacting with them and obtaining a view of the perceptions and motivational levels in becoming leaders in their respective schools.

4.3 Research Aim and Key Questions

As outlined in Chapter One, the aim of this study seeks to explore in-depth the practices of leadership enacted by the SMTs in the UCCZ mission schools during the period 1995 to 2010 and described how they construct or interpret their own realities in relation to these practices. The study discusses the responses of SMT members to the contextual demands of the schools and identifies factors that enhance or hinder the practices of leadership in the teaching and learning process. I remind the reader to my research questions so as not to lose insight into the richness of the research design, thus allowing me to answer these questions:

- What were the practices of leadership enacted by the SMTs in the UCCZ mission schools during the period 1995 to 2010?

- How did the leadership practices of the SMTs in the UCCZ mission schools respond to the contextual demands?

- What are the factors that promote or hinder the practices of leadership in the UCCZ mission schools?

4.4 Qualitative Research Design

This study has adopted a qualitative research design, noted by Cohen, *et al*., (2007) as useful in educational research when the researcher relies on the views of the participants. The views of the participants can be influenced by their context, and as Creswell (2008) maintains, qualitative research explores the shared culture of a particular group or people, referred to as ethnographic. Qualitative research design is useful in the generation of intensive and detailed examination of the case, defined by Anderson (1998) as a form of inquiry that explores events in their natural settings and uses multi-methods to interpret, understand and to bring meaning to them. The qualitative approach to research assumes that human behaviour is influenced significantly by the context in which it occurs. Qualitative approach was used because the study sought to explore the perceptions and practices of educators in their school context and find out how the participants practiced leadership in their schools.

Neuman (2006, p. 151) says that qualitative researchers "apply logic to practice", and observing the participants in practice allowed me to make informed interpretations and conclusions. Polkinghorne, cited in Rudestam and Newton (1992) claims that qualitative methods are useful in "the generation of categories for understanding human phenomena and the investigation of the interpretation and meaning that people give to the events that they experience" (Polkingtorne, p. 31). I visited the case study school sites in order to understand the practice of leadership being enacted, and observed the participants playing various leadership roles within their schools.

Bhengu (2005) describes qualitative research design as a pattern or plan adopted by the researcher to obtain evidence that answers the research questions. It was important as a researcher to take notes along the way as leadership pattern unfolded itself naturally among the educators. Creswell (2008) terms it a plan or proposal to conduct research which involves the intersection of philosophy, strategies of inquiry and specific methods. I used observations, journal entries and interviews as specific methods for data generation. Whilst criticism has been levelled against the qualitative research design, by *Cohen, et al.,* (2007, p. 313), who considered it "subjective, impressionistic, idiosyncratic and biased", researchers have generally identified strengths of using it for qualitative data gathering, as follows:

- Qualitative data focuses on naturally occurring data, ordinary events in natural settings. They give us a strong handle on what 'real life' is all about. The data is locally grounded in that it is collected in close proximity to the specific situation.

- It is characterised by its richness with strong potential for revealing complexity. Such data provides 'thick descriptions' that are vivid, nested in real context, and have a ring of truth that has a strong impact on the reader.

- It emphasises 'people's lived experiences' as well suited for locating the meanings people place on the events, processes and structures of their lives, and for connecting these to the social world around them (Miles & Huberman, 1994. p. 10).

The qualitative research method was considered suitable for this study because it examines the real life situations, provides thick description of the real context and emphasises the people's lived experience. Critical to the qualitative research design is flexibility, which enables adjustment of the direction of inquiry from continuing experiences during generation of and reflection on the data (Gomm, 2004; Henning, 2005). Qualitative researchers value the use of several methods approach as this facilitates triangulation of interviews, observations, journal entries and document reports in exploring the phenomenon from a diversity of participant perspectives and generation of complementary data. Use of various methods minimise exclusive reliance on one method, giving a more complex and multifaceted view of the phenomenon. The study was conducted as a small scale qualitative study in four mission schools, with the emphasis on the practices of leadership.

4.5 A Historical Case Study

Many researchers have used qualitative research methods to examine real life situations, and in exploring the root and depth of a case study one must understand the definition of the term. According to Yin (2003), a case study is an empirical inquiry into a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, employing multiple sources of evidence.

There are different types of case study, such as exploratory, explanatory and descriptive. Creswell (2003), Cohen, *et al.,* (2007) and Geertz (1973) define it broadly as an in-depth, intensive enquiry reflecting a rich and lively reality and exploration of a bounded system. The bounded system in this study refers to the UCCZ mission schools during the period 1995 to 2010, investigated through in-depth views of SMTs in relation to how they enacted their leadership during this specified period. Creswell (2008) also views a case study as a methodology or type of design in qualitative research, an object of study as well as a product of inquiry. In line with this view, Rule and John (2010) maintain that it involves identifying a case, locating the study in relation to the relevant literature and contexts, designing the study, generate data, analysing data and presenting findings.

According to Merriam (1998, pp. 29-30), in qualitative research:

> a case study is described as being *particularistic* in that it focuses on a particular situation, secondly *descriptive* where case studies present rich thick descriptions of the phenomenon of the case being studied and lastly *heuristic* where a case study illuminates the readers understanding of the phenomenon under study, thus leading to the discovery of new meanings.

This research was designed as a historical case study of the UCCZ mission schools, concentrating on a particular period over time and tracing its development in the practices of leadership. A historical case study is a systemic process of describing, analysing and interpreting the past (Maree, 2007) that explores past trends and applies them to current and future ones. According to Merriam (1998), a description of how, what, when and why things happen are an essential part of a study. A historical case study was suitable for this study because I wanted to find out how the UCCZ mission schools had evolved historically and to understand their leadership practices in relation to their culture, structure, ethos, vision and mission over the period 1995 to 2010. I was also interested in finding out how past and present leaders of the schools influenced and continue to influence the leadership practices.

A case study method is appropriate for this study because it is intelligible and speaks for itself, catching "unique features that otherwise would have been lost in the interpretation of larger scale data" (Cohen, *et al*., 2007, p. 256). It was found to be strong on reality and I did not need a whole team to conduct the research, rather I was able to draw conclusions about the SMTs within a specific context, using individual interviews, observations and journal entries to capture information. Furthermore, a good case study can provide readers

with a three-dimensional picture and illustrate the relationship, micro-political issues and patterns of influence in a particular context, offering a rich store of information about a phenomenon (Bell, cited in Cohen, *et al.*, 2007). Case study strive to depict the thick description of participants' lived experiences and convey 'what it is like' to be in a particular situation, to catch the close-up reality of thoughts and feelings for the situation. The multiple sources of evidence were useful in providing a holistic portrayal of the practices of leadership, thereby creating an in-depth analysis and comparison converging into triangulation of the data sources.

It was not my intention to focus on the discovery of a universal generalisable truth, but rather I emphasised the exploration and description of the practices of leadership within a particular context. For this study, a descriptive case study applies because it presents a complete description of a marvel within its context. Four schools across 18 mission schools were identified as sub-cases, including two primary schools and two boarding high schools. The choice of the schools was based on their influence on the practices of leadership over the turbulent years, 1995 to 2010. It was my personal area of interest and convenience in accessing data.

However, it must be noted that there are limitations of a case study methodology, with some critics arguing that information can sometimes come across as being distorted as it is prone to problems of observer bias, despite attempts made to address reflexivity (Cohen *et al.,* 2007). It is not easy to cross-check information in all cases and if only a few cases have been studied it is not possible to make generalisations. Cohen, *et al*., (2007, p. 256) state:

> ... case studies are not open to cross checking hence they might be selective, biased, personal and subjective, making them difficult to generalise because they are based on qualitative subjective data therefore they can only be generalisable to a particular context.

In the light of these limitations it is important that I present my own methodological stance, giving a clear statement of the conceptual underpinnings of the case. Particular sources who are consulted might strongly influence a case study and turn out differently from others. In a case study, the subjectivity of the researcher is an issue, as his or particular bias and positionality is likely to influence how the case is constructed and what it reveals. It is therefore important that the researcher be aware of how his/her position

impacts on the research. A further challenge to case study research is that it is not necessarily generalisable, hence its restricted applicability. The findings might be informed by the particular context, for instance, the UCCZ mission schools and setting of that case, which might not apply to others. Two other concerns with the case study relate to the impact of the intervention on participants and the danger of 'fixing' a reality which is constantly changing.

4.6 Sampling

The term 'sampling' refers to the selection of a small group from a population for observation in a study (Cohen, *et al*., 2007). In this study purposive sampling was used, involving selection of the nearest individuals to serve as participants, especially those who happen to be available and nearby at the time. They were handpicked for a specific reason and purpose, and were satisfactory to the specific research needs (Cohen, *et al*., 2007). Sampling in this case, was influenced by my experience as a clergy member in the UCCZ.

4.6.1 *Participants Selected for the Study*

Given the location of the study in the interpretive/qualitative framework, the sample size had to be characteristically small, with ten participants selected across the four sub-case mission schools through 'snowballing', that is, a process in which one participant refers to another until the required sample size is met (Patton, 2002). Sample size is determined by the style of the research and in qualitative research it is more likely to be small (Cohen, *et al*., 2007). The ten participants comprised four school heads, four HODs and two chaplains. The UCCZ has three mission stations and a chaplain is appointed to serve in each station. The participants selected had served in the UCCZ mission schools for more than 15 years and most had been there during the period 1995 to 2010. I had interacted with some of the participants and seen them demonstrating a high level of leadership qualities at their schools, despite the abovementioned challenges. Some had been teaching and serving since I was a learner in these schools.

4.6.2 *Schools Selected for the Study*

The four UCCZ mission schools were selected as research sites in Zimbabwe, because they were considered resilient and I had attended some. I developed an interest because I am a member of the clergy in the UCCZ and they were warm and welcoming. The schools have been coded as School A to School D, in no relation to alphabetical order and without ranking connotations, for the purpose of confidentiality. The data on the sites was generated through observations and informal discussions with the school heads, educators and chaplains. However, further information was generated from the research participants through journal entries and interviews. The schools discussed in this section revealed both *enabling* factors, related to relational dimensions within the school activity system, the search for knowledge among teachers, literacy levels in the communities and the support by parents, and *disabling* factors, to do with limited resource provision by the responsible authority, and the social and economic levels of the community. While economic levels around these schools might have undermined the schools' potential for pooling resources, such limitations strengthened and challenged the spirit of leadership among the educators.

4.6.3 *Access to the Schools and Ethical Issues*

It was my responsibility to conduct the research in an ethical manner; therefore, I started by following all the required procedures in a gentle and systemic way. Areas of ethical issues relate to informed consent and confidentiality of the interviews. The UCCZ President, as the responsible authority, was contacted and granted permission to conduct research in the mission schools (*Appendix 1*). The Chaplains (*Appendix 2*), Principals (*Appendix 3*) and the HODs (*Appendix 4*) were informed in advance of the study and signed the respective consent letters, which contained the details and purpose of the study and the main reasons for selecting these schools. In these letters, I provided my details as a researcher and the name of the institution in which I was studying as well as the details of my supervisors. In each case study school, the principals called members of staff and encouraged the SMTs to participate. I explained the aims and objectives of the study to the participants before they committed themselves to it. They were guaranteed confidentiality and anonymity and letters were read and signed by each before the interviews began. After permission was granted from the schools, I applied for and was granted ethical clearance by the University. The participants were informed that their names would be protected and

they were free to withdraw at any stage of the research if they wished, without recrimination. Again, the participants were informed that there were no incentives in this study. During the report of the findings, the name of the school was also protected.

4.7 Selected Case Study Schools in the UCCZ mission

This section presents the case study schools selected for the study, namely UCCZ mission schools. The dominant church in the Chipinge region of Zimbabwe, the UCCZ was allocated land by the colonial government to evangelise, farm, establish schools and hospitals in the Chipinge region as early as in 1893, but was restricted from crossing over to other regions in Zimbabwe. At the same time, there was no other church in the region and the UCCZ became the dominant denomination, a position it still holds. In this region the UCCZ has established three mission stations, which are Mt Selinda, Southdown and Chikore mission. The UCCZ is the result of the work of the London Missionary Society (LMS) and the American Board of Commissioners for Foreign Missions (ABCFM) (Abbort, 1993). Missionaries came from the United States of America (USA) via South Africa then Mozambique. The mission work in the UCCZ began in Mozambique, and later arrived at Mt Selinda Mission Station (Chipinge, Zimbabwe) on 19 October 1893 (Abbort, 1993). The missionaries held a long discussion with the local Chief before settling, and an agreement was reached that the mission be established. The missionaries called it Mt Selinda Mission, derived from the local name, *Chirinda*, marking the birth of the UCCZ, through the American Board Mission. Later, two other mission stations (Southdown and Chikore) were founded. The UCCZ became a self-governing Church in 1973 (Abbort, 1993). I have adopted the codes A, B, C and D to describe the sub-case schools, to preserve anonymity.

4.7.1 *School A*

School A is one of the oldest UCCZ mission schools in Zimbabwe. It was established by the American Board Mission. The school earned a great reputation for outstanding Cambridge 'O' Level examination results during the colonial period. It retained this status during post-independence until present. It is a combined boarding school that graduated several outstanding leaders in the country. School A is open to day schooling learners from the local community. Currently, the school offered Form One up to 'A' Level and the

enrolment stood at about 858 with a staff compliment of 40 teachers. Class sizes were between 30 and 40 during the period of data generation. The management structure includes the Headmaster, Deputy Headmaster, Chaplain, HODs/Senior Teacher and the School Development Committee (SDC) which have been formally appointed by the UCCZ Education Council (*Appendix 5*). Over the years the school had retained its prestigious reputation for quality education based on the 'O' Level and 'A' Level examination results. The medium of instruction at the school was English. Morning devotions were carried three times a week and all boarding learners were required to attend church services every Sunday. It was the responsibility of the chaplain to design the programme for school devotions and Sunday worship.

The school is located in Chipinge, which is the nearest town to the border with Mozambique. At the time of data generation, accessing the school was not a problem due to the availability of transport, although the road was in need of maintenance. The school was behind an electric fence for security. It had piped water and a telephone line, though at the time of data generation the latter had been intermittent, leading to most communication with the participants being conducted through cell phones and e-mails. The school was fully functional and could be seen as resilient (Christie & Potterton, 1997), despite the many challenges that it faced, there was a commitment to teaching and learning with a vision of developing the learners holistically.

Within the mission station there was a preschool, primary school, hospital and nursing training college, and a mission farm. In good years, in terms of rains, the farm produced sufficient maize, tea, sweet potatoes, *madhumbe* and fruits for boarding consumption and sale. The staff compound was nearby and houses were shared for unmarried and married teachers, with at least three spacious bedrooms each. Given this situation, teacher relations extended beyond academic and professional relations to neighbourliness, and the level of education in this community was good. A few parents could read, write and communicate in English, which is the official language of instruction; however, the majority could only read and write in their mother tongue, especially reading the Bible and church hymns in *Ndau*, which is the tribal language of the community. The teachers attributed these literacy levels to the work of the church missionaries.

The surrounding community lived on peasant farming and with good rains did not struggle to provide for their children's education. The boarders' parents were generally working people with a high level of education, and notwithstanding the numerous economic problems the country was facing at the time of this study they earned enough to provide for their family needs. Hence, given the type of parents in this school context, problems of financial support to meet school needs were unlikely. The entire parental body was supportive of the school and the education of their children. They met regularly to discuss performance of their children with staff, especially during open and consultation days.

Resource provision was generally good. The school was meticulous in the upkeep of infra-structure, environment and staff working conditions, having the effect of a 'home away from home'. The school had employed additional people to help with the upkeep of the school buildings, gardens and grounds. There was a library with good stocks of relevant books purchased by the school, though some were donated by friends of the school and Non-Governmental Organisations (NGOs). The school had acquired a few computers for both staff and students to learn basic computer skills. There were science laboratories for lower and senior levels. Classrooms were adequate with teachers' offices included. This was a disciplined school, due to its history and influence of the church, however, due to the old established reputation and sound resource provision it provided a location attractive to many teachers seeking teaching posts in the region. International and regional students were also attracted to this school. From my informal discussion with the headmaster, I learned that the two senior teachers and HODs had acquired their master's degrees and there were others pursuing their higher degrees. This demonstrated that the culture of studying in the school created fertile ground for effective teaching, learning and leadership practice.

4.7.2   School B

School B is the oldest primary school of the UCCZ and was established in 1893 by the American Board Mission. The demographics of the learners were middle class to poor backgrounds. The school has as an enrolment of 484 learners with a staff compliment of 22 teachers. The management structure included a Headmaster, Deputy Headmistress, Chaplain, Senior Teacher/HODs and the School Development Committee (SDC), which

had been formally appointed by the UCCZ Education Council (*Appendix 5*). There were 19 educators, none of whom held any formal management positions but did assume leadership roles when necessary. There were non-teaching staff at the school. Most of the learners walk long distances to school, some as far as 10 kilometres a day, and they were expected to be at school from 7:30 am to 3:00 pm. Problems at the school include financial support, learners with hearing disability and learners infected and affected by HIV/AIDS. There was a special well-equipped classroom block for learners with hearing disability. Some learners came from the orphanage centre within the mission station. School B is a day school, although located within the mission station. Morning devotions were held three times a week and learners were encouraged to attend church service on Sundays in their nearest church communities within the mission.

At the time of my visit there were different varieties of vegetables, tea and fruit, including avocados, for sale along the main road. Some people were ferrying bags of their produce to the main bus station to transport to the city for sale. This portrayed an industrious picture of the community around this school and suggested a degree of community capability for school support. Class sizes were between 40 and 45 and the school offered up to Grade seven. The school had an electric fence and there was piped water but had no telephone landline connection. The teachers relied on their cell phones for communication with the outside. The teaching and learning resources were in short supply although the school had recently received a donation of books from NGOs. It had a well-resourced laboratory for learners with hearing disability but did not have a functional library for learners.

The general education of the parents around the school was high, reading and writing in their language and some understanding the official language, English. The parents around School B understood the value of education, although some could not communicate effectively in the official language. Apart from the challenges noted, a lively reading culture was also observed, with two teachers pursuing degree studies. This aspect and good relations among staff and between the communities enriched the school environment and likely fostered effective teaching, learning and leadership practice.

4.7.3 *School C*

School C is among the oldest high schools in the UCCZ mission and was established by the American Board Mission. It had earned a great reputation for outstanding Cambridge O' Level examination results during the colonial period, similarly to school A. Following independence, the school maintained the status for a while but struggled to retain this until the present. School C was a combined boarding school that graduated several outstanding leaders and at some point was competing with School A for excellence. It was also open to day school learners from the local community. It offered Form One up to 'A' Level and the enrolment stood at about 420, with a staff compliment of 25 teachers during the time of data generation. By then, class sizes were between 15 and 20. The management structure includes the Headmaster, Deputy Headmaster, Chaplain, Senior Teacher/HODs and the School Development Committee (SDC), which had been formally appointed by the UCCZ Education Council (*Appendix 5*). Over the years the school has lost its prestigious reputation due to poor performance based on the O' Level and A' Level examination results. The medium of instruction at the school was English. Morning devotions were held three times a week and all boarding learners were required to attend church services every Sunday during terms. It was the responsibility of the chaplain to design the programme for school devotions and Sunday worship.

The school was located a few kilometres from Chipinge, the nearest town. The road was tarred halfway from town but the rest was dust. At the time of data generation, access by road was problematic due to lack of maintenance. The school had an electric fence, and there was piped water as well as a telephone landline though at the time of data generation the latter had not been working for some time, leaving most communication with the participants to be conducted through cell phones. Reports in regard to the landline had been made to the responsible service provider, but due to problems of imported spare parts and accessories, and the general absence of foreign currency in the country, it had not been possible to have it restored. Staff, including the school head, relied on cell phones, though the network was not accessible at all points within the school. The School Head pointed out that he had to make arrangements with a responsible authority on the times to receive or make calls so that he could be in the right place to make or receive calls. Within the mission station there was a preschool, primary school, a hospital and a skills training

college, and a mission farm. In good years, the farm produced maize, sweet potatoes and fruit, but currently there was little production.

The staff compound was close by and houses shared for unmarried and married teachers with at least three spacious bedrooms each. Given this situation, teacher relations extended beyond academic and professional relations to neighbourliness, similarly to School A. The level of education in this community was reasonable, with a few parents able to read, write and communicate in English, the official language of instruction. However, the majority could only read and write in their mother tongue, *Ndau*, which is the tribal language of the community, and then mostly the Bible and church hymns. The teachers attributed these literacy levels to the work of the church missionaries.

The surrounding community lived on peasant farming and their situation was worsened by the numerous economic problems the country faced at the time of this study. Therefore, given the type of parents in this school context, problems of financial support to meet the needs of learners were unlikely. However, the parental body (SDC) was supportive of the school and the education of their children. Parents in general met to discuss performance of their children with staff during open and consultation days.

Resource provision was not adequate and the school did not have a regular renovation programme during the period of this study. Some of the buildings were old and demanded serious restoration, although the school had employed additional help with the upkeep of the school buildings, gardens and grounds. There were two libraries with an old stock of books and most of the shelves were empty. However, here and there, the school was purchasing some books, with others donated by friends of the school and NGOs. It had acquired a few computers from the government for students to learn basic computer skills, but there was no Internet during this study. There were science laboratories for lower and senior levels but they had old apparatus and equipment. Classrooms were adequate and teachers had a separate staff room. In terms of discipline, there appeared to be no problems. This was a disciplined school due to its history and influence of the church; however, due to the established reputation it provided an attractive location for some learners and teachers, both regionally and nationally. From my informal discussion with the staff, teachers were well qualified and willing to further their studies if the opportunity arose.

4.7.4 *School D*

School D was one of the oldest primary schools of the UCCZ. It was established by the American Board Mission. The demographics of the learners were semi-middle class to very poor backgrounds. The school had an enrolment of 445 learners with a staff complement of 10 teachers. The class sizes were approximately 40 to 45 during the time of this study. The management structure included the School Head, Deputy Headmaster, Chaplain, Senior Teacher/HODs and the School Development Committee (SDC), which had been formally appointed by the UCCZ Education Council (*Appendix 5*). There were seven educators, none of whom held any formal management positions but assumed leadership roles when necessary. There were also non-teaching staff. Most of the learners walked long distances to school, some as far as 10 kilometres a day, and were expected to be at school from 7:30 am to 3:00 pm. Problems at the school included financial support and learners infected and affected with HIV/AIDS. School D was a day school, although located within the mission farm. Morning devotions were held three times a week and learners were encouraged to attend church service on Sundays in their respective communities.

The social setting of the community consisted of subsistence farms with an unstable economic base. The land was unproductive and could not yield enough for families' own consumption, even in a good agricultural season. The community relied on hand-outs from organisations, and children and relatives working in urban areas or in the diaspora for additional support. The poverty levels were evident amongst the school pupils, some of whom were walking barefoot and not being clothed in neat school attire. Such levels of poverty in the community shaped the resource base, given that such mission schools relied heavily on parents' support for payment of fees for different school projects and purchase of resources. From my informal discussions with the school head, it emerged that the level of education in the community was low, and though most were able to read and write in their mother tongue they were severely constrained in command of the official language, English. However, it was encouraging to see that this setback did not prevent support and encouragement of their children's work in school.

School D was severely under-resourced, reflecting the nature of the community's economic base and the responsible authority. There was a shortage of books and such

resources as newsprint for charts were not available. There was no telephone service available, thus making communication with the outside world extremely difficult. The teachers used their cell phones to communicate with the outside and the school had no electricity or piped water, relying instead on water from a nearby borehole. A river provided water for gardening and other non-drinking purposes. The walking distance from the main road and other basic facilities, such as telephone, electricity, piped water and accommodation, made this school unattractive for teacher deployment. At the time of my visit, some teachers had left the school to look for employment across the border. The school taught up to Grade Seven and the highest qualified teachers held diplomas in Education. The school head described the level of interaction among teachers as healthy, and this was a motivating factor that boosted their morale, given the limited environment in which they were operating. The discussion above suggests that the school was operating effectively, given the contextual challenges.

4.8 Data Generation Methods

Multiple tools of data generation, such as interviews, observation schedule, journal entries and school documents and reports as sources of data, had been used to determine the findings on the practices of leadership in the UCCZ mission schools and create the historical case. The data generation process took a period of 9 to 12 months (April 2011 - April 2012) to allow time to build rapport with the school communities and to cross-check my data. The data generation in the initial process involved a briefing session with the participants, developing a contextual account of the schools using a school and participant observation schedule, collecting documents and reports as sources of data, and developing field notes.

The second level of the research process incorporated the ten participants to writing a self-reflective journal entry for a period of three academic school terms. Finally, the participants were interviewed individually, with the aim of obtaining responses about their understanding and fostering of leadership practice in their school. The semi-structured face-to-face interviews created an opportunity for the participants to elaborate on any of the issues raised in the journal process.

4.8.1 *Observation Schedule*

Lacy, cited in Bell (1987) defines an observation schedule as "the transfer of the whole person into an imaginative and emotional experience, whereby the researcher learns to understand the person's world" (Bell, p. 157). One of the most important aspects of an observation schedule is that it allows a researcher to gather data from people in a natural situation without having to question or communicate with participants. Here I was drawn into the "phenomenological complexity of the participant's world, where situations unfold and connections cause and correlations could be observed as they occur over time" (Cohen, *et al*., 2007, p. 397). The observation of the schools and SMTs was essential because I needed to determine the roles played by both the context and participants in regard to the practices of leadership (*Appendix 6*).

Observations play a vital role in addressing the key questions and it was carried out throughout the research process. Potential data sources in case studies may include, though not be limited to interviews, observations, documentary reviews, archival records, interviews and physical artefacts (Merriam, 2009; Yin, 2014). I observed the manner in which the participants interacted with their colleagues, learners and parents during the staff meetings, classrooms and social gatherings. I also observed the outdoor events, because in most cases this was less formal. The main purpose of the observation was to determine the practices of leadership among the participants in various situations (Spillane, 2006). Observation took place throughout the data generation period.

4.8.2 *Documents and Reports*

This study also used documents and reports as sources of data generation methods *(Appendix 7)*. The UCCZ mission schools report to the Synod AGM, which is the highest decision making body of the UCCZ. School documents, reports and archives constitute rich sources of information about the institution. In contemporary society, many entities leave a trail of paper, found in public documents (annual reports, policy statements) with private memos and what the observer actually hears or sees (Patton, 2002). At the beginning of this study, access to important documents and reports had to be negotiated with the relevant people. An ideal situation would be to have access to all routine records, such as end-of-year results, financial and budget records, institutional rules and

regulations, and any other official and unofficial documents generated by or for the purpose of the institutions (Patton, 2002). Records, documents and reports guide the researcher in what needs to be pursued further in direct observation and interviewing, however, confidentiality must be respected, as with all information to which the researcher has access. The extent to which actual references to, and quotations from, records, reports and documents will be included in the final reports depends on whether they are considered part of a public record and therefore to be publicised without breach of confidentiality (Patton, 2002). In some cases, with permission and proper safeguards to protect confidentiality, some information from private documents was quoted directly and cited.

4.8.3   *Self-Reflective Journaling*

Self-reflective journaling was used throughout the research process. Van Manen (1997) sees journals as of help in setting oneself life-goals to work or to strive for. He further states that keeping a journal is helpful as records of insight gained are kept and the reflection on previous reflections easily followed. A journal contains reflective accounts of human experiences that are of phenomenological value (Van Manen, 1997). In line with this view, Smith (1999, p. 3) writes about "harvesting journals, to gain insight into the way people think, to see patterns emerge and to develop theories out of the data". The main purpose of using a self-reflecting journaling process was to engage the ten participants in a process of reflecting on their current beliefs and practices of leadership. It took place throughout the data generation period, from April 2011 to April 2012 *(Appendix 8)*. I saw it as an opportunity for participants to use the process of writing to describe and explain how they felt about their leadership practice in their sub-case schools. Also, it served as an excellent tool for their own self-reflection and in so doing deepened their understanding of leadership practice. It enabled me to examine the trends that emerged from their journals, thereby sorting them into relevant themes. Further, it helped me to understand how the participants played their role as school leaders during the period 1995 to 2010.

4.8.4   *Life History Individual Interviews*

Life history interview are a qualitative research method for gathering information on the subjective essence of a person's entire life, that he or she chooses to share and which

includes life experiences, important events, and feelings (Atkinson, 1998). It points out a particular historical event or aspect of a person's life, for instance, work life or a special role that one has played in the community (Atkinson, 1998). In the education sector, life history interviews have been used as a new way of knowing and teaching (Atkinson, 1998). According to Cohen, *et al.*, (2007, p. 249), an interview is a principal means of gathering information in relation to the research question and it is of utmost importance that the individual interview becomes a "conversation with a purpose" (p. 249), whereby individual participant in the interview "defined the situation in a particular way" (p. 350). Between April 2011 and April 2012 I managed to interview ten participants from the four sub-case mission schools tracing their leadership roles since 1995 to 2010.

Based on this background, I used a semi-structured interview (*Appendices 9 and 10*) as a primary strategy for data collection as it is a flexible tool that allows the interviewer to use open-ended questions for prompts into respondents' initial responses, to clarify views and allow the respondents to express themselves openly and freely. An interview enables one to reveal and explore the nuanced descriptions of the life-worlds of participants and serve as a positive and enriching experience for all the participants (Cohen, *et al.*, 2007). The advantage of using interviews as a data generation technique is that they allow for greater depth than other methods (Yin, 2003). Individual life history interviews were used to supplement data gathered from the journal entries, as each participant gave his/her own understanding about the concept of leadership practice within the UCCZ mission schools. I personally collected all the data because of the importance and passion I attach to the meaning of findings and personal value. Through the above research methods, cross-checking of honesty and seriousness of responses was ensured.

4.9 Data Analysis

Data analysis, according to Benard (1994, p. 360), involves "searching for patterns and ideas that help to explain the existence of those patterns". Practically, it used systematically to examine and arrange field notes, interview scripts and all the materials gathered in the field, organising and synthesising them into manageable units. Qualitative data were analysed using two approaches, namely in-field analysis and content analysis. Due to the increasingly swelling nature of qualitative data, in-field analysis commenced on the first day of fieldwork and proceeded throughout the data generation as a guide for the

process. In-field analysis was informed by ideas from Gomm (2004), who contends that continuing data generation analysis places the researcher in good stead after the field work. Given the qualitative approach adopted for the study, during the in-field analysis of data, a generative data approach was adopted. Gomm (2004) emphasises reflective comments on ideas being generated during data-gathering sessions and summaries of what may seemingly be emerging. Such reflections constituted my own thoughts, feelings, impressions, insights and observations. I used reflections to connect incidents occurring during the process and I found summaries useful to create links between comments and impressions. These memos enabled further reflections on issues raised by participants and their links and connections.

To reinforce the decision to use a qualitative approach, I adopted the four-step approach to data analysis as indicated by Creswell (2009) in Figure 4.1 below.
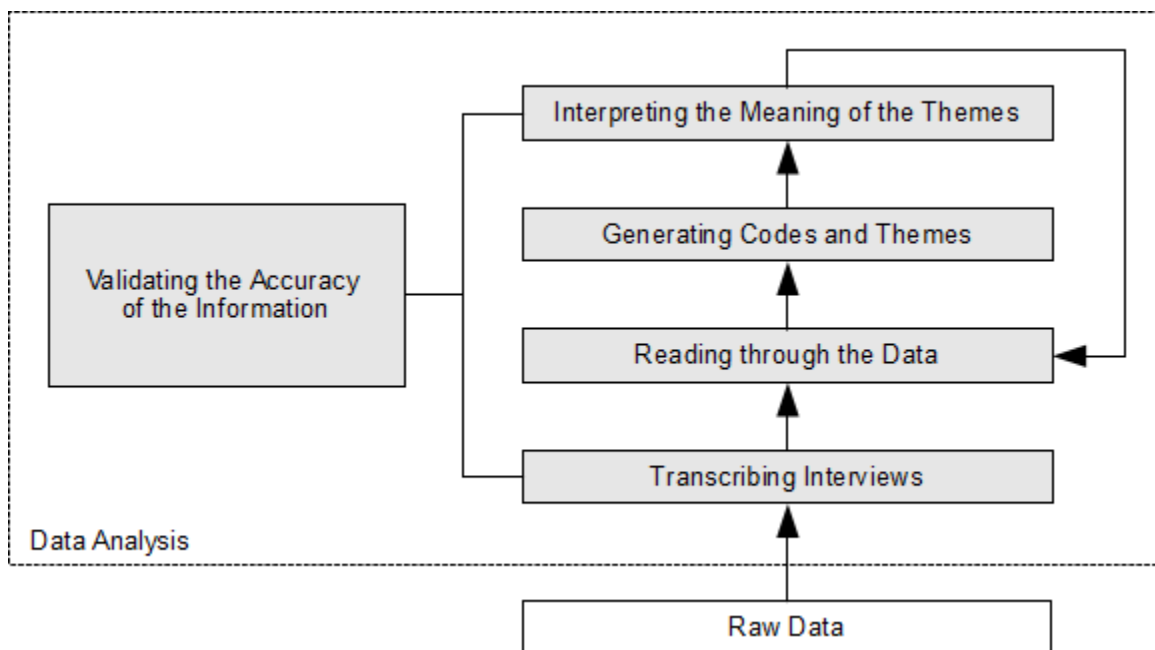
Figure: 4.1: Steps of qualitative data analysis (adapted from Creswell, 2009, p. 185)

In line with Creswell (2009), qualitative data analysis helps to organise, account for data, define the context, and look for the various themes that emerge (Cohen, *et al*., 2007). Data analysis is regarded as an encompassing work, necessitating reading through the data repeatedly, breaking it down (thematising and categorising), and building it up again in novel ways (elaborating and interpreting) (Terre Blanche & Durrheim, 2002). When analysing data for each of the participants, concepts were generated through the data

process of coding, defined by Cohen, *et al*., (*2007*) as assigning a word or abbreviation that helps the researcher to see at a glance what it means. In analysing and interpreting the data, I used transcripts of the interviews and journal entries to draw themes. In this instance, transcription not only facilitated further analysis but also established a permanent written record of the interviews to be shared with other interested parties. I was aware that transcripts did not reflect the entire character of the discussion and, for example, they could be drawn from non-verbal communication, gestures and behavioural responses which were not reflected in the transcript. Journal entries and observational data obtained during the study were used to supplement the transcribed data.

According to Cohen, *et al*., (2007, p. 643), qualitative data is "about organising and accounting for, and making sense of the data in terms of the participants' definition of the situation, noting patterns themes, and categories and regularities that appear within the data", and that whilst there is no one way of analysing data it must '*fit the purpose*'. I used open coding to scrutinise and categorise themes, whereby "data is scrutinised for commonalities that reflect categories or themes" (Leedy, 1985, p. 154). The data obtained from the various life history interviews, observations, reports and journal entries was coded into a set of themes that describe the practices of leadership. In this regard, axial coding was used and connections between categories made, allowing sub-categories within each major category to be identified. Relationships between the major and sub-categories were identified and reflected as themes (Leedy, 1985).

The next step involved integrating an assortment of categories that emerged, forming a "story line" (Leedy, 1985, p. 156). When identifying the major themes that emanated from the data I wrote down the names on different pages and entered respective quotes on the appropriate pages. I intended to report direct phrases and sentences because it is important to be faithful to the exact words used by the participants. In analysing this data, I attempted to discern the SMT members' own understanding and experiences on the practice of leadership within their respective schools, their views on the past and present leadership practice, their response to the contextual demands within the UCCZ mission schools, and factors which motivated or inhibited leadership practice. All forms of coding were aimed at enhancing the internal validity of the findings, serving to authenticate, extend and sharpen the theoretical framework.

Qualitative data was analysed and interpreted after having been collected and gathered together. Data from the transcriptions of individual interviews and the self-reflective journaling was analysed by breaking down the information, exploring concepts and putting it back in new ways for better understanding (Pandit, 1996). The findings from all the participants were then compared and grouped together to form themes which were given the same conceptual label. Pandit (1996) says that the products of labelling and categorising concepts are basic building blocks in grounded theory construction. I broke down the data and looked for key words and phrases, ideas and themes, and made detailed notes to link them together. I looked for words that gave me an idea of the qualities of the SMTs that would make them leaders and selected ideas and themes that related to the structure and culture of the school. Leadership roles that the SMTs played in facilitating or hindering the practice of leadership were sought out.

4.9.1 *Issues of Trustworthiness and Credibility*

Best and Kahn (1989, p. 160) contend that "validity is that quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure", whilst in qualitative research it might be achieved "through honesty, depth, richness and scope of the data, the range of participants approach the extent of triangulation and the objectivity disinterestedness of the researcher" (Cohen, *et al*., 2007, p. 133). The validity of an instrument of data generation depends on the data being relevant to the research questions posed. I ensured that this research was valid by using triangulation, that is, the "use of multiple forms of data, and multiple methods of data analysis to enhance validity" (Cohen, *et al*., 2007, p. 133). The most practical way of achieving greater validity is to minimise the amount of bias as far as possible, so I used a combination of different methodological techniques. Triangulation of evidence strengthened the research, thereby enhancing trustworthiness. Yin (2003) asserts that external validity can be achieved from theoretical relationships and in turn allow for generalisations. It is the development of a formal case study protocol that provides the validity required of all research. All the questions related to the issue of validity and trustworthiness were addressed, and I used 'thick description' to enhance it. I described the situations in each school in sufficiently rich detail for readers to draw their own conclusions.

According to Remler and Van Ryzin (2011) and Flick (2014), when results from qualitative research are tested for reliability and believability from the viewpoint of the participants in the research, they are credible. These authors point out that qualitative research describes or understands the phenomenon under study through the participants' eyes. Hence, the participants are the only people who can legitimately determine credibility of the data. In this study I demonstrated that they appropriately recognised and pronounced, grounded on the way in which the study was conducted. In order to establish credibility, Remler and Van Ryzin (2011) and Flick (2014) propose triangulation and flexibility. Using different sources, sites and even different data generation methods (*methods triangulation*), I corroborated interview data with that from the school report documents, journal entries and personal observation. I also used *site triangulation*, which I achieved with the participation of the four UCCZ mission schools in the research.

The use of four case study schools reduced the effect of particular local factors peculiar to one school. I compared data from one site to the other, thus, from one school to the other. When similar findings emerge from different sites they are rated credible by the readers (Shenton, 2004). At the same time, I compared data from various participants in the sample, the School Heads, HODs and Chaplains. I interviewed ten participants as a form of triangulation (*source triangulation*), with cross-case site analysis based on individual viewpoints and experiences, verified to bring an ultimate rich analysis to strengthen credibility of the findings. Therefore, using multiple sites, methods and data sources enhanced the credibility of my data and helped me to confirm the data accuracy (Baxter & Jack, 2008). This varied triangulation of methods, sites and sources is important for augmenting the credibility of data (Merriam, 2009).

I applied several strategies to ensure honesty in the participants' contributions. In particular, I gave an opportunity for each participant to withdraw from taking part in the study, if they were uninterested, so as to ensure that only those who were genuinely willing could participate in honesty. I encouraged all participants to be free from the onset of each interview session, with the aim of establishing rapport in the opening moments. Most importantly, I pointed out to the participants that there were no predetermined 'right' responses to the questions asked. I also developed some strategies to dispose deliberate untruths, such as the use of probes to elicit more information and the use of iterative

questioning, raising issues that had been raised previously to test the truthfulness of their responses.

Merriam (2009) writes that qualitative inquiry work can be assessed by the researcher through relating to an existing body of knowledge. My research methods are well established both in social science research generally and in qualitative investigation in particular. I was dedicated to employing specific procedures, such as the simple questioning technique during interview sessions. History influences current knowledge, and I had the benefit of previous studies that were successful to derive data analytic methods for my study (Green, *et al*., 2007; Cohen, *et al*., 2011; Check & Schutt, 2012; Creswell, 2013; Yin, 2014). Credibility was also ensured by the blending of the two sampling procedures (purposive and snowballing), which helped me to source the hard-to-reach UCCZ mission school participants for credible data. I was also aware that my views, feelings, perspectives and predispositions could influence the interpretation of data; hence I was flexible throughout the interviews (Bertram & Christiansen, 2014).

This strategy of involving understandings beyond the researcher and investing in other people enhanced validity to this thesis. The prolonged fieldwork provided me with an in-depth interpretation of the phenomenon under exploration and conveyed detail on the site and the people to enhance credibility to the narrated accounts (Creswell, 2008). Qualitative research affirms the role of the human interview as the human instrument. As a major instrument for data generation, interpretation and analysis, my biases and values were declared openly through self-reflection. Through this study I tried to understand the practices of leadership in the UCCZ mission schools. Discussions around themes and sub-themes in this inquiry presented contradictory evidence, making the account more realistic and rigorous. Issues discussed above illustrate attempts to enable sufficient degree of confidence in credibility, trustworthiness and dependability of findings.

4.9.2 *Transferability*

Stake (2006) and Yin (2014) explain the term transferability as the extent to which results produced from qualitative research can be universal and applied to other situations, contexts or settings. Merriam (2009) agrees that transferability is concerned with the extent to which the findings of one study can be applied to other situations. From a social scientist

point of view, transferability is the obligation of the person making the generalisations; therefore, I ensured transferability by carefully defining the research background and the expectations of this study. It is important that relevant rich explanation of the resource demand in the UCCZ mission schools is presented so readers have full understanding of it, thereby allowing them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations (Shenton, 2004; Merriam, 2009). The work of Rolfe (2004) highlights the importance of the researcher drawing an accurate boundary of the study. In order to make transferability easier to understand, the following measures were diligently applied in various sections of this document:

- Location of the study and total number of schools taking part in it
- Clarity on characteristics expected from participants who contributed data
- The number of participants who were interviewed
- The data elicitation methods used
- The time over which the data was generated.

To ensure the transferability I combined purposive and snowballing sampling procedures, with a full representation of all stakeholders considered because of their representativeness of the population about which conclusions were drawn. In addition to the measures of ensuring transferability discussed above, I carefully collected rich descriptive data, which could be compared to other researches (Bertram & Christiansen, 2014).

This study provides an indicator of transferability and rich data for research consumers to determine the degree of transferability. The clear, detailed and thick descriptions should enable readers to "address twin issues of compatibility and translatability" (Cohen, *et al.*, 2000, p. 108) and decide whether findings could be transferable. Drawing on this view, a detailed description of the setting was provided to make results more realistic and richer, thereby adding to the validity of the findings. The aspect of 'scientific rigour' in Thomson's (2008) conception summarises the fundamental nature of methodological triangulation by being "methodical" and "systematic" (Thomson, p. 50). I worked meticulously and in an organised and careful fashion, consistently operating within well-defined and transparent guidelines. This helped to maintain a disciplined grasp of all aspects of the research, and thus the triad of phenomenon, method and critical question

were balanced, but as the researcher I constantly withdrew from the process to reflect and examine deficiencies and limitations in the conduct of the research.

Singleton and Straits (1999) posit that triangles possess great strength in enabling extraordinary precision when measuring heights of mountains and astronomical distances. It is on this basis that triangulation possesses great strength in research. Examining evidence from different sources and fusing it to develop a logical and rational justification for themes enabled data triangulation to foster claims of validity of this study. Consulting a range of people as peer de-briefers and external auditors in cohort seminars, and, the supervisory meetings throughout development of this study ensured that my account resonated with other people.

4.9.3 *Dependability and Confirmability*

Given the same context with the same participants in repeating research, the findings should be replicated (Shenton, 2004; Merriam, 2009). However, Bertram and Christiansen (2014) acknowledge a correlation between credibility and dependability, arguing that an attempt to ensure credibility can also ensure dependability with the same strategies. Most of the measures to ensure dependability have been discussed in Section 4.9.2. The only issue I could additionally consider as a measure to ensure dependability was accounting for ever-changing contexts in which I conducted my research. The criterion of dependability in qualitative research therefore underscores claims that the researcher should account for the dynamic contexts inside the research environment (Shenton, 2004; Merriam, 2009). I took accountability by relating the changes that took place in the research environment and recording how these influenced the way I approached the study. Therefore, dependability entails the ability of the researcher to account for the changes in the study design and the changing conditions in relation to what was studied (Neuman, 2006; Bertram & Christiansen, 2014).

According to Bertram and Christiansen (2014), qualitative research tends to accept that any piece of research, when conducted properly, add some knowledge into the body of literature. Confirmability therefore refers to the extent to which results found from a study can be confirmed or augmented by other researches. There are a number of strategies that can be used to ensure confirmability in qualitative research, so I documented the

techniques used for examining and re-examining the data during the course of this study. Confirmability is based on data reviews and uses transcribed data to confirm it (Merriam, 2009; Yin, 2014). Therefore, in qualitative research, two similar study results should be used to confirm the other. During data analysis I coded and re-coded to confirm the data. An audit trail, which included the dates of interviews, names of participants and schools in which the research was carried out, letters to schools requesting for consent to carry out the study and the audio-tapes recorded during the interviews, were used to ensure confirmability of the data.

Triangulation is one of the techniques used to confirm data accuracy; however, I would not not want to get lost in the data so I stopped eliciting data immediately when I reached 'data saturation'. Thus, in order to bring some order to the voluminous amount of data gathered, it was necessary for me to organise and manage the data from these multiple sources and multiple methods to come together in the analysis (Tuckett, 2012) process rather than handling it individually. I rightly understood that one danger associated with various sources is the generation of vast amounts of data that need organisation and analysis (Stake, 2006; Merriam, 2009; Tuckett, 2012; Yin, 2014). Given the sample size and sampling design adopted for the study it would be unrealistic to claim that if this study were to be carried out with similar participants in similar contexts, however defined, similar results would be found or the conclusions arrived at would be generalisable to other contexts.

Thomson (2008) identifies two aspects of rigour as critical to qualitative research that are relevant to my study, namely, internal rigour and scientific rigour. The former is the nature and depth of descriptions presented by the researcher as precise evidence of participants' experience. Production of thick descriptions is the desired objective but Thomson (2008, pp. 49-50) warns that "not all description is thick description… quantity does not contribute to thickness ... [and] writing thick description requires certain talent, a facility with words, and aesthetic sensitivity or at least the willingness to practice a skill that may not come naturally" Production of valid qualitative therefore requires more than "a passing ease with words".

4.10 Limitations for the Study

I was a full-time student in South Africa and observing the day-to-day routine of the participants was limited. However, I have addressed these limitations by spending more time in the research area during the South African school holidays, since the Zimbabwean school calendar was different. In case study methodology it is difficult to generalise the findings. Field work was expensive and frequent trips to the research area was limited. I addressed the financial implication by sourcing some scholarships or bursaries from various organisations to assist with my field work expenses. The period for data collection coincided with the National Constitution Referendum in Zimbabwe, a period normally associated with political violence. I addressed the issue of National Constitution Referendum by not associating myself with any political party. My position of power as a member of the clergy or minister in the UCCZ posed a challenge to the participants, which I addressed by assuring them it was academic research and not an evaluation of their work. Also, any possible threat was addressed by reiterating that the research exercise was quite different from my official duties for the clergy. The participants were assured that the information generated from this study would not be used for victimisation or any other purpose. In line with this view, Britten, (2008) states that the researcher needs to enter the research field with as much openness as possible.

During the interviews I avoided becoming deeply engaged and moved by participants' dilemmas from listening to experiences related to political violence. Britten (2008) notes that sometimes the qualitative researcher is met with particularly difficult situations and there is a tendency to transform the research interview into a therapeutic one. There is no evident rule to deal with issues of emotional engagement with participant dilemmas during field work, but the researcher has to face such problems (Silverman, 2007). However, keeping in mind my motives for conducting the specific fieldwork, as Silverman advises, provided some emotional distance with which to enhance space for critical analysis. After each interview I would reflect and battle with such basic questions as: "what constitute a good interview?", "Was this a good interview?", and "What would I have done differently?" As the circumstances shaping data gathering were in continuous flux I felt they were not good enough and lacked detail. However, informed by Oettler's (2008) view that "failed" interviews do not obstruct the research process, but may instead accelerate it, this was sufficient consolation. Oettler adds that an interview that might qualify as "not

good" at first glance might nevertheless contain "typical" or even "untypical" statements for which the researcher might be searching. No matter how short or implausible interview accounts may be, they may nevertheless contain some core discursive fragments (Oettler, 2008). These interview accounts had to be viewed in the context of the prevailing socio-economic and political situation in Zimbabwe.

4.11 Ethical Considerations

Ethics is a branch of philosophy and theology that deals with the question of 'what ought to be done' and involves a study of behaviour, posing questions concerning moral and responsible research (Singleton & Straits, 1999). Therefore, to be ethical in research is to conform to accepted professional research practice. Terre-Blanche and Durrheim (2002, p. 65) add that "the essential purpose of ethical research planning is to protect the welfare and rights of research participants". The three principles to guide ethical decisions are participants' autonomy, non-maleficence, and beneficence. To fulfil the first principle, participants' autonomy, areas of ethical issues which relate to informed consent and confidentiality of the interviews were obtained. The UCCZ President, School Heads, HODs and School Chaplains involved in this research were informed in advance and signed the consent letter offering an opportunity to opt out if they so wished, which none did. I explained the aims and objectives of the study before the participants committed themselves, informing them that their names would be protected and that they were free to withdraw at any stage of the research should they wish. Not only did I explain their right regarding withdrawal, but also their right to review the material. Further, the formal consent requests were only signed after clarifications and discussions had enhanced their confidence. My contact details in South Africa, as well as those of my supervisor were clearly outlined (de Vos, Strydom, Fouche & Delport, 2005).

Participants were assured of a high degree of confidentiality of data that they would provide (Terre-Blanche, *et al.*, 2007b), and as advised by Henning (2005), research participants had information on those aspects of material from interviews that would be shared with the public and those that would be kept confidential. This included an assurance of anonymity and secure storage of all the data, including processing for release in cumulative terms. Keeping material 'confidential' in this study implied that no one else saw it, except my supervisors, and confidentiality included participants' right of privacy.

Such terms were discussed in plain and comprehensive terms. While what constitutes invasion of privacy may be subjective, scholars such as Woods (2006) and Henning (2005) advise that questions which induce anxiety or guilt in a participant are an invasion of privacy. Hence, to insure participants' right to privacy, interviews were carried out on a one-on-one basis, and the semi-structured questions were such that they did not conjure up any anxieties. Further, the participants were informed that there were no incentives in this study. During the report of the findings, the name of the schools and participants were protected and *pseudonyms* used.

Terre-Blanches' *et al.,* (2002) second principle, non-maleficence, refers to participants' protection from any harm or danger. Protection from harm encompasses any physical, emotional or social infliction of pain a study may bring about (Henning, 2005). In this study, no physical harm was envisaged and fortunately none occurred, so to ensure no emotional harm was inflicted, the approaches described above were also applied. Again, participants were not in a vulnerable population category, such as young children or mentally challenged, but were college and university graduate teachers. They were therefore well positioned to understand different aspects of my study and make informed decisions whether or not to participate.

Further to these considerations, my research was informed by what Bogdan and Biklen (1992) define as common sense and moral responsibility of qualitative researchers. This is premised on the notion that researching people requires treating them as people so that they reveal their lives to the researcher freely. The participants were free to air their views as freely as possible without undue direction, redirection or pressuring. All their contributions were appreciated, including those with little or no bearing on the study, as long as this made them feel that their contribution was valued and respected. However, use of the term 'free' does not imply entire freedom from all psychological issues related to social, cultural and power constraints that position them in particular spaces.

Terre-Blanche's *et al.,* (2002) third principle addresses beneficence, and is closely related to the first two discussed above. According to these authors, the principle requires the researcher to design the research such that it will be of benefit, if not directly to research participants then, more broadly, to other researchers and society at large. The participants did not incur financial costs for participation since the researcher visited them in their

respective schools. Finally, the choice to engage this study was important and worthwhile to me, making it an ethical consideration of its own. As an academic and researcher I hoped that other researchers and society would benefit in some way from this work.

4.12 Summary of Chapter Four

The chapter has discussed the research methodology and design for the study extensively and all the related components were raised and explained. As a naturalistic strategy, the qualitative paradigm was relevant since it sought to explore the practices of leadership. It has been noted that the study employed a multi-mode approach to data generation, in accordance with qualitative traditions and their strengths that lie in triangulation. Also, in keeping with the qualitative approaches, the chapter has described how the data was analysed both in fieldwork as well as after fieldwork. The research aim of the whole study has been explained in relation to the key questions. It emerged clearly that in case study research one cannot make generalisations about the practices of leadership across all schools since the dynamics and cultures of schools are different. I realised that it was difficult to reduce subjectivity and bias completely in my findings as an inexperienced researcher, and therefore I acknowledge that my research might have some errors which need attention for future research. Having discussed an account of the research methodology and design in more detail, the following chapter presents and discusses the data findings and participants' profiles.

CHAPTER FIVE

DATA PRESENTATION AND DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter discussed issues of research methodology and design, and this chapter presents and discusses the findings that emerged from the data. This was a qualitative study which focused on the practices of leadership enacted by the SMTs in sustaining the UCCZ mission schools during the period 1995 to 2010. The study further seeks to respond to the contextual demands and challenges faced by the SMTs in the case study schools. Lastly, the research reports the factors which promote or hinder the practices of leadership in the UCCZ mission schools. The participants consisted of the SMTs, who comprise the School Heads, HODs and Chaplains across the four selected case study schools. The reason for mixing the participants was to understand how different groups of school leaders viewed leadership. In presenting the findings I began by outlining the participants' profiles. To confirm that the voices of the participants were present and there was evidence to back my interpretations I chose to include many quotations from the ten participants in the study as they emerged from the different data sets.

5.2 Profile of the Participants in the Four Case Study Schools

The study involved four School Heads, four HODs and two Chaplains. Seven participants were married males and the other three were married females. In order to protect the identity of the participants in presenting the data I have used the codes shown in Table 5.1 (below). I have described the profile of the ten participants for the study in detail and provided reasons for their selection. The lessons learned and drawn from the participants' profiles have been identified and are discussed in Chapter Six. The data was generated between 2011 and 2012, as indicated earlier in Chapter Four.

Table 5.1: Codes used for the Participants

Participant	Code
Headmaster School A	H-School A
Head-teacher School B	H-School B (Female)
Headmaster School C	H-School C
Head-teacher School D	H-School D (Female)
Head of Department School A	HOD-School A
Head of Department School B	HOD-School B
Head of Department School C	HOD-School C
Head of Department School D	HOD-School D
Chaplain for School A & B	Chpn-School A & B
Chaplain for School C & D	Chpn-School C & D (Female)
Personal Observation	PO
Journal Entries	JE

5.2.1 *Headmaster School A: (H-School A)*

During the period of data generation for the study, H-School A had over 15 years of teaching experience at the school. He taught Literature in English for both O' Level and A' level and had been a senior teacher and HOD for English before becoming the headmaster. He was 39-year-old during the time of this study and was well-qualified with a master's degree in Educational Leadership and Administration. He was married with a family of four, two sons and two daughters (JE). I saw H-School A as a person who led by example and deeply rooted in his faith as a Christian. He came across as a man of deep integrity, both within and beyond the school. He was a hard-working and dedicated teacher who motivated new teachers to perform at their best. He gave guidance to locum teachers who came into the profession by playing the role of mentor and chaperone, and came across as a teacher who valued the strengths of both the children and teachers. H-School A was someone who, when tasked to do something, did it to the best of his ability. He was not afraid of challenges or failing, nor admitting that he did not have the expertise, but he was willing to learn. H-School A was pro-active, confident and willing to assist wherever and whenever the need arose. He was knowledgeable in curriculum matters, class processes

and most matters that involved the running of a school. He not only led in his school but extended his leadership into the community, which he served as a member and leader of the UCCZ Men's Fellowship (PO).

At school, he had served as deputy headmaster, supervising teachers and students, and HOD for English, supervising and monitoring academic programmes. He had a strong work ethic and was a role model in the school. He also came across as a person who wished to see transformation take place in the school and had a deep desire to improve his skills, attend workshops, improve his qualifications by studying further, and attend all union meetings so as to keep himself abreast of all educational matters (JE). He immersed himself in the leadership roles that were delegated to him at the school and displayed a certain confidence that inspired me to view him as a leader (PO). He described his school as boarding, made up of learners, teachers and ancillary staff from a diverse socio-economic background.

The learners ranged from well-to do families to very poor families. Some learners received assistance in paying school fees by organisations such as Plan International (PI), while others worked for the school during the vacations to pay school fees. The other group of learners was made up of those whose parents or guardians were financially stable and could afford to pay school fees at once. The school comprised 40 teachers and about 860 learners (JE), and belonged to the UCCZ as the responsible authority. This meant that it had a strong religious climate and culture, carrying its day-to-day activities with religious faith as the centre and driver of activities. A divine vision and dedication to work were firmly founded on a strong belief in teamwork, professionalism and hard work. The teachers were result-oriented and worked very hard towards achieving quality results at both O' level and A' level examinations (JE).

5.2.2   *Head of Department School A: (HOD-School A)*

During the period of data generation, HOD-School A was 45-year-old, married and Christian. He had a family of five, a wife and four children, the elder son being at the University while the other children were in their primary and secondary schools. HOD-School A had more than 22 years of teaching experience in the school. He taught a wide range of subjects across O' level and A' levels. He taught English and Shona (JE). The

motivation behind my choice of him as a participant was that he was enthusiastic and wished to learn all that he could from the study. He listened with depth to discussions and was the first to attempt something new at the school. He was not afraid of challenges, even if the outcome of what he did was in erratum (PO). During the time of his office at the school he had successfully managed to organise functions such as parents' day and consultation day. He also served as an HOD for Shona subject (JE). HOD-School A displayed characteristic of being confident and stood by what he believed in and would openly state if he agreed or disagreed with a person. I admired the way he handled conflict and dealt with parents. He maintained a position of control and gave off an aura of self-confidence. Disgruntled parents left the school feeling that they had been fairly treated. He consistently tried to shape his proficiency as an educator by giving himself both in the classroom, community and on the sports field (PO).

HOD-School A was a well-qualified educator with a master's degree in Educational Administration Planning and Policy Studies. He described his school as a mission boarding school, and learners came from diverse backgrounds, most with middle income earning parents and civil servants who were able to pay school fees on time. Some learners from the surrounding area were of peasant farm background with parents who failed to pay the day scholar fees. Most of the teachers at the school hailed from Chipinge (local) and out of 43 teachers 16 had learnt at the mission school before proceeding to universities or colleges. The culture of the school was described as Christian-based, with learners encouraged to attend vespers and Sunday services (JE).

The girls' boarding area was well staffed by a matron and there was evidence of discipline, however, the boys' boarding quarters lacked concrete leadership. There was chaos as the boarding master practiced a *laissez faire* type of leadership, with lack of discipline as learners were pushed to do daily chores such as going for studies, school and clean their dwelling rooms. The headmaster ran the school in a consultative way (PO). Church authorities were seen as poking their noses too much in the daily operation of the school. The school had experienced different headmasters within a short space of time and it seemed as though the administrators of all the mission schools should be local and strictly ethnically *Ndau*, which defeats the essence of having good leadership at the school. It was these qualities that made me select HOD-School A with confidence in my study, and because he was open and honest to himself (JE).

5.2.3   *Chaplain Schools A and B: (Chpn-Schools A & B)*

Chpn-School A & B was 38-year-old, father of two working as a Chaplain in the two UCCZ mission schools during the period of data generation. His eldest child was in Grade 2 and his one-year-old daughter spent her day being supervised by a nanny at home while the mother was a teacher at one of the UCCZ primary schools. He was a Christian and ordained clergy in the UCCZ who had a good work ethic. He had been serving as a church minister for ten years before moving to the mission schools. He completed a Diploma in Theology at the United Theological College then studied for a Diploma in Religious Studies at the University of Zimbabwe. He taught Bible Knowledge for O' Level classes and Divinity for A' Level classes (JE). One of his defining characteristics was that he displayed the greatest confidence when instructed to take on the role of being a Chaplain in such big and old mission schools and carried out his duty with the greatest responsibility. He was accountable for what he did and offered help to both students and staff whenever possible. Due to his flair for ministry he had successfully coordinated worship and counselling programmes at the mission schools, which included working with people of different personalities (PO). Also, he coordinated all Christian worship programmes for other UCCZ mission schools and networked with fellow ministers to lead chapel services at these schools. He purchased all the mission school equipment, such as elements for the Eucharist, and keeping a tight record of all purchases. He gave the teachers and students opportunities to lead devotions whenever possible, after going through a worship training programme. As a Chaplain he was also responsible for sourcing scholarships for students who struggled to pay school fees and personal welfare. He worked hard with the local community and was responsible authority (JE).

5.2.4 *Head-Teacher School B: (H-School B)*

During the period of data generation, H-School B was 53-year-old, married and worked as a primary school head-teacher in one of the UCCZ mission schools. She had a family of four children and 20 years of teaching experience in the mission school. H-School B taught a wide range of subjects across the primary school level, a requirement for all primary school educators in Zimbabwe unless promoted to administrative responsibilities. The motivation to select her as a participant was that she demonstrated enthusiasm in all she did and was eager to learn new things. She listened with depth to discussions and was not

afraid of challenges, even if the outcome of what she did was in erratum. During the time of her leadership at the school she managed to organise Mother's Day as a fundraising activity and received overwhelming support from the staff, students and community. She introduced the computation system at the school and trained her teaching staff on how to compute the continuous assessment marks and to print reports and schedules. She openly assisted teachers who were not computer literate (JE). H-School B displayed characteristics of being confident and stood by what she believed in and would openly state if she agreed or disagreed with a person. I admired the way she handled conflict and dealt with parents. She maintained a position of control and gave off an aura of self-confidence (PO). Disgruntled parents left the school feeling that they had been fairly treated. She tried to shape her proficiency as a female school head through optimal dedication both in the office, classroom and outside the fields.

This was in contrast to a reflection from her journal, at the beginning of her teaching career, when she had regarded herself as an immature, naïve person, a person of very little confidence, and disorganised person *(JE).* At the time of the study she saw herself as being very confident and strong, with a fierce determination to succeed (JE). To improve on her academic qualifications, she enrolled at the local university for an honours degree in Educational Leadership and Management as a part-time student. It was these qualities which made her to maintain the culture of teaching and learning at the school, despite the socio-economic hardships facing the country. When some teachers left the country during the climax of the economic hardships in Zimbabwe she took over some classes and taught while heading the school (JE).

5.2.5 *Head of Department School B: (HOD-School B)*

During the period of data generation, HOD-School B was 43-year-old, married and Christian. He had a wife and four children in primary school. He had been a UCCZ member since childhood and had a good work ethic. He had been teaching deaf children for 16 years and was a specialist in that field (JE) and recently completed master's degree in Special Needs Education. He taught at a primary mission school which was the oldest school in the life of UCCZ mission schools.

One of the defining characteristics in my choice of him as a participant in the research was that he had the potential to be an educator, especially being young and bold in his field, which was a demanding task on its own (PO). He displayed the greatest confidence when he was instructed to take up the post of teaching deaf children and carried out his duty with the greatest responsibility. He was accountable for what he did and offered to help when he could. He was subject head for Special Needs Education, and for the Sports Programme (JE). This included drawing up the sport codes for the term, sorting out the fixtures for the school and surrounding schools, purchasing all the school equipment and keeping a tight record of all purchases. He gave other teachers an opportunity to coach a sport code where they felt that they were capable. During my study I wanted to understand how an educator with so many challenging responsibilities could still set such a high standard of leadership and achieve despite all odds.

HOD-School B described his school as a primary school in a mission station. Nearly two-thirds of the learners have parents/guardians who were unemployed. They came from very poor families who could not afford to pay fees, buy books and uniform. Some learners wore torn clothes and enter the public toilets with bare feet. Learners came to school on empty stomach due to shortage of food and without pens to write (JE). Teacher/learner ratio ranged from 1:58 per educator. Classes were overcrowded (PO). A third of the learners had parents who were teachers, nurses, farmers and general workers in the mission. The school ran most of the activities that defined it as a school, following the required curriculum guided by both the school and national policies. It was one of the schools in the district in which most teachers wished to teach (PO) and the only one in the district which offered education to both the hearing and non-hearing (deaf) populace. Most importantly, being a mission school, it also inculcated religious values to its learners, especially during assembly days (PO). The school was on the border with Mozambique and the community was described as primitive and backward. Some of the people in the community did not value education as a tool for life, most being squatters in the mission farm and using primitive methods of farming such as tilling the land with hoes and hands. This type of farming contributed as a major cause for hunger (JE). Most of the people in the area spoke the ethnic dialect of *Ndau* and girls were married at a young age. Different NGOs, such as Plan International, Christian Care and Frost assisted the community with basic food in the form of beans, cooking oil, mealie-meal and wheat. The Social Welfare, through BEAM, paid school fees to needy children, especially orphans and those from

poor socio-economic backgrounds. Polygamy was rife in the area and men could have more than one wife, each responsible for the welfare of her children in terms of clothes, food and schooling (JE).

5.2.6 *Chaplain Schools C and D: (Chpn-Schools C and D)*

Chpn-School C and D was female, aged 50 years at the time of data generation for the study (JE). She was a woman of her word, with strong values and a high level of integrity, extremely well-organised, inclusive and able to work well with other people. Chpn-School C and D had an intrinsic sense of fairness and her career spoke well of her character (PO). She was a qualified clergy with a Diploma in Theology and Religious Studies and had been serving as a chaplain for the previous 10 years at the time of the study. She taught Religious Studies at various levels within her school but in all the learning areas she served and offered she strove to be diligent (JE). Chpn-School C and D was approachable to all learners and staff in the school, some of whom with personal problems were assisted by her. Her pastoral care was not confined to the learners but to the entire school community. Chpn-School C and D's pastoral care embraced learners across the school and her involvement in sport went with the responsibility of ensuring that all learners participated in sport activities with the intention of helping to unearth their talents (PO). She described her school as a boarding mission school and the communities around it were peasant farmers and Christians from different churches (JE).

5.2.7 *Head of Department School C: (HOD-School C)*

During the period of data generation, HOD-School C was 57-year-old, and married to a pastor (JE). He was a man of faultless integrity, with strong values and a high level of resolve. He was well organised, inclusive and worked well with other people. HOD-School C had an inbuilt sense of fairness and his career demonstrated this (PO). He was a qualified educator with a Diploma in Education and had been teaching for 17 years in the mission school. He taught English language for Form 3 and 4 (JE), striving to be thorough and providing all the teaching materials required for the effective delivery of teaching and learning in his class. He was involved in extramural activities in a capacity of counselling and supporting the learners who were vulnerable and experienced a range of different problems. Through his interventions a number of learners felt safe around him and were

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assisted in their respective predicaments (PO). HOD-School C was involved in a range of church and community activities outside the school context. His engagement in the community was attested by the following statement in his journal entry:

> *I work as an HOD and Senior Teacher and have been attending the School Development Committee (SDC) meetings with parents. I take part in organising pupils to do some tasks within the school system and see to it that students learn by supervising teachers and writing reports at the end of each term* (JE).

HOD-School C described the school as a high boarding school and most parents were peasant farmers. The culture within the community was Christian-oriented (JE).

5.2.8 *Headmaster School C: (H-School C)*

During the period of data generation, H-School C was 46-year-old and married. He held a master's degree in Educational Leadership and Administration and his areas of teaching specialisation were History and Mathematics for O' level and A' level. He had been teaching for 23 years and served as headmaster for 12 years (JE). He was a man of his word who thrived to be a perfectionist in every aspect of his work, and was involved in a range of community engagements, as stated below:

> *As a headmaster and leader, I am involved in community functions which are either for entertainment or in response to a distress in the area. Distress in the area could be funerals, floods and any disaster that could befall the community. During distress situations I have assisted the community in drafting up programmes and mobilise resources to meet the need of the people. By so doing, I have managed to contribute and mitigate the effects of disasters in our area* (JE).

H-School C further described his school as a boarding high school in a mission station. It had both day and boarding learners and this scenario gave a wide variety of socio-economic backgrounds. Currently, the school has both boys and girls, 220 boys and 200 girls in total. However, boarders numbered 103 girls and 100 boys during the time of the study. The teaching staff came from different backgrounds, such as rural and urban. They consisted of nine females and 16 males and in total there were 25 educators. Teachers' qualifications varied, 10 teachers with diplomas in education, 14 teachers with degrees from local universities and one educator with a master's degree (JE).

The surrounding community had a mixed socio-economic background, including cattle farmers, business people, crop farmers and hawkers. Some practiced subsistence farming

and missionary operations had both a positive and negative impact on the community. The community was enlightened by missionaries and had abandoned their primitive style of life, such as traditional practices and ritual mysteries. The over-provision by missionaries tended to create over-dependency amongst the local people. The culture of the school was varied but predominantly Christian, run by the UCCZ as the responsible authority (JE). Learners were required to attend worship services every Sunday. A chaplain was appointed by the church to supervise the daily prayers from Monday to Friday during the morning devotions and evening prayers. Learners were required to attend these worship services and participated as worship leaders. They were also required to participate in sports and culture (PO). All teachers were expected to be associate or full members of the UCCZ.

5.2.9 *Head of Department School D: (HOD-School D)*

HOD-School D was 55-year-old during the period of data generation for the study. He was married and had been teaching for 31 years in the mission school. He was a primary school qualified teacher. He had taught most primary school subjects, such as English, Maths, Shona, Environmental Science, Social Studies, Religious Education, Home Economics and HIV/AIDS. He was the HOD and senior teacher at his school (JE). He was a man of his word and endeavoured to be a perfectionist in whatever he did. HOD-School D was prepared and willing to share whatever was in his thoughts. He was involved in a range of events in the school, which addressed the interests of his learners and their welfare in the community. These events included HIV/AIDS awareness campaigns (PO) in which the Health Departmental personnel were organised to address the learners on HIV/AIDS related issues. During the period of data generation, HOD-School D was also involved in career guidance, for which the experts from different departments were invited to offer guidance on career choices to learners at the school. Furthermore, he served as sports coordinator for the entire school and had responsibility of liaising with other schools, with the intention of arranging for the school to participate in a range of sporting activities and tournaments involving learners from other schools (PO).

HOD-School D described his school as a primary school situated in a mission farm and owned by the UCCZ. It was about 38 kilometres away from the nearest town. The catchment of the school was wholly peasant and children walked between one and five

kilometres to and from school every day, which was strenuous for the younger ones. Each family had about two hectares of arable land from which they produced all their food needs. They also had gardens along the rivers to supply vegetables. Most families had staple maize in abundance and walked 18 to 25 kilometres with bags of maize to sell at the markets (JE). These people built good permanent modest homes although traditional huts were still common in the community. People had cattle and chickens in their farmyards. The community also had various professionals, such as builders, carpenters, small businessman and teachers. There were ten teachers at the school, of whom six were locals and the other four from distant districts. There was a cross-pollination of cultures within the school (PO).

There were three distinct categories of children at the school, the first and largest group being pupils whose parents had little formal education and did not support the education of their children. Most parents in this category were extremely poor and failed to pay fees for their children. The second category of children came from semi-enlightened parents who supported their children both emotionally and materially. However, these parents showed no interest in what went on in the classroom and left it to the teachers. Learners in this category did not receive any motivation from parents since most were passive. The third and last category of children belonged to professional parents who provided all the needs of their children, such as fees, books and uniform. These parents were concerned about the progress of their children and were supportive of all school meetings and functions. Their children excelled in their academic work and proceeded to high schools for further studies. The culture of the school was Christian-based, under the responsible authority of the UCCZ. The School Development Committee (SDC) was responsible for the day-to-day running of the school in areas of finances, books and building infrastructures. The headmaster, deputy headmaster, HOD and teacher representative formed part of the SDC and the rest were parents from the local community. The headmaster co-ordinated meetings with the SDC when the need arose (JE).

5.2.10 *Head-Teacher School D: (H-School D)*

H-School D had over 16 years of teaching experience in the UCCZ primary school. She taught in the Intermediate Phase, teaching Grade 5 class, and had held the position of HOD and deputy head before being promoted to head the school. She was 42 years of age,

married with a family of five. The eldest child was following postgraduate studies in Social Sciences at the local university while the younger son was studying for a Bachelor of Education. The other two daughters were still in primary education (JE). I saw H-School D as a leader who led by example and was deeply rooted in her Christian faith. She came across as a woman of deep integrity, both within and beyond the school (PO). H-School D was hard working and a dedicated teacher who motivated new teachers to perform at their best. She gave guidance to locum teachers who came into the profession by playing the role of mentor and chaperone. She came across as a teacher who valued the strengths of both the children and teachers. H-School D was someone that, when tasked to do something, did it to the best of her ability. She was not afraid of challenges and unafraid of failing or admitting that she did not have the expertise but was willing to learn. H-School D was pro-active, confident and willing to assist when the need arose. She was knowledgeable in curriculum matters, class processes and most matters that involved the running of a school (PO). She extended her leadership into the community, which she served as a leader of the Christian Women's Group.

At school, she was involved in many leadership roles, including as a coordinator of the Catering Committee, the grades Annual Awards Leader, and the HIV/AIDS Awareness Campaign at the case study school. When leading a Heritage Day event at the school she put together a 'real court' scene in which various people were involved, such as the local judge from the court, with a prosecutor, policeman and thief (role play). This was enacted to teach children that they must not be afraid of people in higher authority and must speak out against child abuse. She had a strong work ethic and was a role model in the school. She also came across as someone who wanted to see transformation take place in the school. She had a deep desire to improve her skills, attend workshops, improve her qualifications by studying further, and attend all union meetings so as to keep herself abreast of all educational matters. She immersed herself in the leadership roles that were delegated to her at the school and displayed a certain confidence that inspired me to view her as a leader (PO).

5.3 The Voices of the School Management Teams from the Case Study Schools

Having described the profiles of the ten participants for the study, the following section presents the voices of the SMTs in responding to the research questions. The verbatim data

presented here came directly from the participants, with little interpretation or analysis. Chapter Six discusses the findings and emerging themes in more detail.

5.3.1 *How the SMTs in the UCCZ Mission Schools understood the term 'Leadership' from their own experiences*

It was important to have an overview of how the SMTs viewed leadership in their own school context and life experience for the past 15 years during the period of data generation, therefore, I began by asking each participant to share his/her own understanding of the term 'leadership' before I moved on to ask the key research questions. Different views were expressed as follows:

> *Leadership is that ability to direct certain group of people in order to achieve certain set targets. It's like the ability to control, to monitor, and to direct a certain organisation towards a certain vision, mission, and targets* (H-School A).

From the data presented, H-School A came across strongly that he was prepared to do more outside his area of expertise. There was a strong indication that he had the confidence and expertise to lead as he had been exposed to various leadership roles within the school for the past 15 years he has been at the school. When HOD-School A was asked during the interview, he understood leadership as "*a process in society where an individual and other people meet together to set a target or goal, it's something that is dynamic and not static and I have experience this for the past 15 years I have worked here*" (HOD-School A). While HOD-School A understood leadership as a process to set a target or goal, HOD-School B understood leadership as "*having power, authority or control over something or over someone and this has been portrayed by various leaders at this school*" (HOD-School B*).* Furthermore, he stated:

> *As a leader you are in a particular position to lead people, to give guidance, to change situations and to give support, a leader is someone who inspires, motivates people, someone who take risks, a leader steps up and out, they go the extra mile and influence others* (HOD-School B).

From the data set presented, a leader was viewed as a person who had leadership qualities, experience and the expertise to lead people within an organisation. However, Chpn-Schools A & B understood leadership as "*someone who guides different kinds of people spiritually and morally, for example, teachers and students*". Individual definitions of the

term 'leadership' surfaced during the study across the different data sets within the case study schools.

There was no apparent consensus among the ten participants on the term 'leadership', with the varying descriptions at times showing more divergence than similarity. Although participants understood the term in a variety of ways, it was considered as "*a word that tells us how things are organised in a school system and then how we find things working out to bring results. And we normally evaluate everything by results*" (Chpn-Schools C & D). When HOD-School C was asked, the HOD-School C understood leadership as:

> *The provision of guidance to a cherished goal, it is also encouraging others to perform as a team, leadership is quite wide, there is an element of motivation, preparation for others to take leadership in future and that means delegation* HOD-School C.

Literature on leadership speaks about leaders as being transformatory in nature, as well as having the ability to align people by motivating, inspiring and empowering them (Kotter, 1990; Sergiovanni, 1998; Nahavandi, 2009). The data revealed that the SMTs wished to be seen as part owners of the organisation that consumed them. However, the ten participants were aware of the term and what it involved, as described by this school leader who understood it through a lens of change, H-School C said:

> *Leadership is when the final responsibility of an institution is given to you to execute and that final responsibility lies in your hands and furthermore, leadership is about bringing transformation within the context of the school* (H-School C).

School leaders were viewed as promoters of the change process. The data set reveals that the SMTs were interested in transformation and in order for the school to be more productive there was an urgent need for change. This is in line with Astin and Astin (2000, p. 8), for whom "leadership is ultimately concerned with fostering change… a 'leader' is basically a change agent..." Against this call for change within schools, the call for good leadership practice gained more precedence than before. It called for all educators to take responsibility, and for the urgency of the SMTs to distribute leadership in responding to the contextual challenges.

Despite the variations in the definitions of leadership, the data set across all the sources revealed that there were some similarities in the views of the ten participants. H-School C saw an educator as having qualities such as "*trustworthy, responsible, flexible,*

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approachable and committed", whereas, H-School A saw an educator as a "*hard-worker, result oriented, firm but fair, tolerant, gender sensitive and sociable*. Similarly, HOD-School A saw an educator as *a self-starter who is intrinsically motivated to work, policy upholder and ethics custodian and result oriented achiever*." In summary, I picked up the participants' understanding of leadership as ability to direct, control, monitor and organise. One saw it as having power and control over someone, another as giving support, motivating people and influencing others.

5.3.2 *Leadership Practices enacted by the SMTs and their response to the Contextual Demands in the UCCZ Mission Schools during the period 1995 to 2010*

The interview with H-School A took place in his office and it became evident that he employed a number of strategies to run the school and stay on top, despite the odds. The participant acknowledged that School A consisted of dedicated, self-motivated and self-disciplined staff. He explained that the reason for their commitment was that most of the teachers were members of the same community (*Ndau* tribe) and that some teachers had been learners in the same school and therefore felt a sense of ownership and loyalty. The H-School A's vision was to sustain and strive for excellence and retain the good reputation of the school. H-School A spoke about his leadership practice as follows:

> *The first thing that you need to acknowledge is that this school is led from a Christian perspective since its inception, that is one, we run the school from the religious point of view. And if you look at most of the newsletters that we send to parents, the first thing written is, "we lead the school by reason and faith", and I think that is a major mark for this school* (H-School A).

The school's first priority was restoring quality education, good moral values, order and discipline to learners. In order to achieve these goals, the headmaster in particular was visible in all places, around the schoolyard monitoring if learners were not loitering, in the classroom monitoring teaching and learning, at the gates in the morning for latecomers, and in the dormitories checking for learners who had bunked classes (PO). However, when looking at the leadership practice enacted by H-School A to enhance the quality of education within the school during the period 1995-2010, H-School A stated:

> *I have been the Deputy Headmaster and HOD at this school for more than 15 years now, I was in charge of English department superintending seven teachers in an enrolment of about eight hundred learners, I would ensure that the vision of*

the department is actually achieved and that teachers do deliver, teach the kids according to the syllabus and make sure that they follow the department policies. I would also supervise learners, look at how they are learning, are they carrying out their assignments, carrying out their duties assigned by their teachers. I became part of the administration of the school responsible for the procurement department, for example buying textbooks for each department within the school. This background of leadership prepared me well in executing my current duties as the headmaster (H-School A).

For the past 15 years of experience at the mission school, the leadership practices that H-School A saw as crucial to enhance quality education were ensuring that healthy relationships prevailed among the teachers and learners. The previous heads of the same school used their experiences and knowledge to win over both their staff and learners. Their personal attributes also helped them to create and maintain good relationships as well as to keep unity within the school. Some of them took the relationship further when they took interest in the personal lives of staff and learners. They supported them when they experienced difficulties and became their confidantes. H-School A explained that:

I taught English for more than the past fifteen years and that has helped me to speak with conviction in all circles. I am talkative and humorous easy-going person. I do not hold grudges and always try to understand why things happen the way they do. I am considerate and able to see through people and understand if things are not going as planned. I am a motivator and like to see people achieving their goals (H-School A).

To achieve unity and decision-making within the school, H-School A revealed that they operated as a team within and outside the school. Relationships in this case were not limited to the staff but to all stakeholders, as evident from the abstract of H-School A:

For all these years at this school, I have been a good listener, good at relationships and treat everyone equal, especially the non-teaching staff; I do this in order to avoid an 'us' and 'them' mentality. So previously, we had quite a number of models for leadership at this school such as democratic, autocratic and laissez-faire kind of leaders but I can describe my current leadership in this school as democratic (H-School A).

In describing the three types of leadership, H-School A understood a *laissez-faire* leader as someone who simply sat and let things go on of their own accord or will, not involving himself. An autocratic leader was understood as someone who saw to it that he or she directed without consulting, simply directing and giving directions for people to follow. A democratic leader was understood as one who was able to listen, decentralise power and consult others.

All these three types of leadership existed before but who made decisions in all the mission schools is the UCCZ as the responsible authority was in question. From the church leadership, the school received certain decisions and policies to which it had to adhere. For example, the UCCZ had a certain way of worship and students and staff were expected to follow suit, despite their different church traditions. In other words, decisions for all mission schools were taken from the UCCZ's supreme board then spread down to the principals, deputy heads, chaplains, and the smallest body in the school. However, the school also received decisions from the Ministry of Education, Arts and Culture. On a daily basis, the principal made decisions after consultation with his or her deputy, senior teachers, HODs, educators and SDCs, until it reached the prefects, with everyone therefore involved. In addition, H-School A stated:

> *At the end of the day when we have a decision it is a shared decision, it is not a decision that comes from one individual, it is a shared one and when you have a policy or something that you want to implement, it is no longer an individual issue but everyone is involved and feels that it is ours. The moment they feel that it is our decision then they will work hard to make sure that it succeeds. Once a decision is made it is everyone's decision and everyone will work towards achieving that decision and thus how things work at this school* (H-School A).

From the data presented it was revealed that the current H-School A was a transformational leader who distributed power to his followers, and all stakeholders were involved in the decision-making process. Furthermore, H-School A viewed motivation as one of the leadership practices that enhance quality education in the school. Motivation was viewed as crucial for the success of School A. Even though H-School A realised that his colleagues were self-motivated he further ensured that they stayed motivated by communicating with them about the curriculum. H-School A acknowledged that his eloquence enabled him to speak with conviction and encouraged his colleagues to excel in all aspects within the school. In addition to collegial support and encouragement, teachers in School A were given incentives for good performance to supplement their monthly salary. The teachers and learners based their principles on the Bible in everything they did at school, therefore, mission schools were seen as different from non-mission schools, Chpn-Schools A and B stated:

> *We have morning assemblies and I take care of the spiritual needs and welfare for both teachers and learners, we are guided by the principles and dictates of the UCCZ, even if you look at the activities that we carry on a daily basis, they are religious oriented, we do acknowledge the presence of God in whatever we do and thus what forms our identity as compared to non-mission schools. Most of the*

activities around the mission schools are religious and our students know where they belong. In all our mission schools, a chaplain is deployed by the church as an eye, ear and s/he makes sure that the UCCZ principles are followed religiously and judiciously. This kind of culture we have is different from non-mission schools because the leadership in mission schools recognises the presence of God. We have people who are constantly reminded about the presence of God. For example, when we get to any kind of gathering, prayer comes first and other things follow and that has been the culture of our mission schools since its inception (Chpn-Schools A and B).

In line with what Chpn-Schools A and B said, there was a Christian Youth Fellowship (CYF) at the school under the guidance of the chaplain and they met once or twice a week to execute their programmes. There meetings were characterised by singing, dancing, praying and scripture reading. The CYF is a vibrant spiritual council in the UCCZ which comprises young people, mostly students who propagate the word of God. This group of young people existed across the UCCZ mission schools and run their activities independently but in line with the UCCZ doctrine.

The interview with HOD-School A took place as planned and he acknowledged that much had been done by the current headmaster to turn the school around as the former leadership had failed. In responding to the question on the practices of leadership in School A, HOD-School A stated that:

> *Though much had been done, the headmaster never stopped in setting his vision for the school and ensuring that communication to all staff was done. The major vision for the school was producing quality results for all these years. Although the school had been sustaining good performance for the previous years, the headmasters' vision was for the learners to obtain quality results in crucial subjects beside the exodus of teachers to neighbouring countries. As a school we are not yet satisfied by the quality of our results in terms of the subject choice, we still have challenges of learners who are afraid of Science subjects even though we always get well qualified staff in critical subjects* (HOD-School A).

It was evident from the response that the headmaster used various leadership strategies to sustain the school. The SMTs in School A focused on setting the direction by demonstrating clearly their context-responsive leadership approach, controlled by the context and issue at hand. Under their plan they put in place systems and policies. Teachers and learners were to report to school on time and to ensure that the school leadership achieved set goals there was close monitoring at the gates every morning, with teachers and learners informed about the rules to which they had to adhere. Another strategy employed by the SMTs in upholding the ethos of teaching and learning in the

school was to ensure that discipline prevailed among learners in the school, HOD-School A said:

> *As you can see the school bought a security fence to monitor discipline and class attendance. Our school has excellent leadership which is based on good communications, personal involvement and discipline of both staff and learners. The headmaster is a good communicator and a good listener, which are the important attributes for good quality leadership. The headmaster encouraged an open door policy while establish and maintain good relationships with all teaching staff and learners* (HOD-School A).

It was evident from the response that although the school had very good results and quality leadership, the headmaster might not have been behind this, HOD-School A reported:

> *The school was blessed with good quality and experienced teachers who were not only self-motivated but willing to do the job,* the *school could achieve more for a long time as long as good leadership and teamwork among the staff prevails at the school* (HOD-School A).

When HOD-School A was asked to describe different situations when he had worked as a leader in the school community and responding to the contextual demands within the school for all these years, HOD-School A responded:

> *There are many situations where I demonstrated leadership, for example, being a member of the co-committee that organises school functions and that include kids and all the stakeholders. I was responsible for parent's days and consultation days. I worked with other colleagues from invitations, choosing guest speakers, writing speeches for the headmaster and then producing the booklet. I have been doing this for the past fifteen years and the staff and headmaster are refusing to let us go as a committee because of the wonderful job we have done, so we are between a hard rock and hard plate. Another area where I have demonstrated leadership is in my subject as the HOD, I am the district chairperson of all the district schools that teaches Shona as a subject, for example last year, we managed to host almost eleven high schools and had a grand seminar and managed to convince ZIMSEC to give us three national chief examiners to come here. They did that and our percentage rose from fifty-six percent in the district to a hundred percent in Shona and my role as a leader was well appreciated by all stakeholders* (HOD-School A).

HOD-School A was asked to reflect on the leadership practices of his school for the previous 15 years during the period of data generation, such as how things happened and who made decisions at the school during the period of the study, HOD-School A said:

> *Right, in the first instance this is a mission school and I have been here for the past twenty-three years and have seen almost six headmasters come and go. Now when you talk of leadership practice in the UCCZ mission schools, it seems everyone wants to lead this school at some point and it has been a top down*

approach. We know that the institution is run by the Senate which is the Education Council, and then we have the Synod as the Church Governing Body which elect the Church President in every four years right, then it seems as if any President who comes in during his/her term would love to have his/her own headmaster to run the institution and that is my feeling. So I don't know why we have almost six headmasters within this period, some headmasters did well but in other years they listened to gossipers and that destroyed the moral fibre of the school. By end of the day, the headmaster made decisions basing on what he/she has heard from other people. The other thing that happened at this school is that as long as you are not from Chipinge region, then you cannot lead this institution, you must be Ndau and belong to the UCCZ church in order to be the headmaster or take any leadership post within the institution. However, the current headmaster is doing well and all the decisions are being decentralised or distributed, it's not a one man show but a top-bottom-up approach and we are now moving as a system and team (HOD-School A).

HOD-School A further indicated that there had been some changes even in the pass rate of learners, despite the economic hardships facing the country and teachers leaving the country for better opportunities in the neighbouring countries. The SMTs and remaining staff had been working hard to turn this school around and responding according to the context. When asked about how mission school leadership differs from that of non-mission schools, HOD-School A responded:

When we talk of non-mission schools, we refer to government schools right, they just do things as on paper and are interdenominational as compared to mission schools. Mission schools stick to the doctrine of the mother church and the administration is different, the church want to see what really happens in its schools and have influence on the daily operations of the school. All the staff at the mission schools is accountable to the church while the staff at the government schools is accountable to the ministry of education (HOD-School A).

When probed to explain the difference in terms of the SMTs and SDCs in these two different school contexts, HOD-School A responded:

I think our school differs since it is ranked as one of the best in the country in terms of good results; teachers are getting incentives each month so that they stay at the school and deliver, and we also get a lot of support from the SMTs as well as the SDCs. Our kids know that they are at a mission school and we do not do anything on Sunday besides going to church. In short our day-to-day operations revolve around the church doctrine and everything we do start with a prayer and close with a prayer, in public schools, none of the above exist (HOD-School A).

Asked to explain how leadership practice in the mission schools affects the teaching and learning process, HOD-School A said:

Yes, changing leadership abruptly affects teaching and the flow of learning process in the school as pupils are introduced to different teachers within a short space of time. Sometimes they keep on changing leadership just because they are

not members of the UCCZ. As a result, some teachers end up leaving the school for greener pastures once an opportunity arises in the neighbouring countries. Also leadership and teaching staff changes at any time until the church finds their church people and this process disturbs the teaching and learning process (HOD-School A).

The interview with HOD-School B took place in the special need boardroom during contact time. He appeared focused, dedicated and spoke with conviction. Although the message of my request to conduct interviews in the school was not communicated well, he had no problem in participating in the interview. When the interview began HOD-School B wanted to make the following issues clear:

That their school was a mission school and not an ailing school, the head-teacher lead and manage the school averagely and is above water. If it was not the help of the SMTs, I do not think he would be successful (HOD-School B).

During the interview, HOD-School B revealed that their school performed well, even during the economic hardships in Zimbabwe. According to him, the former headmaster was accountable for the achievement of the school, HOD-School B said:

The former headmaster understood the culture of the school and the needs of the community. The former headmaster put systems in place and as a result even when he left it was on high note, with the school having obtained the highest percentage ever in the district (HOD-School B).

It was evident from the extract that School B relied on good quality staff that was not only experienced but also best in their fields. These teachers started the school with a vision of putting the school on the map. In responding to the question of whether leadership played a vital role towards the school success during the past 15 years, HOD-School B responded:

Yes, it does, only if the school head lead by example. Unfortunately, this is not the case with our school at the moment; our school head knows that we are more than capable of driving ourselves. Together we are driven to make sure that the school stays there. We do not want to be deemed a failure, so we are self-motivated, dedicated and co-operative. Most of our teachers come from the same community so we do not want to let it down. For us leadership implies having power, authority or control over something or someone, so we live by that as a team (HOD-School B).

HOD-School B was further asked to describe the different situations in which he had demonstrated an outstanding leadership role in the school for the past 15 years, HOD-School B said:

I have played many leadership roles in the area of 'Special Need Education' since I am the only expert in that area. I worked as an assessor trying to assess

categories of people with disabilities. I have also worked as a curriculum designer, where I had to design the curriculum that is most appropriate to my pupil with special needs. In addition, I had to act as a planner, implementer, monitor, supervisor and evaluator on the overall performance of special needs pupil (HOD-School B).

When HOD-School B was asked about how things had happened at the school for the previous 15 years, HOD-School B said:

Well, it differs from the type of leader I worked under, actually for the past fifteen years, I have worked under three different headmasters, for the first leader, decisions were made by the teachers and administrators and for the second leader, it was top down, we were simply told what to do, and for the third headmaster, he was more democratic, the decisions were just open and we would share feelings and exchanged ideas (HOD-School B).

When H-School B was asked the question on how mission schools leadership differs from non-mission schools, H-School B responded:

I might not put a clear cut there but the difference lies on the individual leaders that one works with, in terms of hierarchy, mission schools report to Education Council and then to the Ministry of Education while non-mission schools report direct to the Ministry of Education. Also with the mission schools, the Education Council belong to the UCCZ and the Ministry of Education is the overall ministry whereby all teachers get paid, so we have two masters that we report to (H-School B).

The interview with Chpn-Schools C and D took place in the Chapel. She revealed to me that School C and School D had been performing so badly due to teacher brain drain during the economic hardships in the country. Educators with scarce skills flee the country for greener pastures in the neighbouring countries. However, things have begun to improve during the time of this research and when asked to explain the type of leadership practices enacted in the school, Chn-Schools C and D said:

I conduct devotions and prayers, and we do vespers with students every day. I must be there every day to guide students in their everyday prayers and also to preach during Sunday services. And major decisions are made by the headmaster although I chip in and lead in spiritually matters. We are different from non-mission schools because some of them do not believe in God and as mission schools, we live in God's guidance. Through spiritual guidance they receive at this school, our learners concentrate more on the learning process (Chpn-Schools C and D).

When Chpn-Schools C & D was asked about the availability of the resources for effective teaching and learning in her mission schools during the turbulent period 1995 to 2010, Chpn-Schools C and D said:

We have adequate books due to the help from UNICEF, and our teaching staff is well qualified although we experience shortages in Science subjects since some of the teachers left the country. The SDC also play a major role in making sure that teaching and learning take place despite the challenges. So the resources are now available but more needs to be done in terms of teacher retention because whoever gets an opportunity leaves the country for greener pastures in the neighbouring countries and it poses challenges to the SMTs. This applies to both Schools' C and D where I am currently serving as the chaplain. However, in future I would like to see adequate chaplains in our schools so as to enhance teaching and learning, learners and teaching staff faces socio-economic challenges on a daily basis and spiritual counselling is desperately needed in these schools especially in times like this (Chpn-Schools C and D).

The interview with HOD-School C took place in his office on the scheduled date. Although he knew about my intentions at the school I explained them in detail prior to the interview to ensure that we understood clearly. I also asked if I could use the tape recorder during the interview and he gladly agreed. In responding to the interview questions, he revealed that personally he was happy about how the headmaster led and managed the school, though sometimes his style of leadership created problems to some who did not understand him. He told me that sustaining and transforming an ailing mission school such as School C required many strategies, but unfortunately a democratic leadership style was not one of them, so for the past 15 years, the headmaster employed various strategies and HOD-School C said:

Too much democracy leads to laissez-faire, so the headmaster uses both democracy and autocracy, depending on the situation. In the past fifteen years I could say things have been going on whereby the headmaster was always the person in terms of giving guidance but now we see that we are the tripartite, there is the headmaster, deputy headmaster and HOD/senior teacher who sits down to organise and work out systems that are required in the school. And this I suppose it helps to make sure that there are no problems because three people looking at the same problem, I don't think they can all go wrong (HOD-School C).

When asked about how the mission schools differ from non-mission schools, HOD-School C said:

There is no spiritual guidance in non-mission schools while in mission schools any form of gathering is opened and closed with a prayer and most of the decisions made relate to God, by so doing human rights are taken seriously. Our guideline is a child who is always at the centre of teaching and learning (HOD-School C).

The interview with H-School C took place in his office long after the scheduled date, due to unforeseen circumstances. Prior to the interview we spoke over the telephone and I indicated my intention of coming to his school. On our appointment date I provided him with the required information, which he later shared with the staff. Prior to the interview I

had to explain the purpose of the study and the participants were selected according to experience in the field. On the day of the interview we discussed how the process would unfold and H-School C agreed to be recorded. During the interview, the headmaster revealed that sustaining and transforming the school was a challenge because some teachers had left the school for better opportunities in the neighbouring countries. Also, he indicated that lack of experienced staff and leadership was a hustle. Some learners were demotivated to work hard, hence producing bad results of late, so the greatest task ahead of him was to devise leadership strategies and identify areas that required action urgently, for the past 15 years, things has been so bad at the school in terms of learner performance, H-School C said:

> *My vision is to return the culture of teaching and learning in the school, setting direction, building relationships, recruitment of learners and qualified staff, putting policies in place, discipline and leading by example. I have realised that I would not achieve this alone so I need to delegate and distribute some of my responsibility to the SMTs. Good teachers are the most important assets in every school. As a leader I cannot please everyone, there are non-negotiables where I need to be autocratic in order to make sure that teaching and learning does take place. I am a dreamer and like to take risks. I have realised that if you do things the same way you are more likely to get the same results, so I like trying new things and respond according to the context at hand. Besides, developing the vision helped a lot as everybody felt part of the bigger picture and gave their all to make the school succeed, so it's a process and one day we will get there* (H-School C).

The evidence from the extract indicates that, from the onset, H-School C was focused on setting the direction for the school. This he achieved by putting in place policies and plans. In South Africa, Minister of Basic Education (in Christie, *et al*., 2010) upholds that successful schools perform the basic aspects correctly. The school begins and ends on time each school day, as teachers and learners arrive on time, teachers are well-prepared for their lessons and are in class to teach every day. The good school also has a good headmaster. To ensure that teaching and learning take place in School C for the past 15 years, H-School C said:

> *I have to make instructional rounds, identify teachers who need support and encourage team teaching in the school, also I motivated learners in the assembly and guide them to choose careers as early as possible. I give advice and support to teachers and learners even in their personal lives and most of the time results improve, students feel respected, cared and secured from any harm because it is done from a Christian perspective and at the end we emerge as victors* (H-School C).

The UCCZ is the responsible authority for all the mission schools in regard to infrastructure and resource mobilisation. A team of experts, the Education Council, are on a day-to-day superintending the activities of all mission schools and detect deficiencies such as textbooks, furniture and buildings. However, the period preceding 2010 was seen as a bad time due to the inflationary environment in Zimbabwe and it did not go well with the provision of supporting systems for effective teaching and learning, H-School C lamented:

> *We could not do anything, the Zimbabwe dollar was losing value and students almost went hungry but the Education Council have been forthcoming with their assistance in terms of sourcing books, food and repairing our infrastructure. The situation was very bad and challenging at some point, most schools and hospitals closed at the height of the economic hardships in Zimbabwe, things were beyond our control and the ruling government failed us until the Government of National Unity (GNU) was formed in 2009, thus when things started to change for the better nationwide including our schools. This was the time when all the political parties in Zimbabwe came together and form one government; no one was left out* (H-School C).

When reporting on the leadership practices enacted in the UCCZ mission schools during the period 1995 to 2010, H-School C said:

> *The philosophy of Congregationalism has not been realised in the UCCZ mission schools, what needs to be done is to review the position of headmasters in line with the philosophy of the church, it must be done in such a manner that does not create acrimony which is detrimental to development, we need to encourage exchange programs with our sister schools so that our kids grow spiritually and know each other, it is important to shift the bucker of our entertainment in mission schools and keep it within the framework of our Christian values although we give them liberty to make choices. The expectations of our institutions is that every child who come to our mission schools must join the Christian Youth Fellowship (CYF) which is a spiritual council in our church that seeks to induct Christian values from an early stage of development, we catch them while they are still young. So the challenge is that some headmasters in the mission schools do not respect the values of the responsible authority hence that is the core of our existence as the church institutions, school leadership that do not respect the values and culture of the church has been a problem in our mission schools for the past 15 years* (H-School C).

The interview with H-School D took place in the school office on the scheduled date. Prior to the interview, we discussed how the interview would take place, and my intention to audio record it. When asked about different situations where H-School D has worked as a leader in the mission school for the past 15 years, H-School D responded:

> *In fact, before being appointed as the school head, I have been involved in running the school as a Deputy School Head, Senior Teacher and HOD respectively and*

ensured that teaching and learning takes place. When the allocation of classes is done, I always take over and ensure that the school has a composite time- table that does not clash. After that, I draw a monitoring and supervision time-table and ensure that I give each teacher support by encouraging team teaching, these are some of the leadership roles I played for the past 15 years in this school before appointed the school head (H-School D).

When asked about the enactment of leadership in the school, HOD-School D revealed that it was fortunate to have a strong leadership team that run the school on behalf H-School D. In his response HOD-School D said:

The school head here is sometimes very far away and yet so near, most of the time H-School D is behind closed doors chatting with the parents and church people; H-School D mixes school work and church business a lot. Sometimes teachers take a word that comes from their leader (HOD-School D).

In this regard, Petterson, Murphy and Hallinger (1987) state that people become empowered when they can count on the support of 'the boss', can make or influence decisions affecting them and have access to information and resources, enabling them to implement decisions. They further discuss the dilemma of leadership versus delegation. Too much freedom often results in a vague sense of direction and wasted time. Although relationships cannot be fixed overnight, constant engagement with staff and parents indicate that leadership is a process. When HOD-School D was asked who made decisions at the school for the past 15 years, HOD School D answered:

The school head call meetings in pretence that she consults the staff, but does not stick to the consensus reached and sometimes information come at the last minute and in that case she leaves everything to the SMTs to disseminate information further to the teaching staff. H-School D has been so autocratic as a way of defending herself even when we engage in discussions; she takes the final decision, on the other hand, the Education Council pips in and contributes to make decisions as the eye of the responsible authority, so whatever we decide as staff does not matter that much to the school head and thus how things has been done at this school for a long time (HOD-School D).

During data generation, I observed that School C had experienced different types of leadership over the past fifteen years, as principals changed. Asked about this challenge, HOD-School D stated:

I used my experience and influence to work with these headmasters in a democratic way although autocracy was the order of the day. As the long serving senior teacher at this school, I controlled them and make sure that everything we did was a collective decision. When meetings were convened, they would ask me to look at the agenda and see what needs to be included and deleted. As a mission school, we have to dance according to our responsible authority which is the UCCZ and any school head who came with his/her own ego could not stay, the

church calls them in and we check them out, so understanding the system and adhere to it is what we expect and do here, in short our leadership practice has been a mixed bag for the past fifteen years (HOD-School D).

When responding to the question on how the principal related to the staff and the community, HOD-School D said:

> *The school head is trying so hard to build relationships with the parents and community and as such parents take this school seriously. After all, they are always here at school and the school head takes decisions with them. As a school our relationship is based on mutual respect and team teaching is what unites us most, we are one family, one body and adhere to the church policy since we are a mission school, we instil this to our learners as well, we have devotions and prayers three times a week and the chaplain takes charge and responsibility. When one of us lost a family member, we share the grief and this goes to our learners as well, we are so connected and our chaplain always take a lead* (HOD-School D).

5.3.3 *Factors that enhance the Practices of Leadership in the UCCZ Mission Schools*

When Chpn-Schools A and B was asked to describe the factors that promote the practices of leadership in the UCCZ mission schools for the past 15 years during the period of data generation, Chp-School A & B stated:

> *The mission schools are run from a Christian perspective, so our belief is that power should not be concentrated in one person. Power must be decentralised or distributed and I think thus what has made us survive as mission schools. We believe people have to own policies, and decisions, the moment people say this is ours they will make sure that it succeeds. I always say those who believe in God are human beings, they have different capabilities and when these capabilities are joined together they form a formidable team, a team that will really make things tick. We work as a team in the mission schools and we feel there is power in a team than in individuals* (Chpn-Schools A and B).

In line with the Chaplain, H-School A revealed that he viewed his role as contributing to both distributed and transformational leadership in the school during the period 1995 to 2010, H-School A responded:

> *I play a leadership and a management role. As a leader, my role is to be a person that people rely on for direction. I am willing to learn new things and make sure that I know the curriculum so that I am able to support my colleagues, ensuring that at all times I lead by example. I consider myself a life-long learner and capacitate myself before others. Curriculum is my passion and as a result the reason for us being here. I take it seriously and ensure that everyone is at the same level. As a manager, I am people-centred, not a know-all, but I strive to be ahead of my peers all the time. I ensure that the systems are in place and planning is*

done and followed. I ensure that policies are implemented and everything goes according to the employer's plans (H-School A).

It was evident from H-School A that he knew and held a strong understanding of his leadership role in the school and that curriculum was taken seriously. As such, he wished first to acquire a clear understanding of himself so that he would be able to monitor, model and support other colleagues. His response suggests that he did not wish to lead from behind, nor lead something he did not know, therefore capacitating others. As a manager, he was a people-centred type of leader who took interest in the wellbeing of his subordinates. He was a leader who understood that personal issues could affect one's performance and believed in putting systems and policies in place so as to promote good leadership: "*although I am strict for the non-negotiable and deadlines to my peers, as a leader I have that warmer side that people see and come to me with their personal issues*" (H-School A).

When asked about support systems within the school which enhanced teaching and learning for the past 15 years, H-School A reported that:

> *We do have a teaching staff that adheres to the principles of UCCZ and when they teach they teach effectively. We also have a chaplain who is in a position to make sure that he guides our learners to remember that they are God's people, they must behave and read. So we don't have many challenges when it comes to teaching and learning because we have a religious community which is aware of its purpose. We have a principle here which says "we teach but God educates". So I would say by enlarge we do have a conducive teaching and learning atmosphere and this is explained by our results, they are so good because of our cultured staff and students* (H-School A).

He further described the nature of the available resources within the school, which also enhanced the spirit of teaching and learning, and therefore complemented the leadership practice, H-School A explained:

> *We do have two libraries which are well furnished with textbooks and we recently received books donated by the government through the ETF programme, so all our learners have sufficient textbooks. In addition to this, we have a computer lab which is connected to the internet and both staff and learners access information. As for the teachers, we want to thank God because we have a highly qualified staff, most of our teachers have degrees, out of forty-two teachers, only eight do not have degrees but they have diplomas. So we have trained teachers and highly qualified academic staff. Furthermore, our School Development Committee (SDC) is chaired by a UCCZ member who really understands our system. So we are lucky because people who are in these committees understand what we intend to do, where we want to go, and what exactly do we want to achieve* (H-School A).

School A has been highly ranked in the region and country for its academic excellence. It has produced various influential people in the country and beyond. When HOD-School A was asked about the support systems which has been available for effective teaching and learning in the school, including resources and school structures for the period 1995-2010, HOD-School A said:

> *We did not have enough books of late but recently we received ETF books from the United Nations that is for five core subjects such as Shona, English, Mathematics, Science and History. Every kid has his/her own books and in terms of teaching staff, we have university and college graduate staff and they know their subject areas. We now have computers in the library which are meant for research and have access to the internet. However, we are still looking forward to have laptops and projectors for teachers so as to improve in our teaching* (HOD-School A).

When H-School B was asked about the main factors that promote the practices of leadership in the mission school for the period 1995-2010, H-School B stated:

> *For me, that will be unity and cooperation among teachers, heads, parents and children, and also motivation towards the teachers and children, this is the critical angle which most leaders forget yet it has created many problems in our institutions* (H-School B).

When HOD-School B was asked about how leadership practices in the mission schools affect the teaching and learning process for the past 15 years, HOD-School B maintained:

> *Well, sometimes it is positively or negatively affected in the sense that there is this animal called teacher incentive as form of their motivation. So if both parties cannot find a common ground in motivating the teachers, then the performance in the classroom go down. That means the lack of motivation on teachers affect learners in the classroom, for a learner to perform well, it starts with the teacher and some of the teachers have left the country for greener pastures because of poor incentives in their respective schools nationwide* (HOD-School B).

HOD-School B was further asked to explain the types of support systems which has been available for effective teaching and learning at the mission school for the past 15 years, HOD-School B reasoned that:

> *Yes, our school has been highly gifted or privileged in that it has well trained staff and adequate classrooms. In our school the learning environment has been very conducive and we have the Early Childhood Development (ECD) facility where children are taught from early young age. In addition to that we have a Special Need Education (SNE) facility where children with mental and hearing challenges are catered for. As a result, we also carry out hearing assessment at our school and other schools in the province do not have such facilities, so people can come from other provinces for hearing assessments. We also have Non-Governmental Organizations (NGOs) such as Plan International and BEAM. The SDC is also*

very supportive and works closely with the administration in decision making (HOD-School B).

When asked to look at the UCCZ mission schools at large and make suggestions on how he would want to see certain things done differently in the whole system, HOD-School B reported:

> *I wish we would have leaders who have children at heart, leaders who are called to care on the teaching and learning process, not leaders who have come to work. Again we also need leaders, who are proud of our children's achievement, leaders who are result oriented. It is also my wish if the UCCZ mission schools' leadership could meet regularly and share ideas in order to improve in our teaching and learning. We also want to see leaders with self-determination, full of vision, leaders who are change oriented and groomed from our church, people who understand UCCZ, leaders who have history in the church, not someone who is not familiar with the UCCZ policies. We also want leaders who read and research in order to improve our schools* (HOD-School B).

In responding to the question on how UCCZ mission schools culture differs from non-mission schools and how decisions are made, HOD-School B said:

> *Whilst we are to follow the national general curriculum that defines us as one of the schools in Zimbabwe, we go further, as a mission school, we inculcate or instil Christian values to our learners, and we try to mould a citizen who will be acceptable in whatever the environment he/she gets into. Each time when we meet as staff, we start with devotion and that is the element we differ from other schools and this is also instilled in our children. We have developed that culture in such a way that when our learners grow up they will not be misled. The chaplain or station minister in charge is also involved in every activity that we do as a school. So in terms of the leadership, the SDC, the administration, the Education Council and the chaplain are involved in decision making* (HOD-School B).

Asked about being encouraged to lead any programme at the school for the past 15 years, HOD-School B uphold that:

> *I remember this activity very well where I was fully involved in the programme of the school. This was in line with organising or leading an official opening day of the special need education block, the block in which we are seated right now, because of the positive leadership or good climate of learning which was prevailing at that time and that was on the 26 November 2006. Members of staff, parents as well as the children of that time, were quite co-operative, and let me openly state that the success was largely a result of the co-operation from all the stakeholders. I am afraid however, if the same experience could be noted today, but otherwise it was a successful day because of the co-operation, contributions and input I received from other members. On this particular day, students performed and displayed quite a number of activities and if the video cameraman had been around, you would see what they displayed, pupils taking part, participating, showing their skills, demonstrating what they have acquired from their teachers, it was quite a pleasant day. Teachers of course were also involved in organising, pitching of tents, decoration, setting up the classrooms and boards.*

> *This day made me feel great and proud of my colleagues as well as my learners and it was one of the most memorable days of my life* (HOD-School B).

When the Chpn-Schools C and D was interviewed she indicated that there were a number of leadership strategies that had contributed to the school's success in recent years. Some were discipline of learners, teachers and parents as the school had to ensure it prevailed among the staff and they had to come to classes on time and deliver. In disciplining learners, the parents and community were involved. The policy on uniform was clear and emphasis on class attendance reinforced, Chpn-Schools C and D responded:

> *Our policy on uniform helps us with discipline as we discourage our learners from wearing hairstyles and dress codes which are not required. This is done to encourage equality and thus learners concentrate on their studies. As UCCZ mission schools, learners wear school uniforms during the week and church uniforms on Sundays. To ensure that discipline prevailed, parents were called often for school affairs to encourage participation and involvement in their children's education. The curriculum was explained to parents and they were told the part they had to play to stay involved. Slowly parents began to buy into the bigger picture of building the community and playing their part* (Chpn-Schools C and D).

In addition, Chpn-Schools C and D indicated that strong relationship was another factor that helped to promote transformational leadership in mission schools. She revealed that re-building the mission schools after the national socio-economic hardships was not an easy task but the advantage was the participatory leadership style that ensured that everything was communicated and teachers were involved in the decision-making of all the mission schools she worked with, Chpn-Schools C and D said:

> *When everyone takes part, they end up owning the issue, with the current leadership, decision-making involved all the staff and the school heads for both schools stood by their word. The school head in School C relied much on delegation and allowed all the teachers to take part in turning the school around. There was a good working relationship among the staff. The process started by understanding the learner type as well as the community they were serving. The participatory approach helps the school to work in teams while improving relationships. The staff was motivated and teachers were encouraged to do better and uphold the standards. To achieve this, the school head in school C talked to everyone to find out the challenges they faced while ensuring that developmental workshops were organised to equip the staff, H-School C became a father figure when teachers needed support in their personal issues* (Chpn-Schools C and D).

When HOD-School C was asked about the support systems available at the school which enhanced teaching and learning for the past 15 years, HOD-School C alluded that:

> *The SMTs are the main organs that organise the school to run efficiently, they sit down and organise on how resources can be channelled towards the learning and*

teaching process. We also have the church representative in the SDC who directs and make sure that we do not lose focus, whenever we go astray, the chaplain will bring us back to the church constitution, we normally get financial resources from fees paid in by learners and donors as well, in terms of human resources, our teaching staff are well qualified (HOD-School C).

However, looking at the UCCZ mission schools at large, HOD-School C suggested what he would want to see happening in all the schools, HOD-School responded:

> *Some schools are bigger in regard to number of learners and staff and some schools are smaller, the bigger your school the bigger your financial income and the better you can develop the school, so at our school we find things very difficult at times, in future I would want to see the administration of all our mission schools being centralised so as to share resources equally despite low enrolment in other schools, also I would want to see schools coming up with different projects so as to develop our mission schools* (HOD-School C).

In regard to how UCCZ mission schools' culture differed from non-mission schools, HOD-School C said that "*we are Christian oriented and non-mission schools are not, leaders appointed in mission schools are Christians and they implement the church values in both learners and staff*" (HOD-School C). When probed to describe any situations in which HOD-School C was encouraged to lead school programmes or activity for the past 15 years, HOD-School C claimed that:

> *I have been running the school in the absence of the headmaster and that means from the kitchen staff, grounds men, teachers and learners, I had to move around and see that things are done. In some places I had to exert a heavy hand while in other areas a soft hand, sometimes I would face some resistance from teachers and students but when we had visitors recently from the ministry of education, roles were explained and things started to change, had it not been that, things had been very difficult to operate especially with teachers. Sometimes, I felt embarrassed due to the reluctance, however, they have started to reshuffle their behaviour and put their house in order* (HOD-School C).

On factors which promoted the practices of leadership at the school for the past 15 years, HOD-School C said:

> *Staff development workshops and delegation of duties to other teachers made them feel that they are important, for instance recently some teachers have become so active in driving the learners to the grounds during sports time and this was not done before. Further to this, the headmaster had to ensure that there is discipline and morning briefings were introduced. This ensured that teachers come to school on time every day. Learners followed suit as teachers walk the talk and late arrivals to classes are minimised, the headmaster ensured that he go through departmental policies, crucial issues are discussed during those sessions. The non-negotiable are written down for everyone to see, so ensuring order and discipline is important for the school to inculcate the culture of teaching and learning* (HOD-School C).

HOD-School C further revealed that the headmaster had a plan to repair and maintain the school. He began the repairs and enlisted the help of parents and donors, sending a clear message that the school was taking another direction and thus transforming, HOD-School C reported:

> *When the renovation started, it clearly encouraged us that we are getting somewhere as a school and therefore changing. Now, the headmaster ensures that teaching and learning occurs, he delegates duties to the SMTs and make instructional rounds, checks files, supervises and moderate tests. In addition to that the headmaster uses motivation as the strategy to improve the results of the school and has a way of communicating with teachers on a personal level through open door policy; he can come to everyone's level and prefers not to argue in front of everyone in order to minimise conflict* (HOD-School C).

HOD-School C further explained that the spirit of teamwork had raised their school's profile for the past 15 years, HOD-School C said:

> *In every subject we know teachers who are strong at certain parts of the chapters. When you reach that part of the chapter you call that teacher to present it for you while you are present in class. In this way both the teacher and learners have gained, the headmaster spends some time with the parents, the community and want them to understand the vision of the school, he ensures that they participate in the whole school development. As a school we believe in putting parents first. We encourage them by calling meetings, signing their children's books and calling them on curriculum meetings. In extreme cases where a learner is bunking school we visit their homes. Parents are also involved in choosing subjects for their learners and I think this is a U-turn in our leadership* (HOD-School C).

When H-School C was asked which factors promoted the practices of leadership at the school during the period 1995 to 2010, H-School C responded:

> *I lead by example and always encourage staff and learners to strive to do better in class and the chaplain lead the morning chapel devotions and provides guidance, counselling and set morale values through the Bible. The morning devotions ensure that everyone comes to school prepared and late arrivals are minimised. As teachers it is very important to lead by example, I know that if we all arrive on time, our learners follow suit. It is not part of me to become autocratic but I have to compromise in order to transform the school and bring back the culture of teaching and learning. I am aware of how this approach would compromise the relationships as people do not want to be told what to do but I had no choice. The chaplain provides comfort to individuals during grievances, alternative approach to discipline and exposes teachers and learners to various options, so a chaplain is a form of voluntary discipline in our school* (H-School C).

H-School C further stated that building relationships won all teachers' support, earned trust and improved the teaching and learning process for the past 15 years, H-School C said:

Relationships are crucial, you cannot do anything without them. They are the core of everything in the school and yet they are costly. They are like oxygen in the blood, the same thing goes to the SDC, they are the decision makers of the school and one cannot succeed without their involvement, parents and the communities are constantly involved in all the activities of the school. Recently, a lot has been done at our school by the Friends of Mission Association (FOMA) which is a new born baby that assisted us greatly in terms of textbooks, drilling of boreholes, water pumps, tanks and renovation of our school (H-School C).

H-School D revealed that the school was fortunate in having quality staff dedicated and committed, with teachers working as a unit and being passionate about their jobs for the past 15 years during the turbulent period in the country, H-School C responded:

I have never seen such dedicated and committed people in my life as a school head. Even when teaching staff are not happy and keep on complaining about lack of incentives from the management they put their differences aside and put the children's needs first, the spirit of team work is very high among the teaching staff at my school and we thank God for that (H-School D).

It was evident from the extract that the school relied on the strong leadership staff for its success and achievement. Neither did the school head manage the curriculum matters in the school but she delegated power to the SMTs, especially the HOD. It was revealed that although the school head was not visible in school matters she was strong in discipline, resulting in both teachers and learners knowing their place, so order and discipline were maintained. Insofar as transforming the school was concerned, HOD-School D said:

I play a vital role in the area of discipline, knowledge of policy and record-keeping. Through discipline, l ensures that everyone knows and understands their role and adheres to policy. Although there were challenges in bringing back the culture of teaching and learning, we managed to put the systems and policies in place. This laid a good foundation for good quality staff to operate and bring the school to what it is today (HOD-School D).

5.3.4 *Factors that hinder the Practices of Leadership in the UCCZ Mission Schools during the period 1995 to 2010*

H-School A described some of the main barriers encountered in the practices of leadership within the UCCZ mission schools during the period 1995 to 2010. Conflict, resources and resistance to change had been highlighted as major barriers to the practices of leadership in School A, H-School A reported:

I brought up an idea of unit heads that I thought would help both the school and community but it got rejected. When people resist you don't force them, you go back to the drawing board and begin to educate them and show them where you

want to go and slowly they will accept. So we are busy trying to refine the idea so that everyone understands what it is supposed to mean (H-School A).

However, H-School A saw this resistance as healthy because people determined the pace no matter how fast one needs to go. He further described the issue of resources as a major handicap to teaching and learning during the period 1995 to 2010, H-School A said:

> *You may want to think large but you may not have financial support and resources to back you up. For example, we would want to have this whole school on the internet, three-kilometre radius internet so that teachers could access internet from their houses but finance is a challenge. Yes, even students can access internet in their hostels but because of financial constraints, we can't* (H-School A).

H-School A further revealed that there were aspects he would like to see different in the near future, some revolving around church leadership and school administration. H-School A cited an incident in one of the mission schools which he claimed was almost in a parlous state, H-School A reported:

> *There seem to be inconsolable differences between the school admin and the local church whereby the local pastor is up in arms with the school head. The school head was almost charged by the Ministry of Education because people seem not to work together. The problem being that when one gets to a mission school, there is a misunderstanding, there seem to be no clear cut roles, who does what and where does he end? There is an assumption that the local pastor thinks that he is in charge, he controls everything, the school, farm and hospital. Once such things happen, it creates some friction and tension between the school head and pastor. In other words, the UCCZ leadership must be clear about their roles in the internal administration of the mission schools. So I would say in future, we must have a policy with clear cut roles defined because at the moment things seem to be haphazard. There seems to be a kind of laxity where so many people don't know who is really in charge in the mission schools. It needs to be rectified* (H-School A).

Ability to resolve conflicts of this nature within the mission schools was essential, however, the leadership of some church institutions uses nepotism and this becomes a challenge to discipline. The UCCZ is a conservative and tribal church and most of the people are related in one way or the other. This notion was also reported by the Chpn-Schools A and B on a similar question relating to the factors that hindered the practices of leadership during the period 1995 to 2010:

> *The issue of tribal affiliation is a major drawback to the practices of leadership in the UCCZ institutions; lack of trust to the people outside the Ndau tribe is rife to an extent that we compromise the quality and standard of our mission schools. I see this practice of selective appointment to leadership posts as a challenge to the quality of education in our schools. Resistance to change and accommodation of*

other tribes in our institutions needs to be revisited and rectified especially from the members of the clergy and church leadership (Chpn-Schools A and B).

In regard to the main leadership barriers encountered by the school for the past 15 years, HOD-School B said:

> *The main barriers in school B includes lack of adequate resources for effective teaching and learning; sometimes you get to a school as a leader and find out that resources are getting too scarce as you make wider prayers. We are referring to human resources, financial resources and material resources, it could also be lack of leadership or management skills in policy implementation, and we have leaders in our mission schools who do not have leadership skills, they are not pregnant with knowledge and skills. This is an area that hinders progress in our schools, also lack of research is a challenge and I am happy that you are carrying out this research as a minister, perhaps one day it will come like Moses liberating his own people from Egypt, I want to believe that this research will help us to run our institutions more effectively* (HOD-School B).

When describing the main barriers to the practices of leadership in the mission schools, Chpn-Schools C and D explained:

> *At times when I give teachers duties to carry out morning devotions, they refuse and I end up leading these devotions. I think as a church institution we need to employ teachers who are Christians and understand our doctrine. Our learners need to learn from their teachers and this scenario is the same in all the mission schools I serve as a Chaplain (*Chpn-Schools C and D*).*

When HOD-School C was asked to draw the main barriers to the practices of leadership at his mission school, HOD-School C said:

> *Some teachers think that they are overqualified hence undermining the leadership, they resist to take orders when you give them circulars, some teachers think they are less paid and work according to their salary, so you see the money factor there is a barrier, teachers were not given enough money due to the dollarisation which almost collapsed the country, that system bought in some lots of difficulties in the teaching and learning systems. Another factor is that our learners were so demotivated during the economic collapse and recently the Ministry of Education said that they are analysing the situation and want to introduce the plug system. In this case some learners will end up in grade six or seven because they skip a lot of information during 2005-2008 which was the climax period of economic hardships in the country. Furthermore, this was the period when most teachers left the country for greener pastures; brain drain has affected us really. So in future I would say if the educators want their pupils to do well, they must not negate the education system. In the past we have been doing wonders when you were still a student here, learners would not move from grade one to two before he/she could write his/her name but nowadays learners finish their primary school without being able to write their names and we are expected to perform wonders in high school, you see that is a problem, it's ridiculous* (HOD-School C).

When H-School C was asked about the barriers encountered in the practices of leadership at his school he revealed them as staff incompetence, lack of adequate remuneration, unqualified staff, brain drain and lack of interest, H-School C responded:

> *The major blow was the issue of brain drain which occurred in two dimensions, the first dimension was that the teachers who remained at school simply withdrew their labour, second dimension was the migration of teachers to other countries especially South Africa. At one point I had no one to appoint deputy head because I had remained with incompetent and inexperienced teachers, some had left for diamond mining and it was terrible, even our learners left to work in South Africa and diamond mining, school was seen as a non-activity and education was belittled, that was very tough* (H-School C).

When H-School D was asked to explain issues relating to the factors which hinder the practices of leadership at the mission school for the period 1995 to 2010, H-School D indicated that:

> *We lost very good teaching staff of late due to the economic hardships in the country, teachers left to the neighbouring countries and some decided to look for better paying jobs in other sectors especially NGOs. Lack of resources especially text books was a big blow. Some teachers and learners were demotivated to an extent that they could not come to school; classrooms were empty most of the times* (H-School D).

During the interview with HOD-School D on the issue of barriers to the practices of leadership for the past 15 years, it was revealed that the school head over-delegated all the duties to the SMTs and this had been seen as a barrier to leadership practice. In his response, HOD-School D stated:

> *Although I should play my role as part of the management staff, sometimes it becomes stressful to supervise classes that are in different blocks especially when I have my own class. She does make rounds but I think she should do it more often because people take instructions from the leader. The school head is supposed to lead by example and teach classes instead of chatting in the office with the community people all the time* (HOD-School D).

5.4 Summary of Chapter Five

This chapter presented the profiles of the participants and research findings with regard to the practices of leadership enacted by the SMTs in the UCCZ mission schools. The findings revealed that the SMTs played various leadership roles within their respective schools and responded to the challenges and contextual demands as they unfolded. They assumed various leadership roles that contributed to the enactment of school leadership,

vision building and whole school development. The roles of all stakeholders and the factors which promote or hinder the practices of leadership within the UCCZ mission schools were explored and identified. The tensions and key findings that arose from issues surrounding leadership styles, decision-making, distributed leadership, transformational leadership, sustainable leadership and context-responsive leadership were explored. The data revealed that various circumstances within the UCCZ mission schools impacted on the day-to-day running of the schools in regard to the practices of leadership, skills development and competence of the leadership team. The following chapter presents a discussion of the emerging themes from the data findings and analysis.

CHAPTER SIX

MAPPING EMERGING PARTTENS IN THE DATA AND ANALYSIS

6.1 Introduction

The previous chapter presented the data and profiles of the ten participants and discussed the research findings with regard to the practices of leadership in the UCCZ mission schools. This chapter presents a cross-case analysis of the data presented in the previous chapter and identifies patterns and trends as well as interpreting findings of the study in terms of research questions and literature review. Working through the data I was able to establish important themes that attempted to answer the main research questions:

> What were the practices of leadership enacted by the SMTs in the UCCZ mission schools during the period 1995-2010?

> How did the leadership practices of the SMTs respond to the contextual demands in the UCCZ mission schools?

> What were the factors that promote or hinder the practices of leadership in the UCCZ mission schools?

In analysing the findings of the four case study schools from the ten participants, I was able to find common patterns that were aimed at answering the research questions. The themes that were established were found common in all the four case study schools.

6.2 Conversations with the Participants: Their Meanings of Leadership

Although I did not have the conceptualisation of leadership as the main aim of the study, the conversations I had with the participants suggested that they attached their own meanings to leadership and what it meant to be a leader in their time. For this reason, before I present the leadership practices enacted in the UCCZ mission schools I begin by exposing the participants' understanding of leadership. In summary, I picked up as the participants' understanding of leadership the ability to direct, control, monitor and organise. Some saw it as having power and control over someone and others said leadership was giving support, motivating people and influencing others. The definitions given by these participants' link well with Lacomsky (1998, cited in Gronn, 2000, p. 32),

who argues against defining leadership: "there is no natural entity or essence which can be labelled 'leadership'" as it is difficult to find its universal definition. She further maintains that leadership means different things to different organisations and in different contexts, and its effects differ. Leadership which involves the creation of a vision and mission for the school is needed, while management is needed so that the school can run on a day-to-day basis. Both leadership and management are thus essential and should work hand-in-hand for the effective functioning of the school. Moreover, the utilisation of both leadership and management processes should be the domain of all stakeholders, such as the school heads, HODs and chaplains.

As Harris (2010) explained, defining leadership is difficult, particularly in education, because different demographics and organisations foster different styles. In today's school context, teaching is becoming more complex and requires the highest level of professional practices in order to achieve the desired results (Harris & Muijs, 2005). The main profession which can transform society is teaching, and the knowledge constructers are teachers. Schools can be transformed by leaders who have strong influence. Harris and Muijs (2005) define leadership as:

> …as providing vision, direction and support towards a different and preferred state-suggesting change. Therefore, leadership, transformation and school improvement are closely related. Leaders are the agents of change who do not need to reside at the top of the organisation or school.

Leadership development is a crucial element of school improvement at all levels. For instance, the UCCZ mission schools must be managed by SMTs who understand and implement the core ethos of the organisation. The stakeholders of these schools expect leaders to have vision and take the institutions to the next level. To make the vision a success, leaders should inspire the teachers, and teachers should be inspired by leaders.

6.3 Learning from the Profiles: The Nature of Leadership in the UCCZ Mission Schools

The profiles of the participants as drawn from their journal entries reveal several points about the character of leaders in the UCCZ mission schools and what leadership beliefs

were held. These profiles can provide good lessons about leadership for sustaining schools, some of which I discuss below.

6.3.1 *Leadership is Centred on Valuing the Community and Student Welfare*

The journal entries show that the leadership in School A was centred on valuing the community and taking care of the students' welfare. For example, in his journal entry, Chpn-Schools A and B described himself as displaying confidence in carrying out his duties with responsibility. He was accountable for what he did and offered help to both students and staff when possible. Due to his flair for ministry he had successfully coordinated worship and counselling programmes at the mission schools, which included working with people of different personalities. Also, he coordinated all Christian worship programmes for other UCCZ mission schools and networked with fellow ministers to lead chapel services at the schools. He gave the teachers and students opportunities to lead devotions whenever possible, after going through a worship training programme. He was also responsible for sourcing scholarships for students who struggled to pay school fees and personal welfare and worked hard with the local community and responsible authority (JE). The journal entry of H-School A described him as a teacher who valued the strengths of both the children and teachers. H-School A was someone who, when tasked to do something, did it to the best of his ability. He was pro-active, confident and willing to assist wherever the need arose. He did not only lead in and out of his class or phase but also extended his leadership into the community, which he served as a member and leader of the United Church of Christ Men's Fellowship (JE).

6.3.2 *Leadership is a Risk-Taking Business*

The journal entries for School B show that the SMTs defined their leadership as risk-takers. H-School B described herself as someone who listened with depth to discussions and was not afraid of new challenges, even if the outcome of what she did was in erratum. She displayed characteristics of being confident and stood by what she believed in and would openly state if she agreed or disagreed with a person. She maintained a position of control and gave off an aura of self-confidence. Disgruntled parents left the school feeling that they had been fairly treated. Self-reflections from her journal indicate that at the

beginning of her teaching career she saw herself as an "*immature, naïve person, a person of very little confidence, and disorganised person*". Further reflection indicated that she saw herself as being "*very confident and strong, with a fierce determination to succeed*". It was these qualities which made her maintain the culture of teaching and learning at the school, despite the socio-economic hardships facing the country. When some teachers left the country during the climax of the economic hardships in Zimbabwe she took over some classes and taught while heading the school (JE). In addition, HOD-School B displayed the greatest confidence when he was instructed to take up the post of teaching deaf children, and he carried out his duty with great responsibility. He was accountable for what he did and offered to help when he could. He was subject head for special needs children, and for the Sports Programme (JE).

6.3.3   *Leadership is about Creating Opportunities for Others to Grow*

In School C, the SMTs described the culture of their school as a centre for creating opportunities for teachers and learners to grow through spiritual support, counselling and caring. Reflecting on her journal entry, Chpn-School C and D revealed that in all the learning areas offered she strove to be obsessive and eager to assist all the learners and staff with personal problems and enable them to grow. Her pastoral care was not confined to the learners and staff but to the entire school community (JE). HOD-School C revealed that he strove to be thorough and provide all the teaching materials required for the effective delivery of teaching and learning in his class. He was involved in extra mural-activities in a capacity of counselling and supporting the learners, who were vulnerable and experienced a range of different problems. Through his interventions a number of learners felt safe around him and were assisted in their respective predicaments (JE). Reflecting on his journal, H-School C revealed that the culture of the school was varied but predominantly Christian. Learners were required to attend worship services every Sunday. A Chaplain was appointed by the church to supervise the daily prayers from Monday to Friday at 16:00 hrs. Learners were required to attend these worship services and participated as worship leaders. They were also required to participate in sports and culture. All teachers were expected to be associate or full members of the UCCZ (JE).

6.3.4 *Leadership is about Providing Guidance, Influence and Motivation*

Reflection from the journal entries of both HOD-School D and H-School D indicate that their school was a haven for hard working and dedication. H-School D described herself as someone who influenced and motivated new teachers and staff to perform at their best. She gave guidance to locum teachers who came into the profession by playing the role of mentor and chaperone and came across as a leader who valued the strengths of both the children and teachers. She was not afraid of challenges and was willing to learn and assist when the need arose. She extended her leadership into the community, where she served the community as a leader of the Christian Women's Group (JE). HOD-School D revealed that he was involved in a range of events in the school, which addressed the interests of his learners and their welfare in the community, including HIV/AIDS awareness campaigns in which the Health Departmental personnel were organised to address the learners on HIV/AIDS related issues. Further, HOD-School D was also involved in career guidance, of which experts from different departments were invited to offer guidance to learners at the school (JE).

6.4 The Practices of Leadership by the SMTs in the UCCZ Mission Schools

The common themes that emerged from this study were related to the practices of leadership. Those from the first research question, on the practices of leadership enacted by the SMTs in sustaining the UCCZ mission schools during the period 1995-2010 till present were: setting direction and discipline in schools; collaboration in teaching and learning process; managing relationships and community building in schools; and leadership and management as key to school change. These are discussed as follows.

6.4.1 *Setting Direction and Discipline in Schools*

The findings revealed that both educators had similar priorities when they took over the position of leadership in their respective schools. They realised that they had to plan strategically in order to meet the demands of their schools. In School A, the SMTs realised that the school had to strive for excellence in order to retain the good reputation. Part of

the plan in setting direction was to restore order and discipline in the school. In order to achieve set goals, the SMTs and teaching staff had to lead by example and became visible in the morning devotions and in all school activities. An open door policy was adopted at the school, and the staff, learners and parents could reach any office easily. The SMTs realised that they could not achieve discipline alone, thus they involved staff and parents. From my observation it was made clear that order and discipline were achieved by learners and the school's first priority was to restore quality education, good moral values, order and discipline to learners. In order to achieve these goals, the headmaster and the SMTs availed themselves in all places, for instance, in the classroom monitoring teaching and learning, around the school yard monitoring whether learners were not loitering around and at the gates in the morning for latecomers, and in the dormitories for learners who bunked classes (PO). Literature indicates that success in troubled schools such as the UCCZ mission schools requires powerful leadership.

Scholars such as Leithwood, Seashore-Louis, Anderson and Wahlstrom (2004) claimed that without powerful leadership, troubled schools are not likely to be turned around. Leadership is not what one person does to the other but it can be distributed from one individual or a group regardless of the position they hold in the institution. Practices such as setting the direction, developing people and redesigning the organisation are key factors for leaders aiming to significantly improve student learning in their schools. Without leaders effectively implementing these practices, little would happen to improve academic achievement. It is understood that the role of a school leader has changed from being primarily a manager of school operations to being an effective transformational and distributive leader. Furthermore, the role of the educational leader's impact on student achievement has been understated. There is pressure from students to teachers, principals and education officers to improve academic performance. Therefore, educational leaders must guide schools under enormous scrutiny, while facing challenges posed by an increasingly complex environment.

In line with School A, setting direction for School C meant developing a vision for the school. The study revealed that H-School C took over the school with a low pass rate and he was left to fill the gaps of teachers who had left for better opportunities. Enrolment of learners fell due to the economic hardships in the country, leaving the school in a crisis and thus requiring urgent attention. The findings revealed that its first strategy in setting

direction was to recruit both teachers and learners. According to H-School C's response, recruitment of new staff gave him the opportunity to select good quality teachers who he considered crucial in bringing the school back to normal operations. Further, it was revealed that transforming the school was a challenge because some teachers had left for neighbouring countries, so lack of experienced staff and leadership was problematic. Some learners were demotivated to work hard and thus produced bad results. H-School Cs vision was to return the culture of teaching and learning through setting direction, building relationships, recruitment of learners and staff, putting policies in place, and discipline. However, he realised that he could not achieve this alone so he needed to delegate some of his responsibility to the SMTs and teaching staff. Good teachers were found to be the most important assets in both Schools A and C in order to retain the culture of teaching and learning.

According to Fullan (2005), wide-scale and sustainable change in schools can only be achieved through effective leadership designed to provide the direction for the necessary change. In an effort to create systematic change that will improve academic achievement, the SMTs must implement the structures and the processes that will guide teachers. School leaders must exhibit strong leadership behaviour in order to move schools forward and improve academic achievement (Hopkins, 2010). There is a strong belief that school heads today need to be visionaries, instructional leaders, experts in areas of assessment, community and relationship builders and change agents (Fullan, 2005). In the UCCZ mission schools, the SMTs must be willing to take risks and promote the development of teacher leaders to lead the effort toward successful academic achievement. This is in line with the SMTs across all the UCCZ mission schools who revealed that leaders cannot please everyone. There are non-negotiable issues which require one to be autocratic to ensure that teaching and learning does take place. School heads and SMTs may be visionaries who should take risks. The study further revealed that if a leader performs in the same way s/he is more likely to obtain the same results, so it is important to take new directions. I agree that developing the vision and setting direction in the study schools helped greatly as all felt accommodated and part of the wider picture, and gave their effort and expertise to make the schools succeed.

Elmore (2003) believes that knowing the right thing to do is the central issue of school improvement. Holding schools accountable for their performance depends on having

people in schools with knowledge, skill, and judgement to make the improvements that will increase student performance. The strategy employed by H-School B supported that of Schools A, C and D. Both school heads, SMTs and teachers set directions through instilling discipline in their schools. Of significance was that both leaders viewed discipline as a key to school improvement, while the one in School B further developed a vision for her school. The vision supported the study by Bush (2003), who says that it is increasingly regarded as a necessary component of effective leadership. Harris (2009, p. 6) believes that "leadership that lacks vision or common purpose can be a contributory factor to a downward spiral of performance amongst staff in a school in a high poverty context". School heads as leaders should know the direction they wish their schools to take, and this was found to be in common across all the study schools.

The main argument here was that the SMTs understood their purpose as leaders, that of settings direction. Of note was that these SMTs were not at the same level of development in their schools. The SMTs in Schools A and B found systems in place and their schools on a high note, while Schools C and D were in crisis. The findings support Hopkins, Harris and Jackson's (1997) view that differential school improvement strategies are required for schools at different stages of their development. It was clear that the SMTs understood the culture of their schools before they could bring any kind of reform in their schools. The SMTs should recognise that schools are not the same and acknowledge that school culture has the power to promote or inhibit organisational growth. Slavin (2005) asserts that schools are different as a one-size-fits all change strategy will not work. Therefore, different school contexts require different strategies to curb the challenges.

The findings of the study support the view of Hallinger and Leithwood (1998), who identify aspects such as the school mission, teacher's expectations and opportunities for learning as elements of a schools' culture that shape the behaviour of teachers and students towards instruction and teaching. The findings revealed that good results in Schools A and B were realised because of committed teachers and the SMTs. It emerged as the most important aspect that contributes towards the improvement of Schools A and B. According to participants in Schools C and D, it was through their commitment, dedication and enthusiasm, and the strong and passionate SMTs that the school was able to achieve good but not the best results, while Schools A and B acquired strength from good quality staff, well-qualified and experienced in their fields. The findings also showed that ownership

was what held the schools together. Some teachers in Schools A and B belonged to the same community and were learners in the same schools. As a result, they had ownership of the community. On the other hand, the SMTs in Schools C and D agreed that setting direction and discipline was the key to turning the schools into centres for teaching and learning after the exodus of qualified staff to neighbouring countries. In line with this notion, the study revealed that some qualified teachers left the country at the height of the economic collapse in Zimbabwe and only few remained, so it was difficult to change the situation in the mission schools. However, the SMTs believed and hoped that with the help of God their predicament would improve. The SMTs in both schools worked hard to restore the situation and this challenge was common across all the study schools.

The above discussion is in line with Nziramasanga's findings in Hadebe (2013) that educators experienced economic hardships in the country and were paid low salaries. The teacher-pupil ratio was high in some schools and work overload increased. There was no freedom of expression among teachers in the schools and they were not amongst the decision-makers. Teachers were de-motivated in some of the Zimbabwean schools. The situation in the schools put the SMTs in a compromising position as leaders since they had to work hard with few teaching staff in order to achieve the desired results. In that scenario, the pass rate in some of the schools in Zimbabwe dropped dramatically while other schools were resilient and recorded a few passes. It was evident that the SMTs in the UCCZ mission schools were at work in setting directions and discipline in order to transform their schools into places of teaching and learning. While the predicament of the UCCZ mission schools was the same across all the study schools, Schools A and B performed much better than Schools C and D.

6.4.2 *Collaboration in Teaching and Learning Process*

Teamwork and team teaching was another aspect that was found to be crucial towards reaching the desired goals in the study schools. Schools A and B showed dedication as they relied on each other through planning and support, while Schools C and D supported each other through team teaching. The SMTs in Schools B and C indicated that they were specialists in certain parts or chapters of their subjects when they assisted each other by teaching for their peers, while they in turn observed. According to the participants in Schools C and D, through team teaching teachers were able to give one another support

while they mentored and modelled each other's learning. Through team teaching both teacher and learner gained knowledge and skills. Little (1990), in support of collegiality, believes that something is gained when teachers work together and something is lost when they do not. In effect, the perceived benefits must be sufficiently great as the time teachers spend together can compete with time spent in other ways, on other priorities that are equally compelling or more immediate.

It was evident from the extract that School A and School B relied on good quality staff who were not only experienced but also the best in their fields. These teachers began at the school with a vision of giving the school a profile. In responding to the question of whether leadership played a vital role in the mission schools the study revealed that it does, but only if the school heads led by example. Unfortunately, this was not the case with School B, as indicated that the school head knew that the SMTs and teachers were more than capable of driving themselves. Together they were driven to make sure that the school remained as it was, not wishing to be deemed failures, so they were self-motivated, dedicated and co-operative. Most came from the same community so they did not want to let it down. For School B, SMTs and staff viewed leadership as having power, authority or control over something or someone, so in this regard they worked as a team

Muijis, Harris (2003) and Coleman (2005) view effective and purposeful leadership as a central component in securing and sustaining school improvement. When effective leadership was exercised, schools showed improvements in all spheres, such as in school activities and results at the end of the year. School improvement, according to Coleman (2005), was associated with what is going on in an individual institution and relies on the professional experience of its educators to identify a focus for improvement of that institution. Coleman views school improvement as "concerned with factors that are indirectly related to student's achievement, with emphasis on the importance of teacher involvement in change effort" (Coleman, 2005, p. 19). It is linked to this study because teaching and learning takes place when the environment within the school is conducive to both educators and learners. This is a task that requires all stakeholders to become involved in order to excel on all levels.

Basic Education, Christie, *et al.,* (2010) contends that successful schools always do the right things right. There is respect and discipline on time management for both teacher and

learners. Learning takes place every day and teachers should arrive at school well prepared. A good school also has a good principal. To ensure that teaching and learning takes place in the mission schools, the study revealed that, in School C, the SMTs made instructional rounds, identified teachers who needed support and encouraged team teaching in the school.

Learners were motivated in the assembly and helped them to choose careers as early as possible. Advice and support were given to teachers and learners even in their personal lives and most of the time results improved, students felt respected, cared for and secured from any harm because it was from a Christian perspective and they all emerged as victors. Therefore, collaboration in teaching and learning through the SMTs was key to sustaining and transforming the UCCZ mission schools. In line with this, Singh (2007) views collaborative school cultures as characterised by a "strong sense of commitment among its educators to a common task and set goals, where both individually and interdependence of individuals within the group are valued" (Singh, 2007, p. 14). Collaboration is based on collegiality which Miles, Lieberman and Saxl (1988) understand as building trust and rapport. I agree with the above authors, because, through collaboration, leadership is supported and enhanced. This notion is relevant to this study because leadership is linked to classroom improvement, having autonomy within the class, shared decision-making and giving in-service training or mentoring of new educators. I believe that leadership is not a one-person practice but a participation of all educators through collaboration.

6.4.3 *Managing Relationships and Community-Building in Schools*

The findings of the study show that the SMTs communicated their vision through establishing relationships with their colleagues, parents and learners. Relationships were established around the core values of the UCCZ mission schools. Participants in Schools A and B worked towards winning trust, respect, loyalty, equality and the principle of *Ubuntu* as a way of developing and maintaining relationships in their schools. According to the responses from the study, the SMTs, especially from Schools A and B, understood that they could not play the role unless they were relationship-oriented and therefore put human needs before those of the institution. These findings support those of Fullar (2002, p. 18), who viewed improvement of relationships as one of the roles of the SMTs and "a single factor common to successful change". If the relationships are good the school is more

likely to succeed. Prew (2007), Harris and Chapman (2002) and Harris (2002) agree that leaders should invest time in developing and maintaining good relationships and create space for the students, parents and community to participate in educational affairs.

During the study, the SMTs at School C and School D revealed that they were happy about how the schools were managed, although sometimes the style of leadership created problems for those who did not understand it. Also, it was reported that transforming an ailing school such as School C required many strategies but a democratic leadership style was not one. Too much democracy leads to a *laissez-faire* attitude, so the school head used both democracy and autocracy, depending on the situation. During the period 1995 to 2010, the study revealed that the school head had been the person in terms of giving guidance, but now they were a tripartite of school head, HOD and chaplain, meeting regularly to organise and work out systems that were required in the school. This arrangement helped them to make sure that there was no problem because it was believed that having three portfolios on the same problem could provide possible solutions.

It was reported that the *modus operandi* in the UCCZ mission schools differed from non-mission schools in terms of spiritual guidance, with the former seeing any form of gathering opened and closed with a prayer, and most of the decisions made relating to their underlying religious faith. By so doing, human rights were taken seriously and relationships built. The mission schools' guideline was that the child who is at the centre of teaching and learning. I concur with the SMTs because context-responsive leadership is important when one is dealing with a challenging situation in a particular context, and one style of leadership might not give positive results.

Schools in challenging contexts are often faced with failure, pregnancies, rape, dropouts, crime and burglary as a result of poor socio-economic factors. Developing good relationships and involving the community in the school affairs and projects often decreases crime as it promotes ownership. As a result, citizens will be on guard for the school against any criminal activities. Prew (2007) advises that the involvement of parents in schools should not only be educational but also in school projects and committees, as this will make them feel less threatened by lack of literacy skills. As part of building relationships, participants in the study schools revealed that the leadership of the study schools had started to become visible to parents and the community. According to the

responses gathered, the SMTs held parents' meetings in which they taught parents about discipline, curriculum and assessment, and the part parents could play in ensuring that their children succeeded in their academic career.

In both case study schools, relationships were continuous, with the SDC and community members visiting the schools regularly and in turn the schools ensuring that they had first priority for any service rendered in them. According to participants, it was important to establish firm relationships, especially with the SDC as they were decision-makers and helped it to achieve its goals. As part of building relationships with learners and staff, the SMTs in the case study schools opened their communication channels, while their relationships were established around the values of trust, respect and equality. By knowing their staff capabilities, commitment and loyalty to their careers, the SMTs developed trust and respect towards their teachers. They in return required trust from them. The SMTs indicated that to ensure that trust, respect and equality prevailed they treated everyone equally while the values of caring and fairness were extended to all.

The UCCZ is the responsible authority for all the mission schools in regard to infrastructure and resource mobilisation. A team of experts, the Education Council, are on a day to day superintending the activities of all mission schools and detecting deficiencies such as textbooks, furniture and buildings. However, the period preceding 2010 was a difficult time due to the inflationary environment in Zimbabwe, and it was not conducive to the provision of supporting systems for effective teaching and learning. From the study, the SMTs in Schools C and D revealed that they could not do anything since the Zimbabwean dollar was losing value and students almost went hungry. The Education Council had been forthcoming with their assistance in terms of sourcing books, food and repairing infrastructure.

Managing relationships and community building with the internal and external partners is vital in any organisation if one is to make an impact in the leadership process. Hadebe (2013) maintains that leadership is about influence in all aspects within the school context. It involves commitment, being objective, strategic, compliant, managing people and influencing the school culture. I concur with Hadebe on the notion of leadership as influencing all aspects, especially in building relationships in the organisation.

6.4.4 *Leadership and Management as Key to School Change*

Schön (1994) contends that leadership and management are synonymous, as one can be the leader without being the manager. One can, for example, fulfil many of the symbolic, inspirational, educational and normative functions of a leader and thus represent what the organisation stands for without carrying any of the formal burdens of management. Conversely, one can manage without leading. An individual can monitor and control organisational activities, make decisions and allocate resources without fulfilling the symbolic, normative, inspirational or educational functions of leadership. The findings from the study schools showed that the SMTs used situational or a context-responsive approach to lead and manage their schools. The situational or context-responsive approach leader is someone who is proactive and dynamic in his/her style of leadership. The leader had no inherent style but switched styles to suit the situation. The UCCZ mission schools as organisations are guided by policies and guidelines from the Education Council and Ministry of Education, and so are accountable to the mother body and the public.

Accomplishing the departmental aims sometimes required becoming autocratic and adhering to instructions without question. Situations such as time on task, submissions and implementation of policies and circulars, caused the school heads to become autocratic, and only democratic on issues that involving staff. The SMTs in the study schools revealed that both leadership and management played an important role. It was reported that leadership depended on the issue at hand. Sometimes a leader can be autocratic for the non-negotiable issues so as to transform the school and bring back the culture of teaching and learning. School heads might be aware of how the approach could compromise the relationships as people did not wish to be told what to do, but when everything is in place they can become context-responsive leaders. Therefore, the leadership and management style as key to school change can be situational, depending on the context.

Scholars such as Marzano, Water and McNulty (2005) state that the essence of contingency theory is that different contexts, environments and cultures call for different leadership styles in order for change to occur. Davidoff and Lazarus (1997, p. 38) say that "the challenge is to develop the sensitivity and wisdom to use the right style of leadership at the right time". The findings in the study showed that communication or professional dialogue contributed towards learner achievement. One of the strategies used by the SMTs

was to ensure that the schools had healthy relationships. For example, H-School A used his personal attributes and exercised an open door policy to all, while taking interest in their personal lives and keep them motivated. Support was not limited to school work but he had become confidant to many.

Little (1993, p. 129) suggests that "talking openly and frequently with teachers about how instruction could improve the school is very important". Through good communication, participants in the study schools acknowledged that they confided in their leaders. Trust was the first step towards building good communication and in order to achieve their ambitions the SMTs had to make a lot of many sacrifices. The visibility of the SMTs played a critical role in ensuring that both teachers and learners arrived on time, and the schools realised that they could not achieve this alone. Firstly, they called parents and explained the curriculum, assessment and their role. Parents were advised to participate in subject choice while learner progress was discussed with the parents. When the timetables were issued, parents received a copy, to ensure that they participated fully in ensuring that their children would succeed. Learners were motivated and supported, while teachers made an extra effort by conducting morning and afternoon classes, as well as the School Improvement Plan (SIP), which was implemented during the school holidays. Schools C and D revealed that in order to ensure good results, morning devotions were used for prayers and strategic planning. According to the SMTs, this helped in ensuring that the UCCZ mission schools led by example in the entire region. The SMTs monitored attendance of the SIP during the holidays while the school also held morning and afternoon classes. Although the schools made an extra effort to ensure that the good results were realised, both schools consisted of good teachers who had the subject knowledge.

In line with this thinking, Hadebe (2013) contends that limited resources within most schools in the country poses a great challenge to the teachers and SMTs. The observation made by the then Minister of Primary and Secondary Education, Sports and Culture in Zimbabwe indicated that:

> The sanctions made by the west affected the Zimbabwean education sector. Teachers were not paid decent salaries and schools closed at the height of the economic turn down. In urban schools, parents developed more interest in the education of their children and private tutors started to teach in their homes. Learning is influenced by teachers and parents who create opportunities within

their vicinity while the poor child in the rural school suffers and mission schools included (Coltart, 2009).

Leadership is vital in order to fulfil the expectations of all stakeholders as far as management, administrative, instructional and curricular tasks of any school are concerned. Leadership is influential and if well-exerted gives an organisation a unique character and form, towards achievement of set goals under any given conditions. It is in this light that the concept of transformational, sustainable, distributed and context-responsive leadership are key to school change in the UCCZ mission schools.

6.5 The SMTs Leadership Response to Contextual Demands in the UCCZ Mission Schools

This study has advanced the emerging theories of transformational, distributed, sustainable and context-responsive leadership as functional approaches for the practices of leadership in sustaining and transforming the UCCZ mission schools during the period 1995-2010 till present. The earlier discussion demonstrated that the SMTs who recognised and responded to their contexts enjoyed a great deal of success in attaining the higher level of teaching and learning in their schools. Some of the SMTs in this sample demonstrated a number of common approaches that I have come to characterise as context-responsive leadership. Some of these SMTs were able to see beyond micro-contextual issues to the larger, more complete picture and to develop the support and trust required for contentious issues. They were able to demonstrate an acute ability to know when and how to push back and shape their contextual environment, through such actions as promoting a concussive environment for teaching and learning, despite the shortage of teachers at their respective schools.

6.5.1 *School Reforms as Leadership Practices in the UCCZ Mission Schools*

The study reveals that transformational leadership practice helps the SMTs in the UCCZ mission schools to frame their attitudes and move forward, despite the odds. It has four major characteristics, namely, *idealised influence*, which reflects the role of the leaders behaviour and the followers attributions about the leader; *inspirational motivation*, which refers to the ways by which transformational leaders motivate and inspire those around them; *individualised considerations*, which represent the leaders' continuing effort to treat

each individual as a special person and act as a mentor who attempts to develop their potential; and *intellectual stimulation*, which represents the leader's effort to stimulate followers to be innovative and creative to define problems and approach them in new ways.

It is the SMTs who demonstrate these major characteristics of transformational leadership, with effects on satisfaction among teachers and better performance at school. Therefore, this study aimed to discover the practices of leadership in sustaining and transforming the UCCZ mission schools and reveals that the level of transformational leadership behaviours that the SMTs demonstrated during their administrative practices had an impact on the teaching and learning process. Further, this study has revealed that the SMTs demonstrated high level of characteristics of transformational leadership in terms of idealised influence, inspirational motivation, individualised consideration and intellectual stimulation behaviour. Effective transformational leadership results in performance that exceeds organisational expectations. Each of the four components describes characteristics that are valuable to the transformational process. When leaders are strong role models, encouragers, innovators, and coaches, they are utilising the "four I's" to help transform their associates into better, more successful individuals (Northouse, 2007). Figure 6.1 (below) illustrates the "additive" effect of transformational leadership because leaders must pull together the components to reach "performance beyond expectations" (Northouse, 2007).
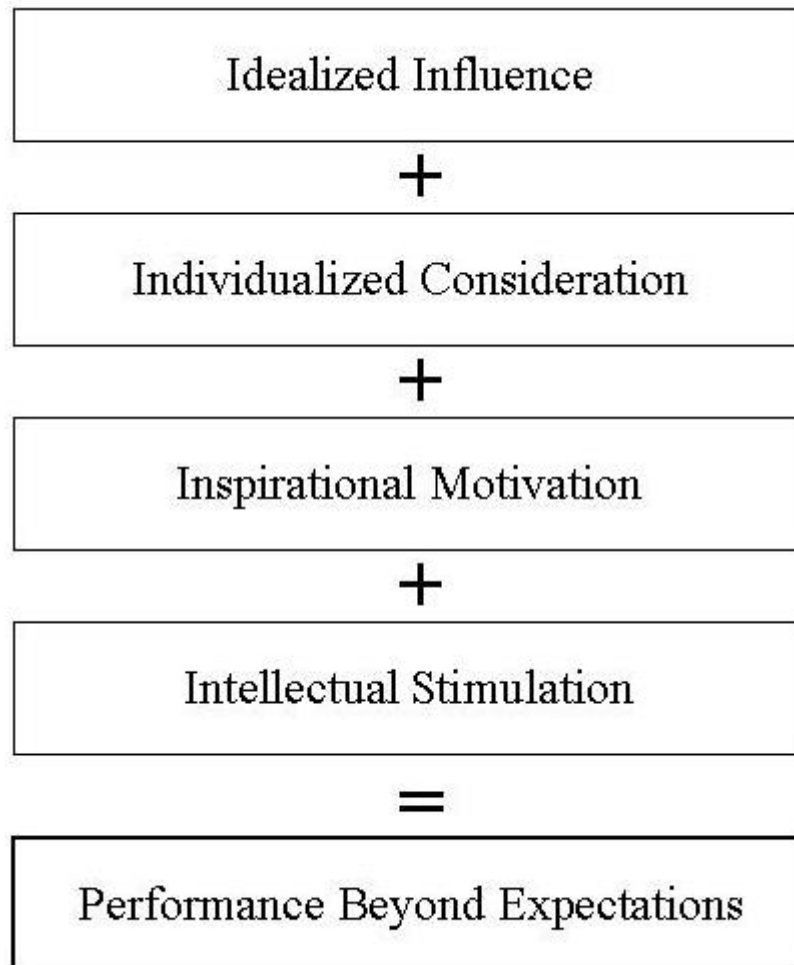
Figure 6.1: Additive effect of transformational leadership (Northouse, 2007)

According to Northouse (2007), individuals who exhibit transformational leadership are more effective leaders with better work outcomes. This was true for both high- and low-level leaders in the public and private sectors, therefore it can be advantageous for leaders to apply the transformational approach in their respective schools. Transformational leadership plays a vital role because leader effectiveness determines the success level of the institution. When the SMTs in the UCCZ mission schools combine transformational leadership practice with the four I's they can become effective leaders. Transformational leadership practice can be applied in group situations or one-on-one scenarios, as both the leader and followers are transformed to improve their teaching and learning performance and help the school succeed and productive.

The values and principles of democracy are founded on the primacy of transparency, equity, efficiency, equality and transformation. Effective SMTs adopt a democratic

leadership approach and distribute power and authority to the rest of the staff members. Participation increases communication and transparency amongst the group as they share ideas as well as create healthy relationships in the school. Teachers feel part of the change and own the process as their input is considered and welcomed. Effective leaders understand the crucial role they play towards school success and know that they are responsible for their school's achievements. Fullan (2002) and Sergiovanni (2001) assert that school leaders are held responsible for how well teachers teach and how much students learn. These leaders will therefore ensure that they promote a vision that is directed to improving the teacher's ability both to teach and motivate learners to learn. In responding to the contextual demands in the UCCZ mission schools, the study revealed that the school heads and SMTs managed to sustain and transform the schools into centres and cultures of teaching and learning, despite the exodus of teaching staff to neighbouring countries.

6.5.2   *Shared and Delegated Leadership Practices in the UCCZ Mission Schools*

In an effort to increase student outcomes, the shared or delegated leadership practices have been adopted and applied in most schools in developing countries as an alternative to school leadership. Distributed or delegated leadership is a practice which involves leadership sharing throughout the organisation, with responsibilities shared amongst those with related skills and expertise (Spillane, *et al*., 2004). Distributed leadership is meant for school leaders so that they can no longer carry full responsibilities ('one-man-show'). Instead, it allows leaders to focus on how to produce one work mechanism with shared accountabilities and shared learning culture. Spillane (2005) views it as a system on collection of interactions between components which include the leader, followers and situation, but needs to be understood together. Leithwood, *et al*., (2006) extended the concept of leadership practices in schools from a distributed perspective and included four core functions of successful leaders, such as determining direction, supporting professional development, designing the organisation and supervising teaching and learning as leadership functions. It considered the aforementioned leadership functions as the third component that is the situation of the practice aspect of distributed leadership. The diagram below illustrates this sequence as coined by Spillane (2006).

Figure 1. Leaders, followers, situation and leadership practices (Spillane 2006, 15).

Figure 6.2: Leaders, Followers, Situation and Leadership Practice (Spillane, 2006, p. 15)

Spillane and Healey (2010) assert that, depending on the activity or situation, school leaders can move in and out of leadership and management roles and this encourages leadership practices to take a shape. Therefore, this concept extends leader-plus aspect beyond the formal leadership team in schools and studies have confirmed that school variables such as students' socio-economic status, school location and academic performance have influence on leadership practice in schools (Mullick, Sharma & Deppeler, 2012).

Research studies show that students' achievement was progressing when the source of leadership was distributed throughout the school community and when teachers were given power related to issues which they perceived as important (Wahab, Hamid, Zainal & Rafik, 2013). The theory of distributed leadership is based on the ideology of school as one community of leaders who are not able to lead alone (Hallinger, 2007). When a school head learns to let go the controlling steps and helps the teachers to take part in developing the leadership throughout the school, a strong learning community is developed. Harris, (2008) maintains that the distributed leadership theory identifies capable and potential leaders in any given school or organisation. When leadership is distributed widely and closed to learning site, it has a great influence on schools and students (Day, *et al*., 2011).

In her studies, Humphreys (2010) found that distributed leadership has a positive influence on teachers' teaching and learning.

Excellent leadership practices among the SMTs in the UCCZ mission schools is needed, as they are responsible not only for school management but also for teachers and students. The success of a school depends on the level of leadership practice enacted by the school heads and team (Wahab, *et al.*, 2013). School heads are able to have a great impact on the level of work performance among teachers due to good leadership, which is well-accepted by the subordinates (Humphreys, 2010). This scenario is related to the leadership practices of administrators and level of motivation among teachers.

Grant (2006) contends that leading teaching and learning is not the sole responsibility of the school head but also of every teacher in every classroom. Further, Grant (2006) asserts that lone figures at the top of the hierarchy can no longer lead schools in today's context. The only way schools can meet the challenges of leadership is to tap the potential of all staff members and allow teachers to experience a sense of ownership and inclusivity in the aspect of change. She adds that the scope is broad and may include leadership around curriculum issues, assessment, teaching and learning, community and parental participation, school vision building, networking, and the development of partnerships. It was worth noting from this study that the SMTs had delegated most of their duties and responsibilities to the teaching staff. Through delegation, the work was widely shared rather than being vested in one individual, thus promoting leadership.

However, in this study, some teachers indicated that they were not consulted in the decision-making process because they were not motivated and did not prefer to spend time attending the school meetings. Some teachers preferred teaching to becoming involved and committed to decision-making. This has to do with the implementation of limited empowerment process at school level, where the involvement of teachers in decision-making process is an important issue. In distributed leadership practice, not everyone makes decision but do have the expertise and knowledge which contribute to the decision-making process. The distributed leadership practiced by the school heads and SMTs could orientate teachers to change the values and attitudes towards commitment of educational mission and vision in the UCCZ mission schools. In addition, teachers have the

opportunity to enhance and increase their leadership ability in preparing themselves to become future quality school leaders.

6.5.3 *Situational Response to Leadership Practices in the UCCZ Mission Schools*

The study reveals that there is a relationship between leadership and context. Context-responsive leadership is applied knowledge in action which reflects on a complex mix of wisdom, skills, and dispositions properly demonstrated by leaders as they engage in conversations with dynamic variables. It is expressed through action and the behaviour of the leader (Bredeson, *et al*., 2011). The study highlights key variations in context to illustrate context-responsive leadership *in situ*. In this case, leaders who employ context-responsive leadership strategies recognise that contexts vary and can both enable and constrain their behaviour. They also know when, where, why, and how to push back or reshape elements of context in order to provide a more favourable environment for achieving priorities and goals (Bredeson, *et al.*, 2011). The findings reveal that the work and leadership practice of the SMTs in the UCCZ mission schools is deeply embedded in their contexts in regard to the political climate and socio-economic hardships in the country. Successful SMTs display this practice of leadership as actors who constantly explore and interact with challenging situations of practice. As the study advances with this emerging theory of context-responsive leadership, there was a dual challenge. This study illustrated the key strategies these context-responsive leaders used across the four dynamic contexts of practice. At this point, I was tempted to develop a new classification of leadership practice as concluded by Leithwood and his colleagues:

> Studies showed that leaders behave differently and productively depending on the circumstances they are facing and the people with whom they are working. There is need to develop leaders with large repertoires of practices and capacity to choose from that repertoire as needed, not leaders trained in the delivery of one 'ideal' set of practices (Leithwood, *et al.,* 2004, p. 10).

Accordingly, identifying the main leadership practices and traits of context-responsive leaders without conceptualising them into a list of de-contextualised leadership qualities is a challenge. For instance, context-responsive leaders are known to be sensitive, literate and aware of critical elements of purpose, actions and context. They converse and engage in crucial dialogue with situations of practice and recognise differences in such interactions with various people (Bredeson, *et al*., 2011). Further, context-responsive leaders

understand that variations in context can both enable and constrain their practice and thus they respond to such variations at an appropriate time and in a certain manner. They react when it is appropriate and take action to shape their contexts of practice. The following leadership model process illustrates this action.
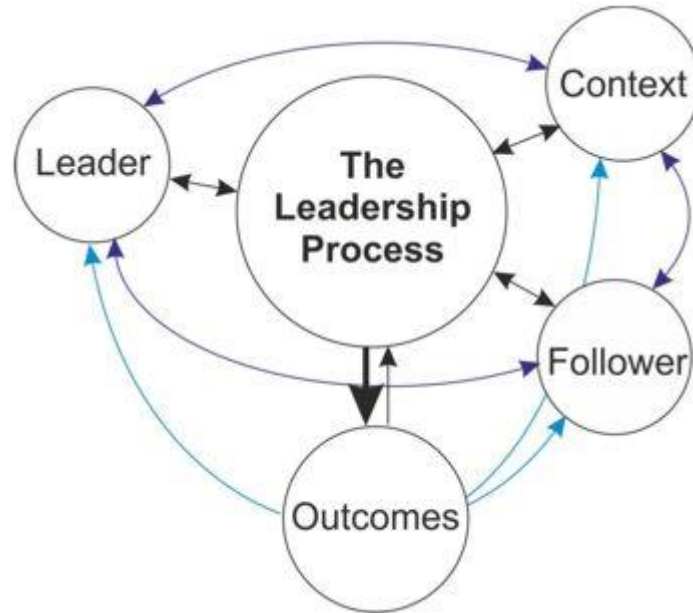
Figure 6.3: The leadership Process Model (Randall, *et al*., 1989)

The model shows the relationship between four key factors that contribute to leadership success or failure, namely, the **leader**, as the person who takes charge and directs the group's performance; **followers**, being the people who follow the leader's directions on tasks and projects; and **the context**, that is, the situation in which the work is performed (Randall, Dunham & Pierce, 1989). For instance, it may be a regular workday, an emergency project, or a challenging long-term assignment. Context can also cover the physical environment, resources available, and events in the wider organisation. Outcomes are the results of the process, whether reaching a particular goal, developing a high-quality product or resolving a customer service issue. They can also include improved trust and respect between the leader and followers, or high team morale (Randall, *et al*., 1989).

This model illustrates the way in which the leaders in the UCCZ mission schools align with the teachers, students and contexts to affect the outcomes. In reciprocity, it shows how the outcomes affect the leaders, followers and school contexts. The leadership process model reflects that the SMT leaders in the UCCZ mission schools are dynamic and still

growing. This model indicates the importance of school leaders being flexible and investing more in their relationships with the followers. It can also help in understanding how one's actions as a leader influence the followers, depending on the context and the outcomes, how the followers influence one as a leader, and how the context and outcomes influence one and one's followers.

Essentially, everything affects everything else. In a real way, negative actions negatively affect future performance, whilst positive actions improve future performance. The study revealed that schools in challenging circumstances are victims of socio-economic factors. As a result, contextual factors seem to be the major challenge that affects these schools. Retention of good quality staff was another challenge as the responsible authorities failed to provide incentives to retain and motivate the teaching staff. An effective leader begins by creating the structure of the school and ensuring a conducive environment in which order and safety prevail. Changing the structure of the organisation, whereby the immediate environment improves, symbolises real purpose and demonstrates to staff, learners and parents that the school is taking a new direction. The study concluded that the SMTs in the UCCZ mission schools responded positively to the contextual demands in their schools. They were able to demonstrate the context-responsive leadership practice at all levels in order to cope with the changing demands and contexts.

6.6 The Positive Leadership Practices in the UCCZ Mission Schools

This section discusses the factors which enhance the practices of leadership enacted by the SMTs in the UCCZ mission schools during the economic recession. Christie and Potterton (1997) define 'resilience' as an ability to survive and develop in contexts of extreme adversity. The schools in this context are characterised by poor communities, high unemployment and violence. However, they are able to withstand difficulties despite the odds. In order for these schools to succeed, certain characteristics were evitable, such as sense of responsibility and good leadership. Principals were strong managers and committed to teaching and learning. Authority and discipline were linked to the educational vision of the school while a culture of concern and building relationships was apparent. Christie and Potterton (1997) content that government, community relationships, parental involvement and relationships with education departments should be encouraged. In short, educators' role is critical in changing and improving schools. Educators take a

pastoral and counselling role in their schools in light of the contextual issues. The following factors and themes emerged from the study as key to the enactment of leadership practices by the SMTs in the UCCZ mission schools during the period 1995-2010 till present: good support systems; relationship-orientated; modelling and mentoring; and inclusive leadership practice.

6.6.1 *Good Support Systems for Teaching and Learning in Schools*

One of the major functions of the SMTs in any given school context is to ensure that teaching and learning take place effectively and efficiently. Such function is followed by others, which include implementing school policies, setting, moderating and administering school examinations and assessment procedures. In order for these functions to fully operate, the findings from the study indicate that good support systems for teaching and learning should be in place. As Coltart (2009) notes, the Education Transition Fund (ETF), partnered with UNICEF, was launched in Zimbabwe to improve the quality of education through distribution of materials and private donations. The National Education Advisory Board (NEAB) (2008) states that 20% of students did not have textbooks for core subjects and the student to textbook ratio was 10:1. Thousands of textbooks have been donated in the past few years along with additional learning materials. UNICEF (2014) recently reported that the student to textbook ratio in some of the Zimbabwean schools stood at 1:1 because of the international aid from ETF. The study revealed that most schools in the UCCZ institutions now have books, as reported by the SMTs in School A.

It was noted that there was an effective teaching and learning atmosphere in most of the UCCZ schools. For example, School A had two libraries, well furnished with textbooks and had recently received ETF tool books from the government. From Form 1 to Form 4, each student has a Mathematics, English, Science, History, and Geography textbook, therefore, in terms of resources they have sufficient textbooks and 1:1 ratio of students having their own copies. In addition, SMTs in School A reported that they had a computer laboratory, and Internet link. Student and teachers' access information from the Internet and share. In line with this, Magee (1999) identified support from SMTs as a crucial component in the success of leadership and claimed that where such support was not forthcoming the possibilities of school leadership were dramatically reduced.

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Studies carried by international scholars such as Muijs and Harris (2007) and Troen and Boles (1994) reveal that the key factors in securing successful leadership practice are principal support, strong communicative and administrative skills, trust, an understanding of organisational culture and a re-examination of traditional patterns of power and authority within the school systems. In as far as resources are concerned, most schools did not have books, however, prior to 2010 they only had 20 books for 187 students and teachers struggled to produce good results. Regarding classrooms and teacher qualifications, there were countless graduates noted in all the UCCZ mission schools although some left for better opportunities in neighbouring countries. Teaching and learning were the core business of all the mission schools and SMTs were entrusted with the major role of bringing effectiveness and quality education to them. In challenging circumstance, the SMTs should first improve a situational factor which ensures that teaching and learning take place. Research evidence constantly proves that quality leadership determines the motivation of teachers and the quality of teaching in the classroom (Harris, 2009). Good support systems in schools create a good learning environment for learners and the teaching staff finds it much easier to manoeuvre their way out. I believe the provision of these support systems in the UCCZ mission schools enabled the SMTs to survive and develop in contexts of extreme adversity.

6.6.2 *Relationship-Oriented Leadership*

Harris (2002) asserts that in most studies the core message about successful leadership in schools is that principals were relationship-orientated. These school leaders believed that good relationships are crucial for the school's success and will do everything in their power to ensure that they are maintained. The focus on student achievement in challenging contexts such as UCCZ mission schools serves as a clear indication that school change relies on school leadership being transformational, sustainable, distributive and context-responsive leaders at the initial stage of the reform. Jacobson, *et al.,* (2005) pointed out that school leadership went as far as de-privatising the practice by using peer coaching as a way of encouraging teachers to share experiences, observing and discussing each other's teaching methods and philosophies. My study revealed that there was a strong relationship between the SMTs, teachers, parents, SDC and the responsible authority among all the UCCZ mission schools which enhanced the practices of leadership. The SMTs in Schools C and D noted that they were fortunate to have quality staff who were dedicated and

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committed, working as a unit and passionate about their jobs. Even when they were not happy about the incentives offered and with the management at large, they put their differences aside and the children's needs first, with a spirit of teamwork high among the teaching staff. Insofar as transforming the school was concerned, the SMTs played a vital role in the area of discipline, knowledge of policy and record-keeping. Through discipline, they ensured that all concerned knew and understood their role and adhered to policy. Although there were challenges in bringing back the culture of teaching and learning in Schools C and D, the SMTs managed to put in place the systems and policies. This laid a good foundation for good quality staff to operate and bring the school to what it is today.

Participants in Schools A and B revealed that they did have the school management structure in the form of the SMTs, which included the school head, deputy head, senior teacher, HODs and chaplain. In that team, visions, objectives and roles were shared. They revealed that the SDCs formed part of the management team and the current chair was a UCCZ member who understood the culture of the schools. Normally, conflict between the SMTs and the SDCs arose, and there was apparent mistrust. The SDCs would suspect that the SMTs misappropriate the funds and work in isolation, but the situation was quite different in terms of relationships between the two parties.

As church schools, they are guided by religious faith in what they do, with God considered the chief executive officer and so they are different from other schools. When there are conflicts and in-fighting between SDCs and SMTs, learners suffer and no effective teaching and learning delivered. The SMTs in mission schools see themselves as fortunate because they do not have such conflicts, rather they have smooth running because people who are on the committees understand what they intend to do, where they want to go and what they wish to achieve. Harris and Chapman (2002) refer to the above approach as an 'emotionally intelligent school', as when a school places a premium on the quality of relationships and invests in individuals rather than systems or structures. Their view on relationships was an endorsement that teachers were their most important asset and that, particularly in difficult times, it was important to maintain their self-worth by valuing them (Harris & Chapman, 2002).

In supporting the issue of relationship-orientated, the study showed that the SMTs in School B were fully involved in organising or leading an official opening day of the

special need education block. Due to positive leadership or good climate of learning which was prevailing at that time, the official opening day was 26 November 2006. It was further revealed that members of staff, parents as well as the children of that time were quite cooperative and the success of the day was largely a result of the cooperation and contributions from all the stakeholders. In line with the SMTs in School B, those in School D revealed that they were working hard to build relationships with the parents and community and as such parents take the school seriously. The SDCs and parents were found around the school and taking major decisions with the SMTs when necessary. As a school their relationship was based on mutual respect and team teaching unites them, they were one family, one body and adhered to the church policy since they belonged to the mission school. A similar spirit was being instilled in the learners through devotions and prayers on a daily basis. When one of them lost a family member they shared the grief and this passed on to their learners as they were felt connected. From the data sets above, it has been revealed that relationship-orientation played a vital role in enhancing the practices of leadership in the UCCZ mission schools.

6.6.3 *Modelling and Mentoring as Key to Leadership Practices*

Modelling and mentoring are key principles of good leadership practice. In the study by Jacobson and colleagues, leading by example was seen as a way of modelling instructional leadership. For these leaders, building capacity was seen as critical to school improvement and effectiveness. Their point of departure therefore was to create the conditions that would lead to higher performance for students, as well as improving the quality of teaching and learning to their staff. Harris and Chapman (2002) assert that "where a school is faced with under-performance, teachers feel de-valued and de-skilled and become the prime focus of blame. Their self-esteem becomes low and their morale is eroded by successive criticism of the school" (Harris & Chapman, p. 9). They therefore suggest that focus should be on maintaining as well as motivating staff by setting high expectations. Consistent and vigorous staff development and focus on development is of direct benefit to the individual. Their view is evident in the various studies of schools in challenging circumstances in Europe, where most school leaders used a people-orientation approach to bring functionality (Muijs, *et al.,* 2004). Managing teaching and learning is the best strategy that could help improve a school faced with challenges. Teaching and learning is based on the premise that SMTs are in control of the curriculum in the school. The school

heads and SMTs are to be involved in all curriculum issues of their school, including assessment, mentoring, modelling and monitoring.

I concur with the authors above because school leaders need to act in accordance with their pronounced beliefs in what they do so as to facilitate a good atmosphere for teaching and learning, especially in challenging contexts such as the UCCZ mission schools. The findings from the study revealed that the SMTs played a major role in making sure that the UCCZ mission schools remained focused, despite the socio-economic challenges in the country. The SMTs in School B reported that pupils took part and participated, showed their skills and demonstrated what they had acquired from their teachers when they prepared for special events in the school. On the other hand, teachers also became involved in organisation, such as pitching tents, decorating, setting the classrooms and boards, and displaying all the needed ornaments. This kind of teamwork aligned itself with the famous adage, "if anyone thinks they are leading but has no one following them they are merely taking a walk", that is, followers should be inspired, motivated, persuaded and influenced to follow the leader.

Ash (2000) and Barth (1999) say that school heads will need to become leaders of leaders, striving to develop a relationship of trust with staff, and encouraging leadership and autonomy throughout the school. For school leadership to develop, heads must also be willing to allow leadership from those who are not part of their 'inner cycle', and might not necessarily agree with them. Wasley (1991) stressed that teachers need to be involved in the process of deciding on what roles, if any, they wish to take on and must then feel supported by the school's administration in doing so. Furthermore, teachers are more likely to take on leadership roles when there is already a culture of shared decision-making in the school.

6.6.4 *Adopting an Inclusive Leadership Practice*

One of the major steps taken by the SMTs in the UCCZ mission schools was adopting a leadership practice that was inclusive in a way that included people. The distributive approach was used as a leadership practice that invests in others. Harris and Chapman (2002) state that "if schools are to become better at providing learning for students, then they must be better at providing opportunities for teachers to innovate, develop and learn

together" (Haris & Chapman, p. 10). Through the distributive leadership approach, tasks are not the sole responsibility of one person but are shared entirely among the staff (Harris, 2008; Grant, 2008; Gurr, 2005; Harris & Chapman, 2002). Muijs, *et al.,* (2005), confirming that they did not find one particular leadership practice in improving schools in disadvantaged circumstances, but rather that there was shared decision-making and collegiality. Harris and Chapman (2001) reported that leaders adapt different styles to particular circumstances and external pressures to suit their circumstances. They acknowledged a move towards the realisation of distributed and democratic forms of leadership as factors that had led towards school transformation.

In line with this discourse, the findings from the study revealed that the sharing of leadership in the study schools depended on the quality of teachers present. The SMTs in School C claimed that they had properly qualified staff who executed delegated duties and were given opportunities to attend Synod meetings in order to understand the expectations of the UCCZ as the responsible authority. The UCCZ practice must be cascaded into all the mission schools, with emphasis on the participation of all believers in decision-making. The SMTs in School C further reported that, as leaders, they tried to foster that spirit so that teachers, workers and students could participate in decision-making through consultation during meetings. In that way they have managed to come up with democratic decisions. It was noted that when decisions are forced on individuals they are normally doomed to failure and when many people participate in decision-making the resulting decisions are wholly owned by them.

Similar to this finding, Ryan (1999, p. 8), sees "shared decision making as the most concrete form of participation that would determine the extent to which stakeholders actually have any say in what happens in schools". Further, Ryan (1999) agrees that involvement of educators in decision-making that affects their work towards improving student outcomes has been available for some time. For example, when educators are part of decision-making they feel empowered and take ownership of and responsibility for decisions taken. Schools become more effective places for learning when educators participate in activities which decrease their isolation and require them to assume responsibilities in addition to the day-to-day instruction of students. It can be assumed that lasting school improvement and enhanced learning opportunities for students arise when teachers become involved in professional decision-making at the school (Ryan, 1999). In

agreement with Ryan, Gehrke (1991) confirms that the concept of decentralisation of power and decision-making in schools enhances leadership and is necessary if educators are to come out as strong leaders and benefit their learning organisations. I agree with the above authors because educators need to continuously improve their teaching skills through professional development. Sometimes they feel less connected and inferior to their peers when engaging in leadership activities.

In a similar discourse, the HOD-School D revealed that the SMTs controlled the staff and make sure that everything they do was a collective decision. When meetings were convened, the SMTs shared the agenda and detected what needed to be included and deleted. As a mission school, they adhered to the responsible authority, which is the UCCZ. Any school head who came to the school with his/her own excessive ego could not stay, as the church called them in and the SMTs checked them out. Understanding the system and adhering to it was what the SMTs expected and did, making their leadership practice a mixed entity. The SMTs revealed that the H-School D was fortunate to have the strong SMTs helping to run the school on her behalf. The H-School D was said to be far away and yet so near, and most of the time she was found behind closed doors chatting with the parents and church people, and mixing school work and church business. It was observed that sometimes teachers took a word from the leader.

In connection with the foregoing accounts, Grant (2006) asserts that leading teaching and learning is not the sole responsibility of the school head, but of every teacher in every classroom. Further, Grant (2006) states that schools can no longer be led by a lone figure at the top of the hierarchy. The only way that schools will be able to meet the challenges is to tap the potential of all staff members and allow teachers to experience a sense of ownership and inclusivity and lead aspects of the change process. She adds that the scope is broad and may include leadership around curriculum issues, assessment, teaching and learning, community and parental participation, school vision building, networking, and the development of partnerships. It was worth noting that the school heads of all the UCCZ mission schools delegated most of their duties and responsibilities to the SMTs and staff. Through delegation, the work was shared rather than being vested in one individual. This promoted the notion of a leader among leaders. Schools in the study revealed that the role of staff development was managed by the Ministry of Education and UCCZ as the responsible authority. Teacher development was a crucial matter in the UCCZ mission

schools, more so as research showed a lack of knowledge of subject content as the cause of poor performance. In line with this, David and Lazarus (1997, p. 67) maintain that "when people within the school work together with a shared vision, the school develops strength, focus and purpose in drawing on the unique contributions of each individual in the team".

6.7 The Negative Leadership Practices in the UCCZ Mission Schools

The Zimbabwean economy is still far from performing to its maximum capacity. According to the Ministry of Education, Sport and Culture (2010), about 94% of the government's allocation to the education systems goes towards paying salaries, with little remaining to fund development projects. These financial constraints result in shortage of teaching staff and training materials thus compromising the quality of education. With this low level of funding it is impossible to turn around the migration of teachers to neighbouring countries for better opportunities. Nor is it possible to implement reforms that improve academic achievement and proficiency, and hence provide quality education. Therefore, lessons that can be derived from Zimbabwe's educational experiences are that quality education is difficult to achieve without qualified and experienced teachers in the country. The study revealed the following factors as the main barriers that hindered the practices of leadership in the UCCZ mission schools during the period 1995-2010 till present: teacher brain drain; lack of motivation; the School Management Team and resistance to change.

6.7.1 *Teacher Brain Drain as Barrier to Leadership Practice*

ZIMTA (2008) reported that learners in Zimbabwe left school because teachers were absent, classrooms empty, desks and chairs piled in corners and instruction charts peeling off the walls. Therefore, teacher brain drain has affected both public schools and mission schools in Zimbabwe, significantly reducing the revenue base through decreases in incomes and corporate taxes. This has affected government's allocation for the education sector, thus, resulting in the reduction of the quality of public and mission schools' services. Private investment and consumption spending has also declined as some migrants have taken their savings and investment as they left the country. Zimbabwe suffered a net loss because it funded the education and training of teachers who at the moment they began their teaching profession decided to emigrate, (Herald, 2010). Conversely, the

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receiving countries in the region had obtained qualified teachers without having to bear the costs of training, thereby making a net profit. Zimbabwe's education budget has therefore become a supplement to the education budgets for the receiving countries.

The findings from this study revealed that teacher brain drain played a major negative role in the UCCZ mission schools. The quality of education was compromised in all circles. The SMTs in the study schools had a common view that the issue occurred in two dimensions, the first being that the teachers who remained in the schools as auxiliary staff simply withdrew their labour and remained there. They did not contribute their expertise for the success of the organisation. The second dimension was the physical migration of teachers to other countries, especially South Africa, where things looked better than Zimbabwe. At some stage it was difficult to identify leaders among the teachers in the UCCZ mission schools since those who remained were relatively incompetent or inexperienced. All the capable ones had left for South Africa and some had left for diamond mining in Chiyadzwa, and became gorgers. They had taken on a new commitment and a new form of dress to suit the gorger type of life. To make matters worse, the teaching and learning was not only affected by teacher brain drain but students also left to become gorgers in Chiyadzwa, some going to work in South Africa and Botswana. The school was seen as a non-activity because it was more rewarding to be a gorger than to be a teacher or to be an expert in any given profession. One can use his/her physique to dig diamonds sell it at a high price, living a better life than a qualified teacher. Education was belittled by that period and most schools were affected by the teacher brain drain, the high inflation in the country and the gorgers' lifestyle, and this period was tough for all the schools. This was seen as a huge barrier to the quality of education in the UCCZ mission schools and at some point classes were overcrowded due to lack of teaching staff.

From the above discourse, teacher brain drain posed a major barrier to leadership practice in the UCCZ mission schools. However, this has also failed to address the emigrants' social detachments. The Diaspora has and is playing havoc with people's lives, especially young children. Zimbabwe is in danger of creating a society that has no morals if parents and children continue to stay apart (*Sunday Mail*, 2010b). Emigrants have been detached from their beloved families and friends, which is contrary to the UCCZ and African culture of inclusivity. In an African culture and church set-up a man is expected to be with his family to provide guidance and socialise his children in a manner that best suits the

culture, values and norms of society (Haralambos & Hainborn, 1999). When one is in the diaspora, performing the abovementioned roles becomes difficult if not impossible. To some extend technology makes an attempt to provide partial solutions to this problem through modern modes of communication, but the physical contact aspect remains unfulfilled. Therefore, the situation in Zimbabwe requires urgent attention to address the social aspect of life and the education system. Failing to take proper precautions and measures in this regard will result in the decay of moral values and knowledge base for the upcoming generation. Most of the teaching profession who went to the diaspora left their families in Zimbabwe. The moral fabric of both parents and children who were separated as a result of brain drain remain a major concern for the UCCZ leadership ethos. The leadership roles played by the chaplains in the UCCZ mission schools remain challenging as both leaners and teachers need counselling and spiritual guidance.

6.7.2   *Lack of Staff Motivation in the UCCZ Mission Schools*

Scholars such as Harris and Muijs (2003) and Grant (2005, 2006) contend that among many factors, lack of time, self-motivation, reward and incentives are perceived as contributing to the impediment of leadership practice in schools. Education service delivery in Zimbabwean schools has been seriously compromised and on the brink of collapse due to low pay and poor working conditions for teachers (ZMTA, 2008). It is my belief that teachers in the UCCZ mission schools need to be motivated and encouraged in order to take their work seriously and move beyond their call of duty. Therefore, leadership should be understood as a lively relationship which is based on common influence and purpose between leader and followers. Both parties should be moved to greater heights of motivation and moral development as they affect real, intended change (Hadebe, 2013). The research findings from the study schools revealed that lack of staff motivation played a vital role in demotivating teachers and the participants noted that some teachers refused to teach due to lower earnings, and would argue that they were wasting time working above the value of a salary. Therefore, the issue of low salary was a barrier as teachers complained that they could not make an extra effort when poorly paid.

The SMTs in the UCCZ mission schools had a common understanding that the teaching and learning process was positively or negatively affected by one common enemy. For example, teachers needed motivation in form of incentives above their monthly salary.

They blamed the leadership hierarchy, in this case the responsible authority, the UCCZ through its wing the Education Council, the Ministry of Education and government. The Ministry of Education would recommend the responsible authority to provide 20% teachers' incentives in addition to the monthly salary, but the UCCZ had no money, so lack of teacher motivation becomes a barrier. When teachers are not happy there is an assumption that learning is going on, while it might not be. If the Ministry of Education and the UCCZ do not have a common voice towards the same teachers or staff, there are some conflicts which arise. In short, the performances of teachers have been affected by lack of motivation and the teachers were looking forward to being motivated by their immediate level of leadership. However, the opposite was true, as they did not receive anything from the immediate level of leadership, that is, the UCCZ. This challenge also affected the performance of learners in the classroom in areas such as pass rate. For a child to perform well in school the teacher must be highly motivated and perform or execute his or her duties effectively.

In supporting the findings drawn from the data, Hadebe (2013) indicates that the research carried by the Nziramasanga commission reported the challenges faced by the teachers due to the socio-economic hardships in the country. Teachers were paid poorly and experienced high teacher-pupil ratio and work overload. As a result, teachers left the country to neighbouring countries. Teachers were demoralised and side-lined from making decisions for their schools. The SMTs in other schools experienced similar challenges but had to remain focused and make things happen in order to meet the expected objectives. However, some UCCZ mission schools, such as School A and School B, were able to pay the required 20% incentives to teachers in order to persuade them to stay at their schools. The extra incentives were paid through the SDCs as a way of motivating teachers. It was revealed that the SDCs managed to give them $250 above the stipulated government salary.

Lumby (2003) maintains that when motivation and morale are low, learning and teaching suffer. Motivation is a result of the multiple educational changes and the poor physical conditions in which many teachers find themselves. An effective leader creates enabling relations with staff while dispersing leadership and delegating tasks. The data revealed that the motivation and incentive barriers to leadership practice in the UCCZ mission schools vary from the negative to the positive. On the negative aspect, it was lack of decent salary

and working conditions due to the socio-economic hardships in the country, while on the positive side some schools paid extra incentives to teachers so as to retain them on board. Lastly, some teachers found it difficult to support the work of the chaplain around the schools, especially in their classrooms. Therefore, the issue of incentives and motivation became a huge challenge to the practices of leadership in the UCCZ mission schools.

6.7.3 *The SMTs as Barrier to Leadership Practice in the UCCZ Mission Schools*

The SMTs has been viewed as an obstacle to leadership practice in many schools around the world. Wasley (1991) asserts that teachers need to be involved in the process of deciding on what roles, if any, they wish to take on and must then feel supported by the school's administration in doing so. They are more likely to take leadership roles when there is already a culture of shared decision-making in the school, with opportunities for collaborative work, networking with others, sharing of ideas and problem-solving. In many schools in the South African context, school cultures do not cater for shared leadership by all, but rather they focus on leadership by a few individuals in formal management positions. This is in contrast to the work of Pellicer and Anderson (1995), who emphasised the top-down leadership practices' need to be done away with in favour of a more devolved and shared leadership for teacher leadership to flourish.

I strongly believe that the SMTs in the UCCZ mission schools need to distribute authority to other colleagues and provide sufficient time and resources for continuous professional development. Therefore, it is important for them to create, support, actualise and validate the practice of leadership by all possible means. One participant from the study revealed that some school heads in the mission schools' decisions were top-down. Teachers were simply told what to do and then they could ask how many times they should do it. The decisions were top-down, which was a barrier to leadership practice, as teachers were not free to challenge the status quo or make decisions. Therefore, the SMTs in the UCCZ mission schools played a vital role in preventing leadership practice. Some teachers found it difficult to challenge their superiors in fear of losing their jobs, but the ground was not level.

Wasley (1991) claims that the current leadership in the schools do not create opportunities for change, as is also the case in the South African schools where bureaucratic and

hierarchical school organisations are still in existence (Grant, 2006). Teachers have few opportunities to bring about change, both within and outside their classroom, as long as traditional style of leadership exists in the schools (Wasley, 1991). In the UCCZ mission schools, the SMTs contributed to the barriers for leadership practice as reported by the participants in the study. Some teachers would arrive at school and found there were no available resources, and prayed day and night only to find that resources were getting too scarce as they make wider prayers. Therefore, barriers could come in two folds, financial resources and human resources. Also, lack of leadership or management skills in policy implementation was a challenge among the school leaders. Some leaders in the UCCZ mission schools did not have the skills, but were found not over-knowledgeable with the skills to effectively lead the mission schools and institutions. They were there but did not have the skills to help with problems. If someone brought a problem to be resolved it was handled with immaturity and unprofessionalism. Some leaders wanted to feel that they were there as a leader so this is one of the areas that hinder progress in the study schools. Lack of research in areas of leadership was raised as a barrier or challenge to the practice of leadership in the study schools.

In line with this discourse, Grant (2006) says that schools need to develop a culture which recognises that all teachers can lead. She maintains that the assumption that only people in formal positions of leadership can lead is one of the barriers to the practice of leadership. This clearly suggests that if the school culture is not collegial and the management team operates in isolation then the practices of leadership is automatically impeded. Ntuzela (2008) believes that the SMTs as people holding formal management positions need not be reluctant to disperse leadership to those at the lower ranks of the hierarchy, otherwise they will become a barrier to leadership practice. He further states that in the South Africa context, often, principals are chiefly accountable for whatever happens in the school and are reluctant to distribute authority to others because of uncertainty on the legalities associated with the distribution of power. Nevertheless, Ntuzela (2008) still maintains that the SMTs need to distribute leadership to other colleagues with the aim of developing teachers as leaders and enhance the process of teaching and learning. This is in line with this study because the arguments raised highlights the obstacles of leadership practice within the local and international school contexts.

6.7.4 *Resistance to Change as a Barrier to Leadership Practice*

The study conducted by Mbatha, Grobler and Loock (2006) in the province of KwaZulu-Natal confirms the uncertainty experienced by the management team in South Africa in delegating and distributing leadership to other colleagues. They argue that although principals occupy positions of power and authority it is not easy to exercise their authority as they should. One of their responsibilities is to delegate duties to colleagues but a problem they found was that the management teams were not sure whether their functions could be carried out by someone else who would not be held responsible. Mbatha *et al.,* (2006) found that principals were unclear about the extent to which they should use powers invested in them as far as delegation was concerned. This resulted in confusion and principals found themselves in a state of suspense, not knowing whether or not to involve teachers in school matters. Across the data sets, resistance to change was one of the main challenges experienced by the SMTs in the UCCZ mission schools during the execution of leadership among their colleagues. Through my engagement with the current study, a conclusion was reached that any form of leadership has to stand the test of time where the challenges were the order of the day. This was the case with some of the SMTs in the study schools whose leadership stood the test of time on a number of occasions, as revealed by the data sets throughout the study. The issue of resistance to change from colleagues, attitude and arrogance with deliberate passive resistance to initiatives, lack of debate, ideas (constructive debates) to help the school, was a problem. This line of thinking is a direct contrast to the democratic atmosphere described earlier in relation to other teachers in the practice of leadership.

The above scenario was a typical example of the day-to-day challenges with which the SMTs were confronted in the UCCZ mission schools. The situation portrayed above called for leaders to rise above the pity, overcome unnecessary challenges and forge a sense of unity. In so doing the Chpn-Schools A and B noted that some of the colleagues offered support but others were selfish when it came to sharing on professional matters. This has been the case wherein some colleagues have been unable to offer support when the need to work as a team has been identified. Many excuses were brought forward for failing to be part of a team. The chaplain would lead all the morning devotions and travel with students to neighbouring mission schools for vespers worship while other teachers were relaxed at home and did not pay attention to the spiritual aspect.

In the South African context, the *Norms and Standards for Educators* (2000) highlights that teachers need to play several roles, both within and beyond the classrooms. Among the roles, the teacher is expected to be a leader, manager and administrator. I believe that this role can be a reality if teachers become life-long learners. The SMTs in the UCCZ mission schools will follow suit as outlined in these documents and consider the seriousness of collaboration, collegiality and team-work in their schools. Education policies in Zimbabwe are readily available and the expectation is that they are adopted by the SMTs who are expected to implement them in their leadership practice during these trying times. It is therefore necessary to implement such policies in order to change the face of education system in Zimbabwe, otherwise fellow colleagues cannot be forced to implement policies if they come as impositions. Leadership practice in this context needs to be treated as a group activity as opposed to an individual form of leadership.

In one of the study schools it was noted that the school head over-delegated responsibilities to the SMTs and this has been seen as a barrier to leadership practice. Although the SMTs should play their role as part of the management staff, sometimes it became stressful to supervise classes that were in different blocks, especially when they had their own classes. The school head made rounds occasionally but she could do it more often because people take instructions from the leader. The school head was supposed to lead by example and teach classes instead of wasting time chatting in the office. Further, most of the mission schools were affected by the economic hardships and some teachers left the country in search for better opportunities. This has been seen as a barrier since at some point classes were overcrowded due to lack of teaching staff. In this scenario, teamwork was necessary rather than a 'bossy' type of leadership in the school.

The resistance to change which emanated from some of the school leadership to be part of the team was in direct opposition to the distributive leadership model espoused by Harris (2004), Gunter (2005), Grant (2005) and Spillane (2006). Most of the school business called for the stakeholders to put aside whatever form of difference they might have and strive to work towards a common goal. This could enable them to successfully confront whatever problem that arose up along the way. This manifested itself where the teaching staff were striving to get the best out of the learners on academic and non-academic matters, despite the difficult context in which they were operating. In all these struggles and challenges some educators in the UCCZ mission schools were part of the collaborative

effort of the team. They contributed in every way possible to benefitting the learners academically, more especially in sport, but unfortunately their efforts sometimes were disturbed by lack of motivation. In summing up the above discussion, Fullan (2008a) developed six secrets of change that could assist leaders in managing change: loving the employees; connecting peer with purpose; capacity building; learning in the workplace; transparency rule; and system learning. The six secrets promote collaboration of staff and encourage the principle of democracy. Although they are found in successful schools they should be seen as guidelines rather than as a blueprint. Transformational leaders should know that schools are different and as thus a uniform approach to improve a school will not work.

6.8 Summary of Chapter Six

This chapter discussed the findings and emerging themes of schools A, B, C and D in the UCCZ mission schools. It has identified patterns that were found to be common in schools which aimed to answer the three key research questions. It emerged from the findings that both school leaders enacted an indirect leadership practice in their schools, as opposed to the claim made by some scholars that the achievement of the school was determined by good leadership. The findings also refuted Leithwood *et al.*,'s four core leadership practices as the only ones that contributed towards school achievement, but have shown other leadership practices were seen to have played a vital role in the achievement of the UCCZ mission schools. The major leadership practices displayed by the SMTs as they responded to the contextual demands in the UCCZ mission schools were discussed.

The study suggests that it is the understanding of how to lead in concert with one's local context that determines the success of the SMTs leadership efforts. Lastly, the positive and negative factors which enhance or hinder the practices of leadership in the study schools were identified and discussed. The main themes which emerged from this study in regard to the key research questions are as follows: (Question 1) setting direction and discipline, collaboration in teaching and learning, managing relationships and community building, leadership and management as key to school change (Question 2) transformational, distributed and context-responsive leadership practice. (Question 3a) good support systems for teaching and learning, relationship-orientated, modelling and mentoring, adopting an inclusive leadership practice, (Question 3b) teacher brain drain, lack of motivation,

resistance to change and SMTs as barrier to the practices of leadership. The following chapter is a reflection on what have been learned from the leadership practices in the UCCZ mission schools.

CHAPTER SEVEN

LEADERSHIP IN UCCZ MISSION SCHOOLS: WHAT HAVE WE LEARNED?

7.1 Introduction

The previous chapter identified and discussed the emerging themes from the findings in relation to the key research questions. This chapter reflects on what has been learned in reverence to the enactment of leadership in the UCCZ mission schools since 1995-2010 till present. The exodus of trained personnel from the education sector into the private and abroad due to conditions of service and low incentives meant that classes became larger and many schools, particularly in the rural and mission schools in Zimbabwe, closed down. The study indicated that the brain drain of teaching professionals has become a major concern in Zimbabwe. The SMTs in the UCCZ mission schools became overwhelmed by the new wave of teaching staff brain drain. Many of the qualified educators, especially those with scarce skills, left the country for a decent salary elsewhere.

Large classes and more teaching subjects for educators became order of the day. The study findings revealed that the Zimbabwe Education system could not reverse the teaching staff brain drain with the current situation. The teaching professionals who fled the country to the United Kingdom or other African countries did so for financial reasons and to give their children a chance of a better future. With education still in the doldrums, enticing these teaching professionals back to the country remains unlikely. This is more apparent when one considers that Zimbabwean salaries remain poor, led by a government that is paying civil servants low wages, leaving a recipe for ensuring that the teaching staff brain drain is not likely to be reversed in the foreseeable future. It is against this background that the study responded to the challenges faced by the SMTs in the UCCZ mission schools in regard to the enactment of leadership practice.

7.2 Summary of the Research Findings

In presenting what I have learnt from the historical case study of the SMTs in the UCCZ mission schools, I adopt an approach of restating the research questions. The lessons in a

summary form are presented under these key research questions as extracted from Chapter One and Chapter Four.

7.2.1 *What were the Practices of Leadership enacted by the SMTs in the UCCZ Mission Schools during the period 1995-2010?*

The aim of the study was to explore in-depth the practices of leadership enacted by the SMTs in the UCCZ mission schools during the period 1995-2010. It described how the SMTs construct or interpret their own realities in relation to these practices. It has been revealed that schools can no longer be led by a lone figure at the top of the hierarchy. The only way that schools will be able to meet the challenges is to tap the potential of all staff members, allow teachers to experience a sense of ownership and inclusivity and to lead aspects of the change process. It has been indicated that the scope is broad and may include leadership around curriculum issues, assessment, teaching and learning, community and parent participation, school vision building, networking, and the development of partnerships. I strongly believe that giving teachers the autonomy to manage their own teaching and learning motivates them to do their best. Through sharing of power and support in schools, leaders are developed while accountability is collective. I understand that shared leadership practice, combined with a collegial team that is willing to make an extra effort in a school where structures are in place with a relationship-oriented leadership, is a recipe for success. The findings were that the four schools in the study were not in the same stage of development in their organisation but each exhibited leadership practices that suited the stage of development in the school.

However, the study found that both schools relied on collegiality and team teaching. Through collegiality, both learners and teachers benefited while teachers took responsibility for their own development. It would then be reasonable to conclude that the teachers had the ability to initiate, drive and sustain the change process in the UCCZ mission schools. Team teaching was introduced by teachers as a way of supporting one another during the shortage of teachers in the study schools. These teachers saw the values as it impacted on teacher class performance while improving learner achievements. Further, the leadership practices of both schools affected the achievement of students and the SMTs changed leadership practices according to needs at the time. Another important lesson revealed by the study is that relationships could make or break the school. School

heads, through their relationship-oriented approach, were able to communicate their vision and drive the schools in the required direction. Through building relationships around the core values of trust, respect, *Ubuntu*, equality and caring for each other, teachers in the UCCZ mission schools were able to learn new things, knowing that they had the support of the school. It is evident from the study that successful leaders relied on relationships to drive their vision and set direction for their schools.

The research revealed that when teachers are given necessary support in the field of teaching they become committed and work even harder for the benefit of the school. The school heads and SMTs in this study were the chief central characters who had the vision and overview of the school systems to come up with the required resources at the school. They had the mandate for creating and maintaining the processes, systems and support structures to help the teaching staff develop and improve the knowledge, skills and attitudes to mobilise resources and effectively teach the learners. The study confirmed the importance of the 'modelling' function of the school leaders. It was important for them to do the right things the right way. Effective professional learning involves intensive, sustained, theoretically-based yet practically-situated learning, with opportunities to observe good practice to be involved in the coaching and mentoring processes and to take time for reflection. It is therefore the role of the SMTs to coordinate the best practices for resource mobilisation and effective teaching, and to direct the efforts of the teachers to meet the set goals and targets. By so doing the teachers are forced by these circumstances to emulate their leaders, resulting in the best ways of mobilising resources and teaching of the learners in their respective schools.

7.2.2 *How did the Leadership Practices of the SMTs in the UCCZ Mission Schools Respond to the Contextual Demands?*

The study discussed the responses made by the SMTs to the contextual demands in the UCCZ mission schools during the period 1995-2010. It revealed that the SMTs responded to the contextual realities through sustaining the schools despite the economic hardships, transforming them and distributing leadership roles among other colleagues to meet the demands of the day. The focus on student achievement in challenging contexts such as UCCZ mission schools served as a clear indication that school change relies on school

leadership being transformational, distributive and context-responsive leaders at the initial stage of the reform. The SMTs in the UCCZ mission schools have achieved this goal through teacher staff development and made them understand what it means to be a teacher in an unstable and changing environment. Leadership skills can be emulated, created and achieved in order to become effective school leaders who can transform struggling schools in a harsh economic context such as Zimbabwe. The complex process of empowering the leadership team can be successful only if collegiality prevails in the organisation. The best work in institutions is achieved only when team spirit and commitment prevail among the SMTs and teaching staff. In order to achieve good outcomes as a result of professional empowerment, effective school leaders usually cultivate mutual trust and inter-personal relationship with the teachers. The school leaders should be willing to distribute leadership roles with fellow colleagues of the teaching staff, and the SMTs are able to extract resource mobilisation ideas from the teachers since they are the baseline supervisor who works closely with them.

School leadership is crucial in supporting teaching and learning, especially in the context of limited resources. School leaders and the responsible authority in the UCCZ mission schools were supportive to the teachers, bolstering their commitment while encouraging a wise use of the hard-won resources in order to effectively teach the learners. Teachers were the core players in the teaching process; hence empowerment was not empowerment at school until it reached the players in the teaching arena. Empowerment was not only necessary to the teachers but vitally important, since these teachers delivered the knowledge and content to the learners at all levels of their studies. The effect of resource shortage in the study schools was strongly felt by the teachers. Therefore, it is vital to empower the remaining teachers in Zimbabwe as a means of equipping them with the necessary technical resource required to boost the education sector.

Teachers in the UCCZ mission schools have been transformed and became capable in mobilising resources as well as using the available resources economically. Teacher empowerment is a process whereby a teacher develops both personally and professionally. Empowered teachers in the UCCZ mission schools displayed professional growth, developed in their competences and were better positioned to solve their own problems in their schools and classrooms. With this empowerment, they were believed to have accumulated skills and knowledge of improving the situation in which they operated.

Hence, when teachers were empowered they possessed such traits as having access to decision-making in the school, their status was improved and their knowledge increased. Empowered teachers have the potential to participate in critical decision-making that directly affects their work. This involved issues relating to departmental budgets, staff development programmes, resource mobilisation programmes and some other critical issues. These empowered teachers in the UCCZ mission schools were confident, genuine and could make sound decisions that were effective in their respective schools.

All schools in the study revealed that the role of staff development was managed by the Ministry of Education and UCCZ as the responsible authority. Teacher development was a crucial matter in the UCCZ mission schools, more so as research showed a lack of knowledge of subject content as the cause of poor performance. By having grown professionally, the teacher's perception was open to accommodate the opportunities offered by the schools for growth and development. This gave the teacher vision to continue increasing knowledge and expanding skills as they worked in the UCCZ mission schools. Usually when one is empowered, he or she is entitled to respect granted on the strength of knowledge and expertise demonstrated, resulting in support given by other teachers. Empowerment brings 'self-efficacy' which gives teachers the knowledge and confidence that they are equipped with the skills and abilities to effectively mobilise resources as well as teach their learners during this trying times in Zimbabwe. Empowerment gives teachers autonomy to consider themselves as sources of knowledge and skills in the working circle. When teachers were empowered they were no longer slaves to their classroom scenario, but rather they had a perception that they could make an improvement to their general school situation and their classrooms in particular. Teacher development and empowerment helped to alleviate resource mobilisation problems in the UCCZ mission schools.

Teachers' believed that they could make a difference in their working area, and had the perception, competence and ability to prepare teaching and learning in their schools. The study revealed that teachers could work successfully and effectively with little, without supervision, carrying out extra duties beyond normal working hours, and felt satisfied to be over-committed. They became more enthusiastic to contribute to the development of their schools. Overcommitted teachers, with the respect and admiration from their colleagues, would not sit back and wait for teaching and learning materials from the administration

office. These teachers would definitely improvise, and dedicate their time to look around in local environment for teaching and learning materials for their classes. Teachers' commitment to organisational development was stimulated by a supportive environment and proficient growth.

7.2.3 *What are the factors that Promote or Hinder the Practices of Leadership in the UCCZ Mission Schools?*

The study identified the factors that promote the practices of leadership in the teaching and learning process in the UCCZ mission schools during the period 1995-2010 as follows: good support systems; relationship-orientated modelling and mentoring; and inclusive leadership practice. The findings from the study indicate that good support systems for teaching and learning should be in place and are essential. The study revealed that most schools in the UCCZ institutions now had books through UNICEF and ETF. Support from the SMTs has been identified as a crucial component in the success of leadership; therefore, teaching and learning were highlighted as the core business and purpose of the UCCZ mission schools, despite the challenges faced by the schools. The SMTs and teaching staff were entrusted with a major role by the responsible authority to bring effectiveness to the study schools.

Schools in challenging circumstance were found to be ineffective and the SMTs' role was firstly to improve a situational factor which ensured that teaching and learning did take place. Research evidence constantly proved that quality leadership determines the motivation of teachers and the quality of teaching in the classroom. Good support systems in schools create a good learning environment for learners and the teaching staff finds it much easier to manoeuvre their way out. The provision of these support systems in the UCCZ mission schools enabled the SMTs to survive and develop in contexts of extreme adversity. Further, school leaders in the UCCZ mission schools believed that good relationships were crucial for the school's success and did everything in their power to ensure that relationships were maintained. The study revealed that there was a strong relationship between the SMTs, teachers, parents, SDC and the responsible authority among the UCCZ mission schools which enhanced the practices of leadership.

The Zimbabwean economy was found to be still far from performing to its maximum capacity, and hence had become a major barrier to the practices of leadership in the UCCZ mission schools. From this background, the following factors have been raised as the main barriers that hinder the practices of leadership in the UCCZ mission schools during the period 1995 to 2010: teacher brain drain; lack of motivation; the School Management Team; and resistance to change. The statistics showed that about 94% of the budget to the education sector goes to pay salaries and 4% remains to fund the development projects. These financial constraints resulted in shortage of teaching staff and training materials, thus compromising the quality of education. With this poor funding it was and is still impossible to turn around the migration of teachers to neighbouring countries. Further, it was discovered that implementing changes to turn around the school system and provide quality education was impossible, therefore, lessons that could be derived from Zimbabwean educational experiences could be that quality education is difficult to achieve without qualified and experienced teachers in the country. The political and economic climate in any given government must be stable in order to retain its workforce.

In an environment of wavering economic hardships such as Zimbabwe, where funding is uncertain, school leadership should be encouraged to embrace effective leadership skills that can help them to make informed decisions on how to mobilise resources for their schools. Skills possessed by the school leadership for mobilising and managing resources promote constructive teaching and learning in the UCCZ mission schools. The research revealed that education sector in Zimbabwe operates in environments characterised by limited material resources especially in the UCCZ mission schools. When working with limited resources such as the case study schools, leadership should involve itself in the efficient and effective use of resources acquired with difficulty in schools to achieve maximum results. The SMTs and school heads in the UCCZ mission schools had to decide how best these limited resources were used to promote effective teaching and learning in their respective schools. It was found as one of the critical roles of the SMTs and school heads in the UCCZ mission schools to ensure optimum use of these scarce resources. The school heads planned, justified, defended the school budget and managed to run the school within the limited resources. The school heads and SMTs were expected to plan efficiently and effectively in the usage of these resources to ensure that effective teaching and learning took place despite the shortage of teachers in their schools. In such circumstances, school leaders were required to improve the level of utilisation of educational facilities in

order to realise effective use of available resources. Economic and wise use of available resources was called upon even to the teachers in the classrooms. School heads and the SMTs in the UCCZ mission schools apportioned resources to teachers and monitored them to verify whether the resources were faithfully used.

The research findings further revealed that lack of motivation played a vital role in demotivating teachers. I believe that teachers in the UCCZ mission schools needed to be motivated and encouraged in order to take their work seriously and move beyond their call of duty. During the study some UCCZ mission schools revealed that they were able to pay extra incentives to teachers in order to motivate and persuade them to stay at their schools. The extra incentives were paid through the SDC and UCCZ Education Council as a way of motivating teachers. When motivation and morale are low in schools, learning and teaching suffer. An effective leader creates enabling relations with staff while dispersing leadership and delegating tasks.

The study further revealed that the SMTs in the UCCZ mission schools played a vital role in preventing leadership practice. Some teachers found it difficult to challenge their superiors in fear of losing their jobs but the ground was not level. The SMTs needed to distribute leadership to other colleagues with the aim of developing teachers as leaders and enhance the process of teaching and learning. A problem they found was that the SMTs were not sure whether their functions could be done by someone else who would not be held responsible for any damage caused. Research found that school heads were not clear about the extent to which they should use powers invested in them as far as delegation is concerned. This resulted in confusion and school heads found themselves in a state of suspense, not knowing whether or not to involve teachers in school matters. Across the data sets in this study, resistance to change was another challenge experienced by the SMTs in the UCCZ mission schools during the execution of leadership among their colleagues. Through further engagement with the current study conclusion was reached that any form of leadership has to stand the test of time with challenges ubiquitous.

7.3 Lessons Learned from 1995-2010: What is it for the Present and the Future?

There is strong evidence that the education system in Zimbabwe is still in crisis although the study focuses on the period, 1995-2010. Firstly, as a student in South Africa I am aware that many good Zimbabwean teachers are employed by the Ministry of Education in South African schools and this is the issue of the brain drain identified in this study. In order to make positive changes in the educational institutions, effective leadership is required. Educational leaders can play a vital role in determining and enhancing the capacity of educational institutions for sustainable growth of knowledge and skill. The role of the SMTs, therefore, is to empower and enable staff and students to assume responsibility for learning, acting and collaborating in school and outside school. Further, the schools should provide a comprehensive, liberal education with a responsibility to the community so that learners can grow or develop into being independent and enlightened adults who are concerned with equity and social justice with their school contexts.

There has been renewed interest in the power of leadership to generate and sustain school improvement in many Western countries. School leadership has been mandated to create the conditions in which the best teaching and learning can occur in order to improve schools. In order to achieve this, educational changes are necessary to attain long-term targets, although it is not easy in the Zimbabwean context due to the current situation. Bringing reforms to the management and administration, curriculum development, qualifications and assessment is a process that takes time. Sustainable educational system requires a complete transformational strategy, especially in the UCCZ mission schools. Fullan identified six components of reforms which can be applied to the UCCZ mission schools' context: setting direction and engaging the sector; focusing on capacity building which is linked to results; the development of leaders at all levels; managing distractors in the organisation; continuous inquiry regarding results; and two-way communications between leaders and followers. These reforms are useful in improving the culture of teaching and learning. The SMTs in the UCCZ mission schools can adopt these reforms and implement them as they work towards transforming their school context.

In addition to the above reform strategies learned, the position of the SMTs is exceptional to make change happen. The SMTs have the advantage of being near the teachers and possessing the knowledge and skills in both teaching and supervising teaching and

learning in the classrooms. Therefore, it is imperative that school leadership should support co-operation and participatory decision-making among teachers through the creation of professional learning communities in schools and the encouragement of the educators to participate in workshops at cluster, district or provincial levels. These leadership seminars will help them enter the business of good leadership practice. The UCCZ school leaders should give teachers time to give feedback, which should also benefit the school leaders themselves. Opportunities like this will expose the teaching staff to acquire more leadership skills, which will drive them to accept leadership responsibilities in the school. The UCCZ school leadership should provide positive feedback to the teaching staff on whatever they propose in the schools, thus inspiring them to cheerfully take the risks and challenges of new leadership roles. Usually, too often teachers are discouraged when they undergo leadership training which is not recognised, not being given opportunities to use these leadership skills. Hence, the school leaders should make sure that the teaching staffs are given chances to utilise these skills effectually in the school.

Another area that can assist the SMTs and educators in the UCCZ mission schools, mentoring can be viewed not only as a one-way transfer of knowledge but also as a two-way transfer of knowledge. The most common interpretation of mentoring is the one-way approach, where the SMTs share skills and knowledge with the educators. However, the two-way view of mentoring has an exchange of skills and knowledge between the leadership team and the teachers. During this process, even junior teachers can facilitate professional development to the senior staff members. Mentoring calls for a swallowing of pride by the leadership team, to accept ideas from the junior teachers. Teachers are the most important human resource because all other resources in the school need to be manipulated and used by the teachers for the benefit of the children. Teachers are the most important assets in the teaching profession, particularly in difficult times of scarce resources in Zimbabwe. Investment in them and their capabilities raises their morale and develops a positive attitude towards effective teaching.

If the teachers are given a chance to meet and discuss professional matters in relation to subject key areas, they promote their pedagogical philosophies and effective dialogues with children will take place in the classrooms. This initiative should be pursued by the SMTs as a means to appreciate and call forth their full potential. It is important to note that

true human resource is not the whole person, but his or her efforts, which will be jointly, managed by the individual himself or herself and the leadership of the organisation in which s/he works. This calls for transformational leaders who can use transformational skills to transform weak ways of doing things into best practices among teachers.

Although leaders need the skills to be able to plan, organise and control all categories of resources in the school, improvement of teachers' knowledge and skills is the most important aspect to consume the majority of the investment. Hence, professional development is imperative for all academics, and must attend to subject-matter knowledge and develop teachers' content skills. According to the teacher qualification status in Zimbabwe, trained teachers are now a scarce resource due to brain drain in the country. It is the core duty of the SMTs in the UCCZ mission schools to create environments in which individual qualified teachers share ideas with para-professional teachers at school level.

There should be effective collaboration among teachers in the same department to the extent of planning and preparing lessons together, holding demonstration lessons and critiquing each other. The SMTs should also become involved in these Staff Development Programmes (SDPs) at school, the core idea behind them being to develop teachers professionally and so enhance effective teaching and learning in the schools. Therefore, leadership practice should not be limited to one approach but must be transformational, sustainable, distributive, context-responsive, moral and ethical. All these styles are possible; however, it depends on the leader, situation and context. The main aim of this study was to gather data on the SMTs regarding their leadership practices in the UCCZ mission schools during the period 1995 to 2010 till present. This was so that the responsible authorities, educational authorities and government officials would understand the leadership practices employed by the SMTs in the schools and make informed policies. Again, it was critical for future professional development and school improvement.

Given that the case study was limited to only four schools it would be unfair to generalise the results, but this study showed that it is possible for schools in the UCCZ mission schools to achieve and perform at the required level despite the teacher brain drain phenomenon in Zimbabwe. The achievement could be through teamwork, dedication and commitment by all stakeholders. From the discussions in this study it has become evident that leading a school is a challenge and requires skills and knowledge. It is clear that the

Ministry of Education in Zimbabwe should establish leadership programmes for aspiring and on-the-job SMTs in order to build and improve management and leadership capacity and skills. Alongside this should be the interpersonal skills development programme for the SMTs and all teaching staff. The findings of the study indicated a lack of accountability measures by the government. In order for schools to increase performance, the Ministry of Education should increase its accountability measures for teachers and design policies that will hold both primary and secondary schools accountable for poor performance. In order to increase performance, the government should capacitate subject advisors and teachers in continuous professional development and develop subject knowledge to ensure that they close the gap between qualification and competency. Even though learners in poor communities achieve, their schools are not at the required level of learning and as such does not influence learners positively. The government should recognise the need and act towards closing the gap between equity and equality, with each citizen enjoying their birth right.

Teachers in the study developed their own support systems through team teaching, which showed that they were in need of external support in order to broaden their understanding and impact in a way that would benefit them and their learners. From the study, it is vital to note that education is not the responsibility of the government alone but that of every citizen, such as the mission schools, NGOs, professional bodies and trade unions, who should join forces in helping capacitate teachers to be the best they can be. Further, it has been learned that school leadership is mostly successful when it focuses on teaching and learning despite the contextual challenges. This indicates that managing teaching and learning is necessary for school improvement especially in the UCCZ mission schools' contexts.

Before I conclude, it is significant to know that the study faced certain challenges which need to be taken into consideration. The availability of Zimbabwean literature on mission schools' leadership practice was the first, while the literature is over-represented in South Africa, United States and European countries. This alone suggests that little has been conducted in this area of study in Zimbabwe, especially in mission schools. The second challenge was financial support and time constraints as the research schools were far away from the place of my studies. It required much traveling from South Africa to Zimbabwe and sometimes the participants were not available for interviews during arrivals. Some of

the schools were difficult to reach due to bad roads, dusty and full of potholes. The researcher was a fulltime lecturer and church clergy, so taking time off to conduct some interviews was a challenge. Lastly, organising participants for the study was a challenge as teachers were either reluctant or frightened to take part for fear of victimisation by the superior authorities. However, I managed to manoeuvre my way out to access the case study schools, having grown up and studied in some of the UCCZ mission schools for primary and secondary education.

7.4 Conclusions to the Study

The research findings concluded that the challenge of teacher brain drain in Zimbabwean schools and UCCZ mission schools is based on the global quest for better opportunities in life. This growing challenge requires urgent responses for policy in the education sector. The Zimbabwean government and the Ministry of Education must do something to attract the teaching professionals back home. If nothing is done amicably, the teacher brain drain prodigy in Zimbabwe persists unabated. The pushing factors seem to be as powerful as the pulling force for qualified teachers and other professionals, operating with common reinforcement. In order to arrest the brain drain phenomenon in the country it is vital to enact the economic reforms that attract the teaching professionals. The main thrust of educational policy in Zimbabwe should be driven by the objectives of domestic equity, efficiency and economic growth rather than becoming hostage to the threatening waves of emigration. Winning back the confidence of the large teaching community in the diaspora is a matter of urgency in Zimbabwe. The call and demand for expert manpower such as teachers has become a critical global issue for national development. Both the rich and poor countries across the continental divide find it compelling to develop policies and strategies that satisfy the demands of their skilled manpower. Several countries compete with Zimbabwe for skilled manpower, such as teachers, and a rewarding solution might be necessary. Formulating export and import skills policy that promotes and provides the framework for the training of human resources for the global labour market might be the answer. Lastly, the leadership of the government and mission schools in Zimbabwe should jointly play a pivotal role in formulating national policies that retain the commitment of teachers and culture of learning in the local schools. Without this collaboration, resolving the teacher brain drain prodigy in Zimbabwe will remain a serious dilemma.

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APPENDICES

Appendix 1

Faculty of Education

Private Bag X01

Scottsville

3209, RSA

The UCCZ President

30/32 Second Avenue, Parktown

P. O. Box W116, Waterfalls

Harare, Zimbabwe

I am a PhD Student in the field of Educational Leadership, Management and Policy at the University of KwaZulu-Natal, and engaged in a research study which aims to explore the practices of leadership in the UCCZ mission schools. The practice of leadership is an emerging field of research in Zimbabwe and I believe that school leaders have a powerful role to play in improving the practices of leadership, teaching and learning in the UCCZ mission schools. In this regard I have identified four UCCZ mission schools which exhibit strong leadership at various levels. I would like to conduct research in these schools, and work with 10 School Management Teams (SMTs) who are willing to participate fully to extend the boundaries of knowledge on this concept.

Please note that this is not an evaluation of performance or competence of these SMTs and by no means is it a commission of inquiry. The identities of all who participate in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold the autonomy of all participants and they will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. In this regard, participants will be asked to complete a consent form. Furthermore, in the interests of the participants, feedback will be given to them during and at the end of this study.

My supervisors are Dr. T.T. Bhengu and Dr. P. Myende who can be contacted at +27 83 947 5321 or +27 73 991 2392 in the School of Education & Development, Room No. G311, Edgewood Campus, RSA. My contact number is +254 72 460 4552. You may contact my supervisors or myself should you have any queries or questions in regard to this research.

Yours faithfully,

Rev. Jairos D. Hlatywayo

TO WHOM IT MAY CONCERN

On behalf of the United Church of Christ in Zimbabwe, I ………………………… (Full name of the UCCZ President) hereby confirm that I understand the contents of this document and the nature of this research. I am willing and granting permission for the UCCZ mission schools to participate in this research. The researcher, Rev. Jairos Hlatywayo will be expected to honour the UCCZ institutions during the research process and thereafter. I understand that the participants of the UCCZ mission schools reserve the right to remain anonymous and withdraw from this research at any time without negative or undesirable consequences.

Signature of the UCCZ President   Date

…………………………………….   …………………………

Faculty of Education

Private Bag X01

Scottsville

3209

The Chaplain

I am a PhD Student in the field of Educational Leadership, Management and Policy at the University of KwaZulu-Natal, and engaged in a research study which aims to explore the practices of leadership in the UCCZ mission schools. The practice of leadership is an emerging field of research in Zimbabwe and I believe that School Management Teams (SMTs) have a powerful role to play in improving the practices of leadership, teaching and learning in the UCCZ mission schools. In this regard I have identified your schools as successful schools which exhibits strong leadership at various levels within the UCCZ institutions. I would like to conduct this research in your schools, and work closely with the SMTs, particularly, to extend the boundaries of our knowledge on this concept. I am looking for participants who are interested in making a contribution to this research and see themselves as leaders who are capable of developing the practices of leadership within the UCCZ mission schools.

Please note that this is not an evaluation of performance or competence of you and the SMTs. Your identity will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold your autonomy and you will be free to withdraw from the research at any time without negative or undesirable consequences. In this regard, you will be asked to complete a consent form. In your interest, feedback will be given to you during and at the end of the study.

My supervisors are Dr. T.T. Bhengu and Dr. P. Myende who can be contacted at +27 83 947 5321 or +27 73 991 2392 in the School of Education & Development, Room No. G311, Edgewood Campus, RSA. My contact number is +254 72 460 4552. You may contact my supervisors or myself should you have any queries or questions in regard to this research.

Yours faithfully,

Rev. Jairos D. Hlatywayo

.... DETACH AND RETURN……………………………

Declaration

I ………………………… (Full name of the Participant) hereby confirm that I understand the contents of this document and the nature of this research. I am willing to participate in this research. I understand that I reserve the right to withdraw from this research at any time.

Signature of the Chaplain   Date

……………………………………….   ……………………………….

Appendix 3

Faculty of Education

Private Bag X01

Scottsville

3209

The Headmaster

I am a PhD Student in the field of Educational Leadership, Management and Policy at the University of KwaZulu-Natal, and engaged in a research study which aims to explore the practices of leadership in the UCCZ mission schools. The practice of leadership is an emerging field of research in Zimbabwe and I believe that the School Management Teams (SMTs) have a powerful role to play in improving the practices of leadership, teaching and learning in the UCCZ mission schools. In this regard I have identified your school as a successful school which exhibits strong leadership at various levels within the UCCZ institutions. I would like to conduct this research in your school, and work closely with you, particularly, to extend the boundaries of our knowledge on this concept. I am looking for participants who are interested in making a contribution to this research and see themselves as leaders who are capable of developing the practices of leadership within the UCCZ mission schools.

Please note that this is not an evaluation of performance or competence of you and the SMTs. Your identity will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold your autonomy and you will be free to withdraw from the research at any time without negative or undesirable consequences. In this regard, you will be asked to complete a consent form. In your interest, feedback will be given to you during and at the end of the study.

My supervisors are Dr. T.T. Bhengu and Dr. P. Myende who can be contacted at +27 83 947 5321 or +27 73 991 2392 in the School of Education & Development, Room No. G311, Edgewood Campus, RSA. My contact number is +254 72 460 4552. You may contact my supervisors or myself should you have any queries or questions in regard to this research.

Yours faithfully,

Rev. Jairos D. Hlatywayo

…………………………….....DETACH AND RETURN………………………………

Declaration

I …………………………. (Full name of the Participant) hereby confirm that I understand the contents of this document and the nature of this research. I am willing to participate in this research. I understand that I reserve the right to withdraw from this research at any time.

Signature of the Headmaster   Date

………………………………   ……………………………………………

Appendix 4

Faculty of Education

Private Bag X01

Scottsville

3209, RSA

The Head of Department

I am a PhD student in the field of Educational Leadership, Management and Policy at the University of KwaZulu-Natal, and engaged in a research study which aims to explore the practices of leadership in the UCCZ mission schools. The practice of leadership is an emerging field of research in Zimbabwe and I believe that the School Management Teams (SMTs) have a powerful role to play in improving the practices of leadership, teaching and learning in the UCCZ mission schools. In this regard I have identified your school as a successful school which exhibits strong leadership at various levels within the UCCZ institutions. I have chosen you in particular as a suitable participant and I believe that you have the potential and can provide valuable insights in extending the boundaries of our knowledge on this concept.

Please note that this is not an evaluation of your performance or competence and by no means is it a commission of inquiry. Your identity in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I acknowledge your autonomy as a participant. You will be free to withdraw from the research at any time without any negative or undesirable consequences. In this regard, you will be asked to complete a consent form. In your interest, feedback will be given to you during and at the end of this study.

My supervisors are Dr. T.T. Bhengu and Dr. P. Myende who can be contacted at +27 83 947 5321 or +27 73 991 2392 in the School of Education & Development, Room No. G311, Edgewood Campus, RSA. My contact number is +254 72 460 4552. You may contact my supervisors or myself should you have any queries or questions in regard to this research.

Yours faithfully,

Rev. Jairos D. Hlatywayo

<u>Declaration</u>

I …………………. (Full name of Participant) hereby confirm that I understand the contents of this document and the nature of this research. I am willing to participate in this research. I understand that I reserve the right to withdraw from this research at any time.

Signature of Participant   Date

…………………………….   ……...

Appendix 5

The Practices of Leadership: 2011 – 2012

School Observation Schedule

1. **Background information on the school**
    o Name of the school
    o Number of learners
    o Number of teachers
    o Number on SMT
    o Subjects offered
    o What is the medium of instruction?
    o Classrooms: Block____   Bricks_____ Other _____
    o Does the school have the following?

o **List**	o **Yes (describe)**	o **No**
o Library	o	o
o Laboratory	o	o
o Sports facilities/sports kit	o	o
o Soccer field	o	o
o netball field	o	o
o tennis court	o	o
o cricket field	o	o

    o School fence
    o School fees per annum
    o Does your school fund raise?
    o List your fundraising activities
    o   School attendance: Poor____ Regular_____ Satisfactory_____ Good_____ Fair_____ Excellent_____
    o What is the average drop-out rate per year?
    o Possible reasons for the drop out:
    o Does the school have an admission policy?

- Is the vision and mission of the school displayed?
- What is the furthest distance that learners travel to and from school?

2. **Staffing**
   - Staff room- notices (budget), seating arrangements
   - Classroom sizes
   - Pupil-teacher ratio
   - Offices- who occupies etc
   - Staff turnover- numbers on a given day
   - School timetable visibility
   - Assemblies- teachers' roles
   - Unionism-break-time, meetings
   - Gender-roles played, numbers in staff
   - Age differences between staff members
   - Years of service of principal at the school
   - Professional ethos- punctuality, discipline, attendance, general behaviour.

3. **Curriculum: What forms of teaching and learning is taking place at the school?**
   - Do learners pray before they start classes in the UCCZ mission schools?
   - How many times do they have devotions per week and who leads the worship?
   - What form of religious study is emphasised at the UCCZ mission schools?
   - Are the learners supervised during worship services and classes?
   - Is active teaching and learning taking place?
   - Are the learners loitering? Reasons?
   - What is the general practice of teaching – teacher or learner centred?
   - What subjects are taught?
   - Is there a timetable?
   - Do learners or educators rotate for lessons?
   - Is the classroom conducive to teaching and learning?
   - Is there evidence of cultural and sporting activities?
   - How are these organized and controlled?

o Is there evidence of assessment and feedback based on assessment?

o Is homework given and how often is it marked?

o Are learners encouraged to engage in peer teaching or self-study after school hours?

4. Leadership and decision-making, organisational life of the school.

Organisational Structure

- Is there a welcoming atmosphere on arrival?

- What forms of worship is taking place?

- What forms of rituals are emphasised at the UCCZ mission schools?

- Who design and leads the worship services at the mission schools?

- Is the staff on first name basis?

- How does leadership relate to staff and learners?

- What structures are in place for staff participation?

- What admin systems are visible?

- What type of leadership and management style is evident?

- Is the leadership rigid or flexible?

- Are educators involved in decision-making?

- Is there a feeling of discipline at the school?

- How would you describe the ethos of the school?

- Are educators active in co and extra-curricular activities?

- Is there an active and supportive governing body?

- Are educators active on school committees?

- Do educators take up leadership positions on committees?

- Working relationship between the school committee and staff?

- Is the governing body successful?

- Is there evidence of student leadership?

- How does the governing body handle school problems?

5. Relationships with the UCCZ Education Council and other outside authorities such as the Ministry of Education

- Are there any documents signed by the Church Education Council officials during their school visits?

- Are there any relationships with other mission schools?

- Is there any relationship with non-mission schools?

- Is there a year planner, list of donors, contact numbers e.g. helpline, department offices etc.?

- Is there any evidence pertaining to the operation of the school e.g. Minute books and attendance registers?

Appendix 6

Participant Observation Schedule

The Practices of Leadership: 2011 - 2012

Date of Observation: _____ **Time:** _____

Situation/Context where Educators Display Leadership Initiative and Decisions are taken:

_____

_____

Participants:

Who is the initiator?

Principal

Deputy Principal

Head of Departments

Senior Teachers

Chaplain

Who dominates the discussion?

Principal

Deputy Principal

Head of Departments ☐

Senior Teachers ☐

Chaplain ☐

Educators attitude to their participation in decision making: **(indicate the educator)**

Lack of commitment ☐

Resistance/ barrier ☐

Lack of confidence ☐

Full participation ☐

Encouraging ☐

The attitude of educators towards those that show leadership initiative and contribute towards the making of a decision.

Encouraging ☐

Dismissive ☐

Resistance ☐

The leadership style of the SMT: (indicate SMT member)

Autocratic ☐

Democratic ☐

Distributive ☐

Transactional ☐

Transformational ☐

Other (indicate) ☐

The SMT's attitude towards shared decision making.

Supportive ☐

Discourages ☐

Context driven ☐

The opportunities made available to educators to take leadership initiatives and share in the decision making process.

_____

_____

Is decision making in the leadership process more

Authorised ☐

Dispersed ☐

Democratic ☐

Teacher leadership practice in the decision making process is more

Restricted ☐

Emergent ☐

Successful ☐

Challenges experienced in the making of decisions (indicate who experiences the challenge/s)

☐

Opinions/suggestions are dismissed

Opinions/suggestions are resisted ☐

Principal's attitude (accountability) ☐

Hierarchical structure of school ☐

Lack of trust by principal/SMT ☐

Lack of confidence by junior educators ☐

Lack of skills ☐

Time constraints ☐

Workload ☐

Lack of initiative to participation ☐

Did the final decision take into consideration the views expressed during the discussion?

Yes ☐

No ☐

Partially ☐

Who makes the final decision?

Principal ☐

SMT ☐

Educators ☐

Consensus ☐

Chaplain [_____]

Appendix 7: The UCCZ Mission Schools' Organogram

The Education Council runs education institutions. During the period of study there were 10 primary schools, 2 secondary schools, 4 high schools, One School of Nursing and a Horticultural College. A University was in the pipeline on an already existing 120 Hectare Plot in Chipinge, Zimbabwe.

EDUCATION COUNCIL

CHAIRMAN	SECRETARY

INSTITUTIONS

UNIVERSITIES
Gazaland University

COLLEGES	
Chipinge College of Horticulture	Mount Silinda Nursing School
P O Box 296	Mt. Silinda Hospital
Chipangayi	P Bag 509
Chipinge	Mt. Silinda

HIGH SCHOOLS	
Mt. Silinda High School	Chikore High School
P O Box 20	P O Box 170
Mt. Silinda	Chipinge
Chipinge	
Chinaa High School	Beacon Hill High School
P O Box 3	P O Box 147
Craigmore	Mt. Silinda

SECONDARY SCHOOLS	
Bangira Sec. School	Shekwa Sec. School
P Bag 3002	P O Box 25
Craigmore	Craigmore

PRIMARY SCHOOLS		
Bangira Pri. School P Bag 3002 Craigmore	Beacon Hill Pri. School P Bag 508 Mt. Silinda	Shekwa Pri. School P O Box 25 Craigmore
Big Tree Pri. School P O Box 18 Craigmore	Chinaa Pri. School P Bag 3005 Craigmore	Southdown Pri. School P Bag 2031 Chipinge
Mt. Silinda Pri. School P Bag 502 Mt. Silinda	Rebai Pri. School P Bag 3006 Craigmore	

Appendix 8

Life History Journal Entries for Educators/Principal/Chaplains

The Practices of Leadership: 2011 – 2012

Journal Entry 1 (March-June 2011)

Would you please fill in this information in your journal? This information will provide the background information about the social context of your school and it will help me to get to know you a little better. Please be as honest as you can, I will ensure your anonymity at all times.

A. About you (educator/principal/chaplain:

1. Name

2. Age

3. Gender

4. Position/role in the school

5. Years of experience as an educator/principal/chaplain

6. Qualification (College/University/diploma/degree/certificate)

7. Which subjects do you teach and which levels? (provided you are teaching)

B. About your school:

1. What kind of school is it? (primary/secondary/high boarding school)

2. Describe the socio-economic backgrounds of the learners in the school and the surrounding community? (diversity of teachers and learners/size etc)

3. How would you describe the culture of your school; in other words, 'the way things are done around here'?

Journal Entry 2 (July-October 2011)

A. Think about yourself as a leader and the personal attributes you have that make you a leader within the school context.

1. List these personal attributes.

2. Why do you think these particular attributes are important in developing leadership in your school?

3. Are there any other attributes you think are important and which you would like to develop to make you an even better leader in your profession?

B. Think about the first term of school. It is often described as a term of planning, especially around staff meetings, curriculum or syllabus issues, chapel services and extra-mural activities.

1. Describe the different situations where you have worked as a leader in regard to the above activities. What were the leadership roles you filled? What did you do?

2. How did your leadership impact on the learners and other colleagues? What was the response from your learners? What was the response from your colleagues?

3. How did being a leader in these situations make you feel?

4. Would you relate these leadership practices to your life experiences as a young adult? What did you do and how does it impact in your current profession?

Journal Entry 3 (November 2011-February 2012)

A. Can you describe to me, a situation in each of the following contexts where you worked as a leader in the UCCZ mission schools:

    1. Classroom or Chapel, either leading in the teaching and learning process or leading a worship service with students.

    2. Working with your colleagues in planning for the Christian Youth Fellowship AGM and Revivals, student worship service exchange programme or vespers. What role did you play and why? (Chaplains only)

    3. Working with other educators in organising the school function such as parents' day, execution or school trip and sports day. What role did you play and why? (Educators only)

B. Think now about your experience as a leader in the UCCZ mission schools, and ponder on the barriers you have come up against in relation to the practices of leadership.

    1. Describe some of the barriers you encountered as a leader in the UCCZ Mission Schools.

    2. What are the reasons for these barriers, do you think?

    3. How do you think these barriers can be overcome?

    4. How do you think leadership can be enhanced in the UCCZ Mission Schools?

C. You have come to the end of your journaling process. Please feel free now to:

    i)   ask me any questions

    ii)   raise further points

iii)   reflect on the writing process

iv)   reflect on the research process as a whole

Appendix 9
Headmasters/HODs Life History Interview Questions
The Practices of Leadership: 1995-2010

The educator's life history interview will be loosely structured and based on the reading of the journals. Therefore, questions will emerge as the research progresses. Questions may also differ from one participant to the other. So the following are guideline questions:

1. Think about yourself as an educator in the context of your school for the past 15 years to present; what do you understand about the term 'leadership'?

2. Describe the different situations where you have worked as a leader in your school community for the past 15 years to present. What were the leadership roles you filled? What did you do?

3. Think about the leadership practices of your school for the past 15 years to present. Can you please share with me how things happen in this school? Who make decisions and why?

4. How do these differ from leadership practices in non-mission schools?

5. How does it affect the teaching and learning process in the school? Please explain to me.

6. What supporting systems have been available for effective teaching and learning in your school for the past 15 years to present (think of resources, teachers, SMTs, SGBs and Church) how is it different from other schools?

7. Think about the leadership practices in the UCCZ mission schools at large. What would you want to see different in the future? What are your reasons for saying so?

8. How does your school culture differ from non-mission school culture? Is the leadership different, if so how?

9. Have you ever been encouraged in leading any school programme or activity for the past 15 years to present? If so what was the response to your leadership from colleagues and students?

10. How did leading this initiative initially make you feel?

11. Drawing from your own experience as an educator for the past 15 years to present in this school, what would you describe as the main barriers to the distributed practices of leadership?

12. What would you describe as the main factors that promote distributed leadership practice in your school for the past 15 years to present at this school? Please explain to me.

13. Please feel free to comment or ask any question you would like to share with me?

Thank you so much for your time and effort!

Appendix 10

School Chaplains Life History Interview Questions

The Practices of Leadership: 1995-2010

The chaplain's life history interview will be loosely structured and based on the reading of the journals. Therefore, questions will emerge as the research progresses. Questions may also differ from one participant to the other. So the following are guideline questions:

1. Think about yourself as a chaplain in the context of your school for the past 15 years to present; what do you understand about the term 'leadership'?

2. Describe the different situations where you have worked as a leader in your school community for the past 15 years to present. What were the leadership roles you filled? What did you do?

3. Think about the leadership practices of your school for the past 15 years to present. Can you please share with me how things happen in this school? Who make decisions and why?

4. How do these differ from leadership practice in non-mission schools?

5. How does it affect the teaching and learning process in the school? Please explain to me.

6. What supporting systems have been available for effective teaching and learning in your school for the past 15 years to present (think of resources/teachers/SMT/SGB/Church) how is it different from other schools?

7. Think about the leadership practices in the UCCZ mission schools at large. What would you want to see different in the near future? What are your reasons for saying so?

8. How does your school culture differ from non-mission school culture? Is the leadership different, if so how?

9. Have you ever been encouraged to lead any school programme or activity for the past 15 years to present? If so what was the response to your leadership from colleagues and students?

10. How did leading this initiative initially make you feel?

11. Drawing from your own experience as a chaplain in this school for the past 15 years to present, what would you describe as the main barriers to the distributed practices of leadership?

12. What would you describe as the main factors that promote distributed leadership practice in your school for the past 15 years to present? Please explain to me.

13. Please feel free to comment or ask any question you would like to share with me? **Thank you so much for your time and effort!**