



MIDLANDS STATE UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP

**An investigation into the influence of school heads leadership styles on learner attainment
in Chitungwiza District in Zengeza Area, Harare.**

BY

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Research proposal submitted to the Faculty of Education in the Department of Education

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RELEASE FORM

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Title of research: An investigation into the influence of school heads leadership styles on learner attainment in Chitungwiza District in Zengeza Area, Harare.

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APPROVAL FORM

The undersigned certify that they have read and recommended to Midlands State University for acceptance a research project entitled:

An investigation into the influence of school heads leadership styles on learner attainment in Chitungwiza District in Zengeza Area, Harare.

A research project submitted to the Department of Educational Policy Studies and Leadership.

Year Degree Granted 2020

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DECLARATION

I Chikwanda Leoba declare that this is my original work and affirm that this has not been submitted in this university or any other university before in support for a degree or any other qualification.

Signature Date

DEDICATION

This research is dedicated to my spouse, children and friends for their unwavering moral support they gave during time of conducting the study.

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My sincere gratitude goes to my supervisor Dr. Rosemary Guvhu for her dedication in guiding and assisting me, making countless suggestions to make my study a success and completion of my thesis. My profound appreciation goes to my spouse for his moral support. At a time, I was almost giving up, he was a pillar of strength. Furthermore, my gratitude goes to my workmates in Teacher Education Department, classmates and relatives for their untiring support, encouragement, moral support and constructive contribution. May the Almighty God richly bless them throughout their endeavours.

ABSTRACT

Good leadership of the school plays an important role in raising the students' achievement in Chitungwiza District. This study investigated the leadership styles in relation to the students' attainment in primary schools in Zengeza Area. The study sought to identify major leadership styles employed in running primary schools, to establish perceptions of teachers on leadership styles being applied by the school heads and to explore the relationship between leadership styles and their influence in students' attainment. Quantitative research methods were used. A total of 70 respondents comprising of 6 heads of schools, 6 deputy heads and 24 teachers participated in the research. To carry out the research descriptive survey design was used. Sampling methods namely the purposive and quota sampling were used in selecting the participants. Questionnaires and interviews were used for data collection. Collected data was presented in tables, discussed and linked to related literature. All respondents were interviewed using interview guides and questionnaires respectively. In this study both quantitative data analysis techniques were used. The findings revealed that democratic leadership styles mostly influence students' attainment.

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CHAPTER 1

1.0 Introduction

The research focused on the influence of school leadership styles on learner attainment. The main premise of this research was to ascertain if attainment in a school set up relies upon styles of leadership being adopted by the school heads. This research studied to find out the connection between leading styles of school leaders and attainment in schools. The research examined the influence of school heads` leadership styles on learner achievement.

1.1 Background of the study

This research sought to reveal specific influences by school heads leadership styles on learner attainment in Zimbabwe as they thrive to lead their institutions efficiently and effective. In the past it has been noted that leadership style varies from one leader to the other and they depend on the level of the heads effectiveness and situational attributes. Focusing on the world, educating a nation is the most important accomplishment for the development of the society throughout the developing nations (Mwamuye, 2016). Research has revealed that the human resource ultimately determines the pace of economic and social development of a country. Institutional set-up for developing human capital is the formal education system of primary and tertiary training (Omar, 2015). Formal education fulfils personal, social and economic advancement of human resource. Mumbe, (2015), stated that the aim objectives of the Zimbabwean educational system are the impart cultural values and practices of a society from generation to generation to ensure cultural continuity and moulding learners for useful roles in society. The achievement of goals for education however, depends to a greater extent on the leadership structures, styles and the effectiveness surrounding the institutions that provide them.

The leadership structure of schools in Zimbabwe has school head as one who directs the actions and guides teachers and learners. School performance therefore, depends on the leadership. The leadership styles can impact positively or negatively on the effectiveness of the school and learners` performance (Mbera, 2015). Successful student attainment needs leading styles that cater for a creative and sustainable competitive school that empower to make important decisions, provide instructional leadership, developing and executing strategic plans. This research seeks to examine leadership styles and potential influence on the effectiveness of selected primary schools in Chitungwiza District in Zengeza Area in Harare Province.

1.2 Statement of the problem

Inefficiency of primary schools in Zimbabwe has been contributed by several factors which includes teachers, parents, socio-economic and school head`s leadership style. Studies have revealed that the leadership style of school head and management influence tremendously on student attainment (Cherry, 2015). Most primary school heads do not delegate, discriminate among teachers and do not engage subordinates in administrative duties and this results in individualism. Such leadership behaviours are detrimental, hence, this research is aimed at investigating the heads and their influence on learner attainment.

1.3 Research objectives

The study intends to investigate the influence of leadership on learner attainment of chosen primary schools in Chitungwiza District in Zengeza Area.

The objectives of this study were to:

- (1) Identify dominant leadership styles executed by the heads in the selected primary schools.
- (2) Establish how teachers perceive leadership style of the heads in selected primary schools.

(3) Examine relationship between leadership styles and student attainment.

1.4 Research questions

The following research questions were drafted to guide the study.

(1) What is the dominant leadership style being executed by the heads in the selected primary schools?

(2) How do teachers perceive leadership styles of heads in selected primary schools?

(3) What is connection the between the leadership styles employed by the heads and student attainment?

1.5 Significance of study.

The results of the research will impart information needed to determine leadership style which is effective in running schools effectively. It will assist administrators in higher office on choosing suitable leadership styles that will help in effective running of the institutions. The study will be a reference tool and they will try to adopt the dominant styles to run institutions effectively.

1.6 Limitations

Challenges were faced during the study. There were difficulties in obtaining of information from the respondents because of insecurity. The researcher gave consent to the respondents that she would not divulge any information to anyone during research period. Time management was another limitation due to pressure from work. The researcher went for an extra mile after working hours. Internet sources were not available at workplace and a mobile phone was used to access internet and this was very expensive. The researcher used a dongle and data bundles to research. Due to the pandemic of Corona Virus data collection was a challenge because of the lockdown restrictions. Interviews and questionnaires were held over an online platform of WhatsApp. Some respondents had no bundles hence respondents took a long time to give

feedback. The researcher provided for the bundles to the respondents to achieve set goals. Data analysis was challenging as well. The research had to rely on the supervisor's tireless advice and corrections and assistance from the colleagues who were excelling very well.

1.7 Delimitations

Creswell (2017) defines a delimitation as boundary of study. The research was done in Chitungwiza District, Zengeza Area. The District is in south eastern part of Harare Metropolitan Province. The distance is about 35 kilometres from Harare Metropolitan Province.

1.8 Operational definition terms

Leadership

According to Omar (2015) leadership is initiating new structure or procedure to accomplish an organization's goals and objectives. Leadership instils action among people, guide and direct activities, maintain the activities and unify efforts towards common goals (Mwamuye, 2016). Therefore, leadership is providing direction for other people and ensuring continuity with competence and full commitment.

School head

According to Gray (2016) the school head is the teacher with the greatest responsibility for the management of a school. In the same vein, Mwamuye (2016) states that a school head is a teacher in charge of a school. From the above definitions one can say, the school head is the highest-ranking administrator in an elementary, middle, or high school.

Performance

Wolff (2018) defines performance as an execution of a particular occasion as opposed to what has been learned about the task. Omar (2015) views performance as the execution or

accomplishment of an action, operations or process undertaken or ordered. Performance in this study will refer to academic achievement.

Academic performance

Wolff (2018) views academic performance as attainment of required academic aspects with a different aspect like school subjects, qualifications and competence. Martin (2015) defines academic performance as attainment of goals basing on motivation from social approval. Therefore, academic performance is academic achievement on scholastic work.

1.9 Conclusion

This chapter highlighted on the influence of school head leadership styles and learner attainment. Chapter one summarized the importance of the research concerning the influence of school heads leading styles on learner attainment and to whom the study is important. The chapter looked at research questions, limitations as well as delimitations. Lastly operational definition are defined which will be used in the research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The researcher explained the theoretical and analytical framework of the study. The researcher described the conceptualization of a school and factors that assist in student attainment. The referred literature examined relationships between leadership styles and student attainment. Many authorities were referred to, to find out the influence of school heads` leadership styles on student attainment. Leadership theory was chosen as a theoretical framework and an analytical tool. Quite a number of scholars and academics have researched and dealt with the issue of leadership styles. The ensuing literature review, made an attempt to exhibit knowledge with the existing body of knowledge and possibly identify gaps that previous works have left. This chapter highlighted on theoretical framework like transformational and contingency theories, dominant leadership styles in schools, perception of teachers about the style, and how the styles relate to student attainment. The idea was to have insights into other scholarly views in order to lay a robust foundation for this study.

2.2 Theoretical Framework

A theoretical framework is viewed as specific collection of ideas and notions that relate to the matter that is being researched on (Bezuidenhout, 2016). In essence, it is the use of models or theories to explain a phenomenon under study. In conducting this study, Transformational theories and contingency theories were used.

Transformational theory is considered the most appropriate as they provide almost adequate and relevant theoretical explanation of gentle actions of school heads' leadership styles on learner attainment.

2.3 Transformational leadership theory

Transformational leadership is an approach that transforms individuals and social systems. This style of leadership creates valuable and positive change to its followers with the aim of grooming followers into leaders. Transformational theory enhances motivation, morale and performance of all stakeholders through a variety of mechanisms (Nyausaru, 2016). Transformational leaders possess characteristics like highly motivated, ability to make difficult decisions or take calculated risks, willingness to adapt, have the ability to inspire others and are focussed in relation to setting the mission, vision and values of an organization. In contrast to contingency theories, leaders align their style to particular situation to improve effectiveness, Travis (2015) stated that transformational theory does not incorporate situational dynamics. The approach lag behind in situations where followers lack skills and experience necessary to complete tasks. Transformational leadership theory involves a single leader and ignores that many organizations and campaigns employ a framework of leadership to motivate a group to reach a goal. The transformational style bases on values and personality of the leader with moral implications for any organization. The leaders that adopt transformational theory are open to adaption.

2.4 Contingency theory

Contingency theory was propounded by Fred Fiedler. Garreth Morgan viewed contingency theory as open systems that need careful management to meet and balance internal needs and suit to environmental circumstances. There is no best way of organizing; the appropriate form relies on kind of task or environment one is dealing with. Management should be concerned with

achieving alignments and good fits. There are different types species of organizations in the environment. According to the contingency perspective, stable environments need mechanistic structures that emphasize standardisation, specialisation centralization and formalization to achieve consistency and efficiency. Unstable environments offer organic structures which emphasize flexibility and adaptability. Fiedler acknowledges that leader member relations, task structure and positional authority are important when applying contingency theory to management.

2.5 Dominant leadership styles in school

Leaders adopt and use strategic styles that help them visualize the future and team work development be it offices, industries, hospitals, mines and schools. At times they use leadership styles that motivate or command followers in order to achieve set goals. The research found out that most authors discuss about authoritarian or autocratic and democratic as the dominant styles used in most primary schools. Susan, (2020) views leadership as an art of motivating people to act towards achieving common goals. Clark, (2015) defines leadership style as a way and means of providing direction, implementing plans and motivating people. This means the total pattern of explicit and implicit actions performed by the leader. Therefore, it is a way of running the school.

Authoritarian leadership style is when an individual has control over decisions and subordinates have little input Cherry, (2015). Smith (2016) echoes same sentiments about an authoritative leader by saying the style maintains control through guidelines and strict rules. In our primary schools this may lead to negative consequences since there is no room for consultations. Leadership style Journal, (2017) explains that there is no consultation on decision making. Lewin, (2015), states that the leader has high expectations and strict rules. When referring to

prevailing situations school heads refer to circulars from the parent Ministry like p36 on written exercises, dress code and corporal punishment. They expect teachers to adhere to these circulars without considering the workload. Working conditions and if not punitive actions are applied like charging. This is supported by Clark, (2015) who says leaders who apply authoritarian style have a cold character and strict behaviours. In an authoritarian style setup even learners have no voice in the learning environment Clark, (2015).

Cherry, (2015) states that an autocratic leader controls over decisions and subordinates have little input. It is effective when there is need for urgent decisions to be made. Clark, (2015) says autocratic leadership style produces more accurate solutions if leader is knowledgeable. Toolbox, (2016) supports by saying it proves to be very effective to train new staff who do not know tasks and procedures to follow. With a dictating leader the teachers who would have been inducted will cope or adjust to the new environment and perform duties without inquiring from other subordinates. Working under strict instructions and too much pressure from the leader will assist in achieving set targets. The leader will be aloof from all people all the time. Clark, (2015) further says strong leaders who utilize autocratic style make subordinates meet deadlines hence higher performance for the school. In a school setup stressful deadlines are on scheming and signing of the Result Based Management forms. This forces teachers to focus on tasks without worrying about making decisions which would have been done by the group leader. Clark, (2015) says group members will ultimately become skilled at performing duties and not debating.

The second leadership style is democratic style. Lewin, (2015) defines democratic style as management style that includes involvement of all individuals in decision making processes. The final decision lies in the hands of the leader but followers are part of the process. Smith,

(2016) states that democratic style is the opposite of autocratic or authoritarian style. In a school set up the leader request for suggestions pertaining to sporting and academic achievements, then from the given ideas the leader will surf and choose the most suitable and applicable ones. Okoroji, Anyanwa and Ukapere, (2016) say democratic style was found to be most effective on students' performance because it encourages class participation in decision making. In addition, the style strengthens relationship between students and teachers. A school being run by a democratic leader stimulates enthusiasm and eagerness hence competition among interested parts in order to achieve good rapport appreciable results for example in sporting activities both teachers and learners participate with the spirit of oneness and aiming to win to continue winning the heart of their leader. In a democratic style, Lemayer, (2017) confirms that employees feel that they are part of the educating institution when involved in decision making. This contributes immensely to the achieving self-realization and motivation among teachers and learners.

2.5 Perceptions of teachers on leadership styles in schools

Leadership styles can be used but there is need to lead to the success of the group bearing in mind that the followers may have own sentiments that needs to be considered. Thus the leader should be aware of roles that lead to effectiveness of situations meaning ability to analyse situation, follower and style that correspond to the situation or follower. At every institution, teachers, learners and non-teaching staff have perceptions on the leadership style being used. Hardman, (2016) says leadership establishes a nurturing environment that ensures education meets expected learning behaviour. Sipes, (2016) says that the standards of a school are powerfully influenced by how teachers feel about their administration. Minadzi and Boadu, (2016) says routine professional growth, classroom engagement among teachers and other job related attitude are connected to school head's leadership style. Minadzi and Boadu, (2016) state

the leadership style influence self-construct in teachers. The style will motivate, improve on performance and self-efficacy of teachers. In addition, the author says leaders who appreciate, delegates work and recommend promotion without intimidating raise teacher's efficacy. Hardman, (2016) says good style leads too better school outcome. This means school heads who work hand in glove with teachers and learners assist in building good reputation of school, produce good results both in academic and co-curricular activities. Riggo and Bass (2015) say leadership has a medium effect, thus educational leaders are representatives of change in schools. Authoritarian style has routines that lead to boredom and slackness due to the sense of low importance at work, Al-Omayn, (2016).

2.7 Relationship between leadership style and student attainment

Leadership styles have both negative and positive impact in school attainment. Haykins, (2015) says democratic style creates a positive relationship and impact. Omari et al, (2016) say it raises teacher's efficiency and productivity. The school becomes productive and has active members hence effectiveness becomes improved. Leadership style affects teachers and learners on attitude, morale, relationship and achievement, Spencer, (2015). Democratic style has good relationship on effectiveness of the school. Cherry, (2015) supports saying high leadership indexes leads to enhance performance and higher reputation leading to meaningful behaviour. There is a stronger relationship. Chung, (2016) supports that democratic style affects organization, commitment positively, work satisfaction and work performance positively. Democratic style helps to meet job satisfaction thus teachers have job security and workplace is flexible, Cherry, (2015). It increases team innovation. Cherry, (2015) states that it mediates effects of knowledge sharing and team communication thus it boosts effectiveness of a school.

Democratic style increases quality of life of an organization. Bass, (2016) says there is spiritual encouragement and intellectual stimulation hence effectiveness is improved.

Autocratic style has both positive and negative impact on school effectiveness. Cherry (2015), talks about strict compliance and clear definition of process. This is a positive impact of effectiveness in terms of carrying out duties and tasks. Darr, (2018) considers autocratic style as best approach to effectiveness. Cherry (2015) says there is formal communication in written form. Regardless of no feedback needed from staff information is usually received as first hand. It uses bureaucracy, policy, power and authority to maintain. This applies to new staff who are being inducted or trained. Cherry, (2015) says it gives good results and is very effective because of close supervision. Teachers should respect and implement decisions and orders. Northouse, (2015) says it is good times thus on lazy teachers because it relies on threats and punishment to influence staff. Cherry, (2018) says autocratic style is good method to achieve success. There is higher productivity due to performance recognition and sanctions. Ovarhe, (2016) asserts that autocratic give orders. The style bases on unilateral, top to down communication. This clearly defines relations between leader and staff Gosno and Gallo, (2015). Furthermore, the authors say autocratic style control with iron hand. The leader disregards previous agreements with staff. This results in negative impact on effectiveness thus teacher's morale and attitude is affected hence effectiveness becomes low. Cherry (2015) highlights on high turnover and absenteeism, this has great effect on effectiveness since both staff and learners won't be available to carry out their tasks. Northouse (2015) says autocratic style eludes organization. This means the leader will be away from staff. There is involvement of coercive tactics to enforce rules to manipulate people, Cherry, (2015). This style does not consider human resources and need for independence it leads to poor performance by both staff and learners. Clark, (2015) opined that

autocratic uses the method of bossing people around. In addition, the author says it is an abusive, an unprofessional style and uses demeaning language. This result in hostile attitudes and conflicts and leads to low productivity. Godfrey and Uwaje, (2016) state that autocratic style suppress conflict. Val and Kemp, (2015) supports idea of conflict saying the leader gets feedback from hired instructors if there is a conflict or barrier. This leads to an uncompromising situation which lead to less creative teachers.

2.8 Conclusion

This chapter tried to answer the entire research questions while referring to various authorities. All questions were answered, dominant styles. Dominant styles like democratic and authoritarian were discussed. On perceptions various ideas were expressed. On student attainment both styles proved to be effective at times and autocratic was as well defined as ineffective at times.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The researcher focused on outlining the research design, population and sample, research instruments, data collection procedures and analysis plan. Data collection methodology was outlined. On data collection, researcher used methods that were appropriate for the task at hand. The researcher selected quantitative approach design. This was done to assess the impact of leadership style on learner attainment in primary schools of Chitungwiza District, Zengeza Area.

3.2 Research Design

Davidaviciene, (2018) regards research design as planning and collecting data to answer research questions. Creswell, (2017) defines research design as a strategy that provides a framework for collection and data analysis. Furthermore, Cohen (2018) defines a research design as a set of intended actions finding answers to study questions. Therefore, it gives direction to the intended study to ensure the quality outcome of the research.

This study employed structured survey. It involves gathering data for describing and interpreting, (Aggarwal 2015). Macmillan and Schumacher, (2019) described structured survey as studying cases with view of drawing conclusions. Structured method was chosen because it gives analysable data and is used to measure large number of samples needed for quantitative paradigm methods. Aggarwal (2015) supports saying structured survey involves proper analysis and interpretations, comparisons, identifications of trends and relationships for the purpose of study. Structured survey was used in conjunction with quantitative design. The researcher took the quantitative approach because it involves statistical procedures when analysing

data.(Charlton, 2016). Creswell (2017) says quantitative design research relies primarily on identifying statistical relations of variables. This design was chosen because it is data led method and which gather data more. It is cheap. However, responses may be biased because of respondents who may give responses without much thought.

3.3 Population and Sample.

3.3.1 Target Population

Aggarwal (2015) defines population as a set of people whopossesses common attributes identified on the sampling criteria. Jackson (2016) describes population as group of people which researcher is interested in gaining and drawing conclusions. The study targeted 10 schools in Zengeza Area in Chitungwiza District consisting of 70 participants. The participants included 10 school heads,10 deputy head and 50 teachers. This population represented the cluster schools in Zengeza in Chitungwiza District. Teachers were chosen because they are the ones who are under different working conditions in schools. The table below shows population breakdown.

Table 3.1 Population Breakdown

Category	Target Population
School heads	10
Deputy heads	10
Teachers	50
Total	N=70

3.3.2 Sampling

3.3.3. Sample Size

Population sample consisted of 36 participants being 6 school heads, 6 deputy heads and 24 teachers. Aggarwal, (2015) views sample as subset of a population of interest chosen for the

purpose of making observations and generalizations about the entire population. The table shows the sample for the study.

Table 3.2: Study sample

Category	Sample
School heads	6
Deputy heads	6
Teachers	24
Total	N=36

3.3.4 Sampling Methods

The sampling methods used was purposive and quota sampling. Quota sampling entails the categorisation of the population into sub groups before the sample is picked whilst purposive sampling is about using the researchers' judgement in the selection of sample members or items (Babbie, 2016). This method was used to reduce bias and have variations from participants.

3.4 Data Collection Procedure

The researcher was given a letter from Midlands State University to seek permission from the Ministry of Education's Provincial and District Authorities to be allowed to visit schools for the purpose of research.

3.5 Data Collection Instruments

Questionnaires and interviews were employed to harness data. Data collection instruments refer to any means employed to solicit for data from research participants (Sani, 2017).

3.5.1. Interviews

Participants interviewed were from the target population. Schostak, (2015) defines an interview as a conversation between parties with the aim to have an in-depth understanding area of study. According to Creswell, (2018) an interview is a typical face to face conversation between researcher and participant involving a transfer of information to the interviewer. Interview was chosen because it provides quick feedback. There should be good rapport. If there is good rapport required information will be sought. Interviews are time consuming. Researcher had planned thoroughly to create conducive environment.

3.5.2 Questionnaires

Questionnaires were used to support interviews in data collection. Briefs (2015) defines questionnaire as collection of questions for gathering data from research participants. A questionnaire is a data collection instrument in which questions are answered by the respondents are forwarded and responded to in written form. This instrument was chosen because it is cheap, has greater anonymity and maintains confidentiality since no name are involved though some responses may be disappointing (Creswell, 2017). The questionnaires had open and closed ended questions. Cohen, (2018) states that open and closed ended questions enable collection of qualitative and quantitative data. The crafted questions that was easy for targeted respondents to answer.

3.6 Data Analysis

After data collection, data grouped and analysed to determine objectivity and relevancy to the study. Creswell (2018) describes data analysis as organising and breaking data into manageable units, synthesising and searching for patterns. Data presentation and analysis involves the process of summarising and categorising collected data (Maree, 2017). This means that when

analysing data, we would be making sense of the data. Patterns and themes in the data will be identified and linked (Maree, 2017).

The researcher familiarised with the collected data to understand the depth and breadth of the content. Cohen (2018) encourages reading the data in an active way to search for meanings, patterns.

3.7 Data Analysis Plan

Related data from interviews and questionnaires were analysed and presented on tables and graphs. Discussions of findings and conclusions were drawn and this leads the researcher in making some recommendations to the relevant areas of study.

3.8 Validity and Reliability

Babbie (2018) define validity as the appropriate, significant and specific inferences done on a test score. Validity enhances scientific inquiry. The researcher designed instruments in relation to research questions and objectives while considering significance of study. A pilot test was carried out to ascertain whether instruments measured what they are intended to measure.

Babbie (2018) explained reliability as a matter of whether ascertain technique repeated to the same item would yield same measure of consistency. A set of questions in a questionnaire were analysed to find if the questions would collect the same information. Short, clear and precise questions were used to make the questionnaire reliable. Reliability was used to measure consistency of instruments and what it intends to measure.

3.9 Conclusion

This chapter focused on methodologies to be used in data collection. Sampling described population to be identified. This chapter gave how data is going to be collected and discussed. The instruments used in data collection were questionnaires and interviews.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The researcher presented data starting demographic characteristics of the respondents. This was followed by presenting findings on tables and graphs then interpretation based on set objectives.

The objectives of the study were to identify major leadership styles employed in running primary schools in Chitungwiza District in Zengeza Area, establish the extent to which leadership styles influence students' attainment and explore perceptions of teachers on leadership styles being employed in the schools.

4.2 Respondents Demographics

The respondents of the study were head of schools, deputy heads and teachers. The characteristics bear an important role on the study's findings in relation to the objective of the study.

4.2.1 Gender of respondents.

Table 4.1. Gender for the respondents

Respondents	Male	Female
School heads	2	4
Deputy heads	5	1
Teachers	6	18
Total	N=13	N=23

The table 4.1 above presents gender of respondents. On school heads there were 33% males and 67% females. This reflects that most schools in study are run by females. Deputy heads 83% as males and 17% as females. This shows that schools in the study have a greater number on male deputy heads than females. Teacher respondents were dominated by females who have a capacity of 75% and males have 25%.

4.2.2 Respondents Age

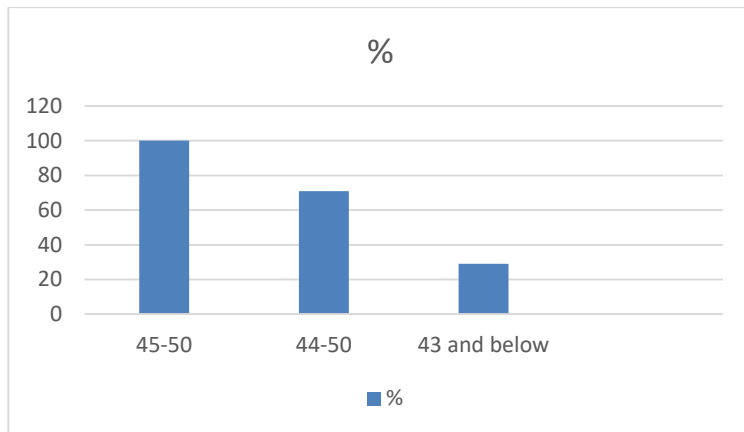


Figure 4.1: The responses portrayed that school heads and deputy heads under study were aged between 45 and 50. The teachers' age ranging from 44 and 50 are 71%, followed by 29% between the ages of 43 and below. The majority of teachers in primary schools in Chitungwiza District in Zengeza Area are mature, experienced and energetic teachers who can work tirelessly towards attaining good achievements with the help of school head's leadership style.

4.3.2. Qualifications and Teaching Experience

Table 4.3: Qualifications and Teaching Experience

Respondents	Qualification	Experience
School heads	B.Ed.	5 to 10 years
Deputy heads	B.Ed.	6 to 10 years
Teachers	D.Ed. and B.Ed.	10 years and above

The table 4.3 shows the qualifications and experience of teachers, deputy and school heads. It reveals that most of the heads have Bachelor of Education Degree and experience ranging from five to ten years. This will assist in evaluating themselves and are in a position to identify the most suitable leadership style that has great impact on learner attainment. Deputy heads have as

well Bachelor of Education Degree and experience varying from six to ten years' experience. This will help to identify the leadership style being applied at the school and state it is yielding positively towards learner attainment. Teachers have vast experience in the field of education and some have both diplomas and degrees in education. They are in a position to give a clear and concise respond in relation to leadership style and its impact on learner attainment.

4.3 Leadership styles applied in schools

Findings were obtained by using questionnaires and interviews. The section consists of attributes of leadership styles like, democratic, autocratic, laissez-faire. The attributes were to find behaviours of the heads. To make comparisons teachers were requested to describe their school leader. Based on gender of respondents, (31%) were autocratic and (56%) were democratic and 13% were laissez-fair. When considering job experience, teachers preferred to democratic leadership style in comparison to autocratic. The findings are as presented on the table below.

Table 4.4. Leadership styles in schools

Attributes	Leadership styles (%)		
	Democratic	laissez-faire	Autocratic
Teachers, school and deputy heads responses	20(56%)	5(13%)	11(31%)

Table 4.4 shows findings on leadership styles, which are (56%) democratic, (13%) laissez-fair and (31%) autocratic. This shows that democratic leadership style is most employed in running

primary schools. From the six school heads participants those who apply democratic style consist of three females and one male. One school head from those who apply democratic style explained that at times leaders are compelled to employ that enhance student attainment. Two school heads that apply democratic leadership style explained that the style accommodates teachers to achieve goals and objectives of the school. The other school head further stated that subordinates feel recognized, satisfied of their needs and empowered. This concurs with Lemayer (2017) who states that employees that feel that they are part of the education institution when involved in decision making. Two deputy heads stated that democratic style maintains good academic performance. One deputy head further stated that school head has to appreciate contribution of teachers for the success of the school. This is supported by Hardman (2016) who says good style leads to better school outcome. Another deputy head highlighted that teachers become constructive and produce better quality of work. Fourteen out of twenty-four teachers advocated for democratic style. The teachers revealed that they enjoyed the idea of being consulted because they were major players in student attainment. Two teachers stated that democratic style nurture their performance hence they are encouraged to work to their level best. Looking at the above finding it reveals that if teachers are satisfied at work they go an extra mile to attain good results. This means democratic style has positive and strong influence in student attainment.

One school head who apply autocratic style stated that he applies that style because he seeks to engage the person fully. This agrees with Mbera (2015) who says autocratic style make members skilled at performing duties and not debating. The other school head stated she applies autocratic style with the idea of maintaining rules and standards and it produces behaviours and performance she expects and desires at the school. One deputy head stated that their

administration adopted autocratic style because some teachers must be closely supervised to carry out tasks. The other deputy head justified that some teachers cannot work without being forced to perform assigned duties. This concurs with Mbera (2015) who noted that autocratic style make subordinates meet deadlines. Three teachers supporting autocratic style stated that the style make teachers consistent in achieving set goals and those with specific weaknesses are assisted regularly. Four teachers highlighted that autocratic style give clear expectations of what we should do and how and cautions with serious warnings hence when we work we know what should not be done to avoid punishment and threats. This is supported by Sipes (2016) who noted that a school's performance is determined by how teachers feel about their administration. Therefore, this style applies to teachers who need to be controlled and monitored to do the job they are trained for.

The findings revealed that democratic and autocratic leadership styles are dominant and being applied in schools depending on the situation and set objectives.

4.4 Heads of schools, Deputy Heads and teachers' responses on attainment.

The respondents gave feedback on influences of leadership style towards students' attainment. This information was gathered through interviews. Majority of the teachers felt a leader who consults on decisions has high influence on student attainment. The teachers explained that if they do not participate in decision making, they will be reluctant to work to improve students' attainment. Okoroji, Anyanwa and Ukapere, (2016) say democratic style was found to be most effective on students' performance because it encourages class participation in decision making. Therefore, this style allows employees to work towards a common goal which is achievable.

Few teachers were for the idea that at times a leader needs to push and more demanding in order to achieve set goals and objectives. Cherry, (2015) noted that autocratic style gives good results and is very effective because of close supervision. This implies that teachers in schools are a mixed bag which at times needs both leadership styles in order to work towards achieving good learner attainment.

School heads had their own sentiments about the leadership styles they apply. Most school heads applying autocratic leadership style justified that they apply the style because some teachers are lazy so they need an iron fist for them to meet deadlines and to drive them to focus on their core-business of teaching learners. Northouse, (2015) supports it is good times thus on lazy teachers because it relies on threats and punishment to influence staff. In addition, some of the heads revealed that they enjoyed independent decision making. The school heads concur with Leadership style Journal, (2017) in that there is no consultation on decision making.

Some school heads who have adopted democratic style noted that they wish to create a spirit of oneness and assist teachers and learners to realise self-actualisation and esteem which leads to high productivity. Cherry, (2015) supports saying high leadership indexes leads to enhance performance and higher reputation leading to meaningful behaviour. In addition, the school heads stated that democratic style produces high quality work and encourages team building. Some teachers stated that democratic style they make them receive and respond with cooperation and there is team spirit when working. One teacher explained that the style encourages achievement. Mari et al, (2016) say it raises teacher's efficiency and productivity.

4.5 Perceptions of teachers on leadership styles

The perceptions on the leadership style depended on what the respondent considered as valid in terms of working conditions and relations. School heads stated adopting democratic style stated that they maintain the final decision-making authority. They further justified that involvement of subordinates is not a weakness but shows respect for their efforts. In addition, teachers supported this style saying it allows staff to become part of the team and make better decisions and work towards a common goal. The ideas agree with Bass, (2016) who says there is spiritual encouragement and intellectual stimulation hence effectiveness is improved. Some deputy heads highlighted that a style should have an outcome of feeling a sense of ownership and belonging. The deputy heads explained that it results in providing quality education, transforming the school, address the challenges of teaching and learning and nurturing learner attainment. Chung, (2016) supports that democratic style affects organization, commitment positively, work satisfaction and work performance positively. Some of the teachers stated that democratic style creates and foster quality education which improves on learner attainment.

Some respondents had different perceptions about autocratic style. Some considered the style to be effective and ineffective. The responses by school heads applying autocratic revealed that the style is very principled because of guided rules and regulations. This concurs with Cherry (2015) who states that there is formal communication in written form. Some of the school heads view the style as effective on addressing urgent matters, meeting deadlines and training people to focus on allocated tasks with little or no arguments. This is highlighted by Gosno and Gallo (2015) when they say autocratic style defines relations between leader and staff. In addition, some heads showed that they believed that work should be done no matter the circumstances.

This is revealed by Gosno and Gallo, (2015) when the authors say autocratic style control with iron hand.

Seven out of twenty-four teachers commented saying it helps colleagues who do not know their core-business in schools. Ten out of twenty-four teachers further stated that it has negative impact because when people are not consulted they are reluctant to be involved and when the head is absent. The teachers explained that it leads to resistance if too much pressure is exerted on the staff and taking things for granted hence it affects productivity on learner attainment.

4.6 Relationship between learner attainment and leadership style

Schools that provide quality education have leaders that nurture the school environment with their leadership style. Two school heads using democratic leadership style revealed that the style extract the best from teachers and learners. In addition, two other school heads stated that the style creates and fosters quality education. Teachers revealed that democratic leadership is flexible to stimulate staff to express themselves freely, this influence quality of education hence learner attainment is achieved. Teachers' sentiments are supported by Haykins, (2015) who says democratic style creates a positive relationship and impact. The findings reveal that teachers prefer democratic style because they discovered that it improves students' attainment.

Seven out of twenty-four teachers advocated for autocratic style, they highlighted that it encourages solidarity. Teachers showed that autocratic style has great impact on learner performance as it trains both teachers and learners to focus. In addition, respondents stated that autocratic style promotes promptness to work which at times assist those who lag behind to work hard. However, some respondents stated that school heads who practice the authoritarian leadership style cause poor academic due to demoralised teachers.

4.7 Discussion of findings

This section discusses research findings on dominant leadership styles, perceptions about the styles and their influence to student attainment.

The results revealed that democratic and autocratic leadership styles were dominant in primary schools. The study found out that the styles were serving their purposes of student attainment. Democratic style proved to be more suitable due to its involvement system of stakeholders. In relation to literature review, Okoroji et.al (2016) propounded that democratic style is most effective on students' performance due to class participation in decision making. Autocratic style revealed that it was effective promptness on work and meeting deadlines. This is supported by Cherry (2018) who autocratic style is a good method to achieve success. However, autocratic had negative impact on attainment by demotivating and not involving staff and learners in decision making. The demotivation results from ideas stated by Cherry (2015), that autocratic style has strict compliance and clear definition of process. The research discovered that democratic style produces better results on student attainment than autocratic style.

Focusing on perceptions, school administrators revealed that they were content with the styles they adopt in running the schools. The school heads justified that the style they had employed was suitable because of diversified characteristics of both learners and teachers in the schools. Democratic leaders revealed that they wanted to build oneness, sense of belonging and ownership which would lead to yielding quality education and work performance among learners and teachers. This concurs with Lemayer (2017) who noted that employees feel as part of the educating institution when involved in decision making. Autocratic leader stated that they wanted staff who meet deadlines and focus more on their

core-business. Teachers felt that it builds reluctance, resistance and irresponsibility due to non-involvement and pressure of work and demands.

On relationship to learner attainment and leadership style, the study found out that democratic style provides quality education through its participatory method. In addition, it stimulates self-esteem and self-actualisation hence foster quality learner attainment. Okoroji et.al (2016) supports the findings saying democratic style is most effective on students' performance because of class participation in decision making.

Looking at autocratic style, the study found out that it encourages solidarity and acceptance of authority. On the other hand, it affects performance as well because it reduces self-confidence among the teachers and learners due to its hard punitive conditions. According to Al-Omayn (2016) autocratic style leads to low sense of importance at work this agrees with the above findings on affecting performance because people will experience low self-esteem.

4.8 Conclusion

The researcher found out dominant leadership style being exhibited by Heads of the selected school. Democratic and autocratic styles are being exhibited by the Heads. Teacher's perceptions revealed that they were satisfied with the style depending on how the leader interacts with them. Teachers had different sentiment on leadership styles saying democratic was effective and autocratic was both effective and in effective. Looking at learner attainment, the democratic style proved to be more influential than autocratic although it has its own advantages like focus and promptness to work.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study was aimed at investigating influences of leadership styles on learner attainment in Chitungwiza District, Zengeza Area, Harare.

Questions formulated were to review of the topic. The questions were on dominant leadership styles being employed by heads in primary schools, perceptions of teachers and relationship between the style adopted and student attainment. Descriptive survey was used to collect data

and answer research questions. Quantitative paradigm method was employed in data gathering, analysing and presenting findings. On population sample, quota and purposive sampling were used on selection of sample members. Interviews and questionnaires were instruments. Presentation of data was done on tables and graphs, explanations were done to clarify on findings. Literature was supported by referring to related authors.

5.2 Summary

This section presents information about all chapters.

Chapter one highlighted on background and purpose of study and statement of problem. This chapter has questions to guide the research. The questions wish to identify dominant styles employed by school heads in Chitungwiza District in Zengeza Area, perceptions on the leadership styles and relationships between the style and student attainment. Limitations and delimitations were discussed as well.

Chapter two was on literature review. The researcher was referring to authors on the topic. Opinions on leadership styles were highlighted. The dominant styles were democratic and autocratic styles. The authors pointed out that democratic style was accommodative to teachers and a student hence student attainment was of good quality while autocratic style demotivates teachers and learners hence learner attainment is affected.

Chapter three described methods used in the study. Structured survey was employed. The sample consisted of 36 participants who consisted of 24 teachers and 12 school administrators. Instruments for data collection were questionnaires and interviews. School administrators and teachers gave responses using questionnaire. Interviews were carried out to all participants.

Chapter four presented analysed data. Tables and graphs were used for data presentation and explanations were given. The findings revealed that democratic and autocratic style were dominant styles used in primary schools.

Findings showed that democratic style proved to be effective in attaining quality learner attainment. In addition, it involves participatory methods that stimulate teachers and learners to be productive. Autocratic style is discriminatory to teachers and learners and it leads to poor performance.

The findings revealed were referred to research questions. Research question one was based on finding the dominant styles being executed in primary schools. Results revealed dominant styles as democratic and autocratic. This was revealed by participants. Administrators mentioned that they adopted democratic style to empower their teachers and learners. Teachers mentioned that they enjoyed being consulted since they were the principal member in student attainment. School heads and deputy heads applying autocratic style justified that they were applying the style to maintain standards and some teachers need close supervision to perform. Teachers supporting autocratic highlighted that some teachers had weakness that needed assistance regularly. This reveals that school head employ styles that work towards their goals.

Research question two was based on perceptions of teachers, school heads and deputy heads on leadership styles. Perceptions were discussed, teachers and administrators echoed differently. Teachers viewed that school head's style steer the learner attainment. School heads viewed the styles as applicable since they were towards a common goal of student attainment. Deputy heads stated that democratic style maintain good academic performance. Teachers perceived that democratic style nurtured their performance. School heads who adopted democratic style felt

that it was prominent. Those heads who applied autocratic style claimed that the style was suitable as well. They stated that they apply the style to engage the person fully. Deputy heads explained that some teachers need force to execute their duties. Teachers supported the idea of clear expectations in autocratic style.

Question three was looking at influences of leadership style at learner attainment. On leadership influencing student attainment, the findings revealed that democratic style provides quality education while autocratic style reduces learner attainment. School heads believed that democratic style was effective because they extracted the best from teachers and learners and quality education is enhanced. Teachers stated that democratic style is flexible and stimulates teachers to express themselves freely. Looking at autocratic style on positive note teachers stated that it promotes promptness to work and train teachers and learners to focus. However, some teachers stated that autocratic style demoralize teachers by being unsettled and dropping of self-confidence.

5.3 Conclusion

Looking at research question one, two dominant leadership styles were being adopted in school. 20 respondents out of 36 (56%) participants were supporting democratic style. 11 respondents out of 36 (31%) were advocating for autocratic style. 5 out of 36 (13%) participants were in favour of *laissez faire*. There was high respect for democratic leadership style from school heads, deputy heads and teachers. Democratic style is followed by autocratic style which being supported by other respondents. *Laissez* is being employed by few administrators. Therefore, democratic and autocratic styles are being applied in school to attain good and better student attainment.

Research questions were based on perceptions. Teachers' perception on leadership styles of heads showed that most heads employed democratic and autocratic styles although democratic leadership style proved to be more prominent. Therefore, democratic style is applied in styles moderate conditions that can accommodate all stakeholders. Looking at autocratic style, school heads apply the style to press the lazy teachers and assist teachers with weaknesses. Therefore, autocratic style is more suitable for a crisis and needy situation in a school set up.

Question three is on influence of leadership on student attainment. Democratic style improves student attainment to a greater extent. This is supported by the findings when school heads stated that the style was extracting the best out of teachers and learners. In addition, teachers felt that the style was nurturing their performance which results in student attainment being improved greatly.

Autocratic style leads to average student attainment. Although school heads adopting the style claim that it is appropriate it has impact on teachers and learners. Looking at teachers, it demotivates and some teachers cannot work under strict conditions hence they end up having low self-esteem which affects their performance and it results in affecting their performance.

5.4 Recommendations

The study sought to find recommendations about the leadership to improve on the student attainment. For school heads to have remarkable student attainment they need to adopt attributes that creates a friendly and conducive environment.

School heads have to adopt collective behaviours that enhance student attainment through professional development and avoid attributes demotivates and degrade interested parties to have recognisable student attainment.

In addition, school heads have to upgrade their administrative courses or have in service training timeously to catch up with current administrative skills to improve their management skills.

The researcher anticipates that the recommendations suggested will assist in improving learner attainment tremendously.

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APPENDICES

Questionnaire for school heads and Deputy Heads

I am ChikwandaLeoba a student at Midlands State University studying for Bachelor of Education in Management and Leadership. I am carrying out a research on the influence of school heads leadership styles on learner attainment in Chitungwiza District in Zengeza Area, Harare.

This questionnaire was designed to gather information about yourself and your school. Your responses will be accorded great confidentiality; hence do not write your name or name of your school. Please indicate the correct option as honestly as possible. Kindly respond to all items. Please use a tick to show your response.

Personal Information

1. Please indicate your

M	F

 gender

2. Please indicate your

 age..... years

3. Highest Qualification

Qualifications	Response
B.Ed.	
Masters' Education in	
PhD	

4. Indicate your experience as school head..... Years

Please tick the appropriate box.

1. Which of following leadership skills do you apply at your school?

Skill statement	Yes	No
1. Take full charge		
2. Consider staff welfare		
3. Schedule work for staff		
4. An inspiring talker		
5. Willing to change		
6. Demands what I ask for		
7. Help members settle differences		
8. Maintain definite standards		
9. Trust staff to exercise good judgement		

10. Does not explain my actions		
11. Drives hard for jobs to be done		
12. Staff must follow rules and regulations		
13. Maintains cordial relationships		
14. Room for consultation		
15. Involves staff in decision making		

2. Judging by your responses which leadership style do you use?

Autocratic Democratic Laissez-faire

3. How do you comment perceptions of teachers on your leadership style?

Good Bad

4. Which of the following skills help you in executing of your leadership style?

Statement	Yes	No
1. Open door policy		
2. Inspirational and motivating		
3. supportive environment		
4. Conducive environment		
5. Directive environment		
6. Closed and controlled environment		
7. Restrictive atmosphere		

5. What is the relationship between the leadership style you apply and learner attainment?

Good Bad Average

Interview Questions for school head

1. Which leadership approach do you apply to run your school?
2. Why do you prefer this leadership style?
3. What comment can you give about teachers' perceptions on your leadership style?
4. What is the impact of your leadership style on learner attainment?

Questionnaire for teachers

I am ChikwandaLeoba a student at Midlands State University studying for Bachelor of Education in Management and Leadership. I am carrying out a research on the influence of school heads leadership styles on learner attainment in Chitungwiza District in Zengeza Area, Harare.

This questionnaire was designed to gather information about yourself and your school. Your responses will be accorded great confidentiality hence do not write your name or name of your school. Please indicate the correct option as honestly as possible. Kindly respond to all items. Please use a tick to show your response.

M	F
---	---

Personal Information

--	--

1. Please indicate your gender

2. Please indicate your age..... years

3. Highest Qualification

Qualifications	Response
C.E	
D.Ed.	
Masters' in Ed	

4. Indicate your experience teaching..... Years

PLEASE TICK THE APPROPRIATE BOX

1. Which of following leadership skills does your school head apply?

Skill statement	Yes	No
1. Head take full charge		
2. Head consider staff welfare		
3. Head schedule work for staff		
4. Head is an inspiring talker		
5. Head is willing to change		
6. Head demands what I ask for		
7. Head helps members settle differences		

8. Head maintains definite standards		
9. Head trusts staff to exercise good judgement		
10. Head does not explain my actions		
11. Head drives hard for jobs to be done		
12. Head expects staff to follow rules and regulations		
13. Head maintains cordial relationships		
14. Head has no room for consultation		
15. Head involves staff in decision making		

2. From your responses which leadership style does your school head apply?

Autocratic Democratic Laissez-faire

3. What are your perceptions on the head's school leadership style?

Statement	Yes	No
Provides nurturing environment for teachers and learners		
Dictates		
Pays attention to students		
Personal attacks on teachers		
Approachable and considerate		
Rules with an iron fist		
Optimistic and reliable		
Strict and abusive		

4. What is the relationship between leadership style and learner attainment at your school?

Good Average Above average

Interview questions for teachers

1. Does your school head involve you in crisis resolution and discussions about policies and practices used in your school?
2. What comment do you give about your head on your contributions towards learner attainment?
3. What is the key factor that inspires you to continue with job and your role at your school?
4. How does your school head nurture learner's attainment?



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FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP

4 March 2020

TO WHOM IT MAY CONCERN

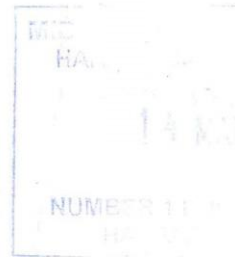
The bearer CHIKWANDA LEGBA is a B.Ed/MED/ student at this University. S/he has to undertake research and thereafter present a Research Project in partial fulfilment of the degree programme.

In this regard, the University kindly requests both your institution and personnel's assistance in this student's research endeavors.

Your cooperation and assistance is greatly appreciated.

Thank you


.....
Dr L. Museva
(Chairperson - Department of Educational Policy Studies and Leadership)



,4// communications should be addressed to
Hre



Reference: C/426/3

The Secretary for Primary and Secondary
Education Ministry of Primary and
Telephone: 794895/796211 Secondary Education
Telegraphic address: "EDUCATION"

ZIMBABWE P.O Box CY 121

Fax: 794505

Causeway

HARARE

23 June 2020

LeobaChikwanda

Tangenhamo Primary School

Pa O. Box 32

Zengeza

Harare

RE: PERMISSION TO CARRY OUT RESEARCH IN HARARE PROVINCE:

CHITUNGWIZA DISTRICT: TANGENHAMO; TADZIKAMIDZI; ZENGEZA 4; 5; MBERI AND PRIMARY SCHOOLS

Reference is made to your application to collect data for research from the above mentioned schools on the research title:

"THE INFLUENCE OF SCHOOLS LEADERSHIP STYLES ON LEARNER ATTAINMENT"

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Harare Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.



,4// communications should be addressed to

Reference: C/426/3

Hre

The Secretary for Primary and Secondary
Education Ministry of Primary and
Telephone: 794895/796211 Secondary Education
Telegraphic address: "EDUCATION"

ZIMBABWE P.O Box CY 121

Fax: 794505

Causeway

HARARE

14 July 2020

RE: PERMISSION TO CARRY OUT RESEARCH IN HARARE METROPOLITAN PROVINCE: CHITUNGWIZA DISTRICT; CHIKWANDA LEOBA: E.C NO. 0985629 K:

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

L.D. Mkwala

Acting Deputy Director: Innovation and Development

For: SECRETARY FOR PRIMARY AND SECONDARY EDUCATION

cc: PED – Harare Province

THE HEAD
TANGENHAMO PRIMARY SCHOOL

16 JUL 2020
P.O. BOX ZG 32, ZENGEZA
TEL: 09641145320

THE HEADMASTER
ZENGEZA 4 PRIMARY SCHOOL

J Makadho
15 JUL 2020

P. BAG ZG 47, ZENGEZA

ZIMBABWE TEL: 0270-2199116

ZENGEZA 5 PRIMARY SCHOOL

MIN. OF PRY. & SEC. EDUCATION
CHITUNGWIZA DISTRICT OFFICE
DISTRICT SCHOOLS INSPECTOR

16 JUL 2019

P.O. BOX CZA59, CHITUNGWIZA
TEL: 0242-2124072/2131204

17 JUL 2020
MIN. OF EDUCATION
P.O. BOX ZG 38, ZENGEZA

ZIMBABWE TEL: 0270-30157

10 JUL 2020

THE HEADMASTER
TADZIKAMIDZI PRIMARY SCHOOL

20 JUL 2020

BOX ZG 156, ZENGEZA

THE HEADMASTER
MBERI GOVERNMENT PRIMARY SCHOOL
17 JUL 2020
P. O. BOX ZG31, ZENGEZA
TEL: 02421 24904, 31266
MOBILE: 0773 486 546

Reference is made to your application letter 14 July 2020, to Provincial Education Director to collect data at Tangenhamo, Shingai, TadzikamidziZengeza 7 and Mberi Primary Schools.

The Provincial Office also received and acknowledged your letter dated 23 June 2020 from the Secretary for Ministry of Primary and Secondary Education granting you permission to carry out research in Harare Metropolitan Province on the research title:-

"THE INFLUENCE OF SCHOOLS LEADERSHIP STYLES ON LEARNER ATTAINMENT"

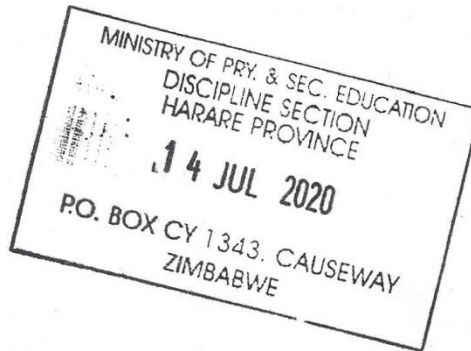
Please be advised that the Provincial Education Director grants you permission to carry out your research on the above topic. You should ensure that your research work does not disrupt the normal operations of the school, Where students are involved, parental consent is required.

You are required to provide a copy of your final report to the Provincial Education Director Harare Province.

Province.



**For: Provincial Education Director
Harare Metropolitan Province**



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