



**School Heads' leadership practices in enhancing quality education:
Perspectives from six Rural Day Secondary Schools of Masvingo District in
Zimbabwe**

By

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**Submitted to the School of Education, University of KwaZulu-Natal in
fulfilment of the academic requirements for the degree of**

Doctor of Philosophy

UNIVERSITY OF KWAZULU-NATAL

May 2020

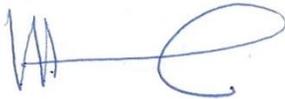
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DECLARATION

I, **Tendeukai Isaac Chinooneka** declare that:

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This thesis has been submitted with/~~without~~ my approval.



_____ 18/05/2020 _____

Supervisor: Prof. T.T. Bhengu.

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ETHICAL APPROVAL



17 December 2019

Mr Tendeuka Isaac Chinooneka (213574308)
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Dear Mr Chinooneka,

Protocol reference number: HSSREC/00000809/2019

Project title: School heads' leadership practices in enhancing quality: Perspectives from six (6) rural rural day secondary schools of Masvingo district in Zimbabwe

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 07 October 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted FULL APPROVAL

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 discipline/department for a period of 5 years.

This approval is valid for one year until 17 December 2020.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

Yours sincerely,

Dr Shamila Naidoo (Acting Chair)

/ms

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INSPIRING GREATNESS

DEDICATION

This thesis is dedicated to my late father, Muzuva, Chikara Chinooneka and my late mother, Edith Chinooneka (nee Bwakura), for making some sacrifices towards my education when all odds were against them during the bottle necking system of the colonial era in Zimbabwe. I cannot forget the inspiring words of my mother, who always had this to say “*Usakundwe nedzimwe pwere*” literally translated it means “*Never be left behind by those of your age group*”. These words inspired me to get this far. I also extend my gratitude to my wife, Perekai Chinooneka (nee Mangundu), my daughters Faith Shamiso Chinooneka and Vimbainashe Chinooneka for their persistent love and encouragement. Finally, the work is dedicated to my only son, Tinaishe Muzuva Chinooneka. Without their support, love and encouragement, I would have never succeeded.

ACKNOWLEDGEMENTS

My profound indebtedness goes to all the people who contributed, formally or informally, to making this study a reality and these include:

- My supervisor, Prof T.T. Bhengu. Your guidance, patience and continued support immensely contributed towards the success of this study. You are so wonderful.
- The Ministry of Primary and Secondary Education for allowing me to conduct research in the schools I selected for my study.
- The Minister of State for Provincial Affairs for Masvingo Province: Honourable Cde Ezra Ruvai Chadzamira for assisting me with accommodation during my visit to Harare.
- All the School Heads, Heads of Departments and teachers of the participating schools for giving me time and sharing information with me to make this study possible. My sincere thanks to all.
- I also extend my sincere gratitude to my family and friends for supporting me. Thank you for understanding my situation when my study commitments created a gap between us.

ABSTRACT

The study reported in this document was conceptualised and conducted as a research project towards a Doctor of Philosophy (PhD) degree. Therefore, this study explored educational leadership practices of School Heads and how such practices affected enhancement of the quality of education provided in Rural Day Secondary Schools of Masvingo District in Zimbabwe. Leadership practices in these schools has to show concern for enhancing quality education in order to lay a strong foundation for vision creation, coordinated and collaborative activities and effective implementation of the upgraded new curriculum (2015-2022). The question that comes to mind is the kind of leadership practices and strategies that are needed by Rural Day Secondary Schools to enhance quality education. The study was qualitative and interpretive in nature and employed semi-structured interviews and document reviews to generate data. It was conducted in six purposively sampled schools from a population of fifty (50) Rural Day Secondary Schools. The study found out that leadership practices in these schools laid emphasis on vision creation, collaboration and dialoguing, staff development, team building, effective resource management, building ethical culture and empowering teachers to enhance quality education in deprived rural school contexts. The study also found out that the contexts under which the school heads were operating were characterised by numerous contextual deprivations such as poor transport network and costs, poor health facilities, road conditions, poor health facilities, lack of clean water, heavy workloads, scarce material and financial resources for curriculum implementation and lack of information and communication technology. Amongst the key recommendations was a need to create several committees such as teaching and learning committee, materials development committee, resource mobilisation committee, programme and curriculum development committee, assessment committee, among others that can collaborate with other secondary school in Zimbabwe.

ABBREVIATIONS

ACE	Advanced Certificate in Education (South Africa)
AITSL	Australian Institute for Teaching and School Leadership
AQF	Australia Qualification Framework
AQTF	Australian Quality Training Framework
ASQA	Australian Skills Quality Authority
BEAM	Basic Education Assistance Module
CIET	Commission of Inquiry into Education and Training.
CPCC	Communist Party of China Central Committee
DESR	Decision on Education System Reform
DSI	District Schools Inspector
EFA	Education For All
EEAGM	Education For All Global Monitoring
ELP	Effective Leadership Development
ELT	Ethical Leadership Theory
EQE	Education Quality Enhancement
QE	Quality Education
GLOBE	Global Learning and Observation to Benefit the Environment.
HOD	Head of Department
IIEP	International Institute of Educational Planning
IFAD	Information for Financial Aid Professionals
ISSPP	International Successful School Principalship Project
LMI	Leadership Management International
MDG	Millennium Development Goals
NEEDS	National Economic Empowerment and Development Strategy (Nigeria)
NEPA	National Education Policy Act (South Africa)
NMLC	National Management and Leadership Committee (South Africa)

OECP	Organisation for Economic Cooperation and Development
PCERD	Program for Chinese Education Reform and Development of 1993
PED	Provincial Education Director
RPCP	Rural Presidential Computerisation Programme
SADC	Southern African Development Countries
SASA	South African School Act (South Africa)
SDA	School Development Association
SDC	School Development Committee
SGB	School Governing Board (South Africa)
TTL	Transformation Team Leaders (Nigeria)
TLT	Transformational Leadership Theory
ZIMCHE	Zimbabwe Council Of Higher Education
ZIMSEC	Zimbabwe Schools Examination Council
ZIM-ASSET	Zimbabwe Agenda Socio-economic transformation.

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CHAPTER ONE

SETTING THE SCENE FOR THE STUDY

1.1 Introduction

The study reported in this thesis is about understanding quality enhancement activities of selected School Heads, Heads of Department and teachers in Rural Day Secondary Schools (RDSS) in Masvingo District, Zimbabwe. Issue of quality in education have been highlighted by many scholars of educational leadership such as MacBeath and Townsend (211), Muses (2011), and Sunday (2011), to cite a few. Despite the importance of education quality enhancement, there are many schools in Zimbabwe that continue to struggle in their efforts to achieve this (Mupa, 2012). Failure to maintain or enhance quality in education has been experienced in rural settings like those of the Masvingo District (Mavhunga & Mazodze, 2014). This is the case even though the government of Zimbabwe has instituted a variety of guidelines to assist schools in enhancing quality education provision. School Heads are tasked with the responsibility of leading and managing schools, ensuring that quality education is provided following guidelines of the government. Therefore, this study explored educational leadership practices of School Heads and how such practices affected enhancement of the quality of education provided in Rural Day Secondary Schools of Masvingo District in Zimbabwe. I believe that by understanding School Heads' leadership practices, this may go a long way in contributing towards obtaining insights about educational leadership research in this area.

Locally, there is limited knowledge about maintaining or enhancing quality in education, more especially after the adoption of various policy guidelines such as the *Minimum (Functionality) Schools Standards (MFSS)* which sets basic measures of expected performance and achievement for effective teaching and institutional management of schools (Mapuranga & Nyakudzuka, 2014). More specifically, this study will enable educational leadership practitioners and scholars to be enlightened about school heads' practices in enhancing the quality of education. This is why this study explored educational leadership practices of School Heads and how such practices affected

the enhancement of the quality of education provided in Rural Day Secondary Schools of Masvingo District of Zimbabwe.

This chapter is the first of the nine chapters constituting this thesis. The chapter outlines the context of the problem by providing a background to the problem, highlighting key concepts and referring to policies in Zimbabwe. The statement of the problem and rationale for the study follow. This is followed by the significance of the study for various stakeholders. Research objectives and research questions follow, after which, I clarify operational terms used in the study. I conclude the chapter by providing a delimitation of the study and outline of the thesis in terms of what each chapter contains.

1.2 Background and policy context of the study

The importance of quality education is a global phenomenon, and no nation wants its youth to acquire education of inferior quality. The provision of quality education, in particular for nation building cannot be overemphasised. To that end, in a developing country such as Zimbabwe, several calls have been made for School Heads to make the education system more vibrant in the quality of its products and services after several mass failures from educational institutions (Sunday, 2011). The failures experienced by several School Heads in many Rural Day Secondary Schools have had an impetus for the need to improve their schooling. The area of educational leadership is and has seen strong developments over recent decades in terms of its prominence in the educational arena (Chikoko, Naicker & Mthiyane, 2015; Muses, 2011). A direct connection between the quality of teaching and learning in schools have been established in the field of educational leadership and management in that quality teaching directly results in positive learning outcomes in the form of improved academic achievement (Chikoko, 2018).

The concepts of leadership and learning are terms familiar with educationists, and MacBeath and Townsend (2011) call this ‘false friends’. This notion emanates from an entrenched notion that learning usually occurs in the schools, while leadership is something that many aspire but difficult to attain. This is exactly what the concepts leadership and learning are. Thus, educationists call it

‘leadership for learning’, which means that the final beneficiary of leadership is the student. In fact, it should be “leadership for the student” (MacBeath & Townsend, 2011, p. 23). On the other hand, enhancing quality systems in education is concerned with creating and maintaining the conditions by which students attain the desired learning outcomes such as skills, attitudes and other attendant behaviours. The concept ‘enhancing quality’ is relatively new in education, but has rapidly become very important (Allais, 2017; Mukherjee, 2014; Oakland, 2013; Rajaram & Sivakumar, 2008; Rao, 2013). In fact, enhancing quality systems are being developed globally to ensure quality education; for example, ZIMCHE (Zimbabwe), SAQUA (South Africa), ISO900 (Global). The aim is to have quality education systems which can only be guaranteed through appropriate educational leadership practices.

This section focusses on policy and legislation framework for the need to enhance the quality of education provided in Rural Day Secondary Schools of Masvingo District in Zimbabwe. In Zimbabwe, emphasis on enhancing quality is shown in different legislative instruments and through the vision and mission of the Ministry of Primary and Secondary Education. For instance, the *Constitution of Zimbabwe (Amendment No 20) Act 2013, Section 27(1) (a)* takes education as a fundamental human right which the State must take all practical measures to promote free and compulsory basic education for children. Zimbabwe’s National Vision focuses on enabling the country “...to emerge as a united, strong, democratic, prosperous and egalitarian nation with high quality of life for all by 2020” (Republic of Zimbabwe, 2013, p.18). This clearly indicates that enhancing quality is emphasised in all sectors and education is no exception in this drive to achieve quality. The Nziramasanga 12-member Commission of Inquiry into Education and Training under Statutory Instrument 7c of 1998 “was tasked to analyse the inherited education system as to the relevance, quality and orientation of the education system in the rapidly changing socio-economic environment” (Nziramasanga Commission, 1999, p.506). The Zimbabwe Agenda For Sustainable Socio-Economic Transformation (ZIM ASSET, 2013, p.39), which is Zimbabwe’s Five - Year economic blueprint, in one of its Social Services and Poverty Eradication Cluster Matrix underscores the overarching need “to improve the quality and increase access to education and training at all levels” (ZIM ASSET, 2013, p. 39). The vision and mission of the Ministry of Primary and Secondary Education displayed in administrative offices countrywide proclaim the country’s

quest “to be the leading provider of quality education for socio-economic transformation” and “to promote and facilitate the equitable provision of quality, inclusive and relevant infant, junior and secondary education” respectively. The Minister of Primary and Secondary Education is responsible for ensuring that quality education is provided at all levels (primary and secondary schools). Since education takes place at all levels, it is imperative that schools develop mechanisms for supervising education provision and that policy implementation.

To fulfil its mandate of enhancing quality education, the Government of Zimbabwe, through its Ministry of Education, Sport, Arts and Culture, produced a Minimum (Functionality) School Standards (MFSS) “which sets basic measures or benchmarks of expected performance and achievement for effective teaching and institutional management of schools” (January, 2013, p.2). It is a summary of the basic requirements for a school to function and is written in a simple and easy to understand reference document. The document is meant for the different levels of education in primary education including Early Childhood Development (ECD) as well as secondary education. From the Zimbabwean constitution and other legislative documents, it is clear that the major focus of Government is to make the provision of enhanced quality the guiding principle. This is why the focus of this research was to interrogate these issues of enhancing quality focusing on selected schools in the district. School Heads are required through the MFSS (2013) legislative instrument to drive the enhancement of quality education in their leadership practices in Rural Day Secondary Schools. It is for this reason that this study sought to explore leadership practices in the context of rurality and also to explore how such practices enhanced quality education provision processes.

1.3 Statement of the problem

The Ministry of Education, through the MFSS (2013) legislative document, set indicators of minimum standards in schools in order to guarantee quality education. This legislative document has set out what is ideal on issues such as staffing, the teaching and learning process; learner’s organisation and development; the maintenance of discipline and development; safety and security; finance generation and development; time management; staffing; co-curriculum

activities; community participation, structures and facilities. Despite these measures having been put forward to ensure quality education provision, the situation in rural day secondary schools (during the time of the study) pointed to the contrary, particularly in the areas of pass rate, dropout rate, attrition rate and staff turnover (Ncube, 2009; Mavhunga & Mazodze, 2014). School heads have been tasked with the responsibility to ensure provision of quality education at school level. It is, thus, important that educational leadership practitioners and researchers understand how they can fulfil their mandate and obligation to enhance quality of education provision at school level. Since these policy provisions were made, I have not seen any research that attempts to understand how school heads handle this issue of enhancing quality education provision in schools. Therefore, through this research, I have highlighted the importance of leadership practices for quality enhancement in schools, including those located in Masvingo District.

1.4 Rationale for the study

The colonial, oppressive government in the then Rhodesia, established a two-tier education system, with F1 and F2 for the majority black children who were mostly located in rural areas whilst Group A schools were for the minority white children all located in urban areas (Mpofu & Shumba, 2012). Schools in rural areas were geographically dispersed and characterised by a bottle necking system where a few were allowed to proceed (Zvobgo, 2005). With the attainment of independence in 1980, the new democratic government of Zimbabwe intervened through massification and democratisation of the education system (Mhlanga, 2008). This resulted in the mushrooming of rural day secondary schools which were popularly known as ‘upper-tops’ where the focus was on massive quantitative expansion (Mhlanga, 2008). There was an astronomical growth in secondary school enrolments from 7 400 in 1980 to 826 000 in 2000 (ZANU-PF Election Manifesto, 2013) and this was an attempt by the Zimbabwean Government to correct colonial educational imbalances. This massive expansion was not matched with quality which resulted in what Gatawa (1998) termed the ‘quantity-quality dilemma’. The quality of education in rural day secondary schools was elusive as evidenced by: low student pass rate; inadequate infrastructure; low teacher morale; financial mismanagement and depressed parental involvement (Mhlanga, 2008).

It is for the afore-mentioned reason that the Ministry of Primary and Secondary Education's mission statement focused on 'promoting and facilitating the provision of high quality, inclusive and relevant education' (Ministry of Primary and Secondary Education, 1986). Implied here is the seriousness with which Zimbabwe views the issue of enhancing quality in the education system. In its attempt to enhance quality education, school heads play a key role because it is at school level that quality enhancement must be realised, hence, the focus of this study. My interest in pursuing a study which sought to understand School Heads' leadership practices in enhancing quality issues was also inspired by my personal experiences working in rural settings. I am a lecturer at the Great Zimbabwe University in Zimbabwe. As part of my work, I regularly visit schools for teaching practice, supervising student teachers enrolled at our university. When I visit rural schools, I see some of the harsh realities schools operate under, and some are more successful than others in terms of for example, facilities that support teaching and learning.

Secondary schools in Zimbabwe are categorised into four, namely: urban; peri-urban; rural and boarding. Rural Day Secondary Schools are a special case because of the challenges associated with their context. These rural contexts are rooted in the poor social-economic statuses and social discriminatory practices (Bhengu & Mthembu, 2014; Tshabalala & Mapolisa, 2013). Furthermore, Makamadze and Tavuyanago (2013) cited in Svosve (2015), note that rural areas are usually in the remote and neglected areas so their inhabitants remain poorer, invisible and marginalised and excluded from decision-making processes. These scholars further argue that rural areas are socially, politically and economically isolated and divorced from active participation and knowledge that is crucial for their participation. It can be noted that quality enhancement of education in these schools is confronted with a myriad of challenges and, therefore, this impelled the researcher to interrogate School Heads' leadership practices in enhancing quality in schools. I hope that the findings will contribute to scholarly debates about quality issues, especially leadership practices that contribute to quality education enhancement in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

As already noted, there are several attributes and tenets of quality which are of interest to researchers, and these include, quality control, enhancement of quality, quality assurance, total

quality management, quality assessment as well as quality audit (Besterfield, 2006). From these issues on quality, I decided to focus on enhancement of quality in selected schools referred to as Rural Day Secondary Schools. Enhancing quality entails making sure that quality improves and becomes a guiding principle in the school heads' leadership practices in Rural Day Secondary Schools. Kietzman (2009) argues that enhancing quality is the process of continuously fostering product or service quality so as to meet or exceed customer expectations. This process considers design, development, production and service quality. Hence, it is important that this study examined school heads' leadership practices in the enhancement of quality so as to generate knowledge that would help to proffer relevant recommendations.

Enhancing quality processes are being emphasised in the Zimbabwean education system at all levels such as early childhood development (ECD), primary and secondary, as well as tertiary institutions. It is, for this reason, that the Zimbabwean Government commissioned the Nziramasanga Commission of Education and Training in 1999 to investigate these issues of enhancing quality. The recommendations of this Commission resulted in the Ministry of Education, Sports, Arts and Culture setting the Minimum Functionality Schools Standards (MFSS) (January, 2013) and the Ministry of Higher and Tertiary Education setting ZIMCHE which was established by an Act of Parliament Chapter 25:27 of 2006. These bodies were established to ensure that quality education was maintained and enhanced. Several organisations worldwide under UNESCO (2009) are emphasising enhancing quality in the education of their member countries. Other organisations which put emphasis on enhancing quality education include SAQA in South Africa, Commonwealth of Learning COL (2009), Oman System of Quality Management for Higher Education in Malaysia (2009), and Standards Guidelines for Quality Assurance in the European Higher Education area (2009). Hence the focus of this study.

1.5 Significance of the study

In this section, I highlight the possible contribution of the study to various stakeholders in education. I believe that the study has significance in that it may provide insights about school heads' leadership practices in enhancing quality education provision in Masvingo District. There

are four categories of stakeholders who may benefit from this study. These are the various categories of participants in the form of school heads, heads of department and teachers, provincial educational directors (PEDs), educational planners and policy makers, and lastly, the local education authorities.

1.5.1 Significance for school heads, heads of departments and teachers

The study's findings may be useful in terms of providing insights about School Heads in Zimbabwe, in terms of their leadership practices in enhancing the quality of education they provide in Rural Day Secondary Schools. The participants (School Heads, Heads of Department and teachers) may be exposed to opportunities for professional growth through their experiences and interactions with the research process. One of the core functions of this qualitative inquiry was to foreground various dimensions related to the enhancement of quality of education, particularly, in the context of rural settings such as in Masvingo Rural District. The study aimed to produce discussions and debates about school leadership in these RDSS as well as enhancing quality delivery services.

1.5.2 Significance for Provincial Education Directors (PEDs)

It is hoped that the views and recommendations put forward might help supervisors like the Provincial Education Directors (PEDs) to better understand the leadership practices in rural day schools and be in a position to assist and direct School Heads, Heads of Department and teachers as they carry out their duties in enhancing quality education in these rural contexts. The Provincial Education Directors (PEDs) might also gain from this research since their supervision will be made easy by the recommendations from this research. They might have an exposure as to how School Heads enhance quality in these Rural Day Secondary Schools. These Provincial Education Directors (PEDs) might have insightful understanding about the situation from participants who work in those schools about their situation. Such understandings may assist then in planning human resources development workshops for these schools. The study might give the Provincial Education Directors (PEDs) a wider spectrum of understanding on School Heads' leadership

practices in enhancing quality education in these schools and that may help them to proportionately deploy trained teachers and distribute resources whenever the whole district receives a portion of resources from the government and donor business communities.

1.5.3 Significance for Educational planners and Policy makers

Educational planners of Zimbabwe and the world over are hoped to benefit from this research as government initiatives should always be backed by the government subsidies. These educational planners and the policy formulators might be in a position to realise the importance of consulting all stakeholders in matters that may demand stakeholder input before indorsing policies for implementation.

1.5.4 Significance for local authorities

It is believed that the study would submit possible suggestions to help the enhancement of quality in these rural day secondary schools through changing the attitudes of all the key stakeholders within and outside the school system. The study will enhance speculative lenses for all relevant stakeholders, especially the Responsible Authorities (RAs), SDCs and various communities regarding the issue of education quality enhancement. Quality enhancement in the context of RDSS is critically important and remains the mandated function of ZIM-ASSET (2013, p.39). This will help all stakeholders to work as a system in order to timeously and meticulously furnish their rural day secondary schools with required support in order to make the enhancement of quality education in these schools easier for School Heads.

1.6 Objectives of the study

The main objective seeks to:

Explore Rural Day Secondary School Heads' understandings of leadership practices and enhancing the quality of education provided in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

Sub-objectives

- To explore Rural Day Secondary School Heads' understanding of leadership practices and the enhancement of the quality of education provided in Rural Day Secondary Schools of Masvingo District in Zimbabwe.
- To explore how Rural Day Secondary School Heads' leadership practices enhance the quality of education provided in Rural Day Secondary Schools of Masvingo District in Zimbabwe.
- To assess what Rural Day Secondary School Heads consider to be indicators of quality education enhancement in Rural Day Secondary Schools of Masvingo District in Zimbabwe.
- To explore the challenges (if any) that Rural Day Secondary Schools Heads face in enhancing quality education in these schools.
- To evaluate the possible strategies that Rural Day Secondary School Heads can employ in ensuring that quality education enhancement permeates all functions of the school system.

1.7 Research questions

The research attempts to answer the following research questions:

Main question:

- What are School Heads' understandings of leadership practices in enhancing the quality of education provided in Rural Day Secondary Schools of Masvingo District in Zimbabwe?

Sub-questions:

- How do Rural Day Secondary School Heads' leadership practices enhance the quality education provided in Rural Day Secondary Schools of Masvingo District in Zimbabwe?
- What challenges (if any) do Rural Day Secondary Schools Heads face in enhancing the quality of education in rural day secondary schools?
- What are the strategies that Rural Day Secondary School Heads employ in ensuring that quality education enhancement permeates all functions of the rural day secondary school system?

1.8 Clarification of key concepts

It is important that the key terms in the study are clearly defined before getting into details of this write-up. Attention is on the title of this study as this helps to clarify the contextual use of these words in the thesis report. There are eleven terms that I briefly explain in this section, and these are: ‘quality education’ ‘enhancing quality’, ‘leadership practices’, ‘School Head’, ‘Head of Department’, ‘teacher’, leadership’ ‘Rural Day Secondary Schools’, ‘landscaping’, and ‘District Schools Inspectors.’

1.8.1 Quality education

Quality education focuses on the whole child, that is, social, emotional, mental, physical and cognitive development of each student regardless of gender, race, ethnicity, socio-economic status or geographical location (UNICEF, 2016). It then follows that a good quality education is one that provides all learners with capabilities they require. These capabilities must make the learners economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. Therefore quality education is not the responsibility of School Heads, Heads of Departments and Teachers only. Instead there must be a public responsibility to ensure all citizens the right to be provided with quality education in schools. In this study quality education is one that provides learners with all-round capabilities for them to meaningfully contribute to their well-being and subsequently to the society as a whole.

1.8.2 Enhancing quality

There seems to be convergence of ideas among scholars about what constitutes quality enhancement. Scholars such as Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008) describe quality enhancement as measures used to supervise the process of ensuring that the final product exceeds the set standards. Similarly, the ISO (1994) further defines quality enhancement as inclusive of all planned and systematic actions that are required as means of providing sufficient confidence that the outcomes in the form of services or products meet the set requirements for

quality and are thus fit for purpose. In a nutshell, it can be regarded as a sum total of all actions and programmes whose aims and purposes are to achieve and improve required standards (ISO, 1994). In this study, enhancing quality education entails all the processes that rural day secondary schools engage in to continually improve their teaching and learning with a goal of ensuring that their clients' set standards are met. In the case of rural day secondary schools, stakeholders include the government, parents, School Heads, Heads of Departments, teachers, students and non-governmental organisations.

1.8.3 Concept leadership

Leadership is related to management activities. Day and Leithwood (2007) argue that leadership entails leaders setting direction and reaching consensus around what organisations seek to achieve, and how to garner support from individuals to realise those collective goals. Similarly, Leithwood and Louis (2011) maintain that the concept entails the creation of agreed upon expectations and concomitant collective accountability toward the achievement of organisational goals. Drawing from these definitions, I use the concept leadership in this study to refer to all those practices aimed at influencing staff and other stakeholders towards the achievement of agreed upon school goals.

1.8.4 Leadership practices

The term leadership practice can be viewed differently and receives different emphases from different scholars. For instance, leadership practices being viewed as transformational, where the leader creates a vision, sells that vision and realises that vision with all stakeholders on board (Bass, 1986; Burns, 1996; Robbins & Judge, 2013). On the other hand, Wilson (2014) and Dhliwayo (2016) view leadership practice as a complex process involving caring, respecting, loving, trusting and inspiring all stakeholders for enhancing quality education in schools. Therefore, leadership practice is the way in which the functions of leadership are carried out; the way in which the school head typically behaves towards employees of a group (Mullins, 2010) and, in this case, a Rural d\Day Secondary School setting. In this study, the terms leadership practices and leadership styles will be used interchangeably. At this juncture it is important to

distinguish leadership practice from leadership enactment. Leadership practices differ from leadership enactment in that leadership enactment entails enforcing leadership practices that are essential for schools to meet the minimum required schools standards.

1.8.5 School Heads

A School Head is ascribed or described in different ways in different contexts or countries. For instance, in South Africa, the term school principal is used (Bhengu et al., 2014; Chikoko, Naicker & Mthiyane, 2015; Mkhize, 2017; Ngcobo & Tikly, 2010). In the United Kingdom, the word head teacher is used which literally means the leader of teachers in a school situation (Hallinger & Huber, 2012). In Zimbabwe, the term school head is used to refer to the head of a school. School Heads have the power and responsibility to make decisions and oversee school activities (Spillane & Pareja, 2007). Some research documents refer to the school head as the school operations officer, who sets the standards for the school, including high performance expectations for teachers and children through goals and vision articulation, developing communication networks, resource procurement, and developing organisational facilities to support teaching and learning (Leithwood, Strauss & Anderson, 2007; Spillane, Camburn & Pareja, 2007; Wallace Foundation, 2007). The School Head is the head teacher in a school (Berns, 2007). The School Head is mandated with two different responsibilities: leadership and administrative roles. Therefore, in this research the term School Head refers to the one who is in charge of the school, performing both administrative and leadership roles.

1.8.6 Head of Department (HOD)

In this study, the Head of Department refers to the baseline supervisor in the department at secondary school level. The head of department superintends over specialist subject classes in a secondary school; for instance, Geography Head of Department, Science Head of Department; Languages Head of Department. S/he attends to all supervisory duties like teaching and learning, staff development, resource requisition, needs identification, and making reports to the school head

for attention. The head of department is mandated with two different responsibilities: leadership and administrative roles at departmental level.

1.8.7 Teachers

In this study, the term ‘teachers’ refers to the educational officers who superintends over classes on a day to day basis. They attend to duties like teaching and learning, maintaining discipline in class, needs identification of the class, resource requisition and making report to the Head of Department.

1.8.8 District Schools Inspector (DSIs)

The term District Schools Inspector refers to an official in the Department of Education operating at district level, and his/her main function is to create district policy and organises, plans, controls and directs all activities of the education district. District Schools Inspectors have the power and responsibility to make decisions and oversee district activities. S/he is a district operations officer, who sets the standards for the school including high performance expectations for School Heads, Heads of Departments, teachers and students through goals and vision articulation, developing communication networks, resource procurement, and developing organisational facilities to support teaching and learning (Leithwood, Strauss & Anderson, 2007; Spillane, Camburn & Pareja, 2007; Wallace Foundation, 2007). The District Schools Inspector (DSI) is mandated with two different responsibilities: leadership and administrative roles. Therefore, in this research, the term District Schools Inspector refers to the one who is in charge of the district, performing both administrative and leadership roles.

1.8.9 Provincial Education Director (PEDs)

The term Provincial Education Director (PED) refers to the an education official operating at provincial level of education and organises , plans, controls all the activities relating to education at that level. The Provincial Education Director (PED) has the legal authority and responsibility to

make decisions and oversee provincial activities. S/he is a provincial operations officer who sets the standards for the schools including high performance expectations for school heads, heads of departments, teachers and students through goals and vision articulation, developing communication networks, resource procurement, and developing facilities to support teaching and learning (Leithwood, Strauss & Anderson, 2007; Spillane, Camburn & Pareja, 2007; Wallace Foundation, 2007). The Provincial Education Director (PED) is mandated with two different responsibilities: leadership and administrative roles. Therefore, in this research the term Provincial Education Director (PED) refers to the one who is in charge of the province performing both administrative and leadership roles.

1.8.10 Rural Day Secondary Schools (RDSSs)

The term RDSS is a local Zimbabwean concept that refers to those schools situated in rural areas and they offer secondary education ranging from Form 1 to Form 6. In Zimbabwe, there was a massive expansion of these schools after independence in 1980 as there was great need to redress the imbalances that existed in the colonial past (IIEP 2001, p. 213).

1.8.11 School Development Committee (SDC)

School Development Committee (referred to as SDC in this thesis) is comprised of five parents/guardians chosen by fellow parents/guardians of children enrolled at the school (Statutory Instrument, 87 of 1992). This is done at an Annual General Meeting (AGM) which is usually held at the beginning of the year which is held again after a year making one year as their 'term of office'. The School Head, the Deputy Head and one senior teacher are ex-officio members who are in the committee by the strength of their positions in the school. Where the Responsible Authority (RA) of the school is a local authority, a councillor appointed by the Minister of Local Government and Public Works for that Ward, stands as a committee member and for any other relevant authority or body, a person is appointed by that authority or body (Education Act, 1996b; Chikoko, 2006). Hence, this SDC comprises of nine members.

This SDC is assigned to provide assistance in the operation and development of the school. It is mandated to collect fees and levies from parents and mobilise resources for the school (Statutory Instrument, 87 of 1992; Statutory Instrument, 106 of 2005). The SDC advances the moral, cultural and physical welfare of the children and teachers. This team links the school and the community, thereby supporting the welfare of the school for the benefit of the school community, present and future (Statutory Instrument, 87 of 1992). Therefore, according to this thesis the SDC is the corporate body, which ensures that the parents and the communities contribute in the progress of education at the local level.

1.8.12 Landscaping

I use the term ‘landscape’ loosely from the work of Appadurain (1996, p. 33) who sees in the suffix ‘-scapes’ the possibility of ‘fluid, irregular shapes’ that ‘are not objectively given relations that look the same from every angle of vision but, rather are deeply perspectival constructs, inflected by the historical, linguistic and political situatedness of different sorts of actors’. Applied in this study of school leadership, the notion of landscapes calls for fluid and situated approaches rather than static and generic ones. It suggests that instead of singular or monolithic constructs, it may be more useful to seek multiple, perspectival understandings (Christie, 2010, p.675).

1.9 Delimitations of the study

Demarcating the problem of the study means establishing the boundaries of the problem area within which the research progresses and this makes the problem manageable (Creswell, 2013). The study focused on how school heads enhanced quality education in RDSS in rural areas in Masvingo District. The focus was on leadership practices and how such practices contributed to the enhancement of quality in RDSS in the district.

1.10 Structure of the thesis

This thesis consists of nine chapters and these are briefly outlined herein.

Chapter One

This is the first of the nine chapters, and it aimed at outlining what the study sought to achieve and contextualise the problem that set out to explore the rationale, motivation and background to the study. Key terms relevant to this study were illuminated, the problem statement well clarified, the significance of the study given in detail and the research objectives and research questions presented. This was followed by the general structure of the thesis.

Chapter Two

The second chapter focused on the review of relevant, related literature on leadership practices. As part of this review of literature, I explore various debates about the topic. The discussion largely touches on selected countries depicting various contexts such as developed world, developing world and Africa as part of the developing world. The chapter folded with implications of these issues for the study.

Chapter Three

This is the third chapter and discussed the conceptual and theoretical frameworks that underpinned the study. Finally, since this research study explored School Heads' leadership practices in enhancing quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe. This chapter presents and discusses two theories that I use as lenses to understand their leadership practices.

Chapter Four

This is the fourth chapter and it describes all methodological issues relating to the study. It further gives justification for various elements of the research process. The chapter described data

elicitation and analysis procedures. It presented the justification of these methods. This chapter elaborated the ethical considerations which were accounted for during the data elicitation process.

Chapter Five

This is the fifth chapter of the study but it is the first of the three chapters that are dedicated to the presentation of data generated through the use of various techniques, for instance guided interviews and document reviews. This chapter presents perspectives of the School Heads of six Rural Day Secondary Schools.

Chapter Six

This chapter is the second of the data presentation chapters and presents perspectives from Heads of Departments (HODs) from the six schools that participated in the study.

Chapter Seven

This is the seventh chapter of the study but the third of the data generation chapters. This presents perspectives of the teachers from the six participating schools.

Chapter Eight

This chapter attempts to bring together perspectives from the three categories of participants (school heads, HODs and teachers). The main purpose is to generate a pattern which may help explain how these participants understand School Heads' leadership practices in enhancing quality education.

Chapter Nine

This chapter brings the study to the end. It does this by *inter alia*, paying particular attention to assessing to assessment of the extent to which the data generated and findings reached have managed to address the research questions posed in the first chapter. This chapter also discusses some implications of the study for various stakeholders including participants, policy makers and also me as a researcher in the field of education and management.

1.11 Conclusion

This chapter has introduced the problem being investigated in the study. The chapter has also outlined various elements of a research and towards the end of the chapter it has provided a detailed outline of the whole thesis presented chapter by chapter. The next chapter will provide a detailed discussion of the literature reviewed on the topic.

CHAPTER TWO

LANDSCAPING LEADERSHIP AND QUALITY ENHANCEMENT DISCOURSES

2.1 Introduction

Chapter One introduced the study and thus set the scene for the study. This is the second chapter and reviews the related literature. It reviews related literature by interrogating current debates in the field of educational leadership, leadership practices and such practices contribute to the enhancement of quality education drawing from global and local perspectives. The chapter begins by exploring the concepts of quality and quality enhancement, leadership and leadership practices in education generally and within the context of rurality and multiple deprivations similar to those of Masvingo District in Zimbabwe.

2.2 Conceptualising leadership and leadership practices

The concept leadership is defined by various scholars highlighting its different aspects. For instance, Bhengu and Mkhize (2018) in their definition of leadership, highlighting that it is both a noun and also a verb. It can be used as noun when for instance, referring to people who occupy a position of leadership and can also be a verb when describing what leaders do in the process of influencing subordinates to perform their duties in the interest of achieving organisational goals. Leadership is a complex research area across all sectors be it private or public (Chikozho, Mapira & Vengesai, 2014). These researchers further note that there is ambiguity over which practices and behaviours are most effective for organisational performance. Leadership can also be defined as the nature of the influencing process and its resultant outcomes that occur between a leader and followers (Chikozho, Mapira & Vengesai, 2014). This influencing process is explained by the leader's dispositional characteristics and followers' perceptions and attributions of the leader, and the context in which the influencing occurs (Antonakis, Cianciolo, and Sternberg, 2010). Bass (1998), cited in Antonakis et al. (2011) argues that leadership is purpose driven, resulting in change based on values, ideals, vision, symbols and emotional exchanges as opposed to management

which is objectives driven, resulting in stability based on rationality, bureaucratic means and fulfilment contractual obligations.

The afore-cited scholars further argue that useful leadership requires successful management and that means, leadership and management are complementary, but leadership goes beyond management, because leadership is necessary for outcomes that exceed expectation. Therefore, leadership can be viewed as being about establishing widely agreed upon and worthwhile directions for the organisation and doing whatever it takes to prod and support people to move in those directions (Bush, 2014; Day & Leithwood, 2007; English, 2008; Haldar, 2010; Muijs, 2011; Mullins, 2011; Pierce & Newstrom, 2008; Robbins & Judge, 2013; Southworth, 2010). It is about direction and influence and therefore improvement is the goal of leadership. Leading concerns are therefore, vision, strategic issues, transformation, ends, people and doing the right thing. Therefore, it is imperative that School Heads' leadership practices possess the following four linked skills areas for them to achieve the desired results: Influencing skills (such as motivating people, negotiating, public speaking and entrepreneurial skills); Learning skills (for instance, rapid reading, thinking skills, information processing and anticipation skills); Facilitating skills (such as listening, recognising the potential, team building and building alliances) and Creative skills, for example, envisioning, inspiring, empowering and aligning (Day & Leithwood, 2007). It is through these leadership skills that a quality enhancement culture can take root in a school situation (Oakland, 2010). These are the leadership practices which, if embraced and fruitfully utilised, can facilitate quality enhancement in Rural Day Secondary Schools. The important question is whether School Heads in these schools are practicing these skills and if not what are the effects on quality enhancement processes in these schools. It is, for this reason that this study focuses on how School Heads' leadership practices deal with enhancing quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

2.3 Historical perspectives of leadership and leadership practices

The history of leadership extends back to several thousands of years into the past. However, leadership was only first considered as formal discipline in the late 19th century (Antonakis, 2009).

This implies that leadership practices are as old as the human race but its theories and conceptual framework are of recent origin; that is, during the 20th century. Early examples of development and use of leadership principles and practices was recorded in Egypt as early as the 2900BC during the arduous process of building the pyramids. Other works that demonstrate early leadership practices are the Middle Eastern Ziggurats, the Chinese Great Wall, Middle American Pyramids and Persian roads and buildings which are often cited for early use of leadership practices (Ascough & Cotton, 2006). Similarly, the Bible has reference to the fact that, Moses had hired his father-in-law as the first leadership consultant to help design the organisation through which Moses could lead the Hebrews lead out of Egypt and govern them as well. Leadership practices were also developed in China, Greece and Roman Empire in the Middle Ages.

There is also a link between leadership practices and Biblical characters, particularly in the Pauline leadership practices (Accough & Cotton, 2006). Accough and Cotton (2006) argue that Paul had wisdom in nurturing communities, especially fragile communities and groups in hostile contexts which reflects unique leadership practices. Paul tenaciously stayed connected with groups, helping them through the natural stages of growth. His letters deal with challenge of building cohesive and viable communities which they gave sense of purpose, clear boundaries and guidelines of behaviour. The history and future of leadership was ably summarised by Bass (1990, p. 3), cited in Antonakis et al. (2010, p. 21), as “the study of leadership rivals in age, the emergence of civilisation which shaped its leaders as much as it was shaped by them. From its infancy, the study of history of leaders has been the study of leaders, what they did and why they did it.” Therefore, this chapter is going to focus on the major theoretical reviews of leadership and leadership practices.

For years, leadership research has led to several paradigm shifts and the evolution of voluminous bodies of knowledge. Antonakis et al. (2010) argue that more has been written and less is known about leadership than about any other topic in the behavioural science. These paradigm shifts in leadership practices are important to understand as this, in-turn, affects organisational and societal

functionality. Accordingly, this thesis will focus on how these leadership practices affect the functioning of Rural Day Secondary Schools.

2.4 Globalisation, educational leadership and quality enhancement

The discussion on globalisation is imperative given that the concept of leadership is a global phenomenon that also affects what happens globally and locally. Similarly, the concept of globalisation has various dimensions and does not have just one common definition. Globalisation is a process of interaction and integration among different people, companies and governments of different nations and it is usually driven by international trade and investment and aided by information technology (www.globalisation101.org/whatisglobalisation, accessed 02/02/2018). Its extensive and profound impacts on life and work have made it impossible to avoid taking it into consideration when discussing many social issues and education is no exception. It has given rise to changes and reforms in many aspects of education. Li (2007) thus argues that globalisation is a global culture within which school leadership practice is shaped, exercised and received. It therefore, follows that globalisation is seen as the major dimension of the global culture of educational leadership and enhancing quality education. Research has shown that education is not only a passive receiver of the impacts, but a driving force of globalisation (Li, 2007). This means that education cannot afford to ignore the realities of the global markets. However, Green cited in Li (2007), argues that education should not surrender to global commodification. To benefit optimally from globalisation, nations must reform education with the aim of enhancing quality education.

Under globalisation, educational leaders are facing unprecedented challenges and these challenges have impact on School Heads' leadership practices. Globalisation impacts on leadership practices in the following ways: increased power of leadership, which entails decentralisation; increased accountability of performance; business like management which entails advocacy and practice of marketisation of education; adjustment of curriculum and educational reforms (Li, 2007). As a result, school leaders have to come up with student-oriented and market –oriented teaching programmes, prepare students for the labour market and provide students with the competencies that employers need.

Drawing from the ideas expressed in the paragraph above, it is evident that educational leaders ought to have market surveys, investigate student needs and listen to suggestions of stakeholders for enhancing quality education in schools. Educational leadership practices need to be open to innovation and re-organisation of their leading structures and be flexible with their leading skills. Therefore, School Heads' leadership practices should be context sensitive by being sensitive to globalisation for them to survive this competitive global environment (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008; Nzoka & Orondlo, 2014). It is for this reason that this study focused on school heads' leadership practices in enhancing quality in their respective schools. Drawing from some of the key ideas expressed in conceptualisation of leadership, some of the questions to be posed can be. Are School Heads' leadership practices in Rural Day Secondary Schools of Masvingo District context sensitive? What strategies do they employ in their attempt to enhance quality in their schools? These are some of the questions that this study interrogated. In trying to address some of these questions, it is important that a policy context is outlined for better understanding of policy issues and how leadership can occur in such contexts.

2.5 International Policy Context

According to Pence (2004) and Young (2008), heads of states believed in human development as a result of poverty reduction, hence, they committed themselves to promote the rights of the children. Therefore, the government adopted the Convention on the Rights of the Child (CRC), African Charter on the Rights and Welfare of the Child (ACRWC), World Declaration on Education for All (EFA), Poverty Reduction Strategies (PRS), the Millennium Development Goals (MDGs) and Child Friendly School policy among others (Aidoo, 2006; Pence, 2004; Vargas-Baron, 2005; Young, 2008). All countries the world over are fighting to fully satisfy the rights of the young children which were rightly inclusive at the World Conference on Education for All (EFA) in Thailand in 1990 (World Bank, 2011; Aidoo, 2006). According to UNESCO's EFA Global Monitoring Report (2006), there was an argument among the heads of states that, the EFA and Millennium Development Goals (MDGs) cannot be achieved without significant investment in children's well-being. The heads of states of the 54 countries in the Sub-Saharan Africa believe that the continent's future rests in the

well-being of the children (Aidoo, 2006). In this conference, countries committed themselves to provide their citizens with basic education as a fundamental human right. They believed that investing in children has a direct correlation with the country's future which is peaceful, secured, stable and democratically geared for sustainable development (ADEA, 2006; Aidoo, 2006). This propounds that Africa's development originates from these young children, hence secondary education is an integral part this economic, social, skilled manpower progress (ADEA, 2006). Thus, the vision of Africa's economic transformation is impinged in the investment directed to children's education in the continent (Aidoo, 2006). Hence, their educational policies form an integral part of their efforts for child development in an attempt to realise their rights and, therefore, enhanced quality education.

All the aforementioned conventions made by the heads of states have one thing in common; they agreed to promote children's rights and the encouragement for partnerships between the school and the communities (Kaburi & Njenga, 2009; UNICEF, 2005). The international policy on Child-friendly school, aims to establish harmonious collaborative partnerships between the school and the parents (Rose, 2010; UNICEF, 2009). UNICEF (2005) further illustrates that those parents, local and international donors, business communities and local traditional leaders must be in a position to take part in the management and funding of secondary education to support of SDCs in their endeavour to enhance the quality of education. This promotion of community engagement in school business has a direct bearing on children's rights and welfare. Kabiru and Njenga (2009), in support, say that education requires collaboration among various stakeholders like the parents, local communities, traditional leaders, government departments, churches, local and international donor communities to realise children's needs and meet their critical needs and therefore enhance quality.

In summary, all education policies are focused on enhancing quality especially in 'deprived contexts' like Rural Day Secondary Schools (Chikoko et al., 2015; Mandina, 2012; Tshabalala & Mapolisa, 2013). However, I must also argue that Zimbabwe has developed such policies initiatives as enunciated in Section 2.9 of this chapter, which highlights policies guiding quality enhancement in Zimbabwean schools

2.6 Global discourses on school leadership practices and quality enhancement

In discussing global discourses on school leadership and quality enhancement, I begin by outlining a general overview of this discourse, and then move on to present a regional perspective. In each region, I have picked some countries which incidentally, are dominant in terms of educational leadership literature on this particular focus. These include India, Australia, Nigeria, South Africa and Zimbabwe.

2.6.1 A general global overview

The International Successful School Principalship Project (ISSPP) was initiated in 2001 with the objective of conducting research work on successful school leaders (Gurr, 2015). This research wanted to explore on a large scale, the characteristics and practices of heads leading successful schools. The researchers were assembled from seven countries namely Australia, Canada, China, Denmark, England and Sweden. They conducted a multiple-perspective case studies focused on the leadership of heads in successful schools (Gurr, 2015). These researches by ISSPP established that it was clear that in describing leadership practices across countries and contexts, there is support for the existence of four core leadership practices of setting direction, developing people, leading change and improving teaching and learning. Additional leadership practice which resulted from these researches include the use of strategic problem solving, articulating a set of core ethical values, building trust and being visible in the school, building a safe and secure environment, introducing productive forms of instruction to staff, coalition building and the enhancing quality and equity. ISSPP findings about the nature of Successful Principal Leadership include: (a) High expectations-high expectation of successful leaders which manifest itself both at personal and collective level-they are high and reasonable. The expectations are much about helping individuals to achieve their best, rather than focusing on meeting external accountability demands; (b) Pragmatic Approaches- ISSPP results indicate that no single model of leadership satisfactorily capture what successful principals do. Successful managers/leaders are concerned to motivate and to support and develop staff and they are also concerned to ensure enhanced quality teaching and learning; (c) Leadership Distribution. Successful leaders view the success of their school as being due to the leadership of many, and the

genuinely value the contribution of teachers, parents and students in enhancing quality education. Developing leadership in others is a focus of their work. The main focus is academic improvement, satisfying accountability policies and promoting democratic and quality education.

Therefore, the core leadership practices according to ISSPP include setting direction; developing people; leading change; strategic problem solving; articulating a set of ethical values; building trust; building a safe and secure environment; coalition building; and enhancing quality and equity in education. These global leadership practices are no exception to the Zimbabwean situation as evidenced by recent curricula changes where emphasis is to provide improved access and quality education to every learner which will subsequently contribute to bringing about meaningful transformation in the lives of every Zimbabwean (Zimbabwe Curriculum Framework for Primary and Secondary education 2015-2022, p. ii). It is for this reason that this study focused on how school heads' leadership practices enhance quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe. The next section is going to focus on perspectives from India, China, Australia, Nigeria and South Africa before focusing on Zimbabwean perspectives on leadership practices and enhancing quality education in schools.

2.6.2 School leadership practices and enhancement of quality education: Perspectives from India

India was chosen as case because it has one of the fastest growing economies and is currently the eleventh richest in the world. It is a member of the G20 and therefore does not qualify as a developing country while graduating to a developed country (UNDP, 2019). To sustain this growth, India has undertaken a quality education enhancement programme in its education system. As part of its quality of education enhancement agenda, India developed a school programme designed to help school leaders develop their understandings and skills so that they can lead improvement in school staff members along with the change in teaching and learning in their schools (www.TESS.India.edu.in downloaded 14/04/2018). The TESS India Programme is part of the National College of School leadership Curriculum Framework (India) with the aim to improve the classroom practices of elementary and secondary teachers through the provision of Open Educational Resources (OER).

This was meant to enhance quality education by providing support to school leaders and teachers in developing student centred participatory approaches (www.TESS.India.edu.in downloaded 12/04/2018). This was a research based approach which came to the conclusion that there are various dimensions of leading change in schools including different leadership practices, such as distributed leadership and the importance of trust and motivation in bringing school staff members along with the change. TESS-India came to the conclusion that leading educational change is not simple and does not necessarily follow a logical path but the leadership practices for enhancing quality in Indian schools need to do five key tasks namely: (a) Establish shared vision of the future that people can believe in; (b) Motivate teachers and steer them through any challenges during the quality enhancement process (i.e. change process); (c) Share responsibilities and ownership of the quality enhancement process, (d) Ensure that there is resilience and action taken to overcome barriers when enhancing quality and (e) Finally support colleagues before, during and after the change enhancement of quality (Bagati, 2010). These tasks have become dominant in educational in educational leadership and management literature globally, and I am not going to discuss each of the five leadership tasks, these underpin the thinking and practices around school improvement and thus, quality enhancement generally. It is for this reason that School Heads' leadership practices have become a priority in education policy globally as it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school climate and environment (Pont et al., 2008).

As the education system adapts to the needs of contemporary society, expectations for school and educational School Heads are also changing. It is for this reason that India, as a member of OECD, has prioritised school leadership practices because it plays a key role in enhancing quality through improving classroom practices, school policies and connections between individual school and the outside world (Pont et al., 2008). India has gone through an evolution of leadership approaches through three eras (that is, pre-liberalisation, liberalisation and 21st century) in which the latest emphasises social upliftment and nation building (Arora & Mahajan 2010; Cappelli et al., 2010). These approaches' focus was on developing teachers with strong problem-solving competences and educational leaders were not left behind in this thrust. An analysis of the GLOBE leadership dimension sub-scales shows the ten (10) most admired leadership practices in India as vision,

integrity, administrative competence, performance oriented, inspirational, team integrator, diplomatic and self-sacrifice.

This is the reason why India has leadership development programmes namely, Leadership Management International (LMI) and Effective Leadership Development (ELD) programmes whose focus was to develop practical leadership competences for enhancing quality education. The leadership practices being developed are transferable to every sector and education is no exception. The need to develop leadership competencies in India is evidenced by the modules in the programme which included topics such as; successful leaders are made and not born; improving results through better time management; exercise authority effectively; the art of delegation; effective communication is a leadership essential; motivating people to produce; preventing and solving problems and developing peoples' potential. (<http://www.Lmi-India.in/wp-content/uploads/2014/11/ELD> accessed 23/04/2018). These modules were to ensure that educational leaders in India become context sensitive as this would make them triumph over all odds as they are given opportunities for professional development and support and therefore can enhance quality (Vallaint, 2014).

UNESCO (2015) report on Education for All Global Monitoring (EEAGM) demonstrated that leadership practices of School Heads are fundamental and have positive impact on enhancing quality in schools (Bush et al., 2008; Msila, 2013). Furthermore, Robison (2010) argues that knowledge of leadership practices and enhancing quality in education must be improved in the coming years so that research on leadership can be integrated into research on enhancing quality teaching and learning. The focus of this research was, therefore, in line with Robison's (2010) focus of linking research on leadership to enhancing quality in education with particular emphasis to Rural Day Secondary Schools of Masvingo District of Zimbabwe. Through an explication of and integration of lessons drawn from India, this thesis interrogated how the leadership practices of six selected (rural) secondary School Heads from Masvingo District enhanced (or inhibited) quality in their respective school settings.

2.6.3 School leadership practices and enhancing quality education: Perspectives from China

China, officially the People's Republic of China, is the world's populous country with a population around 1.4 billion by 2019. It has the second largest economy in the world and has achieved substantial developmental success since its reform and opening up in 1978 (UNDP, 2019). It is for this reason that China has been chosen as a case in this study because education was an important factor in its success. Therefore the focus of this section is on leadership practices in China and how these deal with enhancing quality in their education system. The implementation of educational reform in China, which has reshaped the education system overtime, could only be achieved through a vibrant educational leadership (Yuanyuon, 2011). Realising the critical nature of educational leadership in enhancing quality education system, the Chinese government started fully funding school leadership training since 1990 (Li, 2007). Thereafter leadership training in China has become both a right and obligation of school managers so as to enhance quality processes. This was necessitated by the fact that China had entered a historic era that was characterised by economic and social restructuring where it did not want to miss the information revolutions and therefore was determined to fully participate in the globalisation agenda. It is, for this reason, that for nearly three decades of development driven by continuous education reforms, China has made significant social and economic transformation, thus making it an influential player of globalisation (Li, 2007). Educational reforms in China were in line with its social and economic restructuring needs so as to meet the challenges of globalisation.

China's educational reforms were guided by two government documents which are: the Decision on Educational System Reform (DESR) of 1985 and the Programme for Chinese Education Reform and Development (PCERD) OF 1993. The Decision on Educational System Reform (DESR) issued by The Communists Party of China Central Committee (CPCC, 1985). This ushered in a plan to establish a planned market economy which posed demands for skilled labour and technicians for various sectors and educational reform became an economic imperative. The second official document for Chinese educational reform is the Programme for Chinese Education Reform and Development (PCERD) issued by the CPCCC and the state council of China in 1993. As is always, economic development has raised demands on human capital and the education

system was required to make adjustments to keep pace with the progress of the economy. This policy document was to establish a new structure of education provision by allowing institutions other than governments to open schools. Primary and secondary School Heads were delegated power to be fully accountable for school operations and were encouraged to establish collaboration with local communities. In fact the 1993 policy documents were directed towards decentralisation and privatisation.

The CPCCC and the State Council of China, being aware of the domestic challenges from national development and global challenges for competitiveness issued a Resolution on Deepening Education Reforms and promoting entirely Quality Education (State Council of China 1999). The 1999 decision emphasised the significance of labour quality in terms of innovation spirit and leadership practice ability and requires enhancing quality education to be incorporated into all phases and forms of schooling from kindergarten to higher education. In this regard school leadership practices were considered critical in the implementation of these policy documents hence, the need for school leadership training to enhance quality in China's education system.

Successful educational leaders are those who are able to comprehend fully and implement policies and decisions accordingly. Smooth relations between school and educational authorities generate trust authorisation and create favourable conditions for school leaders to carry out their ambitions for leading their schools (Li 2007; Pierce & Newstrom, 2008). Therefore, educational leaders need to adopt the technique for socialising with educational authorities and communities to enhance quality education. In fact according to the State Council of China 1999, school leaders need to have the following; (a) Develop smooth relationship with school authorities, that is, develop support from staff and trust from parents so that they do not have to worry about losing their market; (b) Reform orientedness is considered key element of school leadership practice in China. A school leader's success is therefore to a large extent based on his ability to adjust the operations of his/her schools according to the larger social reforms agenda and progress; (c) Being reform oriented entails ability to understand and implement the government policies. It also entails taking advantage of the emergent opportunities bestowed by the new educational structures and has the

courage to carry out new initiatives concerning management and the tactics to deal with personnel relations and market requirements (State Council of China 1999); (d) Business - like management skills as these are necessary for successful school leaders. Business - like management capabilities tend to use their resources smartly to generate extra income for the schools; (e) Increased and confined autonomy. Chinese school leaders have been granted more autonomy through the education reform and this is seen in various aspects of school operation, such as funding distribution, personnel employment, external relations and student affairs administration. Thus Chinese school leaders belong to a bureaucratic hierarchy where they are ranked according to their sizes, importance and status of the schools (SCC, 1999, p. 54).

Therefore, school leadership training in China became an obligation as early as 1989 when it was made part and parcel of in-service training for all teachers so as to enhance quality education. This research can also draw some lessons from this Chinese experience of linking leadership practices to enhancing quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe. This study focused on how school heads' leadership practices enhance quality in their respective schools in the context of Zimbabwe. As Yuanyuon (2011) argues, the implementation of educational reform can only be achieved through a vibrant educational leadership available at school level.

2.6.4 School leadership practices and enhancing quality education: Perspectives from Australia

Australia has been chosen as a case because of its multicultural and multi-ethnic context which has resulted in inequality in its education system. As a result of this multi –ethnic complexion, Australia has challenges of social minorities that are economically, socially and educationally disadvantaged (Welch, 2011). It is for this reason that the Ministerial Council of Education in Australia promoted reforms through the National Goals for Schooling in the 21st Century which seeks to counter the socio-economic disadvantages of some pupils and therefore enhance the quality of teaching and school leadership. The reforms are also aimed at encouraging

accountability and transparency at all levels (Zanderigo et al., 2012). Improving the quality of teaching and school leadership is a priority in Australia and forms part of the country's effort to achieve better learning outcomes for the students (Dinham et al, 2008). The Government of Australia, through its Ministry of Education established the Australian Institute for Teaching and School Leadership (AITSL), in the context of change and reforms with the main objectives being the development and maintenance of rigorous professional standards for teachers and school leaders (accessed <https://www.aitsl.edu.au/about-aitsl> accessed 11/05/2018). The AITSL believe that student learning comes first and are committed to improving teacher and school leaders' expertise for enhancing quality. Its vision is that Australia must have a high quality education system in which teachers and school leaders have the greatest impact on enhancing quality, educational growth and achievement of every learner (<https://www.aitsl.edu.au/about-aitsl> accessed 12/05/2018). Its mission is promoting excellence so that teachers and school leaders have a maximum impact on learning in all Australia schools. The AITSL developed a strategic Plan 2017-2020 which is chaired by Professor J. Hattie (2017). The Strategic Plan's ambition is to secure a high quality education system where the learning of Australia children comes first and this could be achieved by improving the level of teacher expertise and building strong school leadership to enhance quality. The AITSL (2010) has focus areas and actions, and these are; (a) Placing impact of initial teacher education and leadership development being at the centre of its work; (b) Strengthen school leadership engagement, broaden participation in school leadership practices and enhance the capacity of aspiring and emerging school leaders; (c) Advocating for enhancement of quality in the design and implementation of national educational policies, tools and resources; (d) Play a key role in national initiatives to enhance quality teaching and school leadership practices; (e) Promote Australian curriculum – mapped formative and diagnostic tools to better enable teachers and school leaders to understand more clearly their impact and support individual learner progress; (f) Supporting the professional education community to make evidence –based decisions (AITSL, 2017).

From the six focus areas, it can be noted that the main emphasis is on enhancing quality through leadership development. In fact, research on educational systems worldwide demonstrates that educational systems value enhancing quality teaching through leadership development at all levels

(<https://www.aitsl.edu.au/lead-develop> accessed 14/05/2018). “Great school leadership is key when it comes to improving education and maximising student outcomes. We provide evidence-based resources for teachers and school leaders looking to implement professional growth strategies, build leadership capacity within schools, and develop their own skills as school leaders. (<https://www.aitsl.edu.au/lead-develop/build-leadership-in-Australian-schools> accessed 15/05/2018). Other Australian initiatives focused on teacher and school leadership development include; Australia Professional Standards for Principals, Australia Professional Standards for Teachers, Australia Qualification Framework which was established in 1995 as a national policy that covers qualifications from all education sectors (AQF), Vocational education and training in Australia (VET) which is based on strong partnership between government and private sector with the government providing funding, developing policies and provides regulation and enhancing quality assurance of the education sector, Australian Quality Training Framework (AQTF) - which provides the basis for a nationally consistent and high-quality vocational and leadership training, Australian Skills Quality Authority (ASQA) - which was a national regulatory authority for enhancing quality in school leadership development in the education system. (<https://www.australia.gov.au/information-and-training/international-education>, accessed 16/05/2018). Therefore, it can be noted that these initiatives on teacher and school leadership practices development are meant to enhance quality in the Australian education system. It is this burgeoning global emphasis on school leadership development and enhancing quality in education that has motivated the focus of this research on School Heads’ leadership practices in enhancing quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe. The next section is going to focus on leadership practices and enhancing quality in an African context starting with the most populous State of Nigeria and then South Africa.

2.6.5. School leadership practices and quality enhancement education: Perspectives from Nigeria

The education system in Nigeria is administered by federal, state and local government with Federal Ministry of Education being responsible for the overall policy, formation and enhancing quality education. (see <https://esa.org/unpd/wpp/publications/files/key-findings-wp-2015.pdf>

[accessed 07/04/2017](#)). Nigeria's National Policy in Education categorises the education system into three phases which are, basic education which covers nine years of formal compulsory schooling consisting of six years of elementary and three years of junior secondary education and there is also the Post-basic education which includes three years of senior secondary education and finally the tertiary level of education. The Nigerian education system has experienced some drastic reforms (Ajeyalemi & Ogunleye, 2009). The focus is now on highlighting some of these major reforms which were in response to global trends and also on how educational leadership practices dealt with enhancing quality in the education system during the process of implementing these reforms. It is important to note that the public sector of every nation, Nigeria included, is critical to its national development. Education as a component of the public sector is critical to this development. However, the role played by education in the national development can only be realised if the governments develop appropriate leadership development policies since leadership development is clearly linked to school improvement and enhancement of quality education.http://repository.cepenn.edu/cpre-researchreports/accessed_04/06/2018). In Nigeria, public leadership suffers from extreme moral depravity and attitudinal debauchery (Agbor, 2012; Ezirim, 2010). Despite this, Agbor (2012) argues that the success or failure of any society depends largely on the kind of prevailing leadership. It is for this reason that Akeusola (2016, p. 28), said, "while the standard of education in Nigeria has fallen, others do not agree, arguing that the standard has not fallen, but the quality has fallen."

For this reason, Okoroma (2006) has recommended that the provision of quality education in Nigeria should be made compulsory and entrenched into the constitution in order to encourage result-oriented implementation of educational policies and this requires sustained political will. Therefore, it is important that the Federal Government should see to it that enhancing quality education is development because education is the sector that will develop every other sector. If education is messed up, the entire sectors of the economy will be messed up and if education is developed, it will develop the economy (Okoroma, 2006). Therefore, a very good foundation for enhancing quality education in Nigeria is the development of quality educational leadership in schools. "If the quality of leadership is good and the quality of teaching is good, the children and the whole education system will do well" (Okebukola, 2016) cited

in([http://www.vanguardngr.com/2016/10/education-nigeria-problems-quality-not-standards-akeusola/downloaded 02/06/2018](http://www.vanguardngr.com/2016/10/education-nigeria-problems-quality-not-standards-akeusola/downloaded%2002/06/2018)). Quality education in Nigeria can only be assured by building a teacher capacities through quality leadership practices.

The Nigerian educational reform became a matter for intense national debate during the last two years of Obasanjo's eight year rule. The main objective of these educational reforms was to enhance quality education and therefore promote national development. The two major policy developments that articulated the reforms were: Vision 2020 and NEEDS. NEEDS (National Economic Empowerment and Development Strategy) was published by the National Planning Commission in 2003 as Nigeria's plan for prosperity. NEEDS's specific targets on education include among others; To increase the quality in teachers in primary, secondary and tertiary institutions by 10% annually; To increase the quality of school graduates; To introduce altitudinal and value change; that is, improve sustainable entrepreneurial skills; To increase the international competitiveness of graduates (Obanya, 2007).

The 2020 vision was to make Nigeria a prosperous country aiming to be a middle income country by 2020. The emphasis is on deep reforms in education as the bridge to the science and technology future. The emphasis on educational reforms was ably echoed by President Obasanjo when he said "without a proper education sector, there is no possibility of attaining our MDG (Millennium Development Goals) and EFA goals or fast tracking NEEDS" (Obanya, 2007). For NEEDS and vision 2020 to realise their target there was need for educational leadership development and the vision was to become an emerging economy model, delivering sound education policy and management for public good. With this vision comes the expanded role for education as an investment for economic, social and political development, as a tool of empowerment for the poor and the socially marginalised groups, as an effective means of developing the full capacities and potentials of the human resources, and as a veritable means of developing sound intelligent learning societies (Obanya, 2007).

The Education 2020 sector wide vision was to provide access to quality education for all regardless of gender, ethnic, social background and geographical location. For the vision to be realisable,

education leadership practices exercised by school managers is fundamental and has a positive impact in the learning outcome of students (Bush et al., 2009; Day et al., 2009; Hammond et al., 2007). One of the Education Reform Agenda was to focus on enhancing quality and this required the development of pro-active educational leadership. One of the imitations rolled out involved the participation of a team of Transformation Team Leaders (TTLs) who were really external consultant changed with leading the Federal Ministry's response to the crisis in education and this could be achieved through restructuring curriculum, instruction and improving teacher quality through appropriate leadership practices. However, there were challenges in trying to meet Education 2020 Vision in the last decade in Nigeria. Nigeria's exponential growth in population has put immense pressure on the country's resources and on already overstretched public service and infrastructure, with education being the most affected (<https://www.unicef.org/nigeria/children.1937.html>. accessed 07/06/2018).

The increased enrolment rates have also created challenges in enhancing quality education and satisfactory learning achievement as resources are spreading more thinly across a growing number of students. (<https://www.unicef.org/nigeria/children.1937.html>. accessed 07/06/2018). In a bid to enhance Education 2020 Vision, there was need for a paradigm shift in leadership practices. Educational Leadership in Nigeria makes a difference. It is for this reason that Abdurashed and Bello (2015) recommended that Nigerian School Heads of government secondary school have to be re-trained through attending conferences and seminars for improvement in instruction supervision. They further recommended that government should adequately fund the School Heads so that they could execute their duties effectively. Through educational leadership development, Nigeria as a nation strives towards the provision of quality and affordable education for its citizens through the guiding principle of National Policy in Education (2004). The guiding Policy of Education in Nigeria is aimed at equipping its citizens with the acquisition of knowledge, desirable skills, attitude and values as well as to enable everyone to derive maximum benefits and also contribute towards meaningful development of the nation at large. However, research has shown that some secondary School Heads in Nigeria lack leadership competences and this results in low quality of instruction, indiscipline among staff and students (Aina, 2011; Balogum, 2010). This Nigerian experience will assist to highlight some issues which form the framework of this study

that is school heads' leadership practices in enhancing quality in the education system. However, the focus of this study was on School Heads' leadership practices in enhancing quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe. The next section is going to focus on South Africa as one of the dominant area with research on this topic.

2.6.6 School leadership practices and enhancing quality education: Perspectives from South Africa

South Africa is the manufacturing hub and the most industrialised, technologically advanced and diversified economy on the African continent. It is an upper middle-income economy and one of eight such in Africa (UNDP, 2019). It is for this reason that it has been chosen as a case to draw lesson from because education was key to this achievement (Christine, 2010). Since the attainment of independence in 1994, education in South Africa has been declared a human right in the constitution and is compulsory for all children between the ages of seven (7) and fifteen (15) (Vallaint, 2015). The inherited apartheid education system presented various challenges such as the shortage of qualified teachers and School Heads or school principals, as they are called in that country. That is why one of the major concerns of South Africa's democratic government included the training of teachers and school principals to enhance quality education .To develop quality school leadership practices, the Ministry of Education initiated the Advanced Certificate in Education, school management and leadership (ACE) in 2007 to 2009. This has now become institutionalised in the South Africa education system (Msila, 2012). However, I must also hasten to say that such an initiative suffered some setbacks which reversed what Msila (2012) refers to as institutionalization of School Leadership programme. Nevertheless, the government is still committed to the rolling out of such a training programme and makes it a permanent feature of South African education landscape.

The South African Ministry of Education was in full cognisance of the fact that leadership excised by school managers is fundamental and has a positive impact on quality education in schools, both primary and secondary. Msila (2013) has notes that when school leadership is poor or non – existent, quality education in schools will also be poor or non –existent. The Advanced Certificate

in Education (ACE) was designed by the Ministry of Education to train school heads enhance quality education in primary and secondary schools in South Africa. The programme was designed in consultation with the National Management and Leadership Committee (NMLC) which had representatives from universities and had online assessment of school leadership practices as one of its components. These leadership studies in South Africa have been informed largely by the burgeoning research and theory on school management and leadership in Western countries, such as the United Kingdom(UK), The United States of America(USA), and Australia and given this time of globalisation and policy borrowing, these development are not surprising (Christine,2010). The school leadership training in South Africa has also been driven by complex framework of post-apartheid policies which were introduced to reform the schooling system which included leadership practices, management and governance and enhancing quality.

The competences and policy framework associated with school leadership in South Africa echo those identified in the global practice. These competence and policy framework are however mediated by the different school contexts and the challenges posed by structural inequality and poverty which continue to challenge effort to enhance the quality of learning in different school contexts (Sullivan, 2013; Van der berg et al., 2011). South Africa, like many African countries, has not developed regulated approaches to school leadership yet (Sullivan, 2013). However, the provisions of White Papers 1 and 2 (DoE.,1994 & 1996 a), the National Education Policy Act (NEPA) and the South African School Act (SASA, 1996) DOE (1996 b/c), as well as provincial legislation, have created a framework for a school - based system of management within a centralised policy system whose features are a core curriculum and assessment, norms and standard for funding (DOL,1998) and enhancing quality to redress and improve access to quality schooling for all (Eberlein, 2015; Sullivan,2013; Van der Berg et al., 2011).The delivery of education in South Africa has been devolved to provincial and district levels with the establishment of Schools Governing Body (SGBs). These adjusted policy frameworks suggest the need for an adjusted set of knowledge skills and competence for school leadership practices away from the bureaucratic post-box orientation of the apartheid system toward a distributive leadership type of approach (Milondzo & Seema, 2015; Sibanda, 2017; Sullivan, 2011). According to Sullivan (2011), this suggests the importance of working in school teams, democratic and developmental

school governance, stakeholders' engagement, institutional leadership and management of the whole school and learner outcomes. All these were focused on enhancing quality in South Africa schools.

Leadership practices and efforts at enhancing quality was the main focus of this study and the focus was on Rural Day Secondary School of Masvingo District in Zimbabwe. Launglo and Mclean (1985), cited in Sullivan (2011), argue that there is no direct evidence to support the assumption that the decentralisation of power can necessarily enhance quality at school level but that, instead, leadership practices seem to be the critical factor. A Task Team on Education management and Development was established by the Minister of Education in 1996 to make proposal for a national strategy for educational leadership and management development in South Africa. The team recommended, among other things, the establishment of an institute to develop and support education management and leadership throughout the country. The team noted that educational leadership and management were difficult to separate if schools were to enhance quality outcomes. The South Africans Draft Policy Framework in Educational Management Development of 2003/4 suggested initiatives and mechanisms for improving school leadership and governance as a way of enhancing quality and accountability in the South African schools.

At the core of South Africa leadership development framework is the enhancement of quality learning in different South African contexts with the following leadership practices and competences: (a) Professional and pedagogical leadership –focusing on supporting the teaching process to enhance quality learning especially the challenges of teaching with limited resources and infrastructure; (b) Values, ethics and ethos involving the building of core values, trust, commitment and professional practice within the schools so as to enhance quality education; (c) School system and operational effectiveness – i.e. managing the organisations, operations and resources to ensure accountability, enhance quality and productivity in context; (d) People, teams, interactions and stakeholders –building relationship with stakeholders in schools and community and developing capacity to enhance quality practices and lastly; (e) Governance ,strategy and planning, i.e. setting goals shaping the future, solving complex problems and making decisions to enhance quality learning (Sullivan, 2011). It must, therefore, be noted that a review of South Africa

policy and practice shows that South Africa is focusing on management and leadership development and competences which are associated with enhancing quality. Therefore, the implementing the curriculum is perceived as critical and essential to enhancing quality of learning in different schools contexts (Christine 2010; Moorosi & Bush, 2011; Msila & Mtshali, 2013; Petrie 2011). It is, therefore, important that the development of leadership behaviour and practices became a life- long, continuous and contextual process to enhance quality in schools. The South African government is focused and committed to a series of procedures, process and legal framework to develop leadership practices that enhance quality processes in schools as already noted. However, it should be noted that the focus of this study is on how school heads' leadership practices in enhancing quality in rural day secondary school of Masvingo District in Zimbabwe. Therefore, it follows that leader development cannot be divorced from leadership practice which in turn enhances quality in schools. The South African experiences have a lot to inform this study as far as leadership practices and enhancing quality in Zimbabwe's Rural Day Secondary Schools.

2.6.7 Educational leadership and enhancing quality: Perspectives from Zimbabwe

In presenting perspectives from Zimbabwe, the discussion addresses twelve (12) areas and these are; (a) The structure of education in Zimbabwe; (b) Establishment of Rural Day Secondary schools in Zimbabwe; (c) Conceptualising rurality in the Zimbabwean context; (d) Quality concerns in rural day secondary schools in Zimbabwe; (e) The education policy framework guiding leadership and quality enhancement in Zimbabwe; (f) Statutory Instrument (87 of 1992); (g) Commission of Inquiry into Education and Training (CIET) 1999; (h) Director's Circular Number 29 of 2005; (i) Teacher Professional Standards (TPS) Manual 2015; (j) The Curriculum Framework for Primary and Secondary Education (2015-2022); (k) Determinant factors or inputs for enhancing quality education provision; (l) Discourses on school leadership practices and enhancing quality education in Zimbabwe. These areas are discussed next.

2.6.7.1 The structure of education in Zimbabwe

The current of education in Zimbabwe is clearly illustrated by Figure 1 below.

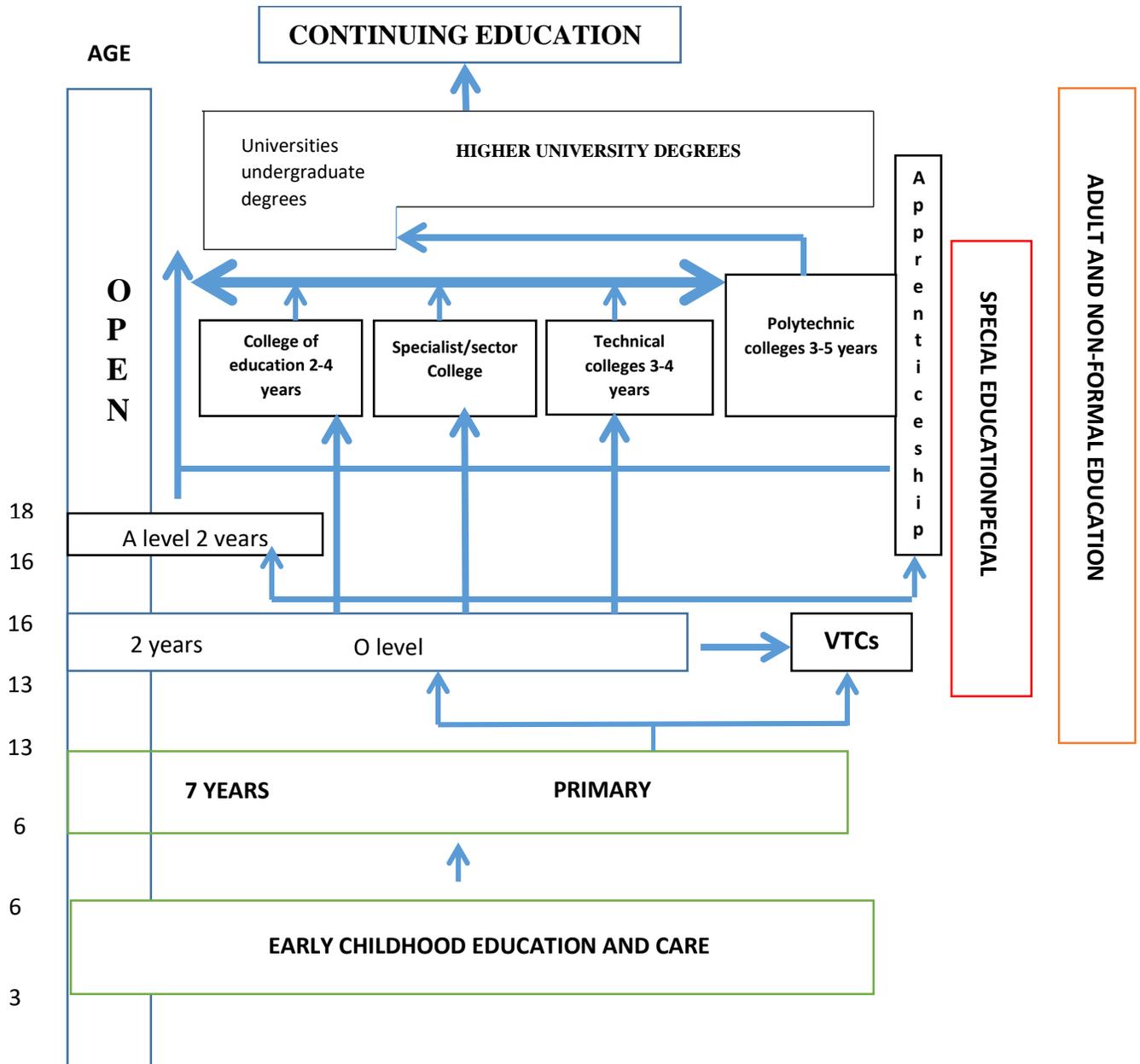


Fig. 1 Structure of Education in Zimbabwe

(Adopted from Nziramasanga Commission on Education and Training, 1999, p.298)

This structure indicates that secondary education comes after seven years of primary education and is characterised by two years of general education leading to the Zimbabwe Junior Certificate (ZJC); two years leading to “O” level Certificate and a further two years of specialised “A” level course which normally leads to university studies. However, due to pressure of numbers some student end up joining Teacher Training College, Polytechnic Colleges and Apprenticeships training (Nziramasa Commission of Training, 1999). These secondary schools are located in different settlement areas of Zimbabwe. There is an urban area which is central. It stretches to the rural or urban fringe which is usually called the urban fringe area. People in the urban fringe area are almost city dwellers. They enjoy most of the city facilities like easy transport, banks, electricity just to mention a few. As distance increases from the urban fringe we move into the commuter belt. The urban facilities that are enjoyed by the people are reduced though it is not very far from the urban area. From this region outwards, we reach the accessible rural areas. People in the accessible rural areas can have transport to go to the city. Going to the city is rather expensive because of the long distance. Urban facilities are scarce in the accessible rural areas, and, probably, the approach area to the remote rural areas (Svosve, 2014).

This study is interested in the remote rural areas of the country settlement. This has low population densities, an abundance of land, endemic poverty and environment which barter the self-sufficiency from peasant farming (Ellis, et al., 2009; Madu, 2010). Makahamadze and Tavuyanago (2013), cited in Svovve (2014), further note that remote rural areas are usually neglected and their inhabitants remain poorer, invisible, and marginalised, and excluded from decision-making processes. Poverty and political weakness of remote rural populations are cited as main causes of rural neglect (UNESCO, 2010). All the rural day schools in this study are in the remote rural areas of Masvingo district in Zimbabwe. Next is the brief discussion about how Rural Day Secondary Schools were established in Zimbabwe.

2.6.7.2 Establishment of Rural Day Secondary Schools in Zimbabwe

On the attainment of independence in 1980, the Government of Zimbabwe’s first challenge was to deracialise and unitarise the colonial education system in an effort to improve access to and quality

of education (Gatawa, 1998). At independence, there were 197 secondary schools in Zimbabwe run mainly by government and some responsible authorities who charged prohibitive fees (Dorsey, Matshazi & Nyagura, 1991). Gatawa (1998, p. 14) further observes that “the rural poor could not send their children there”. At independence the rural population was the most disadvantaged with regards to secondary education, hence, the government embarked on an ambitious programme to set up Rural Day Secondary Schools where parents provided labour and building materials (Chifunye, 1998). Thus, the challenge was not just to build secondary schools that would cater for all races and offer the same curriculum within easy reach of the majority of the people, but also to build low-cost schools that would charge fees affordable to the poor rural people. The option then was to go for rural day secondary schools (known as Upper Tops at that time). IIEP (2001, p. 214) says “The years 1980 to 1989 saw the construction of schools in rural areas where no secondary schools existed before,” to meet social demand. The rationale for Rural Day Secondary Schools was summarised by the then Prime Minister Mugabe (1983, p. 29), in Ncube (2012), when he said:

This is why we have chosen to provide Rural Day Secondary Schools, which ultimately will be found in each of our districts. It is only fair that these people who get their pay once a year after harvest should have their children educated at easily accessible, affordable schools that should help uplift the whole community.

The vision was well conceived, and is consistent with the views of Deming (1986) who argues that affluence is not a prerequisite for quality. Even in the absence of a wealth of resources, the low-cost school was meant to enhance the quality of life of the customers. Zvobgo (1986) further underscores the thrust to develop Rural Day Secondary Schools when he observes that considerable resources were being made available to all interested authorities to enable them to provide facilities for secondary education in rural areas. Mutumbuka (1982), cited in Ncube (2012), then Minister of Education, argued that Rural Day Secondary Schools have advantages and he chronicled the following seven advantages; (a) They are the surest way of showing government commitment to provision of education for all; (b) Rural Day Secondary Schools make secondary education more accessible to many more children; (c) The cost of setting up five Rural Day Secondary Schools equals the cost of setting up one boarding school; (d) Even the poor can go to Rural Day Secondary Schools; (e) Students in Rural Day Secondary Schools do not lose parental influence and control, especially in the teenage/adolescent years; (f) Rural Day Secondary

Schools are not elitist and link education to the home culture; (g) Concepts learnt by students can be easily and instantly be applied by the children in a natural home environment.

It is clear from the above-mentioned seven points that the issue of enhancing quality was missing. Instead, the intention behind the establishment of Rural Day Secondary Schools was to ensure the service was readily available and affordable. Mukherjee (2014) concurs with this view when he argued that quality is simply meeting the requirements of the customers. However, it must be noted that the quality of education in more affluent locations would be different, and graduates from the two set-ups would have to compete for the same jobs in a situation that clearly favours the former. Hence, this study interrogated leadership practices in enhancing quality education in these rural day secondary schools.

2.6.7.3 Conceptualising rurality in the Zimbabwean context

Coming up with a uniform definition of the term ‘rurality’ that all countries can agree on, and which could be applied to any situation, has proved difficult (Svosve, 2014). Rurality can have, among other dimensions, identified with community cohesion and governance (Ellis, Devereux & White, 2009; Madu, 2010). According to the Zimbabwean meaning of rurality, it is based on areas where these people are community-based (Makahamadze & Tavuyanago, 2013, cited in Svosve, 2014). Makahamadze and Tavuyanago (2013) further explain rurality saying that, rural people are grouped in small communalities under the village headman the ‘Sabhuku’. A cluster of these villages fall under one chieftainship. The term ‘chief’ ‘refers to an individual who, by virtue of ancestry, occupies a clearly defined leadership position in an area (Makahamadze & Tavuyanago, 2013). Traditionally, chiefs are expected to administer justice and democracy in their areas of jurisdiction (Ellis, et al., 2009; Madu, 2010). However, the World Bank (2011a) consent the use of the term ‘rural’ varying from country to country, and rurality can be of diverse types such as rural/urban fringe, peri-urban, accessible rural or the remote rural. The term “remote” means out of the way, or located far from the main urban centres of population and society (IFAD, 2010; World Bank, 2011).

This study is interested in the remote rural areas of the country settlement, and it adopted this sense of the concept. This has low population densities, an abundance of land, poverty and environment which barter the self-sufficiency from peasant farming (Ellis, et al., 2009; Madu, 2010). Makahamadze and Tavuyanago (2013) argue that usually remote rural areas are neglected and their inhabitants remain poorer, invisible, and marginalised, and excluded from decision-making processes. Poverty and political weakness of remote rural populations are cited as main causes of rural neglect (UNESCO, 2010). Ellis et al. (2009) and Makahamadze and Tavuyanago (2013), cited in Svosve (2014), acknowledge that most of these remote rural areas are underprivileged and lack the basic economic infrastructures. Actually, there is limited access to amenities like electricity, banks, Post Offices, leisure services, super-markets, flea markets and internet shops. There are either no roads or only gravel roads, so travelling is very difficult especially after heavy rains. In the case of the area under study, that is, six Rural Day Secondary Schools of Masvingo are accessible through feeder gravel roads from tarred roads. Developmental programmes in these areas are initiated by the government through the Better Schools Programmes Zimbabwe (BSPZ) and some non –governmental organisations like NSV. Therefore, the enhancement of quality education is confronted by a myriad of challenges because of their rural contexts (Naidu et al., 2008; Nzoka & Orondlo, 2014). It is for this reason that this study is focusing on leadership practices enhancing quality in the rural context of Masvingo District.

2.6.7.4 Quality concerns in Rural Day Secondary Schools in Zimbabwe

The scenario in Rural Day Secondary Schools is best summarised by Zvogbo (1986, p.59) when he says: “Nowhere else in education are the problems of educational reform more evident than in the sphere of secondary education.” This proclamation is corroborated by Gatawa (1998) who says that the drive for quantity after 1980 has not been matched by an equal investment in enhancing quality. This trend is not peculiar to Zimbabwe as UNESCO (2002) asserts that many African countries tend to focus on quantitative indicators of progress such as expanding access to education without paying much attention to quality issues. Although the World Declaration on Education for All (1990) drew attention for focusing on learning achievements, the End Decade Assessment of EFA presented in Dakar (2000)

showed that enhancing quality issues were still not on top of the agenda of Sub-Saharan Africa as a whole (African Girl's Education Initiative, 2002).

A study conducted by Dorsey et al. (1991, p.24) revealed that the quality crisis is more pronounced in Rural Day Secondary Schools, the majority of which are managed by District Councils. A number of problems and shortages characterise these schools. With inappropriately qualified people trying to drive the quality thrust in these schools it was inevitable that the venture would be abortive (Dorsey et al., 1991). The poorly equipped School Heads led these school and qualified teachers shunned these rural schools (Gatawa 1998, p. 20). In a bid to have at least a teacher in front of the students, the government resorted to hiring under qualified teachers. For instance, "O" level and "A" level school leavers formed the bulk of the teaching force and there was no formal induction of any kind (Chifunyise, 1998). Chung (1991) argues that quality of education should be enhanced by emphasising printed material in the light of limited human resources. There is therefore, a need to interrogate the issues of School Heads' leadership practices in enhancing quality in these rural areas.

2.6.7.5 The education policy framework guiding leadership practices for quality enhancement in Zimbabwe

Education in Zimbabwe is structured around and informed by various international and national policies, including a number of educational policies. Though education policies differ from one country to another, all are influenced in one way or the other by international conventions made by heads of states in conferences. This study is however guided by the principle of the following Zimbabwean legislative documents: Zimbabwe Statutory Instrument 87 of 1992, Commission of inquiry into Education and Training (CIET) (1999); the Statutory Instrument 12 of 2005; Directors' Circular Number 29 of 2005; Directors' Circular Minute Number 6 of 2010; Statutory Instrument 1 of 2000 (amended 2006) and Teacher Professional Standards (TPS) of 2015. This was just a means through which the Zimbabwean Government, like any other country in Africa and the world over, sought to enhance quality education in schools and, particularly, in rural day secondary schools. Hence, this section is dedicated to highlighting the policy frameworks guiding leadership practices and link to enhancing quality.

2.6.7.6 Statutory Instrument (87 of 1992)

The Education Act of 2006 (Chapter 25) requires that every registered school to be governed by a School Development Committee (SDC) which is elected by the parents/guardians of the school. This committee is responsible for ensuring that the school is adequately staffed with qualified teachers (through the Ministry of Education), and support staff and also to ensure that the school is well equipped with teaching materials and other assets needed to provide quality education for the children attending in the school (Statutory Instrument, 87 of 1992). Thus, Zimbabwe adopted a decentralised system of school governance; the powers previously assigned in the higher levels of the education system were now to flow down to school level (Chikoko, 2006). This shift manifested itself through Statutory Instrument (87 of 1992), the legal tool that government mandated the SDCs to govern the affairs of non-government schools while government schools were governed by School Development Association (SDA) (Statutory Instrument, 87 of 1992). However, according to Statutory Instrument 87 of 1992 as amended in 2016, all schools, whether government or non-government, are now being run by School Development Committees (SDCs). This study was conducted among SDC-governed schools. Therefore, SDCs are expected to establish and run these Rural Day Secondary Schools together with the school leadership so as to enhance quality in these schools. This means that the SDCs are expected to play a crucial role in supporting School Heads in enhancing quality in these Rural Day Secondary Schools of Masvingo District.

2.6.7.7 Commission of Inquiry into Education and Training (CIET) 1999

In 1999, the then President of Zimbabwe, Robert Mugabe set the Nziramasanga Commission of Inquiry into Education and Training (CIET) (Nziramasanga, 1999). One of the terms of reference of this commission was to report the inherited secondary education system as to its relevance, quality and orientation in rapidly changing socio-economic environment. The Commission noted that there was significant progress in the area of provision and access to secondary education especially in the rural areas. However, the questions of quality and relevance remained elusive in

Rural Day Secondary Schools. The commission noted that Zimbabwe has not escaped the phenomenon observed by 1971 UNESCO Commission on the Development of Education when it was noted that:

..... just as the political and economic effects of colonialism are still felt today, so most of the education systems in American , Asian and African countries mirror the legacy of a one- time motherland or of some other outside hegemony whether or not they meet those nations 'present needs (Learning To be, pp. 10-11)

The Commission noted that the post independent Zimbabwe saw the democratisation of secondary education which was a welcome development but it worsened by its drift towards bookish and academic education because resources, both human and material were overstretched. The goal of the expansion was to make secondary school education accessible to all pupils who could afford it. However, this expansion remains a success story which, however, adversely affected the enhancement of quality and relevance of that education, especially in Rural Day Secondary Schools. The Commission was mandated to identify specific areas in the education system requiring reform, of which rural secondary education was one other crucial areas which needed quick attention (Van der Gaag, 2012). Through extensive consultations with various stakeholders into the status of Rural Day Secondary Schools in Zimbabwe, the Commission intended to democratise secondary education, calling for strategies to ensure access to and enhanced quality education in these schools. Thus, the Commission recommended that immediate steps be taken to ensure that in areas where there is no access to education especially in Rural Day Secondary Schools, primary schools were allowed to extend their provision of education to secondary schools as they had adequate infrastructure.

The Commission also recommended the urgent need for a paradigm shift from the academic examination driven secondary education system to a more utilitarian education that views each learner as having potential to develop and contribute positively to society. There was need to shift to an education that emphasises experiential and the development of desirable traits and competences. Hence, this study intends to interrogate how these desirable traits and competences

can be realised through leadership practices and enhanced quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

2.6.7.8 Director's Circular Number 29 of 2005

This Circular is a policy guideline on supervision of personnel, inspection of institutions and the evaluation of education programmes in both primary and secondary school of Zimbabwe. The Circular mandates schools and the Quality Assurance Division of the Ministry of Primary and secondary education to promote and uphold the provision of high quality and relevant education in the entire school system. In pursuance of the goal of enhancing quality, the Quality Assurance division oversees, superintends, supervises, monitors and evaluates the Ministry's projects and school activities which include among others, the development of quality education, that promotes high levels of creativity, achievement and attainment for all (Circular 29 of 2005). Furthermore, circular 29 of 2005, requires schools to uphold and foster the following values and attitudes among others: Unhu/Ubuntu, Academic, sporting and cultural excellence, Patriotism, Industry, Professionalism, Accountability, Transparency, Creativity, Innovativeness, Teamwork and Positive customer care. In order to achieve these goals and create efficient and effective education machinery and a total quality management system, the Ministry of Primary and Secondary Education saw it fit to regularly issue these policy guidelines. At school level, leadership is critical in making these goals realisable. UNESCO (2005) concurs with this view when it observed that

The duties of a School Head are wide-ranging as he/she is responsible for the administration, organisation and work processes at school. He/she is expected to play an important role in integrating and coordinating the efforts of teachers, personnel and parents to achieve the desired objectives of education and facilitate the over-all aspects of the teaching-learning process. Thus the main responsibility of the School Head is to create conditions in the school in which the pupils receive quality instruction both inside and outside the classroom and all other responsibilities are subordinate to this.

This study is, therefore, focused on interrogating the issues of leadership practices and enhancing quality in rural day secondary schools of Masvingo District in Zimbabwe.

2.6.7.9 Teacher Professional Standards (TPS) Manual 2015

The Teacher Professional Standards (TPS), (2015) was generated by the Ministry of Primary and Secondary Education so as to guide school heads and teachers in their quest to enhance quality in schools. The TPS (2015) specify the following key domains to be focused on in guaranteeing quality education in a school system; (a) Academic professional knowledge and understanding which specifies the academic, professional and curriculum requirements of the school head and the teacher; (b) Professional skills and abilities which specifies the requirements of teaching and learning, classroom organisation and management, learner assessment and professional reflection and communication and finally; (c) Professional values and personal commitment which entails the school head and teachers to have knowledge and understanding of the ethical, professional and legal responsibilities and should be role models of their profession. The school head and the teachers should be enthusiastic about their profession and participate in such professional activities as on-line network, e-learning communities and professional blogging ((TPS, 2015). It can, therefore, be noted that this TPS manual was an attempt by Zimbabwean government through the Ministry of Primary and Tertiary Education to guide school leadership on guidelines of enhancing quality in the education system. Hence the reason why this study wants to explore these issues of leadership practices and enhancing quality in rural day secondary schools of Masvingo District in Zimbabwe.

2.6.7.10 The New Curriculum Framework for Primary and Secondary Education (2015-2022)

The background to this new curriculum is that during the first decade after independence, Zimbabwe embarked on major reforms of the education sector to redress imbalances of the colonial era and the focus was to increase access to education for the general population. Once a measure of stability had been achieved in the area of access, the government shifted emphasis in the second

decade of independence to the provision of quality education (National Education Advisory Board (NEAB), 2010). The CIET of 1999 had also recommended that the Zimbabwean school curriculum was too academic in nature and did not cater for the needs of the majority of learners and, therefore, there was need for a comprehensive review of the school curriculum in order to make it respond to the felt needs of the learners and the nation. Therefore, the NEAB (2010) advised that a more comprehensive review of the curriculum was required. One of the objectives of the new curriculum was to develop a Framework for Curriculum in Zimbabwe which reflected the Zimbabwean context while remaining consistent with international trends and standards and therefore the thrust was a quality education system. Hence, the focus of this study is on interrogating how school heads' leadership practices are integral in enhancing quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

2.6.7.11 Determinant factors or inputs for enhancing quality education provision in Zimbabwe

There are several theoretical contexts and debates on the explanations of enhancing quality education established over the years, derived from different theoretical positions, articulated by different parties and entities and from various perspectives. The notion is that quality is elusive and subjective. Its definition is controversial since there is no one absolute meaning to the term. In this study, quality is considered as the relevance to the needs of the recipients in the locality, suitability to local, social and economic conditions, special regards for the under-privileged and inarticulate majority and education provision which support adaptability to the environment by school children (Vennam, Komanduri, Cooper, Crivello & Woodhead, 2009). Laine, Behrstock-Sherratt and Lasagna (2011) and Smith (2010) argue that the quality of education refers to fitness for a purpose; defined by the customers of the service and the providers in a given context, time and space. The European Commission Childcare Network quality assurance framework highlights that the quality of education should be explained from children, families and professionals' perspectives (Tikly, 2010).

From the foregoing perspectives, it could be surmised that quality education should satisfy the demands of the learners and the society at large, and, understandably, those of the educators too. Quality education satisfies societal needs and quenches the child's thirst for education. Education as an investment should meet the anticipated private and societal benefits or returns. Education should help to develop the children in the following areas: physical, social, mental, moral and health. If education is not meeting the needs of the learners, parents and society, it is possible that parents/ guardians may well withdraw or refrain from sending them to school. Parents cannot definitely find it unnecessary to compel their children to undergo a process that does not satisfy their needs and that of the society (Smith, 2010).

Research by several scholars has tried to unpack quality matrices in educational leadership. Among these are: Kyoung (2012), Chikutuma and Mapolisa (2013), Udommana (2012), Wood (2013), Alexander (2008) and Bergen et al. (2009). These scholars identified a number of inputs necessary for the provision of enhanced quality in schools. The first one is the pedagogies and the curriculum. It is believed that the content and the methods of teaching bring justice to education. Secondly, teacher training and status determine the quality of education that is given to schools. Tao, Scott and Zhang (2010) affirm that the quality of work as performed by the teacher cannot be exceeded by the quality of education provided. The knowledge of the teacher in the content he/she teaches contributes to the quality of education. Thirdly, the physical environment; that is the child-friendliness of the general environment in which the child receives the education has some effect on how the concepts are acquired by the children. This physical environment encompasses things like infrastructure, teaching/learning materials, and health, nutrition and safety facilities. Fourthly, class size has a direct impact on how children get chances of direct interaction with the teacher.

The last among the few selected inputs is the parental and community involvement. There is need for a resilient relationship between the school and the community especially the legitimate parents of the children for enhancing quality education for rural day secondary schools children. The school leadership creates an environment that motivates both the teacher and the learner to play their roles effectively. School leadership and its philosophy inform the climate of the learning environment for enhancing quality education provision. Supporting inputs are crucial determinants

in teaching and learning, and arguably enhancing quality work is a result of the system that produces it. Ensuring prevalence of these factors increases the prospects of enhancing quality education provision. So enhancing quality relies on the above listed factors. The factors work together to lead to enhancing quality. Treating these separately makes the process of teaching and learning incomplete culminating in difficulties to achieve enhanced quality. It is for this reason that this study is focusing on leadership practices in enhancing quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

2.6.7.12 Discourses on school leadership practices and enhancing quality in Zimbabwe

As already noted, this study's focus is to establish School Heads' leadership practices in enhancing quality in Rural Day Secondary Schools of Masvingo District. The issue of quality education is currently a major curriculum issue of concern in Zimbabwe as it is elsewhere in the world. This focus on leadership practices and enhancing quality should be understood within the context of the educational reform which Zimbabwe has been pursuing since the attainment of independence in 1980. This view is shared by Kapfunde (1999), cited in Mavhunga and Mazodze (2014) who point out that at independence, the Zimbabwean government adopted an educational reform policy geared to increase access to education, enhance curricular relevance and enhance the quality of education. However in the field of curriculum relevance the issue of quality of education should be considered within the framework of quantity – quality dichotomy (Gatawa, 1998). This issue of quantity-quality dichotomy features prominently in the post-independence educational reforms policies in Sub-Saharan African countries with Zimbabwe included (Gatawa, 2000; Kapfunde, 1999; Nhundu 1999).

This post-independence expansion of the educational system in Zimbabwe was done without a corresponding expansion of other valuable resources including leadership skills which led to a rapid deterioration of quality education (Mavhunga & Mazodze, 2014). Mavhunga and Mazodze, (2014) focused on the quality of educational provision in the fast track resettlement school in Zimbabwe, which they concluded was lacking when looked at holistically, that is, using the system approach that considers the input, process and output of the education system. According to the

interim strategic plan for the Ministry of Education (2010) a serious crisis in school governance and school management was one of the critical factors that have been attributed to the general decline in the quality of education. It is for this reason that this study is focusing on school heads' leadership practices in enhancing quality education in their schools.

Mapuranga and Nyakudzuka (2014) argue therefore that, it is a critical issue to enhance the quality of leadership in education because the School Head is the most significant single variable in enhancing the quality of education offered by a school. Hence, the need to deeply look into this area of School Heads' leadership practices in enhancing quality in Rural Day Secondary School of Masvingo District. Mapuranga and Nyakudzuka (2014) carried out a study on the perspectives of teachers and local community on quality education issues in rural secondary school of Chegutu District in Zimbabwe. Their findings concluded that besides infrastructure development, parental involvement, and supervision, general school leadership practice have an impact on enhancing quality education in these schools. Leadership practice and enhancing quality issues are not only crucial for education leaders (School Heads) but for teachers and parents (Chindanya, 2014).

Shava (2011) carried out research on challenges and opportunities towards achieving quality education in pre-colonial Zimbabwe in the Rural Day Secondary Schools of Bankwe clusters of Mberengwa district in Zimbabwe. The research unearthed a number of challenges facing the enhancement of quality education in Rural Day Secondary Schools of Mberengwa, among them being inadequate learning material, unsafe and unhealthy infrastructure, professionally demotivated teachers and lack of well-organised and managed schools. All these challenges were because of lack of inspirational and transformational leadership practices (Shava, 2011). This study unearthed a link between the enhancement of quality and leadership practices in the rural schools of Mberengwa. Day et al. (2009) concur with the view that school managers' educational values and leadership practices shape the internal processes and pedagogic practices that result in improved pupil outcomes that is, enhancing quality education. They concluded that school leaders enhance quality teaching and learning indirectly and much powerfully through their influence on staff motivation, commitment and working condition (Day et al., 2009). For them successful

leaders enact the basic leadership practices in contextually appropriate forms so as to enhance quality education. The School Heads' leadership practices play an important role in effective school administration and therefore enhancing quality processes (Majoni, 2015; Mandina, 2012; Mapuranga, & Nyakudzuka, 2004). They discovered that the different leadership practices used in school include autocratic, democratic, laissez-faire and distributed (Boateng, 2012; Majoni, 2015; Muchunu & Katila, 2014; Pareck, 2010; Zvobgo, 2005).

Garwe (2012) carried out a study on the effect of institutional leadership on quality of higher education provision in Zimbabwe. The study showed that institutional leadership practices that promote intellectual growth of staff and create a culture of learning make it easy for that institution to enhance quality standards and highlighted the need for an effective national quality enhancement agency in making sure institutions are supported in the global quest for enhancing quality education (Garwe, 2012: 1). However, it should be noted that the focus of this study is on how School Heads' leadership practices enhance quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe. The issues of focus are however complementary, that is, school heads 'leadership practices and enhancing quality.

2.7 Conclusion

This chapter focused on landscaping the phenomena of leadership practices that enhance quality education provision. The chapter began with the discussion of leadership as a concept, and then moved on to focus on education quality enhancement. Perspectives from various selected countries was presented with a view to obtaining a broad, global view of the need to enhance quality education provision through the use of leadership and policy provisions that regulate education delivery processes. From the discussion of literature from various contexts, a number of key issues emerged. These include the importance of restructuring education through various initiatives such as decentralisation and devolution of power to local levels. Other include leadership training of School Heads, the importance of stakeholder participation in charting goals and visions for institutional growth. Issues of equity, education as a basic human right that must be made

accessible to all citizens are some of the values highlighted in the review of literature. All the debates are helpful in shaping the theoretical framework for the study which is discussed in the following chapter.

CHAPTER THREE

LEADERSHIP APPROACHES THAT PROVIDE A FRAMEWORK FOR THE STUDY

3.1 Introduction

The previous chapter (Chapter Two) provided a landscape of issues relating to leadership practices and enhancement of quality education. The debates on leadership practices and enhancing quality education were drawn from local and global perspectives. Building on these debates, I move on in this chapter to identify and discuss two leadership approaches that when used in combination, form a framework that may help to better understand leadership practices of school heads that participated in this study. There are two leadership approaches that frame the analysis of this study and these are transformational and ethical theories propounded by Bass (1998) and Northouse (2008) respectively. In this discussion, I also draw from other scholars to elicit deeper and nuanced insights about transformational and ethical leadership theories. Bass (1998) is not the originator of the transformational leadership theory but has written extensively on it and has developed his own conception and model. Therefore, I use the term model and theory interchangeably to refer specifically to Bass's (1998) version of transformational leadership theory and Northouse's (2008) version of ethical leadership theory. I have chosen these two theories because they are complementary in the sense that they both emphasise virtues of commitment, democratisation, openness, inspiration, morality, collaboration, teamwork, honesty, integrity and communication in efforts to enhance quality in institutions. Each of these theories will be discussed in detail in the sections that follow. I first discuss transformational leadership theory.

These are the two approaches that inform the analysis in my study. In my discussion, I also draw from other scholars just to support these two main approaches. Therefore I use the term approach and theory interchangeably to refer to these leadership approaches as conceptualised by various scholars. I have chosen these two theories because they are complementary in the sense that they both emphasise virtues of commitment, democratisation, openness, inspiration, morality, collaboration, teamwork, honesty, integrity and communication in efforts to enhance quality in

institutions. Each of these theories will be discussed in detail in the sections that follow. I first discuss transformational leadership theory.

3.2 Bass's (1998) Transformational Leadership Theory

This study is about school heads' leadership practices that enhance the quality of education. In some ways, it has to do with improving the quality of education. Therefore, Bass' transformational leadership theory is appropriate as a lens to look at school heads' leadership practices. Bass (1998) claims that transformational leadership practices represents a universal phenomenon which has been proven to have a positive impact on organisational performance and followers' satisfaction in a wide range of different organisations, including profit and non-profit making organisations. Therefore, this model is relevant for this study because Rural Day Secondary Schools also belong to non-profit making categories of entities. Bass (1999) goes further to argue that transformational leaders have the ability to inspire followers to go beyond expected levels of commitment and contribution to the organisations' vision and mission. This kind of leadership entails going beyond ordinary expectations by transmitting a sense of mission, stimulating learning experiences and inspiring new ways of thinking (Beck-Tauber, 2017; Bushie & Marshark, 2012). A person with this leadership style is a true leader who inspires his or her team with a shared vision of the future. This inspirational process relies on emphasising task-related values and strong commitment to vision and mission of the organisation. Transformational leaders are therefore, highly visible and spend a lot of time communicating (Halдар et al, 2010; Robbins & Judge, 2013). Mission statements communicate the transformational leaders' long-term vision and mission which is rooted in common-shared values (Bass & Avolio, 2014). Ultimately, the formation, communication and representation of a long- term vision and mission that transforms followers' attitudes and value perceptions. Therefore, followers are stimulated to view their tasks or challenges from new perspectives (Bass, 1999).

Transformational leaders do not necessarily lead from the front, as they tend to delegate responsibility amongst their teams. While their enthusiasm is often infectious, they can need to be

supported by “detail people” (Mullins, 2010; Pierce & Newsroom, 2008). Transformational leadership inspires people to achieve remarkable results and it gives subordinates autonomy over specific jobs, as well as, the authority to make decisions once they have been trained. Transformational leaders raise the well-being and motivation level of a group through excellent rapport. They are also good at conflict resolution (Townsend & Macbeath, 2013). This study seeks to explore leadership practice and Bass’s model will enable me to assess the extent to which school heads’ leadership practices in enhancing quality exhibit key principles of this model.

3.2.1 Principles of Bass’s (1998) five-factor (5 Is) Transformational Leadership approach

There are five factors or principles that make up Bass’s Model of transformational leadership, and I use them as lenses that will guide my analysis of leadership practices of school heads in Rural Day Secondary Schools in Masvingo District. In his model, Bass (1998) identified five principles/components of transformational leadership theory, and these are inspirational motivation; idealised influence-attributed; idealised influence-behaviour; intellectual stimulation; and individualised consideration. I now proceed to have a detailed discussion of each of these factors of transformational leadership approach as highlighted by Bass (1998).

Inspirational motivation

This is the first of five factors of transformational leadership model and central to this is the articulation and representation of a vision. Consequently the future is viewed with a positive attitude and therefore followers are motivated. When the leader provides inspirational motivation to the followers, he/she expects maximum performance for the benefit of the organisation. Therefore, followers are motivated to work maximally, especially when they trust, appreciate and respect their leader (Robbins & Coulter, 2007; Shields, 2011).

Idealised influence-attributed

This is the second factor of transformational leadership model by Bass (1998) and refers to the attribution of the leader charisma. As a result of the leaders' positive attributes, (for example perceived power, focusing on higher order ideals, values), followers develop close emotional ties to the leader. Transformational leaders are role models to their followers and share the vision and mission with the followers (Kouzes & Posner, 2010; Robbins et al., 2011). Therefore, trust and confidence are likely to be built in the followers, which in my study are students and staff, both teaching and non-teaching.

Idealised influence-behaviour

This the third level in the transformational leadership model and emphasises a collective sense of mission and values, as well as acting upon these values. Transformational leader is that leader who always stimulate maximum work performance from the followers who in turn work beyond what they are expected. DuBrin (2012) also supports this view by saying that the leader is the most capable 'overseer' of all. These infer that the leader is an exemplary figure in an organisation which is transformed in character and performance. The Transformational leader is professionally craft literate and competent in nature someone who can 'walk the talk', a transparent leader who is professionally ethical (Warrilow, 2012). Dimensionally, the transformational leader is like a written syllabus that is plainly interpreted and followed by the followers. They are always emulated and trusted by the followers.

Intellectual stimulation

This is the fourth factor of transformational leadership scale and encompasses challenging the assumptions of followers' beliefs, their analysis of problems, and solutions they generate to solve these problems. Followers are intellectually challenged by the leader in order to contemplate their problems in the organisation and provide new strategies to solve the problems (Warrilow, 2012). The leader promotes the brainpower, wisdom and careful problem solving. Followers have the

autonomy to try new strategies to solve organisational problems, since they have confidence in their leader who will not criticise them in public when these strategies differ from his/hers. All the mistakes that are made by the followers in their endeavour to solve organisational problems are taken as learning procedures, since trust and respect are prevalent in the organisation (Dee Pree, 2011; Hargreaves et al., 2010; Shield, 2011). Transformational leaders provide a supportive environment where required resource materials are available and opportunities for professional development are provided. The leader is ready to coach the followers as means to professionally develop them. Actually, professional development of followers is the primary priority for the transformational leader as a means to enhance quality in a school system.

Individualised consideration

This the fifth and last factor and this entails a leader considering the followers' individual needs and developing their individual strengths (Bass, 1998). Bass and Avilion (2004) contend that transformational leaders build confidence in the followers. Building confidence in the followers is underpinned by a belief that they are worthy, valuable and capable in all human worthwhile activities, hence they treat each one as unique, important and a contributor to the workplace. Followers are provided with challenges and learning opportunities as individuals, through some coaching to develop suitable behaviours that is expected in the organisation (Shields, 2011; Warrilow, 2012). Much importance is given to the professional development of the followers (Bush, 2009; Williams, 2010). Each follower is treated as an individual coached, mentored and given ample opportunities for professional growth (Warrilow, 2012). Followers form the playing team in the field who are supposed to effectively perform to bring change to the system. The moment the followers are coached and supported, there is a greater chance for enhancing quality in the school system. As has been reflected in the discussion of Five-factor transformational leadership model by Bass (1998) which deals mainly with leader and follower business for the enhancement of quality within the school system. The next section focuses on the contribution of Bass's model to the understanding of quality education enhancement efforts in Rural Day Secondary Schools of Masvingo District.

3.2.2 The contribution of Bass's Five-Factor Transformational Leadership approach in enhancing quality education

This section is going to elaborate fully Bass's Five-Factor theory of transformational leadership inclined to enhancing quality in schools. Hence, this precious human resource needs to be equipped with relevant tools and up-to-date knowledge in order to have an effective mode in enhancing quality in rural day secondary schools of Masvingo District. The transformational School Head provides opportunities for professional development and empowerment to teachers building up their commitment towards the achievement of school goals (Bush & Middlewood, 2013). Professional development and empowerment for teachers bring a sense of enhancing quality in schools, including rural day secondary schools. This school head therefore, develop an environment that has the potential to support change and cultivate a culture that maintains the developed change (Laine et al., 2011; Shields, 2011). Such leadership practices get positive support from the teachers/team members for enhancing quality in schools, including rural day secondary schools of Masvingo District.

Idealised influence provides a conceptual tool for leaders that support followers with ideas, role modelling and portraying moral values and ethical principles. The school head provides ideas that inspire and motivate teachers to work towards enhancing quality in a school system. By accommodating teachers' self-interests and their shared values, the school head contribute in maximising their performance outcomes in the school system. That ability to stimulate and inspire teachers to work outstandingly is the critical influence of the transformational School Head. Enhancing quality is a challenge in rural day secondary schools as it requires leadership that can inspire team work in a school system. Due to this inspiration they get from the school head, they are 'wired' to work beyond the call of duty for the benefit of the learners. In analysing School Heads' leadership practices, I will also be interested in eliciting from the perspectives of other stakeholders (HODs and teachers), if school heads' leadership practices exhibited such as advocated by scholars such as Laine et al. (2011) and Shields (2011).

Transformational leaders have the capacity to promote alignment between people and school structures to ensure coordination throughout the organisation towards the set vision (Kouzes & Posner, 2010; Leithwood, 2007). The leader demonstrates optimism and encourages commitment by the teachers to a common vision of enhancing quality. Teachers will perform beyond their normal schedules as a result of the leader's influence. A transformational leader understands that the followers need to develop professionally and he/she pays attention to those concerns by providing circumstances where they should solve problems with new strategies (Laine et al., 2011). It is easy for the school team to understand and accept the vision set by the school head of quality enhancement as 'theirs'. Usually the transformational school head is responsive to the circumstances and teachers become committed or accustomed to the circumstances to ensure that the set goal of quality enhancement is achieved. Teachers with the backing of the transformational school head can surpass their own self-interests and commit themselves to quality enhancement in Rural Day Secondary Schools.

Modelling by the leader has many potential effects upon an organisation, since it is the foundation for leader influence. The leader models the way through personal examples and dedicated performance (Kouzes & Posner, 2010; Laine et al., 2011). The transformational school head is responsible for the environment and one way to influence it is to demonstrate his/her behaviour and commitment. The behaviour and commitment of the transformational school head can be easily emulated by the teachers. Behaviour demonstrated is better emulated than behaviour preached. A transformational leader is principled to lead by examples whenever the leader prototypes transformational leadership strategies; deputy heads and heads of departments (HODs) will also implement a transformational leadership practice. The same applies to when the leader prototypes effective leadership, deputy heads and heads of department (HODs) will follow suit. This demonstration of good character by the transformational school head has a coaching effect to the staff at large. School middle management can easily practise effective leadership practices emulated from the school head and enhance quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

Transformational leaders stimulate the intellectual capabilities of teachers by encouraging them to deal with surfacing problems using new strategies (Warrilow, 2012). The transformational school head therefore gives autonomy to teachers to freely explore for strategies that can be used to do away with surfacing problems in the organisation. However the leader is prepared to absorb both positive and negative outcomes from teachers since this is regarded as a learning process. This connotes that the school head creates an environment that is tolerant of mistakes in the school. The school head respects all the views that are proposed by the teachers, but constructively corrects while work is done amicably. Transformational leaders always have positive approaches to addressing team member contributions in decision-making on enhancing quality. When the Rural Day Secondary School teachers are given the obligation to make decisions that are later backed by the school head, they can even bring more new ideas on enhancing quality into the rural school system.

Finally, a transformational leader considers individual uniqueness among teachers; each teacher is treated as an important contributor in the school (Cranston, 2009; Warrilow, 2012). In individualised consideration, challenges and professional development opportunities are provided by the leader through coaching in various areas where skills and knowledge are developed. The hallmark of the transformational leadership theory is in the professional development and growth of the teachers (Bass & Avolio, 2004; Fulton & Britton, 2011; Greer, 2012). Finally, according to Bass (1999), transformational leaders (School Heads) are encouraged to empower their followers (teachers) by developing them into high involvement individuals and teams focused on enhancing quality education service, cost –effectiveness and quantity output of production, for instance, positive attitudinal and behaviour changes in the school system. This, in turn, leads to enhancing quality in the rural day secondary school system. The next section discusses ethical leadership as advanced by Northouse (2008).

3.3 Ethical Leadership Theory

In this section, my study is to focus on Northouse’s Model (2008) of ethical leadership. This model is going to inform the analysis of my study whose focus is on school heads’ leadership practices

in enhancing quality education in rural day secondary schools of Masvingo District in Zimbabwe. Before discussing Northouse's principles on ethical leadership, the discussion focuses on the concept ethical leadership. In this study, other relevant scholars/authors are to be infused in support of Northouse's Model (2008) of ethical leadership.

3.3.1 Basic conception of Ethical Leadership

Northouse (2016) defines ethical leadership as actions whose primary purpose is to promote the best interest of others, which he termed altruism. This involves the behaviour which Northouse (2016) contends as a leaders' value system, with a committed enduring desire to reach a specific mode of ethical conduct which entails the approach of showing respect for others' efforts, patience, and understanding of individual mistakes. Northouse's (2016) views are shared by Balu and Singh (2017) who regards ethical leadership broadly and simply to mean the study of how the leader's decisions affect other people. Balu and Singh (2017) further view ethical leadership as a concept that is fundamentally about the quality of the leader's relationships others over time. They further argue that by being moral, one will be doing what is 'right' and by inspiring others to do the same, one is being an ethical leader and therefore values such as care, justice, integrity and respect are critical foundations of ethical leadership. Mihelic (2010) further supported Northouse's (2016) view on ethical leadership when he views ethical leadership in terms of the healing and energising powers of love recognising that leadership is a reciprocal relation with followers. Therefore, in my study, I can summarise ethical leadership to mean that leaders are entrusted with power which brings with it a moral obligation to serve the interests of the followers, including people they may not know personally especially in organisations such as Rural Day Secondary Schools. It entails such virtues as commitment, technical expertise and industriousness. In fact, ethics is a guide of principles designed to help professionals conduct business honestly and with integrity (Starrat, 2010; Wilson, 2014). Therefore, the importance of value-oriented perspective of school leadership has therefore attracted renewed interest especially from an ethical perspective. It is for this reason that I have endeavoured to highlight the concept of ethical leadership from Northouse (2008) and other scholars 'perspectives. Hence, Northouse's (2008) ethical leadership theory was chosen to

underpin this study as it assists in promoting quality education enhancement efforts. The next section is to focus on Northouse's (2008) three-pronged approaches to ethical leadership.

3.3.2 Three –pronged approaches to Ethical Leadership by Northouse (2008)

Northouse (2008) propounds an ethical leadership approach which basically takes three separate approaches which both have historical and philosophical foundations with all emphasising different aspects of leader decision-making. The focus is on making sure that subordinates feel good and are happy before the leader decides on an action. The concern is on the proper ends of the action, not necessarily on how you get there (Ruggiero, 2008). According to Northouse (2008, p.324), the approach is called "utilitarianism" whose central premise is that the rightness or wrongness of actions is determined by the goodness or badness of their consequences (see Figure 2). It is a teleological approach or the ethics of consequences which states that the leader should behave so as to create greatest good for the greatest number (Northouse, 2008). In this approach which is also known as hedonistic ethics, the morally correct action of a leader is the action that maximises social benefits while minimising social costs.

Closely related to utilitarianism is the teleological approach called altruism that suggests that leaders' actions are moral if their primary purpose is to promote the best interest of others and in my study the best interest of teachers, students, parents and other stakeholders (Balu & Singh, 2017; Mehelic et al., 2010). In this approach, the secondary school head may be called on to act in the interest of others even when it runs contrary to his or her own self-interests and strongest example of altruist ethics can be found in the work of Mother Teresa, who devoted her life to helping the poor (Northouse, 2008). At one of the extreme end of the ethical approach is ethical egoism which suggests that a leader should act so as to create the greatest good for him or her. A leader with this type of orientation would take a job or career that he or she selfishly enjoys (Avolio & Locke, 2002, cited in Northouse, 2008). Ethical egoism is common in some business contexts where the main goal is to maximise profits which is contrary to the visions and missions of schools. Schools' main goals and objectives is to provide quality service through the enhancement of quality education.

In modern practices, ethical leadership approaches often emphasises either one of the three approaches explained above or a mixture of the three. What is important is that ethical leadership requires leaders to act and lead in an ethical way (Balu & Singh, 2017). Therefore, School Head should show in public and give reassurance to subordinates about his /her ethical behaviour and must also act in an ethical manner. Ethical leadership requires the school head to have ethics as an integral part of their everyday framework in rural day secondary schools of Masvingo District. However, ethical leadership should be understood through the lens of its influence over other leadership approaches.

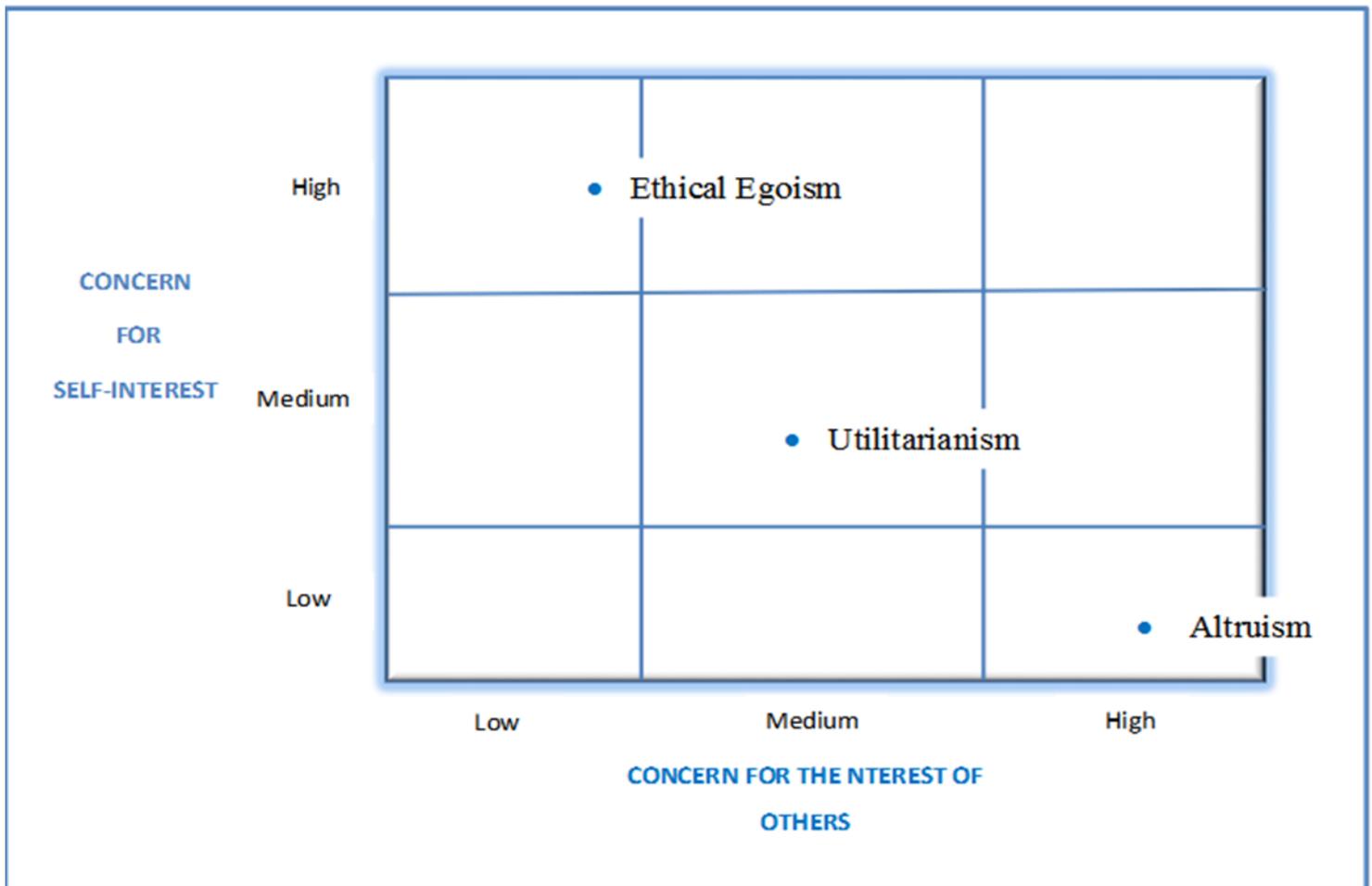


Figure 2: Ethical Approaches Based On Self-Interest versus Interest for Others

Adopted from Northouse, 2008, p. 380)

The graphic representation shown in **Figure 2** demonstrates the possible approaches which a rural School Head may adopt in enhancing quality education in schools. The X-axis demonstrates the degree to which the school heads’ leadership practices shows concern for others, which includes teachers, students, parents, non-governmental organisations and all other stakeholders with influence on the school system. Altruism represents the extreme end on the X-axis whose

leadership practices is associated extreme concern, trust, love, passion and caring for others in enhancing quality education in rural day secondary schools.

The second approaches on the Y-axis represent the extreme concern for self –interests at the expense of others. Ethical egoism represents the high extreme end of this axis and is associated with autocratic and self – centred leadership practices. Such egocentric leadership practices may negatively affect the enhancement of quality education as they have minimal or no concern for other stakeholders’ involvement. Finally, the middle of the road approach represents the utilitarian approach which is associated with the contingency, transformational and ethical leadership practices positively poised towards enhancing quality education in rural day secondary schools of Masvingo District. The focus of this leadership practice is on respecting, caring, and love and stakeholder involvement with positive effects on enhancing quality education in rural day secondary schools. The next section focuses on Northouse’s (2008) key principles underpinning the ethical leadership.

3.3.3 Northouse’s (2008) key principles underpinning the Ethical Leadership Approach

This section elaborates fully Northouse’s (2016) principles of the ethical leadership theory inclined to enhancing quality in rural day secondary schools through teacher development. In support of Northouse’s (2008) position, Laine et al. (2011) argue that the teacher is the most important resource in enhancing quality in the school. William (2010), further affirm this view by arguing that investment in teachers’ results in effective change in teaching and learning and hence, enhance quality education. Similarly, Haigh (2011) asserts that investment in people often results in effective change. Hence, ethical leadership theory aims to enhance quality education in rural day secondary schools through empowering teachers with much needed relevant skills and commitment to work. This is relevant and important for Rural Day Secondary Schools studied in this inquiry. The origins of the principles of ethical leadership can be traced back to Aristotle (384-322) whose view was that ‘moral principles exist in the daily activities of human life and can be discovered by examining those activities’ (Ruggiero, 2008, p. 141). The principles explained in this section, though not exhaustive, provide a foundation for the development of sound ethical

leadership and these include, respect, service, justice, honesty and community (Northouse, 2016), (see **Figure 3** next).



FIGURE 3. Northouse's (2008) Principles of Ethical Leadership

(Adopted from Northouse, 2008, p. 387)

Strategically summoning people, places, policies, programmes, and processes within the context of trust, respect, justice, honesty, optimism, and intentionality offers an approach which targets to achieve effective transformation of schools (Northouse, 2008; Purkey & Novak, 2008; Steyn, 2014). Shaw et al. (2013) in support, suggest that the main function of the leader is to develop and maintain hope, respect, honesty and optimism in the organisation. This leader treats everyone in the school accordingly fully convinced that they are able, valuable, and responsible. Actually this leader has hope, trust and respect in everyone in the school, including people in the school community and the outside communities (Shaw et al., 2013). This leaders' aim is to ensure that organisational operations run smoothly, and thus contribute to quality education in a school environment.

The first principle of ethical leadership is respect (see Figure 3). Respect is the most essential requirement in human life and it is for this reason that Philosopher Immanuel Kant (1724-1804) in Northouse (2008) argued that it is our duty to treat others with respect. Ethical leaders have the belief that everyone must be accorded due respect (Egley, 2005; Steyn, 2014). This entails that everyone is worthy, due to be recognised and respected. To do so means always to treat others as ends in themselves and never as means to ends (Northouse, 2008). When an individual is respected, it depicts the belief in the worth and value of that particular individual. Respect among organisational members lead to an inviting, inclusive workplace where individuals are regarded as unique beings who can flourish. Hence school leaders who respect teachers and other stakeholders also allow them to be themselves, with creative wants and desires. Such leaders approach other people in the school with a sense of their unconditional worth and valuable individual differences (Kitchener, 1984, cited in Northouse, 2008).

Respect includes giving credence to others' ideas and confirming them as human beings. Ethical leaders should nurture followers in becoming aware of their needs, values and purposes, and assist followers in integrating these with the leaders' needs, values and purposes (Ascough & Cotton, 2006; Burns, 2009; Bush & Middlewood, 2013; Northouse, 2008). Respect for teachers and other stakeholders in a school situation is a complex ethical issue that is similar to but goes deeper than the kind of respect that parents teach little children. Hence respect means that a leader listens

closely to opposing points of view and this means treating subordinates in ways that confirm their beliefs, attitudes, and values. When a leader exhibits respect to subordinates, they can feel competent about their work. Hence leaders who show respect treat others as worthy human beings. The second ethical principle is serving others (see Figure 3) and this is an example of what Northouse, (2008, p 387), calls “ethical altruism”. Leaders who serve and place their followers’ welfare foremost in their plans and at the workplace display altruistic service behaviour and this can be observed in activities such as mentoring, empowerment behaviours, team building and citizenship behaviours, just but to name a few (Kanungo & Mendonca, 1996, cited in Ruggiero, 2008). Ethical leaders are like health professional, who have the responsibility to attend to others, to be of service to them, and make decisions pertaining to them that are beneficial and not harmful to their welfare. The service principle has received a great deal of emphasis from a number of leadership scholars who maintained that attending to others is the primary building block of moral leadership (Northouse, 2016; Wayne, 2009). Northouse (2016) contends that one of the important task of leaders in learning organisation is to be the steward (servant) of the vision within the organisation and this means clarified and nurturing a vision that is greater than oneself. He further argues that effective leaders see their own personal vision as an important part of something larger than themselves and the idea behind service is contributing to the great good of others.

The third principle is fairness and justice; that ethical leaders are just. They make it a top priority to treat all of their subordinates in an equal, fair and just manner. Justice demands that leaders place issues of fairness at the centre of their decision making and as a rule no one should receive special treatment or consideration except when his or her particular situation demands it (Adams, 1965, cited in Kinicki et al., 2011). When individuals are treated differently, the grounds for different treatment must be clear and reasonable, and must be based on moral values. Ethical leaders are always guided by the golden rule “do unto others as you would have them do unto you” (Northouse, 2008, p. 388). This implies to say that if we expect fairness from others in how they treat us, then we should treat others fairly in our dealings with them. However, Northouse (2016) argues that fairness becomes problematic because there is always competition on the limited goods and resources available in organisations. This in turn results in conflicts between individuals about

fair methods of distribution and therefore it becomes necessary for leaders to clearly establish rules for distributing the limited goods, resources or rewards (Northouse, 2008; Wayne, 2009).

The fourth principle is that ethical leaders must be honest (see Figure 3). This implies that to be an ethical leader, one must be honest. The opposite of honesty is dishonesty which is a way of misrepresenting reality or lying. Dishonesty may create distrust which makes leaders be seen as undependable and unreliable (Northouse, 2016). As a result people lose faith in what leaders say and stand for and hence respect for them gets diminished. Dishonesty puts a strain on how people relate with each other because when we lie to others, we are in fact implying that we are willing to manipulate the relationship on our own terms (Jaska & Pritchard, 1988, cited in Wayne, 2009). Dishonesty behaviour weakens relationships and may even contribute to the breakdown of that relationship whereas being honest as to do with being open with others and representing reality as fully and completely as possible. Telling the truth is not an easy task because there are times when telling the complete truth can be counterproductive as there are times when organisational constraints prevent leaders from disclosing information to followers. As a result it is important for leaders to be authentic, but it is also essential that they be sensitive to the attitudes and feelings of others. Emphasis is on the process for incorporating, teaching and reinforcing ethical principles to the direct benefit of customers and other stakeholders and in a rural secondary school situation, this includes students, teachers and parents. Therefore, ethics must be the fundamental aspect of leadership in rural day secondary schools of Masvingo District. Ethical leadership must enhance quality education through the establishment of ethical orientation based on respect, honesty, justice, fairness and environmental responsibility in Rural Day Secondary Schools.

The fifth and final ethical principle is building community (see Figure 3). Leadership is a process whereby a person influences a group of individuals to achieve a common goal which is a clear ethical dimension because it refers to a common goal (Northouse, 2008). Ethical leaders therefore need to take into account their own and followers' purposes while working towards goals that are suitable for common goal. Concern for the common good means that ethical leaders do not impose their will on others; nonetheless, they need to search for goals that are compatible with everyone in enhancing quality in rural day secondary schools of Masvingo District. An ethical leader takes

into account the purposes of everyone involved in the group and is attentive to the interests of the community and the culture. The leaders demonstrate an ethic of caring towards others and does not force or ignore the intention of others (Bass & Stindmeier, 1999, cited in Nothhouse, 2010). The five basic principles that constitutes Northouse's Model of ethical leadership provide a comprehensive and conducive environment for enhancing quality in rural day secondary schools of Masvingo District. When implemented in the Rural Day Secondary educational setting, the elements of ethical leadership combine to create an environment that is cohesive, efficient, and conducive for enhancing quality education. In possession of these principles, ethical leaders play around with the physical environment, stakeholders, programmes, processes and policies to invite everyone who has a stake in enhancing quality in rural day secondary schools to participate and synergy is generated as all work toward a common goal (Northouse, 2016; Stillion & Siegel, 2005).

3.3.4 Understanding leadership practices for quality education enhancement through Northouse's Model (2008)

One of the practical contribution of my study is the understanding of ethical leadership practices that enhance quality education. To that end, the important role played by ethical leadership for promoting a healthy employment relationship within the school environment in an effort to enhance quality education needs to be explored and understood. Organisational unrest is becoming a serious concern in the manufacturing and service sector (Kumar & Singh, 2019) and schools are no exception. Kumar and Singh (2019) further argue that organisations are unable to utilise the potential of employee voice because of distrust and cynicism (Mihelic et al., 2010). Usually dissatisfied employees look upon unions to improve their employment conditions. It has been observed that in many organisations, employees approach unions for even minor issues such as some trivial disagreements with their leaders, work pressure on specific days, misbehaviour by colleagues and other minor issues (Kumar & Singh, 2019; Mihelic et al., 2010). Generally, employees are not comfortable or confident approaching their leaders in a unionised organisational environment and schools are no exception. Therefore, leaders play a very crucial role in establishing trust and credibility that will strengthen the leadership -employee relationship in an organisation. Kumar and Singh (2019), argue that the status of organisational relations climate is

a function of work conditions created by the leader in the organisation. Therefore, ethical leadership not only helps to avoid deviant behaviour of the employees such as participating in strikes, but also enables the organisation to gain many benefits from employee voice behaviour. Suitable mechanism need to be established to encourage school leaders to exhibit ethical conduct at the work place so as to enhance quality education. A school leader can align processes and procedures in such a way that they reflect fairness and transparency through promoting ethics at school environment and undertaking initiatives such as ethics training, ethics bulletin and emphasis on ethical conducts in conducting school business (Northouse, 2016; Mihelic et al., 2010). Fairness and credibility enhance role model effectiveness and quality service and therefore ethical leaders are credible because they are trustworthy and practice what they preach (Brown & Trevino, 2006) According to Kumar and Singh (2019), leaders need to be given training on ethical leadership and suitable rewards and recognition can be devised to promote ethical leadership at the workplace. Maak and Pless (2006) further argue that relationships are the centre of responsible leadership and building and cultivating ethically sound relations towards different stakeholders with different interests is an important responsibility of leaders in an interconnected stakeholder society.

Ethical leadership in the postmodernist organisation is essentially ethical as it needs to create and monitor the conditions of an open discourse in which participants and other stakeholders of the organisation can participate freely and equally (Brown & Trevino, 2006; Marie & Lozano, 2010). Ethical school leaders need to be morally responsive to and responsible for the broad range of stakeholders, that is, the social and ecological environment included and this requires skills associated with dialogue and connecting competences and the ability to consider different perspectives (Marie & Lozano, 2010). It is for this reason, that my study has adopted an interpretivist research paradigm. From an interpretivist perspective, values and norms are socially constructed via multiple interpretations of the good and the bad as is the case in ethical leadership approach. Interpretivism is reconcilable with communicative ethics and many scholars embrace the idea that many values and norms are not individually deduced but collectively devised (Heugens & Scherer, 2010). Therefore, a school needs the social acceptance of actions or institutions for them to survive and as legitimacy is ascribed to the schools in processes of social

construction by the members of society (Northouse, 2016). Hence, the need to use the qualitative approach in my study on school heads 'leadership practices in enhancing quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe. The next section focuses on the combined effect of using both transformational and ethical leadership in analysing School Heads 'practices in quality enhancement in rural day secondary schools of Masvingo District.

3.4 Relevance and efficacy of Ethical and Transformational Leadership practices in enhancing quality education provision debates

Although most authors are of the opinion that Northouse's Model (2008) of ethical leadership and Bass's (2004) transformational leadership theory have varied principles and practices, many authors confirm that ethical leadership significantly supports transformational leadership by enhancing maximum performance by individuals and groups for goal achievement in the organisation (Steyn, 2010; Warrilow, 2012). Other scholars believe that ethical leadership is a subset of transformational leadership (Wehrich, Cannice & Koontz, 2008). For instance, Burns (1978) bridges the gap between the two positions when he argues that transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both. Therefore, in terms of my study, these theories complement each other to make a formidable tool for enhancing quality in rural day secondary schools. Therefore, this section is giving a brief evaluation of the two theories and how they augment each other in terms of analysing leadership practices of school heads. The section deals with the benefits brought about by these theories in understanding leadership practices in enhancing quality in Rural Day Secondary Schools of Masvingo District.

One of the most important advantage of the ethical leadership theory is that it has shifted from emphasising power differential between the leaders and the followers and focuses on the need to create and monitor the conditions of an open, fair and honest discourse in which participants and other stakeholders of the organisation can participate freely and equally as a team pursuing one common goal (Fairholn & Fairholn, 2009; Northouse, 2016; Purkey & Novak, 2008; Steyn, 2014). It needs to be morally responsive to and responsible for a broad range of stakeholders, the social

and ecological environment included and this requires skills associated with dialogue and connecting competences and the ability to consider different perspectives (Northouse, 2016). It is a blend of leadership qualities, values, trust, honesty, integrity and principles which injects in all interested stakeholders the zeal to succeed (Mihelic, Lipicnik, & Tekavcic, 2010). Burns (1978) proclaims that is the right time when present leaders in practice should acquire skills and knowledge that are effective in enhancing quality education. The collective vision of the leader and followers is to work together in harmony and protect the pursuance of the agreed decisions (Greer, 2012). Ethical Leadership Theory (ELT) removes the negatives that inhibit learners and teachers from effective teaching and learning. Most importantly, ELT was designed to be useful in harsh work environments (Reimer, 2010) like the Rural Day Secondary Schools of Masvingo District in Zimbabwe

Like any other theories, ELT has few conceptual weaknesses that reduce its capacity to be used alone in enhancing quality of education in rural day secondary schools. The theory is criticised for using soft strategies and ideas and it is not clear as to how the leaders practically enhances quality in organisations like rural day secondary schools. In that regard, Transformational Leadership Theory (TLT) has more advantages than disadvantages. The overall evidence establishes that transformational leadership is strongly correlated to high teacher retention, maximum individual and group performance, and high teacher satisfaction (Robbins et al., 2011). Transformational leadership is geared to teacher motivation for maximum performance in organisational outcomes (Warrilow, 2012). Transformational leadership theory puts emphasis on supporting professional development that creates skill and knowledge improvement in the teachers. The transformational leaders can role models and inspire teachers to take ownership of the school and take the initiative of working as a team for the common good (Kouzes & Posner, 2010; Shields, 2011). This discussion is not meant to compare the two theories but, in some ways, indicates the extent to which using just Ethical Leadership Theory may provide a limited view of leadership practices that bring transformation, particularly in rural contexts such as Masvingo.

Like any other theory, Bass's Model (1998) of Transformational Leadership is also liable for some weaknesses. Fulton and Bilton (2011) argue that transformational leadership theory forces

followers to work very hard but at the end they lose more than what they get from their work. Followers are encouraged to work more than their stipulated hours for the good of the organisation (Kouzes & Posner, 2010; Shields, 2011). Transformational leadership theory does not consider the interests of the workers as the vision which is pursued is set by the leaders; however, the workers are compelled to buy it because the leaders disguise it with trust and respect (Katz & Earl, 2010; Pieterse, Knippenburg & Stam, 2010; Shields, 2011). In this instance, individual interests are sacrificed for organisational quality enhancement. Although the theory states that work-related over commitment by the stakeholders is of paramount importance, there is need for a balance between the efforts and rewards. Transformational leadership theory omits the need by the leader to interact with higher officers and the outside communities who are appreciated for their participation in the survival of the school; for example, networking, consultation for assistance, partnering with stakeholders in school projects (Pieterse et al., 2010; Yukl, 2008) The use of these theories in giving direction to my study was impounded by the theoretical capacities in transforming school cultures through quality enhancement, becoming more relevant to my study because of the current economic situation in Zimbabwe. These theories have vital principles of transforming teachers and the school heads to be optimistic, committed and hard-working under economic challenges for the betterment of the deprived Rural Day Secondary Schools contexts of Masvingo District.

The most needed motion for enhancing quality in Rural Day Secondary Schools is by having ideas from intellectual giants in the world linked to the world of moral determination, love, teamwork, honesty, integrity and collective identity (Fulton & Bilton, 2011; Warrilow, 2012). The intellectual capacity, moral devotion and unity of purpose are essentials for this situation if Rural Day Secondary Schools in Masvingo District are to enhance quality education. The moral and intellectual aspects of human qualities are much needed in this transformational process. It needs patriotic, committed, dedicated, honest, morally upright and united intellectuals who can make use of the available resources in enhancing quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe. The *status quo* of the education system needs the enhancement of quality. Intellectual resourcefulness, morality, fairness and intensified cohesive team work will support the school's transformation (Burns, 2007; Northouse, 2016; Pedder & Opfer, 2011). Under

the influence of these two theories, the school heads' leadership practices will inspire cohesive teams in such a way that the impossible will be made possible for enhancing quality education. In this respect, school heads send ethical and transformational messages to all stakeholders to cultivate and inspire wisdom to enhance quality in rural day secondary schools of Masvingo District.

The Rural Day Secondary School Heads seek to develop and maintain skills and knowledge that are needed to enhance quality. It is apparent that no one leadership theory can enhance quality education; but a combination of these. Substantiating this idea are Bush and Middlewood (2013) who affirm that, effective leadership is not related to any one leadership theory. With the same perspective, Burns (2007) acknowledges many pathways pointing to effective leadership practices. Two theories of leadership are stronger in combination than one, in changing how School Heads work together with stakeholders to enhance quality education in Rural Day Secondary Schools (Bush, 2007). The critical task was for me to get augmenting leadership theories with consistent principles that provide school heads with the skills and knowledge to enhancing quality education in Rural Day Secondary Schools. The two theories by Northouse (2008) and Bass (1998) combined, have provided a lens to analyse School Heads' leadership practices enhancing quality education provision in Masvingo District.

3.5 Conclusion

The chapter has presented the two theories that I would use as an analytic tool to understand leadership practices of the School Heads. Various sources I consulted have indicated that effective leadership is not related to any one leadership theory. It was noted that ethical leadership theory has direct influence on enhancing quality education through promoting an exciting learning environment for the learners and a professional learning community for the teachers. It was also noted that the ethical leaders can successfully create school environment that allows learners, parents, teachers, and businesses and local and international donors to successfully enhance quality education in Rural Day Secondary Schools. Though ethical leadership is a multi-faceted approach to mobilise all stakeholders to take part in enhancing quality education in Rural Day Secondary

Schools, however, it lacks the practical transformative strategies that are needed to inspire stakeholders to successfully change the schools. That is why by using Transformation Leadership Theory, I was able to obtain a comprehensive picture that would enable me to understand leadership practices from both aspects (ethical values and transformative dimensions). Transformational leadership theory does not go outside the school boundaries to mobilise stakeholders, but it can only provide strategies for the stakeholders who are mobilised by the ethical leader to pursue the school vision. Evidently the two theoretical lenses combine to provide an effective analytic tool that can be used to understand leadership practices of School Heads.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter describes and justifies the research design as well as explains the methodology and methods or techniques used to generate and analyse data on school heads' leadership practices in enhancing quality in rural day secondary schools. I begin by discussing the research paradigm, the design, the methodology and related methodological processes such as sampling, access to sites, data generation, analysis and ethical considerations.

4.2 Research paradigm

The language of qualitative research is one of interpretation and learning to see from different perspectives (Neumann, 2010) and the aim is to discover the underlying motives of human behaviour (Kothari & Garg, 2014). In fact, Marshall and Rossman (2006) pointed out that qualitative research is pragmatic, interpretive and grounded in lived experiences of people. Qualitative research paradigm is therefore naturalistic, draws on multiple methods that respects the humanity of participants in the study, focuses on context, emergent and evolving and fundamentality interpretive. It is for these reasons that I chose the qualitative design for this study as it involved an in-depth examination of School Heads' leadership practices in enhancing quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe. This study sought to examine the school heads' leadership practices in enhancing quality in rural day secondary schools and it was guided by qualitative interpretive paradigm. Hence this study was based on what Chilisa and Preece (2005) call interpretive paradigm.

My ontological position acknowledges the personal and subjective nature of School Heads' construction of leadership practices in enhancing quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe. This means that the reality of school heads' leadership practices and enhancing quality was constructed inter subjectively through the meanings and understandings

developed socially and experientially. This interpretive paradigm is defined by Neumann (2011) as the systematic analysis of socially meaningful action through the detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social worlds. It seeks to uncover people's views and perspectives (Gray, 2014). Gray (2014) further argues that epistemologically, interpretivism is closely linked to constructivism and asserts that natural reality (and the laws of science) and social realities are different and, therefore, require different kinds of methods. The philosophical underpinnings of the interpretive paradigm are phenomenology and hermeneutics (Creswell, 2013; de Vos et al., 2014; Gray, 2014). In this study, the phenomenological dimension relates to providing detailed, rich descriptions of the individual experiences of School Heads, heads of departments (HODs) and teachers. Interpretive paradigm is based on the premise that human beings create meanings in their own worlds and this meaning is constructed as a result of interaction with others. This premise fitted well into this study which examined the school heads' leadership practices in enhancing quality in rural day secondary schools.

My choice of this paradigm is based on the view that interpretive paradigm ontologically denies the existence of objective reality and focus on discovering the realities that are created by both the participants and the researcher (Lichtman, 2009). Hence, the main aim of the interpretive paradigm is to capture people's perspectives on their lived experiences of leadership practices and enhancing quality, not some objective notion of that experience. Therefore, my main task was to construct meaning in the context of the studied School Heads' leadership practices in enhancing quality in rural day secondary schools. Epistemologically, this study focused on discovering meaning within a natural context; that is, understanding the leadership practices and quality enhancement in rural day secondary schools of Masvingo District. My ontological belief is that multiple realities exist and that the construction of such realities is influenced by social, economic and cultural values. The participants' diverse perspectives were highlighted through interactions (guided-interviews and document reviews). For these interactions to be successful, I developed a very close relationship with participants in the context of their natural settings (i.e. the school environment and in this case School Heads, HODs and teachers). In this case a sample of six (6) School Heads, six (6) Heads of Departments (HODs) and twelve (12) teachers participated in the study.

4.3 Research design

This study used the qualitative research design in an attempt to answer the research questions already exposed. Lichtman (2009) argues that qualitative research design is a way of knowing ways in which a researcher gathers, organises and interprets information obtained from humans using his/her eyes and ears as filters. Therefore, this study involved guided interviews and document reviews of participants in natural and social settings. The focus of this study is a qualitative case study. Yin (2009, p. 18) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon in-depth and within a real-life context, especially when the boundaries between phenomenon and context are not clearly evident.” The case study method allowed me to retain the holistic and meaningful characteristics of real life events such as leadership practices and enhancing quality education.

In this study, the focus was on school heads' leadership practices in enhancing quality in rural day secondary schools. Lichtman (2009) notes that a case study is an approach to qualitative research involving specific and detailed study of a case .or cases. As a research strategy, the case is used in many situations to contribute to our knowledge of individual, group, organisational, social, political and related phenomena (Yin, 2006). Case studies may be exploratory case studies or descriptive case studies. This study focused on the descriptive case study (Yin, 2006). In choosing the case study research design, the focus of the study was to expand and generalise theories on leadership practices and quality enhancement (analytic generalisation). It was not to enumerate frequencies (statistical generalisation).The descriptive case study helped me to probe deep into the understanding of School Heads' leadership practices and enhancing quality in Rural Day Secondary Schools (RDSSs). It provided rich descriptive materials and helped explore the interactions, attitudes and characteristics regarding School Heads' leadership practices in enhancing quality.

4.4 The case study as research methodology

Various scholars define and describe the term methodology in different ways. Methodology is an on-going procedure carried out by the researcher to understand the phenomenon which is under study (Hesse-Biber & Leavy, 2011; Wertz, Charmaz, McMullen, Josselson, Anderson & McSpadden, 2011). Corbin and Strauss (2008) define methodology as means and ways used by researchers to critically study social phenomena. From these writers I understand that methodology is about the various ways in which a phenomenon is understood. Methodology specifies how one gets the answers for the research questions. Usually methodology, chosen for a study, is guided by the research questions. Naidoo (2012) asserts that in qualitative research approach, questions like ‘why’ and ‘how’ are generally used. However, Wertz et al. (2011) assert that in qualitative research, the researcher has the task to expose what happened, how it happened and most importantly, why it happens the way it does. This is to say, I needed to register that my first research question tries to elicit responses from Rural Day Secondary School Heads on how they enhance quality Rural Day Schools of Masvingo District in Zimbabwe. The research questions in Section 1.7 of Chapter One are pertinent to the choice of the case study and proved to be the most appropriate methodology in getting answers.

Firstly, case studies are time-based, geographic, structural, organised and have other settings with confinements like boundaries drawn around the case; they can be described with reference to physical characteristics defined at personal and groups levels; and they can be defined by the roles that are played by people who participate in the study (Merriam, 2009; Stake, 2006; Yin, 2014). From the same ideology, Yin (2014) observes the case study methodology as a practical and first-hand investigation that explores an existing phenomenon within its real-life context. These definitions express that case study research emphasises the investigation of an issue with clear parameters or boundaries around the problem. Case studies consider well established groups or organisations and time framework as integral characters in research processes. Through case study the research process is conducted in a structured organisation or institution where individuals have distinct roles and responsibilities to play. For instance, these cases were set in Zimbabwe, specifically in Masvingo District within the province of the same name Masvingo. In the schools,

there are distinctive individuals who were playing specific roles, like the School Heads, Heads of Departments (HODs) and teachers. Beyond reasonable doubt, a case study proved to be the most appropriate methodology for my study.

Secondly, case studies explore, present and give reports on the complex and vibrant events; describing exchanges of words, human activities and other factors (Cohen et al., 2011). This implies case study research carefully defines and clearly specifies what elements of the case are studied. Case studies clearly pinpoint the portion of the programme or other phenomenon which should be focused on by the investigation. For instance, in this study, it was the case of school heads' leadership practices in enhancing quality in Rural Day Secondary Schools of Masvingo District in Masvingo. This study was carried out directly in its actual life context by getting into the Rural Day Schools to enquire about how School Heads' leadership practices enhanced quality education provision. This inquiry was targeted on individuals and groups that are directly involved in leadership practices of School Heads, and included Heads of Departments (HODs) and teachers. Although the focus of the study is on leadership practices of School Heads, other categories of participants shared their views and experiences of working with school heads and are credible sources to shed light on school heads' leadership practices.

Thirdly, these case studies deal with typical situations of people in the natural settings, providing readers with an understanding of the ideas in a more clear way than presentations of theories or principles done in abstract terms (Cohen et al., 2011). These case study contexts are distinctive and they can be different from one environment to the other; hence they explore, present and report the complicated vibrant and on-going events, human contacts and other factors in an exceptional way. For instance, each case was treated uniquely involving the participants concerned in the real situation, by way of talking to them, observing them while in Rural Day Secondary Schools. Readers can get a clear picture on how these rural day schools are enhancing quality in their unique settings.

4.4.1 Multiple case studies

As for this case of school heads' leadership practices in enhancing quality education, it needed to be carried out in several of these schools. Hence, I decided to make use of a multiple case study as it is capable of providing nuanced insights and the exploration into varied responses by participants. The study was conducted at several sites with multiple cases considered to be examples of the same type of case sharing common characteristics (Hesse-Biber & Leavy, 2011; Lapan, Quartaroli & Riemer, 2012). Multiple case studies provided me with the chances to cross-case analyse the data (Hesse-Biber & Leavy, 2011; Yin, 2014). This is because each school was taken to be an independent entity, it was treated as a case, hence a multiple case study. The multiple case study approach was applied to harness any features unique to individual schools as they enhance quality education. Therefore, the case study design was seen as the most appropriate to achieve this goal. This multiple case study enabled me to explore differences within selected schools and between individual participants. I studied several schools, to understand the similarities and differences between these schools and how they actually enhanced quality education in RDSSs. All of them were established in the early 1980s. Although these schools are located in remote rural areas, it was assumed that the experiences, beliefs and the responses they gave about how they enhance quality education. Hence, multiple case studies offered me that leeway to cross examine the cases, within the schools and across schools.

Multiple case study approaches are relatively of more utility compared to those with single cases. Yin (2014) asserts that it is important to use many cases since this will provide some analytical benefits. Using the same line of reasoning, Yin (2014) says that, studies that are considered by readers to be convincing and robust are usually conducted using multiple cases. Data elicited from various cases can convince more than from a single case. This type of a design is associated with some advantages. For instance, as Merriam (2009) and Yin (2014) put it, rigorous qualitative case studies provide vast chances to researchers to investigate and explain a topic under study using several of data sources. Case studies allowed me to explore individuals or organisations (Hesse-Biber & Leavy, 2011; Merriam, 2009; Yin, 2014). Yin (2014) and Merriam (2009) acknowledge another advantage saying that multiple-case studies provide its readers with highlights on

understanding how ideas and abstract principles can fit together. These advantages add to what has been discussed earlier as benefits offered by the multiple case studies.

The fact that a certain method is considered appropriate is not enough to qualify it as an all-round methodology to use. Multiple case study methodology is also aligned with some demerits. Generally, case studies are extremely time consuming and expensive to conduct (Baxter & Jack, 2008; Merriam, 2009). Baxter and Jack (2008) further explain some of the difficulties associated with multiple case study research. These include, the need for physical and direct involvement through inter-personal relations between the researcher and the participants; situational costs in terms of time, travelling costs and materials, the need for using a variety of methods, instruments, sources as entities for triangulation; the lack of controls and the complications of different settings and time-based changes (Baxter & Jack, 2008).

There is no way I could carry out a multiple case study research without physically visiting sites and talking to the people, which proved to be very costly. I made sacrifices in terms of obtaining some funding from my family so that I could visit all the schools sampled. Actually, I visited these schools more than once. The first visit involved me introducing the study and seeking consent from participants. The second was for the actual data elicitation process. Subsequent visits were focused on other methodological process such as document reviews, and confirmability processes. I must highlight that there was no compromise on the costs attached to the visits to the research sites. Doing research requires determination on the part of the researcher. This determination helped me get essential knowledge from these schools to answer my research questions.

There are some disadvantages that scholars have identified in multiple case study research. For instance, in many instances, some case study researchers become chaotic and permit confusing evidence on biased opinions to influence the course of the findings and conclusions (Yin, 2014). Yin (2014) further argues that, case study research is very difficult to conduct, regardless of the fact that some researchers consider it as a ‘soft’ approach, in fact, the softer the research approach, the more complicated it is to conduct. With the same argument, Bertram and Christiansen (2014) assert that, case study research reports are mere simplified descriptions of natural proceedings and

the readers are anticipated to interpret and produce their own conclusions. Usually, multiple case studies dilute, distort or exaggerate the overall analysis; thus, the more the cases studied in a single research project, the greater the chances for misrepresentation of cases (Yin, 2014).

Nevertheless, despite the shortfalls of the multiple case study research laid out above; it proved to be extremely difficult to ignore the important role that this methodology plays in social knowledge generation. Though qualitative research is subjective in nature, I tried to guard against all researcher predispositions. I took no sides in my research work, I accepted all that I heard and experienced. I worked from an inductive point of view. I used a number of data sources and multiple methods in order to corroborate the data. I wanted to ensure that this issue of enhancing quality education in rural day secondary schools was examined by various lenses which allowed for numerous mechanisms of the practices that should be exposed and realised. Data analysis was done ensuring credibility of data so that conclusions could be made by readers from the report and not their own deductions. The following section will provide great detail of the sample and sampling procedures used in this study.

4.5 The research population

The population is the entire set of objects or people that is focus of a research project and about which the researcher wants to determine some characteristics or trends (Bless et al., 2013). It is sometimes called the ‘target population’ and the results obtained are exhaustive to all researched aspects found in the population. In this study the target population will be the fifty-five (55) Rural Day Secondary Schools of Masvingo District in Zimbabwe. Masvingo district has a total of fifty-five (55) Rural Day Secondary Schools, twenty-seven (27) of which are council, twelve (12) government schools eleven (11) church schools and five (5) are schools private. It is intended to gather qualitative data from School Heads leadership practices and enhancing quality education in these schools. A sample of six (6) schools and twenty –four (24) participants from these schools was chosen using the sampling techniques in the following section.

4.6 Sampling technique

The sample and the sampling design in qualitative research have to be appropriate. Before I chose the sampling design, I considered a number of key aspects in sampling, namely the sample size, the representativeness and limits of the sample, the access to the sample and the sampling strategy to be used (Cohen et al., 2011). I could not gather data from the whole population of Zimbabwean Rural Day Secondary Schools. So, I aimed at developing a thorough investigation on school heads' leadership practices in enhancing quality in rural day secondary schools without generalising population.

I aimed at eliciting my data from participants who were 'information rich' and who could best assist to apprehend the detailed interest of my research, School Heads' leadership practices in enhancing quality education in these schools. Appropriateness and adequacy of the sample are the major key factors that guided my sampling procedures, since qualitative research is mostly concerned with the quantity of data (Struwig & Stead, 2013). This required me to purposefully derive my sample so that data generated is rich about leadership practices and enhancing quality in rural day secondary schools (Check & Schutt, 2012). This meant that nothing was of importance in case studies but making a proper selection of the participants who could give full details of the required data to answer my research questions. For the semi-structured interviews and the documentary review, a sampling strategy was carefully chosen that combined purposeful and snowball sampling procedures was carefully chosen (Creswell, 2013). I made my sampling decisions and used the aforementioned combination so as to obtain suitable participants who could give the most reliable and credible data to answer my research questions.

4.6.1 Purposive sampling

The case schools for this study were carefully chosen using the purposive and snowball sampling designs. Therefore, this sub-section is dedicated on the purposive sampling and the following sub-section will give the detail on snowballing and the efficacy of combining the two in this study. Neuman (2006), Remler and Van Ryzin (2011) and Creswell (2013) purport that in purposive

sampling the researcher is encouraged to use many sampling procedures in order to find all possible cases of the most appropriate participants to respond to the questions. Amplifying the idea are Cohen et al. (2011) who describe purposive sampling as an empirical sampling method used in qualitative research, targeting to apprehend the meaning of the phenomena from a natural setting as experienced by the participants. This means that purposive sampling method is mainly focused on the selection of quality participants that can effectively supply credible data that is required to answer the questions which guided the study (Merriam, 2009). With this descriptive background of this sampling design, when selecting participants, one should deliberately consider the idea to select the most appropriate participants who represent different cases and opinions from such cases (Creswell, 2013).

In this purposive sampling, I needed to choose participants for this research, depending on attributes that were critical to the evaluation (Remler & Van Ryzin, 2011; Struwig & Stead, 2013; Yin, 2014). I needed to select the schools that had School Heads, Heads of Department (HODs) and teachers who were seasoned and stationed in the schools for a number of years; (most important, School Heads, Heads of Departments and teachers who have been in these schools for more than ten (10) years) though it was difficult to find such characters due to staff-turn-over which for some reason was associated with teacher retention in Rural Day Secondary Schools. I did not want to come across a situation where I might visit my study site/school to meet novice participants who might fail to give the detailed responses required about the problem in question. Subsequently, by using the purposive sampling, I managed to choose participants who were knowledgeable about the study because of their professional experiences (Remler & Van Ryzin, 2011; Struwig & Stead, 2013). I was certainly sure that the data elicited from such participants could be very informative for the phenomenon being studied. Usually with purposive sampling, the sample is representative of the population of the Rural Day Secondary Schools. Although the extent of the sampling error could not be estimated and bias might be present, I devised a plan to circumvent and minimise such errors. To minimise the sampling errors and biases steps were taken to ensure trustworthiness (discussed later in this chapter). However, I learnt from scholars such as Schumacher (2010) and Woodall (2013) that combining the purposive and the snowball sampling procedures can successfully eradicate all sampling errors and researcher bias. Though these

researches were conducted a long time ago, I found their techniques useful to use as reference in this study. Following is the detailed description of how these two sampling procedure was most appropriate for my study.

4.6.2 Snowball sampling

Snowballing is a specialised type of sampling which uses personal contacts to build a sample to be studied (Remler & Van Ryzin, 2011). According to Check and Schutt (2012), researchers use this method to identify appropriate participants who are difficult to locate. This prescribes that snowball sampling is not based on random sampling but recruitment of participants is done using other participants. This is referred to by Kurant, Markopoulou and Thiran (2011) as a recruitment method that uses a referral system where the first identified participant can refer to further nominations of others who have the same characteristics as herself/himself.

In most cases snowball sampling is often used because one maybe dealing with a sensitive topic or because the people under study are hard to find due to low numbers of such people (Drăgan & Maniu, 2012; Merriam, 2009). Usually, snowball sampling technique is often used in areas that are remote, where researchers find it difficult to identify necessary candidates (Kurant et al., 2011; Yin, 2014). As has been discussed earlier in Chapter Two, rural people are a hidden population, inarticulate and invisible at the same time marginalised socially, politically and economically (Madu, 2010). There are many schools in each district and some of these schools lie in the rural areas hence I chose to use this sampling procedure which removes sampling decisions from me. I was too determined because I wanted to get the most credible data from what actually happens in rural day secondary schools. Hence, to be able to get this sample right I had to use snowball sampling to get the most knowledgeable individuals for my study.

People with specific characteristics that are needed for the research are easily found through recommendations that are given by the first nominated participant (Merriam, 2009; Kurant et al., 2011; Remler & Van Ryzin, 2011). Snowball sampling focuses on sampling techniques that are based on the judgement (as proposed by the purposive sampling) of the researcher (Krista &

Handcock, 2011). Upon my judgement and or required characteristics in mind, I requested the District Schools Inspector (DSI) from Masvingo District to recommend one information-rich school that is in rural areas of his districts. The DSI supervise all schools in his district, thus I considered him to be well informed about these school. Duma Rural Day Secondary School (not its real name) was the first school chosen. When I got the name of this school, I went out to the school and personally introduced myself to the School Heads to expand my sample. Referrals continued so that I got other potential participants to make up the study sample (Merriam, 2009; Remler & Van Ryzin, 2011; Sigurðardóttir, 2010; Yin, 2014). Thus, I visited the first school in the district and the School Head further nominated other schools with the characteristics I required. This referral system continued until I got the six (6) schools which I had thought would be sufficient for purposes of this study.

The process was very cheap, simple, and cost-effective and it needed little planning compared to other sampling techniques (Lohr, 2009; Salganik & Heckathorn, 2004). However, like any other procedure snowballing has some disadvantages attached to it. For instance, I was aware that I had little control over the schools that were sampled to participate in the study; sampling method; since the participants nominated schools they know well (Drăgan & Maniu, 2012). However, this was a 'blessing in disguise'. It helped me to reduce researcher bias. Aptly, to eliminate all errors/biases associated with this design, I also referred to previous researchers, for example, Schumacher (2010) who successfully made a combination of purposive and snowball sampling in their study of cultural beliefs and practices in the rural areas of the Dominican Republic. Likewise, in a research done in the faculty of health, Leeds Metropolitan University, Woodall (2013) used a combination of snowball and theoretical probability sampling. This literature informed the sampling procedure that I followed. Research can influence other research, and I knew I was not going to make an error by combining purposive sampling with snowball sampling methods in order to reach every participants who can give rich data to answer my research questions. Purposive sampling is just an agenda of getting rightful participants (but 'how' to get the rightful participants) thus I employed snowballing to get those unknown and rightful participants.

Purposive sampling intertwined with snowball sampling is undertaken with deliberate aims in mind (Creswell, 2013; Denzin & Lincoln, 2011). I managed to obtain the required sample with required characteristics in six (6) rural day secondary schools in Masvingo District. All School Heads, Heads of Departments (HODs) and teachers occupied substantive posts and had served for more than five years in these schools. All the participants had a homogeneous background in their respective categories. According to Check and Schutt (2012), homogeneity in background rather than in attitude is the objective in selecting participants for observing and interviewing. The homogeneity was however, slightly limited by the range of the ages of the participants. While the oldest in their fifties the youngest was in his thirties.

4.6.3 Issues of access to research sites and participants

Issues of access to the research sites are some of the trickiest aspects of research. I am saying this after finalising and implementing sampling process, there is no guarantee that empirical component of the study will happen as planned. Participants have to be consulted and recruited to the study. If participants are not found and successfully recruited to the research, there can be no research to do or talk about. It will fall flat. In the context of this study, I am sharing my experiences of doing this, and I was relieved when this process unfolded successfully. Consent of participants was very necessary. It might be frustrating if permission is not granted by higher authorities, in this case the Ministry of Primary and Secondary Education. These are what Blanche et al. (2012) and Descombe (2010) refer to as gate keepers. O'Leary (2010, p. 150) emphasises that the first step in obtaining credible data in any form is gaining access and that relies to a great extent on careful homework, respect for protocols and official channels, a professional and knowledgeable demeanour, maintaining meaningful relations with contacts and gatekeepers and establishing sustainable rapport with them throughout the study. It was critical to gain entry properly for the study to facilitate access to diverse sorts of data including classified and confidential information and documents. Moreover, the main methods or techniques used for data generation, for instance, guided interviews and document reviews, required the existence of a high degree of trust and mutual respect between myself and the participants. Formal authority to generate data from institutions and government offices was sought and granted at the outset to facilitate access to

official documents, reports and records. Therefore, the process of establishing access and gaining entry was managed intricately as was appropriate which created a viable and lucrative research environment throughout. The next section focuses on data elicitation methods.

4.7 Data elicitation methods

According to Yin (2014), case studies use various methods and instruments for data generation, Similarly, Check and Schutt (2012) maintain that case studies are focused on the use of multiple data sources, and that, this best helps to ensure the credibility of data. Potential data sources in case studies may include, though not limited to interviews, observations, documentary reviews, archival records, interviews and physical artefacts (Merriam, 2009; Yin, 2014). These scholars indicate that participants' words and actions represent the data. Effective qualitative research relies on different kinds of knowledge from different sources (Check & Schutt, 2012; Merriam, 2009). Consequently, if one is restricted to one data source, the data generated might fail to give a wide range of knowledge and depth of understanding of the phenomena under study. This principle was applicable in the generation of data in this study as it lies in qualitative research. Thus, research needs to generate data through different methods, from different perspectives, so as to elicit the thickest and strengthen the depth of understanding in the area of research. The methods and tools which were employed in this research were qualitative in nature and that included interviews and documentary reviews.

4.7.1 The interview methods

Before discussing the first data generation method, I used (semi-structured), I begin by briefly explain the term interviews. The interview is one of the most used sources of data elicitation and is mostly used in qualitative research. In qualitative research the most important undertaking is to gain access to the participants' experiences, feelings and social settings in order to elicit information about their views and lives (Kvale, 2007; Merriam, 2009; Turner, 2010). An interview is a discussion that is held between two people; one individual posing questions prepared to elicit information and the other responding to questions on the topic under study (Merriam, 2009;

Brinkmann & Kvale, 2014). Amplifying the same idea are Cohen et al. (2011) who regard an interview as an inter-change of opinions by two or more people on a phenomena under study with the aim to produce knowledge that can be used to answer research questions. What this implies is that interview is a form of a discourse or a face-to-face interaction which is geared on a topic of interest. What follows next is a detailed amplification of the semi-structured interviews and how data was recorded, followed by documentary reviews as data sources considering their merits and demerits in this research study.

4.7.2 Semi-structured interviews

Semi-structured interviews were used to generate data from rural day secondary schools that is from School Heads, Heads of Departments (HODs) and teachers. The different policy documents guiding leadership and quality enhancement in schools were reviewed. Semi-structured interviews are direct verbal conversations with the participants which allows flexibility within the discussion (Remler & Van Ryzin, 2011). In the same line of thought Merriam (2009) regards semi-structured interviews as guided interviews that are not fully structured; they belong to both structured and unstructured interviews. Interview guides with a set of questions are prepared when one is using semi-structured interviews. The guides allowed me to generate some questions to develop interesting areas of enquiry during the interviews (Flick, 2014; Kvale, 2007; Merriam, 2009). I needed to gather data about school heads' leadership practices in enhancing quality education in schools to at least partly guide the interview. Remler and Van Ryzin (2011) suggest that the researcher will be having a structured section of the interview while still allowing the majority of the interview to be guided by a loose set of questions on issues to be explored. The combination of structured and unstructured sections permitted me to gather the information I needed while still allowing me to respond to the situation at hand (Patton, Parker & Neutzling, 2012).

The bulk of the interview comprised open-ended questions and I gave the participants leeway to digress. However, because of the time limit, if the participant veered off the issue, I had to introduce a new question to try and bring the interview back to one of the main topics. To ensure that I was able to gather as much information as required for the study, I tried to guide interviews

so that the same topics or issues were raised with each participant to allow each to react and give his individual perspectives. I must point out that I reviewed the questions after each interview. If new information was gained or new ideas introduced by a participant, I had to modify the questions for the remaining participants. Consistency is perfect in semi-structured interviews; I gave all the participants the same questions (Merriam, 2009; Remler & Van Ryzin, 2011). This means that semi-structured interviews allowed for all participants to be asked the same questions within a flexible framework. However, as explained elsewhere in this thesis, there was flexibility in terms of probes and follow up questions, and there was no strictly defined ordering of the questions (Christine, 2005). I encouraged participants to talk about their experiences in response to the open-ended questions; however the ordering of further questions was determined by their responses. Semi-structured interview method was chosen in this study as the most appropriate method to achieve my research objectives. Check and Schutt (2012) note that interview data is elicited directly from the ‘horse’s mouth’ (first-hand data), so it is ‘real’ and is neither biased nor incorrect, but it depicts what the participant wants to say.

Advantages of these interviews were that they enabled me to get first-hand data from the participants. This direct interaction was the main source of the advantage of the interview as a research method. This method to data elicitation helps the researcher to be sensitive to participants’ language and attach meaning to their responses (Flick, 2014; Merriam, 2009; Yin, 2014). Semi-structured interviews make a follow up on specific ideas and issues; as a result they provide much more detailed information about how participants feel their perceptions and opinions on the topic under study are. I could probe deeper into a response given by a participant. Participants’ own words were recorded, and they were allowed to clarify ambiguities. I could instantly make follow ups on incomplete answers. It allowed me to develop a more peaceful atmosphere in which to elicit information, at the same time participants felt more relaxed engaging in dialogue with me about their situation.

However, there are a few limitations and drawbacks in the semi-structured interviews. Semi-structured interviews are prone to bias (Bertram & Christiansen, 2014; Merriam, 2009). The school heads might have wanted to show that they are responding positively to enhancing quality

education in schools, so their interview comments could have been biased. Different interviewers may understand and record interviews in different ways (Check & Schutt, 2012; Merriam, 2009 ;). The interviewer might be biased and ask closed questions, thus the interviewer can affect the data if it is not consistent in terms of the questions that are asked and/or time given to the interviewee to elaborate their comments. Semi-structured interviews can be time exhaustive. Conducting interviews, transcribing them, analysing the data, providing feedback and reporting is time consuming. Semi-structured interviews cannot be used for many people at once. Each interviewee has to get a time limit to be interviewed. The standardisation of wording of questions may constrain and limit naturalness and relevance of questions and answers. It also offers little flexibility in relating the interview to particular individuals and circumstances. Responses will be recorded verbatim by audiotape or videotapes or in writing. It will be essential to execute the interviews professionally (Babbie & Mouton, 2015; Bryman, 2012; Creswell, 2014; Cohen, Manion & Morrison, 2011).

However, having these limitations discussed, does not render this method redundant, every effort was made to design a data elicitation for bias free scenarios. I was determined to develop mechanisms in conducting interviews to allow for minimal bias as well as economic use of time and costs. The phenomenon of researcher bias did not pose any problems to me as discussed earlier on. I retained my neutrality and did not push for any particular ‘truth’. I had no preconceived hypothesis; I accepted the data as it was given, asking the questions consistently and giving the participants adequate time to react to them. The length of time did not affect me because I scheduled ample time per school, therefore, I had sufficient time to complete my interviews at each site. To cut the costs on travelling, I was hosted by village heads in the district. I spent prolonged time in the district and managed to complete my interview process without excuses, and also ensured that I came back for other research processes such as confirmability.

4.7.3 Document reviews

Documents are any written proof that give information about the investigated phenomena and are existent with/without research being conducted (Fitzgerald, 2007). They form part of the life and

activities in it since they give comments on life activities (Cohen et al., 2011). Normally documents are produced for specific purposes other than those of the research but it can be used by the researcher for research purposes (Burke & Christensen, 2008). Documents are ready-made source of data easily accessible to the researcher (Merriam, 2009). Fitzgerald (2007) asserts that documents give important details and evidence pertaining to the background and philosophies of organisations. This means that in government institutions like schools, there are certain documents that are compiled by the school heads as a requirement for the purposes of projecting, monitoring and evaluation of schools by the ministry. These documents usually contain confidential information of the school as an organisation. They contain the history of the school mainly on resources; be it human, material, infrastructural capacity and learner enrolments. The documents reviewed in this study were mostly to produce qualitative data from Governments documents, gazettes and publications; ministry policy circulars, reports and instruments, institutional reports, and communication media on leadership practices and enhancing quality education in schools.

Potentially, these documents have been considered a useful document in this study. In case studies, there is a great benefit when one uses documents as they corroborate and augment evidence from other sources (Yin, 2014). They provide independent lens so that the researcher can apprehend all relevant information, and allow for confirmation (Naidoo, 2012). The documents revealed information that was not established through the interviews, hence they were chosen due to their ability to corroborate data from semi-structured interviews thereby making the findings more trustworthy. This research method has a great deal of advantages. To understand a phenomenon, I needed to know its history (Merriam, 2009). The fact that I used these documents with historical records, puts me in the position to study the past and understand how rural day schools enhance quality education. This review gave me a clear picture of the identity and quality of resources that are used by these schools, thereby, reflecting on the quality of education given to these schools. With documentary reviews there is no room for reacting to the data since the information given in the document is not subject to modification or distortion as is done during interviews where the researcher and the participant interact (Burke & Christensen, 2008). Since the data has already been created, there are no wastages in terms of time, money, expertise or other resources (Yin, 2014).

Like any other method, documentary review too has some disadvantages. According to Patton, Parker and Neutzling (2012), documents are prone to some limitations such as the correctness and entirety of the data. Flick (2014) and Merriam (2009) assert that one needs to take extreme caution in using such secondary data. This entails that some official documents are written by individuals from second hand source or subjective data based on their ideologies. The data might get diluted or exaggerated at some point (Bertram & Christiansen, 2014; Merriam, 2009). It is therefore dangerous to accept generalisation based upon such findings (Flick, 2014). Hence, the use of documentary evidence did not guarantee objectivity, consistency, or even accuracy.

4.8 Recording the data

According to Merriam (2009) and Check and Schutt (2012), data recording is a process that involves the recording of information using a ‘machine’ during the process of the interviews. The interviews were approximately 50 minutes to an hour long and I relied mainly on audio-recording as the participants had consented to be tape-recorded. I chose to use the voice-recorder since I assumed this was the most suitable method of picking up the real responses by the participants, thereby ensuring the accuracy of the data captured. The use of the audio-recorder also allowed me to concentrate (Brinkmann & Kvale, 2014; Naidoo, 2012) on the interview and the participants’ responses. I always verified that my audio-machine was recording at the same time encouraging the participants to speak audibly so that all that they said was recorded. However, since I had scheduled ample time per site, I also copied data from the policy documents for each school before leaving. After the data elicitation processes, I had to replay my audio-recorder to transcribe the data. This is a tiresome process since one needs to listen attentively and transcribe accurately what was said, thus I personally transcribed.

4.9 Data analysis

Data analysis is a stage that involves data condensation, data display and conclusion/verification (Miles et al., 2014). It is the process of making sense out of the data and the most difficult part of the entire research process (Merriam, 2009). Making sense out of data involves consolidating, reducing and interpreting what people have said and what the researcher has seen and read, that is, it is a process of making meaning. It is a complex process that involves moving back and forth between concrete bits of data and abstract concepts, between description and interpretation. Data condensation refers to the process of selecting, focusing, simplifying, abstracting and or transforming the data that appear in the field corpus (body) of written up field notes, interview transcript, documents and other empirical material that makes the data stronger and credible (Gilbert, 2008; Miles et al., 2014). It is a form of analysis that sharpens, sorts, focuses, discards, and organises data in such a way that final valid conclusions are drawn and verified.

Data display is an organised, compressed assembly of information that allows conclusion drawing and action and this was in the form of graphs, charts, extended texts. This enabled the information to be in accessible and compact form so that I could be able to draw justified conclusions or move to the next steps of analysis that the display may suggest as useful. A qualitative data analyst interprets what things mean by noting patterns, explanations, causal flows and propositions (Creswell, 2011). These conclusions must be held lightly, maintaining openness and scepticism as these may seem vague at first but becoming increasingly explicit and grounded (Cohen & Manion, 2009). The meanings emerging from the data have to be tested for their plausibility and their sturdiness, their confirmability which then points to their validity (Flick, 2014; Merriam, 2009).

Qualitative data analysis is a continuous, iterative enterprise where issues of data condensation, display and conclusion drawing/verification come into play successively as analysis episodes follow each other (Easterby-Smith et al., 2009; Miles et al., 2014). Data generation or elicitation and analysis are simultaneous processes in qualitative research and is therefore recursive and dynamic (Easterby-Smith et al., 2009; Merriam, 2009). There are basically two patterns of doing

qualitative data analysis and these involve the use of interpretive assumptions and social constructionism assumptions. An interpretive approach is presented as understanding phenomena from within their context, in an emphatic manner, while social constructionism research is said to involve a more distance, sceptical understanding of phenomena (Blanche et al., 2014; Gray, 2014; Miles et al., 2014). Usually these two patterns are dealt with together and are simply labelled 'interpretive research' (Blanche et al., 2014). In this research I used an interpretive data analysis. The advantage of having this data analysis is that it emphasises the need for the researcher to stay close to the data so as to interpret it from a position of thorough understanding of the phenomena under study and in this case School Heads' leadership practices in enhancing quality in Rural Day Secondary Schools. Staying close to the data will lead to 'thick descriptions' of the characteristics, processes, transactions and context that constitute the phenomena being studied, that is, leadership practices, enhancing quality and rural day secondary schools. Interpretive data analysis also involves collecting bits and pieces of the 'real life' events of leadership practices and enhancing quality in rural day schools in Masvingo District. In carrying out an interpretive data analysis, I adopted four steps suggested by Blanche et al. (2014) and they are (a) Familiarisation and immersion (b) Inducting themes (c) Coding (d) Elaboration, and these are discussed next.

4.9.1 Familiarisation and immersion

This involved the development of ideas and theories about the phenomena being studied (Blanche et al., 2014). In this case, the focus was on leadership practices and enhancing quality education in Rural Day Secondary Schools. I had to have some preliminary understanding of the meaning of the data through working with recorded texts, that is, guided-interview scripts and document reviews after which I thoroughly read through the texts over and over again making notes, brainstorming and drawing patterns of responses.

4.9.2 Inducting themes

Themes arose from the data and had a bearing on the research problems. This meant inferring general rules from specific instances, and in this case these are instances of school heads'

leadership practices and enhancing quality in Rural Day Secondary Schools of Masvingo District. It was a bottom up approach to research. Focus was on processes, that is, leadership practices and enhancing quality, functions, tensions and contributions. The themes were categorised according to the research questions and as was on the interview -guides. At this point I was involved in the process of jotting down notes, comments, queries and making some observations.

4.9.3 Coding

This involved breaking up data in analytically relevant ways and this entailed marking different sections of the data which were relevant to the research questions. I was involved in organising data into categories so as to access it and make comparisons which Gilbert (2008), referred to as qualitative coding. It was nothing more than assigning some sort of shorthand designation to various aspects of data so that I could easily retrieve specific pieces of the data (Merriam, 2009). This I did to a single word, letters, numbers, phrase, a line, a sentence or a paragraph and coloured markers were used to highlight pieces of text. There was a very close link between schematising and coding in fact there are inseparable.

4.9.4 Elaboration

This time I was involved in exploring themes more closely with the aim capturing the finer details of data not originally coded. This provided me with the opportunity to revise the coding system.

4.9.5 Interpretation and checking

One way I used to check interpretation of the data was to discuss with people who know about school heads 'leadership practices and enhancing quality education and these were researchers in the field. Using thematic categories from data analysis as subheadings, I generated a written account. Caution was taken to avoid personal prejudices/ biases by placing emphasis on objectivity and truthfulness.

4.10 Issues of ensuring trustworthiness

The trustworthiness of a research study is important to evaluating the credibility of its findings. Guba and Lincoln (1985), cited in Babbie and Mouton (2015, p. 277), argue that the key criterion or principle of good qualitative research is found in the notion of “trustworthiness, neutrality of its findings or decisions.” The issue is on how an inquirer can persuade his or her audience that the findings of an inquiry are worth paying attention to or worth taking account of. For the worthy of a research study to be attained, Guba and Lincoln (1985) proposed four criteria to be considered by qualitative researchers and these are, credibility; transferability; dependability and confirmability. Trochim as cited in Lichtman (2009) compares these to traditional criteria and thus internal validity was replaced by credibility, external validity by transferability, reliability by dependability and objectivity by confirmability. Babbie and Mouton (2015) argue that for a qualitative research like this one, cannot be called transferable unless it is credible and it cannot be deemed credible unless it is dependable. How the issues of credibility, transferability, dependability and confirmability were addressed in this research are discussed next.

4.10.1 Credibility

Ensuring credibility is one of the most important factors in establishing trustworthiness where I ensured that what had been reported was truthful and correct. Credibility answer to the question “is there compatibility between the constructed realities that exist in the minds of the respondents and those that are attributed to them?” (Babbie & Mouton, 2015, p. 277). Lichtman (2009) suggests that the results should be evaluated from the point of view of the participants, and thus, they are the only ones capable of judging the credibility of results. In this study credibility was achieved through the use of numerous techniques. One of them is prolonged engagement with school heads and all other participants during data generation process. That is why I visited each research site several times. The other technique entailed member-checking during the interview process, and this ensured that my interpretations of what the participants were telling me were accurate and thus enhance credibility (Bobbie & Mouton, 2015). The fact that all participants took part in the study voluntarily, without any persuasion or coercion, also adds to the credibility of the findings. In other

words, ensuring that the research is conducted ethically contributes to its credibility and thus ensures trustworthiness of its findings.

Another technique that I adopted is what Maree, Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen and Clark (2016) calls crystallisation. This is achieved by eliciting data from different participants and also by using various data generation methods or techniques. Richardson (2000) questions the concept of triangulation that many qualitative inquiries have been used due to the fact that such a term assumes a fixed point that must be reached. Yet, in qualitative inquiry, researchers penetrate understandings and insights about the phenomenon and not to measure it (Maree et al., 2016). In this study, I generated data from various and divergent constructions of reality that existed within the context of Rural Day Secondary Schools in Masvingo District. Again this I achieved by the gathering of information about different school heads' leadership practices and their relationship to enhancing quality education in Rural Day Secondary Schools of Masvingo District and relationship from different point of view. Achievement of this was through asking different questions through guided interview and document reviews. The last technique I used to achieve credibility is peer debriefing. This was done with fellow lecturers or colleagues who were outside the context of this study but having a general understanding of the nature of the study and with whom the researcher can review perceptions, insights and analyses.

4.10.2 Transferability

Transferability is akin to generalisability and can be compared to external validity and demonstrates the extent to which results apply to other similar situations (Babbie & Mouton, 2015). In other words, it is the extent to which the results can be transferred to other settings (Lichtman, 2009). This is the extent to which the results of the research can be applied in similar contexts elsewhere. Guba and Lincoln (1985), cited in Babbie & Mouton (2015), argue that it is important that sufficiently thick descriptions of the phenomenon under investigation are provided to allow readers to have a proper understanding of it. This enables them to compare the instances of the phenomenon described and the research report with those that they have seen emerge in

their situations. However, Sharon (2004) argues that since the findings of a qualitative project are specific to a small number of particular environments and individuals, it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations. While acknowledging concerns Sharon (2004) raises, I tried to ensure that I provide detailed descriptions of the entire research process. This range of specific information was obtained from and about the context, by purposively selecting locations and information that differ from one another.

4.10.3 Dependability

The concept is similar to but not the same as “reliability” (Bless et al., 2014, p. 237). For dependability to be achieved, an inquiry must provide its audience with evidence that if it were to be repeated with the same or similar participants in the same or similar context, its findings will be similar (Babbie & Mouton, 2015). There can be no credibility without dependability (Guba & Lincoln, 1985, cited in Mertens, 2015). Dependability can also be referred to as an inquiry audit and involved examining documentation of critical incidents (documents and interview notes). It involves describing exactly how data was generated, recorded, coded and analysed (Bless et al., 2014). Dependability can establish the confirmability of the study. This means to say a well-managed audit can be used to determine dependability and confirmability simultaneously.

Dependability emphasises the need for the researcher to account for the ever-changing context within which research occurs (Lichtman, 2009). The researcher is responsible for describing the changes that occur in the settings and how these changes affected the way the researcher approached the study. Dependability issue was addressed by reporting the process within the study in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results. For the purpose of this study, the research design and its implementation, the detail of the data generation addressing what was done in the field, were detailed so as to enable readers of this research report to develop a thorough understanding of the methods and their effectiveness. In this study conducting such a trail involved reviewing the following classes of data. Firstly, I generated qualitative raw data through semi-structured interviews and these were audio-recorded, field notes

were written and various documents kept in the schools were reviewed. Secondly, transcribed data was manually analysed, that is, no software was used in the analysis process. Write ups of field notes and summaries were done, and these were compared with what has emerged from current literature (Babbie & Mouton, 2015). Finally, a of synthesis products which involved the development of themes was done.

4.10.4 Confirmability

Confirmability refers to the degree to which results could be confirmed or corroborated by others (Lichtman, 2009). It is the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher (Babbie & Mouton, 2015). Guba and Lincoln, cited in Babbie and Mouton (2015) refer to a conformability audit trail, that is, an adequate trail should be left to enable the auditor to determine if the conclusions, interpretations data reduction and analysis products and recommendations can be traced to their sources and if they are supported by the inquiry. In this study conducting such a trail involved reviewing the following classes of data. Firstly, I generated raw data through semi-structured interviews that were audio recorded, written field notes, documents reviews. Secondly, data reduction and analysis products which involved write ups of field notes, summaries and condensed notes, theoretical notes such as working research problems, concepts and hunches (Babbie & Mouton, 2015). Thirdly, data reconstruction and synthesis products which involved developed themes, findings and conclusions and a final report. This was followed by data relating to intentions and dispositions inquiry proposal, personal notes and expectations. Lastly, there was instrument development information which involved pilots, guided interviews and document reviews.

4.11 Ethical considerations

As highlighted by O’Leary (2010, p. 50), researchers are unconditionally responsible for the integrity of the research process and have to ensure that the dignity and well-being of the researched is protected and that they are not harmed in any way. Cohen, Manion and Morrison (2018) refer to this principle as non-maleficence. In this respect, the enquiry process, legalities and

the relationships with the participants was carefully balanced and managed to ensure the protection of human rights and freedoms on one hand and the integrity and authenticity of the knowledge produced on the other. In this research, this was achieved by getting permission from relevance authorities, (in this case Ministry of Primary and Secondary Education). Thereafter, I sought written permission to conduct research in their schools. Once permission was granted at school level, I then sought and was granted permission from each participant. This is part of the acknowledgement of the autonomy of participants. Once I had received written evidence from all the gatekeepers and participants, I applied for ethical clearance from the ethics committee of the University of KwaZulu-Natal, known as Human and Social Sciences Research Ethics Committee (HSSREC). It was only then that I could proceed with my fieldwork as Wolcott (1995) call it. What I have described above is more of legalistic or procedural ethics.

What follows is what I call ethics in the field of research and this includes respecting participants' rights, autonomy and ensuring that they are not exposed to harm (principle of non-maleficence), I explained in the previous paragraph. For instance, it can be argued that researchers wield a lot of power derived from the privilege to conduct research and produce knowledge. If that power is not used responsibly and judiciously, it can bring harm to participants and subjects of research (Grinnell & Unrau, 2008). In that regard, I made attempts to interact with all my participants with due respect and emphasised the purpose of conducting the study and their role in that process. As part of my ethical clearance application, I had to explain how I would observe the research participants' rights and autonomy.

4.11.1 Confidentiality of the research data

Confidentiality means not revealing the source of information (Fisher, 2010). This means that participants must not be identified by name. Mertens (2015) view confidentiality as the privacy of individuals which must be protected in that data they provide must be handled and reported in such a way that the data cannot be associated with the research participants personally. It entails not disclosing information from participants in any way that might identify that individual or that

might enable the individual to be traced (Cohen et al., 2011). It is natural that participants will be anxious about the confidentiality of the information they give especially since some of it will be classified and, perhaps, also politically sensitive. The findings might also stumble on legal or even criminal infringements by office bearers thereby placing the researcher in an invidious position.

Safeguards to protect the identity of people who give data were put in place. Such measures, I put in place, included the removal of names from data gathering instruments, disguising or withholding participants' identity through the use of pseudonyms. It was made clear to the participants that no one would have access to generated data apart from my supervisor. I informed the participants of the possible ways and procedures that could be followed to deal with inevitable access by others to their data and any plans that were there to protect their confidentiality. I had to leave my contact address, which the participants could use as this could assist to reassure them of my commitment to confidentiality. I also made sure that confidentiality was protected by having signed statements indicating nondisclosure of research data and restricting access to that data which identify the participants.

4.11.2 Anonymity of the research participants

Anonymity means changing the names and locations (but not sex) of informants (Fisher, 2010) This means that no uniquely identifying information is attached to the data, and thus no one can trace the data back to the individual providing them (Mertens, 2015). Information provided anonymously ensures the privacy of participants (As de Vos, Strydom, Fouche & Delpont, 2014). In this study, as I explained in the previous section where I discuss confidentiality, I used false names (pseudonyms) to hide the real names of participants and their schools. This process is known as anonymity and it is also used to protect the identity of participants as means to protect them from possible harm through for example, victimisation of participants by persons in authority positions such as the officials in the Ministry of Primary and Secondary Education.

4.11.3 Autonomy of the research participants

This has to do with the fact that participants have rights including the right to participate in the study (As de Vos et al., 2014). Autonomy of participants requires that they should be given the chance to choose what shall or shall not happen to them (Grinnell & Unrau, 2008). No one was coerced into participating in this research project because participation was voluntary. Therefore, informed consent was sought and granted by each participant after I had explained the nature and purpose of the study. I also explained to them that they had the right to withdraw from the study without and repercussions.

4.12 Limitations of the study

There were limitations in this study and therefore I took cognisance of the following anticipated limitations inherent in it. One of the limitations was the uneasiness on the part of the interviewees that arose as a result of my presence and the tape recorder in front of them. This made them feel uncomfortable having their voices recorded. However, I did everything possible to defuse the uneasiness by assuring the interviewees that strict confidentiality and anonymity would be maintained. As an insider, that is, someone who understands the realities of the experiences that was examined from an insider's perspective I strived to build a collaborative and interpersonal relationship with the participants who were School Heads, Heads of Departments (HODs) and teachers. I listened to the responses as an insider so as not to twist, turn, avoid or influence the participants in the study. This inside engagement was done so as to avoid tainting the findings of the study, instead this added depth, dimension and rigour to the process and ensured that the research remained guided by the research questions which were heuristic devices that were recursive and circular in form (Cohen et al., 2018).

Time compounded by financial restrictions, further confined the study to one district in Masvingo Province where there are seven districts. Therefore, due to the nature of case studies, this research had inherent limitations attached to it. Particularly for the interpretation and application of results to a larger population at provincial and national level. The number of participants was small and

purposively selected and therefore the information gathered had limitations when it came to generalisability. Rather the use of the naturalistic inquiry design sought ‘deep understanding and explication of social phenomenon as they are observed in their own contexts (Cohen et al., 2011; Silverman, 2010; Yin, 2011).

4.13 Conclusion

This chapter discussed the research design and methodology that was used in conducting the study. A detailed discussion of all methodological processes was presented, including the justification for various steps taken and decisions made. The next chapter presents descriptive data that was generated from various participants across the research sites.

CHAPTER FIVE

LEADERSHIP PRACTICES IN ENHANCING QUALITY: PERSPECTIVES FROM SCHOOL HEADS

5.1 Introduction

Chapter Four provided a detailed discussion of the research design and methodology that was used in generating data that would answer research questions that guided the study. This chapter and the subsequent two chapters presents and discusses data that was elicited from 24 research participants in 6 study sites in Rural Day Secondary Schools of Masvingo District. The aim of these three chapters is to present a descriptive analysis of in-depth data generated through semi-structured interviews with School Heads, Heads of Departments and the teachers. The purpose of this study was to understand how school heads in rural day secondary schools enhanced quality in their provision of education in their schools. Other categories of participants (HODs and teachers) presented their perspectives about their respective school heads' leadership practices in enhancing quality education provision. During the interviews, participants had freedom to express themselves as it is normally the case with qualitative enquiry. Probes were made to clarify some issues and to redirect discussion to the focus of the study.

Documents reviews and informal observations made during my visits to the research sites gave me an opportunity to get a clearer picture about how these Rural Day Secondary Schools of Masvingo District operated. Photos taken during sites visits provided me with specific documentation and impressions during the research process. I must mention that the demands of the topic were to examine the leadership practices in enhancing quality in Rural Day Secondary Schools. As highlighted in the previous chapter, the data that was generated and analysed was qualitative in nature and a case study methodology was used. Three categories of participants (School Heads, HODs and teachers) took part and all had to answer questions about how School Heads' leadership practices enhanced quality education in Masvingo District. Since this is a multiple case study, and the case is School Heads' leadership practices, the data produced focused on them, irrespective of the category of participants. In short, the focus was on School Heads, and stories that emerged

from HODs and teachers was about their experiences and perspectives of the School Heads' leadership and not their own. Due to the voluminous nature of the data produced, I thought it prudent to present it in three chapters.

In telling the story of leadership practices of School Heads, I decided to use each category of participants to constitute a chapter. In other words, Chapter Five focuses on the perspectives of School Heads. The next chapter (Chapter Six) presents perspectives of Heads of Departments (HODs) while Chapter Seven presents perspectives of teachers. In my descriptive analysis, I do not utilise literature at all, but I use it in Chapter Eight where I present an abstraction from descriptive analysis. *Pseudonyms* are used in order to protect the school heads' identities and these are: Mr Tawanda, School Heads of Nemamwa Rural Day Secondary School; Mr Gomba, School Head of Zimuti Rural Day Secondary School; Mr Muchini, School Head of Zava Rural Day Secondary School; Mr Muchakata, School Head of Tokwe Rural Day Secondary School, Mr. Mutirikwi, School Head of Banga Rural Day Secondary School and Mr Mushuku of Duma Rural Day Secondary School. In presenting the data, *verbatim* quotes are used to ensure that the 'voices' of the participants remain pristine. The presentations also incorporate data generated through documents reviews made during the visits to the schools. As already noted the literature that was reviewed in Chapter Two is not going to be infused in this chapter but in Chapter Eight. During the discussion, themes were used. The first theme is about the school' conceptualisation of quality enhancement in rural day secondary schools. The second theme is about the School Heads' perspectives on how they enhanced quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

There five broad themes that emerged from the analysis and five sub-themes. The second theme which is about leadership practices has five sub-themes through which their leadership practices are explained. The themes are (a) School Heads' conceptualisation of enhancing quality in Rural Day Secondary Schools (b) How School Heads enhanced the quality of education in Rural Day Secondary School contexts; (c) Some perspectives on quality enhancement indicators in Rural Day

Schools contexts; School Heads' perspectives on government policies on enhancing quality, and (e) Challenges School Heads encountered in enhancing quality, and these are discussed next.

5.2 School Heads' understanding of leadership practices for enhancing the quality of education provided in Rural Day Secondary Schools of Masvingo District in Zimbabwe

In this section, I present School Heads views about their understanding of the concept quality education and the enhancement thereof. Various descriptions of this concept emerged from our conversations. Notwithstanding the diversity of views there was a common view that enhancing quality was a multidimensional phenomenon involving making decisions which results in the improvements across the school system. There was an agreement among the School Heads that it entailed a change for the better. The following quotes from school heads' stories give light as to how they conceptualised enhancing quality education. One of them had this to say:

Enhancing quality education involves a variety of decisions taken by the School Head in trying to bring about change for the better in the school system. It entails change for the better through multidimensional decision making process. This change for the better can only be realised when all the stake holders , that is, teachers , heads of departments, parents, NGOs and the parent Ministry of Primary and secondary education put their heads together for that positive change. It must be a well-oiled machine and no discord in the school system for quality enhancement to be realised (Mr Tawanda, Nemamwa RDSS).

Mr Gomba, School Head of Zimuti RDSS also conceptualised enhancing quality as being directly related to the improvement in the teaching and learning process where the final beneficiary was the learner. This is what Mr Gomba had to say:

Schools are established for children to learn and therefore the main focus of the School Heads is to ensure improved teaching and learning. Therefore, it is the duty of School Heads to direct and influence teachers for the improvement of that process of teaching and learning. The school environment must be conducive through the provision of support

systems like, library and exercise books, comfortable accommodation and a safe school environment. Teachers also want to be treated fairly by the School Head. All stakeholders must support the teacher for him/her to improve teaching and learning (Mr Gomba, Zimuti RDSS).

Mr Muchini, School Head of Zava RDSS also conceptualised enhancing quality as the process of goal achievement in the school system which to him entailed an improvement in the pass rate at the school. This is what he had to say:

Parent's sacrifices a lot for their children to achieve at school. Therefore, the main focus of the Rural Day Secondary School Heads in enhancing quality is to make sure that there is improved pass rate. Parents get satisfaction out of their children achieving improved pass rate. To them improved pass rate of their children means success for their children. Therefore, the School Heads must make sure that there is enhanced teaching and learning to ensure that children improve their passes. To improve pass rate, it is important to encourage team work (Mr Muchini, Zava RDSS).

Adding to the same view that enhancing quality is multidimensional and involving a number of stakeholders, Mr Muchakata highlighted the effective implementation of the new competence based curriculum and availing adequate material and human resources as pointing to quality enhancement in rural day schools. He had this to say:

Quality enhancement entails an improvement in the implementation of the curriculum. Curriculum implementation is complex and involves a number of stakeholders working as a team. This again involves decision making and influencing all the stakeholders to work towards enhanced curriculum implementation. Teaching and learning are at the core the improved curriculum implementation which in turn results in enhanced quality in the school system. Adequate resources must always be adequate to make the enhancement of quality achievable by the school head (Mr Muchakata, Tokwe RDSS).

Mr Mutirikwi, the School Head of Banga RDSS emphasised the importance of team work in enhancing quality and had this to say:

Quality enhancement must be a collaborated effort in the school system. The School Head is at the centre of that collaboration. Collective effort is required for enhancing quality in the school. All stakeholders must work collaboratively towards the schools' core objective which is students' success. Decision making towards planning, organising monitoring and evaluation are a must in the enhancement of quality teaching and learning. Students are the main focus in quality enhancement (Mr Mutirikwi, Banga RDSS).

Mr Mushuku, School Heads of Duma RDSS added his voice to the influence of the management functions in enhancing quality and had this to say:

Enhancing quality is all about ensuring that the curriculum is well managed. This involves proper planning, organising, monitoring and evaluating curriculum issues. Key stakeholders like HODs and teachers must not be left out. Proper planning is key to quality enhancement as this entails, timetabling, staffing, lesson preparation, resourcing and making proactive decision to ensure enhanced teaching and learning. Quality entails appealing to the clients and therefore enhancing quality entails that that appeal is enhanced. Teamwork is critical in this regard (Mr Mushuku, Duma RDSS).

What is coming out clearly from these verbatim quotes is that Rural Day Secondary School Heads are acknowledging that enhancing quality is a collaborative effort by contributions from a number of stakeholders. By building teams these School Heads believed that they had to have a direct and indirect influence on all the activities taking place in the school environment. In that way, they were in a position where they ensured an enhanced teaching and learning situation in the schools. School Heads also associated quality enhancement with improved curriculum implementation and this entailed taking charge of management functions like planning, organising, controlling and evaluation of that curriculum. For some School Heads, the notion of enhancing quality was only in their thoughts and was not necessarily putting that in practice in their daily work. This was reflected in some undirected school activities which seemed not to be directed towards quality enhancement through teaching and learning. For example, during my visit to Banga RDSS, at 09:10, nearly all the students were seen wondering around the school and making undirected noise all over the school and this was during teaching and learning time. Some students were just arriving

at the school and yet the starting time is 07:30. Clearly, this is an indication that punctuality was not observed and issues of quality education in such scenarios are questionable.

The School Head at that time was busy canning two students (exercising corporal punishment) for alleged improper association. Some students were playing different games all over the school yard, oblivious of the teaching and learning responsibilities in class. This was the case for the two days I visited the school. When I asked the School Head about this observation, he explained that the students were preparing themselves for zonal games competitions. Similar patterns were observed at two other schools, that is, Zava RDSS and Tokwe RDSS. This was however, not observed in three other schools, that is, Duma RDSS, Nemamwa RDSS and Zimuti RDSS. School Heads were further asked to shed light on the nature of their rural day secondary schools and how their leadership practices impacted on enhancing quality. All the School Heads explained that the rural day contexts of their schools presented a number of challenges to teachers and learners. Common among their responses were, very poor socio –economic backgrounds and living standards, poorly resourced learning and teaching environment, inadequate infrastructure, minimal or lack of support from the parents and the government. The followings *verbatim* quotes highlight the nature of these rural day schools' environments.

The majority of the learners here come from very poor socio-economic backgrounds. As you can witness the majority of student here are without school uniforms, a sign that the parents cannot afford. Some are even walking bare footed which a clear indication poverty. Some walk an average of twenty kilometres to and from school daily. To make matters worse for the school, nearly three quarters of the students has not yet paid their school making it really difficult for the school to be resourced and therefore be able to enhance quality at the school. This a serious challenges we face as rural day secondary school in our attempt to enhance quality education (Mr Muchakata, Tokwe RDSS.

This was also echoed by Mr Gomba, School Head of Zimuti RDSS who also highlighted some of the challenges associated with their rural context which included the unattractive environment makes it difficult to recruit qualified teachers and even retaining those already at the school. Where the school are near rivers, absenteeism by students and teachers becomes a problem especially

during the rainy season when incessant floods are experienced. The following comments by Mr. Mutirikwi briefly describe how these rural contexts impacted on attempts to enhance quality education.

As a School Head in this rural setting, I face a daunting task of recruiting qualified and experienced teachers because of this rural background. I think you have seen and experienced the rough road to the school. Teachers are always complaining about the nature of the road to the school. We do not remember when it was last gravelled and maintained. Teachers always give lame excuses of being absent because of these challenges. The teachers and students also find it difficult to access health clinics. The shopping centres are not adequately stocked which forces teachers to travel to Masvingo city to buy some of their needs. However, despite these challenges, we are trying our level best to ensure student success through enhancing quality by working during weekends and school holidays (Mr Mutirikwi, Banga RDSS.

Figure 4 below shows the terrain and subsequently the type of gravel road to Banga RDSS. The road is rocky, winding and hilly which makes it difficult to manoeuvre especially with vehicle of low clearance.



Figure 4. The gravel road to Banga RDSS

However, all the six Rural Day Secondary School Heads alluded to the view that the contexts of Rural Day Secondary Schools with numerous challenges necessitated them to act beyond the call of duty as school heads in their attempt to enhance quality by ensuring that students work during weekends and school holidays to promote student academic success. The coming section presents analysis of how the school heads enhanced quality in these rural contexts.

5.3 How School Heads' leadership practices enhance the quality of education provided in Rural Day Secondary School contexts

School Heads' conceptualisation of how their leadership practices enhance quality seems to revolve around their positions as drivers of all activities that were aimed at enhancing quality education in their respective rural school contexts. There were activities of influence that emerged mostly from the data. The School Heads acknowledged that all these activities require contributions from all other stakeholders as these rural day contexts require such an approach for enhancing quality education. There were six categories of practices, and these are; (a) Creating a vision as a tool to enhance quality in Rural Day Secondary Schools; (b) Building strong teams or committees and nurturing relationships as a tool for enhancing quality education; (c) Professional Staff development and dialoguing as a tool for enhancing quality education in Rural Day Secondary Schools; (d) Effective Resource Management as a factor for enhancing quality education; (e) Harnessing the coordination and collaboration as a tool for enhancing quality education and (f) Adhering to government policies as a tool for enhancing quality education. These activities are discussed next.

5.3.1 Creating a school vision as a tool for enhancing quality education in Rural Day Secondary Schools of Masvingo District

The focus of this theme was on School Heads creating a vision and setting goals as tools for improving schooling and thus, enhances quality of education in Rural Day Secondary Schools. In creating a vision and setting goals, School Heads concurred with the view that it was important to

invite all stakeholders to participate in the construction of the vision and assist in setting goals. Effective buy in the vision and organisational goals is better facilitated through that approach. The vision must be shared for it to be successfully implemented. However, the data points to challenges in achieving maximum stakeholder participation despite its inherent benefits. For instance, nearly all the participants were in agreement that they experienced challenges in trying to develop a shared vision. The following voices show the participants’ sentiments on this theme of creating a vision. Mr Muchini of Zava RDSS had this to say:

The starting point for me as a School Head is to have a plan in the form of a vision. But I cannot achieve the school vision alone. I need to share it with all other stakeholders for its successful implementation. So it must be a shared vision. Everyone must claim ownership of that vision so that whatever happens to it is shared, that is, success or failure (Mr Muchini, Zava RDSS).



Figure 5. The vision and mission of the Ministry of Primary and Secondary Education displayed on the notice board at District Offices of Masvingo

These notices were on the school notice board of every school and in the school head's office for all the research sites I visited (see Figure 5). All the participants indicated that it was a must for every school. Mr Gomba of Zimuti RDSS also added his voice to the importance of a shared vision and collectively setting goals for optimal school performance. In his leadership practice, the School Head must give direction and influence to all stakeholders. This is what he had to say:

As a leader at this school, it is my responsibility to give direction and influence in the process of enhancing quality education in this rural contexts. I make sure that everyone is involved when setting school goals so as to give everyone the ownership. When this happens, blame is shared and everyone is forced to work hard for the successful implementation of the goals (Mr Gomba, Zimuti RDSS).

Mr Tawanda, School Head of Nemamwa RDSS highlighted the challenges associated with creating a shared vision and setting goals in an inclusive manner. He had this to say:

As a School Head, I must create a vision and set goals for the school. However, the challenge comes in selling that vision. In the process of sharing the vision, communication is very critical for the successful implementation of that vision. For every stakeholder to accept, is very difficult because levels of understanding differ. But with persistent communication I will always succeed in having a shared vision (Mr Tawanda, Nemamwa RDSS).

Another participant, viewed vision and goal setting as part of the School Heads' planning function. He actually took vision creation and goal setting to mean planning. In support of this view this is what he had to say:

Planning and setting goals are my primary responsibilities as a School Head for me to realise enhanced quality education in this Rural Day Secondary School. If I do not plan I will plan to fail. Hence, I always make sure that my first thing is to plan and that planning must be collective (Mr Mutirikwi, Banga RDSS).

Similarly Mrs Mushuku, School Head of Duma RDSS also added her voice to the importance of vision creation and setting goals as being synonymous with planning. She also emphasised the importance of the collective nature of vision creation and goal setting for its successful implementation. This is what she had to say:

For quality education to be enhanced at my school, I make sure that I have a strategic plan which involves all the stakeholders. The Ministry of Primary and Secondary Education needs to approve my plans to make sure that there are within policy. Parents must also be involved, so that it is shared (Mrs Mushuku, Duma RDSS).

Lastly, Mr Muchakata, School Head of Tokwe RDSS also added his voice to sticking to government policy when creating a vision and setting goals. He emphasised that government policy must guide the vision creation and goal setting process. This is what he had to say:

My plans as a school head are always guided by government policy. All activities must be guided by law. I must always make sure that the plans are shared through fora like staff meeting and staff development programmes (Mr Muchakata, Tokwe RDSS).

The general view emerging from the above discussion is that vision creation and goal setting are the main School Heads' leadership practices in enhancing quality education in rural day school. They all seemed to be convinced that to get full support of all the stakeholders, there is a need to involve them in creating the vision and setting goals for the school. However, one of the School Heads alluded to the challenges of developing a shared vision in a school. Some participants also highlighted the issue of planning being guided by policies of government. Parents also need to be involved for the successful implementation of the vision and goals set by the school. Clearly, as I indicated earlier in this section, there is no clear evidence that School Heads successfully mobilised collective vision creation in their schools as they highlighted numerous challenges to that effect.

5.3.2 Building strong teams or committees and nurturing relationships as a tool for enhancing quality education in Rural Day Secondary Schools

The second sub-theme explores the strategies used by the Rural Day School Heads' in their quest to enhance quality, and it indicates that building strong teams and nurturing relationships was important. All the School Heads in the study acknowledged the importance of involving other stakeholders throughout the whole process of quality enhancement. School Heads were in agreement that building a strong team requires that all stakeholders must buy in to the vision of the School Head and be committed to that vision. This entails changes in the attitudes on the part

of all stakeholders and commitment to teamwork. Mr Muchini of Zava RDSS emphasised the idea of bringing in his ideas on the table at a meeting and then allowing stakeholders to have inputs which led to the successful development of a shared vision for enhancing quality at the school. This is what he had to say:

There must a mutual relationship between myself and all other stakeholders who include teachers, Heads of Departments, parents, NGOs and the central government. When I build a vision of enhancing quality education at this school, which vision needs the support of all stakeholders for it to succeed. This means that vision must be shared and everyone must be committed to that vision. Inputs from stakeholders must be allowed through open discussion at staff meetings. Stakeholders must be allowed to participate freely during meeting. I get very constructive inputs during such meeting. Implementation of decisions generated during such meeting will be effectively implemented and thus ensuring the enhancement of quality education. Whenever something goes wrong, fingers do not necessarily point at me but the blame is shared which important in team building (Mr Tawanda, Nemamwa RDSS).

Mr Gomba, School Head of Zimuti RDSS also emphasised the importance teamwork and good relationships for the effective implementation of a quality enhancement programme. Mr Gomba also believed that to work like teams, it is imperative that there must be a shared vision and relationships for enhancing quality education in rural day schools. However, he emphasised that it was the responsibility of the School Head to create that vision and relationships thus giving direction for others to follow. This is what he had to say:

As a School Head, it is my duty to ensure that there is teamwork and collegial relationships at the school for quality enhancement to be realised. It is my responsibility to ensure that all stakeholders are involved in all school activities. I believe in the philosophy which says, 'united we stand and divided we fail'. We must form a united front for the school to succeed in enhancing quality education (Mr Gomba, Zimuti RDSS).

Mr Muchini, School Head from Zava RDSS also echoed the same sentiments that teamwork and good relationships are key to enhancing quality in rural day secondary schools. However, he also noted some challenges associated with teamwork. He had this to say:

Teamwork and nurturing relationships works very well for me at this school as everyone is encouraged to work towards one goal of enhancing quality education. However the challenge is that the process is time consuming and it's difficult to reach consensus on all issues tabled for discussion especially considering the diversity of the stakeholders involved, i.e. teachers and heads of departments. Despite the challenges, it a very good tool of getting things done at the school (Mr Muchini, Zava RDSS).

Mr Muchakata, School Head of Tokwe RDSS also acknowledged the importance of teamwork and nurturing relationships but pointed out the challenge associated with the diversity of stakeholders in the team. This is what he had to say:

Teamwork and nurturing sound relationships are very key in enhancing quality education at my school as all are forced to share the same vision and direction. The problem is that some stakeholders like parents may not really understand how schools operate. The same also applies to some students who may fail to appreciate the value of schooling because of their backgrounds. Some parents are really not confident that they can contribute something to the school. Some parents do not support the school through for example non-payment of school fees. They would rather spend their monies on beer drinking than paying school fees. It is so surprising how these parents think. Anywhere we will keep on encouraging them to support the school and educating them on the value of education through regular meeting with them, that is School Development Committee Meetings (SDC) as per statutory instrument (Mr Muchakata, Tokwe RDSS).

Despite the challenges mentioned above, Mr Mutirikwi, the School Head of Banga RDSS highlighted the value of engaging all stakeholders and nurturing sound relationships in all school activities. He noted the value of having a committee system at the school. This is what he had to say:

At my school, I emphasise the idea of sub-committees and building sound relationships to deal with specific problems, for example disciplinary committee and health committee etc. The main focus however should be on a bigger team with sound relationships to enhance quality education. This I have found it working very well especially in this rural context were there are a number of challenges (Mr Mutirikwi, Banga RDSS).

Mr Mushuku of Duma RDSS also echoed the same sentiments of developing a committee system at a school. However, he also noted that these sub-committees should be based on the areas of specialisation of the participants as this ensures effective implementation of decisions taken. This is what he had to say:

At my school, I strongly believe in the concept of developing sub-committees based on areas of specialisation. For examples the sport sub-committee should be made of people who enjoy and are skilled in sport. The other sub-committees like the finance sub-committee are mandated by statutory instruments and is composed of people defined by that legal instrument. This idea of developing teams make things work in enhancing quality education (Mr Mushuku, Duma RDSS).

The general view coming out of these extracts is that School Heads regard team building as an important leadership practice in enhancing quality education in these rural day schools contexts. All School Heads believed that enhancing quality education in rural school contexts requires the support of all stakeholders. Whilst, all the participants see the need to involve everyone from vision creation to the realisation of that vision, it not clear how they did this. Similarly, most School Heads in the study acknowledged building strong teams and committees as important, but their narratives highlight challenges they encountered, and they did not explain how they overcame these challenges so that we as readers can draw lessons from their successes. The next sub-theme is about professional development efforts of School Heads to enhance quality education provision at school level.

5.3.3 Professional staff development and dialoguing as a tool for enhancing quality education in Rural Day Secondary Schools

The concept of staff professional development and dialoguing has to do with developing insights and understanding that can guide and determine enhanced professional practice. All the School Heads in this study supported the view that the most vital resource that any school has is the staff and thus attention needs to be given to professional staff development and dialoguing. Teachers play the key role in the functioning of a school and it follows that any effort towards enhancing

quality education in rural day schools is of great importance to School Heads. It was therefore, evident from the responses of all School Heads that they promoted professional dialoguing and staff development in their rural school contexts. The School Heads highlighted that they were creating an open, accessible, visible and democratic work environment as this stimulated professional dialogue within rural school contexts. These dialogues included soliciting opinions of teachers and heads of departments on a variety of professional issues thus making positive and inclusive feedback.

The solicitation of opinions was facilitated through formal discussion at meetings and informal discussion that occurred daily. These discussions constituted critical reflections from teachers and heads of department on their professional practices and thus enhancing quality education. Emphasising the issue of professional development imperatives, Mr Mushuku of Duma RDSS had this to say:

I always engage in free discussions with my teachers and Heads of Departments during staff meetings, tea breaks and at public gatherings when the opportunity arises. Once a term I organise a staff development workshop where a variety of professional issues are discussed. This promotes professional growth on the part of teachers and Heads of Departments. Teachers need a democratic atmosphere for them to freely talk professional issues. Therefore, professional staff development is key to enhancing quality in our rural day schools.

Mr Tawanda, School Head of Nemamwa RDSS added his voice to the value of professional dialogue and staff development. In this regard, he had this to say:

At this school, I encourage open discussion at formal meetings. I also interact with them feely at tea breaks and even at lunch times to freely get their views on professional issues like discipline, pass rates, quality and many more. The school also hold a staff development workshop once a term. At these workshops teachers present papers on different professional issues like motivation of students etc. The regional office occasionally organises these workshops for teachers and Heads of Departments. Such staff development are required especially in these rural day secondary school because their disadvantaged

background. So the Ministry of Primary and Secondary Education should organise more of these staff development workshops.

Mr Muchakata, School Head of Tokwe RDSS shared similar sentiments that he also promoted open dialogue and regular staff development workshops at his school. He believed that open debates professionally develop teachers and Heads of Departments to achieve and enhance quality education. Professional staff development and dialogue assist teachers and Heads of Department to be capacitated in their professional practice. This is what he had to say:

Teachers and Heads of Departments need to grow professionally and therefore open debates and staff development workshops are key in this regard. Just openly discuss with them and they will tell you their professional problems. Some of them have brilliant ideas which can propel the school to greater heights. Quality enhancement is made easier in an open and democratic school environment, especially these Rural Day Secondary Schools where there are numerous professional challenges. There are challenges of discipline, punctuality, beer drinking, absenteeism and many others. Open dialogues is even more pertinent with parents (Mr Muchakata, Tokwe RDSS).

Mr Muchini, School Head of Zava RDSS weighed in on the importance of professional dialoguing and staff development when he described it as the engine for enhancing quality education in Rural Day Secondary Schools. To him good professional practice promoted through staff development assist in curriculum implementation and thereby enhancing quality education. He had this to say:

The Ministry of Primary and Secondary Education has just introduced a new curriculum whose implementation is very crucial. Therefore, there is need for dialogue and staff development workshops to assist in its implementation and the main objective is to achieve quality education. It's a bit expensive in terms of time and money but it is very necessary indeed. We must have the same vision when implementing the curriculum and it is for this reason that staff development and dialoguing can assist. The Ministry of Primary and Secondary Education must organise more of these staff development workshops to empower teachers and heads of departments with the requisite professional skills (Mr Muchini, Zava RDSS).

In support of professional dialogue and staff development, Mr Gomba, School Head of Zimuti Rural Day Secondary School said that he encouraged his staff members to engage in professional debates and also to attend workshops either organised by the school or the Ministry of Education. He also attended these sessions' works for his professional growth. This is what he had to say:

As a School Head I encourage staff members to engage in open professional debates and staff development workshops. This is very healthy for the school in its attempts to promote professional practice and thus enhancing quality education. After debates by staff members, that is, teachers and Heads of Departments, we reflect on those issues debated and this subsequently may result in their professional development. Teachers and heads of departments enjoy these debates especially if they are not confrontational (Mr Muchini Zava RDSS).

Mr Mushuku, School Head of Duma RDSS supported professional dialoguing and staff development but mostly highlighted on the problem associated with them. He acknowledged that staff development improved professional practice but emphasised the challenges associated with their implementation. He had this to say:

Debates and staff development workshops are very important for the professional development of teachers. However, they need to be properly planned in terms of resources both material and human. You need people who have the necessary skills to conduct the workshops. Sometimes there is need to have an external facilitator, which becomes expensive in terms of transport. I have learnt that an external facilitator commands more respect than an internal one. Again for the workshop to be successful, one needs to mobilise the necessary materials that is bond paper, printing and photocopying and all this requires money. However, these expenses are worthy it because of the benefits accrued. Professional skill are acquired which assist in enhancing quality education and this is very important. Therefore professional dialoguing and staff development are key the school's quality enhancement processes (Mr Mushuku, Duma RDSS).

During the school visits I noted that some teachers and Heads of Departments were marked 'absent from duty' because they had gone to attend Ministry or Circuit workshops. The Ministry of Primary and Secondary Educations professional standards document (TPS, 2016, p. 6) emphasises

the need for schools to engage in the professional development of teachers through internal and external staff development workshops. It also indicates that it is important for every School Head to regard the professional development of staff as his/her responsibility. It emerged from the discussion above that School Heads interacted with teachers and Heads of Department to stimulate debates about their practices to promote professional dialogue and staff development. This was mostly done informally during tea and lunch breaks to reduce tensions. School Heads believed that such an approach assisted teachers to reflect on their professional practices and therefore enhancement of quality education provided in the schools. Rural Day Secondary School Heads also supported and encouraged teachers and Heads of Departments to attend staff development workshops organised externally and internally. Professional development is actually, an aspect of human resource management in the quest to enhance the quality of education provided in Rural Day Secondary School of Masvingo District in Zimbabwe.

5.3.4 Effective Resource Management as a factor for enhancing quality education in Rural Day Secondary Schools

Resource mobilisation, management and effective use of resources was one of the sub- themes that came out as a strategy that School Heads adopted to enhance quality teaching and learning, and ultimately, the quality of education in the contexts of Rural Day Secondary Schools. Resource mobilisation entailed making sure that well qualified and professional teachers were recruited and staffed accordingly and also making sure that sufficient teaching and learning material were timely made available. All School Heads in the study emphasised the need for recruiting professionally qualified and quality teachers in enhancing quality education in these Rural Day Secondary Schools. However, they mentioned that the rural contexts pushed quality teachers away because of the challenges associated with such areas. The following excerpts from Mr Mushuku, School Head of Duma RDSS illustrate this point:

As a Rural Day Secondary School Head, I find it extremely difficult to recruit professionally qualified teachers because there are some challenges here. These challenges include inaccessibility, poor accommodation, poor health facilities, no internet

connectivity and the general inadequate teaching and learning materials. Resource mobilisation is a challenge because parents are generally from a poor socio-economic background. So far only a quarter of the school have paid school fees. The majority are pledging to pay in kind, that is, by way grain from the fields. Some are even promising to pay after harvests. Therefore, as a School Head I find it very difficult to strategically mobilise resource for enhancing quality education. The law does not allow me to send student home for non-payment of fees. So, my hands are tied and have to operate with what is available (Mr Mushuku, Duma RDSS).

Similarly. Mr Mutirikwi, School Head of Banga RDSS also expressed the view that he had a problem of mobilising resources and recruiting professionally qualified teachers because of the challenges associated with the rural contexts. Professionally qualified and quality teachers are pushed to cities where there are a diversity of resources available there. This is how this School Head put it:

Recruiting qualified and quality teachers is like climbing a mountain. We are only able to recruit newly qualified teacher with very little experience. Such teacher need very close supervision and monitoring for them to perform. Qualified and quality teachers are always looking for greener pastures either in urban centres or private schools. Resource mobilisation is a challenge as a result of non-payment of school fees by the parents. Despite the challenges teachers here work very hard, sometimes working over the weekends to enhance quality education in these rural contexts (Mr Mutirikwi, Banga RDSS).

Ensuring that sufficient and suitable materials for effective teaching and learning were available also came out emphatically as one of the tasks that characterised the participants' leadership practices. However the majority of these Rural Day Secondary School Heads found it difficult to achieve this because of the challenges associated with these rural contexts. When I visited one of the schools, I found a parent pleading with the head to be allowed one more month for her to pay fees. One of the participant had the following to say:

As a Rural Day Secondary School Head, I find it difficult to mobilise sufficient and suitable teaching and learning materials because of non-payment of school fees by the parents. The majority of the parents are poor and therefore cannot afford to pay school fees in time.

You could witness, one of the parents pleading for non-payment of fees. How does she think we should operate? It's really a mammoth task to mobilise sufficient resource in these rural contexts (Mr Muchakata, Tokwe RDSS).

Mr Muchini, School Head from Zava RDSS mentioned the issues of the implementation of the new curriculum (2018-2020) given the difficulties they face in mobilising sufficient resources and subsequent recruitment of professionally qualified and quality teachers. He also brought in the challenge of thefts and vandalism at these schools. This is what he had to say:

I find it difficult to mobilise sufficient resources, especially library books for the school. The student to book ratio is pathetic. In some classes the ratio is as high as 1:15 which makes it difficult for us to achieve an attractive pass rate. Our pass rate is always hovering around twenty percent (20%). You can look at our library which is poorly resourced with irrelevant and very old books. This definitely is not attractive to professionally and quality teachers thus making it difficult to enhance quality education which is a requirement by the Ministry of Primary and Secondary Education. The insecure nature of these rural day school make them susceptible to thefts and vandalism by the local community.



Figure 6. Poorly stocked library with old and irrelevant textbooks at Zava RDSS.

The library in Figure 6, above services a total enrolment of 371 student covering Forms 1 to Form 6. This is really unacceptable especially when viewed from the perspective that the new curriculum requires completely new set of textbooks which are evidently not available. It can also be noted that there is inadequate furniture in the library. The School Head of Zimuti RDSS, Mr Gomba, weighed in on time as a very important resource with punctuality being the key to the management of this resource. As a School Head he was working hard to optimise the full utilisation of this resource by ensuring that teachers and students observe punctuality. Monitoring that teachers and students were on task on time was very crucial to him in his leadership practice and thus enhancing quality education in these Rural Day Secondary School. This is what he had to say:

I think you know that there is a saying that goes 'time is money'. Time is a very important resource which must be utilised effectively and efficiently at these Rural Day Secondary Schools. Therefore, as a head I must ensure that there is punctuality for both teachers and student at this school. However, it is difficult to achieve with some students travelling an average of twenty (20) kilometres to and from home daily. You can feel for them. However we try to compensate by making teachers work overtime during weekend and school holidays. There is nothing important for school head than to ensure that teaching time is used for its purpose; that is, teaching and learning (Mr Gomba, Zimuti RDSS).

Mr Tawanda, School Head of Nemamwa RDSS put an emphasis on the negative effects of long distances travelled by the students to school which is an average of twenty (20) kilometres daily to and from their homes. This negatively affected teaching and learning process due to fatigue experienced by the students. These long distances excluded them from holding morning and afternoon sessions for the students. This is what this participant had to say:

It is really sad to realise that these students travel such long distances to school daily. They cannot attend morning and afternoon class sessions. The majority of them are greeted with household chores when they get home and have no time to do homework. To make matters worse some of them have to cross rivers and this becomes a challenge during the rainy season. When rivers are in flood some of these students do not come to school at all and

this makes it difficult for them to catch up with others. Under such circumstances, I encourage teachers to carry out classroom remediation as a way of assisting these students. It is therefore important that the government establishes more schools closer to the communities to avoid such challenges (Mr Tawanda, Nemamwa RDSS).

What is emerging from the above discussion is that Rural Day Secondary School Heads have almost similar experiences about resource mobilisation, management and making sure that resources were utilised effectively and efficiently. The mobilised resources must be in sufficient amount for effective teaching and learning to occur and thus enhancing quality education. School Heads in these rural contexts have daunting tasks in recruiting professional and quality teachers. The working conditions in these rural contexts made it difficult for the School Heads to recruit and retain professional and quality teachers. Besides the issue of human resources, physical resources management and utilisation was a challenge School Heads in these Rural Day Secondary School contexts. They also have the problem of safe keeping resources, thefts and vandalism.

5.3.5 Strengthening the coordination and collaboration among stakeholders as a tool for enhancing quality education in Rural Day Secondary Schools

Promoting a coordinated and collaborative working culture in Rural Day Secondary Schools is the fifth and last of the sub-themes that emerged from the analysis of data generated on the leadership practices that the School Heads advocated. School Heads alluded to the view that they promoted head of department and teachers' cooperation and collaboration with other stakeholders like parents, government official and non-governmental organisations. The main idea was that schools provided a lot of competencies and a forum where ideas are shared. School Heads viewed coordination and collaboration as important tasks that supported effective teaching and learning through their participation and an interactive culture. In this regard, Mr Tawanda, School Head of Nemamwa RDSS had this to say:

As a School Heads, I need to promote coordination and collaboration among all the stakeholders, internal and external. We must work as a unit for effective teaching and learning.

Similar sentiments were echoed by Mr Gomba, School Head of Zimuti RDSS when he said:

Working closely together as different stakeholders will assist the school achieve its objectives of enhancing quality teaching and learning. Quality is realised when every stakeholder is happy with the services provided by the school. United we stand and divided we fall as a school. Thus working closely as a community assist in enhancing quality education.

Mr Mutirikwi, School Head of Banga RDSS weighed in indicating how a number of challenges he faced at his school could be ameliorated by working closely with all stakeholders as a unity. This is what he had to say:

As a School Head, it is difficult to overcome challenges alone. All stakeholders, like parents, government and nongovernmental organisations need to put their heads together to solve problem faced by the school, especially given its rural contexts. This requires a lot of communication through joint interactive meetings. Therefore, coordination and collaboration assist in the school's effort to enhance quality teaching and learning (Mr Mutirikwi, Banga RDSS).

Mr Muchakata, School Head of Duma RDSS emphasised the need to have coordinated and collaborative approach in making sure that the new curriculum is effectively implemented through the enhancement of quality teaching and learning in his school. Highlighting this point this is what he had to say:

The new curriculum initiated by the Ministry of Primary and Secondary education needs everyone's participation from top to bottom. The school cannot achieve the objectives of the curriculum alone without financial support from the government and other stakeholders like non-governmental organisations. As I speak my school has not received anything from the Ministry and to make matters worse parents are not timeously paying fees because of their poor socio –economic background. My school is really in a dilemma. So we need everyone on board through coordination and collaboration (Mr Muchakata, Duma RDSS).

The School Head of Zava RDSS was of the view that effective school leadership practices can only be seen through coordinated and collaborative effort by all within and outside the school. The school's vision can only be realised through unified effort. This is what he had to say:

My school's vision and mission of realising enhanced quality teaching and learning can only come from unified effort. Conflict within the school is counter-productive. Energies are directed towards settling scores rather than productive work which is quality teaching and learning. So as a school head I always make sure that people are coordinated and work collaboratively through democratic interaction at meetings and workshops. This is key to quality enhancement in my school (Mr Muchini, Zava RDSS).

Mr Muchakata, the School Head of Tokwe, RDSS linked school's pass rate to effective coordination and collaboration. He believed that the focus of the school should be on improved pass rate which he believed assisted in enhanced quality teaching and learning. To emphasise his point this is what he had to say:

Parents want their children to achieve through passing examination. When children fail parents complain but they do not realise that this should be a coordinated effort. The school and other stakeholders should work together for student to pass. The school needs coordinated and collaborative effort for teaching and learning to be effective. This is really a challenge in these Rural Day Secondary Schools (Mr Muchakata, Tokwe RDSS).

The School Heads' leadership practices must therefore focus on promoting coordination and collaboration within their respective Rural Day Secondary School for quality enhancement to be realised. To address this, School Heads made attempts to strengthen coordination processes and collaboration with different stakeholders that supported teaching and learning despite their rural contexts. This eased pressure on the School Heads and therefore assisted in enhancing quality education in these Rural Day Secondary Schools.

5.3.6 Adhering to government policies as a tool for enhancing quality education in Rural Day Secondary Schools

The government policies on enhancing quality in schools was one of the themes that came out prominently from the analysis of data from the School Heads. It emerged that the government had keen interest in the quality of education that was needed, and, as a result, put in place various pieces of legislation in its effort to enhance quality education in all schools. All School Heads were in agreement that the government is making some efforts to enhance quality education as evidenced by a variety of policies with a focus on quality enhancement. However, it was also observed that there was a need to consolidate these pieces of legislation into one. These pieces of legislations were voiced differently by different school heads. The following except if from one of the School Heads:

Yes, the government is frantically making some effort to enhance quality education in our rural areas through the Teacher Professional Standards (TPS) This document by the Ministry of Primary and Secondary Education, has sub-domains like teaching and learning; classroom organisation and management; learner assessment; professional reflections and communication; and professional values and personal commitment. This is a document that guide teachers in their professional sphere. As a School Head, I always make sure that I guide and remind teachers on the importance of this document. There is also the Minimum (Functionality) School Standards of 2013. It has set standards and expected action when standards are not achieved. There is also the Director's Circular Number 28 of 2006, which gives policy guidelines on supervision of personnel, inspection of institutions and evaluation of educational programmes. All these policy documents are meant to enhance quality education in schools (Mr Tawanda, Nemamwa RDSS).

Mr Tawanda showed me different pieces of government policy documents meant to enhance quality education in schools. He was commending governments' efforts towards enhancing quality education in schools. Mr Gomba added his voice to the Teacher Professional Standards (TPS) and also the Director's Circular Number 26 of 2008 which puts emphasis on the need for remedial work in secondary schools. Remedial work comes after an evaluation of students' work and is

meant to assist slow learners in the classroom. This process improves learner outcomes and thus enhances quality education. Remediation is more pertinent in these rural contexts considering the challenges associated with their backgrounds. Adding his voice this is what this School Head had to say:

The Ministry of Primary and Secondary Education has generated a policy document that guide the professional standards of teacher in the form of the Teacher Professional Standards (TPS). Very important in guiding the teachers in their professional conduct so as to enhance quality. There is also the Director's Circular Number 26 of 2008 which demands that teacher carry out remedial work to assist slow learner. All the three types of remediation that is, classroom remediation, and clinical remediation and on spot remediation are a must to the teacher according to this policy document. The implementation of this policy in these rural day schools is very necessary given the challenges associated with these Rural Day Secondary Schools (Mr Gomba, Zimuti RDSS).

Mr Muchini, School Head of Zava RDSS also added his voice to the Teacher Professional Standards (TPS) policy document. He only mentioned this policy document as the one that guide the professional conduct of teachers and thus facilitates the enhancement of quality in Rural Day Secondary Schools. However, he also raised concerns associated with the implementation of the understanding and implementation of the various pieces of legislations. This is what he said:

Yes, I think the government, through the Ministry of Primary and Secondary Education is doing enough through the TPS document to enhance quality in our Rural Day Secondary Schools. This document is quite comprehensive and if properly implemented it is enough to enhance quality education in rural school contexts. However there is need for the government to consolidate these pieces of policy documents into one. It is a challenge to understand them when they are so numerous (Mr Muchini, Zava RDSS).

Mr Mushuku mentioned Statutory Instrument S1 of 2000 amended 2006, which deals with discipline within schools. It stipulates what teaching staff can and cannot do. In fact, it guides and regulates conduct in schools and thus, assist in promoting ethical standards. The instrument also specifies the disciplinary action to be taken when one breaches the code of conduct, thus ensuring

discipline within the school. He also talked about the Results Based Management System (RBMS) which deals with performance targets for every employee within the school system. The following excerpts emphasises this point:

The Ministry of Primary and Secondary Education has initiated the Results Based Management System (RBMS) to promote performance from staff members so as to enhance quality education especially in these rural areas. Again the Statutory Instrument SI of 2000 amended 2006 ensures that discipline is maintained in the school systems. Discipline is critical to performance and thus enhancing quality education. I think the government is trying its best to ensure quality education in schools. However there are challenges in the implementation because of inadequate resources (Mr Mushuku, Duma, and RDSS).

Mr Mutirikwi mentioned the issue of appraisals as meant to enhance quality education in schools. The appraisal document propels staff members to perform as performance targets are set. The following is what the participant had to say:

Yes, the government provided for the appraisal of staff through the Results Based Management System (RBMS). It provides forms which are completed quarterly to facilitate enhancing quality in schools (Mr Mutirikwi, Banga RDSS).

Mr Muchakata also added his voice the Teacher Professional Standards (TPS) and had this to say:

At this school I ensure that the Teacher Professional Standards instrument is adhered to by all teachers as it is an instrument for capacity building. Teachers need persistent monitoring and evaluation and this TPS document ensures that this is done for the school to enhance quality education. It my duty as a school head to encourage and capacitate teachers through this TPS instrument (Mr Muchakata, Tokwe RDSS).

It is evident from the discussion above that School Heads in Rural Day Secondary Schools had different experiences and perceptions about the government's policy documents that are meant to enhance quality education. Adhering to these policy documents assist School Heads in their leadership practices of enhancing quality education in these rural contexts. However lack of adequate resources in Rural Day Secondary Schools make policy implementation problematic. Therefore, it is evident from the discussion above that policy environment was conducive to effective teaching and learning in Rural Day Secondary Schools. The next section pays special

focus on a variety of challenges that undermined the efforts of School Heads in enhancing quality education provision.

5.4 Some perspectives on quality enhancement indicators in Rural Day Secondary Schools contexts

From the discussion about conceptualisation of quality of education presented earlier on in this study, it is clear that there is not just one indicator for quality. Measuring quality is not easy as what satisfies the customer constantly changes, and that the quality of any product or service has many scales (Deming, 1986). From the different perspectives of School Heads, there is a range of indicators which individually are necessary, but are not sufficient indications of the presence of the quality of education in Rural Day Secondary Schools. Thus, quality of education becomes a matter of degree of the presence of the indicators, rather than an absolute or discrete variable. Therefore Rural Day Secondary School Heads viewed quality education from different perspectives as indicated by the difference in their responses. The excerpts from the Rural Day Secondary School Heads' stories give light to their different perspectives on quality indicators in these rural contexts. One of the School Heads who viewed pass rate as the main quality enhancement indicator variable had this to say:

At this school parents view improved pass rate in both "0" level and "A" level examinations as the main indicator of quality enhancement. Excelling students are identified by good results and the Ministry of Primary and Secondary Education use these to rank school into 'high' and 'low' performers. It is for this reason that this school works during weekends and holidays to ensure improved pass rate (Mr Muchakata, Tokwe RDSS).

Mr Mutirikwi, School Head of Banga RDSS supported the same view when he said:

What is important by the end of the day are the results of '0" and "A" level. This is what this school strives to achieve so as to get a pet on the back from the Ministry of Primary and Secondary Education. These should not only be academic but cut across the entire curriculum which include sports, agriculture, woodwork, fashion

and fabrics and music. As a school we are here to produce good results and our performance must be what is expected by all stakeholders.

Mr Mushuku, School Head of Duma RDSS viewed quality indicators as being related to the internal efficiency of the school. His view was on the processes within the school system that affect the outputs (results). This is what he had to say:

Quality enhancement indicators have to do with what actually goes on within the school system. This entails quality teaching and learning; discipline at the school; morale within the school and study time available to students and many more. It is these internal processes that are key to what the school is able to achieve and thus are important quality enhancement indicators. As a rural School Head I focus on these processes to achieve good results in these rural contexts (Mr Mushuku, Duma RDSS).

Mr Muchini of Zava RDSS emphasised the importance of inputs that go into the school system as being the critical determinants of quality enhancement within the school system. This is what he had to say:

As a School Head in this rural context I emphasise the inputs to the system and these include: the quality of teachers; adequate availability of resources, for example special rooms (Labs), electricity, clean water and sporting facilities. Adequate provision of these resources may assist in the quality enhancement process in these rural schools. My leadership should ensure that these inputs are available (Mr Muchini, Zava RDSS).

The School Head of Zimuti RDSS brought in the issue of timely payment of school fees as one of the quality enhancement indicators. He claimed that timely payment of school fees may be related to the confidence parents have in the school as a result of improved pass rates. This is what he had to say:

As a School Head, I have noticed that timely payment of school fees results from the confidence the parents have in the school system. Timely payment of school fees will ensure that I provide adequate resources for enhancing teaching and learning in my rural day school. Adequate resources may result in improved results and thus enhancing quality education. I also constantly communicate with the parents on the developments at the

school so that they can provide suggestions. I have found this to very useful tool in enhancing quality education at this school (Mr Gomba, Zimuti RDSS).

The School Head of Duma RDSS claimed that improved literacy and readership level are an indication of enhancing quality education in Rural Ray Secondary Schools. Improved literacy levels may be an indication that the internal school processes are operating effectively and efficiently. He also voiced the issue of frequent testing and evaluation as an indication of enhanced quality education. This is what he had to say:

I am quite compassionate about improved literacy and readership levels by making sure that there adequate and a variety of reading materials. I try to develop a reading culture within the school. To achieve this I facilitate the holding of workshops with teachers and encouraging them to work during weekends and school holidays. Students need a lot of study time to improve their literacy and readership levels (Mr Tawanda, Duma RDSS).

It is quite evident from the above discussion that the Rural Day Secondary School Heads have different perspectives on the enhancement of quality indicators. For instances, some School Heads put emphasis on inputs like quality of teachers and adequate resource provision as indicators of quality while others view the internal processes like the actual teaching and learning as important in enhancing quality education in rural schools. The issue of outputs (i.e. results) is also voiced as a very important quality indicator by almost all the rural school heads. They were almost all in agreement that parents want their children to pass examination and then proceed to the next academic level.

5.5 Challenges School Heads encountered in enhancing quality education in Rural Day Secondary Schools of Masvingo District

Earlier in this chapter, some participants kept on highlighting some challenges they encountered when they were busy with various elements of their work, including trying to solicit stakeholder participation I school vision creation and creating common goals for the school. This section is dedicated to the discussion of challenges that School Heads encountered in their efforts of improving quality education provision. There are five (5) categories of challenges that emerged

from School Heads and these are: (a) Poor financial base; (b) Inadequate material resources (c) Lack of professionally qualified and experienced staff; (d) Poor socio-economic background and (e) Multiple deprivations within the rural environments, for instance poor road networks, health facilities, shopping facilities and clean water.

The use of *verbatim* quotes in the discussion confirms the prevalence of such challenges in Rural Day Secondary Schools of Masvingo District. What is noteworthy is that all School Heads were in agreement that Rural Day Secondary Schools confronted a myriad of challenges that undermined their efforts to enhance quality in providing education. Rural Day secondary Schools are usually remote, neglected and their inhabitants remain poorer, invisible and marginalised and excluded from decision making processes. Participants further argued that rural contexts were socially, politically and economically isolated and removed from the centre of active economic and other activities which undermined their participation. According to participating School Heads, they experienced a mix of challenges in their rural schools as illustrated by the following excerpts:

As a Rural Day Secondary School, our financial base is very poor, and we can't mobilise adequate resources to support effective teaching and learning and to invite facilitators for staff development workshops. The new curriculum is very wide and some of the areas are new, thus making it difficult to acquire professionally qualified teachers to teach the new areas. Some of our teachers are temporary and unqualified teachers and therefore cannot teach these new areas. However, we are required to perform like any other school which makes it a problem (Mr Tawanda, Nemamwa RDSS).

The School Head of Zimuti RDSS also added his voice to the challenges faced when he said:

The major challenge at this school is a lack of adequate resources as a result of late or non-payment of school fees because of the parents' poor socio-economic background. This challenge of resources is perennial. There is also a lack of internet connectivity which makes it difficult for students to search for information relevant for this new curriculum where new areas have been introduced. This is really a challenge (Mr Gomba, Zimuti RDSS).

Mr Muchini, School Head of Zava RDSS added his weight to lack of resources in these rural contexts. He had this to say:

In a Rural Day Secondary School there is a perennial problem of a lack of resources, e. g. libraries. How can the one expect a teacher to perform without adequate resources at his/her disposal? The Ministry of Primary and Secondary Education must provide grant to these school so as to capacitate them otherwise they will continue to lag behind in enhancing quality education.

Similarly, Mr Mushuku, School Head of Duma RDSS added his voice by highlighting the challenge of morale among teachers. Figure 7 shows the school setting of Duma RDSS. This is what he had to say:

Firstly, I must point out that the teaching and non-teaching staff here are demoralised as a result of the unfavourable socio-economic rural environment. The community is incapacitated due to their poor socio-economic environment and this results in non-payment of school fees. Long distances travelled by students to and from school remain a very big challenges that negatively affects the enhancement of quality education in these rural contexts. So, there is a need for the government to take these challenges seriously if their objective of quality education in all schools is to be realised.



Figure 7. The School Setting of Duma RDSS.

The School Head of Muchakata RDSS added his voice by highlighting the challenge of shortage of professionally qualified teachers in specialist subjects like Mathematics, Science and practical subjects. This is what he had to say:

At this school, I have a problem of a lack of professionally qualified teachers in some learning areas like Mathematics, Science, and practical subjects like Food and Nutrition, Fashion and Fabrics, Brickwork and Metal work. The updated new curriculum requires a variety of textbooks which are not available at this school. The quality of the learners in these rural day schools is poor because there is no selection criterion. Every child must have access to the school. Urban school do have selection criteria, hence, they are able to enrol quality students. To make matters worse teachers in this Rural Day Secondary School are not motivated because of the poor working conditions in this rural contexts. So, you can see that there are enormous challenges in this Rural Day Secondary School which makes enhancing of quality difficult. The government should act through the provision of adequate resources (Mr Muchakata, Tokwe RDSS).

The School Head of Banga RDSS added his voice to the issue of challenges facing Rural Day Secondary Schools by highlighting the issue of a lack of incentives to motivate teachers, this could take a form of certain awards. When I visited the Banga rural day secondary school, some students were seen studying alone away from the classrooms in a disused building close to the school. There was no teacher in sight, indicating that the teachers were not closely monitoring the students which are an indicating of lack of interest in their activities and general motivation. This is what the School Head had to say:

I need to motivate performing teachers by giving awards as is the case in some well-resourced urban schools. I cannot do that because we have perennial financial problems because of non-payment of fees. This demotivates teachers at this rural school and thus making it difficult to enhance quality education (Mr Mutirikwi, Banga RDSS).

During my visit to Banga Rural Day Secondary School, some students were noticed in a disused building discussing anything including their subjects on their own without any supervision from teachers. They were just relaxing doing nothing. What is emerging from the different School Heads

‘voices is that amongst the challenges facing Rural Day Secondary Schools, was phenomenon of demoralised teachers. Such a situation was directly linked to a dire economic situation and lack of basic infrastructure and various amenities which rendered these unwelcoming to highly skilled teachers. Teacher apathy was evident and the concomitant lack of support to the students’ academic process came as no surprise to me.

5.6 Conclusion

This chapter has presented School Heads ‘perspectives regarding their leadership practices that promoted enhancement of quality education in Rural Day Secondary Schools, as well as their understanding of education quality enhancement. The narratives of School Heads revealed six leadership practices that they used to enhance quality education provision in Rural Day Secondary Schools of Masvingo District in Zimbabwe. Challenges that School Heads encounter in their leadership practices were also highlighted and how they attempted to resolve/ address such challenges. The next chapter presents perspectives from HODs from the six schools that participated in the study.

CHAPTER SIX

LEADERSHIP PRACTICES IN ENHANCING QUALITY: PERSPECTIVES OF THE HEADS OF DEPARTMENTS

6.1 Introduction

In the previous chapter, I presented and discussed data generated from School Heads' perspectives on their leadership practices. The chapter begins with a discussion about their conceptualisation of quality education enhancement and their leadership practices in enhancing quality in their rural contexts. This is the second data presentation chapter and it focuses on the perspectives of Heads of Departments (HODs). As I mentioned in Chapter Five, there is no injection of literature in the discussion, but literature will be infused into the discussion of the emerging themes. In this chapter, I present qualitative data generated through guided interviews with six Heads of Departments (HODs) on how School Heads used their leadership practices to enhance quality in these rural contexts. To conceal participants identities and that of schools, I use pseudonyms and these are: Mrs Mhofu from Tokwe RDSS Mrs Gono from Duma RDSS; Mrs Shumba from Banga RDSS; Mr Sipambi from Nemamwa RDSS; Mr Chikanda from Zimuti RDSS; and Mr Hove from Zava RDSS.

In presenting the findings, *verbatim* quotations are used to ensure that the 'voices' of the participants remain pristine in the study. The presentations also incorporate data generated through documents' reviews and informal observations made during visits to the schools. Through the use of qualitative data analysis, I developed four broad themes and six sub –themes. The second broad theme which is about how School Heads' leadership practices enhance the quality of education in Rural Day Secondary Schools contexts has six sub –themes which are: creating a school vision as a tool for enhancing quality education; building teams and nurturing relationships as a tool for enhancing quality education; professional staff development as a tool for enhancing quality education; effective resource management as a factor in enhancing quality education in Rural Day Secondary Schools; strengthening coordination and collaboration among stakeholders as a tool for enhancing quality education and adhering to government policies as a tool for enhancing quality

education in Rural Day Secondary Schools of Masvingo District in Zimbabwe. The broad themes are (a) Heads of Departments' understanding leadership practices and enhancing quality in Rural Day Secondary Schools (b) How School Heads' leadership practices enhance the quality of education in Rural Day Secondary School contexts (c) Heads of Department' perspectives on quality enhancement indicators in Rural Day Secondary School contexts and (d) Challenges School Heads encountered in enhancing quality, and these are discussed next.

6.2 Heads of Departments' understandings of leadership practices for enhancing quality education in Rural Day Secondary School contexts

To start off the discussion, I asked the HODs what they understood about School Heads' leadership practices and the enhancement of quality education in Rural Day Secondary Schools. I also asked them how from their experiences, School Heads' leadership practices influence the enhancement of quality education in Rural Day Secondary Schools. They all understood this phenomenon as referring to improved service provision in Rural Day Secondary Schools. They all emphasises the point that the focus of quality enhancement is on improved teaching and learning. Improved teaching and learning results in improved academic achievement by student. However, there were some variations in the manner in which these HODs conceptualised School Heads' leadership practices and education quality enhancement in Rural Day Secondary Schools. The variations can be attributed to their varying degrees of experiences and work environments. The following voices illustrate these conceptualisations:

Enhancing quality has to do with improved service delivery within a school system. Improved teaching and learning can be noticed through improved pass rates (Mrs Mhofu, from Tokwe RDSS).

Similar sentiments were also echoed by another HOD who described it as entailing the positive influence on the teaching and learning process. This is what she had to say:

The main focus of the school is to make sure that there is enhanced learner achievement by way of academic success. Success in a school is evidenced by improved academic performance. This involves enhanced quality teaching and learning. Hence the school

heads' leadership practices should ensure that there is improved teaching and learning in schools (Mrs Shumba, from Banga RDSS).

Mr Sipambi, HOD from Nemamwa RDSS added his voice to the importance of improved teaching and learning as the outcome of enhancement of quality education. This is what he had to say:

Enhancing quality education in Rural Day Secondary School involves a variety of activities and chief among them being the improved teaching and learning. The School Head is the one who influences this process through other stakeholders such as teachers, parents and the Ministry of Primary and Secondary Education.

Similar sentiments were also echoed by Mr Hove, the HOD from Zava RDSS who viewed enhancing quality education as a practical activity of influencing the teaching and learning process in a school system. This is what he had to say:

Leadership practices and enhancing quality education in Rural Day Secondary Schools involves a variety of activities and chief among them being positively influencing the teaching and learning process. Parents only see the success of the school through improved pass rates which can only be achieved through enhanced teaching and learning. Teachers must be committed to this agenda so as to motivate learners. Learners need to be motivated to learn by engaging them in interesting activities.

Corroborating the above utterances, Mrs Gono, HOD from Duma RDSS cited learner motivating as being key in enhancing quality education in the rural contexts. She viewed teachers as the ones to give students direction. This is what she had to say:

The challenges of the rural school environment results in students having no or very little interest in learning and this can be noticed by the high rate of learner absenteeism. This absenteeism increases during rainy season when a lot of work needs to be done in the fields. Parents would prefer to be assisted in the fields than to have their children go to school. It is here that the teacher needs to motivate the students to come to school by making them value their future through education. School Heads' role is therefore, to motivate both teachers and the parents to allow students to shape their own future through schooling (Mrs Gono, from Duma RDSS).

Mr Chikanda, from Zimuti RDSS viewed enhancing quality education in these rural contexts as involving the leadership practice of shaping the positive vision and mission of the school. The vision must take cognisance of the challenges faced by rural contexts such as inadequate resources provision such as the lack of electricity, poor road networks, inadequate learning materials and the general poor socio-economic environment. This is what he had to say:

It is important that School Heads in their leadership practices shape a positive vision and mission for the future of these children despite the challenging environment. I know it's difficult given the resource constraints of this rural environment. But the School Head has to succeed in enhancing quality education. School Heads need to be proactive in mobilising resources and convincing all stakeholders of the need succeed as a school. All this can be achieved by creating a vision and ensuring that everybody buys that vision. Communication is important in this process of selling the school's vision and mission (Mr Chikanda, from Zimuti RDSS).

The above extract suggests that leadership practices and enhancing quality in Rural Day Secondary School contexts is not easy given challenging socio-economic environment in the province of Masvingo. Leadership practices and enhancing quality education provision in these rural contexts was not only understood as enhanced teaching and learning but also that it involved a number of social realities that shaped the different activities in the schools. However, the HODs seemed to view enhancing quality education as ensuring that there is improved teaching and learning through adequate resourcing. It is Rural Day Secondary School students who should be the primary beneficiary of enhanced quality education through quality teaching and learning. The following theme presents perceptions of HODs about how School Heads' leadership practices enhanced quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

6.3 Heads of Departments' perspectives on how School Heads' leadership practices enhance quality education provision in Rural Day Secondary School contexts

To understand and to cross check the narratives from School Heads, I asked the HODs to share their perspectives on how School Heads' leadership practices enhance quality education provision

in these rural contexts. The analysis indicates that there are six themes that show the ways in which the School Heads' leadership practices enhanced quality education in Rural Day Secondary Schools and these are; (a) Creating a vision as a tool for enhancing quality education in Rural Day Secondary Schools of Masvingo District (b) Building strong teams and nurturing relationships as a tool for enhancing quality education in Rural Day Secondary Schools; (c) Professional staff development and dialoguing as a tool for enhancing quality education in Rural Day Secondary Schools; (d) Effective resource management as a factor for enhancing quality education;(e) Strengthening coordinating and collaboration among all stakeholders as a factor for enhancing quality education in Rural Day Secondary Schools and (f) Adhering to government policies as a tool for enhancing quality education in Rural Day Secondary Schools of Masvingo District. These are discussed next.

6.3.1 Creating a school vision as a tool for enhancing quality education in Rural Day Secondary Schools of Masvingo District

The views expressed by most of participants in this study indicated that School Heads' leadership practices emphasised creating a vision for improving schools' performance. These views also indicate that when vision creation was an inclusive undertaking, relationship among all stakeholders were nurtured. They also suggested that there was a need to inculcate mutual respect and value system within the rural school contexts. All HODs in the study agreed that rural day schools faced a myriad of challenges which were associated with their poor socio-economic situation. They all agreed that an approach of collective vision creation, mutual respect and positive relationships created a positive environment for enhancing quality education in these rural contexts. The following excerpts from one of the participants illustrate this view.

It is imperative for a Rural Day Secondary School Head becomes to be a direction giver of the whole school. He /she must be the compass of the school and this entails creating a vision. My experience has shown that this vision must be shared for it to realise positive results in the form of improved pass rate and discipline in the school. There is also need for School Head to create a friendly environment where everybody feels loved and respected. All must contribute towards the creation of that vision. Once oneness and

respect are achieved in the school, positive results are guaranteed. Therefore, the school heads' leadership practices must facilitate such a positive environment in enhancing quality in the school. This is very important (Mrs Mhofu, from Tokwe RDSS).

Another HOD from Banga RDSS added his voice to the importance vision creation as a planning process and also entails having mutual respect in the school. He had this to say:

The first step for the School Head in his/her leadership practice is to plan school activities to be carried out for the term or year. Planning is synonymous to creating a vision. This initial process must involve everyone for it to bear fruits. All must be agreed on the way forward in a friendly manner. It is the duty of the School Head to create this positive mutual relationship within the school system, especially in the context of Rural Day Secondary Schools which face with a number of challenges (Mr Shumba, from Banga RDSS).

The utterances of this participant also indicated the importance of mutual support between School Heads and other stakeholders within the school. According to this HOD, collaborative work among stakeholders always yields positive results in terms of enhanced quality education in RDSS. It is therefore the role of the School Head to ensure that such a relationship is created and maintained for the success of the school. This is how she put it:

Conflict within the school system is counterproductive. Therefore it the School Heads' responsibility to ensure that support system and mutual respect is created within the school system. All the stakeholders must relate well with each other for effective teaching and learning, which is the core business of the school. So, School Heads in this school must wake up to this call for quality education by nurturing positive relationships (Mrs Gono, from Duma RDSS).

Mr Hove, from Zava RDSS spoke passionately about the importance of Rural Day Secondary School Heads in promoting mutual respect and caring in schools. He spoke of empathy as one of the values underpinning the School Heads' leadership practices in enhancing quality education provision in rural school contexts. This is what he had to say:

I like my School Head because he feels for others. We respect him for that emphatic behaviour. At this school there is mutual respect. We are just like a family for the school to achieve quality education through effective teaching and learning. The School Heads

always involves us in all school activities. The environment is enjoyable (Mr Hove, from Zava RDSS).

Mrs Chikanda, from Zimuti RDSS also attributed the caring behaviour of the school head to good work the teachers are doing in the form of effective teaching and learning at the school. She also observed that teachers work hard when they feel loved by the school head. This is what she had to say:

Our School Head feels for others and therefore teachers reciprocate by working hard during the teaching and learning process. We always feel ashamed if we do not perform to expectations (Mrs Chikanda, from Zimuti RDSS).

Mrs Sipambi, from Nemamwa RDSS added her voice to the importance of the school head creating support systems within the school. Adequate support systems stimulate hard work among teachers in a school. This is what she had to say:

Our School Head is very supportive and cooperative. She is like a mother who wants her children to feel loved and supported. The teachers feel cared and valued at the school and therefore always want to add value to the school by working hard. The School Head has ensured that she involves us when developing or revising the school's vision. We notice improved school's performance in terms of pass rate. She appreciates that teachers and learners are from different backgrounds and have different characters and therefore promotes positive relationships and interconnectedness so that teachers work collaboratively to enhance quality education through effective teaching and learning. Morale at our school is relatively high given the challenges associated with our rural background (Mrs Sipambi, from Nemamwa RDSS).

What is emerging from the stories of the HODs is that they acknowledged more the caring environment that School Heads created. The collaborative disposition of the School Heads was more prominent such that even when it came to planning and vision crafting, they felt welcomed and they participated enthusiastically. Not much narratives came out about the vision development as such, but the focus was more on effective management of relationships which was characterised by empathy, support, collaboration and respect. The HODs also viewed School Heads' leadership practices as being focused towards building positive relationships by being empathetic, caring,

showing respect towards teachers and learners. The participants felt this was necessary to make them feel valued and respected. Promoting and respecting the well-being of teachers and students facilitate effective teaching and learning thereby enhancing quality education in these rural contexts. The next section is going to discuss building strong teams as a way of enhancing quality education in Rural Day Secondary Schools.

6.3.2 Building strong teams and nurturing relationships as a tool for enhancing quality education in Rural Day Secondary Schools

Building strong teams and nurturing relationships for enhancing quality education is the second sub-theme within the broad theme of leadership practices of School Heads in enhancing the provision of quality education in Rural Day Secondary Schools. The data indicated that School Heads employed a strategy of building strong teams and nurturing relationships within the schools. Participants' voices indicated that School Heads used the committee system for the effective implementation of schools policies, chief among them being promoting quality teaching and learning and thus guaranteeing quality education in these rural contexts. All participants were in agreement that building effective strong teams or committees and nurturing relationships require that everyone is involved from the early stages of school development. The participants were in agreement that when School Heads involved everyone through teams or committees and nurtured relationships, successful development was realised through collective efforts and thus enhancing quality education in the Rural Day Secondary Schools. The following excerpts from some of the participants illustrate this:

My School Head is so passionate about creating strong teams in the form of committees and nurturing relationships. Examples of committee operating at this school include, disciplinary committee, finance committee, resources committee, health committee, sports committee and teaching and learning committee. Each team is given tasks to accomplish within specified timelines. This ensures the effective implementation of school tasks. Our School Heads is trying to build strong teams despite the challenges associated with these rural environments (Mr Sipambi, from Nemamwa RDSS).

Similar sentiments were voiced by Mrs Chikanda, from Zimuti RDSS who stated that her School Head was quite supportive about building strong teams in the form of committee and nurturing relationships. She emphasised that these teams are formed by consensus where everyone is involved. This is what she had to say:

The School Heads' role is to build teams and nurture relationships for easy carrying out of school tasks. What is quite encouraging is that our School Head allows everyone to voluntarily choose a team of his/her choice. No one is forced into a team. As a result of that willingness, school activities are effectively carried out, thus enhancing the quality of education at the school (Mrs Chikanda, from Zimuti RDSS).

This idea of having staff members voluntarily choosing teams was also echoed by Mrs Hove, from Zava RDSS. This is what she had to say:

At this school, it is interesting to note how the School Head builds teams or committees and nurture relationships. He does not force teachers into teams or committees. Instead, he consults and suggests in situation where a team fails to take off for lack of quorum. School activities are successfully implemented when they are done out of interest and this what is this norm at this school.

Mrs Mhofu, HOD from Tokwe RDSS added her voice by highlighting the challenges associated with the formation of teams or committees and nurturing relationships due to different views and attitudes from different stake holders. This is how she put it:

It is not always easy for the School Head to build teams or committees and nurture relationships as peoples' attitudes are different. Their professional competences also differ and therefore consensus is sometimes difficult to achieve. Conflicts sometimes arise as a result of these differences. However the School Head tries by all means to minimise conflicts through dialogue and suggestions. Team building and building strong relationship is definitely an effective strategy of enhancing quality education in these Rural Day Secondary Schools (Mrs Mhofu, from Tokwe RDSS).

Similarly, Mrs Gono, HOD from Duma RDSS also emphasised the challenges associated with team or committee building because of the diversity of stakeholders. She had this to say:

People are different and it is always equally difficult to build teams entirely through consensus. From my experience at this school, team building by consensus is time consuming. It takes time for people to agree on issues because of differences in professional preferences and competences. However, the School Head leaves no stone unturned in making sure that committees so formed effectively, accomplish tasks before them through constant monitoring and evaluation (Mrs Gono, from Duma RDSS).

Mr Hove, HOD from Zava RDSS voiced the importance of evaluation and monitoring during the formation and implementation of team activities. This is what he said:

The School Head builds teams and relationships for the effective implementation of school activities. As a result the School Head is always on the lookout to ensure that activities are effectively done through constant monitoring and evaluation. He does not leave it to chance but keeps a close eye on daily school activities especially the teaching and learning process so as to enhance quality education. Despite the challenges associated with this rural environment, he is trying by all means to achieve quality education through team or committee building (Mr Hove, from Zava RDSS).

What has emerged from the discussion above is a broad agreement amongst the participants that participating School Heads took the issue of building effective teams and relationships seriously. Similarly, they understood the influence of consensus building amongst stakeholders if one has to solicit their buy-in and take ownership of decisions made. Such a strategy proved to be effective and contributed to enhancement of quality education in the schools. For effective implementation of school activities, the School Heads also ensured that they engaged in monitoring and evaluation of team activities. Working as teams and volunteering helped in creating oneness amongst the staff and they were better able to even deal with various challenges they encountered and which undermined their efforts in enhancing quality education. Building teams, nurturing relationships and developing staff are closely related, and next is the detailed discussion about professional development and dialoguing as a tool for enhancing quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

6.3.3 Professional staff development and dialoguing as a tool for enhancing quality education

It has already been noted that the concept of staff development and dialoguing has to do with activities that can guide and determine enhanced quality education in schools. All the participants expressed the view that School Heads' leadership practices supported staff development and dialoguing, and that they regarded it as key school-based activities that enhanced quality education. The participants confirmed that their School Heads promoted and ensured that teachers attended workshops despite the challenges they faced. Workshops and meetings were held both at cluster and school level. These were meant to promote effective teaching and learning and thus enhancing quality education. The participants also emphasised that the principals created open and democratic school environment that facilitated dialoguing and thus enhancing quality education. According to the participants, the open and accessible environment promotes positive reflections on professional issues with the final objective being enhancing quality teaching and learning. The following excerpts illustrate this view:

My school heads' leadership practices emphasises the importance of sharpening up the professional skills of teachers and other stakeholders on a regular basis. For effective and quality teaching and learning, the teachers need regular workshops and meetings (Mrs Gono, from Duma RDSS).

Similarly, Mr Sipambi, HOD from Nemamwa RDSS expressed need for School Heads to professionally develop and dialogue with their teachers. He acknowledged that his School Heads' leadership practice promoted staff development and dialoguing. In this regard he had this to say:

The School Head facilitates regular meetings and workshops for the development of teachers' professional skills. The School Heads' emphasis is always on effective teaching and learning. He holds workshops on lesson planning, implementation and evaluation; record keeping and classroom organisation. According to him effective teaching and learning enhances quality education despite the challenges in these rural contexts. We just had a workshop on classroom record keeping last week and to tell you the truth, this was really wonderful. We learnt quite a lot (Mr Sipambi, from Nemamwa RDSS).

Mrs Mhofu, HOD from Tokwe RDSS shared similar sentiments about School Heads' leadership practices in promoting open dialogue and regular staff development workshops at his school. He however, highlighted the challenges that School Heads faced in implementing staff development workshops and dialogues for enhancing quality education. This is what he had to say:

The School Head organises regular staff development workshops and meetings meant to sharpen and update our professional skill, especially teaching skill so as to enhance the quality of education in our rural day schools. The resource persons at these workshops are either local teachers or from the regional offices. This is a platform provided by the School Heads for teachers to share their professional skills in an open and democratic environment. These platforms are very enriching despite the challenge of inadequate resources in our rural environment (Mrs Mhofu, from Tokwe RDSS).

Mr Hove, HOD from Zava RDSS weighed in on the importance of professional dialoguing and staff development. He argued that it was important for effective implementation curriculum of the new curriculum and thus enhancing quality education. This participant was of the view that School Head facilitated an understanding of the new curriculum through staff development workshops and meetings. This is what he said:

The implementation of the new curriculum demands that School Heads regularly organise staff development workshops and meetings. This is exactly what our School Head is doing regularly to update teachers on the demands of the new curriculum. These meetings or staff development workshops are organised twice a month despite resource limitations (Mr Hove, from Zava RDSS).

In support of professional dialogue and staff development, Mr Chikanda, HOD from Zimuti RDSS urged the Ministry of Primary and Secondary Education to support these workshops or meeting organised by School Heads on the new curriculum through the provision of material and financial resources to Rural Day Secondary Schools. This is what he had to say:

Our School Head needs material and financial support from the Ministry. It is government that has initiated the new curriculum and therefore, it is important that it provides support for school and organised workshops. Rural Day Secondary Schools are located in poor

socio-economic environments and therefore need government support (Mr Chikanda, from Zimuti RDSS).

Mrs Shumba, HOD from Banga RDSS brought in the idea of proper planning for these workshops and meeting for them to be effective. Emphasising this point he had this to say:

It's really not easy for School Heads to organise these staff development workshops and meetings given limited resources. Workshops need to be adequately resourced for them to be effective. Sometimes, there is inadequate bond paper, printing and photocopying materials. Hence, School Heads need support from all quarters for effective organisation of these workshops. These workshops are necessary for effective implementation of the new curriculum and enhancing quality education in Rural Day Secondary Schools.

What is emerging from the discussion above is that School Heads interacted with teachers and HODs and stimulated debates about their practices to promote professional dialogue and staff development. School Heads believed that such interactions and conversations assisted teachers to reflect on their professional practices and therefore, enhancement of quality education. Rural Day Secondary School Heads also supported and encouraged teachers and HODs to attend staff development workshops organised externally and internally. Professional development through various approaches remains an important process in human resources arena. However, it is important that all other resources are identified, mobilised and managed. This important issue is discussed next.

6.3.4 Effective Resource Management as a factor for enhancing quality education

As already noted in Section 5.3.4 of Chapter Five, resource mobilisation and management and effective use of resources was one of the themes that came out prominently from the analysis of data from School Heads in these Rural Day Secondary School contexts. This entails making sure that well qualified and professional staff are recruited and staffed accordingly and also making sure that sufficient teaching and learning material are timely available. All the participants expressed the view that one of the School Heads' role was to make sure that adequate material, financial and human resource were mobilised and effectively make available for enhancing quality

education in Rural Day Secondary Schools of Masvingo District. However, they all agreed that School Heads task of mobilising resources was made difficult due to the challenges associated with rural environment. The following excerpts from Mrs Gono, HOD from Duma RDSS illustrate this point:

Given a chance, I am prepared to leave this rural school for the one in an urban setting because of the challenges associated with this rural environment. My teaching is grossly compromised because of inadequate resources for effective and quality teaching and learning. My School Head is finding it difficult to mobilise resources because of financial constraints. Parents are incapacitated in terms of paying fees timeously because of their poor socio –economic rural environment. Despite these challenges, the School Head is trying hard mobilise resource by engaging different stakeholders e.g. parents, government, and non-governmental organisation. This seems to be bearing fruits as recently the school received a variety library books from our local Member of Parliament (Mrs Gono, from Duma RDSS).

Mrs Mhofu, HOD from Tokwe RDSS acknowledged the challenges of recruiting professional teachers in this rural environment. When I visited the school, the School Head showed me three letters of professional teachers in specialist areas requesting transfers to urban schools. The teachers who wanted to transfers were all from Mathematics and Science Departments. This is a clear evidence of the challenges faced by School Heads in recruiting and retaining professional and effective teachers. The following excerpts from the HOD illustrate this point:

In this rural environment school heads find it very difficult to recruit professional and qualified for effective teaching and learning. The topography of the area impacts on transport and other services infrastructure. As a result of the poor transport network, teachers sometimes come late to school or absent themselves. It is so bad because student loose on their learning time and negatively affecting quality education in these rural day secondary schools (Mrs Mhofu, from Tokwe RDSS).

Similarly. Mrs Shumba, HOD from Banga rural RDSS had her focus on material resources that facilitate enhanced quality education. These material resources include buildings, specialist learning rooms, and library books, desks and chairs. The participant expressed concern over the

inadequacy of these material resources which are key for effective teaching and learning. At the time I visited the school, around 09:00, nearly more than half of the students at the school were being sent away from school due to non-payment of fees. Government policy prohibits School Heads from doing this, yet, they persist. To illustrate this point this is what she had to say:

Parents here find it difficult to raise school fees for their children because of their poor socio-economic circumstances. Some even prefer to pay fees in kind, that is, using harvested grains, goats or labour. The School Head is forced to accept these payments in kind but the challenge comes when trying to market them. So material resource mobilisation is a big challenges in this rural environment. These challenges may be far from over (Mrs Shumba, from Banga RDSS).

Observations and utterances by some of the HODs suggest that some School Heads did not succeed in managing and maintaining resources and thus, rendering ineffective efforts aimed at supporting quality teaching and learning. The HODs had varying views about how their school heads ensured effective use of material resources to enhance quality education in these rural school contexts. For example Mr Sipambi, HOD from Nemamwa RDSS indicated that his School Head emphasised accountability in the procurement and use of limited resources available. This is what he had to say:

The School Heads wants every department to account for the resource allocated to them. He emphasises the use of an inventory record which he monitors on a weekly basis. He does this to minimise leakages from the school. This forces every department to keep its allocated resources in order. Every head of department is required to generate reports on the state of the physical and material resources at weekly intervals. This is done to ensure maximum support to the students and thus enhancing quality education (Mr Sipambi, from Nemamwa RDSS).

Similarly, Mr Chikanda, HOD from Zimuti RDSS expressed the view that his School Head tried to buy material resources that were meant for effective teaching and learning. However, he expressed displeasure at the manner in which these resource were being accounted for resulting in wastages through leakages and wear and tear. This is what he had to say:

Accountability for material resources at this school leaves a lot to be desired. Sometimes you see chairs and tables scattered around the school yard late in the evening thus subjecting them to thefts and accelerated wear and tear. To make matters worse the chairs and tables have no inventory numbers making identification almost impossible. I think the School Head needs to stamp his authority a bit to ensure that resources are focused towards effective and quality teaching and learning and thus enhancing quality education at this rural school (Mr Chikanda from Zimuti RDSS).



Figure 8. Broken chair and a table in the library at Zava RDSS)

Figure 8 shows a clear sign of neglect of resources which in turn makes it difficult to enhance quality education. This is an office used by the HOD at Zava RDSS. Mr Hove, HOD from Zava RDSS expressed the importance of effective utilisation of resources considering the demands of

the new curriculum (2018-2020). The new curriculum demands a lot of human and material resources to be adapted to the new global and technological environment. The new curriculum now demands that schools buy modern technological equipment like iPads, computers and geotechnical equipment. These demands a lot of financial support which most rural school cannot afford as a result of their poor socio- economic environment. The following except illustrates this point:

The demands of the new curriculum require modern equipment like computers, I Pads and geotechnical equipment. The use of these requires professionally qualified and technically skilled teachers. For a Rural Day Secondary School like ours, the School Head is finding it difficult to recruit such technically competent teachers because of the challenges associated this rural environment. The iPads are beyond the reach of many rural parents, the majority of whom cannot afford to raise twenty (ZD 20) dollars. Therefore, the School Head is actually caught up in a catch-22 situation. I implore upon the government through the Ministry of Primary and Secondary Education to come in to assist with grants. This is the only way school can enhance quality education in these rural day school (Mr Hove, from Zava RDSS).

What is emerging from the above discussion is that Rural Day Secondary School Heads had different approaches and abilities relating to the mobilisation, management and utilisation of schools' material and human resources so as to ensure their effective use for quality enhancement. Some HODs expressed frustration about how some School Heads managed their human and physical resources. However, some School Heads are making some efforts to ensure that these resources are used optimally used for the enhancement of quality education in rural contexts. However, some schools seem to be lacking in this regard.

6.3.5 Strengthening coordination and collaboration among all stakeholders as a tool for enhancing quality education

As already discussed in Chapter Five (Section 5.2.5), strengthening of a coordinated and collaborative working culture in Rural Day Secondary Schools was one theme that emerged from

the data as one of leadership practices that School Heads advocated. All the HODs in the study expressed the view that School Heads in Rural Day Secondary School made attempts to ensure cooperation, coordination and collaboration within all sections of the school system. Coordinating school activities for quality enhancement was one of the School Heads' leadership practices. Coordination of all school activities contributed to the enhancement of quality education through effective communication and effective teaching and learning. The following excerpts illustrate this point:

School activities must all be focused in the same direction for quality education to be realised. The School Head at this school tries to achieve this through constant communication. Teachers and various departments cannot be coordinated without effective communication. Communication is the life blood of the school system and in this way quality education can be enhanced. My School Head always facilitates communication either formally or informally. He uses all channels of communication. This how he tries to achieve coordinated effort at this school so as to enhance quality education (Mr Hove, from Zava RDSS).

Similar sentiments were echoed by Mr. Chikanda, HOD from Zimuti RDSS when he said:

No effective communication, no effective cooperation and coordination!! The School Head at this school is quite passionate about communication. Effective communication eliminates rumours and discord in the school and therefore facilitates enhancement of quality education. Teachers and HODs should share the same vision and this can only be made possible through effective communication either formally or informally. Communication also promotes networking which is good for the school (Mr Chikanda, from Zimuti RDSS).

Mrs Shumba, HOD from Banga RDSS weighed in on the challenges associated with facilitating coordination of activities and cooperation with all in the school system by the School Heads She had this to say:

People are heterogeneous because they come from different backgrounds. People differ in experiences, beliefs, attitudes and cultures. This diversity might be very difficult to

coordinate. Our School Head strives to achieve coordination through effective communication and regular meetings. The School Head also creates a democratic space which allows a free flow of ideas and feelings and thus, minimising the differences. My School Head is good at this (Mrs Shumba, from Banga RDSS).

Mrs Gono, HOD from Duma RDSS emphasised the need for coordination and cooperation given the new demands in the implementation of the new curriculum for enhancing quality teaching and learning. She had this to say:

The Ministry of Primary and Secondary Education has introduced a new curriculum whose implementation needs coordination and cooperation from all stakeholders. The vision of the Ministry of Primary and Secondary Education must be shared by all stakeholders for it to be effectively implemented. At this school all efforts are being made by the School Head to implement this new curriculum. Our School Head is always communicating the message so that quality enhancement can be realised (Mrs Gono, from Duma RDSS).

Similarly, Mr Sipambi, HOD from Nemamwa RDSS highlighted the need to emphasise effective coordination and cooperation during the implementation of the new curriculum. This is what he had to say:

Our School Head is so passionate about the implementation of the new curriculum. We should not fail in the implementation of this new curriculum and the main strategy is to focus on coordination and cooperation. This is what he always says during meetings. We will always enhance quality education when united (Mr Sipambi, from Nemamwa RDSS).

Mrs Mhofu, HOD from Tokwe RDSS linked school's culture and discipline to effective coordination and collaboration through effective communication. She focused on the culture of hard work and commitment which results in enhancing quality education in Rural Day Secondary Schools. This is what he had to say:

Schools need to have a culture and our School Head has built a culture of punctuality and handwork. This can only be achieved through coordination and cooperation within the school system. In this process communication is the key. When the school shares the same

vision, then the sky is the limit. Quality will be enhanced. Our School Head is trying by all means to achieve the best from very challenging environment (Mrs Mhofu, from Tokwe RDSS).

Drawing from various extracts above, it is evident that School Heads' leadership practices have to focus on promoting coordination and collaboration within their respective Rural Day Secondary School for quality enhancement to be realised. All the HODs agreed that harnessing coordination and collaboration requires effective communication across all different stakeholders. This supported quality teaching and learning despite their rural contexts.

6.3.6 Adhering to government policies as a tool for enhancing quality education in Rural Day Secondary Schools

The government through the Ministry of Primary and Secondary education has policies which are meant to facilitate the enhancement of quality education in schools. Hence, adhering to government policies on enhancing quality in schools was one of the themes that came out from the analysis of data from the HODs. It emerged that the government has put in place several pieces of legislation in its effort to enhance quality education in Rural Day Secondary Schools. However, participants were in agreement that such government policies were fragmented, hence, the need for them to be consolidated into one all-embracing policy. The HODs expressed some understanding of these different pieces of legislation. One of the participants had this to say:

One of the government policies meant to enhance quality education in our schools is the Teacher Professional Standards (TPS) document whose meant focus is on classroom quality teaching and learning. It also emphasizes acceptable values that facilitate quality education. In fact the document has a lot in it which guides all school stakeholders on how best to achieve quality education in schools (Mrs Mhofu, from Tokwe RDSS).

One of the participants added his voice to the value of the Teacher Professional Standards (TPS) when she said:

As a Head of Department, the School Head gave me the Teacher Professional Standards (TPS) policy document to guide me in the quality enhancement process in my technical

subjects department. The department is meant to develop technical skills in students, hence, the need for an emphasis on quality enhancement. The document has a number of domains which the Department must develop. Skills development is the main focus of my department, hence, the need for teachers to be professionally developed. This policy document is quite appropriate to this department. The Minimum (Functionality) School Standards of 2013, is another policy document which sets the basic measures or benchmarks of expected performance and achievement for effective teaching, learning and institutional management of schools. However there many other policy documents enacted by the government to enhance quality in schools (Mrs Gono from Duma RDSS).

Mrs Gono kept on showing me the Teacher Professional Standard (TPS) policy document. One of the participants had his voice on the new curriculum whose vision was ‘enhancing quality education through the Curriculum.’ This new curriculum framework review was meant to produce a well-rounded learner capable of contributing meaningfully to the development of the country while leading a fulfilling and happy life. Expressing the value of this new curriculum, one of the participants had this to say:

This is a new look curriculum meant to develop a practical person who is capable of tackling daily challenges. In fact this is an empowering curriculum because its main focus was to produce an all-rounder and self-reliant person. The curriculum prepares graduates with the following exit profiles: skills; knowledge; national identity; values and attitudes. The levels of review were from infant to secondary school level. It is strongly believed that this new curriculum is going to enhance quality education in schools, especially our rural day secondary schools. It is important that you read through this document so that you can fully appreciate it (Mr Sipambi from Nemamwa RDSS).

Mrs Shumba, the HOD from Banga RDSS added her voice regarding the value of the new curriculum review with the main focus on skills development. However, she raised concerns on the understanding and implementation of these various policy documents. This is what she had to say:

The new curriculum is one of the government policy document with its focus on developing critical thinking, problem solving, leadership, communication and technical skills. When

a curriculum addresses these issues then what more do you want. So our government did a very good thing by initiating this new and progressive curriculum. The major challenge is in the understanding and implementation of this new curriculum is resources especially in Rural Day Secondary Schools. With adequate resources, this definitely is a very good curriculum. In fact, the policy documents are too many for everyone to understand. The government needs to consolidate the documents on quality enhancement into one (Mrs Shumba from Banga RDSS).

Mr Chikanda, HOD from Zimuti RDSS mentioned two government policy documents, which are Director's Circular Number 29 of 2005 focusing on supervision of personnel, inspection of institutions and evaluation of educational programmes. The other policy document mentioned was Circular Minute BP. 35 of 2006, whose main focus was on discipline in schools. Its main focus was on how School heads of Rural Day Secondary should handle cases of suspension, exclusion and corporal punishment. This is what he had to say:

To enhance quality education in schools, there is a need for the School Heads to engage in supervision, inspection and evaluation especially in our deprived rural environments. School programmes need constant evaluation to keep them on track of quality enhancement especially with this new curriculum. During the process of enhancing quality, discipline is very important and this is guaranteed through Circular Minute BP. 35 of 2006. The government is putting in place all these policy documents to enhance quality education in schools. This show that the government is very concerned about quality enhancement (Mr Chikanda from Zimuti RDSS).

One of the participants mentioned three policy documents which the School Heads must implement in an effort to enhance quality education in RDSS. The policy documents mentioned include: Secretary' Circular Number 3 of 2017; Educational Management System (EMIS) of 2019 called Ed46 C1. Accounting officers' Manual of 2017. The Secretary 'main aims as expressed in Circular No. 3 of 2017 are: to provide to children in all schools access to clean water; improve nutritional value of school meals; inculcate learner passion for agriculture and to create opportunities for income-generation for schools. All this is in an effort to enhance quality education in schools. The ED 46 C1 policy document assists School Heads in planning for quality

education in schools as it focuses on school's database on enrolment, number of classes by session for each level, teacher attrition, facilities, buildings, finances and expenditure. Stressing the importance of these documents in enhancing quality education, Mr Hove from Zava RDSS had this to say:

At this school, access to water and more importantly clean water is a challenge. There is one community borehole where the school gets water. Sometimes the borehole runs dry especially during the dry season and you can imagine the problem. Teachers, school children and the community competing for a single water source. In response to policy Circular Number 3 of 2017, the school has now started drilling its own borehole with the assistance of a church organisation. Water is life, so quality education can only be enhanced when there is access to clean water. The Ed 46 C1 policy document assists the School Heads in planning for quality education whilst finances and expenditure manual assist the head in properly accounting for school finances. These are very important policy document in assisting school heads to enhance quality education in our school.

The views expressed in the extract above are contained in various policy documents. It is clear from the above discussion that HODs have different perspectives on the value of adhering to different government policy documents that assist School Heads in enhancing the quality of education in Rural Day Secondary Schools. They are however, all in agreement that the government is making some frantic efforts to enhance the quality of education through these different policy document. The participants also acknowledged that there are a myriad of challenges faced by School Heads as a result of their rural environment.

6.4 Head of Departments' perspectives on challenges School Heads encountered in enhancing quality education

As already noted in Chapter Five (Section 5.5), rural environments have a myriad of challenges which are a result of their remoteness. Their inhabitants were generally poor, marginalised and excluded from decision- making processes. Therefore, participants were in agreement about the challenges Rural Day Secondary Schools faced. For instance, there was unanimous that

communities in which schools were located were socially, politically and economically isolated and divorced from active participation. The following excerpts from the HOD illustrates this:

Our school lack adequate financial and material resources. Parents do not pay school fees timeously for those who pay. Otherwise, the majority of them find it difficult to pay and this leaves the school with in a weak financial base. This in turn makes it difficult to purchase teaching and learning materials for enhancing quality education. Teacher turnover is one of the challenges faced by School Heads in enhancing quality education. This year alone, the school lost three teachers, one for mathematics and the other two for technical subjects. They all went to urban schools. So it is really a vicious circle of challenges (Mrs Mhofu from Tokwe RDSS).

Mrs Gono, the HOD from Duma RDSS added her voice to the challenge of resources in schools. These resources range from material, time, financial and human. She had this to say on resources:

The major challenges this school is facing are a lack of adequate resources e.g. textbooks, and laboratory equipment. These challenges are perennial. The other challenges include inadequate finances and the shortage of professionally qualified staff especially for Science, Mathematics and technical subjects. The technical subjects include Fashion and Fabrics, Graphics, Cookery, Building and Metalwork. Whenever a chance arises, these teachers request transfers to urban centres. This teacher turnover is not good for enhancing quality education for lack of stability and continuity in the school. This is a very big challenge Sir (Mrs Gono from Duma RDSS).

One of the participants mentioned the challenge of a lack of poor or irrelevant qualification among staff members as a results of the rural context. Most of the professionally qualified and experienced staff members prefer to transfer to urban areas when an opportunity arises. She had this to say:

The human factor is one of the most critical factors in enhancing quality education in a school system. It is difficult to enhance quality education when qualified and experienced staff always transfer from the school. This is the situation we are facing at this school because of the push factors associated the rural day schools. The other challenges include, poor transport system, poor or non-existent health facilities and poor housing. The

government need to address this if there are serious on enhancing quality education in these Rural Day Secondary Schools (Mrs Shumba from Banga RDSS).

Mr Sipambi, HOD from Nemamwa RDSS voiced the issue of demotivated teachers and resistant staff members as a challenge to enhancing quality education. Demotivated staff lacked the drive to enhance quality education. His utterances below illustrate his concerns:

The staff members here are not adequately motivated because of the environmental factors associated rural day schools. The staff members are always looking for greener pastures in the urban schools. How can one expect to enhance quality education when transport, health facilities, teaching resources and financial resources are inadequate? This can lead to resistance among staff members. More money from government should be channelled towards availing these resources so as to enhance quality education (Mr Sipambi from Nemamwa RDSS).

One of the participants raised the issue of challenges associated with the implementation of the new curriculum which required adequate resources. The new curriculum demands a lot of new text books and information and communication technology resources. For interpretation, the new curriculum requires qualified and experienced staff. This is what this participant had to say:

The implementation of the new curriculum is a real challenges to enhancing quality education especially in Rural Day Secondary Schools. A lot of workshops need to be held to equip implementers, the majority of which are teachers, with the requisite skills. Mounting of workshops need money, which in most cases is not available. The implementation of the new curriculum also requires a lot of resources in the form of new textbooks, and Information and communication technology resources. The motto 'enhancing quality education through the new curriculum' may become a pipe dream when resources are inadequate. As a result these school need to be capacitated (Mr Chikanda from Zimuti RDSS).



Figure 9. The New Curriculum. “Enhancing quality education through the curriculum”

From **Figure 9** it is quite clear that the main aim of the new curriculum is to enhance quality education. However, what is emerging from the participant is that, this is only possible through the provision of adequate and relevant resources in the form of textbooks and information and communication technology equipment. Mr Hove, the HOD from Zava RDSS highlighted the challenge associated with the implementation of the new curriculum when he raised the issue of schools being well resourced with information and communication technology equipment like, desktop computers, laptops, iPad and power. Among the school visited only two had computer laboratories while the rest had nothing. Expressing his concerns this is what he had to say:

The new curriculum requires a lot of resources for its implementation to be realised. There is need for completely new textbooks and more importantly information and communication technology equipment. The school need to have well-resourced computer laboratory with the relevant application software packages, for subject like geography, accounting, mathematics, and other technical subjects. This requires well focused leadership with planning and strategic skills. Therefore the government need to assist these school establish well-resourced computers laboratories for enhancing quality in these rural day schools (Mr Hove from Zava RDSS).

What is emerging from the discussion of the HODs' perspectives is that School Heads faced a myriad of challenges associated with the background of where the schools are located. What is coming out clearly from the HODs' voices is that schools in these rural contexts encountered a myriad of challenges which are material, financial, professional, socio-economic, technological and environmental in nature. It is quite evident that there is inadequate learner and teacher support from both the parents and government, thus making it difficult to enhance quality education in these rural contexts. However, School Heads made some efforts to enhance the quality of education provided. This was done through for example, staff development, collaboration and coordination, effective resource mobilisation, nurturing relationships and adhering to government policy on enhancing quality education.

6.5 Heads of Departments' perspectives on quality enhancement indicators in rural day schools contexts

The participants viewed the concept quality indicator from different perspectives as it is quite elusive to define due to its nature. This indicates that there are numerous quality indicators depending on how the participant conceptualise it. Based on different perspectives of the HODs and definitions of quality of education discussed earlier on in this study, it is clear that indicators of quality enhancement are diverse as well. The concept quality is elusive due to the fact that what satisfies customers constantly changes, and that the quality of any product or service has many scales (Deming, 1986). Therefore, Rural Day Secondary HODs viewed quality education from

different perspectives as indicated by the difference in their responses. The excerpts from interviews with HODs give light to their different perspectives on quality indicators in these rural contexts. One of the HODs had this to say:

The key indicators of quality enhancement at this school are viewed by the way School Heads think, plan, supervise and support the school system. There is no quality enhancement without proper planning. The saying goes 'if you do not plan you plan to fail'. As a result, quality enhancement at school must be well planned for if success is to be realised (Mr Hove, from Zava RDSS).

Mr Chikanda, HOD from Zimuti RDSS linked quality indicators to the school's pass rate and professionalism on the part of teachers. This is what he had to say:

The quality of any education system is always linked to improved pass rates. School Heads must therefore strive to achieve enhanced quality through improved pass rate and professionalism (Mr Chikanda, from Zimuti RDSS).

Mr Sipambi, HOD from Nemamwa RDSS added his view that linked pass rates to quality enhancement indicator. He also mentioned that the issue of cooperation and staff morale are some of the indicators of quality in a school. This is what he had to say:

Our School Head's emphasis is on results at all levels and the level of cooperation and morale among staff members. This is what indicates quality at school (Mr Sipambi, from Nemamwa RDSS).

Mrs Shumba, HOD from Banga RDSS talked about the democratic atmosphere created by the School Heads as being one of the indicators of quality. A democratic school atmosphere allows resourcefulness among teachers which in turn enhances quality teaching and learning. She had this to say:

The School Head creates a democratic atmosphere by encouraging teachers to give their suggestions and solutions during staff meetings. This results in teamwork and improved pass rate. When there will be improved pass rates, enrolment swells showing the demand for the school, which is an indication of quality being offered at the school (Mrs Shumba, from Banga RDSS).

Mrs Gono, HOD from Duma RDSS added her voice to the issue of pass rates, increased discipline and increased enrolments as indicators of quality enhancement at school. To her, discipline increases school focus on quality teaching and learning. The following excerpts illustrates this point:

The School Head at this school emphasizes discipline among teachers and students. A disciplined staff is focused on the achievement of school objectives, which are quality teaching and learning. Quality teaching and learning results in improved pass rate which is what parents value. Parents want their children to pass and that's all (Mrs Gono, from Duma RDSS).

One of the participants mentioned the issue of holding frequent workshops at school and district levels and supervision of lessons as being some of the activities that contribute towards the enhancement of quality education in Rural Day Secondary Schools. This is what she had to say:

The School Head of this school focuses on frequent school and cluster level workshops to enhance quality teaching and learning. He gives us the chance to frequently hold our departmental meetings to capacitate teachers at departmental level. He supervises teachers frequently according to the TPS (Teacher Professional Standards Document) from the Ministry. He always wants to create an effective and efficient school system and thus enhancing quality education. He makes sure that resources are not wasted (Mrs Mhofu, from Tokwe RDSS).

It is emerging from the discussion that participants have different perspectives on indicators of quality enhancement in Rural Day Secondary Schools. Most of them mentioned pass rate as a dominate indicator of quality enhancement. The focus is on the output process while others' focus was on the inputs and process as activities which enhance quality education. On inputs side the focus was on resources provision whilst on the process side it was on the actual teaching and learning so as to enhance quality education in Rural Day Secondary School of Masvingo District. The Ministry of Primary and Secondary Education rank schools performance according to pass rate. It for this reason that the popularly mentioned quality indicator was pass rate. Parents also value pass rate because it allows their children to proceed to the next level.

6.6 Conclusion

This chapter has presented perspectives narrated by HODs from the six Rural Day Secondary Schools about their School Heads' leadership practices that enhanced quality education provision. The chapter began by exploring HODs' conceptualisation of the phenomenon, quality education enhancement. The perspectives of HODs is discussed under six themes. While focus was on how they viewed School Heads' leadership practices, and thus drawing from their experiences, the data indicated that, in some instances, participants spoke less about the 'what is' scenario. There are many instances in their voices where they speak more about the 'what ought to be'. In short, their voices suggested a future scenario and what School Heads should do instead of what they were doing. The next chapter pays special attention to the teachers' experiences and perspectives of School Heads' leadership practices.

CHAPTER SEVEN
LEADERSHIP PRACTICES FOR ENHANCING QUALITY EDUCATION:
PERSPECTIVES FROM TEACHERS

7.1 Introduction

Chapter Five and Chapter Six presented a discussion about School Heads' leadership practices from their respective perspectives. Chapter Seven discusses data that I elicited from 12 teachers from six (6) Rural Day Secondary Schools of Masvingo District. In this chapter, I present and discuss in depth the data generated through semi-structured interviews on how teachers perceived School Heads' leadership practices in enhancing quality in Rural Day Secondary Schools. As in Chapters Five and Chapter Six respectively, *pseudonyms* were used in order to protect the identities of participating teachers and these are; Mr Garwe and Mrs Dafi, teachers from Nemamwa RDSS; Mrs Rukova and Mr Mbada, teachers from Zimuti RDSS; Mr Twiza and Mrs Mvuvu teachers from Zava RDSS; Mr Mavara and Mrs Hwizai teachers from Tokwe RDSS; Mr Pfuti and Mrs Makushe, teachers from Banga RDSS and Mr Murova and Mrs Revai teachers from Duma RDSS. This is the third and last chapter that presents the data as I divided it into three chapters as explained in Chapter Five.

There are four broad themes that emerged from the analysis of data. The second theme which is about how School Heads' leadership practices enhanced quality education in Rural Day Secondary Schools of Masvingo District has six sub-themes which are: (a) Creating a vision as a tool for enhancing quality education in Rural Day Secondary Schools in Masvingo District ; (b) Building strong teams or committees and nurturing relationships as a tool for enhancing quality education; (c) Professional Staff development and dialoguing as a tool for enhancing quality education; (d) Effective Resource Management as a factor for enhancing quality education; (e) Harnessing the coordination and collaboration as a tool for enhancing quality education and (f) Adhering to government policies as a tool for enhancing quality education in Rural Day Secondary Schools of Masvingo District. The four broad themes are (a) Teachers' understanding of School Heads' leadership practices for enhancing quality education in Rural Day Secondary Schools; (b)

Teachers' perspectives about how School Heads enhanced the quality of education in Rural Day Secondary School contexts; (c) Some teachers' perspectives on quality enhancement indicators in Rural Day Secondary School contexts and (d) Teachers' views about the challenges School Heads encountered in enhancing quality, and these are discussed next. The broad themes are used as headings to present and discuss data in this chapter and these are discussed in-depth in the following sections.

7.2 Teachers' understanding of School Heads leadership practices in enhancing quality Education in Rural Day Secondary Schools

This section emerged from the analysis of teachers' understanding of School Heads 'leadership practices in enhancing quality education provision in Rural Day Secondary Schools of Masvingo District. To the participants, enhancing quality education was generally understood to go beyond the implementation of the curriculum, pass rates, collaborative efforts in schools and curriculum management to include the operational day to day practices that enabled them to thrive in enhancing quality in their Rural Day Secondary School contexts. The teachers viewed quality enhancement to entail interactions with dynamic school rural contexts with the aim of ensuring effective delivery of the curriculum in the classrooms. The Rural Day Secondary School teachers had to explain their situations and their own perspectives on the aim of ensuring optimum teaching and learning opportunities in the context of the need to enhance quality of education. The following quotes from the teachers' show how they view their School Heads' leadership practices in enhancing quality education in Rural Day Secondary Schools contexts. One of the teachers had this to say:

Quality enhancement is about managing the curriculum. The School Heads must work hard in ensuring that we as teachers contribute towards effective teaching and learning in the Rural Day Secondary Schools by, amongst other things, allowing us to attend workshops and learn more in the management of the curriculum and work hard in enhancing quality in our school. So, one cannot divorce curriculum planning, management and implementation from enhancing quality education. The theme of the new curriculum

focuses on enhancing quality through the curriculum. This is exactly what the School Heads should thrive to achieve as leaders (Mr Garwe from Nemamwa RDSS).

Expressing different sentiments from those of Mr Garwe, Mrs Dafi a teacher from the same school, Nemamwa RDSS, viewed enhancement of quality as the collaborative effort in the rural school context. She expressed the view that different activities from the teachers and the School Heads should be collaborative in enhancing quality. This is what she said:

Enhancing quality comprises different activities and efforts amongst us as teachers and School Heads which eventually leads to effective teaching and learning in Rural Day Secondary School. This can be achieved by ensuring punctuality, discipline and hard work in our different subject areas. Also as a teacher, I do counselling of learners to ensure that they maintain their performances or even to aim higher in their academic performance. Monitoring and evaluating performance of the learners and finding different teaching strategies to accommodate every learner whether with low aptitude or high aptitude is the most collaborative effort that can be made to enhance quality education. School Heads encourage us to adopt a culture of caring, compassion, trust and love in our classrooms. The School Head encourages a collaborative culture where everyone works towards common good of the school (Mrs Dafi from Nemamwa RDSS).

Evidently, drawing from the extract above, enhancement of quality education is not limited to pass rates, but it has to do with the maintenance of the entire teaching and learning environment. It includes professional development needs of staff and keeping their morale at its highest level. Sharing and even extending on this idea, Mrs Rukova, a teacher from Zimuti RDSS elaborated on the fact of effective classroom management as a pointer to enhancing quality in rural school context. She brings the issue of smartness, having good working and learning environment for both learners and teachers in order to enhance quality education. Here is what she said:

School Heads' leadership practices and enhancing of quality education starts with small or basic things in a school set up. As a teacher I should first consider classroom management which means the working and learning environment should be conducive to me and to the learner. The desks should be properly arranged, learners should be dressed properly and interaction between the teacher and the learner should be effective in the

process of the teacher delivering the content required with the aim of achieving desired goals of the updated curriculum. The teacher has to allow learner participation in different ways and there should be a focus on all learners to listen attentively during the lessons. Students need caring and love from us teachers. The School Head is striving to provide an environment that facilitates the execution of my classroom activities which include quality teaching and learning (Mrs Rukova from Zimuti RDSS).

Mr Mbada, also from Zimuti RDSS expressed similar views on classroom management but explained how the teacher can manage his or her learners and what can be achieved. He had this to say:

The School Head should work hard to sharpen the teachers' classroom management skills. The School Head build a culture of respect, trust, caring and compassion in the whole school system. Teachers need to adopt democratic leadership practice as a caring philosophy. Effective classroom management is important as learners also strive to obtain best results and thus enhancing quality education in these rural contexts. Even if the teacher is absent, learners will display discipline by engaging in individual academic activities. Students tend to show discipline when they feel their teacher cares and loves them through hard work. Our School Head displays love and respect to teachers (Mr Mbada from Zimuti RDSS).

Mr Twiza, a teacher from Zava RDSS highlighted teachers' concerns about learners' backgrounds and the ability of each learner to participate in effective teaching and learning process. This is what he had to say:

Our School Head encourages all teachers to work hard to make each learner feel loved and a sense of belonging. I actually make sure that the learners' needs are accommodated as learners come from varied backgrounds. I believe that the ability of the learner to perform well is related to the guardians' literacy level. Teachers should work hard in making sure that learners are given the same level of treatment by making use of class discussions and group work as teaching methods to allow interaction through team work to achieve creative ideas from learners. It is important for the teacher to have child centred approach in order to make learners work hard achieve quality teaching and learning. In fact, our

School Head promotes a culture of caring and love- thus encourages ethical practices across the whole school system (Mr Twiza from Zava RDSS).

Mrs Mvuvu, a teacher from Zava RDSS expressed a concern over the full implementation of the new curriculum in Rural Day Secondary School. She believed that the teacher's involvement in the curriculum planning process is vital for implementation of that curriculum whose theme is 'to enhance quality education through the curriculum'. She had this to say:

From the beginning, curriculum planners and school heads should include teachers especially of Rural Day Secondary Schools for full implementation of the curriculum. Letting the teachers to be involved in the meetings, workshops of implementing updated curriculum in Rural Day Schools leads to effective teaching and learning process. Workshops and cluster meeting enables teachers to share professional skills for enhancing quality education. As teachers, we feel loved and therefore commit ourselves to quality teaching and learning in schools when we are involved in decision making. As a result, School Heads need to adopt a collaborative approach when planning and implementing the curriculum (Mrs Mvuvu from Zava RDSS).

Mrs Mavara, teacher from Tokwe RDSS conceptualised the issue of leadership practices and enhancing quality education as directly related to Management by Objectives (MBO). She believed in the usefulness of the objectives and how this enhances quality in education and had this to say:

The School Heads should clearly define school objectives. When teachers work with clearly defined objectives and work towards set objectives to meet the set targets, it becomes easier for them to assess their performance. Our School Head emphasises teachers clearly defining classroom objectives to enhance quality teaching and learning. Our school is working on enhancing quality as the teachers are encouraged to provide clearly defined objectives to achieve the vision of the school which is enhancing quality education. Having objectives which are specific, measurable, achievable and time framed as a teaching tool results in effective learning process and thus enhancing quality education in rural day schools (Mr Mavara from Tokwe RDSS).

Mrs Hwizai, a teacher from Tokwe RDSS argued that although a teacher can manage according to clearly set objectives, there is need for supervision, monitoring and evaluation from the School Head. She had this to say:

If the School Head supervises monitors and evaluates the teachers work, enhancement of quality is ensured. A democratic leadership practice creates an open school climate which may lead to enhanced quality in a school. Teachers are encouraged to work own their own for effective teaching process. Teacher need not be coerced into carrying out school activities. It is the responsibility of the School Head to motivate teachers to be committed to quality teaching and learning through providing rewards for effective and efficient performers. Such a leadership practice definitely enhances quality education in Rural Day Secondary Schools (Mrs Hwizai from Tokwe RDSS).

Issues of supervision and monitoring form a critical component of quality enhancement. Therefore, teachers' conceptions of quality enhancement seem to be more comprehensive. Closely related to that, the importance of planning and organising lessons was emphasised by Mr Pfuti, a teacher from Banga RDSS. In this regard he said:

The school should have planned and organised targets. Planning and organising for us teachers is pivotal for quality teaching and learning of classroom lessons. Each lesson has to provide detailed information, detailed content for the learners and should be organised to ensure effective learning and teaching in enhancing quality. Teachers should plan the content which is suitable for the time framed and the content has to be in line with time given for good time management as a result of organised work done. The School Head cannot expect quality education without proper planning, organising, monitoring and evaluation of educational activities (Mr Pfuti from Banga RDSS).

Other participants raised a number of issues as linked to quality enhancement. These include motivating teachers so that their morale remains high. This is important because when morale is high, better outcomes can be realised. Mrs Makushe, a teacher from Banga RDSS, said:

In enhancing quality in education there is need for motivation through rewards to teachers. The rewarding system should be done fairly. As teachers perform as expected it is the responsibility of School Heads to recognise the teachers by rewarding them through praise,

awarding certificates, recognition through promotion or awards. Such school heads' leadership practices are critical in enhancing quality education in Rural Day Secondary Schools. Anywhere who doesn't need that recognition after performing to expectation?

(Mrs Makushe from Banga RDSS).

In addition, the notion of role models is important as part of leadership practice and quality management and enhancement of education in Rural Day Secondary Schools. In that regard, Mrs Revai, teacher from Duma RDSS had this to say:

In all school activities the School Head should lead by example in enhancing quality education in the school. Good work initiated by the School Head encourages teachers to commit themselves to work hard and this will subsequently ensure that the learners obtain high performance through quality teaching and learning, thus enhancing quality education in the whole school system of Rural Day Secondary Schools **(Mrs Revai from Duma RDSS).**

What is emerging from the teachers' *verbatim* utterances indicate that they have varied understandings of leadership practices in enhancing quality education in these RDSS of Masvingo District. It has also emerged that their understandings are comprehensive to include a wide range of activities that, combined, can improve the quality of teaching and learning. These include effective planning, supervision, monitoring and evaluation issues. Boosting the morale of the teaching staff and role models have a possibility of keeping the teaching staff committed effective to teaching and learning. This makes their conceptualisations to be comprehensive, and thus provide a broader understanding of what constitutes School Heads' leadership practices and quality education enhancement in Rural Day Secondary Schools. This conceptualisation will provide deeper insights about how School Heads' leadership practices enhance quality education provision, which is discussed next.

7.3 Perspectives of teachers on how School Heads' leadership practices enhance quality in Rural Day Secondary Schools of Masvingo District in Zimbabwe

In the previous chapters (Chapter Five and Chapter Six), it has emerged that School Heads enhance quality education in at least five leadership practices, and such perspectives came from School Heads themselves and the HODs. This section focuses on teachers' perspectives on this. I asked them questions about how teachers perceived School Heads' leadership practices in enhancing quality in their schools. They came up with several strategies and I am using them as Sub-themes to organise the discussion. These sub-themes include: (a) Creating a vision as a tool to enhance quality education; (b) Building strong teams or committees and nurturing relationships for enhancing quality education; (c) Professional Staff development and dialoguing for enhancing quality education; (d) Effective Resource Management as a factor for enhancing quality education; (e) Harnessing the coordination and collaboration as a tool for enhancing quality education and (f) Adhering to government policies as a tool for enhancing quality education in Rural Day Secondary Schools of Masvingo District. These six sub- themes are presented next.

7.3.1 Creating a vision as a tool for enhancing quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe

The strategy that emerged from the analysis is the importance of creating the school vision and goals in an inclusive and collaborative manner. This entails inviting all stakeholders and selling that vision through communication. Elaborating on this, Mr Garwe from Nemamwa RDSS alluded to the fact that the School Head built a school vision, selling that vision to all stakeholders through effective communication so as to realise that vision. This is what he said:

The School Head involves teachers and other stakeholders in creating a vision, selling that vision and eventually realising it. This process builds a spirit of ownership and subsequently commitment to school vision. It helps all stakeholders understand the direction the school should take and thus facilitating the achievement of school objectives. This type of leadership practice, where everyone is involved builds commitment and

subsequently enhances quality education in these rural day Secondary School (Mr Garwe from Nemamwa RDSS).

Mrs Dafi, from the same school, Nemamwa RDSS shared the same sentiments and emphasising the importance of collaboration in vision creation, she said:

Chances of achieving school objectives are greater when all work as a team. Stakeholders will be more committed to school vision when they were part and parcel of its creation and this may lead to enhancing quality education. Therefore involving everyone in creating school vision is a very important leadership practice in enhancing quality education in these rural areas.

The data indicates that there are inherent challenges when vision creation excludes other stakeholders. For instances, Mrs Rukova from Zimuti RDSS argued that it becomes a source of conflict when the School Head individually creates the school without other stakeholders. She had this to say:

Conflicts emerged at our school when the School Head created the vision alone without a wider consultation, involving all the stakeholders especially teachers. Questions asked at the time were, why not involving teachers in creating the vision? There is need for all of us to walk towards the same vision. The school must move in the same direction being guided by the same vision. This is very important for the school to realise quality education especially in these rural school contexts.

Besides the weaknesses of not involving stakeholders, there was another weakness relating to its expensive nature. For example. Mr Mbada, a teacher from the same school, Zimuti RDSS, highlighted the view that involving all stakeholders is time consuming and that arguments may arise that may cause commotion and delays. However, he was quick to point to the challenges of creating the vision alone. He had this to say:

For quick decision making, and depending on the situation, the School Head might need to create the vision individually to avoid arguments. This has also the advantage of saving on time and reducing arguments. However, the challenge is that it may not be accepted by stakeholders. So, the School Head needs to balance the two (Mr Mbada from Zimuti RDSS).

Teachers from Zava RDSS, Mr Mvuvu and Mrs Twiza, shared the same sentiments on the importance of inclusive school vision creation. These participants argued that when all stakeholders are involved in the vision creation process, commitment to the realisation of that vision is enhanced. Other participants from other schools echoed similar views. For instance Mr Mvuvu, one of the teachers at Zava RDSS summed it up saying:

It is vital for the School Head to involve the whole school community in the creation of the school vision so as to minimise conflicts during implementation as ownership will be shared. No one would like to be associated with failure as a result everyone will be committed to the realisation of that vision thus enhancing quality education in Rural Day secondary Schools. When we succeed we succeed together and when we fail we fail together (Mr Mvuvu from Zava RDSS).

Similar views were expressed by teacher participants from six participating schools, including Mr Mavara and Mrs Hwizai from Tokwe RDSS and Mrs Revai and Murova, both from Duma RDSS, as well as, Mr Pfuti and Mrs Makushe, teachers from Banga RDSS who all expressed similar views about stakeholder involvement. In that regard, Mrs Revai, a teacher from Duma RDSS gave details about the process of creating a school vision in Duma RDSS. This is what she had to say:

Our School Head always engages all teachers in creating school vision. Firstly, he encourages us to discuss it in our departments so that we generate departmental visions. A school vision will then be generated from these departmental visions. It is bottom up approach. School vision created is always a result of collective effort and this result in teacher commitment to the realisation of the school vision. However, the challenge is that it takes a lot of time to conclude (Mrs Revai, from Duma RDSS).

Other participants focused on benefits of inclusive vision creation and these include Mrs Makushe who summed their sentiments as follows:

Our School Head always allows different stakeholders to participate in school matters for the enhancement of quality education. This includes creating a vision for the school. This creates oneness in the school as the saying goes 'united we stand and divided we fall'. Keeping different stakeholders informed does not cause conflicts but contributes to effective teaching and learning, which are the school's desired goals. Our School Head

has built a culture of oneness and this facilitates the enhancement of quality education. But it is not easy to build a culture of oneness. It requires commitment as there are some challenges. Despite the challenges, the school is striving through collective effort to achieve quality education (Mrs Makushe from Banga RDSS).

What is emerging from the teachers' voices is that a collective vision building increases their commitment to the realisation of that mission and thus enhancing quality education in Rural Day Secondary School. All participants were in agreement that involving all stakeholders in building the school vision increases ownership, commitment and reduces conflicts during implementation of the vision. However, some of the participants were concerned about teaching time lost while collectively building that vision. Nonetheless, it is clear that there are more positives to inclusive vision creation than otherwise.

7.3.2 Building Strong teams and nurturing relationships as a tool for enhancing quality education in Rural Day Secondary Schools

It is emerging from the discussion that if School Heads do not build a strong teams/committees and nurturing relationships with staff members especially teachers, it will be difficult to realise quality teaching and learning in schools. School Heads through democratic leadership practices facilitate collaborative efforts and nurture relationships amongst staff members who in turn work towards enhancing quality education in Rural Day Secondary Schools. It emerged from the study that teachers regarded the practice of building strong teams promoted information and skills sharing among teachers and subsequently enhancing quality teaching and learning schools. Participants emphatically expressed the view that dialoguing was an important factor in building a strong relationship between School Heads and the teachers. The study revealed that school teams/committees assisted the School Heads get credible ideas from teachers that can help enhance quality education in Rural Day Secondary Schools. However, participants had varied perceptions and experiences about how School Heads built strong teams /committees for enhancing quality education in Rural Day Secondary Schools. Mr Garwe, teacher from Nemamwa RDSS highlighted

the importance of the School Head building strong teams and relationship for the enhancement of quality education. This is what he had to say:

The use of democratic leadership practice assist the School Head in building strong teams/committees and relationship. Strong teams promote decision making processes among staff members and other stakeholders. This development motivates different stakeholders to achieve quality education in Rural Day Secondary Schools. Teachers feel empowered when involved in decision making. They also feel motivated to achieve in all school activities (Mr Garwe, from Nemamwa RDSS).

Mrs Dafi, teacher from the same school also added her voice and had this to say:

The strong teams and relationship makes teachers feel respected by the School Head. Teachers feel free to discuss professional issues in teams especially when the teams are built according to specialist areas. For example, science team, sports team etc. Teachers will share professional skills in their respective areas thus promoting quality teaching and learning. All this requires a democratic leadership practices. Everyone must feel free to participate and have positive contribution to the teams. School challenges are easier to solve when staff members work in teams.

While sharing similar views as Mrs Dafi from Nemamwa RDSS, teacher from Zimuti RDSS (Mrs Rukova) added another dimension of different kinds of teams. She highlighted the importance of recognising the existence of both formal and informal teams in enhancing quality education in Rural Day Secondary School. This is what she had to say:

Teachers produce better results when they are made to work in teams/ committees and relationships nurtured. The burden becomes easier and therefore achievable. However, our School Heads recognises the importance of both formal and informal teams. It is possible for teachers to discuss professional issues in informal teams. Our School Head sometimes joins informal teams for discussion because he recognises their importance in promoting quality teaching and learning. However informal teams are prone to unproductive rumours. Teamwork promotes oneness which may assist in enhancing quality education in Rural Day Secondary Schools (Mrs Rukova, from Zimuti RDSS).

Mr Mbada, a teacher from Zimuti RDSS voiced the issue of guiding team discussion so that they focus on professional issues and had this to say:

Teams are important in promoting shared decision making in schools. However there is need to monitor and then guide team work so that they remain focused on professional issues especially informal teams. Teachers are always motivated by such an approach to enhance quality teaching and learning (Mr Mbada, from Zimuti RDSS).

Mr Twiza and Mrs Mvuvu, teachers from Zava RDSS shared the view that strong teams and relationships promotes the spirit of sharing and having common goals. Mr Twiza, summed up the participants views when he said:

The School Head always makes sure that staff members work in groups to promote the spirit of sharing and respect for each other. Team members work hard towards common goals, equal tasks and thus enhancing quality education. Tasks are easier to do in groups as a result of the sharing and the common approach (Mr Twiza, from Zava RDSS).

While most participating teachers spoke positively about the benefits of establishing strong teams and nurturing relationships, they also raised an alert about the other side of teams that they should be aware of. For instance, Mrs Hwizai from Tokwe RDSS raised the issue of disagreements and conflicts that may arise in group as a result of different backgrounds and experiences. This is what he elaborated:

With group work, disagreements sometimes arise because of different backgrounds and experiences. Group members do not always agree and this may be a challenge to quick decision making. However this does not cancel out the advantages associated with team work (Mrs Hwizai, from Tokwe RDSS).

Mr Mavara, a teacher from Tokwe RDSS came up with a different perspective on building teams/committees and nurturing relationships when he voiced that teams should not only involve teachers but the community and other relevant stakeholders. This is what he had to say:

The School Heads' leadership practice ensures that there is a functional symbolic relationship between the School Head, the teacher, local community and the learner for the enhancement of quality education in these Rural Day Secondary Schools. School Head

builds strong teams and relationship not only between the teachers and the School Head but amongst different people who are of vital for the enhancement of quality in Rural Day Secondary Schools (Mr Mavara, from Tokwe RDSS).

Mrs Makushe, a teacher from Banga RDSS expressed the need for the School Head to focus on quality students in addition to building strong teams for enhancing quality. Arguing her point, this is what she had to say:

It is not only building strong school teams/committees and nurturing relationships that enhances quality education. The quality of students recruited by the school is equally important in enhancing quality education. Rural Day Secondary Schools have no criteria when recruiting students. As a result of their contexts, they are forced to enrol both low and high performers. This is the reason for the generally low “O” and “A” level pass rates in these schools in Masvingo District. Our School Head strives to combine building strong school teams with the enrolment of quality students in his attempts to enhance quality education. In fact I enjoy teaching quality students (Mrs Makushe, from Banga RDSS).

The notion of building strong teams came up as not just limited to schools establishing various committees, but this has to be extended to ensuring the welfare of students as part of enhancing quality of education provided by schools. For instance, one of the participants added his voice on the need to focus on student quality when building strong teams as they are an important factor in enhancing the quality of education. Expressing his sentiments this is what he had to say:

School Head should not forget students’ relationship when building strong school teams. Students form a critical mass in the school system especially when enhancing the quality of education. The teams’ main focus should be on students’ relationships and welfare. It is important to focus on student welfare. School Head always accords student due care and respect in his attempts to enhance quality. The School Head always reminds us in staff meetings to maintain quality relationship with students. Last year, our school had a workshop whose theme was “Building strong student –teacher relationship”. Our school takes student welfare seriously (Mr Pfuti, from Banga RDSS).

Improvements of students’ academic achievement remain the main focus in the enhancement of quality education efforts. Therefore, the building of strong teams and nurturing relationships

foregrounds this focus. That is why Mr Murova and Mrs Revai, all from Duma RDSS highlighted the impotence of strong teams in increasing or improving students' pass rate at the school. They argued that having strong teams and positive relationship facilitate improved academic pass rate in schools. Mrs Revai, summed their views when she said:

The pass rate obtained from a school especially our Rural Day Secondary Schools is determined by the ability of the School Head to create strong teams and relationship with teachers, students and all other school stakeholders. Our School Heads strives to create strong teams. As a teacher, I get motivated when the School Head respects and cares for me through positive relationships. When motivated, I will automatically commit myself to quality teaching and learning (Mrs Revai, from Duma RDSS).

The participants' voices were emphatic on the need for School Heads to build strong teams and nurture relationships in their efforts to enhance quality education. It also emerged from the study that building strong teams and positive relationships by School Heads promoted effective decision making across all levels of the school system and therefore staff felt respected, cared for and empowered. Participants acknowledged the significance of sharing professional skills in both formal and informal teams and the importance of according due respect and care to students in efforts to enhance quality education in schools. The issue of professional development seemed to be an important component of quality enhancement endeavours. The next section is thus dedicated to a detailed discussion of how School Heads promoted professional staff development and dialoguing in enhancing quality education.

7.3.3 Professional staff development as a tool for enhancing quality education in Rural Day Secondary Schools of Masvingo District

The notion of quality enhancement has been explained earlier in this thesis, particularly in the past three chapters (Chapter Five, Chapter Six and Chapter Seven), and it was emphasised in those chapters that human resources and other resources are crucial in this regard. This brings to the fore the importance of human resource development in issues of quality enhancement. Therefore, the importance of human resources development in issues of quality enhancement. Therefore, the

concept of professional staff development and dialoguing foregrounds the notion of professional guidance and development in efforts of enhancing quality education provision in schools. All the participants voiced the view that School Heads' leadership practices supported staff development initiatives and dialoguing as key school activities that contributed to the enhancement of quality education in their rural contexts. Participants confirmed that their School Heads promoted and ensured that teachers attended workshops despite the challenges that are associated with these Rural Day Secondary Schools. Various workshops were held at both cluster and school levels. These were meant to promote effective teaching and learning and thus enhancing quality education in these rural school contexts. The participants also emphasised that the School Heads created open and democratic school environment that facilitated dialoguing and thus enhancing quality education. According to the participants, an open and accessible environment promoted positive reflections on professional issues with the final objective being enhancing quality teaching and learning. The following excerpts illustrates this view:

School Heads must always allow us to freely debate professional issues through meetings and workshops. Informal discussion with my School Head on professional issues gives me a moment of reflection on my professional practices. I am definitely bound to improve on my teaching. These professional meetings need to be held regularly and in a democratic school environment. Our School Head allows us to have at least two professional meeting every term (Mrs Dafi, from Nemamwa RDSS).

Sharing similar views, Mr Garwe a teacher from the same school highlighted the importance of being involved in different training programmer for teachers' professional development. This is what he had to say:

Involvement of teachers in attending different training programmes helps capacitate them and bring about professional growth. This assists in promoting creativity and initiative among teachers which will in turn help students to perform well academically. Our School Heads makes sure that this happens. Teachers will be more equipped to deal with challenges associated with these Rural Day Secondary Schools (Mr Garwe, from Nemamwa RDSS).

Speaking from the perspective of his own professional growth as a result of training opportunities, Mr Mbada from Zimuti RDSS highlighted the issue of attending subject specific workshops to enhance quality teaching and learning in those specific subjects. This is what he had to say:

The School Head provides me with the opportunity to attend subject workshop which helps me to gain intellectual and technical skills in the subject. After attending the workshops the School Head then provide the materials for use in the classroom for quality teaching and learning (Mr Mbada, from Zimuti RDSS).

Another dimension the participants highlighted was the extent to which professional development opportunities enabled them to cope with continuous changes they were subjected to nationally in Zimbabwe. For instance, Mrs Rukova, a teacher from the same school highlighted the issue of increasing staff development workshop due to constant changes taking place because of the updated curriculum. This is what she had to say:

Staff development workshop should be increased so that teachers will keep on acquiring knowledge because a lot of changes are taking place since the advent of the new updated curriculum initiated in 2015. School Head mounts more workshops to keep teachers updated. However, there are challenges of teaching resources associated with Rural Day Secondary Schools which may negatively affect quality teaching and learning (Mrs Rukova, from Zimuti RDSS).

While sharing the same expressed by Mrs Rukova in the extract above, one of the participants from Tokwe RDSS brought in the dimension of leadership capacity building amongst the teachers as imperative. This participant was of the view that teacher staff development should include leadership skills as teachers play leadership roles in their classroom contexts. This is what she had to say:

As teachers we are leaders and therefore should be equipped with the requisite leadership skills. Teachers are involved in planning, organising, monitoring and evaluation at school and more specifically at classroom level to enhance quality teaching and learning. Periodically, the School Head holds workshop specifically focusing on leadership skills. This capacitates us to make correct decision in the teaching and learning process to

enhance quality education in these deprived rural contexts (Mrs Hwizai, from Tokwe RDSS).

The issue of leadership development amongst teachers was also highlighted other participants like Mr Mavara from Tokwe RDSS. This participant emphasised the need to include technological skills training as part of leadership training content. This is what he had to asset:

Holding staff development workshops includes training in Information and Communication Technology especially with the advent of the new updated curriculum which requires the use of ICTs in the teaching and learning process. Teachers need ICT skills for quality teaching and learning. However, the challenge of resource is encountered by the School Head in this regards. No ICT equipment is available (Mr Mavara, from Tokwe RDSS).

Sharing similar views as those expressed in the extract above, other participants argued for a direct connection between staff development training and curriculum demands. For instance participants from Duma RDSS (Mrs Revai and Mr Murova) highlighted the need to link school staff development workshops with the demands of the new updated curriculum of 2015. This is what Mrs Revai from Duma RDSS had this to say:

The new updated curriculum of 2015 demand a lot from teachers in the form of skills and as a result there is great need for them to adapt to the emerging demands otherwise the achievement of quality education becomes elusive. Our School Head realising this, regularly initiates in-service training workshops to capacitate teachers for enhancing quality teaching and learning. The school holds at least two workshops per term despite the challenge of resources. If teachers are not engaged in these workshops they run the risk of becoming irrelevant in the implementation of this new curriculum (Mrs Revai, from Duma RDSS).

While all participating teachers regarded professional development training as of critical importance, some were jealous of their teaching time and viewed any activity that encroached to their teaching time with suspicion and scepticism. For instance, a participant from Banga RDSS highlighted the problem of teaching time loss associated with staff development workshops. He

argued that workshops robbed them of teaching time, thus disadvantaging students. This is what he had to assert:

Whilst workshops are a welcome development especially considering the implementation of the new updated curriculum of 2015, it robs us of the precious teaching time thereby disadvantaging students. It is for this reason that one finds students making a lot of noise in classes during school workshops. Students are left without a teacher completely when these workshops are organised at regional or cluster level. However the advantages outweigh disadvantages (Mr Pfuti, from Banga RDSS).

Mr Murova, another teacher from Duma rural day secondary school echoed the same sentiments on the need to adapt to the demands of the new updated curriculum of 2015. He had this to say:

The new curriculum demands teachers to acquire relevant skills for effective implementation. Our School Head is responding to this demand by initiating regular workshops despite the challenges of resources. I commend my School Head for taking this initiative of work shopping and dialoguing teachers for effective quality education (Mr Murova, from Duma RDSS).

The views expressed in the extract above were shared by another participant at Banga RDSS who emphasised the fact that there were more benefits of professional development activities compared to their disadvantages. Mrs Makushe from Banga RDSS who strongly believed in workshops despite losing on teaching time. This is how she argued her point:

School and cluster workshops are a must considering what is required in the implementation of the new curriculum of 2015. Teachers need to acquire relevant skills for the effective implementation of the curriculum. The teaching time lost during these workshops is worth it. It is of no use teaching irrelevant things. Our School Heads always organises school workshops or send teachers for cluster workshops for the enhancement of quality education (Mrs Makushe, from Banga RDSS).

According to various participants, the benefits for professional development training are many and varied. For instance, one of the participant argued that workshops created moments of reflection and correction through information sharing and therefore may result in improved school

performance and thus subsequently enhancing quality education in schools. This is what she had to say:

Engaging in cluster workshops promotes the sharing of professional ideas with other schools which is quite beneficial. It can also be a benchmarking process by measuring the success of our school against others and identifying issues that need reflection and correction. The School Head is the initiator as the final accounting officer on all school matters. This process might enhance quality in Rural Day Secondary Schools (Mrs Mvuvu, from Zava RDSS).

Another participant from Banga RDSS highlighted the challenges associated with engaging in workshops at school, cluster and regional level. He felt rural contexts have challenges which require multi-sectorial approach for staff development programmes to succeed. He had this to say:

The staff development programmes at our school have a number of challenges which require an all stakeholder approach. The challenges include inadequate financial and material resource to mount the workshops. Transport and subsistence allowances for teachers going to cluster and regional workshops. The deprived rural school communities find it difficult to finance such workshops and this forces our School Head to mainly focus on local school workshops. But here and there, teachers are sent to regional and cluster workshops. These challenges are not stopping the School Head to engage in workshops so as to enhance quality education (Mr Twiza, from Zava RDSS).

It is emerging from the teacher's voices above that staff development and dialoguing is critical in sharpening their teaching and leadership skills development so as to enhance the quality education in Rural Day Secondary Schools. Workshops stimulate interaction and debates among teachers and between the teachers and the School Head on issues related to their professional and leadership development. It also emerged from the discussion that staff development workshops are necessary in the implementation of the updated new curriculum of 2015-2022. The participants acknowledged the existence of a myriad of challenges associated with these rural contexts in School Heads' efforts in initiating staff development workshops for enhancing quality education. All the participants were however, in agreement that Rural Day Secondary School Heads supported and encouraged teachers to attend staff development workshops for enhancing quality

education in Rural Day Secondary Schools. Professional development is an important component of human resources management. The next section is dedicated specifically to effective resource management.

7.3.4 Effective Resource Management as a factor in enhancing quality education in Rural Day Secondary Schools

Strategic and effective management of resources was one of the themes that emerged from the analysis of data from teachers regarding the practices of School Heads in enhancing quality education in Rural Day Secondary School teachers. Strategic and effective resource management entailed making sure that quality, properly trained and appropriately skilled teachers were recruited, appointed, inducted and led managed according to quality teaching and learning requirements. It also entailed ensuring that relevant and sufficient teaching and learning materials were available for enhancing quality teaching and learning in schools. All the participating teachers expressed the need to enrol quality students in addition to the provision of strategic resourcing for adequate and relevant materials for enhancing quality teaching and learning in rural contexts. The participating teachers acknowledged a myriad of challenges that School Heads encountered in their efforts to recruit quality teachers and students in the deprived rural school contexts and their commitment to quality education in Rural Day Secondary Schools. The participants had varying views about strategic and effective resource management in Rural Day Secondary Schools. The following are some of the excerpts from the teachers in the different research sites in Masvingo District.

Our school is facing a number of challenges when it comes to strategic and effective resource management. The school has a much depleted financial base which makes it difficult for School Head to resource relevant and adequate materials for quality teaching and learning. The new curriculum requires a lot of resources some of which include ICTs
(Mrs Revai, from Duma RGSS).

Another participant from the same school added weight to the challenges School Heads face in acquiring quality materials and enrolling quality students in deprived rural contexts. This is what he had to say:

The new curriculum requires School Heads to equip schools with modern teaching and learning materials, and it is very difficult in these considering their deprived rural contexts. It starts with transport to ferry the materials to the schools. The roads are too bad and the financial base is too thin. In fact the challenges are numerous in this rural background. However, our School Head tries to provide these materials (Mr Murova, from Duma RDSS).

The process of recruiting quality teachers and enrolling quality student seemed to be a challenge for most School Heads in adequate the study. As a result, heavy workloads were experienced by those recruited, and that negatively affected the enhancement of quality education efforts. One of the participant had this to say:

Due to the shortage of quality teachers at our school, a teacher at the end will be having too much work load. The individual teachers' work load becomes heavy and therefore the quality of teaching will be compromised. Therefore the call by many us is that School Heads should acquire adequate and relevant materials for quality teaching. It is so taxing to teach without adequate materials (Mr Garwe, from Nemamwa RDSS).

Similarly, another participant from the same school expressed concerns about School Heads over misusing limited resources available instead of using them to enhance quality education provision. This is what she had to say:

Our School Heads is very strict on the use of the limited resource available. She always puts emphasis on efficient record keeping when using resources. She does this to avoid reckless use of the limited resources. The School Head takes note of the budgetary controls and actually, buys limited resources which are perceived to be useful for the enhancement of quality in the teaching and learning process. This at the end forces the teachers to effectively use available resources towards achieving the common objectives, that is, quality education (Mrs Dafi, from Nemamwa RDSS).

One participant from Banga RDSS mentioned the challenge of having adequate and suitable storage space for the acquired resources. It was observed that Rural Day Secondary School have a very limited or no suitable storerooms for the materials acquired. This is what teacher had to say:

Our school has the problem of storage space for the materials acquired. The School Head uses empty classroom as storerooms. You find materials of different categories in the same room for lack of space. It does not work having agriculture equipment in the same room with home economics equipment. It is really a challenge in resource management (Mr Pfuti, from Banga RDSS).

The challenge relating to space was not limited to the accommodation of physical resources, but this was also applicable to accommodation of teaching staff. The teacher felt that accommodation is an important facility whose availability or lack thereof affects teacher morale. Therefore, the enhancement of quality education in rural day school is significantly affected by such issues. Expressing her sentiments, this is what Mrs Makushe had to say:

Accommodation at our school acts as a push factor for quality teachers. Accommodation available is in a bad state with some of the houses without electricity. Water, which is a very important resource is scarce and sometimes unsafe to drink. Where the teacher resides and the water he/she drinks affects morale and subsequently, commitment to quality teaching (Mrs Makushe, from Banga RDSS).

All the extract from the participating teachers echo negativities that prevailed in Rural Day Secondary Schools to their contextual socio-economic factors. This has tended to obfuscate the focus of the discussion which is effective resource management. In fact participating teachers advocated the use of effective resource management processes so that the provision of quality education can be enhanced. For instance, Mr Mavara and Mrs Hwizai all from Tokwe RDSS shared the same sentiments on issue of budgeting and accountability on the strategic and effective management of school's material resources in School Head's efforts to enhance quality education in Rural Day Secondary Schools. The participants were in agreement that the School Head budgeted for school material resource and had strict monitoring mechanism through inventory keeping to avoid linkages. Voicing this view, one of the participants summed this up and had this to say:

The School Head is always emphasising budgeting and accountability of school's material resource especially those directly related to quality education. There is an inventory book for each specific material to avoid loss. However, the provision of water as a resource is irregular and sometimes unsafe to drink. The school only has one borehole which it shares with the local community which makes it a challenge (Mr Mavara, from Tokwe RDSS).

The importance of managing resources in an efficient manner was mentioned by all participants. Additionally, they highlighted that School Heads paid special attention to this issue. Most of the schools offered Agricultural Science subjects and therefore, needed to buy equipment that would support teaching and learning process in that subject. While School Heads made attempts to procure such physical resources, the issue of contextual challenges persistently came up as a barrier to quality education provision. For instance, a science teacher at Zimuti RDSS specifically mentioned limitations in the mobilisation of science laboratory teaching resources. She had this to say:

Our science laboratory has antiquated resource materials. It is now close to a year since the school acquired laboratory equipment. Worse still library books are inadequate, thus negatively affecting the enhancement of quality science teaching and learning. The nation need engineers, doctors and other scientists. How can this be achieved when there is limited quality science teaching and learning? Hence, the School Head has a mammoth task mobilising teaching resources (Mrs Rukova, from Zimuti RDSS).

Laboratory equipment is not the only physical resource that supports effective teaching and learning, but participation in sport is also important for quality education provision. There is always a need to teach and develop the youth with a wide range of skills and talents, and sport is one element that can bring about a balanced person. For that to occur, School Heads working collaboratively with staff have to provide such equipment that will support their endeavours. Unfortunately, this did not always happen in those rural contexts. Because of such contextual challenges the entire discourse on resource management was clouded by such perennial socio-economic challenges, For instances, one of the participants, who was a sport master from Zava RDSS, expressed disappointment at the rate the school was mobilising sporting resources which

negatively affected the teaching of sports in the school. Expressing her disappointment, this is what she had to say:

The school is not taking sporting seriously as seen by the rate at which they are purchasing sporting equipment. Student are going for sporting activities without the requisite sporting attire. For example the football and netball teams go for sporting activities without proper sporting shoes. The new curriculum is treating sports as equal to any other subject yet the school tends to undermine the sports as a subject. But, I am now happy because the School Head is beginning to see the light in terms of the importance of sports. My hope is that more sporting equipment will be purchased in future (Mrs Mvuvu, from Zava RDSS).

The same goes for Agricultural Science as I have pointed elsewhere in the chapter. Mr. Twiza, a teacher from Zava RDSS, lamented the inadequate agricultural teaching resources for the effective teaching of the subject. Like other teachers participating in the study, he mentioned the limited finances resources as the limiting factor in enhancing quality teaching and learning in the subject. The data presented in this sub-theme suggests that teachers were mostly focused on the mobilisation of adequate resources related to the quality teaching of their subject areas, for example ICTs, sciences, sports and agriculture. In addition, while they all highlighted the importance of School Heads' efforts in mobilising resources, the issue of challenges relating to the schools being located in rural communities dominated the discourse. The next section discusses the importance of coordinating all the activities and collaborating with all stakeholders.

7.3.5 Strengthening coordination and collaboration among stakeholders as a tool for enhancing quality education in Rural Day Secondary Schools

Encouraging an inclusive working culture and strengthening coordination and collaboration in schools emerged from the data generated as one of the leadership practices that School Heads advocated. The participating teachers felt that there was pressure for School Heads to meet the needs of all the stakeholders, hence, the emphasis on coordination and collaboration by School Heads in Rural Day Secondary Schools. While acknowledging the challenges experienced by schools in those rural communities, the teachers alluded to the view that School Heads made efforts

to promote coordination and collaboration within the school system. The main idea driving coordination imperative is that schools are multi- professional institutions that provided a variety of competencies and thus, provide a forum where ideas can be shared. Promoting coordination and collaboration within Rural Day Secondary School for enhancing quality teaching and learning was quite evident. An excerpt from one of the stories is given below:

If the School Head embraces and engages in the issues of collaboration and coordination, the school will definitely be sharing of professional ideas towards enhancing quality education in the teaching and learning process. Schools need coordination and collaboration in dialoguing with different stakeholders inside and outside the school for the benefit of students. Our School Head is moving towards that direction (Mr Garwe, from Nemamwa RDSS).

Expressing similar sentiments, Mrs Dafi highlighted the importance of coordination and collaboration through building teams with all stakeholders and sharing professional ideas in striving for enhancement of quality. According to Mrs Dafi, her School Head consulted widely within the schools by talking to teachers, students, HODs and other stakeholders outside the school. For effective coordination, effective communication was central and this view was shared by numerous participants such as Mrs Mvuvu from Zava RDSS and Mr Twiza also from Zava RDSS. In this regard this is what she had to say:

School efforts are being made towards the coordination and collaboration among teachers, student, HODs, school heads and other stakeholders to promote professional dialogue within the school system which in turn promotes quality teaching and learning. When professionals collaboratively work together, the sky is the limit in enhancing quality education (Mrs Dafi, from Nemamwa RDSS).

Mrs Mvuvu, a teacher from Zava Rural Day School, viewed communication as an important issue in the process of coordination and collaboration for the enhancement of quality. This is what she had to posit:

The School Head is an effective communicator and is always making some efforts to promote coordination, collaboration and professional dialoguing. He does that by

allowing stakeholders to freely share professional ideas in a democratic atmosphere (Mrs Mvuvu, from Zava RDSS).

Mr Twiza, a teacher from the same school, highlighted the value of communication with stakeholders outside the school system as this promoted cross breeding of professional ideas for enhancing quality teaching and learning. This is what Mr Twiza had to say:

We learnt a lot when we meet at cluster level. This provides us with the opportunity to share the positives and negatives that other schools are experiencing and thus providing us with a learning experience. The School Head regularly send us to cluster meetings (Mr Twiza, from Zava RDSS).

Besides the importance of effective communication, other participants also highlighted the advantages of collaborating with diverse stakeholders and expressed a belief that enriched engagements and decisions result from working together with a variety of stakeholders for a common purpose. For instance, Mrs Hwizai, teacher from Tokwe RDSS highlighted the advantages of students working collaboratively in groups during the teaching and learning process. This is what she had to say:

Our School Head encourages us to engage students in democratic group discussion during lessons to promote sharing of ideas between fast and slow learners. This promotes quality teaching and learning and thus enhancing quality education in Rural Day Secondary Schools (Mrs Hwizai, from Tokwe RDSS).

The notion of collaborative pedagogies was shared by all participants. For example, Mr Mavara expressing the same views argued that collaboration at classroom level contributes towards enhancing quality teaching and learning saying:

I always engage students in democratic group discussion. Student enjoy working in groups where they freely share skills in different subject areas. This allows them to understand concept better

The views expressed above were also shared by Mr Murova from Duma RDSS and Mrs Rukova from Zimuti RDSS. Support and dialogue do not have to end inside the classroom walls but also other stakeholders outside have a contribution to make in enhancing quality. Without properly

coordinating the activities of all different stakeholders, the implementation of various programmes and policies may be compromised. This is what Mrs Rukova had to say in this regard:

Coordination and collaboration with all stakeholders from within and outside allows for the effective implementation of the new curriculum because ideas are shared. Working cooperatively and collaboratively with all stakeholders acts as a resource for achieving the new curriculum's aims and objectives. Updated curriculum requires participation of all members at a school and other stakeholders for the enhancement of quality in rural day schools. Our School Head promotes this process.

The school unit makes it easier for us to realise the aims and objectives of the new curriculum enhancement of quality education is also dependent on various programmes that are from time to time developed and implemented. Mrs Revai, from Duma RDSS highlighted the view that coordination and collaboration promotes creativity and reduces teacher isolation in Rural Day Secondary School when she said:

Coordination and collaboration of different professionals with different abilities promotes creative ideas, developments, skills and innovations into the rural school workplace. This reduces teacher isolation by bringing their ideas together.

Sharing similar views, Mr Pfuti, a teacher from Banga RDSS associated school coordination and collaboration with the realisation of school aims and objectives with some of the aims being effective implementation of the new curriculum and enhancing quality education. This is what he had to say:

The collaboration work adds value to the school through the realisation of school aims and objectives. By creating a collaborative and coordinated culture in the school system, the School Head finds it easier to realise school goals and thus enhancing quality education in Rural Day Secondary Schools.

The implementation of curriculum reforms preoccupied most participants. For instance, Mrs Makushe from Banga RDSS, expressed the view that effective implementation of the new curriculum was realizable when all stakeholders worked as a coordinated and collaborative school unit and had this to say in that regard:

Working as a coordinated and collaborative school unit makes it easier for us to realise the aims and objectives of the new curriculum and thus enhancing quality education in Rural Day Secondary Schools. Therefore coordination and collaboration are crucial to the realisation of school goals which include the enhancement of quality education.

Whilst all participants shared positive stories about the importance of coordinating the activities of different stakeholders. Mr Mbada, a teacher from Zimuti RDSS expressed a word of caution not to treat the practice of coordination and collaboration as a panacea of all challenges. It helps to be conscious of concomitant challenges. For instances, Mr Mbada highlighted that there were challenges associated with coordination and collaboration in Rural Day Secondary Schools and had this to say:

Whilst coordination and collaboration have their own advantages, it however, has some challenges associated with it. The challenges include inadequate material and financial resources to put them in place in the school system. Moreover; it is sometimes difficult to reach consensus and thus conflict may arise. This may impact negatively on enhancing quality education in Rural Day Secondary Schools. Our School Head is always making sure that we work as a coordinated and collaborated team.

One participant from Duma Rural Day Secondary School, expressed the importance of coordination and collaboration at school and cluster level in the implementation of the new curriculum of 2015-2022. This is what he had to say:

The new curriculum need multi-professional cooperation, coordination and collaboration at school, cluster and regional level. Sharing of ideas is important for the effective implementation of the new curriculum. This guarantees quality education in rural day secondary schools (Mr Murova, teacher from Duma Rural Day Secondary School).

Similar views were also echoed by Mrs Rukova, from Zimuti Rural Day Secondary School when she said:

Coordination and collaboration with all stakeholders from within and outside allows for the effective implementation of the new curriculum because ideas are shared. Working cooperatively and collaboratively with all stakeholders acts as a resource for achieving the new curriculum's aims and objectives. Updated curriculum requires participation of

all members at a school and other stakeholders for the enhancement of quality in Rural Day Secondary Schools. Our School Head promotes this process.

Mrs Revai, from Duma RDSS, highlighted the view that coordination and collaboration promotes creativity and reduces teacher isolation in Rural Day Secondary School when she said:

Coordination and collaboration of different professionals with different abilities promotes creative ideas, developments, skills and innovations into the rural school workplace. This reduces teacher isolation by bringing their ideas together.

Mr Mbada, teacher from Zimuti RDSS had a different view by highlighting the challenges associated with coordination and collaboration in rural day secondary schools and had this to say:

Whilst coordination and collaboration have their own advantages, it however, has some challenges associated with it. The challenges include inadequate material and financial resources to put them in place in the school system. Moreover it is sometimes difficult to reach a consensus and thus conflict may arise. This may impact negatively on enhancing quality education in Rural Day Secondary School. Our School Head is always making sure that we work as a coordinated and collaborated team.

The general view emerging in this sub-theme was that teachers in this study were in agreement that coordination and collaboration promote the sharing of professional ideas through democratic all stakeholders' involvement. School leadership practices must be democratic, allowing formal and informal communication channels to flow freely for professional cross breeding of ideas to enhance quality education in Rural Ray Secondary Schools. The participants also indicated that effective curriculum implementation could only be realised through coordination and collaboration of all stakeholders. Some of the participants further highlighted the importance of coordination and collaboration in promoting creativity and reducing teacher isolation in schools and thus enhancing quality education. However, due to the perennial challenges facing schools in rural communities, many participants seemed to have difficulties thinking .beyond challenges.

7.3.6. Adhering to government policies as a tool for enhancing quality education in Rural Day Secondary Schools

The study has indicated that the issue of quality is uppermost in government's priorities in education, Teachers' view over government policies on enhancing quality was analysed from different school localities. Data generated from the participants' perspectives was discussed. It emerged that there were several government pieces of legislation which were aimed at enhancing quality education in schools. Examples of these legislative documents include: Teacher Professional Standards (TPS) document by Ministry of Primary and Secondary Education; Circular minute BP. 35 of 2006 on discipline in schools; Circular Number 3 of 2017 on clean water in schools; Minimum (Functionality) Schools Standards; The New Curriculum Framework for enhancing quality education in school of 2015-2022 and Results Based Management System (RBMS) for appraising teachers. These government policies were perceived to be positively contributing towards enhancing quality in Rural Day Secondary School as the excerpts from the different participants showed. For instance. Mr Garwe, teacher from Nemamwa RDSS, highlighted the Teachers Professional Standards (TPS) as one government policy document aimed at enhancing quality in Rural Day Secondary Schools. It emerged that the document was meant to promote teacher's professional conduct through effective teaching and learning process in schools. This is what he had to say:

There are many policy documents which try to promote teacher professional conduct so as to enhance quality in schools. Teacher Professional Standard (TPS) is one of the documents by the Ministry of Primary and Secondary Education which assists in enhancing quality in Rural Day Secondary Schools through classroom management and evaluation of the learners. .The document is important as a guide for professional guidance. There are expectations for us teachers from the document in encouraging us to work hard in enhancing quality. However there are many other policy documents that we are required to read and understand. This is a challenge as teacher do not have time to read through all of them as their focus will mainly be on lesson planning, teaching, marking and evaluation. The school avails these documents to us on a regular basis (Mr Garwe, teacher from Nemamwa RDSS).

Similar sentiments were shared by Mrs Dafi, a teacher from the same school who had this to say:

The government policy document which is the Teacher Professional Standard (TPS) helps the teacher to be aware of types of learners through guidance of the work to be given to a learner so as to facilitate remedial and extension and thus enhancing quality teaching and learning in schools.

The Minimum (Functionality) Schools Standard document was one of the government policy document that sets the basic set measures of expected performance and achievement for quality teaching, learning and institutional management of schools. Highlighting the importance of this policy document, Mrs Revai, a teacher from Duma RDSS had this to say:

The Minimum (Functionality) Schools Standards policy document focuses on issues related to overall school management, the teaching and learning processes, financial generation and management, community participation, health, discipline and co-curricular activities just to mention but a few. All these themes focus on government's efforts in enhancing quality education in schools.

Mr Murova, from Duma rural day secondary school, echoed the same view and had this to say:

The Minimum (Functionality) Standard (MFSS) is one of the government policy document that is quite comprehensive as it draws information from various government instruments on enhancing quality education in schools as it focuses on overall school management and the teaching and learning process. It assist teachers engage in quality teaching. I wish all teachers could take it seriously and be committed to it.

Mr Pfuti and Mrs Makushe all from Banga RDSS, voiced the importance of the Teacher Professional Standards (TPS) in enhancing quality teaching and learning. It also emerged from teachers' narratives that the participants had concerns about students' behaviours, which they believed are fundamental to ensuring effective teaching and learning, and thus improve education quality. Since the conduct of students was important, they emphasised that the enforcement and administration of proper school discipline was a prerequisite to ensuring high quality teaching and learning in schools. The teachers were in agreement that without discipline, no meaningful academic, moral and physical education was possible in schools. Highlighting the importance of

maintaining student discipline in schools, and the availability of policy guidelines, Mr Twiza from Tokwe RDSS had this to say:

The Circular Minute BP. 35 of 1999, is a government policy that ensures that discipline is maintained and the school has a disciplinary committee in helping enhance quality education in schools. The policy document specify disciplinary measures to be taken in cases of professional acts of misconduct. This policy document is related to Statutory Instrument 1 of 200 amended which specify the Acts of misconduct which are punishable to enforce minimum professional standards. All these are efforts by government to ensure the maintenance of acceptable professional standards and thereby enhancing quality education in schools.

Mrs Hwizai, from Tokwe RDSS, expressed her sentiments on the new Curriculum Framework of 2015-2022 whose theme is ‘enhancing quality education through the curriculum’. This is what she had to say:

The new curriculum is a comprehensive document focusing on the developmental needs of the learners. It emphasises on the development of new skill sets that enable citizens to live and work competitively in the global village. Hence the need for quality education in schools. However, there is a problem of resources for implementation. Otherwise it is an excellent document. The School Head avails this document for teachers to read, understand and implement.

Mr Twiza, teacher from Zava RDSS, echoed similar sentiments on the importance of the new curriculum: He had this to say:

The new curriculum demands on the learner to be innovative, self-reliant and adaptable to an emerging socio economic environment. It makes learners problem solvers. However. Schools face the challenge of resources when trying to implement the curriculum. This challenge is even worse in our Rural Day Secondary Schools. Otherwise the new curriculum is meant to enhance quality education in schools.

The participants mentioned the value of Result Based Management (RBM) instrument as important in enhancing quality education in schools. It is a government policy to reward hard work, commitment and good performances by way of promotion in the school system. Mrs Mvuvu, a

teacher from Zava RDSS expressed her sentiments on the value RBM policy instrument. She had this to say:

The Results Based Management system is an instrument that is objectives oriented. Teachers are forced to engage in planning towards the achievement of school or classroom objectives. It also focuses on how the teachers ought to implement their stated objectives for quality teaching and learning. As a result it is really a policy document whose main objective is to enhance quality education especially in Rural Day Secondary School. Result Based Management System (RBMS) is a motivating policy for teachers as it considers the hard work and passion of the teacher to produce best results of Rural Day Secondary Schools. The School Head workshops us on its contents regularly.

One of the themes that emerged was that of a clean environment affecting the quality enhancement process in the school system. Having realised the importance of a clean environment, the government instituted a policy document, which is Secretary Number 3 of 2017 that enforced a clean school environment with clean water and agricultural projects. Mr Mbada, a teacher from Zimuti RDSS highlighted the importance of clean water and the environment in enhancing quality education in schools. She alluded to this point by saying:

Secretary's Circular Number 3 of 2017 supports cleanliness and hygiene in the schools. Cleanliness is next to Godliness. Enhancing quality cannot only focus on academic but should also focus on the physical environment.

Mrs Rukova, from Zava RDSS raised the issues of supervision, inspection and evaluation as some of the activities meant to enhance quality education in schools. She mentioned the Directors' Circular Number 29 of 2005 which is a policy document which provides guidelines on supervision, inspection of institutions and evaluation of educational programmes in schools for enhancing quality education. This is what he had to say:

Supervision is a process meant to facilitate the teacher's professional development. It provides professional guidance to teachers so that they will be capacitated to enhance quality education in schools. Besides supervision there is evaluation which is a reflective process in education. A combination of the two processes enhances quality education in schools. The problems comes when School Heads are not adequately capacitated to

implement these processes. Our School Head is doing a very good job in this regard. He regularly supervises and evaluates educational activities at school level thus facilitating teachers to enhance quality teaching and learning (Mrs Rukova, from Zava RDSS)

The overall participants' view on data generated indicated that there were several pieces of government policy document meant to enhance quality education in schools. Of note, was that these legislative policy documents were fragmented with each focusing on a particular issue towards enhancing quality. The policy documents emphatically voiced included, Teacher Professional Standards, Minimum (Functionality) Schools Standards, The New Curriculum of 2015-2022 and the Results-Based Management System. These policy documents point to government's commitment to quality enhancement in schools despite the challenges of resources. The next section will focus on the challenges encountered in enhancing quality education in schools.

7.4 Teachers' perspectives on quality enhancement indicators in Rural Day Secondary Schools in Masvingo District

The general view from teachers indicated that there were different key indicators of quality enhancement at their different rural school contexts. Their perspectives on quality enhancement indicators emerging from the generated data included, but not limited to; school discipline, pass rate, regular supervision, quality of teachers, and availability of resources, school property protection and quality of enrolled learners. The varying participants' perspectives on this theme are discussed next. Highlighting the issue of discipline of learners and teachers as an important indicator of quality in Rural Day Secondary Schools, Mrs Revai, from Duma RDSS expressed her views when she said:

Discipline of the learners and teachers, in and outside learning environment is the key to quality enhancement. Discipline is usually associated with hard work and high performance in schools which subsequently leads to quality enhancement. If learners are not disciplined, quality is compromised. Discipline plays a significant role in achieving

improved quality academic performance. Our School Head makes some efforts to ensure discipline through the disciplinary committee.

Similar views on discipline were expressed by Mr Pfuti from Banga RDSS when he highlighted that school disciplinary measures were taken through the use of disciplinary committees to work towards enhancing quality. This is what he had to say:

There are disciplinary measures taken by disciplinary committee which oversees student and teacher discipline in the school. Improved discipline among students and teachers may result in improved academic performance. Improved discipline on both teachers and learners may enhance quality teaching and learning (Mr Pfuti from Banga RDSS).

Mr Murova, from Duma RDSS highlighted the issue of improved pass rate as an indicator of quality enhancement in rural schools. This is what he had to say:

The overall pass rate of students after completing their 'O' level and 'A' level examinations is a key indicator on quality enhancement in Rural Day Secondary Schools. If the pass rate falls below the expected level, it means that the school is not striving towards the improvement of quality and measures should be made to obtain high pass rate at the school. Our School Head is always emphasising improved pass rate at the school. He is encouraging teachers to have targets on pass rates in each subject (Mr Murova, from Duma RDSS).

Similar sentiments were echoed by Mrs Makushe, a teacher from Banga RDSS when he indicated that improved academic pass rate pointed to the enhancement of quality education. This is what she had to say:

Increased pass rate leads to enhanced quality of education and this might be due to the hard work of School Head, teachers and learners so as to realise quality teaching and learning process. This enhances quality through goal setting priorities.

Mr Garwe, a teacher from Nemamwa RDSS highlighted the view of teacher quality as an indicator on quality enhancement. To him, teacher quality is determined by teacher qualification and experiences. When teachers are less qualified and experienced then quality enhancement is compromised. This is what he had to say:

Determinants of quality are guaranteed by the quality of teachers with high academic qualification and experience. However, our School Head's plan to recruit quality teachers is constrained by challenges associated with the deprived contexts Rural Day Secondary School where the recruitment of quality teachers is a challenge, and which in turn negatively affects quality enhancement in our Rural Day Secondary School.

Similar views were echoed by Mr Mbada, a teacher from Zimuti RDSS whose views emphasised the quality of both the teachers and the students enrolled in the school system as indicators of quality enhancement. Expressing his view he had this to say:

Teacher quality without student quality may not produce the desired quality enhancement results. A combination of the two produces the best results of enhancing the quality of education in Rural Day Secondary Schools.

Besides the issue of quality of teachers and students, other participants emphasised other management functions as indicators of the enhancement of quality education. Drawing from such arguments, quality education provision cannot be assured unless the work of teachers and the students is monitored and evaluated. For instance, Mrs Dafi, a teacher from Nemamwa RDSS expressed the view that regular monitoring and supervision of the teaching and learning by the School Head as an indicator of quality enhancement. This is what she had to say:

Regular monitoring and supervision by the School Head is an important indicator of quality enhancement in Rural Day Secondary Schools. Without regular monitoring and supervision quality teaching and learning may not be realised in Rural Day Secondary Schools. Our school head carries out regular monitoring which impacts positively on the quality of teaching and learning process in the school. Supervising teachers and learners is the best way to go and the best encouragement of working hard in rural schools (Mrs Dafi, a teacher from Nemamwa RDSS).

Similar sentiments were shared by Mrs Rukova, a teacher from Zimuti RDSS when she said:

Regular monitoring and supervision of the teaching and learning process as a guide to teachers and students to perform towards the enhancement of quality education in schools are done. It is a form of quality control and enhancement.

Mr Twiza, a teacher from Zava RDSS was of the view that resource availability was an important indicator of quality enhancement and had this to say:

The availability of resources as an indicator of quality enhancement is significant to Rural Day Secondary Schools. Shortage of resources that are required for quality teaching and learning process in rural schools are a critical issue and affects enhancement of quality. Therefore, it is for this reason that our School Head is taking into consideration the availability of resources as a key indicator of quality enhancement in Rural Day Secondary School.

One of the participants, Mrs Hwizai, a teacher from Tokwe RDSS viewed school property protection as an indicator of quality enhancement in Rural Day Secondary School. This is what she had to say:

Property protection is one of the quality indicators as there is need for the school property to be protected. Our School Head takes due attention to school property as this has some cost implications and in turn, on quality enhancement in Rural Day Secondary Schools. The School Head also ensure that the learners also protect the property. Property accountability is critical in enhancing quality (Mrs Hwizai, a teacher from Tokwe RDSS).

The issue of protecting property due to its effect on quality enhancement was also raised by Mrs Mvuvu, a teacher from Zava RDSS who highlighted the appointment and deployment of security guards as a measure to protect school property and ensure accountability in efforts to enhance quality education. She had this to say:

Enrolment of quality students may result in high academic performance which results in enhancing quality teaching and learning. Our school head is now working towards the enrolment of quality students but with little success due to a myriad of challenges associated with deprived rural contexts.

Mrs Mvuvu, a teacher from Zava rural day secondary school had the view of the school having security guards as a measure to protect school property and ensure accountability in efforts to enhance quality education. She had this to say:

Resource availability is an important factor in enhancing the quality of education in Rural Day Secondary Schools. It is therefore the responsibility of the School Head to protect school property in the process of enhancing quality education. Having security guards and tight security will go a long way in protecting school property which in turn promotes the enhancement of quality education. Our school has two local security guards who guard during school holidays and at night (Mrs Mvuvu, a teacher from Zava RDSS).

The general view from the data generated indicates that there varying teachers' perspectives on quality enhancement indicators which are school discipline, improved academic pass rate, regular monitoring and supervision of teaching and learning, the recruitment of quality teachers, enrolment of quality students, resource availability and finally school property protection. These can be classified as input, process and output indicators of quality enhancement. The next section focuses on government policies on enhancing quality education in Rural Day Secondary Schools of Masvingo District.

7.5 Teachers' Perspectives on challenges encountered by School Heads in enhancing quality education provision in Rural Day Secondary Schools

Teachers' view and experiences around challenges encountered by School Heads in enhancing quality were generally similar across the six Rural Day Secondary Schools studied. The participants generally agreed on the challenges encountered in Rural Day Secondary Schools and these included but no limited to: financial challenges, scarcity of resources, learner absenteeism, transport and communication, as well as, the overall socio-economic conditions. These and other challenges undermined efforts aimed at improving the quality of teaching and learning process, particularly, in accordance with the objective of the new curriculum. For instance, Mr Garwe highlighted the negative effects that the financial situation had the schools. This is what he had to say in that regard:

Our school has perennial financial challenges as a result of the poor socio-economic background of the surrounding community. School fees are not paid on time and those who manage to pay do not pay the fees in full. Some parents would prefer to pay in kind which

makes it difficult for the school to buy equipment like computers. It is really a challenge. One could actually feel for the parents as the majority of them have no source of income. To compound the situation the weather is now not friendly because of persistent droughts induced by climatic changes.

Similar sentiments were shared by Mrs Rukova, from Zimuti RDSS who highlighted the negative effects of a limited financial base on the operations of Rural Day Secondary Schools. Limited financial base made it difficult to recruit and retain suitably qualified teachers to work in rural environments. Similarly, procurement of laboratory equipment was also contingent upon the available financial resources. Summarising the connection between these issues, Mrs Rukova had this to say:

The availability of material and human resources is directly related to the availability of funds in the school. Writing exercise books, library books, laboratory equipment, technical subjects' equipment, teachers' houses all depend on the money available in the school. Inadequate supply of all these will negatively affect the enhancement of quality in our school. It remains a challenge as the school struggles to raise enough funds to keep it operational (Mrs Rukova, teacher from Zimuti RDSS).

While agreeing with the sentiments expressed by Mrs Rukova above, other participants highlighted challenges that are located outside the school but that negatively affect access to quality education. These included the state of access roads, transport systems and related factors. For instance, Mr Mbada, from Zimuti RDSS expressed concern over the poor transport network associated with Rural Day Secondary Schools. Expressing his concerns this is what he had to say:

The road to our school is in a deplorable state. In fact it is almost impossible to travel with small vehicle on this roads. The roads are rarely serviced. The poor state of the roads negatively affects the transportation of resources to the school and this negatively affect the enhancing quality education in our school.

Besides the state of the access roads, other amenities and infrastructure available in rural communities posed a threat to the provision of quality education. These included the availability and quality of primary healthcare facilities such as clinic and /or hospitals. For instance, Mrs Dafi,

from Zimuti RDSS expressed concern over the unavailability of medical facilities at Rural Day Secondary School. This is what she had to say:

Our nearest clinic is about ten kilometres away. Medical health care is very limited especially considering the poor state of the roads. Very few professionally qualified teachers would prefer locating to this place. This affects the quality teaching and learning and subsequently the quality of education in Rural Day Secondary School (Mrs Dafi, from Zimuti RDSS).

With the advent of the new curriculum, a need arose for schools to acquire relevant and updated teaching equipment, especially information and communication technologies equipment. Acquiring such ICT equipment was almost like a task impossible due to limited financial base. Highlighting this challenge, Mrs Hwizai, from Tokwe RDSS had this to say:

Our school needs to acquire teaching equipment related to the demands of the new curriculum in the different subject areas for the successful implementation of the new curriculum. So far nothing significant has been acquired in the form of modern ICTs. How to go around this challenge is a big question. I think the government should provide financial grants or loans for the purpose (Mrs Hwizai, from Tokwe RDSS).

Mr Twiza, from Zava RDSS alluded to the limited supply of ICT equipment in Rural Day Secondary Schools. As a geography teacher, this is what he had this to say:

My subject, geography, now requires every student to purchase an iPad for learning purposes. As of now only 6 out of 45 students have managed to buy iPads. How can quality teaching and learning be achieved under such circumstances. The government needs to come in through the provision of grants or loans to our school for quality education to be realised.

Expressing different sentiments, Mrs Mvuvu, a teacher from Zava RDSS highlighted the challenge of student absenteeism. She had this to say:

Absenteeism of learners leads to poor academic performance as students lose a lot of their learning time which in turn negatively affects the enhancement of quality. The absenteeism

factor results in some of the learner to dropout. This is a big challenge for us Rural Day Secondary Schools.

Similar sentiments focusing on students were expressed by Mr Mavara, from Tokwe RDSS when he highlighted indiscipline among student as a challenge for the enhancement quality education efforts. This is what he had to say:

Some learners are difficult to control especially with the new government policy that banned corporal punishment as a tool of disciplining students. Indiscipline is on the rise among students, thus affecting the quality teaching and learning. Absenteeism is on the increase. Punctuality among students has decreased and this is compounded by the already poor socio-economic background. The challenges have a ripple effect in this rural school.

Besides learner behaviours and learner absenteeism, there was a challenge of the availability of ICT equipment such as computers and internet connectivity. A teacher from Banga RDSS highlighted the challenges associated with the availability of ICTs equipment, which is Internet facilities. This is what he had to say:

Internet facilities are important tools in research and teaching. The new curriculum requires the use of internet for research and teaching and yet our school has very limited internet facilities. This is a big challenge that affect enhancing quality education.

Mrs Makushe, from Banga RDSS expressed concerns about the availability of clean water and shopping facilities. These two poised a challenge and she had this to say:

Water is life and more importantly clean water. The same applies to shopping facilities. Our nearest shops here are seven kilometres away and have very limited groceries and this forces us to go to town for shopping. This becomes expensive. The school has only one borehole which it shares with the community. During the dry season, the borehole runs dry. All these challenges makes it difficult for the School Head to recruit professionally qualified teachers to our school.

The general sentiments that emerged from the data was that Rural Day Secondary Schools encountered a myriad of challenges as a result of their poor socio-economic background. The challenges that emerged from the discussion were financial, transport, health, communication,

limited water supply and shopping facilities. Therefore, School Head in these schools had challenges in enhancing quality education.

7.6 Conclusion

In this Chapter, I presented data generated from the teachers of different Rural Day Secondary Schools on how they understood School Heads' leadership practices and quality education enhancement, and more specifically, in relation to Rural Day Secondary Schools. From the participants' understanding, the chapter has presented a detailed discussion about various aspects of their School Heads' leadership practices that contributed towards the enhancement of quality in education. From the participants' perspectives, I have indicated different dimension of the School Heads' leadership practices. These dimensions included their efforts as they solicit collaborative views in developing strong teams and committees meant to enhance effective teaching and learning, thereby, enhancing quality education. Other leadership practices include providing professional development training and dialoguing amongst staff, effectively managing human and physical resources and strengthening collaborative and coordinating stakeholder participation in various programmes aimed at improving learning and teaching activities and environment. The next chapter develop a pattern in the data across various categories of participants.

CHAPTER EIGHT

MAPPING EMERGING PATTERNS FROM THE DATA

8.1 Introduction

The previous three chapters presented descriptive analysis of data on the perspectives of the three categories of participants (School Heads, HODs and Teachers) on how they conceptualised the enhancement of quality education in Rural Day Secondary Schools. As the study progresses towards conclusion, through this chapter, I am beginning to move from what appears to be the case, to an explanation of why what appears to be the case is the case. I do this by drawing patterns in the descriptions of each category of participants about School Heads' leadership practices whose purpose was to enhance the quality of education they provided in their schools. In drawing patterns, I start by presenting similarities and differences in the participating School Heads, HODs and Teachers, as well as the schools and contexts. Therefore, the focus of this chapter is on drawing patterns from the data and then relate these patterns to existing knowledge base as reflected in the literature. I then use the theoretical framework to assess the extent to which the leadership practices of School Heads can be explained using these theories.

8.2 Similarities and differences in the participating School Heads, HODs and Teachers

There were visible similarities and differences in the participating School Heads, HODs and Teachers that emerged from data analysis. For example Mrs. Mushuku, the School Head of Duma RDSS was the only female School Head with the rest being males. Most of the School Heads in the study were above 51 years of age except for Mrs. Mushuku of Duma RDSS who was of the 31-50 age group. Most of the HODs in the study were in the 41-50 age group with Mr. Sipambi, HOD from Nemamwa RDSS in the 51+ age group and Mr. Hove from Zava RDSS in the 51+ age group. There was gender equity (not planned) in the participating HODs and Teachers, that is, three males and three females and six males and six females for HODs and teachers respectively. The School Heads' experiences varied from school to school with Mr. Muchakata from Tokwe

Name of school	Banga	Duma	Nemamwa	Tokwe	Zava	Zimuti						
Name of school head.	Mutirikwi	Mrs Mushuku	Tawanda	Muchakata	Muchini	Gomba						
Gender	Male	Female	Male	Male	Male	Male						
Age Group	51+	31-40	51+	51+	51+	51+						
Teaching Experience	21	8	17	24	18	17						
Experience as head	9	5	11	20	14	12						
HODs												
Name of school	Banga	Duma	Nemamwa	Tokwe	Zava	Zimuti						
Name of HOD	Mrs Shumba	Mrs Gono	Mr Sipambi	Mrs Mhofu	Mr Hove	Mr Chikanda						
Gender	Female	Female	Male	Female	Male	Male						
Age Group	41-50	41-50	41-50	41-50	50+	41-50						
Teaching Experience	7	10	6	10	19	11						
Experience as HOD	3	2	2	2	9	5						
Teachers												
Name of School	Banga		Duma		Nemamwa		Tokwe		Zava		Zimuti	
Name of teacher	Mr Pfuti	Mrs Maku she	Mrs Revai	Mr Murova	Mr Garwe	Mrs Dafi	Mr Mavara	Mrs Hwizai	Mr Twiza	Mrs Mvuwu	Mrs Rukov a	Mr Mbada
Gender	Male	Female	Female	Male	Male	Female	Male	Female	Male	Female	Female	Male
Age Group	31-40	31-40	31-40	41-50	31-40	31-40	31-40	41-50	41-50	20-30	31-40	31-40
Teaching Experience	10	14	9	21	6	10	12	11	20	8	11	10

Table 1. Similarities and differences in the participating School Heads, HODs and Teachers

RDSS being the most experienced with 20 years of management. Mrs. Mushuku from Duma RDSS had the lowest experience of five (5) years. The experiences of HODs and Teachers also varied from school to school with Mr. Hove and Mr. Twiza both from Zava RDSS having the highest experiences respectively. Mr. Hove, HOD from Zava RDSS and. Garwe, Teachers from

Nemamwa RDSS had the lowest experiences in management and teaching respectively. The teaching experiences of all the participants also varied from individual to individual and from school to school. **Table 1** depicts the gender, age, teaching experience and experiences of School Heads, HODs and teachers.

The similarities and differences in the data seemed to suggest that they also had varied strategies, visions and innovations in enhancing quality education within their own contexts. Their roles entailed constant encounters with socio-technical and adaptive challenges demanded of them to be strategic and willing to take risks and opportunities in order to have positive leadership practices that enhance quality education in Rural Day Secondary Schools. In exercising leadership, they had to find ways and means to re-direct their focus to quality teaching and learning in the face of contextual deprivations in Rural Day Secondary Schools. My use of the term ‘redirect focus to teaching and learning’ may be misleading in the sense that effective teaching and learning has always remained their main focus (Bhengu, 2019). However, what I am saying and drawing from the available data, is the context of deprivation of various kinds, engendered School Heads to do more to support effective teaching and learning. This is consistent with what Mkhize and Bhengu (2018), Chikoko (2018), Chikoko (2019) and many others who have researched deprived contexts are saying. Their leadership practices, for example, had to be re-directed towards inspiring confidence where it was low; made staff and students committed where there was loss of hope; showed humility, empathy, loving and caring behaviours for staff and students and when solutions were to be found, challenged the current ways and stimulated the generation of new initiatives. These leadership practices resonate with the findings of Mkhize and Bhengu (2018), and Chikoko (2018), where they had studied how school leaders supported effective teaching and learning in the contexts of multiple deprivation.

Some of the initiatives by School Heads were encouraging support for the deprived Rural Day Secondary School learners through the government’s Basic Education Assistance Module (BEAM) and UNICEF programmes. Their leadership practices wanted staff and students to be fairly treated within the Rural Day Secondary School environments and to keep their focus on the

core business of the school, which was quality teaching and learning. School Heads and HODs and teachers believed in nurturing meaningful relationship with all stakeholders. They viewed interconnectedness, loving and caring attitudes, empathy, commitment to work as important ingredients to quality education and this characterised the School Heads, their HODs and teachers. The School Heads and HODs were going beyond the call of duty to assist the deprived rural school teachers, learners and communities on issues of quality education, health care and social welfare facilities. This resonates with other scholars cited above such as Mkhize and Bhengu (2018). The remoteness of rural contexts made accessibility to social welfare and health care services a challenge to the teachers, learners and surrounding communities. The participants' personal attributes and experiences discussed above were seen to be mediating the way School Heads conceptualised their roles as Rural Day Secondary School leaders in enhancing quality education in Rural Day Secondary Schools. The next section focused on comparing and contrasting the research sites and communities.

8.3 Similarities and differences across the research sites

There were similarities and differences that were experienced amongst the different research sites. As Budge (2005, p. 3) suggests, “Peculiarities of local contexts must be understood”. It is necessary to highlight these similarities and differences in order to shed light on how the participants made meaning of their respective local rural contexts and how School Heads’ leadership practices facilitated the enhancement of quality education in these contexts. There were six sampled research sites for this study. All the research sites were located in typical rural contexts and shared inadequacies in terms of proper transport network, health facilities, professional and experienced staff, classrooms, toilets, electricity, water supply and information and communication technology equipment. **Table 2** shows the infrastructure distribution of the six sampled Rural Day Secondary Schools of Masvingo District in Zimbabwe.

Name of Rural Day school.	Banga	Duma	Nemamwa	Tokwe	Zava Rural	Zimuti
Road network to school	Poor: gravel road rarely serviced	Poor: gravel road regularly serviced	Poor: gravel road sometimes serviced	Poor: gravel road sometimes serviced	Poor: gravel road regularly serviced	Poor: gravel road sometimes serviced
Buildings conditions	Inadequate	Adequate	Inadequate	Inadequate	Inadequate	Adequate
Number of classes	12	16	11	14	10	15
Science Laboratory	1 poorly equipped	1 poorly equipped	1 poorly equipped	1 poorly equipped	1 poorly equipped	1 poorly equipped
Geography rooms	0	1	0	1	0	1

Computer laboratory	8 only 4 working	15 computers with only 2 not working	12 computers in the storeroom and not working.	10 computers with 4 not working	11 computers 6 not working	13 computers with only 2 not working
Library	1: Poor	1: Fair	1: Poor	1 Poor	1: Poor	1: Poor
Clean water supply	Erratic borehole	Stable borehole	Erratic borehole	Erratic borehole	Erratic borehole	Stable borehole
Furthest distance travelled to school	22	10	14	16	22	12
Staff houses	Inadequate	Inadequate	Inadequate:	Inadequate:	Inadequate:	Inadequate:
Toilets: Number and condition	2 Pit toilets for staff and learners:	3 Pit toilets for staff and learners	2 Pit toilets for staff and learners	2 Pit toilets for staff and learners	2 Pit toilets for staff and learners	3 Pit toilets for staff and learners
Staff	18	24	21	24	15	20
Enrolment	460	526	470	569	371	462
Electricity	Available	Available	Available	Available	Available	Available

Table 2. School infrastructure and resources available

All the sampled schools had Forms one (1) to Form Six (6) which means they had “O” and “A” levels classes. Tokwe RDSS had the highest staff establishment (24) and student enrolment (569) whilst Zava RDSS had the lowest staff establishment (15) and student enrolment (371). **Table 2** indicates a varied infrastructure distribution, both material and human, thus pointing to their varied rural contexts and subsequently experiences. The indication was that the physical infrastructure was generally inadequate and poor and these include classrooms, specialist rooms like laboratories, toilets, libraries, clean water supply and staff accommodation which points to deprived rural contexts. Duma RDSS and Zimuti RDSS had comparatively better physical infrastructure than the other four Rural Day Secondary Schools (**Banga, Tokwe, Nemamwa and Zava**).

All the roads leading to the schools were gravel and some of them appeared rarely serviced. The only gravel roads which appeared to be regularly serviced were those leading to Duma, Tokwe and Zimuti Rural Day Secondary Schools. The participants from these three schools indicated that the roads were being serviced by their wealthy Members of Parliament (MPs) who could afford to hire bulldozers and tractors. Duma and Tokwe RDSSs were in Masvingo Central constituency whilst Zimuti RDSS was in Masvingo North Constituency. The School Head of Zimuti RDSS, indicated that the road to the school was on government plans of being tarred but cautioned that this could take some time to get implemented. As I was travelling to Zimuti RDSS, bulldozers, lorries and tractors could be seen lined up on the road side at the beginning of the road indicating that work on tarring the road could start any time.

The School Head of Zimuti RDSS appreciated governments' efforts at improving the road network to the school. He was excited that this development could attract professionally qualified and experienced staff to the school. The gravel road to Banga RDSS was the worst in as far as servicing and distance to the school was concerned (**see Figure 4 in Chapter Five**) making it unattractive to professionally qualified and experienced teachers subsequently impacted negatively on enhanced quality teaching and learning. The participants were in agreement that these rural gravel roads contributed to teacher transfers from the community and teacher absenteeism. Combined, all these factors impacted negatively on the efforts to enhance the quality of teaching and learning. These realities are consistent with observations by various scholars such as Spaul (2012); Mbali and Douglas (2012); Ngcobo and Tikly (2010) who share similar sentiments that teacher transfer and absenteeism had a reciprocal effect on learner absenteeism. When these scenarios persist, they contribute to learners choosing not to attend because they are unsure about whether or not their teacher would be at school on that particular day. Then the pressure and responsibility turned on to the School Heads to address the situation since the effects of this on student performance due to inadequate coverage of the syllabus and shorter time on tasks were devastating (Spaul, 2012).

All the sampled schools had electricity supply but the majority of the electricity connections were limited to the administration blocks and teachers houses, whilst classrooms had no electricity connections. All the School Heads were in agreement that the reasons for electrifying teachers' houses at the expense of classrooms were to attract professionally qualified and experienced staff. They believed that teachers should be prioritised because they are the ones who facilitate quality teaching and learning in schools. The participants were all of the view that resources permitting they were going to electrify the classrooms as well. This suggests that these schools had serious resource constraints that undermined their efforts in enhancing quality education.

All the sampled schools did not have fully functional computer laboratories except for Duma RDSS. Most of the available computers were donated by the Rural Presidential Computerisation Programme (RPCP) which was meant to bring computer literacy to rural schools. However the programme did not assist in infrastructural development in terms of, for example, their sustainable functionality and teachers' skills capacity building so that they effectively utilised those computers. Thus most of the donated computers remain idle. The participants acknowledged that whilst they were provided with computers, there was no subsequent material and human resource back up in the form of a well-equipped computer laboratories and technical and teaching personnel and this negatively affected schools' efforts of enhanced quality education through the use of ICT platforms. This resonates well with what some scholars observed, that rural contexts are rooted in poor social- economic statuses, neglected and discriminatory practices (Bhengu et al., 2014; Tshabalala & Mapolisa, 2013). They were just given the computers and then left to fend for themselves without any resource base, thus being neglected.

As previously indicated, there were more similarities than differences between the participating schools. All were characterised by the lack of basic infrastructure, some of which I have outlined in the paragraph above. Due to the lack of clean piped water supply, bore holes were the main source of water, unfortunately, these were also unreliable. Participants highlighted that schools depended on borehole water for domestic use and irrigation in their small vegetable gardens. All the boreholes were erratic except for those at Duma RDSS where they have two drilled borehole. In all the schools, boreholes were shared with the community and thus exerting considerable

pressure on their operations and sustainability. During dry season, boreholes dried up forcing the school staff to depend on very far away open well water whose cleanliness was not guaranteed. This situation put tremendous pressure on School Heads to ensure that there was clean water as per the Government Secretary's Circular Number 3 of 2017. This also suggested that there were health and safety challenges that were continually troubling Rural Day Secondary Schools and School Heads had no control over them. However, Circular Number 3 of 2017 demanded that School Heads must ensure that their schools have a healthy, safe and protective environments which included adequate clean water and sanitation facilities. Adequate clean water for drinking and sanitation promotes good quality teaching and learning as it enhances teacher capacity, moral and commitment. In that regard, Huruba (2011, pp.10) argues that, "a quality teaching and learning environment promotes quality education in schools". The lack of adequate and clean water deprived students to learn in a safe conducive environment and thus impacted negatively on enhancing quality education in these Rural Day Secondary Schools.

School Heads reported that over 80% of their students faced a myriad of challenges as a result of their rural contexts. The living environment around the school was unsettling. The topography made it difficult to access different social and health amenities. As already noted gravel roads are poorly maintained and the students had to walk long distance across valleys to school. This situation is typical of rural areas in Zimbabwe (Mupa, 2012; Mapuranga & Nyakudzuka, 2014; Mavhunga & Mazodze, 2014). Their homes were scattered around the hilly terrain which made it difficult to access schools in time for the lessons (see **Figure 10**)



Figure 10. Homes Scattered around the hilly terrain near Tokwe RDSS

These homesteads have no electricity and safe water for drinking and sanitation which made it difficult for student to do homework suggesting that quality learning was negatively affected. To make the situation worse was that very few student had access to computers, television sets and cellular phones. Firewood was the main source of lighting and power. Schools and communities in which they are located are closely linked, and the socio-economic realities and challenges affecting schools also affect communities (Caldwell & Spink, 1998; Sanders, 2001). This is so because communities are inextricably connected as ‘schools are formalised extension of the family’ (Heystek, 2002), the lifeblood of the schools.

All the Rural Day Secondary Schools were participants in the feeding programme directed by government through Secretary’s Circular Number I of 2018. The circular directed all School Heads to initiate a feeding programme at school level whose financing was from the parents with the objective of creating child friendly schools, especially in Rural Day Secondary Schools. It was envisioned that this programme would contribute to the improved student attendance and that hunger could not negatively affect quality learning. The participants confirmed that since the introduction of the feeding programme, student attendance and concentration in class had improved for some Rural Day Secondary Schools. However, School Head of Banga RDSS reported that some students came to school for feeding only to bunk lessons after feeding. Huruba,

(2011) alluded to the fact that, in pursuit of enhanced quality education, the government needs to embrace a multi-sectorial approach that cuts across sectors to address the child's needs comprehensively. Some scholars argue that the School Heads' leadership practices need to embrace a transformational leadership approach to achieve these needs (Beck-Tauber, 2017; Bushie & Marshark, 2012; Haldar et al., 2010; Zhu & Engels, 2011).

All the participants in the Rural Day Secondary Schools alluded to the fact that there was inadequate support received from the Ministry of Primary and Secondary Education as a result of economic austerity measures which were taken by the government during the 2018-2019 financial year. These inadequacies were worsened by the distance, poor roads and alienation. The District Schools Inspectors (DSIs) preferred school heads to collect information from the district offices instead of them travelling to those remote Rural Day Secondary Schools. Combined with poor transportation, staff absenteeism due to meetings and cluster workshops were reportedly common at Banga and Zava RDSSs. This suggests that the students were frequently left without teachers in some classes, thus depriving them of enhanced quality teaching and learning.

8.4 Comparing and contrasting understandings of School Heads' leadership practices for enhancing quality education

From the findings of this study it was evident that the understandings of leadership practices and enhancing quality education in Rural Day Secondary Schools somehow varied from one participant to the other. Such variations were attributed to varied beliefs, values, cultures, knowledge and experiences (Hallinger & Heck, 2011). However, there were far much more similarities than differences that were drawn from the participants' unique perspectives. As already explained in Chapter Four this is an interpretive research concerned with in-depth meanings that the participants generated and was characterised by uniqueness of participants' perspectives on how they made sense of the phenomenon in their contexts (Cohen et al., 2011; Creswell, 2014). The analysis of the findings generated sub-themes that were used to capture the conceptualisation of the participants from all the six research sites on enhancing quality education as a phenomenon

in their schools. These sub-themes were: enhancing quality as a coordinated and collaborative process; enhancing quality as complex multidimensional and socially constructed phenomenon; and lastly enhancing quality as effective curriculum implementation. In all these themes, the common threads were that the School Heads had direct and indirect influences and interactions with dynamic, challenging Rural Day Secondary School contexts with the aim of ensuring that quality teaching and learning took place resulting in improved student outcomes. These emerging sub-themes are discussed in detail next:

8.4.1 School Heads' leadership practices and enhancing quality as coordinated and collaborative processes

The theme that emerged prominently from this study was that School Heads' leadership practices and enhancing quality education are coordinated and collaborative processes where all stakeholders should be taken on board in decision-making and action. From all the six research sites, collaborative culture was the more preferred than individualism which is characterised by conflict and lack of shared leadership practice. The participants acknowledged that the school heads could not be experts in everything and therefore, they relied on the broad base of various other stakeholders to provide support and professional expertise (Boteng, 2012; Garwe, 2012; Sullivan, 2011). This view was dominant in all the research sites studied but varied in the way it was practiced. The School Heads were regarded as being responsible for creating a dominant coordinated and collaborative culture in the school system. The most common objective for building collaborative cultures evident in all participating schools was the belief that School Heads encouraged collective interactions to provide and enhance quality teaching and learning for all students. Mr Mutirikwi, School Head of Banga RDSS emphasised this belief when he said “*quality enhancement must be a collaborated effort in the school system and the School Head is at the centre of that collaboration.*” This suggested that it is the School Heads' responsibility to create a collaborative culture within the school system. All the school heads were in agreement that creating a collaborative culture is one of their main leadership practice in enhancing quality education. On a different note, Mr Mushuku, School Head of Duma RDSS, viewed enhancing quality as “*the effective implementation of the curriculum*”. Mr Muchini, School Head of Zava RDSS, conceptualised enhanced quality education to mean “*improved school academic pass rate*”. Echoing similar sentiments was Mr Gomba, School Head of Zimuti RDSS, who conceptualised enhanced quality education to mean “*improved teaching and learning which culminates in improved pass rates.*” Mr Tawanda, School Head of Nemamwa RDSS viewed enhancing quality as “*entailing change for the better through multidimensional decision making process*”.

Heads of departments (HODs) and teachers from all the six research sites expressed the sentiments that continuous collaboration led to the creation of learning communities that encouraged collective interactions and provided opportunities for the teachers to learn and think together about how to deal with varying contexts that impacted on the teaching and learning process, thus facilitating enhancing quality education in these rural contexts. For Mr Marova, HOD from Duma RDSS, collaborative and coordinated activities *“increased the climate of collegiality for enhancing quality education”* in the school environment. Teachers also affirmed that they felt empowered when they were involved in the direction of activities at the school. This is supported by Felin and Powell (2016) who argue that the focus and purpose of working collaboratively was flattening the organisation and hence empowering the people involved. It is therefore, emerging from the above discussion that enhancing quality education in Rural Day Secondary Schools could be understood as a spectrum of leadership practices that embrace collective and collaborative efforts to face challenges brought about by these deprived Rural Day Secondary Schools. Knowledge and experiences of multiple deprivations at a particular point in time and structural working conditions in schools mediated the form of stakeholder collaboration, as well as the way collegiality was experienced and valued by the people involved (Mkhize, 2017).

8.4.2 School Heads’ leadership practices for enhancing quality as complex multidimensional and socially constructed phenomenon

Another view that came out dominantly in this study was that leadership practices and enhancing quality were seen as complex, socially constructed practices by school heads in their specific rural contexts. The majority of the school heads alluded to the fact that as leaders they acted according to the particular school context as well as in response to the particular school needs in order to influence the stakeholders to work collaboratively towards enhancing quality education in their respective schools. Aggravated with a myriad of challenges, the practices become complex, socially constructed processes which varied from one rural context to the other. Views expressed by Dimmock and Walker (2000) corroborate the assertion that successful leadership practices must be seen in relation to the context in which people are located and the values underpinning the school as a teaching and learning institution in society. Osborn et al. (2002) shared this view when

they argued that leadership and its effectiveness is to larger extent dependent upon its particular context, and in this case the context is rural.

The participants in the six research sites, described leadership practices in enhancing quality in terms of context-specific factors which include student background, the community type, the school's culture, the teachers' experiences and competences, school financial resources and the school size (Block, 2009; Hallinger, 2003). Mr Tawanda, the School Head from Nemamwa RDSS, described leadership practice that enhances quality as “*that which scans the specific environment where they operate*”. He was alluding to the fact that effective leadership practice must be context-specific in order to enhance quality education. The other School Heads also alluded to the whole myriad of challenges which made their work as school leaders complex and context-specific. However, the common view of their varied constructions of enhancing quality in rural schools was the focus on quality teaching and learning.

The school heads further alluded to the diversity of social forces and perspectives that shaped the schools cultures and hence the nature of leadership practices in enhancing quality education in each rural school. As noted by Maringe and Moletsane (2015), these social forces seemed to be stronger in rural contexts and further argue that school heads in rural areas embraced a stronger tie with their communities and other stakeholders and thus sacrificing more of time and other resources trying to build positive relationship in enhancing quality education. However, these activities seemed to take the School Heads away from their core responsibility which is curriculum planning, implementation, monitoring and evaluation. The participants seemed to be strongly humanitarian and focusing their attention to physically assisting and keeping challenged students at the school. The School Heads were further integrated to the communities through visiting their families, attending to funeral or cultural ceremonies around the school as this was part of their leadership practice towards enhancing quality education in Rural Day Secondary Schools.

Table 2. Illustrates that all the school had computers. However, half of them, that is, Duma, Zimuti, and Tokwe RDSSs were connected to the internet. It was interesting to note that for the school

with internet connectivity, only the school heads' offices were connected, thus students had no access to the internet. The participants acknowledged that most often the Wi-Fi was down due to challenges associated with internet connectivity in these rural contexts. Technology makes it easier for today School Heads to effectively fulfil their leadership responsibilities such as communicating with and providing feedback to the teachers about teaching matters, finding and reaching outside resources for enhancing quality education (Akcaoglus, 2013). The availability and use of these technologies vary from school to school with highest number of computers being at Duma RDSS and the least being at Banga RDSS. (See Table 2). E-mails were not commonly used in these Rural Day Secondary Schools due to Wi-Fi and network availability challenges. However, the participants acknowledged the use of cellular phones sparingly to save airtime and batteries as there was limited electricity due to power outages and persistent breakdowns. Physical contact seemed to be the most preferred by the parents who also wanted to explain their plights and sought assistance from teachers to improve student performance which subsequently enhanced the quality of education in Rural Day Secondary Schools of Masvingo District.

In line with the discussion in the above theme, other scholars share similar views that enhancing quality in multi-deprived contexts embrace a more complex leadership practice in response to the needs and requirements of the environment within which they work (Hallinger & Heck, 2010; Leithwood et al., 2010; Hallinger, 2011; Mulford & Silins, 2009). Hallinger (2011) further asserts that contextual factors shape leadership practices and therefore leaders ought to be sensitive to their contexts. The School Heads in the research sites, faced situations that demanded responses outside the toolkit or repertoire and which could not be closed by expertise and procedures in place at the time (Heifetz et al., 2009). Therefore, leadership practices was seen as a blend of both the art and the craft of dealing with complex, contextual variables of multiple challenges with the aim of enhancing quality education in these rural day schools. The ways in which the principals blended these practices to transform these schools by enhancing quality education demonstrated responsiveness to the contexts in which they worked.

8.4.3 School Heads' leadership practices and enhancing quality as effective curriculum implementation

It emerged from the findings in this study that enhancing quality education in rural contexts could be described as enhanced planning, organising, monitoring and evaluation of the curriculum in schools. This is emphasised by Ministry of Primary and Secondary Education's (2015) new curriculum framework whose main theme is "*enhancing quality education through the curriculum*". Enhancing quality through the curriculum was interpreted in many different rural school contexts by School Heads to mean different things in each of those contexts. For an example Mr Muchakata, School Head of Tokwe RDSS interpreted enhancing quality to be synonymous to "*an improvement in the implementation of the curriculum*" He further viewed curriculum implementation as a complex process where teaching and learning were at the core. Whilst Mr Mushuku, School Head of Duma RDSS understood enhancing quality to mean "*all about ensuring that the curriculum is well managed and this entails proper planning, organising, monitoring and evaluation of curriculum issues*". Hence enhancing quality through the curriculum is a complex and multidimensional process (Fullan, 2008; Marishne & Botha, 2011; West-Burnham, 2009). Despite these different perspectives on enhancing quality, the participants alluded to the fact that roles of the School Heads were to ensure that students were equipped with specific skills that were particularly relevant for the globalised economy irrespective of their backgrounds. Despite a myriad of challenges in these rural backgrounds, the School Heads were faced with the mammoth task to redirect the stakeholders' energies towards enhancing quality education through the new curriculum.

8.5 Perspectives on how school heads enhance quality education in Rural Day Secondary Schools

Emerging from the findings suggest that the school heads were responsive to the contexts in which they were leading in their efforts to enhance quality education. This supports the argument that leadership practices in enhancing quality are a complex, non-linear and multidimensional process. Hence the focus of this section is going to be on the findings of how rural school heads enhanced

quality in their complex and multidimensional contexts. The findings were from the following themes: creating school vision and goals as a tool to enhancing quality education of Masvingo District; building strong teams/committees and nurturing relationships as a tool for enhancing quality education; professional staff development and dialoguing as a tool for enhancing quality education; effective resource management as a factor for enhancing quality education and harnessing on coordination and collaboration as a tool for enhancing quality education of Masvingo District in Zimbabwe. The participants from all the research sites acknowledged that all these practices require contributions from all other stakeholders as these complex and multidimensional rural day contexts require such an approach for enhancing quality education. The findings are discussed next.

8.5.1 Creating school vision and goals as tools for enhancing quality education of Rural Day Secondary Schools in Masvingo District

There was an agreement from all the participants in this study that the school heads were being guided by their vision and goals in their attempts to enhance quality education in their respective rural contexts. The myriad of challenges associated with their rural contexts were constantly derailing the schools from focusing on their core business of enhancing quality teaching and learning. Therefore the vision and goals kept on re-orienting the focus of school heads to teaching and learning so as to enhance quality education. Keeping focus on the vision and goals of the school in mind assists them to be able to deal with the challenges they encounter daily (Covey, 2004).

The participants acknowledged that the School Heads took some time selling and involving all other stakeholders in creating the vision and goals of the schools in their different contexts. The beliefs were that the visions and goals owned by the stakeholders were inspiring and eliciting commitment from stakeholders to face the challenges and succeed. The visions and mission statements were visible in the administrative offices and foyers, a clear sign that the School Heads were strongly advocating and directing school activities towards the realisation of the visions. What was common in all the visions displayed in school was the vision of *enhancing quality and*

inclusive education as is on the new curriculum (2015-2020) (see Figure 5, Chapter Five, Section 5.3.1 and Figure 9 Chapter Six Section 6.4).

This is typical of transformational leadership practices of constantly communicating the vision to all so that they all buy the vision (Beck-Tauber, 2017; Mullins, 2010; Robbins & Judge, 2013; Zhu & Engels, 2011). This is a common pattern emerging that all the participating schools had vision, goals and mission statements written down on paper and displayed in administration offices and foyers. The majority of the school heads were involved in the development of the visions, goals and mission statements. Only a few teachers from Banga and Tokwe RDSSs were not involved but acknowledged that their contents were communicated to them. Inspiring all stakeholders to contribute in the drawing of shared vision was regarded as important though challenging. The general belief was that it increased the level of commitment by stakeholders towards the realisation of the vision. The levels of commitment by stakeholders in the six research sites varied possibly due to the differences in School Heads 'leadership practices in developing, advocating and implementing school vision, goals and mission statements. However, it appeared in some two school, that is Banga RDSS and Tokwe RDSS, the visions remain on paper as their actions on the ground could not be associated with the achievement of stated visions, goals and mission statements. Therefore developing and bringing visions and goals to realisation were seen as important leadership practices in enhancing quality education in rural contexts. The next section focus on School Heads building strong teams/committees for enhancing quality.

8.5.2 Building strong teams/ committees and nurturing relationships as a tool for enhancing quality education

Data generated from all research sites reflected concern and support for the overall wellbeing of colleagues and students being guided by the ethical leadership practices (English, 2008; Northouse, 2008; Wilson, 2014). The participating school heads acknowledged that building strong teams and relationships with stakeholders was essential bond to keep them together and working towards achieving common goals. The belief was that schools needed to provide environments that reinforced human dignity and built positive self-esteem for all stakeholders

(Balu & Sigh, 2017; Dhliwayo, 2016). This leadership practice by School Heads entailed nurturing beliefs and value systems that support well-being of others and these were discussed in Chapters Two and Three (Cheteni & Shindla, 2007; English, 2008). Knowing others (value for people) and harnessing multi-professional collaboration (value for teams/committees) were acknowledged by participants as essential in enhancing quality education in these rural contexts. All the participating HODs and teachers believed that the leadership practices were school heads created teams, showed respect, caring and compassion, created positive and enabling environments for them and other stakeholders to deal with a myriad of challenges that impacted negatively on enhancing quality education in these rural contexts.

The School Heads in this study acknowledged they emphasised high quality of relations among all stakeholders. They further emphasised building strong teams/committees through dialoguing with their HODs, teachers and other stakeholders. This finding is further corroborated by Levin (2008) who contends that building strong teams requires knowing and understanding the strengths and abilities of team members. The School Heads believed that nurturing strong teams and dialoguing with teachers and students strengthened interpersonal connections and thus enhancing quality education in these rural contexts. The next section discusses School Heads; leadership practices in promoting professional staff development and dialoguing in enhancing quality.

8.5.3 Professional staff development and dialoguing as a factor for enhancing quality education

There was unanimity among all participants that the School Heads in the six research sites made concerted efforts towards promoting professional staff development through a variety of activities. The nature and type of professional development varied across schools and across participants within schools. Evidence suggests that their variations were driven more by their knowledge base, experiences and contexts. The main variation was on direct or indirect involvement of the School Heads, formal or informal learning through school and regional workshops. What I found to be encouraging is that teachers were receptive to the need for support in the form of professional

development and so where the School Heads' intentions and enactment of professional staff development.

On the whole, participants' narratives suggest that School Heads encouraged and supported their teachers and HODs in terms of attending workshops organised internally within the schools and externally by the regional office or the Ministry of Primary and Secondary Education. There was a strong belief that attending such workshops enabled the teachers to network with other teachers, giving teachers opportunities to dialogue on how they could enhance their teaching practices. It was this belief that drove the School Heads in these rural contexts to allow teachers to leave early or to be absent from school in order to attend these cluster or regional professional workshops. What came out strongly from teacher participants is that perhaps, more planning is needed within schools so that there is no disruption to effective teaching and learning while other teachers are away attending training outside schools. It was observed for instance, that for the classes whose teachers had gone for external workshops, there was disorder as student were left unattended. For instance, Mr. Mutirikwi, School Head from Banga RDSS had this to say in support of allowing teachers to go for workshops:

The benefits of professionally staff developing these teachers far much outweigh the benefits of having them around all the time. They come back professionally equipped to facilitate quality teaching which is why this school exists.

The extract above indicates the views that were expressed by all categories of participants in the study. For instance, School Heads indicated they used other teachers or themselves to babysit the classes whose teachers would be away on professional workshops. This suggests that the School Heads valued and supported teachers' professional development despite the challenges associated with it. The emerging pattern from the six rural secondary schools suggest that, though the School Heads supported professional development of their teachers, they seemed not to be directly involved or to participate in such workshops especially those held at cluster or regional level. However, studies suggest that School Heads' participation in the learning of their teachers is an important component leading to learner success (Blasé et al., 2010; Hallinger, 2011; Supovitz, et al., 2009). It enables them to know what the teachers have learnt in order for them to support the

teachers in the practical implementation of what was learnt. This is in support of the view that high-performing leaders are fully aware of the need to continually update their knowledge and skills and that they do so in order to facilitate quality teaching and learning in schools.

In this study professional dialoguing emerged prominently as a strategy used by most School Heads to promote the professional development of their teachers. The belief was that the practice of dialoguing promotes reflection on practice which in turn enhances quality teaching and learning. In support, Day and Leithwood (2007) argue that leadership should possess influencing, facilitating, creative and learning skills for them to be effective in enhancing quality education and this entails professional staff development and dialoguing. The majority of teachers acknowledged that professional dialoguing assisted them to engage in processes of self-reflection and knowledge construction. The teachers were of the view that these dialoguing sessions, whether formal or informal, gave the School Heads and the teachers the chance to assess their weaknesses and strengths for enhanced quality teaching and learning. Further details in this issue are provided in Section 7.3.3 of Chapter Seven.

What has also emerged from the participants' stories is that if School Heads and their teachers are able to reflect on their actions and talk openly about them, and correct each other when mistakes are made, there is bound to be a meaningful impact on their own professional development with some ripple effect on the enhancement of quality education in Rural Day Secondary Schools. On the same note, all participants felt that professional staff development and dialoguing was supportive, inspiring, creating and sustaining school-wide focus on enhanced quality teaching and learning. It promoted collaboration, sharing of skill and materials, caring, trust, honesty and communication among teachers. The effects of the practices differed with contexts and according to each school head's attitudes, knowledge, experiences and commitment. The next section focuses on effective resource management for enhancing quality education.

8.5.4 Effective resource management as a factor for enhancing quality education

One aspect of resource management is that rural contexts have for a very long time, the availability of basic infrastructure has lagged far behind when compared to urban counterparts. The same concerns were raised by all participants in the study. Nonetheless, my analysis of the data indicate that there were different levels of commitment by School Heads in rural contexts to mobilise, utilise and manage strategic resource to enhance quality education in rural contexts. Such variations can be linked to the levels of resilience in each person. School Heads in Rural Day Secondary Schools faced the myriad of challenges associated with these rural contexts, and such challenges undermined their efforts in recruiting and training recruit and retain professionally qualified teachers especially in subjects like Mathematics, Science and Technical subjects. The participants' highlighted factors such as road conditions, accessibility, transport costs, workloads, lack of networks, Wi-Fi and shopping facilities as factor that impacting on teacher turnover and therefore the enhancement of quality education in these rural areas. The teachers were finding it difficult to teach in such contexts with multiple challenges.

The majority of teachers and HODs indicated that they were frustrated by the myriad of challenges they faced in these rural contexts. For instance, Mr Mbada, a teacher from Zimuti RDSS commented: *'imagine teaching in a class 55 students with a book to student ratio of 1:25 per subject. The chairs and desks are inadequate. To make matters worse, I am overloaded with marking'*. Similarly, Mrs Revai, a teacher from Duma RDSS commented:

I am being forced to teach the subjects I never specialised in at College because those who specialised in the subject have transferred to urban areas. I am being forced to teach science which I last did at "O: level. I definitely feel inadequate to tell the truth.

Further comments on this issue can be found in Section 7.3.4 of Chapter Seven. What is evident from the stories from various categories of participants is that their experiences were characterised by frustration and hopelessness which challenged their resilience in coping with situation in these rural contexts. These participants expressed low levels of commitment and motivation as a result of these deprived rural contexts. Other scholars highlighted the fact that there is evidence of

underutilisation and poor management of time, human and physical resources across rural school at different levels (Chikoko et al., 2015). The next section discusses School Heads' leadership practices in promoting coordination and collaboration in enhancing quality education in Rural Day Secondary Schools.

8.5.5 Promoting coordination and collaboration as a tool for enhancing quality education

The theme that emerged prominently from this study and which is corroborated by existing literature was that enhancing quality by School Heads was understood as a coordinated and collaborative process in schools. School Heads from the participating schools preferred coordinated and collaborative culture than individualism which is characterised by lack of shared leadership practices. The participants acknowledged that the School Heads are *not jacks of all trades* and therefore relied on the broad base of various stakeholders to provide additional support and expertise on matters of professional practice. This view was pervasive in all the six participating schools but varied in the manner it was practiced. School Heads were viewed as the ones who created meaningful coordinated and collaborative cultures for the enhancement of quality education.

The main objective for coordinated and collaborative cultures in all the participating school was the belief that the School Heads encouraged collective interaction on how to enhance quality education in Rural Day Secondary Schools. To confirm this view, Mr Gomba, School Head of Zimuti RDSS said; *“everyone in the school system is important in efforts to enhance quality education and as a result I have to make sure that everyone contribute”*. However, how this quality was achieved emerged to be a complex and contextual process dependent much on individuals' beliefs cultures, values and experiences (Chiome, 2012; Hallinger & Heck, 2011; Mupa, 2012). These variables accounted for the differences in how the coordinated and collaborative cultures were conceptualised and created in the six rural schools that participated in this study. The terms used to illustrate collaborative and coordination were evident of these contextual variables. For example, Mr Mutirikwi, School Head from Banga RDSS, viewed collaborative activities as *“communication through interactive meetings with all stakeholders”*, whilst Mr Muchakata,

School Head from Duma RDSS viewed collaborative process to mean “*everyone giving support and participating with commitment to all school activities*”. Mr Tawanda, School Head from Nemamwa RDSS used the term “*unity for effective teaching and learning*”. Given the differences in contextual variables, the rural school heads needed to use what Senge (1997), termed ‘*their mental model*’ to scan the school environment for enhancing quality education.

Felin and Powell (2016) alludes to the fact that the focus and purpose of working collaboratively is on flattening organisational structures; hence, empowering all the people involved. This view is shared by Leithwood et al. (2007) who argues, that leadership must involve empowering others to achieve the goals and objectives of the organisation. Teachers from Nemamwa and Duma RDSS felt that collaboration and coordination led to the creation of professional learning communities that allowed collective interactions and provided opportunities for teachers to enhance quality teaching and learning in their various contexts. They also acknowledged that, collaboration encouraged accountability on their part as teachers. “*Every stakeholder must be happy with the service provided by the school especially when pass rate improve*”. As Mr Gomba, the School Head from Zimuti RDSS put it. It emerged from the above discussion that enhancing quality education in rural contexts could be understood as a variety of leadership practices that embrace collective, coordinated and collaborative efforts to confront a myriad of challenges in these deprived rural contexts to ensure quality education in these schools. Knowledge and experiences of particular rural contexts determine the form of stakeholder coordination and collaboration valued by the people involved. The next section discusses perspectives on quality enhancement indicators.

8.5.6 Adhering to government policies as a tool for enhancing quality education

The findings from this theme on government policies, suggest that there was evidence of government’s commitment to enhancing quality in schools. All the participants were in agreement that the government was committed to enhancing quality education through the enactment of different pieces of legislation. Some of these pieces of legislation that were voiced by the participants included: the Education Act of 1986 amended 2007; Teacher Professional Standard

(TPS); Government of Zimbabwe. (2005). Circular No. 01 of 2005: Government of Zimbabwe, (1992). *Statutory Instrument 87. Education: (School Development. Committees) (Non-Government School). Regulations: Secretary's Circular 14 of 2004 Ministry Education, Sport, Arts and Culture: Statutory Instrument 12.of 2005: Director's Circular Number 29 of 2005: Secretary's Circular Number 3 of 2017: Circular Minute BP.35 of 2006: The Curriculum Framework for Primary and Secondary Education 2015-2022: Minimum (Functionality) School Standards 2013.*

The utterances from the different levels of participants were evidence of the existence of these different pieces of legislations and the subsequent government commitment to enhancing quality education in schools. The most prominent legislative documents which were mentioned by all the participants were Teacher professional Standards (TPS), Result Based Management Document (RBMS) and the Minimum (Functionality) School Standards of 2013. The various excerpts from different rural schools illustrate the existence of these various pieces of legislative documents and the government's commitment to enhancing quality in schools:

Yes, the government is frantically making some effort to enhance quality education in our rural areas through the Teacher Professional Standards (TPS) which was meant to guide teachers in their professional contact. There is also the Minimum (Functionality) School Standards of 2013 which has set standards and expected action when standards are not achieved and the director's circular number 28 of 2006, which gives policy guidelines on supervision of personnel, inspection of institutions and evaluation of educational programmes (Mr Tawanda, School Head from Nemamwa RDSS).

This is a new look curriculum meant to develop a practical person who is capable of tackling daily challenges. In fact this is an empowering curriculum because its main focus was to produce an all-rounder and self-reliant person (Mr Sipambi, H.O.D. from Nemamwa RDSS).

Enhancing quality in Rural Day Secondary Schools becomes elusive when there is indiscipline in the school system. One of the participants mentioned one policy instrument that is at School Heads'

disposal for ensuring that discipline prevails in rural day secondary school for enhancing quality. Mr Pfuti, teacher from Banga Rural Day Secondary School supported this when he said:

For effective enhancement of quality education, discipline is very important and this is guaranteed through Circular Minute BP. 35 of 2006 and Statutory Instrument 16 of 2005.

Whilst the participants were all in agreement that the government is taking some measures to enhance quality in schools through enacting policy documents, some were however concerned that the policy documents were too fragmented to be understood by all. Sentiments were raised that the government needs to consolidate them into one, simple legislative document. Drawing from the different voices of the participants, it was evident that there are a variety of legislative policy document enacted by the government focused on enhancing quality education in schools. However some of the participants were concerned that these documents were too fragmented to be understood by all in the school systems. Nzoka and Orondlo (2014) allude to the fact that policies must be consolidated and contextually relevant for its implementation to be effective, thus confirming the concerns of some of the participants.

8.6 Perspectives on education quality enhancement indicators

Deming (1986) argues that measuring quality is not easy as what satisfies the customer constantly changes, and that the quality of any product or service has many scales. This confirms the reason why the participants had different perspectives on what they viewed as quality enhancement indicators. The views from all the participants in this study could be grouped into three categories, namely inputs focused, process focused and output focused. The participants who viewed inputs as indicators of quality focused on teacher and pupil quality, proper planning and resource availability. Mr Muchini, and the School Head from Zava RDSS voiced student and teacher quality when he said: *“I emphasises the inputs to the system and these include: the quality of teachers; adequate availability of resources, for example special rooms (labs), electricity, clean water and sporting facilities. Adequate provision of these resources may assist in the quality enhancement process in these rural schools. My leadership should ensure that these inputs are available.* “Still focusing on inputs, Mr Hove, HOD from Zava RDSS had this to say on planning: *“If School Heads*

do not plan they plan to fail. Proper planning of school activities will no doubt result in quality enhancement”. One of the quality gurus, Crosby (1996), whose emphasis was on quality planning, corroborates this study’s findings. It also emerged from the findings that some participants focused on the process being an indicator of quality enhancement as shown by Mr Mushuku, School Head from Duma RDSS who said:

Quality enhancement indicators have to do with what actually goes on within the school system. This entails quality teaching and learning; discipline at the school; morale within the school and study time available to students and many more. It is these internal process that are key to what the school is able to achieve and thus are important quality enhancement indicators. As a rural School Heads I focus on these processes to achieve good results in these rural contexts.

Still focusing on similar inputs, Mrs Mhofu, the HOD from Tokwe Rural Day Secondary School expressed his sentiments said:

The school head at this school focuses on frequent school and cluster level workshops to enhance quality teaching and learning. He gives us the chance to frequently hold our departmental meetings to capacitate teachers at departmental level.

Mr Sipambi, HOD from Nemamwa RDSS, viewed “*the levels of cooperation and morale among stakeholders as indicators of quality education system*”. Sharing the same sentiments, Mr Garwe, a teacher from Duma RDSS also emphasised the level of teacher motivation as an indication of quality education and said:

The levels of drive in the teachers determines teacher outcome. High level of motivation in teachers works wonders and the result being quality enhancement in schools.”

Drawing from the pattern of voices, it is evident that participants had varied perspectives on what they regarded as quality enhancement indicators in their varied rural contexts. All participants were in agreement that the predominant indicator of quality was improved academic pass rate, discipline and skills acquired whose focus was on the output model. However what emerged from this study was that perspectives on quality enhancement indicators varied as a result of different knowledge and experiences with the focus being on inputs, process and outputs as indicators of quality

enhancement. The next section discusses government policies aimed at enhancing quality education in schools.

8.7 Leadership practices for enhancing quality education and in Rural Day Secondary Schools of Masvingo District

Transformational leadership is ideally suited to bring about positive change in these complex rural environments (Beck-Tamber, 2017; Bushie & Marshark, 2012; Griffin, 2011; Haldar et al, 2010; Robbins & Judge, 2013). Leadership practices extend beyond the usual routine contexts of institutional management (Daft et al., 2007; Mullins, 2010; Pierce & Newstrom, 2008; Starrat, 2004). This perspective seemed to be in agreement with how the participants in this study viewed leadership practices, placing the significance of contexts and personal attributes in enhancing quality education through quality teaching and learning in Rural Day Secondary Schools. This type of leadership practice hinges on a variety of dichotomies where focus is on the multi-dimensional and complex school environment. It emerged from the study that School Heads' leadership practices for enhancing quality education in Rural Day Secondary Schools of Masvingo District entailed the following: creating a vision and goal setting; building strong teams and nurturing relationships; effective resource management; promoting coordination and collaboration; professional staff development and adhering to government policies. These are closely linked to transformational and ethical leadership approaches which underpin this study.

Emerging also from this study was that the School Heads constructed a form of action that fitted the context. Individual leaders' attitudes, societal culture, institutional system, student, staff and community characteristics, and the school as an organisation mediated how they perceived their reality (Creswell, 2011). Hallinger (2011) concurs when he asserted that in reality, whether an issue is of attribution to individuals or the condition found within the situation, it is constructed by those within the situation. The implication of the discussion above is that leadership practices in enhancing quality education could be properly understood by taking context into consideration. Furthermore, the significance of enhancing quality education as a socially constructed

phenomenon suggests it is a complex occurrence and this explains the dissimilarities and difficulties the School Heads had in attempting to explain the concept enhancing quality education.

The kind of leadership practice expressed in the paragraph above extends and raises the interests of teachers, create awareness and recognition of the purposes and missions of the school and encourage teachers to look beyond their self-interests for the good of enhancing quality education in the Rural Day Secondary Schools. Therefore, transformational leaders sell vision to subordinates by bringing it forth in the most passionate and appealing manner; motivates teachers to teach with great enthusiasm; genuinely cares for the welfare of teachers and students; and wants them to learn new things and to continue working with him/her on the same vision of enhancing quality education in schools. This study has also revealed that the Rural Day Secondary School Heads were practicing ethical and transformational leadership practices in their school activities. The values of respect, empathy, love, trust, compassion, teamwork, human dignity and caring attitude emerged prominently in the daily leadership practices of the rural day secondary school heads. I am thus arguing that this combination of Rural Day Secondary School Heads' leadership practices in enhancing quality education from the analysis of the data generated in this study, could be an intense ingredients that could play a critical role in strengthening an ethical and transformational approach to enacting leadership practices that enhance quality education in Rural Day Secondary Schools contexts of Masvingo District which faced the multiple deprivation in Zimbabwe.

8.8 Mapping patterns around the challenges encountered in schools when engaged in quality enhancing efforts

The data has consistently indicated that there was a pattern in which challenges facing Rural Day Secondary Schools emerged. Very few (if any), challenges were peculiar to any of the six schools. The data clearly shows that there were similar challenges faced by School Heads in their attempts to enhance quality education in their respective schools. The participants were in agreement that the challenges were mostly contextual. The data shows that the context was that of multiple deprivation that engulfed most, if not all schools located in rural communities such as in Masvingo

District. These contextual challenges were also structural and historical. After years of colonialism, through the era of Unilateral Declaration of Independence in the then Rhodesia, African communities suffered enormously, while their whites counterparts continued to enjoy better education that was better supported with equipment that ensured effective teaching and learning. The same could not be said of African communities, especially those located in rural areas. School Heads, in the new democratic dispensation were tasked with the responsibility of ensuring that physical resources were mobilised to support teaching and learning.

School Heads in Rural Day Secondary Schools were finding it difficult to recruit and retain professionally qualified quality teachers especially for subjects like Mathematics, Physical Science and Technical subjects. This also includes professionally qualified support staff such as accountants and librarians. Transport costs, road conditions, poor health facilities, lack of clean piped water, heavy workloads, scarce material and financial resources, lack of information and communication technology were some of the factors highlighted by participants as impacting negatively on teacher transfers and the enhancement of quality education in these schools. The teachers were finding it difficult to execute teaching in the contexts of such heavy deprivation. For more information about these challenges, detailed discussion can be found in Section 5.6 of Chapter Five and others can be found in Section 6.6 of Chapter Six as well as Section 7.6 of Chapter Seven.

The negative effects of all the challenges as explained first in the previous chapters (Chapter Five to Chapter Seven), as well as in the above paragraphs, are many and they have detrimental impact on School Heads' strategic utilisation and management of resources for enhancing quality education despite the government's commitment. The graphic next (Figure 11) clearly show the convergence of challenges in Rural Day Secondary Schools heads have to deal with in order to focus school activities towards quality teaching and learning. In short for the School Heads, as depicted in Figure 11, remain focused on their core business, quality teaching and learning. However, a plethora of external factors directly influence the realisation of quality teaching and learning.

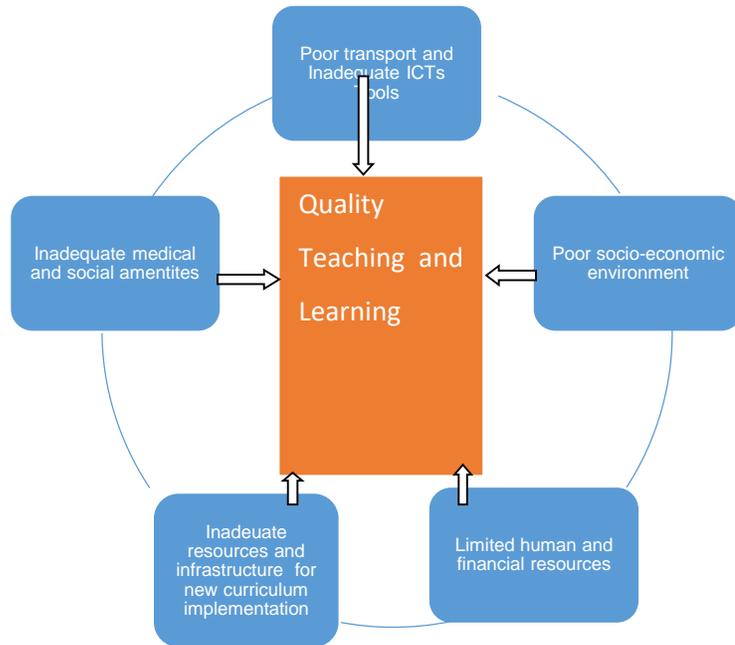


Figure 11. Convergence of challenges encountered by Rural Day Secondary School Heads

The graphic indicates that the challenges that School Heads had to deal with to focus school activities towards enhancing quality included: poor socio-economic environment; limited financial resources; constrained human resources; inadequate resources and infrastructure for curriculum implementation; inadequate medical and social amenities and poor transport and ICT tools.

8.9 Conclusion

This chapter has identified and discussed patterns that were found to be prevalent in the six rural case schools, and also among all three categories of participants. What emerged from the patterns was that beliefs, values knowledge and experiences that School Heads held shaped their understanding of leadership practices in enhancing quality in their rural school

contexts. School Heads' understanding of leadership practices was similar to those fellow participants. It was also clear that whilst enhancement of quality education had to do with improving the whole schooling, there were numerous factors that undermined those efforts. Similarly, it was clear that School Heads were responsible for enhancing the quality of education and also to deal with the challenges exerted by those external factors.

The other pattern to emerge was that School Heads, in their endeavours to enhance quality education in their schools, drew heavily on their personal value system that placed unequivocal emphasis on transformation and ethical principles. It is that emphasis that influenced the manner in which they created school vision, sold that vision to all stakeholders in order to realise it; they showed respect for their teaching staff and others; they displayed a loving and caring attitudes towards teachers and students to facilitate quality teaching and learning in their schools. The next chapter presents the finding and highlights various implications for different stakeholders.

CHAPTER NINE

LEADERSHIP PRACTICES FOR ENHANCING QUALITY EDUCATION IN RURAL DAY SECONDARY SCHOOLS: LESSONS LEARNED

9.1 Introduction

The previous chapter, Chapter Eight, focused on mapping the patterns that emerged from the across sites analysis of the data that was presented in Chapters Five, Six and Seven. This chapter presents the findings drawn from the descriptive analysis and the second level analysis done in Chapter Eight, highlights some lessons learnt in terms of research and practice and identifies some implications for the various leadership stakeholders and research. However, before I present the findings, I begin by providing the synthesis of the whole thesis. In presenting the findings from the multiple case study of School Heads' leadership practices in enhancing quality education in Rural Day Secondary School contexts, I adopted an approach of using the research questions that underpinned the study. I adopted this approach because it makes it easier to make an assessment about the extent to which the research questions guiding the study have been addressed. The chapter begins by providing a synthesis of the whole thesis. Thereafter, the research questions are re-stated before they are used as headings to organise the discussion of the findings. The chapter concludes by highlighting lessons learned, implications and a conclusion.

9.2 Synthesis of the whole thesis

I undertook the study to interrogate leadership practices of School Heads in enhancing quality education in rural day secondary school contexts. The study aimed at understanding how the School Heads' leadership practices enhanced quality education in these rural conditions. The assumption that I had was that the leadership practices in enhancing quality education should be viewed in relation to the contexts in which these school were located. In short, the strategies used to enhance quality have to be context relevant so that they are effective. There were specific challenges brought about by multiple deprivations that individual School Heads as leaders had to

deal with within those peculiar contexts. I aimed at identifying those facets of leadership practices that cut across contexts and beam on our understanding of leadership practices in enhancing quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

As is a normal practice, I introduced the study in Chapter One where I gave the background and rationale for the study. The second chapter provided a landscape of various discussions and debates around quality issues and enhancement of quality in education. Such discussion included how leadership practice created and supported the enhancement of quality education particularly in challenging rural school contexts. I also explored literature, contextualising it to deprived rural school contexts. Through this literature review, I gained the theoretical insights as to how school heads' leadership practices in enhancing quality education was understood and practised elsewhere in the world. I then had to position myself conceptually and theoretically for the study I was undertaking in Chapter Three. I focused on Transformational leadership theory as advanced by Bass, 1998. I also drew on Ethical Leadership Theory as advanced by Northouse, 2008. These were my proffered theoretical and conceptual constructs as it represented the inherent contextual complexities faced by School Heads in Rural Day Secondary Schools of Masvingo District in Zimbabwe. In the fourth Chapter Four I presented a detailed discussion of the methodological and design issues, as well as the justification for adopting the methodology I chose.

In Chapters, Five up to Chapter Seven, I presented a descriptive analysis of what each category of participants were saying about School Heads' leadership practices. In presenting data generated from three categories of participants, namely, School Heads, HODs and teachers through semi-structured interviews and document reviews were used. Because School Heads' leadership practices occurred within school context, it was important that their practices were explored from the perspectives of HODs and teachers. That is why the three descriptive data analysis chapters are organised according to participants rather than schools. The eighth chapter attempts to establish a pattern in the data and the ninth chapter brings the Thesis to the close by presenting the findings and implications.

9.3 Research questions re-stated

The research questions that underpinned this study were:

- What are the School Heads' understandings of leadership practices for enhancing quality education in Rural Day Secondary Schools?
- How do School Heads' leadership practices enhance quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe?
- What challenges (if any) do Rural Day Secondary Schools Heads face in enhancing quality in schools?
- What lessons can be learnt about from School Heads' leadership practices and strategies they use to enhance quality education in Rural Day Secondary Schools of Masvingo District?

9.4 What are the rural School Heads' understandings of leadership practices for enhancing quality education of Rural Day Secondary Schools?

The findings of the study focus on key questions driving the study. However, in my presentation of data from all three categories of participants, I started by asking them what they understood by the concept of quality enhancement in the context of schools in rural areas. I am quite aware that the whole study is about School Heads' leadership practices, however, other categories of participants (HODs and teachers), share their perspectives of the School Heads' leadership practices. Similarly in presenting the findings around School Heads' understandings of quality education enhancement, I have also included the perspectives of the other categories of participants although they are not the main focus.

The findings clearly show that their understandings were similar across sites and across participants. For instance, School Heads regarded quality enhancement entailed schools changing for the better in various aspects such as decision-making processes of teaching and learning and also the improvement in the pass rate of students. All efforts that are aimed at improving the quality

the schools' performance is considered as improving the quality of education. A detailed discussion of this aspect can be found in Section 5.2 of Chapter Five: Section 6.2 of Chapter Six as well as Section 7.2 of Chapter Seven. School Heads also related issues of education quality and its improvement as having to do with the quality of resources being provided to the schools to support teaching and learning. Such resources include human resources like teachers and a plethora of other resources such as basic infrastructure like electricity supply, the supply of clean piped water, the availability of tarred roads or the type of roads that are serviceable in all weather conditions. The findings also indicate that the quality of these resources and equipment are taken in a serious light due to the role they play in the provision of quality education in the schools. The availability and quality of these resources influenced the quality of education provided in Rural Day Secondary Schools.

Findings from the HODs and teachers were similar to those of School Heads. They all related quality education enhancement to be about the betterment of schooling in all of its operations. This included the improvement in the students' pass rate and enhanced relationships between management and teachers. What I regarded as even more important in this finding is that teachers emphasises improvement in their own teaching as an important element of quality enhancement. In other words, they highlight their own contribution to the betterment of education experiences of the students. However, when it comes to the improvement of resources provision, teachers viewed School Heads as responsible for ensuring that improvement in their provision occurred. This put more pressure on School Heads to do more in terms of improving the availability of resources (physical and human resources). More details on this and other aspects of the conception of quality enhancement can be found in Section 7.3.4 of Chapter Seven.

9.5 How do School Heads' leadership practices enhance quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe?

The findings indicate that there are five broad areas that characterise School Heads' leadership practices that contributed to the enhancement of education quality. Although their leadership practices show five broad areas, the manner, the zeal, the emphasis with which each School Head

enacted leadership differed according to one's values and other personal considerations. School Heads enhance quality of education by (a) Crafting inclusive vision and goals for the schools; (b) Building strong teams and committees and nurturing relationships; (c) Embarking on professional development activities and dialoguing (d) Effective resource management for improved schooling and (e) Strengthening coordination and collaboration amongst stakeholders and (f) Adhering to government policies.

With regards to school vision creation, the findings indicate that all participants (School Heads, HODs and teachers) acknowledged that the school vision must be crafted in an inclusive manner. This was to ensure that there was ownership of the school vision and goals. I must also hasten to say that the evidence is not strong that such school vision and goals were actually created in a manner described in all cases. The findings suggest that although School Heads acknowledged the efficacies of inclusive creation of school vision, it could not be established if their practices in this regard were consistent with their utterances, For instance, if one looks at the extracts from the interviews, the narratives are more speculative and hypothetical than depicting actual realities. Some School Heads and other participants spoke about the need to ensure that there was maximum involvement of all stake holders. Most participants emphasised the inclusive nature that vision creation should take and not explaining how involved as stakeholders were or how the School Heads actually involved stakeholders. More details can be seen in Section 5.3.1 of Chapter Five, Section 6.3.1 of Chapter Six, as well as Section 7.3.1 of Chapter Seven where various categories of participants described their perspectives on vision creation in their respective schools.

The second area of School Heads' leadership practices involved building strong teams/ committees and nurturing relationships as a strategy to improve quality teaching and learning, thus enhancing education quality. The findings indicate that building strong teams assisted in the enhancement of quality education. The belief in collaboration with various stakeholders was driven by various motivation such as multilateral wisdom of other people other than those in management positions. The other was a strong belief in shared success and failures. Like School Heads, some teacher participants also acknowledged the efficacy of teams and collective ways of doing things, argued that teamwork promoted the sharing of ideas as equals, embraces choices to belong to any group

and entrenched basic principles of democracy, and thus built a strong sense of belonging and the maintenance of high morale amongst staff members. There are many scholars that highlight the empowerment dimension to stakeholder participation in key decisions regarding the school and its vision and goals. For instance, Leithwood et al. (2007) argues that leadership must involve empowering others to achieve the goals and objectives of the organisation. More details on this issue can be found in Section 7.3.2 of Chapter Seven. Findings around teams also indicate multiplicity of views, largely positive, but some carry negative connotations. For instance, findings show that some HODs those strong teams can also have strong disagreements that sometimes result in conflicts. However, it is also clear that conflicts that emanate from dialogues can also be better addressed through dialogue. A detailed discussion on this issue can be found in Section 6.3.3 of Chapter Six as well as, Section 7.3.4 of Chapter Seven.

The other finding on leadership practices that enhance quality education entailed professional development and dialoguing. The new curriculum requires that School Heads should take responsibility for the training of their teaching staff. Data has indicated that School Heads organised workshops for teachers every term. The findings show that such training was conducted within the schools and outside in clusters where other teachers in the cluster of schools were assembled by the officials of the Department of Education. The findings suggest that professional development activities were well received by teachers as they provided spaces for open conversations about curriculum issues and enabled them to share ideas on various aspects of the curriculum. Furthermore, teachers regarded such activities as providing opportunities to sharpen their teaching skills and share ideas on curriculum issues with other teachers. In addition, they regarded this as the responsibility of the School Heads to facilitate workshops as required by the new curriculum guidelines. In fact, even the HODs viewed professional development and dialoguing as important if the new curriculum is to be effectively implemented. Democratic principles underpinned all activities and acknowledged teachers as possessors of knowledge, and that is one of the reasons professional development activities were supported by the teachers. For more details on this issue, Section 5.3.3 of Chapter Five, Section 6.3.3 of Chapter Six, as well as, Section 7.3.3 of Chapter Seven can be consulted.

The fourth finding relating to School Heads' leadership practices that enhanced quality education provision focused on effective resources mobilisation and management. The data from all three categories of participants indicated that they all acknowledged the potential role that resources (both human and physical) can play in enhancing quality education that is provided. However, they all highlighted the challenges that School Heads in Rural Day Secondary Schools faced. Their narratives suggest that they are preoccupied with the contextual challenges that schools located in the rural areas encounter and that undermined school leaders' efforts in supporting effective teaching and learning. The findings suggest that there were no aggressive attempts made by School Heads to counter contextual constraints posted by the hostile environment. For instance, as much as there were limited financial resources to buy equipment to support teaching and learning, no visible attempts to mobilize extra income for the schools as measure to top up shortfall on fee payments by parents. Instead School Heads complained about the lack of seriousness of parents about the education for their children. Complaints about such behaviours by parents dominate the discourse, but there is limited evidence indicating tangible steps that School Heads took to address such parental behaviour and thus mitigate their negative effects on their quest to raise more funds. Further details on this issue can be found in Section 5.3.4 of Chapter Five, Section 6.3.4 of Chapter Six, as well as, Section 7.3.4 of Chapter Seven.

The issue of resource provision is a perennial problem for rural areas generally in African countries, including Zimbabwe. The situation in Masvingo District is no different. The data has pointed to shortages of all physical resources such as electricity supply, clean piped water supply, all weather serviceable roads, equipment that can be used for supporting teaching for numerous subjects. Human resources like qualified teachers were also in short supply and the conditions in these areas were not inviting for teachers who are used to living in urban areas. Those who may have stayed for a while, used an earliest opportunity available to leave these communities and the morale of teachers was found to be low in certain schools. Evidently, School Heads faced huge tasks in terms of supporting effective teaching and learning. Because of the enormity of these challenges, all participants did not seem to think about any way out of the situation. I did not find any scheme of plan that School Heads used or thought of using to try and persuade highly skilled and experienced teachers to stay in rural Masvingo District.

The fifth area mentioned by participants as constituting School Heads' efforts at improving the quality of education is about strengthening coordination and collaboration amongst the stakeholders. School Heads and other participants mentioned that they used coordination and collaboration to implement plans to improve teaching and learning situation. However, the findings indicate that, like the vision creation, resources mobilisation and management, the discourse was dominated by hypothetical discussions rather than what School Heads were actually doing. This is not to say that there was nothing that they were doing in this regard. However, a number of phrase that School Heads used which suggested what they were considering to do rather than what they were actually doing. Phrases like "*As School Head, I need to promote coordination and collaboration among stakeholders*" as Mr Tawanda of Nemamwa RDSS put it is a case in point. Another example is that of Mr Gomba, School Head of RDSS who said, "*Working closely together as different stakeholders will assist.....*" I am picking on these extracts to illustrate the nature of discourse that points to possibilities and not necessarily on what is happening but on what is likely to work.

The role of coordination and collaboration was highly embraced by all categories of participants, and the analysis indicates that the efficacies of coordination and collaboration varied. Some like Mr Muchakata School Head of Duma RDSS, argued that coordination strengthened effective communication and *vice versa*. That is, it is through the use of effective communication that effective coordination occurs. Sharing similar views as the School Head of Duma RDSS, one HOD participant emphasised the point that effective communication removes ambiguities that from time to time occur when working with many stakeholders. Effective coordination and collaboration has a number of benefits including, creating a common goal for the school and ensuring that curriculum implementation can take place smoothly, also that conflicts and misunderstandings can be removed and a common understanding ensure. More details on this issue can be found in Section 5.3.5 of Chapter Five, and Section 6.4.5 of Chapter Six.

Overall, the values that School Heads held shaped their thinking and their daily leadership practices in enhancing quality education in rural schools. The majority of participants in this study

valued collaborative culture where they emphasised teaming up with other stakeholders to enhance quality education. This involved harnessing multi professional collaboration and building positive relationships with stakeholders. The idea of inviting various stakeholders with expertise to the school, for example social workers, health workers, security workers that School Heads talked about could contribute to the values held. Working collaboratively with various stakeholders supported and enhanced quality teaching and learning in these deprived rural contexts. Scholars like Leithwood, Wahlstrom and Anderson (2014) found a strong relationship between student achievement and what they call “collective leadership” of the School Heads. Heads of Department, teachers, the community, school administrators and non-governmental organisations. Therefore, in keeping with these beliefs, the School Heads in this study built strong relationships with various stakeholders and valued their contributions that aimed at enhancing quality teaching and learning in these deprived rural contexts. Bringing various stakeholders to contribute towards enhancing quality involved things like planning, inspiring, motivating, organising, conflict resolution and tolerance (Day & Leithwood, 2007).

9.6 What challenges (if any) do Rural Day Secondary Schools Heads face in enhancing quality education?

The data presented in Chapter Five, Six and Seven, have provided a detailed discussion on this issue. The research question is asking if there were challenges that School Heads encountered, and the answer to that question is to the affirmative. The discussion of all the themes in those three chapters, the issue of challenges came up prominently such that in some instances, they almost detailed the discussion from the main focus. What I am saying here is that participants seemed to be preoccupied with challenges whenever they were discussing an issue. That is indicative of the gravity of the situation in the experiences of participants with regards to the challenges facing schools in Masvingo District. I will not list them in this section, nor will I discuss them in more detail, save to say that the findings show that there were too many challenges that posed a threat to the efforts at enhancing quality education in Rural Day Secondary Schools by the School Heads. These challenges were so engraved in the lives and minds of the participants such that in my presentation of findings on various issues, challenges came up strongly. The previous section

above (Section 9.5), discusses some of the findings around the challenges encountered, and there is no reasons for repeating them here. The next section deals with lessons learnt from the stories told by the participants in this study.

9.7 What lessons can be learnt about from School Heads' leadership practices and strategies they used to enhance quality education in Rural Day Secondary Schools of Masvingo District?

There are numerous lessons that can be drawn from this study, particularly, in dealing with multiple deprivations posed in the contexts. I chose to do research with School Heads in deprived Rural Day Secondary Schools contexts and this constituted a research boundary. I indicated in Chapter One how I came to be interested in this topic as a Lecturer who, from time to time, visits schools in the countryside and see some of challenges face to face. Therefore, this study findings contributes to the field in terms of contextual perspectives of Rural Day Secondary Schools afflicted by multiple deprivations phenomenon. Some of the lessons is that School Heads' leadership practices in enhancing quality education is a complex, contextual, multi-dimensional collaborative process, focusing on quality classroom teaching and learning. The values, beliefs, knowledge, culture and experiences that Rural Day Secondary School Heads possessed, in varying degrees, shaped their conceptualisation of leadership practices in enhancing quality education in schools.

It is evident from the voices of various categories of participants, including School Heads themselves, that they viewed teachers and HODs with respect, optimism and trust in their abilities to contribute towards improvement of their schools. This was confirmed by the teacher participants as well. These values are key tenets of transformational leadership as well as ethical leadership. Leadership practice and enhancement of quality is a multidimensional, dynamic and socially constructed process (Mkhize & Bhengu, 2018). Leadership practice and quality enhancement can be conceptualised as a complex, complicated and ever changing process and within a complex socio-economic and physical environment (Maringe & Moletsane, 2015). It is characterised with intricate facets which are constantly into response to changing environments (Mulford & Silks,

2009). In the context of this study, School Heads' leadership practices in enhancing quality education was to a larger extent constrained by contextual and cultural factors which collectively created complexities that shape Rural Day Secondary Schools' quality enhancement processes and systems. The internal factors included teachers and their qualification and behaviours; resources availability; vision and goal setting; School Heads' and teachers' ethical conduct; and school discipline. One of the lessons to be learned from internal factors is that teachers expressed desires to continue teaching in these areas despite the difficulties posed by external factors. Their views were largely that School Heads should make the environment inviting to people so that skilled and experienced teachers do not go away to teach in urban areas. Whilst the external factors included the geographical location and the socio-economic status of the local community and the status of the local infrastructure development. These factors are critical in developing a robust school quality enhancement system.

Further, school quality enhancement systems are mooted and driven by national, provincial and school leadership. However, the lack of policy ownership by teachers and other stakeholders has serious implications in terms of education quality and therefore curriculum implementation. Therefore the message running through is that in any given school contexts, enhancing quality education are girded by power relationships between and amongst the various stakeholders of the school system. That is why it is important that leaders, including School Heads need to be conscious of these power relations, and possible barriers that might create in subordinates' tasks. In the context of this study, invitations by School Heads to all stakeholders to participate, for example in vision creation and school goals, mitigated such barriers. Other lessons are not necessarily premised on positive aspects of School Heads' leadership. For instance, the fact that the national and provincial structures in the education system have provided benchmarks about quality and quality enhancement indicates mutual concerns about quality. Similarly, the fact that the benchmarks the government departments put in place but do not provide tangible support, also provides opportunities for local level stakeholders to act in ways not constrained by upper echelons of power. This is an aspect where I feel School Heads may have fallen short in terms of not pushing hard in terms of their own creativity and innovations in responding to the hostile environment outside schools.

Thirdly, the perceptions of the various actors within a school system and the subtle relationships that exist between the school system and other stakeholders like the Ministry of Primary and Secondary Education and quality assurance agencies like Zimbabwe School Examination Council (ZIMSEC) are significant factors that shape quality enhancement system of Rural Day Secondary Schools in Masvingo District. Therefore understanding leadership practices in enhancing quality in Rural Day Secondary Schools does not only involve accounting for the contextual complexities that shape the school but also the perceptions and relationships.

Fourthly, interacting and dialoguing with all school stakeholders in their contexts is highly informative of the deep-seated nuances of leadership practices in enhancing quality in Rural Day Secondary Schools. Leadership practices in enhancing quality education cannot be fully understood and implemented outside of this context and therefore efforts at enhancing quality education should take full cognisance of their contexts. That is why communication networks in the form of all – stakeholders partnerships; through for example, the School Development Committees (SDCs) are necessary in the realisation of the anticipated enhancement of quality education in schools. School Heads should also create a school culture that reflects a sense of excitement, satisfaction and autonomy for both staff and students by instituting transformational and ethical leadership practices for enhancing quality education.

Finally, School Heads' leadership practices in enhancing quality education is determined and directed by the National and Provincial policies. These give specific power and guidelines to School Heads in their efforts to enhance quality education. School Heads' leadership practices in enhancing quality education is being shaped by these ever-increasing and changing body of National, Provincial and local body of regulations. Therefore government policies and facilitation through availing the requisite educational resources, for example, financial resources, library books, healthcare facilities and professionally qualified teachers are key factors affecting the ability of School Heads to enhance a robust quality education system. Drawing from the findings of this study, there is a need for the government of Zimbabwe to produce one consolidated easy to

understand policy document which directs the enhancement of quality in schools including those facing multiple deprivations such as Rural Day Secondary Schools of Masvingo District. Additionally, there is a need for the government of Zimbabwe to do more in terms of investing in education by supplying quality infrastructure that meets the needs of current and future learners. Furthermore, there is a need for the government to ensure effective use of quality enhancement programmes (BSPZ) in the districts, including the District School Inspectors (DSIs) and Education Officers' (EOs) trainers to run workshops for school leadership on enhancing quality education in schools.

9.8 Implications of the study

There are various implications of the study such as implications for School Heads in relation to their leadership practices; implications for policy makers; implications for research and implications for the development of theory that focuses on how rural based school leaders can adapt their leadership to their own circumstances whilst driving school improvement efforts. As part of these implications, is the introduction of a model for leadership in Rural Day Secondary Schools as drawn from the findings of the study.

Implications for practice

Implications for leadership practices include the need for School Heads to adopt a multivariate approach to leadership in their efforts to enhance quality education in Rural Day Secondary School in Masvingo District. Rural school contexts are complex and dynamic and this demands flexible, dynamic, transformational and ethical School Heads' leadership practices in enhancing quality education.

Implications for policy makers

This was a qualitative study and policy makers were not involved in the study. Nevertheless, there are issues and insights that have implications for policy makers as well. That is one reason I have avoided to use the conception of recommendations. It is evident from this study that policy makers have done a splendid work in terms of providing policy framework for enhancing quality in schools. All participants have commended the role of policy in setting standards for ensuring quality education provision in Zimbabwe, including Rural Day Secondary Schools. However, what seems to be lacking from policy perspective, is to do follow up sessions in one form or the other, to assess the implementation of quality enhancement standards.

Implications for research

In the background section in Chapter One and also in Chapter Two, it came out clearly that limited research has been conducted in Zimbabwe on issues of quality enhancement specifically, on the role that School Heads play or should play in this regard. It would be helpful if more research can be done in this area, in particular, large scale research that can be generalised across all rural schools.

Implications for new model leadership

The ethical/ transformational leaders have developed school cultures in which teachers commonly hold beliefs, values and norms based on the idea of producing a learning environment for enhancing quality education. Their focus is on quality teaching and learning hence they adopt core values necessary for that, which is respecting, loving and caring for staff and students; fairly treating staff and students; manifesting honesty and team building. The school culture had to be collegial and democratic; committed staff and students and government and parental involvement and commitment. This school culture shapes what the school leadership practices, learners and

teachers think and how they act towards enhancing quality education in Rural Day Secondary School.

The proposed model is presented below and the brief summary afterwards. School leadership and teachers are cultured to work together under trust, respect, love, empathy, compassion, optimism and care. School programmes, policies and processes are tailored in such a way that every teacher successfully acquires required skills and knowledge on how to execute quality teaching and learning in Rural Day Secondary Schools of Masvingo District in Zimbabwe. The study has advanced a model on guidelines for enhancing quality education in Rural Day Secondary Schools. This is illustrated next (**Figure 12**) following major categories from transformational leadership theory (left) and ethical leadership theory (right). School Heads provide continuous supportive environment to make professional development a success in their Rural Day Secondary Schools. This is illustrated next in **Figure 12**.

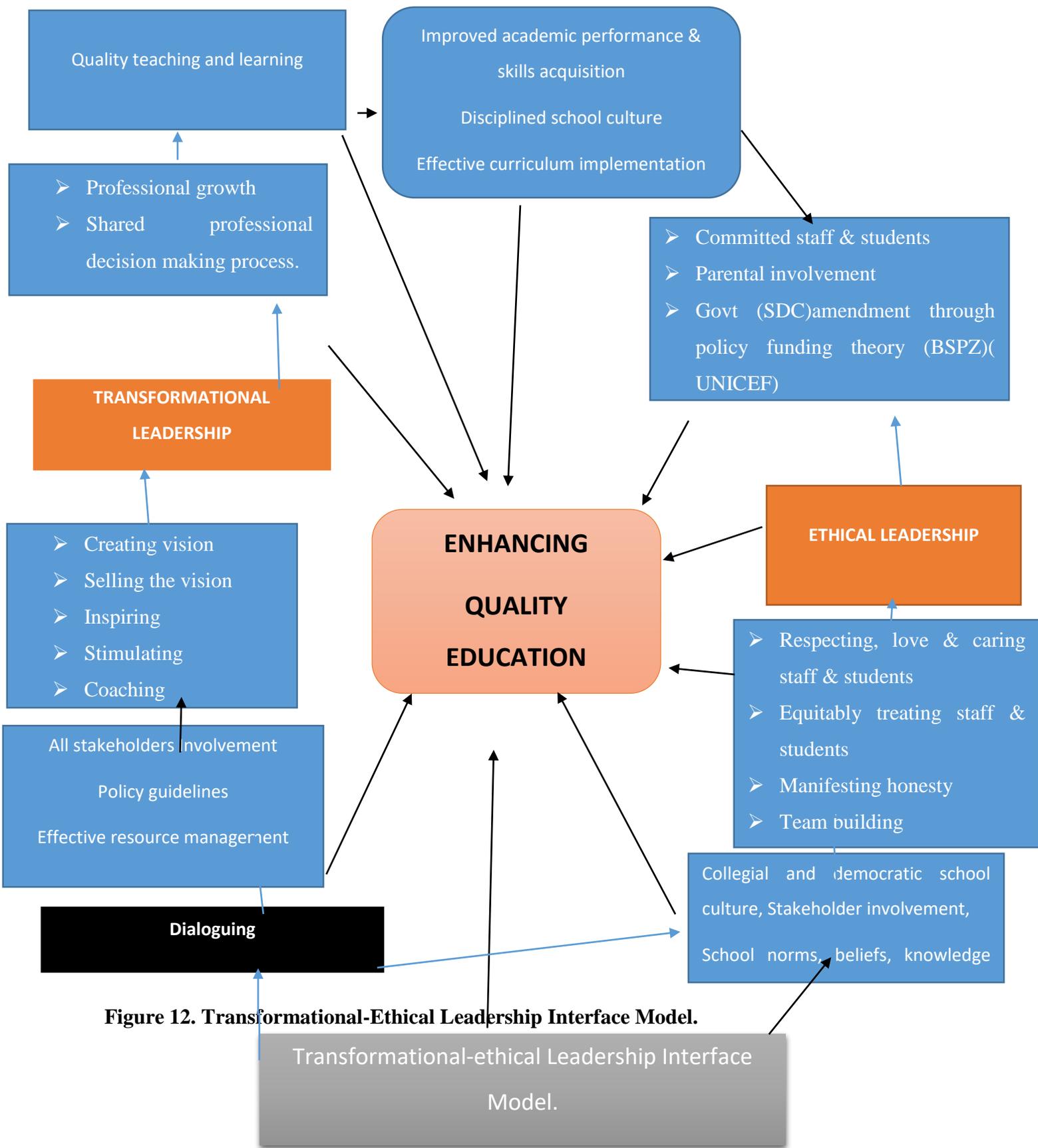


Figure 12. Transformational-Ethical Leadership Interface Model.

Firstly, given the two proposed models for effective schools transformation and the other one for teacher empowerment and professional development through ethical leadership practices; The School Heads in Rural Day Secondary Schools enact ethical leadership practices with emphasis on respect, trust, caring, teamwork and compassion to teachers and students and all other stakeholders like the parents, local community and the donor community to contribute to enhancing quality education in Rural Day Secondary Schools. The study has shown that vision and goals creation, coordinated and collaborated effort, staff development and dialoguing, effective resource management, all stakeholders' involvement, government policy documents guidelines and responsiveness to contextual dynamics in Rural Day Secondary Schools. Therefore, it is concluded that all stakeholders' involvement proved the best driver in enhancing quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

Secondly, ethical and transformational leadership theories provide explanations of some of the ploys that are used by School Heads in enhancing quality education in Rural Day Secondary Schools' plethora of school leadership practices. However, the study establishes that, School Heads are encountered with challenges of limited financial, human and material resource to effectively implement quality enhancement initiative in Rural Day Schools. Therefore, this calls for the government to provide grants for the provision of resources for enhancing quality education in Rural Day Secondary Schools of Masvingo District in Zimbabwe. The findings corroborate Mkhize & Bhengu, (2018) and Mbali and Douglas, (2012) the notion that enhancing quality and more specifically in multiple deprived contexts, is a complex and dynamic construct containing a multiplicity of factors and perspectives that shape its nature. The findings have also affirmed the appropriateness of viewing personal characteristics of participants and contextual factors as significant to understanding how School Heads' leadership practices enhance quality education in Rural Day Secondary Schools. The model shown (**Figure 12**) indicates that beliefs, values, culture, experience, vision creation, professional growth, respecting and caring students and staff, and parental and stakeholder involvement, government policy and funding and disciplined school culture, influence the way quality education is enhanced and understood in Rural Day Secondary Schools of Masvingo District in Zimbabwe.

9.9 Conclusion

This chapter is dedicated to presenting and discussing the findings of the study, drawing from the analysis presented in the previous four chapters. In presenting the findings, I began the chapter by providing a synthesis of the study, before the actual presentation of findings and discussion. I conclude the journey traversed and lessons learned after embarking on this study. Reaching this milestone has not been easy. It involved the process of immersing myself into the research including establishing rapport with the Rural Day Secondary School Heads as they were the main participants in this study and also interacting with the literature to gain insights about what is in the field. School Heads' leaderships practices for enhancing quality education has been studied widely internationally and on a limited scale nationally. Debates that remain is about how Rural Day Secondary School Heads' leadership practices enhance quality education in the contexts of Rural Day Secondary Schools. Such schools are located in what I described as rural contexts which is arguably associated with rural communities. Finally, I think that it is important that I make a statement that I am gratified that I have accomplished the goals of my study, and moreover, I have experienced significant personal and professional development during this journey, which can only benefit enhancing quality education in Rural Day Secondary Schools through the Ministry of Primary and Secondary Education in Zimbabwe.

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APPENDIX: A. Information Sheet and Consent to Participate in Research: School Heads.

Information Sheet and Consent to Participate in Research: School Heads.

Date _____

Dear School Head,

My name is: **Mr. Tendeukai Isaac Chinooneka, a PhD student at the University of KwaZulu Natal, College of Education, and Edgewood Campus**

Private Bag X03

Ashwood

3605, South Africa.

My contact details are: Mobile: + 263 0773 904 676 or +263 0715 708 798

E-mail: tchinooneka@gzu.ac.zw or chinooneka@yahoo.com.

You are being invited to consider participating in a study that involves research on: **School heads' leadership practices in enhancing quality: Perspectives of rural day secondary schools in Masvingo District of Zimbabwe.**

The aim and purpose of this research is to explore school heads' understanding of leadership practices and quality enhancement; examine how school heads' leadership practices enhance quality and explore the challenges (if any) that rural day secondary schools heads face in enhancing quality in these schools.

The study is expected to enrol twenty-four (24) participants broken down as follows: one (1) school head per school; one (1) departmental heads per school and two (2) teachers per school. Six (6)

other rural day secondary schools of Masvingo district are going to take part in this research. The study will involve the following procedures: collection of data using guided interviews, audio tapes and document reviews of: government and school policy; school reports; schools pass rates and staff meetings. To enable the flow of the interviews these sessions will be audio-recorded and the data files will be deleted at the end of the study.

The duration of your participation if you choose to enrol and remain in the study is expected to be forty-five (45) minutes. The study is self-funded. The study will provide no direct benefits to you.

The scientific/other benefits hoped for from the study include the following:

- Add some empirical evidence that may be useful in the ongoing debate regarding leadership practices and enhancing quality education in rural day secondary schools.
- Attempts to contribute towards the Ministry of Primary and Secondary Education's vision, mission and mandate through interrogating and informing school heads on leadership practices that enhance quality education in rural day secondary schools.
- It is further hoped that it could help to address a need for more differentiated interpretation of leaders working in diverse contexts. This can assist school heads who find themselves in similar situations as is the current study.

The study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (Approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at:

Physical Address.

Stand Number 7056.

Corner Chigwagwagwa and Mujinga Regomo Street,
Target Kopje Suburb,
Masvingo
Zimbabwe.

Other contact details.

Surname: Chinooneka.

First Names: Tendeukai Isaac

Student number: **213574308.**

E-mail: tchinooneka@gzu.ac.zw or chinoonekat@yahoo.com

Cell: +263 0773 904 676 or +263 0715 708 798.

Or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research is voluntary and you may withdraw participation at any point and time. In the event of your refusal/ withdrawal from participation you will not incur any penalty.

Your contribution will without doubt contribute significantly to the aforementioned research.

There are no costs to be incurred as a result of your participation in this research. There are no incentives or reimbursements for participation in this study.

All data elicited will remain anonymous and confidential. Neither; the school head, departmental head nor teachers will be linked to any data that may be published by the University of KwaZulu-Natal. *Pseudo* names will be used to guarantee anonymity and confidentiality. The data files and stored samples will be deleted at the end of the study. Therefore, there is no risk in participating in this study.

CONSENT

I _____ have been informed about the study entitled **School heads' leadership practices in enhancing quality: Perspectives of rural day secondary schools in Masvingo district of Zimbabwe** by **Tendeukai Isaac Chinooneka**, a PhD student at the University of KwaZulu-Natal, College of Education, Edgewood Campus

I understand the purpose and procedures of the study as already stated above.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at:

Stand Number 7056.

Corner Chigwagwagwa and Mujinga Regomo Street,

Target Kopje Suburb,

Masvingo

Zimbabwe.

E-mail: tchinooneka@gzu.ac.zw or chinoonekat@yahoo.com

Cell: +263 0773 904 676 or +263 0715 708 798.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Signature of Participant

Date

APPENDIX: B. Information Sheet and Consent to Participate in Research: Heads of Department (HODs).

Information Sheet and Consent to Participate in Research: Heads of Department (HODs).

Date _____

Dear Departmental Head,

My name is: **Mr. Tendeukai Isaac Chinooneka, a PhD student at the University of KwaZulu Natal, College of Education, and Edgewood Campus**

Private Bag X03

Ashwood

3605, South Africa.

My contact details are: Mobile: + 263 0773 904 676 or +263 0715 708 798

E-mail: tchinooneka@gzu.ac.zw or chinooneka@yahoo.com.

You are being invited to consider participating in a study that involves researchon: **School heads' leadership practices in enhancing quality: Perspectives of rural day secondary schools in Masvingo District of Zimbabwe.**

The aim and purpose of this research is to explore school heads' understanding of leadership practices and quality enhancement; examine how school heads' leadership practices enhance quality and explore the challenges (if any) that rural day secondary schools heads face in enhancing quality in these schools.

The study is expected to enrol twenty-four (24) participants broken down as follows: one (1) school head per school; one (1) departmental heads per school and two (2) teachers per school. Six (6) other rural day secondary schools of Masvingo district are going to take part in this research. The study will involve the following procedures: collection of data using guided interviews, audio tapes and document reviews of: government and school policy; school reports; schools pass rates and staff meetings. To enable the flow of the interviews these sessions will be audio-recorded and the data files will be deleted at the end of the study.

The duration of your participation if you choose to enrol and remain in the study is expected to be forty-five (45) minutes. The study is self- funded. The study will provide no direct benefits to you.

The scientific/other benefits hoped for from the study include the following:

- Add some empirical evidence that may be useful in the ongoing debate regarding leadership practices and enhancing quality education in rural day secondary schools.

- Attempts to contribute towards the Ministry of Primary and Secondary Education's vision, mission and mandate through interrogating and informing school heads on leadership practices that enhance quality education in rural day secondary schools.
- It is further hoped that it could help to address a need for more differentiated interpretation of leaders working in diverse contexts. This can assist school heads who find themselves in similar situations as is the current study.

The study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (Approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at:

Physical Address.

Stand Number 7056.

Corner Chigwagwagwa and Mujinga Regomo Street,

Target Kopje Suburb,

Masvingo

Zimbabwe.

Other contact details.

Surname: Chinooneka.

First Names: Tendeukai Isaac

Student number: 213574308.

E-mail: tchinooneka@gzu.ac.zw or chinoonekat@yahoo.com

Cell: +263 0773 904 676 or +263 0715 708 798.

Or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

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Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research is voluntary and you may withdraw participation at any point and time. In the event of your refusal/ withdrawal from participation you will not incur any penalty.

Your contribution will without doubt contribute significantly to the aforementioned research.

There are no costs to be incurred as a result of your participation in this research. There are no incentives or reimbursements for participation in this study.

All data elicited will remain anonymous and confidential. Neither; the school head, departmental head nor teachers will be linked to any data that may be published by the University of KwaZulu-Natal. *Pseudo* names will be used to guarantee anonymity and confidentiality. The data files and stored samples will be deleted at the end of the study. Therefore, there is no risk in participating in this study.

CONSENT

I _____ have been informed about the study entitled **School heads' leadership practices in enhancing quality: Perspectives of rural day secondary schools in Masvingo district of Zimbabwe** by **Tendeukai Isaac Chinooneka**, a PhD student at the University of KwaZulu-Natal, College of Education, Edgewood Campus

I understand the purpose and procedures of the study as already stated above.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at:

Stand Number 7056.

Corner Chigwagwagwa and Mujinga Regomo Street,

Target Kopje Suburb,

Masvingo

Zimbabwe.

E-mail: tchinooneka@gzu.ac.zw or chinoonekat@yahoo.com

Cell: +263 0773 904 676 or +263 0715 708 798.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Signature of Participant

Date

APPENDIX: C. Information Sheet and Consent to Participate in Research: Teachers

Information Sheet and Consent to Participate in Research: Teachers

Date _____

Dear Teacher,

My name is: **Mr Tendeukai Isaac Chinooneka, a PhD student at the University of KwaZulu Natal, College of Education, and Edgewood Campus**

Private Bag X03

Ashwood

3605, South Africa.

My contact details are: Mobile: + 263 0773 904 676 or +263 0715 708 798

E-mail: tchinooneka@gzu.ac.zw or chinooneka@yahoo.com.

You are being invited to consider participating in a study that involves research on: **School heads' leadership practices in enhancing quality: Perspectives of rural day secondary schools in Masvingo District of Zimbabwe.**

The aim and purpose of this research is to explore school heads' understanding of leadership practices and quality enhancement; examine how school heads' leadership practices enhance quality and explore the challenges (if any) that rural day secondary schools heads face in enhancing quality in these schools.

The study is expected to enrol twenty-four (24) participants broken down as follows: one (1) school head per school; one (1) departmental heads per school and two (2) teachers per school. Six (6) other rural day secondary schools of Masvingo district are going to take part in this research. The study will involve the following procedures: collection of data using guided interviews, audio tapes and document reviews of: government and school policy; school reports; schools pass rates and staff meetings. To enable the flow of the interviews these sessions will be audio-recorded and the data files will be deleted at the end of the study.

The duration of your participation if you choose to enrol and remain in the study is expected to be forty-five (45) minutes. The study is self-funded. The study will provide no direct benefits to you.

The scientific/other benefits hoped for from the study include the following:

- Add some empirical evidence that may be useful in the ongoing debate regarding leadership practices and enhancing quality education in rural day secondary schools.
- Attempts to contribute towards the Ministry of Primary and Secondary Education's vision, mission and mandate through interrogating and informing school heads on leadership practices that enhance quality education in rural day secondary schools.
- It is further hoped that it could help to address a need for more differentiated interpretation of leaders working in diverse contexts. This can assist school heads who find themselves in similar situations as is the current study.

The study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (Approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at:

Physical Address.

Stand Number 7056.

Corner Chigwagwagwa and Mujinga Regomo Street,

Target Kopje Suburb,

Masvingo

Zimbabwe.

Other contact details.

Surname: Chinooneka.

First Names: Tendeukai Isaac

Student number: **213574308.**

E-mail: tchinooneka@gzu.ac.zw or chinoonekat@yahoo.com

Cell: +263 0773 904 676 or +263 0715 708 798.

Or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

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Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research is voluntary and you may withdraw participation at any point and time. In the event of your refusal/ withdrawal from participation you will not incur any penalty.

Your contribution will without doubt contribute significantly to the aforementioned research.

There are no costs to be incurred as a result of your participation in this research. There are no incentives or reimbursements for participation in this study.

All data elicited will remain anonymous and confidential. Neither; the school head, departmental head nor teachers will be linked to any data that may be published by the University of KwaZulu-Natal. *Pseudo* names will be used to guarantee anonymity and confidentiality. The data files and stored samples will be deleted at the end of the study. Therefore, there is no risk in participating in this study.

CONSENT

I _____ have been informed about the study entitled **School heads' leadership practices in enhancing quality: Perspectives of rural day secondary schools in Masvingo district of Zimbabwe** by **Tendeukai Isaac Chinooneka**, a PhD student at the University of KwaZulu Natal, College of Education, Edgewood Campus

I understand the purpose and procedures of the study as already stated above.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at:

Stand Number 7056.

Corner Chigwagwagwa and Mujinga Regomo Street,

Target Kopje Suburb,

Masvingo

Zimbabwe.

E-mail: tchinooneka@gzu.ac.zw or chinoonekat@yahoo.com

Cell: +263 0773 904 676 or +263 0715 708 798.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Signature of Participant

Date

**APPENDIX: D. Permission to carry out research: Secretary- Ministry of Primary and
Secondary Education in Zimbabwe and The Regional office.**

All communications should be addressed to
"The Secretary for Primary & Secondary
Education
Telephone: 291855
Telegraphic address: "EDUCATION"



REF: C/426/3/MASV
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
HARARE

04 July 2019

Chinooneka Tendeukai 1
Great Zimbabwe University
P. O. Box 1235
Masvingo

Re: **PERMISSION TO VISIT MASVINGO PROVINCE FOR RESEARCH:
MASVINGO RURAL DISTRICT: MAPAMHERE, MUDAVANHU,
MAZAMBARA, CHEKAI, ZANO AND TUNGWANE SECONDARY
SCHOOLS.**

Reference is made to your application to visit schools to collect data for research purposes at the above mentioned schools in Masvingo Province on the research title:

**"SCHOOL HEADS' LEADERSHIP PRACTICES IN ENHANCING
QUALITY: PERSPECTIVES OF SIX RURAL DAY SECONDARY SCHOOLS
OF MASVINGO RURAL DISTRICT IN ZIMBABWE."**

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Masvingo 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 schools. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education by December 2019.

A handwritten signature in blue ink, appearing to read 'Dawah'.

J. T. Dowah
A/SECRETARY FOR PRIMARY AND SECONDARY EDUCATION
Cc: P.E.D Masvingo Province



All communications should be addressed to
"The Provincial Education Director for Primary and Secondary Education"
Telephone: 263585/264331
Fax: 039-263261



Ministry of Primary and Secondary Education
P. O. Box 89
Masvingo

08 July 2019

Chinopenka Tendeukai
Great Zimbabwe University
P. O. Box 1235
Masvingo

**RE: PERMISSION TO CARRY OUT RESEARCH IN MASVINGO PROVINCE:
MASVINGO RURAL DISTRICT: MAPAKOMHERE, MANUNURE, MUDAVANHU,
MAZAMBARA, CHEKAI, ZANO AND TUGWANE SECONDARY SCHOOLS**

Reference is made to your application to carry out a research at the above mentioned schools in Masvingo District on the research title:

**"SCHOOL HEADS' LEADERSHIP PRACTICES IN ENHANCING QUALITY:
PERSPECTIVES OF SIX RURAL DAY SECONDARY SCHOOLS OF MASVINGO RURAL
DISTRICT IN ZIMBABWE"**

Please be advised that the Secretary for Primary and Secondary Education has granted permission to carry out your research.

You are also advised to liaise with the District Schools Inspector who is responsible for the schools which are part of the sample for your research.


Z. M. Chitiga
Provincial Education Director
MASVINGO PROVINCE



APPENDIX: E. Interview guide for school heads

Interview guide for school heads

SECTION A

Biographical profile of the school

(Please use a tick in the appropriate column and complete the blanks).

1. Date: -----/-----/2019.

2. Time: -----hrs.

3. Name of the school (Pseudo):-----Secondary.

4. School location: *rural/urban/resettlement.*

5. Province: -----

6. District: -----

7. Responsible Authority (RA): -----

8. Teacher establishment-----

9. Total student enrolment-----

10. Number of teachers: -----

11. How many are qualified? -----

SECTION B

Biographical profile of the participant.

(Please tick the applicable and complete the blanks).

1. Title: (Ms/ Mr/ Mrs/Dr/Prof).

2. Gender: (Female/Male).

3. Age:

- 20-30
- 31-40
- 41-50
- 51 and above.

4. Professional qualification:

- Certificate in Education (CE).
- Diploma in Education (DipEd).
- Bachelor of Education (Bed).
- Masters of Education (Med).
- Other (Specify) -----.

6. Designation:

- Substantive School head
- Acting School head

7. Experience in the above post (Specify in years) -----.

8. Did you have any training on leadership? *Yes/No.*

9. If yes, specify the duration and level of the training-----

Questions

1. What do you understand by the concept leadership practices and enhancing quality?
(*explain*)
2. How do you as a school head, apply your leadership practices to enhance quality at your school? (*provide details*)
3. What are government policies on quality enhancement in schools? (*provide details*)
4. What policy does your school have on quality enhancement? (*provide more details*)
5. What do you consider to be the key indicators of quality enhancement at your school?
(*provide more details on why*)?
6. What strategies do you apply to enhance quality at your school? (*prioritise your strategies*)
7. In an attempt to enhance quality, what challenges (if any) do you encounter? (*Specify the frequency of the challenges*).
8. What measures do you take in an effort to minimize or overcome these challenges?
9. Do you get support from different stakeholders in our effort to enhance quality? (*specify sources and kind of support*)
10. Any other comments.
- 11. I will be analysing the data you and others gave me and submitting a draft report to the university in at least three months. I will be pleased to send you a copy to review at that time, if you wish.**
- 12. Thank you for your time.**

APPENDIX: F. Interview guide for heads of department (HODs)

Interview guide for heads of department (HODs)

SECTION A:

Biographical profile of the participant.

(Please tick the applicable and complete the blanks).

1. Date: ----/----/2019.

2. Time: -----hrs.

3. Title: (Ms/ Mr/ Mrs/Dr/Prof).

4. Gender: (Female/Male).

5. Age:

- 20-30
- 31-40
- 41-50
- 51 and above.

6. Professional qualification:

- Certificate in Education (CE).
- Diploma in Education (DipEd).
- Bachelor of Education (Bed).
- Masters of Education (Med).
- Other (Specify) -----.

7. Designation:

- Substantive departmental head

- Acting departmental head

8. Experience in the above post (Specify in years) -----.

9. Did you have any training on leadership *Yes/ No.?*

10. If yes, specify the duration and level of the training-----.

11. Which department are you heading?.....

QUESTIONS

1. What do you understand by the concept leadership practices and enhancing quality?
(*explain*)
2. How does your school head apply his/her leadership practices to enhance quality at your school? (*provide details*)
3. What are government policies on leadership practices and quality enhancement in schools?
(*provide details*)
4. What policy does your school have on leadership practices and quality enhancement?
(*provide more details*)
5. What do you consider to be the key indicators of quality enhancement at your school?
(*provide more details on why*)?
6. What strategies does your school head apply to enhance quality at your school? (*prioritise your strategies*)
7. In an attempt to enhance quality, what challenges (if any) does your school encounter?
(*Specify the frequency of the challenges*).
8. What measures do you take in an effort to minimize or overcome these challenges?
9. Does your school get any support from different stakeholders in our effort to enhance quality? (*specify sources and kind of support*)
10. Any other comments.

11. I will be analysing the data you and others gave me and submitting a draft report to the university in at least three months. I will be pleased to send you a copy to review at that time, if you wish.

12. Thank you for your time.

APPENDIX: G. Interview guide for teachers.

Interview guide for teachers.

SECTION A:

Biographical profile of the participant.

(Please tick the applicable and complete the blanks).

1. Date: -----/-----/2019

2. Time: -----hrs.

3. Title: (Ms/ Mr/ Mrs/Dr/Prof).

4. Gender: (Female/Male).

5. Age:

- 20-30
- 31-40
- 41-50
- 51 and above.

6. Professional qualification:

- Certificate in Education (CE).
- Diploma in Education (DipEd).
- Bachelor of Education (Bed).
- Masters of Education (Med).
- Other (Specify) -----.

7. Experience as a teacher. (Specify in years) -----.

9. Did you have any training in leadership *Yes/ No*?

10. If yes, specify the duration and level of the training-----.

QUESTIONS

1. What do you understand by the concept leadership practices and enhancing quality?
(explain)
2. How does your school head apply his/her leadership practices to enhance quality teaching and learning at your school? *(provide details)*
3. What are government policies on leadership practices and quality enhancement in schools?
(provide details)
4. What policy does your school have on leadership practices and quality enhancement?
(provide more details)
5. What do you consider to be the key indicators of quality enhancement at your school?
(Provide more details on why)?
6. What strategies does your school head apply to enhance quality teaching and learning at your school? *(prioritise your strategies)*
7. In an attempt to enhance quality, what challenges (if any) does your school encounter?
(Specify the frequency of the challenges).
8. What measures does your school head take in an effort to minimize or overcome these challenges?

9. Does your school get any support from different stakeholders in its effort to enhance the quality of your teaching? (*specify sources and kind of support*)
10. Any other comments.
- 11. I will be analysing the data you and others gave me and submitting a draft report to the university in at least three months. I will be pleased to send you a copy to review at that time, if you wish.**
- 12. Thank you for your time.**

APPENDIX: H. DOCUMENTS TO REVIEW

DOCUMENTS TO REVIEW

The following documents are to be reviewed:

1. Education Ministry's policy circulars.
2. Staff meeting and school reports.
3. Research reports and any other official records.

Revised Final Thesis

ORIGINALITY REPORT

8%	2%	1%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	3%
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3	uir.unisa.ac.za Internet Source	1%
4	Submitted to University Der Es Salaam Student Paper	<1%
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