



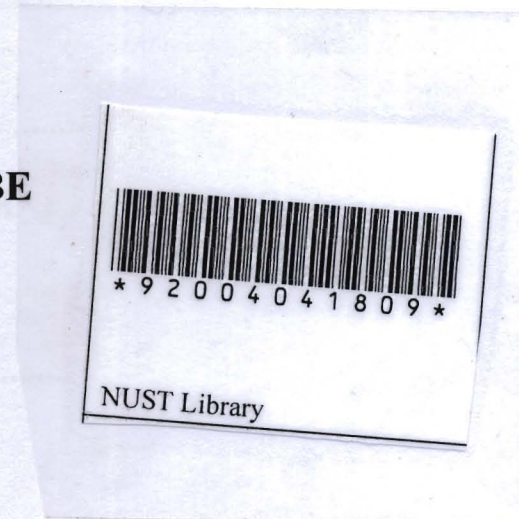
SPECIAL COLLECTION
LIBRARY USE ONLY

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
FACULTY OF COMMERCE
GRADUATE SCHOOL OF BUSINESS

LEADERSHIP AND SCHOOL PERFORMANCE: A CASE STUDY
OF GOVERNMENT SECONDARY SCHOOLS IN THE
MATABELELAND REGION OF ZIMBABWE.

LIBRARY NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY P.O. BOX 346 BULAWAYO ZIMBABWE		
DATE	ACCESSION	CLASS No
03/11/16	Sc 161898	

BY
LILLIEBETH HADEBE
N0095609L



IN FULFILMENT OF THE REQUIREMENTS OF THE DEGREE OF DOCTOR OF
PHILOSOPHY IN BUSINESS ADMINISTRATION

SEPTEMBER 2016

Abstract

Educational leadership has become a topical issue to current researchers in education, especially as society considers school heads to be accountable for improving, maintaining and achieving effective school performance. The thesis sought to examine leadership and school performance in government secondary schools in the Matabeleland Region. Leadership was viewed from the Full Range Leadership Model. In analysing how school heads exhibited the Full Range Leadership factors in their various schools, the school heads were given an opportunity to rate their own performance. The study also analysed how the teachers identified with the leadership factors exhibited by their heads and finally determining how the leader-teacher relationship influenced school performance. The thesis used mixed method research methodology, adopting pragmatism as a research philosophy. A case study method was used, multi-cited in the three provinces of Matabeleland Region namely Matabeleland South, Matabeleland North and Bulawayo Metropolitan provinces. Purposive sampling was used to identify the sample of 16 schools, 191 teachers, 16 heads and 23 education officers. Document analysis, observation questionnaires and interviews were the research techniques used to collect data. A Multifactor Leadership Questionnaire (Form 5X-Short), a designed interview schedule and observation sheet were used to collect data from the participants. Both the SPSS tool and MS Excel were used in the data analysis. The findings revealed that although there was a number of Key Performance Indicators used to measure performance, not all of them had strong correlation with 'O' level results. Heads were found to rate themselves highly in all the transformational factors of idealized influence (behaviour and attributed), intellectual stimulation, inspirational motivation and individualized consideration, an act that was disputed by both teachers and heads of departments. Both teachers and Heads of Department rated heads of their schools low on the mentioned factors. The heads also indicated that they less frequently exhibited the laissez faire and the management-by-exception (passive) factors. The teachers and Heads of Departments witnessed existence of the two factors amongst their heads, a worrying situation as this indicated absence of leadership in some instances. The thesis recommends that teachers need to identify with positive factors exhibited by their head for schools to be effective in performance. The heads needed to critically identify Key Performance Indicators that were an actual measure of school performance, and from these a performance score card check could then be developed. Finally, because leadership preparation has been found to be linked to effective leadership performance, the study recommends that a leadership preparation programme be offered to aspiring heads as a future school leadership initiative.