

THE EFFECTS OF MANAGEMENT MODELS AND SCHOOL LEADERSHIP ON ACADEMIC PERFORMANCE OF TEACHERS

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ABSTRACT

This study explored the effects of management models and school leadership on academic performance of teachers. Data was collected through interview schedule, field notes and open-ended questionnaire. Criterion purposeful sampling technique was used to select ten principals and ten teachers from ten schools. Data analysis was conducted using typological analysis, content analysis and Atlas.ti. The findings have established the effects of management models and school leadership on the academic performance of teachers, management models and school leadership used and association between management models and school leadership and existing academic performance. Principals need to study and learn the application of management models and school leadership; apply management models and school leadership to optimise their success and enhance academic performance which results on student academic performance. Principals further need to use a combination of two constructs, strike the balance and avoid manipulation of one construct against other one.

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1. INTRODUCTION

Researchers in education management are currently interested in identifying a leadership model which can contribute to the streamline of the school organisations. Leadership models reflect the characteristics of the management models in school organisations. Management relies on power and functions; leadership is based on the conscious influence process and interactions between members of school organisations. The dimension of leadership in schools includes vision, values and transformational which focus on the human resource (Muraru & Patrascu, 2017).

School management focuses on the manner in which schools are managed. School management aims to implement policies approved (Bolam, 1999, p. 194). The conception of management in decentralised system put an emphasis on higher esteem of the managerial skills

possessed by the leaders in the domain of education. What makes leadership of educational institution difficult is the complexity of variables involved: pupils, teachers, school programs, educational technologies and school partnerships. The leadership domain is the concrete mode of playing a role: the actual translation of the leader-status-related requirements on behavioural level meaning the attitudinal-motivational aspect and behavioural aspect are reunited in the leadership style that is interpreted situationally (Connolly et al., 2019). School management involves a series of activities oriented towards effective and efficient use of organisational resources in order to meet organisational objectives (Sapre, 2002). In order to give a functional definition of school leadership three dimensions have been identified: influence, values and vision (Bush, 2017). Leadership and management are considered practical activities. Establish vision, articulating goals, allocating the

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resources and evaluating the efficacy, they all involve action (Muraru & Patrascu, 2017).

Globalisation has attracted many other important elements: analytical thinking, appreciation of cultural diversity, formation and development of technological competences, partnerships and sharing the knowledge and abilities of leaders (He et al., 2024). An essential quality of a leader in a school system is the vision, image of the future which boosts and energises the involvement and participation of the entire working team. In this study, the main theories are classified into six main models: formal, collegial, political, subjective, ambiguous and cultural.

Formal models perceive schools as hierarchic systems whereby managers use rational approach to meet goals set in which schools are oriented towards objectives established by leading teams. The managers have authority legitimated by formal position they hold within the schools. Their power is exerted provided that they secure these positions. The formal models are made up of: the structural models which express the manner in which people interrelate to meet goals set for schools. The five organisational levels have been identified, namely central, local, institutional, chairs/boards, individual (Rigby, 2014). The hierarchic model refers to responsibilities of the leaders in relation to local authorities. In the models, leadership is attributed to the person on top of a complex power pyramid. Leaders focus therefore on their attributes and tasks, on the management of the successful activities already in place, and exclude the vision of a better future for the school. The formal leader establishes the goals and formulates the policies of the school organisation. The collegial models imply that organisations determine their policies and make their decisions following a discussion process which leads to a consensus (Evertson, 2020). Power is shared among some or all members of the organisation. These models have the following major features: they are normative (the administrative boards are granted credit), the teachers have the authority of expertise. They are entitled to participate in decision-making process and the decisions are made by consensus. Organisation members have a common set of educational values and objectives. The authority of expertise prevails over the official authority (Groenewald et al., 2023). The leadership styles (transformational leadership, participative leadership and distributed leadership) influence and are influenced by the decision-making process and the decisions that was taken. The political models characterise the decision-making process as being a negotiation and understanding process. Stakeholders from leading coalitions pursue particular objectives. These models focus on the group activities of some chairs and boards and not on school as a whole. The individuals pursue a variety of interests: personal and professional. The professional interests focus on a certain curriculum, a certain method to group pupils, and a certain method to teach. The personal interests focus on issues such as status, promotions and work conditions (Ribbins et al., 1988). The leaders have their own interests and values that they pursue and

promote as appropriate; these leaders exert influence and control over the procedures of the committees who make decisions. The model closest to micro politics is the transactional leadership. To develop acceptable results in terms of policies leaders are both active participants to the negotiation process which characterises the decision-making process and mediators of groups (Bolam, 1999). Emotional leadership refers to individual motivation and the interpretation of events that are socially constructed within schools. The ambiguity models concern uncertainty and unpredictability at school level, schools are forced to cope with various issues in an attempt to prioritise the models (Manto et al., 2021). The ambiguity models have been inspired by educational contexts, the participation in decision-making is a fluid process, and the members fail to make sufficient use of their rights related to the decision-making process. And the concept of leadership has undergone alterations: there is an ambiguity of the goal, an ambiguity of power, an ambiguity of experience and an ambiguity of success (Sanchez & Watson, 2021). In the models, it is difficult to reconcile ambiguity models with the customary structure and processes at schools. Ambiguity models exaggerate the degree of uncertainty in the school. Ambiguity models are less appropriate for stable schools or for any school during period of stability. These models offer little practical guidance to principals in the school (Leithwood & Jantzi, 1990).

It may be however unrealistic to characterise the schools as goal-oriented school because this concept is challenged by those who point to the existence of multiple objectives in schools and possible conflict between goals held at individual, departmental and school level. The portrayal of decision making process as a rational process is fraught with difficulty. Rational practice is the exception rather than the norm. Formal models focus on the school as an entity and ignore or underestimate the contribution of individuals. The manner in which power resides at the apex of the pyramid is criticised (Katshuna & Shikalepo, 2023). These models are based on the implicit assumption that the schools are stable which are unrealistic in contemporary schools. Individuals find themselves in a more complex, less stable and less understood world than that described by standard theories of the school choice (Bastasa & Guhao Jr, 2024). The dominance of hierarchy is compromised by the expertise possessed by professional teachers and supposed rationality of decision making process requires modification to allow for the pace and complexity of change. Rationalistic-bureaucratic notions have largely proven to be sterile and have little application to administrative practice in real world (Hanshi & Mosomi, 2023). The implementation phase of the decision making process is just as important as the development of the schools' vision. Management without vision is rightly criticised as managerialist but vision without effective implementation is bound to lead to frustration (Ossai & Ichazu, 2023). Managerial leadership is characterised by the technicist belief that schools should be governed by rules, regulations and procedures.

Collegial models emphasise unity and coherence of the schools. The teaching force and students may have the feeling that they belong to schools. However, collegial models tend to be obscured rather than portray the reality and collegial approaches to decision making tend to be slow and cumbersome (Manto et al., 2021). The old mind-sets have not really changed meaning the degree of democracy has been constrained at local level. Decentralisation and macro education policy are not critically discussed at meetings and in the cluster structures. The collegial literature often confuses descriptive and normative enterprises because the collegial idea of round table decision making does not accurately reflect the actual processes in most schools (Nellitawati et al., 2024). Collegial models' focal point that decision is reached by consensus has been criticised because of level of influence by the teachers. Decision making may be difficult to sustain because principals remain accountable to the external groups. These models' effectiveness in part depends on the attitude of the teachers and depends even more on the attitude of the principals which limits the validity of collegial models. Collegial models' dependence on the principal's support limits the validity of collegiality model and collegial models have to be evaluated in relation to the special features of the school. Collegial models all too often provide the setting for political models (Nambinga & Sidor, 2024).

Political models put emphasis on division of work; each teaching force is specialised in a certain domain. Rational model put emphasis on decision-making process. However, political models immerse so strongly in language of power, conflicts and manipulation that these models neglect other standard aspects of the school (Khokhar et al., 2023). Political models also stress the influence of interest groups on decision making and there is too much emphasis on conflict and a neglect of the possibility of professional collaboration leading to the agreed outcomes. The less attractive aspects of the political models perhaps make these models unacceptable to many educationists is for ethical reasons of manipulation of teachers by the principals.

The subjective models concern the persons in schools. Each person has a subjective perception of the school. These models include phenomenological and interactionist approaches and do not explain similarities between different schools (Manto et al., 2021). However, subjective models are strongly narrative in that these models reflect the attitudes and beliefs of their supporters. They are ideological. These models seem to assume existence of schools within which individual behaviour and interpretations occur but there is no clear indication of nature of schools. These models provide few guidelines for managerial action.

Cultural models rely on values and norms of the people in the school institution. These models do not manifest themselves by formal structure but by symbols, which become shared traditions. The main features of organisational culture in school context are the norms and values shared by organisational members, the use of

conceptual and behavioural symbols, logistics and/or school uniforms (Bush 2017). The leaders' responsibility is to generate culture, communicate values at school and community level. The leadership model closest to organisational culture is the moral leadership, focused on ethics and the convictions of the leaders themselves. However, cultural models could be ethical dilemmas because cultural models may be regarded as the imposition of a culture by the principals on other members of the school. These group norms may be unduly mechanistic assuming that principals can determine the culture of the school. Cultural models' focus on the symbols such as rituals and ceremonies may mean that other elements of schools are underestimated. Schools may go through the appearance of change but the reality continues as before. The symptoms of cultural models in school management are hard to read, and the remedy is elusive or creates a paradox coupled with hazy issues and dilemmas that pose a potential clash of values. Schools are complex, confusing and at times quirky and/or illusory (Soroñoa and Quirapb, 2023).

Circumstantial leadership is pragmatic rather than principled and can be criticised for having no overt sense of the big picture. Circumstantial leadership also depends on principals mastering a large repertoire of leadership practice and the degree of uncertainty in the school (Oluwatosin, 2024).

In transactional leadership, the exchange is often short-term and limited to the specific issue under discussion and the process of rewards does not have a wider impact on the behaviour of the teacher and/or on the school outcomes. Transactional leadership does not produce long-term commitment to the values and vision being promoted by the principals (Oducado et al., 2024). Transactional principals do not dedicate much time to develop their teachers; instead, they wait until they either fail or succeed and then react. Principals offer rewards or inducements to teachers rather than seeking to improve commitment or giving them motivation.

Transformational leadership has two major challenges. First, it may be used as a vehicle for the manipulation and control of the teachers who are required to support the vision and aims of the principal. Second, the government may use the language of transformational leadership but this is about implementation of centrally determined policies, not identification of and commitment to school-based vision and goals (Isah & Agbe, 2019). Although transformational leadership is evident in literature, it remains questionable as to whether its impact is evident in practice because of time for a transformational principal to build trust, commitment, interdependence and empowerment of the teachers is not always available. In some contexts, not every principal has the ability to convince teachers to make an effort to perform at a high level (Chaka 2018). Transformational leadership focuses more on the relationship between principals and teachers than on the educational work of school management in which quality of these relationships is not unequivocally predictive of the quality of the student outcomes. The main difficulty arises when teachers and/or stakeholders

do not support values of the principals. This process is likely to be uncomfortable for the people concerned and may lead to dissonance within schools.

Educational leadership is essential in fulfilment of diversified array of objectives established for educational environment (Muraru & Patrascu, 2017). Leaders and managers need to be tactful, skilled and flexible in supporting institution they lead, as they are the ones who have to improve the educational standards. Managerial leadership is an essential component of successful schools. However the managerialism devoid of values is inappropriate. The collegial models imply that all members should agree on objectives set, that teaching staff should have a common vision on the goals of the institution. In the political models, the groups form an alliance which demands that policies should reflect certain interests (Javornik et al., 2023). These models are anchored in the language of power and manipulation and neglect other standard aspects of the school institution. The subjective models offer very few guidelines for the managerial activity. These models are linked to the emergent, yet vaguely defined notion of postmodern leadership and the sub domain of emotional leadership (Ivagher et al., 2024). The importance given to the predictability of school institutions is significant response to the idea that problems can be solved by means of a rational process. Within the ambiguity models, leaders choose therefore the best solutions out of an array of alternatives. Everything relates to their ability to anticipate the consequences of certain actions (Muyunda, 2022). The cultural model provides the framework inside which the school leaders should carry out their activity and offers a dimension which is inexistent in the subjective perspective. By adopting this model, the managers will have in their attempt to innovate support of a considerable number of members within the organisation (Tahir & Fatima, 2023).

The models presented offer different perspectives on educational institution. Every model offers pertinent observations, yet not complete image. There is no unique perspective that could depict a general framework of educational institutions. The validity of six management models depends on the consideration of four main elements of management, namely the level of agreement about the goals of the school, the meaning and validity of school structure, the relationship between the school and its external environment and the most appropriate leadership strategies for the school. The applicability of leadership models vary according to events, the situation and the teachers, while the validity of leadership models depends on the size of the school, school structure, time available for management, the availability of resources and external environment (Bush, 2007).

Establishing clear school goals emerge as foundational, revealing consistent positive correlation between visionary leadership and enhanced teacher performance (Theron, 2023). A collaborative professional learning environment emerges as a catalyst for improving teachers' performance. Offering opportunities for collaborative learning, knowledge sharing and the

ongoing personal development contribute to positive school culture and shared responsibility for student success (Evertson, 2020). In this regard, the emphasis is placed on broader implications of management models and school leadership on the academic performance of teachers, their morale and job satisfaction, demonstrating its pivotal role not only in enhancing performance outcomes but also in fostering overall well-being and sustained commitment of a teaching workforce (Groenewald et al., 2023).

The Oshana Region statistical results for 2023 overall performance revealed that only 23.1% qualify for tertiary institution. The results for English second language revealed that only 65.1% were graded A-D. By comparison with the other languages that offered, Afrikaans overall score is 100%; Oshindonga overall score is 82.3%, whereas Oshikwanyama overall score is 91.4% (Ministry of Education, Arts and Culture [MoEAC] 2023). Considering the above, this study sees an urgent need to explore the effects of management models and school leadership on academic performance of teachers.

These preceding statements give important synopsis in which the roots of the problem statement of this study is based and emanated. Therefore, to extend our knowledge in this area, the purpose of this study was to explore effects of management models and school leadership on academic performance of teachers. The overarching primary research question the study explored was: What management models and school leadership used by the principals to enhance academic performance of teachers?

2. MATERIAL AND METHODS

2.1 Research design

This was a qualitative case study, which emanates from constructivist worldview, was conducted to explore the effects of management models and school leadership on academic performance of teachers. The term constructivism as applied to the learning theory is an interpretivist notion, it represents untruth about ways individual learn (Ling & Ling, 2017). This study was qualitative case study, meaning the kind of information that was collected was presented in words expressed as feelings, perceptions and attitudes of participants that narrated the account about the study in detail. This study utilised case study to provide insight into role participants played in the study. Information collections provide in-depth information and variety of perspectives, describe many facets and clarify perceptions in problem being explored. Case study emphasises understanding through careful documentation, thoughtful analysis of participants' words, actions and records (Dey, 2003) based on experiences of researchers and selected participants to explore problem in interpretive view and investigation using case study research design.

Studies point out that case study allows researchers to focus on unit of study known as bounded system for in-depth exploration of actual case (Creswell & Creswell,

2017). Case study was, therefore, used to gain in-depth knowledge and the understanding of issues, problems and challenges associated with effects of management models and school leadership on academic performance of teachers in Oshana Region, Namibia.

The effects of management models and school leadership on academic performance of teachers cannot be studied outside of its natural setting with its focus on this contemporary issue. The issue is that control and/or manipulation of subjects, namely effects of management models and school leadership on academic performance is not possible. The theoretical knowledge on the issue under investigation is limited and not yet mature. Case study method was thus the suitable method for this study. Study without qualitative component cannot be used as a basis to recommend actions to principals, the contribution that research into the effects of management models and school leadership on academic performance of teachers often seeks to deduce.

2.2 Participants

Using Oshana directorate of education's latest statistics of 2023, population of ten principals and ten teachers from ten schools in junior/senior primary, junior and the senior secondary schools in Oshana Region was utilised. Based on the Oshana regional directorate, many schools are poorly managed (Shapaka, 2024; United Nations Children's Fund [UNICEF] 2015), which may lead to many dysfunctional schools.

2.3 Sampling

Criterion purposeful sampling was used, based on the researcher exposure to, engagement of ten principals and ten teachers in ten schools in Oshana Region. According to Oshana directorate of education's latest statistics of 2023, there are five Circuits in Oshana Region; they are Eheke, Oluno, Ompundja, Onamutai and Oshakati circuits. The researcher selected two principals and two teachers per Circuit.

2.4 Data collection

Data was collected through the interview schedule, field notes and open-ended questionnaire. Individual in-depth interviews were conducted using the interview schedule in which the same interview schedule was used to find participants' views on effects of management models and school leadership on academic performance of teachers in Oshana Region, Namibia.

2.5 Procedure

After all the required permission were sought and granted, all instruments were pilot tested and re-adjusted. Participants were interviewed individually because they come from different schools and every participant is different.

2.6 Data analysis

Typological analysis and content analysis were used to analyse qualitative data from interviews. As recommended by Leedy and Ormrod (2023), the

researcher also used a computer software programme namely Atlas.ti to accommodate multiple, possibly overlapping coding of data.

2.7 Ethical considerations

After all the required permission were sought and granted, anonymity and confidentiality were obtained when reporting on the utterances and narratives of the participants, whose names were not mentioned. Instead, pseudonyms were opted for to protect their identity. Ethical measures, which include informed consent, guarding against manipulating participants were applied during data collection and reporting processes.

3. FINDINGS

This section presents findings on the effects of management models and school leadership on academic performance of teachers in Oshana Region. The section comprises the views of ten principals and ten teachers that were collected from interview schedule, notes taken during fieldwork and from open-ended questionnaire. Some participant responses were summarised and presented in descriptive forms while others were reported verbatim and presented in italics. Although it might be good practice to collapse two sections to allow researcher to talk to data presented, combining the two sections could have compromised key findings, hence separation of the two sections in this study.

3.1 Management models, school leadership and academic performance of teachers

The theme presented in this section is derived from the thematically analysed data obtained from the interviews, open-ended questionnaires and field notes, with selected ten principals and ten teachers from ten schools in Oshana Region. The theme is on the effects of management models and school leadership on academic performance of teachers in Oshana Region. It is worth noting that the theme relates to the manner in which the relationship between management models and school leadership and measures of teachers academic performance could be constructed and developed to find association between the two. In this study, researcher has to determine whether principals and teachers understand the effects of management models and school leadership on academic performance of teachers. This was done to respond to the question: What effects do management models and school leadership have on the academic performance of teachers in Oshana Region? Responses from principals showed that principals use instructional leadership to encourage teachers to focus on teaching/learning process. For example one principal at senior secondary phase said:

"Principals use instructional leadership to make sure effective academic achievement is when learners are admitted at universities."

Another principal at junior secondary phase said:

“It refers to teaching and learning theory used by principals.”

Nevertheless, another principal at senior primary phase, when asked on effects of management models and school leadership, said:

“It refers to teaching and learning philosophy used in a school setting.”

On the other hand, teachers said that management models and school leadership boost teaching and learning at school. One teacher at senior primary phase, when asked on effects management models and school leadership, said: *“It refers to teaching/learning model which promote academic achievement among learners and teaching staff.”*

Another teacher at junior secondary phase was sceptical about the process said:

“Principals use the management models and school leadership to discourage advocate of high academic performance.”

3.2 Management models and school leadership used by principals in Oshana Region

In order to determine the management models and school leadership used by the principals, the researcher asked the question: What management models and school leadership do principals use in Oshana Region? The responses of the principals indicated that principals use management models and school leadership to monitor school programs. One principal at senior secondary phase said:

“Principals use transformational leadership.”

One teacher at senior primary phase said:

“Principals use subjective model.”

On the other hand, teachers said that principal use distributed leadership to give instruction to teachers to implement the curriculum. For example, one teacher at junior primary phase said:

“Principals use distributed leadership.”

Another teacher at junior secondary phase, when asked on the prevailing management models and school leadership, said:

“They use managerial leadership.”

One teacher at junior secondary phase said:

“They use formal model to ensure effective academic performance among learners.”

One teacher at junior secondary phase was sceptical about the process said:

“Principals use transformational leadership to enable Freirean praxis (transformation).”

3.3 Management models/school leadership which enhance academic performance of teachers

In order to determine existing management models and school leadership which enhance academic performance of teachers the researcher asked the question: What existing management models and school leadership which enhance academic performance of teachers? The responses of principals indicated that principals use formal model to monitor teaching and learning process

and to ensure learners academic performance are taking place. One principal at junior primary phase said:

“Principals ensure that teachers give as many assessment activities as they can.”

Another principal at senior secondary phase was sceptical about the process said:

“Principals ensure that learners are drilled on how to answer examination questions.”

One principal at senior secondary phase said:

“They ensure transformational education is in place.”

On the other hand, one teacher at junior primary phase said:

“They ensure that school produces innovators and creators.”

Yet another teacher at senior secondary phase said:

“Principals ensure teaching, learning instruction, assessments promote lifelong learning.”

Another teacher at senior primary phase said:

“They ensure assessments enable learners to perform after classroom context.”

One teacher at senior secondary phase said:

“Principals ensure teaching and learning instruction upscales innovation and entrepreneurial rigor.”

3.4 Academic performance which associate with management models/school leadership

In order to establish existing teacher academic performance which associates with management models and the school leadership, the researcher asked the question: What existing academic performance which associates with management models and school leadership? One principal at junior primary phase said:

“They use instructional leadership”

Another principal at senior primary phase said:

“Principals use subjective model”

On the other hand, the teachers in the study indicated that it depend on situation at school. One teacher at junior primary phase said:

“Principals use distributed leadership”

Another teacher at senior primary phase said:

“They use formal model”

Yet another teacher at senior secondary phase said:

“Curriculum implementation strategies/supervision”

4. DISCUSSION

This section is linked to previous section as it mainly looks at empirical literature used to support the findings and the data that were collected. For straightforward logical flow, the researcher separated two sections, that is, previous section and this section. This section discusses findings that were obtained and gleaned from ten principals and ten teachers. These findings are on the effects of management models and school leadership on academic performance of teachers in Oshana Region.

4.1 Management models, school leadership and academic performance of teachers

This article explored the effects of management models and school leadership on academic performance of teachers in Oshana Region in Namibia. The main question answered by the study was: What management models and school leadership used by principals to enhance academic performance of teachers? The prominent issues that emanated from the findings were that there is a direct link between the management models and school leadership and teachers academic performance which have direct effects on teaching, learning and assessment practices in schools. Researchers have found that use of transformational leadership allow learning-focused process which foster improvement in learning and teaching (Lee et al., 2023). Studies have found that instructional role of the principals is crucial in advancing student academic achievement (Mueni, 2019).

Another issue that emanated from findings were that management models and school leadership could promote and enhance teaching and learning. Studies found that while some teachers enjoy the teaching and learning process, others are frustrated because of insufficient preparation and/or training workshops, unclear procedures, coupled with poor academic literacy skills and lack of commitment shown by some students (Benjamin et al., 2021). All four instructional leadership practices are associated with academic performance, namely defining school mission, managing of school instructional program, promoting a positive learning climate and advancing teachers' interests (Theron, 2023).

4.2 Management models and school leadership used by principals in Oshana Region

In this study, the principal issue encompassing these findings is that this link is attributed to how management models and school leadership are used to monitor school programs, thus confirming similar findings of earlier research study such as Benjamin et al. (2021). The sample of this study revealed that principal use distributed leadership to give instruction to teachers to implement the curriculum. Learners are drilled on how to answer examination questions. That said, it should be noted that concern in this study was on the effects of management models and school leadership on the academic performance of teachers not vise-versa (cf. Methodology Section). However, a possible interpretation for this finding could be that there are arrangements on the implication of ministerial mission and vision statement within educational setting (MoEAC, 2023). As a result of the top-down cascades of ministerial mission, vision, and policies, many principals might have difficulty to adapt/change the status quo.

4.3 Management models/school leadership which enhance academic performance of teachers

Another principal issue noteworthy from study is that principals use management models and school leadership to monitor teaching and learning and to ensure learners

academic performance are taking place. This finding is consistent with previous studies that assessed the usefulness of distributed leadership and transformational leadership which empower teachers, promote well-being, provide lifelong learning opportunities and improve quality of students' learning (High, 2020; Lee et al., 2023). Findings point that management models and school leadership foster collaborative learning and continuous improvement. This finding correlates with earlier study by Ferreira et al. (2023) on the importance of communication, cooperation and trust within group.

4.4 Academic performance which associate with management models/school leadership

Finally, most obvious findings emerge from study is that this direct link between management models and school leadership on teacher academic performance is attributed to factors that determine the choice of the management models and school leadership. Studies indicate that principal strategic role play an important part on the school performance and the organisational environment (Chaka, 2018). Management models and school leadership positively correlate with welcome environments and a culture of continuous improvement in the schools (Tahir and Fatima, 2023). Studies have found positive relationship between transformational leadership, distributed leadership, managerial practices and teaching learning practices (Katshuna and Shikalepo, 2023).

5. CONCLUSIONS

Based on the analysis of findings, and the design used in this study, it can be concluded that management models and school leadership has an effect on academic performance of teachers that affect the schools, principals and teachers' performance which result in positive or negative academic student outcomes. It was evident from this study that the principals as school leaders should take teachers academic performance very seriously.

In view of the findings of the study, the following recommendations are made for practice: Firstly, principals should use management models and school leadership to improve and enhance their performance, teacher academic performance and learner academic performance. Secondly, principals should use management models and school leadership to enhance teacher academic performance, to strike the balance between the two and to avoid manipulation of one particular construct against other one. This in turn will help them to strike the balance between authority of teacher expertise of the curriculum and positional authority of the principals. Lastly, the study recommends an urgent need for principals to study and learn application of management models and school leadership; apply them to optimise their success and enhance teaching and learning which result on student academic outcomes.

Limitations exist with this study. While the current study offers valuable insights, the study could expand on how these findings compare with other regions or countries facing similar situation. Such comparison might provide a broader perspective on effectiveness of management models and school leadership at different educational setting. However, its scope was confined to Oshana Region in Namibia. Based on the findings of the study, the following recommendations are made for future research: Future research can be undertaken to establish correlation between management models, school leadership and teacher academic performance since this was beyond the scope of this study.

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