

Effectiveness of Principals' Roles on School Performance: Perspective of School Principal-Ship

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Abstract

This paper was about analyses of the principals' effectiveness on school performance and how principals play a major role to make the school do well in terms of academic results. Furthermore, the paper discussed why it is important to have good leaders (principals) in schools who are able to contribute to the school's effectiveness in terms of school performance. The mixed-method was employed in this study as both descriptive and statistical data were used. In addition, the study included 30 participants who comprised both principals and teachers. The results revealed that the majority of teachers disagreed that their principals are not highly effective while some principals seem not to be well acquainted with the knowledge of the effectiveness of principals' roles.

Keywords: Effectiveness; Principals' roles; School performance; Organisation; and teachers.

1. Introduction

There are some agreement that learners' external examination performance results can be used to determine the principals' effectiveness recommends (Muhammad, 2012). Again, Muhammad suggests that parents can differentiate the school's effectiveness in the way the learners behave at home, and analysing their performance at national examinations. It may be the case that community will observe the school effectiveness by looking at the good moral behaviour of the learners. As a result, an effective school is one that promotes the progress of its learners in comprehensive of intellectual, social and emotional outcomes, taking in to account socio economic status, family back ground and prior learning. Muhammad defines effective principal whose learners' progress further than might be expected from consideration of its intake. For that reason, Muhammad emphasises that there are different school leadership of the purposeful leadership of the staff by the principal, the involvement of the heads of department, the involvement of other teachers, structural lessons, intellectually challenging teaching, work-centred environment, maximum communication between teachers and learners, efficient and accurate record keeping, parental and community involvement, positive climate, consistency among teachers, productive division of labour among teachers and good parental report. Therefore, those indicators analysed above can be shaped by good principal management, implementation of all policies, friendly learning environment and achievement.

Of recent development issues such as covid-19 more there is no doubt that the COVID-19 pandemic triggered a global catastrophe, which had a huge impact on the world of education, schools and other educational institutions, as well as school administrators and managers. The importance of the schools' role was underlined in Karakose *et al.* (2021) studies as cited by Karakose *et al.* (2021) because of their strong interaction with families, and it was claimed that this function became even more vital in such times of crisis. However, numerous undesirable scenarios, such as teacher stress, worry, and panic during the COVID-19 pandemic, have become a big challenge for school administrators. Furthermore, school administrators had to deal with changes in legislation and operating procedures, which differed depending on how the virus spread in their location. They also had to deal with changes in their employees' habits and working arrangements, as well as the pandemic's health effects on their employees, pupils, and their families. The mandated social distance limits for staff and kids, as well as demands from pupils, instructors, and educational leaders during this time, have resulted in increasing school obligations. Therefore all these variables have immensely impacted the effectiveness of the schools administrators' work which is worth exploring further. Unlike other natural disasters like floods or earthquakes, the COVID-19 pandemic has produced an uncertain educational environment, highlighting the significance of leadership. In addition, a growing number of research concentrating on school leadership are emerging. Most COVID-19 school leadership research, on the other hand, are theoretical or conceptual in nature, attempting to comprehend the pandemic's consequences (Karakose *et al.*, 2021).

This study is ground-breaking in terms of the impact of principals' duties on school performance: the viewpoint of a school principal.

1.1. Theoretical Background

This study is informed by interpersonal relationship theory by Basima (2021) the central point of this theory is to create a show connecting work environment impostor thoughts to seen interpersonal viability at work, which captures how well others perceive that any person coordinates, interatomic, and works with others. Hypothesis around this theory is the acceptance that the seen (over-)positivity of others' sees of one's competence can incite self-protective reactions to "close" the seen inconsistency. Furthermore, the central principle basic a possibilities of self-worth viewpoint is that individuals stake their self-worth, i.e., self-esteem, on victory in self-selected particular spaces (i.e., competence, social endorsement). When circumstances threaten victory in these unexpected spaces, people respond protectively in unsurprising ways to avoid drops in their self-esteem. Of note is the self-protective response of domain-switching, which includes centring one's endeavours in succeeding in an alternative contingent space when victory within the central unexpected space is seen as profoundly uncertain (Basima, 2021). Utui *et al.* (2021), study also emphasised that in organizational life, interpersonal communication is exceptionally vital since interpersonal communication can increase shared understanding between subordinate workers and bosses, and move forward coordination of different diverse exercises or assignments such as teaching and learning at schools. Destitute interpersonal communication can complicate different sorts of joint exercises and can encourage the lead to push and disappointment among workers. For this reason, in organizations or in school connections, an open communication framework must be created since separated from the existence of numerous communication frameworks and a few proliferation in communication, it can be said that open communication is superior to closed communication frameworks. In this communication framework, the signs that can be produced incorporate understanding, delight, and impact on demeanours, superior connections, and activities (Utui *et al.*, 2021). Principals require carefulness to see that the conditions of instruction staff ought to get consideration considering that they are components within the conveyance of instruction. Teachers are required to have special abilities or competencies to supply the most excellent benefit for their understudies. For that, there must be an interaction between the two parties over. From the originates about of preparatory perceptions made by the creator, the wonder that frequently shows up appears that the communication framework in schools isn't well created. This regularly emerges in communication issues where either the foremost or the educator tends not to carry out their obligations legitimately (Utui *et al.*, 2021).

2. Review of the Literature

Universally, principals' guidelines administration is basic to the improvement and maintainability of fruitful schools (Chabalala and Naidoo, 2021). Subsequently, compelling directions pioneers effectively impact others to use fitting guidelines hones with their remarkable information of the significant subject matter. In well-functioning schools, the centre is continuously on progressed understudy results. To this conclusion, principals got to guarantee that instructors are given with significant and proceeded proficient advancement (Chabalala and Naidoo, 2021). Furthermore, Chabalala and Naidoo (2021) emphasised that principals who respect themselves as compelling pioneers don't exclusively centre on administration and regulatory things; their fundamental concern is directions hone. Approving their point, they (Chabalala & Naidoo) stated that the key duty of principals is to move forward 'instruction' in arrange to help instructors to teach in a way that empowers learners to realize their best scholastic comes about. Barrett and Breyer (2014), famous the significance of ingrains inspiration in instructors in arrange for them to end up enthusiastic approximately compelling educational modules conveyance. The overpowering challenges that instructors and centre supervisors experience can in some cases result in a misfortune of intrigued in educating, which is advance exacerbated by a need of organized back from principals (Chabalala and Naidoo, 2021).

According to Cardno *et al.* (2019) claimed that principals hone guidelines authority, which is considered imperative in progressing teachers' educational programs conveyance capacity, which eventually upgrades learner execution. Tall learner execution is subordinate on teachers' authority of substance and academic information, and how they use this information to improve learners' scholastic comes about. Therefore, a need of guidelines bolster from school principals will result in instructors coming up short to perform to their most extreme potential; subsequently, demotivation may happen, which would influence their endeavours to deliver way better learner results (Cardno *et al.*, 2019). Viable principals work towards making and overseeing the school environment in a way that permits for viable educating and learning to require put. In their experimental ponder on directions authority, Naidoo and Petersen (2015) progressed the contention that principals who show viable guidelines authority conduct in their schools are able to convert their schools into high-performing teach and assist shown that it is the obligation of principals to guarantee that the school educational modules is viably actualized, as this will lead to high-performing schools.

Meador (2018) states that being a school principal is to be balanced between being rewarding and challenging. Meador further emphasises that it is not easy to be a principal as some may not be able to handle principal responsibilities. This is due to the fact that there are certain characteristics of highly effective principal that some people do not possess. Furthermore, Meador restates that besides the obvious professional requirement needed to become a principal, there are several traits that good principals possess allowing them to do their work successfully. Consequently, Meador finds that a highly effective principal will possess the following qualities:

2.1. Principal Must Exhibit Leadership

The principal is the instructional leader of their building. Equally, a good leader has to take responsibility for the success and failures of their school. A good leader puts the needs of others in front of their own. In addition, a good leader is always looking to improve their school and figures out how to make those improvements no matter how difficult the situation holds. Leadership defines how successful any school is. Therefore, a school without a leader will likely fail, and a principal who is not a leader will find themselves without a job quickly.

2.2. A Principal Must Adapt at Building Relationships with People

There is an emphasis that principal should be able to connect with each person that he/she deals with on a daily basis. In the same manner, he/she has to find common ground and earn their trust. This is because principals deal with many groups of people daily including their superintendent, teachers, support staff, parents, learners, and community members. Therefore, every group requires a different approach and individuals within a group are unique in their own way. Hence, the principal should be able to deal with different situations presented by these people and convince each person that he/she will do whatever he/she can make their situation better.

2.3. A Principal Must Balance Tough Love with Earned Praise

Principals should be able to set expectations high and hold those he/she is in charge of to the same standards. This means that there will be times when the principal will have to address down people and likely hurt their feelings. This is part of the principal's job which is unfriendly but it is necessary if the principal wants to run an effective school. In the same way, the principal must offer praise when it fits. Consequently, he/she should not forget to tell teachers who are doing an amazing work that it is appreciated. Equally, learners who are doing very well in their areas of academics, leadership and citizenship should be recognised.

2.4. A Principal Must be Fair and Consistent

It is advisable for principals to always keep consistence in dealing with learners' disciplinary cases and maintain fairness. Principals must keep records of repeated cases so that if decisions are made they are prepared to give direction when someone questions or disagrees with it.

2.5. A Principal must be Organized and Prepared

If the principal is well organised, he/she is always well prepared to face those daily challenges.

[Basha \(2015\)](#), finds that there is little chance of creating and sustaining high quality learning environment without a skilled and committed instructional leader to shape teaching and learning. Though other research indicated that principal is a key factor in the performance of the school, especially if that school enrolls a large number of low performing and/or poor minority learners. It appears that challenging schools are more likely to be led by less experienced and less effective principals whereas effective principals have a habit staying at challenging schools longer than ineffective principals. On the other hand effective principals usually transfer to less challenging schools within the district, not because of the learners, but because of working conditions. Therefore, it is alleged that for principals to be effective at improving low performing schools and increasing learners' academic outcomes, they need the training, skills and experience to focus on instructional leadership and increase teachers' individual effectiveness, as well as the school's effectiveness as a whole.

[Geoffrey \(2018\)](#), also conceded that highly effective principals build; and encourage others to build strong and effective relationships with individual members of staff as they work to enhance the quality of teaching and learning and learners' academic results. Furthermore effective principals understand the importance of establishing trust and of frank two-way conversation in reflecting on current practices and finding ways to improve these. In fact highly effective principals are committed to creating and maintaining an inclusive school environment that is welcoming, fair and equitable and they place a highly priority on the health and well-being of all learners and staff, including themselves.

In general highly effective principals build mutually beneficial relationships with families, other schools, external organisations and the local community for the purposes of sharing experiences and expertise, enhancing opportunities for learners, and better meeting individual learning needs. In addition highly effective principals leads and promotes caring and cohesive school culture conducive to the pursuit of the school's mission. Next they work to create warm, purposeful and mutually supportive relationships between staff, parents, learners and members of the wider community. In the same manner the principals' interactions with others they model behaviours consistent with culture they are working to promote. Consequently these behaviours reflect high levels of trust, optimism, persistence, resilience, empathy and self-awareness. In other words the principal is a supportive presence in the school and is sensitive to what is happening and to the experiences of to others. Besides he/she interacts with learners and take an interest in their learning and well-being. And then principals also challenge staff behaviours when required, confront conflict productively and resolve issues proactively and promptly. In this case principal seeks regular responsiveness and eagerness to learn ([Geoffrey, 2018](#)).

[Geoffrey \(2018\)](#), also justified that in pursuing improving teaching, learning and learners' academic outcomes, principals should work both directly and indirectly with individual members of staff. After all they should communicate openly, listen to and consider view points, and share professional knowledge and experience with others. Indeed principals work to understand the strengths, interests and personal circumstances of colleagues and use these understandings to build robust relationships, influence practice and develop staff capacity. Equally,

Baumeyer (2018) also concurred with Geoferey as he emphasised that principal should maintain consistence with their commitment to seeing every learner learning and working toward their potential; in particular the principal promotes a school environment that is inclusive, welcoming and equitable. In this case principals collaboratively plan and implement initiatives to encourage and celebrate diversity and to ensure a culturally responsive and socially inclusive school. And then they also actively prioritise the health and well-being of learners and staff, including their own.

Certainly, the principal initiates and builds effective relationships with key stakeholders and outside agencies. He/she develops mutually beneficial relationships with other schools and professional associations, which sometimes include global partners and as well; actively supports staff in their development of productive relationships with parents and other stakeholders. Nevertheless, the effective principals lead and promote a positive culture based on harmonious relationships and mutual respect. Furthermore, Geoffrey (2018) also postulated that the principals' interaction with others is tailor-made on ensuring that they model collegiality, reliability, fairness and commitment to support others. In essence Geoferey advocates that staff described effective principals as dedicated, approachable, sensitive and supportive. Moreover effective principals are readily accessible to staff, learners, parents and are regularly seen interacting with members of the school community. Equally, principals also take time to acknowledge and celebrate school, learners and teachers' success.

Geoffrey (2018), also highlighted that an effective principal interacts with individual members of staff in relation to their day-to-day work, although this may be largely in the context of school processes such as performance management and staff professional development. In this case as the principal interact with others, he/she becomes more welcoming and supportive and eventual develop, promote supportive effective teams as well as encouraging leadership at all levels in the school. Again principal tends to encourage events and opportunities to build relationships and team spirit. Moreover the principal is committed to maintaining an inclusive school environment in which all learners and staff feel welcome and valued and they communicate this commitment clearly and regularly. Accordingly principals work to ensure the effective integration of all learners and staff into the school community and act swiftly to address any signs of marginalisation or discrimination. In fact effective principals are committed to the health and well-being of all learners and staff. Typically highly effective principals ensure that their objective of making best use of available school resources to create a coherent, focused and effective operating environment is understood throughout the school. To make sure everyone work with them, principals encourage and support this agenda. Geoferey also further holds that to the extent of possible given the size of the school, principals play a hands-on- role in planning, recruitment, development and deployment of the school's human resources, including by overseeing processes for selecting, inducting, coaching/mentoring and building the capacity of staff. Therefore highly effective principals act to ensure that the school's facilities and infrastructure , including technologies, are used to maximise benefit, and they look for ways to enhance and deploy these to improve teaching and learning. And then they ensure that time is used efficiently and effectively. This involves detailed forward planning, ensuring that deadlines are met, minimising time wasting activities and protecting quality time for teaching and learning. For that reason principal would also understand that an orderly school environment in which there is clarity about policies, processes, roles and responsibilities is a key to success and they work to clarify and improve these. As a result Geoferey concluded that highly effective principals see the board/council, parent and community stakeholders as important resources in pursuit of the school's mission and prioritise the enhancement of these relationships and opportunities. As a result, a require was identified to conduct a comprehensive thoroughly analysis on principals' effectiveness roles on school performance to identify the advancement best practices by different schools principals in the country. The literature shown that principals who respect themselves as compelling pioneers don't exclusively centre on administration and regulatory things; their fundamental concern is directions hone. This is a leaves out the important management and leadership aspects which born effectiveness of principal-ship. In this setting, the current consider points to create an effectiveness of principals' roles approaches on school performance based on management and leadership of schools. Inside the system of this common reason, the sub-objectives of the current study are as takes after:

- To identify the journals focused on principals' roles and effectiveness that contribute to school performance.
- To explore the best practices employed by different school principals that enable them to perform management and leadership acts at their schools.
- To examine factors that hinder principals' on effective administering management and leadership roles to promote culture of teaching and learning.

3. Methodology

The study employed mixed method research design. Mixed design is the one that uses the procedure for collecting, analysing, and mixing both quantitative and qualitative methods in the same study to understand a research problem (Creswell and Plano, 2011). By using both quantitative and qualitative methods provides a better understanding of the research problem and question than either method itself.

The study included 30 participants who comprised of 10 principals and 20 teachers from purposively selected 10 schools. These include well performing, average performing and poor performing schools. Targeted principals were interviewed while teachers completed the questionnaires. The interview were tape recorded and transcribed after using themes to make the best analyses and interpretations in a descriptive manner. Contrary the data obtained from the questionnaires were interpreted using Likert scale and interpreted in statistical figures. This was done by coding the data and make preliminary analysis.

3.1. Interventions

Although some principals were hesitant to be interviewed, the researcher tried to explain to the principals that the aim of the study was not to target certain schools but rather for the purpose of completion of this research. There were also an issue of some teachers who did not want to participate in the completion of the questionnaires citing their busy schedules of marking their tests and class activities. The researcher explained to the teachers the importance of the data collected as the data can also be used in future for teachers' improvement in teaching and learning.

3.2. Instruments

The interview questions were pre-set before interview in order to assist the researcher to maintain focus on the topic under study and avoid the deviation from the under discussion. The interview question were open ended which allowed the participants freedom of giving more detailed information about the topic under investigation. On the other hand the questionnaires were also drafted with both open ended and closed ended questions. This was done to allow the creation of statistical data because the study was mixed method nature. The interview were taped recorded and the tape recorder will be kept in the safe place for a period of at least 4 to 5 years. In addition, the questionnaires will be also stored in the safe for the period of 4 to 5 years so that if there are other issues that need validation they can be retried from the safe.

4. Results

Data are presented and analysed according to the instruments used to collect the data in this research. First data obtained from questionnaires were analysed in a quantitative form and then the data from the interviews were also analysed in quality form. The results of the data obtained from the questionnaires are presented first in this section; thereafter the results from the interviews were also analysed and interpreted. Three (3) school principals were interviewed in this study and their results were presented and interpreted as shown below.

Table-4.1. Principal protects staff teachers from issues and influences that would detract from their teaching time and focus

Response Categories	School 1		School 2		School 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Agree	17	53.1	11	55.0	12	52.2
Strongly Agree	5	15.6	6	30.0	8	34.8
Disagree	4	12.5	1	5.0	3	13.0
Strongly Disagree	1	3.1	0	0.0	0	0.0
Undecided or Neutral	5	15.6	2	10.0	0	0.0
Total	32	100	20	100	23	100

Source: Researcher's own source (2019)

The table above shows that about (87 %) of teachers in school 3 agreed and strongly agreed that their principal protect them from things that may detract them from their teaching time and focus. School 3 is followed by school 2 with about 85% while school 1 have (69%) of those who agreed and strongly agreed. The table further reveals that none of the teachers in school 3 who have disagreed or strongly disagreed but school 2 have 5% of school who disagreed and there is about 13% of teachers in school 1 who disagreed. In overall, principal of school 3 is doing well in ensuring that teachers are not exposed to things that can detract them from their time and focus.

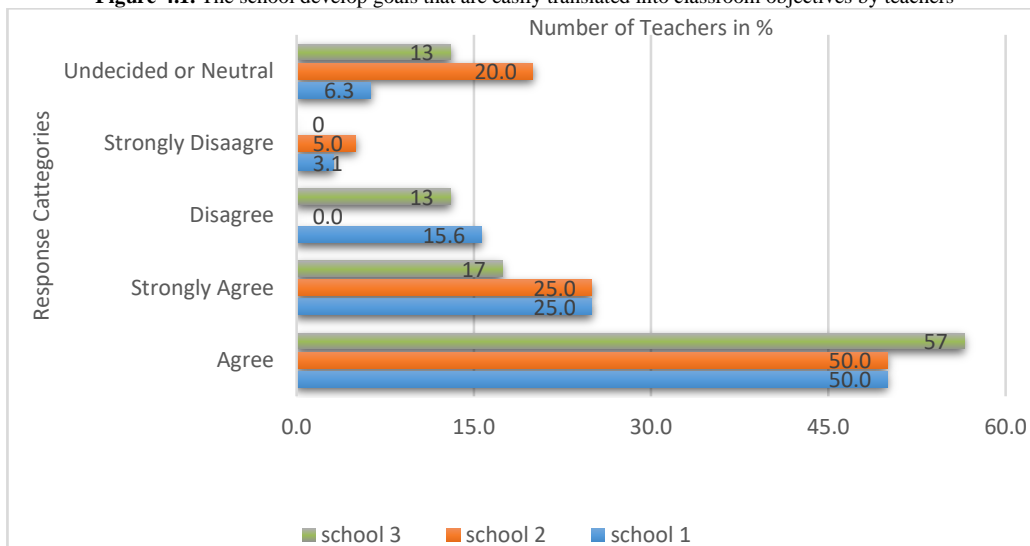
Table-4.2. The School uses data on learners' academic performances when developing school academic goals

Response Categories	School 1		School 2		School 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Agree	10	31.3	10	50.0	13	56.5
Strongly Agree	14	43.8	4	20.0	7	30.4
Disagree	3	9.4	0	0.0	0	0.0
Strongly Disagree	2	6.3	0	0.0	0	0.0
Undecided or Neutral	3	9.4	6	30.0	3	13.0
Total	32	100	20	100	23	100

Source: Researcher's own source (2019)

Teachers in three schools were asked whether their schools use data on learner's academic performance when developing school's academic goals. In school, 3 about (87%) of teachers who were asked agreed and strongly agreed, followed by school 1 with about (75%), while school 2 is five percent less than school 1. There is no teacher who disagreed or strongly disagreed in school 3 and school 2. The table indicates that about (16%) of teachers in school 1 have disagreed and strongly disagreed. The table further indicates that school 2 have more teachers who are neutral, followed by school 3, with 30% and 13% respectively. In overall school 3 is doing well in using data on learners' academic performance when developing its academic goals.

Figure-4.1. The school develop goals that are easily translated into classroom objectives by teachers



Source: Researcher’s own source (2019)

Teachers at different schools were asked whether their schools develop goals that are easily translatable in classrooms. The figure above shows that both school 1 and school 2 have similar numbers of teachers who have agreed and strongly agreed that their schools develop goals that are easily translatable into classroom’s objectives (75%) ,while about (74%) of teachers in school 3 agreed and strongly that their schools develop goals that are easily translated in classroom’s objectives. More teachers were found to be neutral in school 2 and school 3, with 20% and 13 % respectively. In overall both school 1 and school 2 are doing well in developing goals that are easily translatable into school objectives compared to school 3.

4.1. Principal Communication Roles

One of the more critical communication roles of principals is interacting with students’ and parents. This is often done at the beginning of a new school year to provide information. Principals also send out informational updates throughout the year. The more challenging aspect of communication is dealing with student discipline issues.

Table-4.3. principal communicates the school missions effectively to member of the school community

Response Categories	School 1		School 2		School 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Agree	14	43.8	10	50	12	52.2
Strongly Agree	8	25.0	6	30	5	21.7
Disagree	2	6.3	0	0	5	21.7
Strongly Disagree	2	6.3	1	5	0	0.0
Undecided or Neutral	6	18.8	3	15	1	4.3
Total	32	100	20	100	23	100

Source: Researcher’s own source (2019)

According to Table 4.3 above, school 2 has a high proportion (80%) of teachers who agree and strongly agreed that their principal communicate school mission effectively to members of community, followed by school 3 with (73.9 %) while school 1 is the lowest with (68.8%). There is a difference of (11.2%) between the highest school and the lowest school. This indicates that the school 2 principal appears to communicate the school mission effectively compared to other schools1. This translates the effectiveness in terms of management and leadership which may influence teaching and learning at school 2 and 3, although more still needs to be done in school 1.

4.2. Principal Discuss Academic Goals

As a principal, you must meet state requirements to ensure your students pass minimum academic standards and create an academic environment that is safe and suitable for learning. Your staff must comply with regulations and have the funds and resources they need to teach, train and encourage their students' academic pursuits. Even though you wear many hats, a strong support team is often your biggest advantage.

Table-4.4. Principal discusses the school academic goals with teachers at subject meeting

Response Categories	School 1		School 2		School 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Agree	12	37.5	7	35.0	12	52.2
Strongly Agree	13	40.6	6	30.0	4	17.4
Disagree	0	0.0	1	5.0	5	21.7
Strongly Disagree	5	15.6	1	5.0	0	0.0
Undecided or Neutral	2	6.3	5	25.0	2	8.7
Total	32	100	20	100	23	100

Source: Researcher’s own source (2019)

Teacher of three schools were asked whether principal discuss the school academic goals with teachers at subject meetings. The results has revealed that more teachers in school 1 about (78 %) of teachers in school 1 have agreed and strongly agreed followed by school 3 with about (70%),while school 2 have (65%) of teachers who agreed and strongly agreed that their principal discuss school academic goals with teachers. The large proportion of teachers who strongly disagreed are found in school 3 about (22%). Principal of school 1 is doing well in discussing the school academic goals with his/her teachers at subject meetings compared to other two schools. This proportions of some school principals not discussing academic goals of course this can affects the schools’ academic performance.

Table-4.5. Principal ensures that there are enough incentives for learning and Teaching at school

Response Categories	School 1		School 2		School 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Agree	8	25.0	8	40.0	9	39.1
Strongly Agree	12	37.5	3	15.0	6	26.1
Disagree	4	12.5	4	20.0	4	17.4
Strongly Disagree	1	3.1	4	20.0	1	4.3
Undecided or Neutral	7	21.9	1	5.0	3	13.0
Total	32	100	20	100	23	100

Source: Researcher’s own source (2019)

There is a high chance that principals in school1 and school3 ensure that incentives for learning and teaching are available at the school compared to school2. This attribution is related to those who strongly agreed that their principal gives them that assurance. On the other hand, respondents from school2 (40 %) disagreed and strongly disagreed that there is no incentives for learning and teaching at the school. In overall, the principal of school 1 is doing well in ensuring that there are enough incentives for learning and teaching at school this may contributes to effective teaching and learning hence principal-ship effectiveness.

Table-4.6. Principal shares leadership decision making and empower staff

Response Categories	School 1		School 2		School 3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Agree	0	0	8	40.0	12	52.2
Strongly Agree	10	31.3	6	30.0	3	13.0
Disagree	5	15.6	2	10.0	5	21.7
Strongly Disagree	3	9.4	1	5.0	0	0.0
Undecided or Neutral	2	6.3	3	15.0	3	13.0
Total	32	100	20	100	23	100

Source: Researcher’s own source (2019)

The results shows that the majority of teachers in 2 (70%) expressed that their principal do share leadership in decision making, followed by school 3 with (65%) of teachers who agreed and strongly agreed, while only (31%) in school 1 who strongly agreed. According to the results school principal of school 1 need to do more in sharing leadership skills in decision making and empowering of staffs. However even though school principals of school 2 and school 3 are doing good, there is still a room of improvement in ensuring that every staff is empowered to improve effective teaching and learning.

The following are qualitative data as analysed by the researcher:

4.2.1. Leadership Roles at Your School to Enhance Teaching and Learning

For this theme the first respondent, he/she seems to be an exemplary leader as he/she is also taking part in teaching endeavour and also by the way he/she ensure the availability of some needed teaching and learning materials in the school, this of course is likely to enhance good teaching and learning in the school. *I make sure that all machines and computers as well as printing are always working to make sure teachers who want to do researches about their subject or anything else are not delayed.*

I always acquaint myself with most of the ministerial documents for example education Act 16 of 2001, public service Act and the staff rules as one of the ministerial documents they use to enforce rules and making sure that teaching and learning is taking place uninterrupted. I make sure that there is teaching and learning taking place I usual do proper monitoring to make sure that curriculum of basic education is well followed.

The third respondent also indicated that he/she has the leadership role of motivating his/her teachers to be the best they can. On the contrary he/she did not clearly indicates what type of influential instruments he/she is going to use to influence them. Although he/she appears to know his/her roles as a leader something did not come out clearly. Generally he/she pointed out that he/she will inspire his/her teachers to be the best so that they can also encourage their learners at the end of the day, but this still seems to be too general statement as a school leader he/she supposes to give some clear examples of what he/she does that enhance teaching and learning at school.

4.2.2. Planning of Subjects Taught in the School

For this theme the respondent indicated that it is a requirement for every teacher to participate in the planning of subjects taught in their school, hence the job for supervisor is to make sure proper planning is taking place by supervising that exercise of subject planning. Furthermore, the school has heads of departments and subjects heads who also contribute to the supervisory job by making sure that every teacher in their departments has proper files and do the lesson preparation for every subject taught. In a nutshell, classroom observations are done to control and check whether teachers are doing proper planning for the subjects taught. As a consequence, the principal and heads of department will be able to check the learners' books and notes to make sure they have right notes given to them by their teachers. Furthermore, the respondent also postulated that the school has intercom system hence those teachers who go to classes unprepared and fail to plan as to what to teach he/she can monitor them by listening to them while teaching just to make sure teaching and learning is taking place in the school.

It is not really clear how teachers are involved in the planning of the subjects taught in school for this second respondent; because the respondent only points that the experienced teachers can assist the novice teachers in the teaching of the subjects but did not mention the issue of subject planning. Furthermore, he/she also only explained the provision of suitable materials to the teachers and departments but planning how to use those materials was not mentioned by this respondent. It seems involvement of teachers in planning of the subjects taught in this school is not well crafted as it appears to be general stated by this respondent. Ultimately he/she also stated that teachers can demand materials that are suitable for them and matching the curriculum but no mentioning of planning. This in essence appears to show that there is still a need to involve teachers in the planning of the subjects taught in this school.

It is clear that teachers are somehow involved in the planning of the subjects they taught in this school as the third respondent indicated that the teachers need to do daily preparation for the lessons they teach. In addition, he/she claimed that teachers play a major roles with the activities that are taking place in the school; and they mostly when and what activity to be done. This is part of the planning that is taking place in this school, but other aspects of subjects planning like making sure that right materials are available is not mentioned by any of the three respondents. As a consequence, one would say there is still more need to be done in terms of teachers' involvement in the subjects they taught in the school. The issue of materials used to teach the subjects, ordering of those materials need to involve teachers when ordering those materials and it seem lacking in all three schools as none of the respondents have mentioned it.

4.2.3. Discussing of the Day-to-Day Teaching and Learning Activities in the School

The one respondent has stipulated it well how he/she encourages the teachers to discuss day-to-day teaching and learning activities in their school. This looks like teachers in this school are given the platform to participate actively in the day-to-day teaching and learning activities as the respondent indicated that they have briefings three times per cycle where every teacher supposed to report what is happening and what needs to be done in their departments. This sounds like a good platform where improvement of teaching and learning is likely to take place as the problems identified will be able to be addressed on time. Also the involvement of other expertise from outside the school is likely to motivate teachers to seek help and eventual bring changes in the school which in essence may improve teaching and learning in their school. Moreover, the respondent stated that he/she encourages teachers who have problem to come forward so that he/she can discuss the issue with the teacher and sometimes refers the teacher to someone within the department who can mentor the other teachers.

Interestingly, this respondent also pointed out the teachers' briefing as one of the approach they use to involve teachers to discuss the day-to-day teaching and learning activities in their school. In addition, the provision of the teachers' freedom to bring up new topics for discussion on the burning issues proves that they are making contribution in terms of discussing the day-to-day teaching and learning activities in this school. Moreover, the respondent attested that they have WhatsApp group for staff members to communicate when there is an urgent need that need intervention for everyone and they communicate all teachers and all staff members to mainly focus on teaching and learning. This seems that teachers are actively taking part in making sure that teaching and learning improvement in this school is part of their duty. Although, the respondent did not points out how to make sure that proper monitoring is taking place so that when ideas are discussed they are implemented by all staff members.

As indicated by one of the respondent, it shows that teachers are involved in discussing day-to-day teaching and learning activities in this school also. This means almost all three respondents indicated that there are nature and element of teachers' involvement in discussing of the day-to-day learning activities in their schools except that in

some cases things are not really clear as to how they administer those activities and how the activities are monitored to make sure this can lead to improvement of teaching and learning in their schools. This can also be observed from the above respondent above who indicated that they usually have management meeting to make decisions that translate back to the teachers but as to how they make sure that those decisions lead to fruitful discussions that can eventually improve teaching and learning is not clear. On the contrary he/she also mentioned the issue of briefing that they always have every Tuesday and Thursday for them to discuss issues related to teaching and learning in the school which gives also a good platform for teachers to be involved in discussing day-to-day teaching and learning activities in the school.

5. Discussion and Conclusion

5.1. The Current Literature on Principals' Roles and Effectiveness That Contributes to School Performance

The current literature revealed that principals hone guidelines authority, which is considered imperative in progressing teachers' educational programs conveyance capacity, which eventually upgrades learner execution. Furthermore, literature also shown that principals' guidelines administration is basic to the improvement and maintainability of fruitful schools (Chabalala and Naidoo, 2021). Subsequently, compelling directions pioneers effectively impact others to use fitting guidelines hones with their remarkable information of the significant subject matter. In well-functioning schools, the centre is continuously on progressed understudy results. Contrary to the current literature the results of this study shows that some principals do not have clear designates on what type of influential instruments they use to influence teaching and learning to be done effectively at their schools. Results also revealed that 13% of teachers who participated in this study indicate that their principals do not protects staff teachers from issues and influences that would detract from their teaching time and focus as revealed in table 4.1. Although most of the respondents indicated that there are nature and element of teachers' involvement in discussing of the day-to-day learning activities in their schools, things were not really clear as to how they administer those activities and how the activities are monitored to make sure this can lead to improvement of teaching and learning in their schools.

5.2. Best Practices by Principal to Perform Management and Leadership Roles

Highly effective principals are committed to creating and maintaining an inclusive school environment that is welcoming, fair and equitable and they place a highly priority on the health and well-being of all learners and staff, including themselves.

5.3. Management and Leadership Roles to Promote Culture of Teaching and Learning

Although the literature according to Utui *et al.* (2021) study shown that in organizational life, interpersonal communication is exceptionally vital since interpersonal communication can increase shared understanding between subordinate workers and bosses, and move forward coordination of different diverse exercises or assignments such as teaching and learning at schools. This study revealed that only (31%) of participants in school 1 who strongly agreed that principal shares leadership decision making and empower staff table 4.6. This reveals that with less effective control on what is happening in school and poor communication skills, this can lead to people becoming reluctant as a results this may cause poor performance in schools. This study underlines the importance effective principal-ship and effective instructional leadership which promotes good academic results.

5.4. Hindrances to Principals to Administer Management and Leadership Roles to Promote Teaching and Learning

Destitute interpersonal communication can complicate different sorts of joint exercises and can encourage the lead to push and disappointment among workers. For this reason, in organizations or in school connections, an open communication framework must be created since separated from the existence of numerous communication frameworks and a few proliferation in communication, it can be said that open communication is superior to closed communication frameworks. In this communication framework, the signs that can be produced incorporate understanding, delight, and impact on demeanours, superior connections, and activities (Utui *et al.*, 2021). This study's results naked that the large proportion of teachers who strongly disagreed are found in school 3 about (22%). This proportions of some school principals not discussing academic goals of course can affects the schools' academic performance. It is for this reason that this study results are significant as the more emphasise is made to make sure there is interpersonal communication within the school as an organisation to promote team work and eventually lead to good performances among the teams.

6. Conclusion

This study boons content thematic analyzed results and SPSS software analysis the most on the most cited articles on management, leadership, and administration related effectiveness of principals' roles on school performance. In deciding the topical structure of the articles examined within the scope of the think about, the current patterns recognized from the surveyed articles offer a direct for future inquire about on comparable subjects. It is accepted that the current investigate results will energize analysts to inquire about less examined subjects in current writing. Inside the scope of the current think about, administration- and leadership-oriented studies related to related viability of principals' parts on school execution were mostly focused on principals' management, leadership, administration, effectiveness, interpersonal communication and school performance. The samples of inspected considers, basically composed school leaders (principals), Head of departments and teachers show that even though several studies were carried out, investigating management, leadership, and organization related to effectiveness of principals' roles on school performance with distinctive proficient groups will without a doubt enhance this logical field. Another outcomes about gotten inside the scope of the current inquire about was that the published articles were basically "theoretical" articles based on writing surveys. In this context, whereas investigate utilizing datasets was basically conducted with "qualitative methods," the number of thinks about conducted with a "mixed-methods" plan was found to be limited. From this point of view, choosing a mixed-methods plan in future inquire about centered on management, administration, and organization related to effectiveness of principals' roles on schools' performances may offer assistance give more analytically wealthier results.

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