



THE EFFECT OF PRINCIPALS' INSTRUCTIONAL STRATEGIES ON THE ACADEMIC PERFORMANCE OF TEACHERS

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Abstract:

The aim of the study was to explore the effect of principals' instructional strategies on the academic performance of teachers. Data was collected through the interview schedule, field notes and the 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 effect of principals' instructional strategies on the academic performance of teachers, the prevailing instructional strategies used and the association between instructional strategies and the existing academic performance of teachers. Principals need to study and learn the application of instructional strategies, apply instructional strategies to optimise their success and enhance the academic performance of teachers, which result in student academic performance. Principals need to use instructional strategies to enhance the academic performance of teachers. Principals' instructional strategies affect the academic performance of teachers, which affects the schools, principals, and teachers' performance, which results in positive or negative student academic performance.

Keywords: principals' instructional strategies, principals' instructional supervision, curriculum implementation, teacher academic performance, student academic performance

1. Introduction

The relationship between principals' instructional strategies and teachers' academic performance has been found to be low in coordinating, controlling, and teacher instructional performance and student performance. Major constraints identified include an inadequate number of highly qualified teachers, an excess workload for teachers, inadequate learning resources, a lack of adequate and well-equipped teacher offices,

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inadequate classrooms, and an unfairly conducive environment (Ayeni & Akinfolarin, 2014). Few principals consult teachers to discuss school goals, revise curriculum, and classroom observation to improve teaching and learning practices (Iqbal et al., 2021).

The implementation of the revised curriculum has been faced with challenges related to shortages of instructional material, limited funding provisions, teachers' perceptions and attitudes towards the revised curriculum, as well as the lack of training and continuous support provisions for both teachers and school principals (Katshuna & Shikalepo, 2023). The implementation of the revised curriculum has been characterised by flaws implicating the process of teaching and learning. It seems implementers of the curriculum are not cognisant of the challenges facing implementation, the devise mechanisms to minimise the challenges implicating successful teaching and learning (Ayeni & Akinfolarin, 2014). In many schools, the performance of students has been on a downward trend, with a progressive decrease in the number of students who scored grades C+ and above for the last five years (2019 to 2023).

Studies have revealed that the training on curriculum implementation was haphazardly offered. Some schools still need workshops for vocational subjects coupled with a shortage of vocational subject teachers in science and computer laboratories (Bastasa & Guhao Jr, 2024). Other schools faced challenges related to the low teacher-learner ratio in rural schools versus a very high teacher-learner ratio in urban schools. There is also a need to fund learner support initiatives. Another challenge is that the new curriculum is designed in a top-down cascades approach (Josua, 2022).

Principals' instructional supervision has not been effective in enhancing the academic performance of teachers to improve the academic performance of students (Hanshi & Mosomi, 2023). Principals' classroom visitation and curriculum implementation strategies have been found to be low (Ossai & Ichazu, 2023). Studies have found that providing incentives for teachers, providing incentives for learning, and promoting professional development for teachers have been found to be low (Isah & Agbe, 2019). Principals lack strategies for improving teachers' performance through coaching, supervision, disciplinary measures, giving motivation, and giving rewards (Manto et al., 2021). Improved academic performance does not occur immediately but it accrues over time, the estimated first-year impact of the principals and subsequent impact over time (Bluestein & Goldschmidt, 2021).

Despite educator and policy efforts over the past 50 years, the achievement gap between students who live in poverty and those who do not continue (Nellitawati et al., 2024). The instructional strategies and practices to help close this gap have been a point of discussion (Evertson, 2020). Studies have found that the instructional role of principals is crucial in advancing student academic achievement (Mueni, 2019). Principal instructional strategies and behaviours affect the teachers' academic performance, which is the study's focus (Sanchez & Watson, 2021). Principals should be engaged with new approaches and/or instructional strategies to improve the teachers' performance and increase students' academic achievement (Soroñoa & Quirapb, 2023).

The concept of school effectiveness is a multifaceted, complex phenomenon which can be measured through various indicators such as student academic achievement, student engagement and teacher satisfaction (Oluwatosin, 2024). Many factors have contributed to the effectiveness of schools, such as strong leadership, effective teaching practices, a positive school culture and parental involvement. School resources such as funding and facilities can also affect school effectiveness, particularly in under-resourced communities (Javornik & Mirazchiyski, 2023).

Studies have found that principals rarely involve teachers in decision-making, communication, supervision of instruction, motivation and delegation of duties to teachers. Studies have found that principal leadership strategies have a positive impact on teacher professional growth (Ivagher et al., 2024). Educational leadership development initiatives that focus on enhancing leadership skills among teachers can create conditions which are conducive to effective teacher professional growth. These initiatives promote the fostering of cooperation, providing constructive feedback, and establishing clear instructional objectives (Tahir & Fatima, 2023). All four instructional leadership practices are associated with academic performance, namely defining the school mission, managing the school instructional program, promoting a positive learning climate and advancing teachers' interests (Theron, 2023). As such, balanced instructional leadership practices enhance the proper utilisation of resources to realise effective school performance (Muyunda, 2022). Studies have found a moderate relationship between instructional leadership practices and teaching-learning practices (Katshuna & Shikalepo, 2023). Principals' instructional leadership has been found to be effective as resource providers, instructional resources, and communicators, while teachers' performance has been found to be outstanding within these contexts (Soroñoa & Quirapb, 2023).

Several studies have found a strong correlation between principals' emotional intelligence and the teachers' instructional strategies, which was influenced by the principals' instructional leadership (Khokhar et al., 2023). A combination of instructional strategies and digital literacy has a positive but moderate relationship with teachers' performance. To enhance teacher effectiveness in the digital era, both robust instructional strategies and high digital literacy are important, thus highlighting the necessity for a comprehensive educational strategy (Nellitawati et al., 2024). An association has been found between principals' instructional leadership and teacher professional development and growth. Ultimately, principals' instructional leadership emerge as a significant predictor of the teacher's professional development and growth (He et al., 2024).

Studies have found that due to the accelerated pace of life and rapid development of society in recent years, balancing work and personal life has become a difficult task, resulting in elevated levels of work dissatisfaction (Zhang et al., 2024). Dissatisfaction significantly affects teachers' mental health (Oducado et al., 2024), whereas digital characteristics and digital literacy significantly affect students' academic performance (Cornillez, 2024).

Establishing clear school goals emerges as foundational, revealing a consistent positive correlation between visionary leadership and enhanced teacher performance (Theron, 2023). A collaborative professional learning environment emerges as the catalyst for improving teachers' performance. Offering opportunities for collaborative learning, knowledge sharing and ongoing personal development contributes to a positive school culture and shared responsibility for student success (Evertson, 2020). In this regard, the emphasis is placed on broader implications of principals' instructional leadership on the teachers' instructional strategies, 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 to a teaching workforce (Groenewald et al., 2023).

The Oshana Region statistical results for 2023 overall performance have revealed that only 23.1% qualify for tertiary institutions. The results for English as a second language have revealed that only 65.1% were graded A-D. By comparison with the other languages that are offered, Afrikaans's 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 investigate the effect of principals' instructional strategies on the academic performance of teachers. Therefore, the aim of this study was to explore the effect of principals' instructional strategies on the academic performance of teachers in the Oshana Region.

The overarching primary research questions the study explored were:

- What effects do principals' instructional strategies have on the academic performance of teachers in Oshana Region?
- Which instructional strategies do principals use in Oshana Region?
- Which existing instructional strategies enhance the academic performance of teachers?
- What existing academic performance which associates with instructional strategies?

2. Literature review

2.1 Instructional strategies and teachers' academic performance

Several studies have found that due to the accelerated pace of life and the rapid development of society in recent years, balancing work and personal life has become a daunting task, resulting in elevated levels of work stress. Studies have revealed a need to understand the field of developmental direction and to devise effective strategies to manage work stress (Zhang et al., 2024). Certain demographic variables and satisfaction at work exert a positive influence on the mental health of teachers making improvements in working conditions of teachers and devising ways to enhance their well-being almost impossible. Key findings highlight the urgency of prioritising teachers' well-being in a dynamic educational system. The influence of demographic variables such as school

type, residential setting and job satisfaction are predictors of mental well-being that affect individual teachers (Oducado et al., 2024).

Studies have revealed that teachers have limited access to technology devices coupled with poor internet access and unstable internet status, and these have described their overall online utilisation. These have resulted in the popularity of Google Meet for synchronous utilisation which consumes less data than video conferencing, Facebook and email as an electronic utilisation platform for planning class activities. Digital demographic characteristics and digital literacy have effects on teachers' academic performance. Similarly, the digital demographic characteristics of teachers have an effect on their digital literacy (Cornillez, 2024).

Several studies have revealed that principals' leadership, political skills, teacher empowerment, and school climate affect teachers' academic performance (Bastasa & Guhao Jr, (2024) whereas teachers' perceptions are influenced by philosophical beliefs, methodological approaches and ethical considerations (Oluwatosin, 2024). Some principals lack the leadership skills and knowledge needed to set direction for schools, redesign their institutions, develop their staff and conduct instructional supervision. This lack of appropriate leadership skills and knowledge negatively impacts the execution of their duties. The regional directorate has failed dismally to induct newly promoted principals despite conducting fast-tracked hand-over take-over mini-inductions. The presence of continuous professional development has not helped the principals acquire the needed leadership skills for the job because very few workshops have been held due to financial limitations and lack of time (Nambinga & Sidor, 2024).

School leadership has been a topic of empirical quantitative study for nearly four decades, and at that time a great deal has been discovered about the strategies and mechanisms through which effective leadership acts. In its modern conceptualisation, leadership is seen as an organisational construct of leadership activity stretching across leaders, followers and the situation which exists in the organisation. Nevertheless, principals continue to play a central role in leadership activity and their actions, behaviours, and strategies influence teachers' effectiveness and improvement efforts and their academic performance (Evertson, 2020).

Studies have demonstrated that teacher collaboration is an important element in the improvement efforts and building of instructional teachers' capacity. Principals influence the opportunity and effectiveness of teacher collaboration within their schools. Professional learning communities of teachers have been demonstrated to provide opportunities for teachers to learn collaboratively, develop common goals intended to improve student outcomes and work cooperatively as colleagues to increase the effectiveness of their schools (Khokhar et al., 2023).

Principals' instructional strategies have effects on the teachers' academic performance students' academic achievement through the provision of teaching and learning resources, the establishment of policies for monitoring the students' progress and ensuring a good time for management. There is an association between students' perceptions of principals' instructional leadership and teachers' academic performance.

Principals perform their instructional leadership functions to influence students' academic performance (Mueni, 2019). Instructional leadership practices of principals and teaching and learning practices of the teachers play a critical role in monitoring of student progress, coordinating curriculum and incentives for teachers and promoting professional development of teachers (Iqbal et al., 2021).

The government, in collaboration with principals and other stakeholders, should provide an adequate number of highly qualified teachers, learning resources, classrooms and capacity development for teachers to address the gaps in curriculum instruction management currently in schools (Ayeni & Akinfolarin, 2014). Principals, in turn, must create time to provide sound instructional leadership by undertaking instructional supervision activities to improve teacher classroom pedagogy (Hanshi & Mosomi, 2023).

MoEAC should ensure that incentives are given to teachers who are adjudged to have performed above others. Principals should liaise with the ministry to make sure that adequate instructional material, teaching methods, and relevant textbooks are provided and should provide training and retraining opportunities for teachers to improve in knowledge and methodology to enhance and sustain students' academic performance (Isah & Agbe, 2019). There should be regular training for school principals on classroom visitation, curriculum implementations and other instructional supervision techniques (Ossai & Ichazu, 2023). Principals should ensure that teachers are involved in decision-making, effective communication and supervision of instruction to influence them to carry out their duties effectively towards attaining high job performance (Ivagher et al., 2024).

Studies highlight the importance of principals' emotional intelligence to enhance their instructional leadership skills and develop teachers' teaching strategies, ultimately creating a conducive teaching and learning environment in schools (Khokhar et al., 2023). Principals perceive that they have a high level of engagement in leadership practices associated with order, discipline, resources, and input but a low level of engagement in culture, focus, and intellectual stimulation (Nambinga & Sidor, 2024). Teachers perceive that the principals have a high level of engagement in intellectual stimulation and input but a low level of engagement in culture, order, discipline, and resources. Principals' fulfilment of leadership responsibilities, from principals' and teachers' perspectives, can be used to predict the likelihood of whether the school will meet accountability measures. From the principals' perspective, resources and culture are significant predictors of school effectiveness, whereas from the teachers' perspective, resources and culture are significant predictors of school success (Evertson, 2020).

3. Material and Methods

3.1 Research design

Emanated from the constructivist paradigm, this study investigates the effect of principals' instructional strategies on the academic performance of teachers. The term constructivism, as applied to the learning theory, is an interpretivist notion, it represents

untruths about ways individuals learn (Ling & Ling, 2017). This study employs a case study to describe and clarify the phenomenon under investigation (Dey, 2003). A case study was, therefore, used for in-depth exploration of the actual case (Creswell & Creswell, 2017) and to investigate the effect of principals' instructional strategies on the academic performance of teachers in the Oshana Region in Namibia. In this study, the position is taken that the research paradigm takes a prime position, meaning researchers should be certain about the research paradigm in which the research is carried out. This is very important in making sure all aspects of the research endeavour are congruent (Ling & Ling, 2017), the research exercise is coherent, and the outcomes are appropriate and defensible.

3.2 Participants

Using Oshana Directorate of Education's latest statistics of 2023, a population of ten principals and ten teachers from ten schools in junior/senior primary, junior and 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.

3.3 Sampling

Criterion purposeful sampling was used based on the researcher's exposure to the engagement of ten teachers in ten schools in the Oshana Region.

3.4 Data collection

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

3.5 Procedure

After all the required permissions 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.

3.6 Data analysis

In this study, data were analysed using typological analysis, content analysis and Atlas.ti (Leedy & Ormrod, 2023). Categories pertaining to the effect of principals' instructional strategies on the academic performance of teachers in the Oshana Region in Namibia were used to create patterned and thematic meaning from qualitative data. Major themes

were derived from questions of the study, and a description of each theme was done, analysed and interpreted critically and objectively.

3.7 Ethical considerations

After all the required permissions were sought and granted, the researcher sent a letter to participants informing them about information concerning the study. This process was done to avoid the reality and the appearance of coercion. Confidentiality was maintained, and participants were informed of the rationale, recording, transcriptions and safekeeping of audio-taped interviews. Ethical measures were taken by making sure that the participants signed informed consent, ensuring privacy in subsequent interviews, and guarding against manipulating the participants during data collection reporting processes. Anonymity and confidentiality were observed when reporting on the utterances and narratives of participants. Pseudonyms replaced participants' names to protect their identities. Participation was voluntary.

4. Findings

This section presents findings on the effects of principals' instructional strategies on the academic performance of the teachers in the Oshana Region. The section comprises the views of ten principals and ten teachers collected from the interview schedule, notes taken during fieldwork and open-ended questionnaires. 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 the researcher to talk about the data presented, combining the two sections could have compromised key findings, hence separating the two sections in this study.

4.1 Instructional strategies 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 the Oshana Region. The theme is the effects of principals' instructional strategies on the academic performance of teachers in Oshana Region. It is worth noting that the theme relates to how the relationship between principals' instructional strategies and measures of teachers' academic performance could be constructed and developed to find an association between the two. In this study, the researcher has to determine whether principals and teachers understand the effects of principals' instructional strategies on the academic performance of teachers. This was done to answer the question: What effects do principals' instructional strategies have on the academic performance of teachers in the Oshana Region? Responses from principals showed that principals use instructional strategies to encourage teachers to focus on the teaching/learning process. For example, one principal in the senior secondary phase said:

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

Another principal at the junior secondary phase said:

"It refers to teaching and learning strategies used by principals."

Nevertheless, another principal at the senior primary phase, when asked on the effects of instructional strategies, said:

"It refers to teaching and learning philosophy used in a school."

On the other hand, teachers said that principals' instructional strategies could boost teaching and learning at school. One teacher in the junior primary phase, when asked about the effects of instructional strategies, said:

"It refers to teaching/learning strategies which promote academic achievement among learners and teaching staff."

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

"Principals use instructional strategies to discourage advocate of high academic performance."

4.2 Instructional strategies used by principals in Oshana Region

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

"Principals use instructional supervision."

One teacher at the senior primary phase said:

"Principals use school instructional program."

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

"Principals use instructional leadership."

Another teacher at the junior secondary phase, when asked about the prevailing instructional strategies, said:

"They use curriculum implementation strategies."

One teacher at the junior secondary phase said:

"They use various instructional strategies to ensure academic performance among learners."

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

"Principals use a mixture of instructional strategies to enable Freirean praxis (transformation)."

4.3 Instructional strategies which enhance the academic performance of teachers

In order to determine existing instructional strategies which enhance the academic performance of teachers, the researcher asked the question: Which existing instructional strategies enhance the academic performance of teachers? The responses of the principals indicated that principals use instructional strategies to monitor the teaching and learning process and to ensure learners' academic performance is taking place. One principal in the junior primary phase said:

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

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

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

One principal at the senior secondary phase said:

"They ensure transformational education is in place."

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

"They ensure that school produces innovators and creators."

However, another teacher in the senior secondary phase said:

"Principals ensure teaching, learning instruction, and assessments promote lifelong learning."

Another teacher at the senior primary phase said:

"They ensure assessments enable learners to perform after classroom context."

One teacher at the senior secondary phase said:

"Principals ensure teaching and learning instruction upscales innovation and entrepreneurial rigor."

4.4 Academic performance which is associated with instructional strategies

In order to establish existing teacher academic performance that is associated with instructional strategies, the researcher asked the question: What existing academic performance is associated with instructional strategies? One principal in the junior primary phase said:

"Teacher instructional performance"

Another principal at the senior primary phase said:

"Principals' instructional supervision"

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

"Principals' instructional leadership"

Another teacher in the senior primary phase said:

"School instructional program"

Yet another teacher in the senior secondary phase said:

"Curriculum implementation instructional strategies/supervision"

5. Discussion

This section is linked to the 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, the 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 effect of principals' instructional strategies on the academic performance of teachers in Oshana Region.

5.1 Instructional strategies and academic performance of teachers

This article explored the effect of principals' instructional strategies on the academic performance of teachers in Oshana Region. The main question answered by the study was: What instructional strategies are used by the principals to enhance the academic performance of teachers? The prominent issue that emanated from the findings was that there is a direct link between principals' instructional strategies and teachers' academic performance, which directly affects teaching, learning and assessment practices in schools. Various researchers have found that using instructional strategies allows effective learning-focused processes that foster improvement in learning and teaching (Lee et al., 2023). Studies have found that the instructional role of principals is crucial in advancing student academic achievement (Mueni, 2019).

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

5.2 Instructional strategies used by principals in Oshana Region

In this study, the principal issue encompassing these findings is that this link is attributed to how principals use strategies to monitor school programs, thus confirming a similar study by Benjamin et al. (2021). The sample of this study revealed that principals use instructional strategies to give instruction to teachers to implement the curriculum. Learners are drilled on how to answer the examination questions. That said, it should be noted that the concern in this study was on the effects of principals' instructional strategies on teachers' academic performance, not vice-versa (cf. Methodology Section). However, a possible interpretation of this finding could be that there are regulations on the implementation of ministerial mission, vision statements and policies within educational settings (MoEAC, 2023). As a result of the top-down cascades of the ministerial mission, vision, and policies, many principals might have difficulty adapting/changing the status quo. These anomalies might lead to instances where strategies might fail or have unintended consequences. However these anomalies need to be addressed by involving various stakeholders in the planning and implementation process (Bastasa & Guhao Jr, 2024; Josua, 2022).

5.3 Instructional strategies which enhance the academic performance of teachers

Another principal issue noteworthy from the study is that principals use instructional strategies to monitor the teaching and learning process and to ensure learners' academic performance is taking place. This finding is consistent with those of previous studies that assessed the usefulness of instructional strategies which empower teachers, promote well-being, provide lifelong learning opportunities and improve the quality of students' learning (High, 2020; Lee et al., 2023). Findings point out that instructional strategies foster collaborative learning and continuous improvement. This finding correlates with an earlier study by Ferreira et al. (2023) on the importance of communication, cooperation and trust within the group.

5.4 Academic performance which is associated with instructional strategies

Finally, the most obvious findings emerge from the study is that this direct link between principals' instructional strategies and teacher academic performance is attributed to factors that determine the choice of instructional strategies. Studies indicate that principal instructional strategies play a vital role in school culture and organisational environment (Chaka, 2018). Principal instructional strategies correlate with welcome environments and a culture of continuous improvement (Tahir & Fatima, 2023). Studies found a positive relationship between instructional leadership practices and teaching and learning practices (Katshuna & Shikalepo, 2023).

6. Conclusions

Based on the analysis of findings and the design used in this study, principals' instructional strategies have an effect on the academic performance of teachers that affect the schools, principals and teachers' performance, which results in positive or negative student academic performance. It was evident from this study that principals should take the academic performance of teachers head-on.

In view of the findings of the study, the following recommendations are made for practice: Firstly, principals should use instructional strategies to optimise success and teachers' academic performance. Secondly, principals should use instructional strategies to enhance the teachers' academic performance. Lastly, the study recommends an urgent need for principals to study and learn the application of instructional strategies, apply them to optimise their success and enhance teaching and learning, which result in teachers' academic performance.

Limitations exist with this study. Its scope is confined to the Oshana Region in Namibia which narrows generalisability of its findings thus limits the broader applicability of its findings. Based on the findings of study, the following recommendations are made for future research: Firstly, future research should be undertaken to establish correlation between principals' instructional strategies and teachers' academic performance since this was beyond the scope of this study. Secondly, future research should conduct comparative studies across different regions and

exploring complex interplay between instructional leadership, teacher well-being, and systemic challenges. Thirdly, future study should explore the specific mechanisms through which these challenges impact school performance.

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About the Author

The author is a focused education professional with a doctoral degree in management and experience in helping students achieve education goals, talented at building lasting relationships and partnering with others to meet objectives. The author is enthusiastic and ambitious with career success, building strong, effective teams of inspired educators and support staff. The author has over 32 years of experience in the academic landscape, with expertise in leadership and management, motivational academic leaders excelling in performance-increasing initiatives, improving customer satisfaction and driving overall operational improvements. An innovative academic leader focused on engaging students and educators to meet objectives and drive student progress. The author has over 14 years of managing performing institutions, cultivating student rapport and promoting successful education delivery. The author is an experienced leader with 14 years of experience in leadership/management through participation, coordination, supervision, delegation and devolution of power. The author focuses on advanced intensive/advanced research skills and publication in the Ministry of Education, Arts and Culture.

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ON THE ACADEMIC PERFORMANCE OF TEACHERS

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