EXPLORING THE COMPLEX INTERPLAY BETWEEN TRANSFORMATIONAL, INSTRUCTIONAL, DISTRIBUTED, TEACHER WELL-BEING AND SYSTEMIC CHALLENGES

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Abstract:

This study explores the complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges. Data was collected through interview schedule, field notes and open-ended questionnaire. Criterion purposeful sampling technique was used to select ten principals from ten schools. Data analysis was conducted using thematic analysis, typological analysis, content analysis and Atlas.ti. The findings have established the complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges, prevailing leadership strategies used and the complex interplay between them. Principals need to study and learn the application of leadership strategies, apply leadership strategies to optimise their success and to enhance schools academic performance which results on students' academic performance. Principals should integrate elements of leadership strategies to support teacher wellbeing, enhance job satisfaction, and promote student success. Leadership strategies have the complex interplay on the schools performance which affects schools, teacher performance which could result in positive or negative student academic performance.

Keywords: transformational, instructional, distributed, schools performance

1. Introduction

Relationship between educational leadership and students' outcomes has acquired unprecedented attention among scholars, educators and policy makers in the past two decades on a global scale. Systematic and empirical analyses have been conducted to estimate the direct and indirect effects of different leadership practices on students' achievements (Dreer, 2022). The increasing interest in educational leadership emanated from popularized belief that successful leadership produces better school outcomes. Case

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studies, qualitative research have presented many stories of falling schools that with the help of the right kind of leadership transformed into successful educational institutions (Tañiza, 2024). Policy makers around the world have increasingly emphasised the role of successful educational leaders in reducing achievement gaps among various populations. Educational ministries, as well as departments across the industrial and developing worlds have heavily invested in the creation of educational leadership programs with the realisation that leadership determines a significant portion of the variation in a range of student outcomes (Collie & Martin, 2023).

Despite positive association narrative one gets from qualitative research, the empirical findings linking the educational leadership practices and students' outcomes are inconclusive. The drastic differences in the results of the quantitative scholarship on the effect of leadership on students' achievement are likely due to the different methodological specifications (Hickey *et al.,* 2024). Many studies have used non-academic student outcome measures, social, psychological and non-academic attributes, as dependent variable. This specification is likely to increase magnitude of leadership effects on students' non-academic outcomes given the larger role school leaders play in setting the mission, vision and/or management of schools rather than directly interact with students' teaching and/or learning on a daily basis like teachers (Feye, 2019). Many studies only included published research, which decreased the number of the available investigations. The inclusion of unpublished literature is likely to increase the sample of the available studies thereby adding more robustness to the estimates of leadership effects on students' outcomes. Authors have often selected certain types of leadership generating different estimates. Authors have used different instruments to measure leadership, as well as students' achievement leading to varying empirical findings (Lani & Pauzi, 2024).

The inconsistencies in empirical research pose significant challenges to policy makers, as well as professional educators. Many findings have alluded to the weak indirect effect of leadership on students' outcomes contradicting the cemented belief among education policy makers' circles concluding a moderate to strong positive association between two constructs (Tirri *et al.,* 2021). The drastic variation of empirical findings in instructional, transformational, distributed effect on students' achievement hinders policy change, as well as school efforts in organisational change due to confusion surrounding what type best serves schools (Bey, 2022). The absence of concrete knowledge on the effect of leadership on students' achievement impedes the continuous process of schools' improvement. Finding effect of various leadership practices on students' achievement aids policy makers and education professionals with the necessary knowledge to proceed with the meaningful changes which bring improved students' performance (Feyisa & Edosa, 2023).

In ever evolving educational landscape, the conventional boundaries of school leadership have transcended, prompting a need for an adaptable and responsive leadership practices. Distributed leadership, a transformative framework redefines leadership as a collective endeavour involving multiple stakeholders (Mifsud, 2024).

Practical strategies encompass a shared vision, clear roles, collaborative learning communities, continuous professional development, distributed decision-making, effective communication, adaptive leadership, recognition of contributions (Rodrigues *et al.*, 2024). Challenges include resistance to change, role ambiguity, and trust-building. Critical reflections encompass the policy reform, equitable education, and/or transformative potential of distributed leadership. The impact of distributed leadership on school improvement is examined through enhanced school climate, student engagement, and academic achievement (Muhammad, 2024).

Currently, many schools are under intense pressure to improve quality and/or achieve long-term educational outcomes. To improve education, schools' teaching and learning environments must be improved (Printy & Liu, 2021). School leaders need to have basic understanding of various leadership practices that can be used to improve teaching and learning. Some school leadership practices have a direct influence on the student and teacher dedication, as well as teaching and learning in classrooms. School leaders should encourage leadership in schools through training initiatives (Agyeman & Aphane, 2024). If leaders are more engaged in business of teaching and learning of their students, academic performance of schools pupils become better. The influence of leadership on academic measures differs from its effects on non-academic outcomes including social, psychological and political characteristics (Almarshad, 2017).

Transforming leadership emphasises motivation of the teachers and students to go a notch higher through provision of a vision. Leadership that focuses more on instructions aims at improving the quality of teaching and learning as well as the curriculum to improve students' performance (Iqbal *et al.*, 2021). However, distributed leadership means that the leadership roles and/or responsibilities are spread across many school members and/or it supports an inclusive school community. Each of them has the capacity to create positive change in educational institutions and it is in this light that their combined effort is highlighted. The application of this leadership is possible in order to develop a dynamic organic centre for education in order to build on ideas and growth (Li, 2024).

As Namibian educational sector continues to evolve, particularly in response to local and global systemic challenges, understanding, refining leadership practice is crucial to ensure that schools remain adaptable capable to meet students' needs (Collie & Martin, 2023). Effective leadership not only enhances internal performance of schools, but also contributes to the broader objective of educational excellence to support Namibian's ongoing efforts to provide quality education for all students (Ma & Marion, 2021). Considering above, this study sees urgent need to investigate complex interplay between transformational, instructional, distributed leadership and systemic challenges. The aim of this study was to explore the complex interplay between transformational, instructional, distributed leadership and systemic challenges in Oshana Region.

The overarching primary research questions the study explored were:

1) What complex interplay which exists between transformational, instructional, distributed leadership and systemic challenges in the Oshana Region?

2) Which leadership practices do principals use in Oshana Region?
3) Which existing leadership practices enhance school performance?
4) What existing school performance associates with leadership practices?
5) What challenges are associated with the application of the leadership practices?
6) Which support mechanisms are used to address identified challenges?

2. Literature review

2.1 Transformational leadership practice

Transformational leadership practice promotes and inspires a demand for change in individuals and organisations (Usman, 2020), involves inspiring individuals to go beyond their interests to achieve exceptional results and outcomes through internal motivation. Transformational leaders possess exceptional qualities: caring, visionary, inspiring, charismatic, intelligent, communicate forward-thinking attitudes, foster comprehension; drive to encourage innovation and creativity. Transformational leaders modify the traditional learning model; motivate educators to go beyond conventional teaching methods and create an environment which promote learning and growth, ultimately lead to a positive change in the behavior and performance of students (Demirtaş *et al.,* 2020).

Transformational leaders wield significant influence which is crucial in captivating the attention and passion of their followers, possessing the ability to command respect, evoke adoration, and exhibit authority and their personality. They facilitate and enhance motivation. They demonstrate unwavering commitment and fervour toward transforming society, motivating followers to exert diligent effort in achieving the envisioned goal (Usman, 2020). They enhance the societal effect by foster enlightenment, creativity, cognitive abilities among their followers to foster ambiance which stimulate individuals to engage in innovative thinking and/or implement novel concepts. They listen to each follower's needs, acknowledge their strengths, treat each person as unique, and enable them to reach their full potential. They ensure that the learning process is engaging and creates environment which fosters the growth of educators and learners (Safuri & Kurniasih, 2023).

Transformational leadership has potential to alter trajectory of schools and establish a precedent for change in teaching methods, curriculum delivery, and classroom arrangement. Educators are motivated to develop the superior teaching methods which go beyond the basic requirements to cultivate exceptional pupils; learning process becomes engaging, goal-oriented, and significant (Groenewald *et al.,* 2024). Integrating collaborative methods to school culture results in ongoing professional development for teachers and/or improved academic performance. Transformational leadership is very crucial for creating a dynamic, efficient, high-quality schools which focus on continuous development and exceptional achievement (Yalçınkaya *et al.,* 2021).

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 (Shapaka, 2025). 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 school leadership on 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).

2.2 Instructional leadership practice

Instructional leadership practice shapes the instructional quality of school (Ma & Marion, 2021), the management behaviour that stimulates, promotes; fosters a conducive learning environment. Instructional leaders work on improving quality of teaching and learning through establishment, application of a coherent curriculum, observation, and analysis of the learning-teaching process, and constructive feedback (Lani & Pauzi, 2024). They focus on duties: curriculum development, coordination of its delivery, and assessment to match the learning needs of the students. They evaluate and/or develop them to enhance the teachers' practices, thus creating a professional development environment. This leadership is meant to ensure the delivery of quality education to enhance the maximum academic performance of every learner (Liu & Watson, 2023).

Their primary role involves enhancing and focusing on the quality of teaching, thereby making it their central business to provide quality teaching and learning in school. They participate actively in formulating and implementing learners' curriculum irrespective of abilities. Teachers ensure high academic standards are set, and goals and progress are regularly marked (Tañiza, 2024). They create and establish goals and assessments for improving student outcomes and teacher effectiveness. They constantly mentor teachers, analysing and offering training to enhance the teaching execution processes. They work with teachers, parents, other stakeholders to enhance shared accountability for student achievement (Safuri & Kurniasih, 2023).

Instructional leadership directly leads to changes in teaching and learning activities, support the achievement of high academic performance and effective teaching methods; enhance the culture of quality, progressive development, embrace new approaches to reach all students (Muhammad, 2024), offer professional development chances which enable educators to enhance such practices so that classroom learning becomes more effective, students are more engaged. By encouraging teamwork and goal-directed culture, instructional leaders facilitate shared vision for achievement which leads to a positive shift in school culture and improved the students' outcomes, the central elements in the continuous process of school change (Bluestein & Goldschmidt, 2021).

Instructional leaders' instructional leadership is found to have effects on teaching and learning practices; there is association between instructional leadership factors and

teaching and learning practices of teachers (Iqbal *et al.*, 2021). All four instructional leadership practices are strongly associated with academic performance namely defining the school mission, managing of school instructional program, promoting positive school learning climate, advancing teachers' interests. Several studies posit that a balanced instructional leadership by instructional leaders enhance proper utilisation of all resources to realise good performance in examinations for their schools (Nellitawati *et al.*, 2024). Studies have identified influence of instructional leaders' instructional resources management strategies on the students' academic achievements. Instructional leaders' instructional resources provision influences the students' educational success. There is a positive direct impact of instructional leaders' instructional resources provision on students' educational achievements (Elmi & Mugwe, 2024).

Studies have explored the impact of the instructional leaders' instructional leadership and digital literacy on teachers' effectiveness. Digital literacy has been proven to have a positive influence on teachers' performance. The ideal combination of instructional leadership and digital literacy has a positive relationship with teachers' performance. To enhance teacher effectiveness in the digital era, both robust instructional leadership and high digital literacy are crucial, highlighting the necessity for a comprehensive educational strategy (Nellitawati *et al.*, 2024).

Instructional leadership is getting more attention these days because of its direct connection to the basic activities of schools. Instructional leaders' duties of communicating the school goals, assessing teaching, overseeing, monitoring school achievement, protecting instructional time, maintaining high visibility, promoting and/or ongoing professional development are very crucial elements to schools success (Muyunda, 2022). Curriculum coordination, teacher incentives, and student incentives are very crucial elements too (Alemayehu, 2021).

Several studies reveal that the instructional leaders' instructional leadership role is a predictor of teachers' professional development. Studies reveal significant associations between instructional leadership and teacher professional development and growth. Ultimately, instructional leadership emerges as a significant predictor of teacher professional development. Studies emphasise nexus between instructional leaders' instructional leadership and teacher professional development, shedding light on the mediating role of instructional leaders' leadership practice in influencing teachers' professional development and instructional practices (He *et al.*, 2024; Shapaka, 2026).

Studies have identified intricate relationship between leaders' instructional leadership practices and effect on school culture, and broader educational environment. Researchers have revealed the associations between instructional leaders' instructional leadership practices and their effect on school culture, highlighting the influence of instructional leadership behaviours like providing feedback, setting clear educational objectives, and fostering collaborative learning environments (Elmi & Mugwe, 2024). Studies identify the impact of instructional leadership on organisational environment, with instructional leaders' instructional leadership practices positively correlating with the welcoming environments and/or a culture of continuous improvement (Li *et al.*, 2023).

Leadership development initiatives that focus on enhancing instructional leadership skills among instructional leaders create conditions conducive to effective continuous teachers' professional development. These initiatives prioritise fostering cooperation, providing constructive feedback, and establishing clear instructional objectives. Effective leadership is an ongoing process which encourages trust, collaboration, adaptability in a rapidly evolving educational landscape (Tahir & Fatima, 2023).

2.3 Distributed leadership practice

In distributed leadership, tasks and responsibilities are shared among various individuals within school community than centralised to/under a single leader (Printy & Liu, 2021). Leadership is spread across members within organisation, including teachers, students, and parents. Leadership is viewed as a property of an organisation, not of a person, popularising the concept of leadership practice rather than the leadership position. Leadership responsibilities are perceived as dynamic, situational depending on participants' context, task; aptitude. Distributed leadership mobilises all individuals in school community to achieve school's development and students' success (Harris *et al.*, 2022).

In distributed leadership, activities are possible for everyone in school. Leadership is not limited to leadership with human face but is a blend of interpersonal interactions and occurrences hence making leadership a product of interpersonal dynamics (Cherutoi *et al.*, 2024). In distributed leadership, speciality and context defines leadership which implies that teachers and students are empowered to spearhead curriculum development projects and/or other environmental projects (Agyeman & Aphane, 2024). Distributed leadership exhibits high levels of responsivity, which entails the ability to adapt to changing conditions in educational context to shape an empowered culture in the school as well as the participation of all diverse learners in future development of the school (Li, 2024).

Distributed leadership works towards change in school involving ideas, talents, and experiences of all the members from the school community, facilitate the proposed community of ideas and assemble a wider set of ideas and solutions that are more diverse and realistic in practice for the further development of organisation (Mifsud, 2024). Shared accountability enhances the extent to which the individuals commit to change endeavours stems from the idea that organisational improvements are vested on the staff (Liu & Watson, 2023). It creates a democratic, open and participative environment through availability, and/or use of direct and indirect communication, acknowledgement of counterparts' ability and/or willingness to undertake practical tasks, and displaying of respect to their counterparts (Marshall, 2024). This arrangement affords educators professional learning and growth and raises academic achievement of the school. The constant replacement of the leadership positions allows to promptly and efficiently addressing increasing needs of the schools.

2.4 Teacher well-being

Teachers' well-being is critical for the optimal functioning of schools and educational systems. Individual and contextual factors have influenced teacher work-related well-being. Studies have examined the influence of school climate and job crafting to teacher well-being. Teachers who experience highest rates of school climate and the highest scores in job crafting experience the highest well-being. This highlights the importance of both school climate and job crafting in supporting teacher well-being (Dreer, 2022).

Teacher wellness is not only influenced by the conditions of workplace. It is also the teachers' behaviour to craft their job according to their values, goals and preferences that impacts their work-related well-being. Working towards the schools with excellent work climate and preparing teachers for effective job crafting could be measured to increase teacher well-being and improve schools as well as educational systems (Mawlood & HamadAmeen, 2023).

Teacher well-being is important to offer sound education, and to increase academic and personal potential of the students. Teachers' perceptions are positive towards their wellbeing pertain to the collaborations, headship treatment and environment. However, increasing teacher workload and stress decreases teachers' skills of management (Iqbal *et al.*, 2021). Teacher wellness has been examined through subjective vitality, behavioural engagement, and professional growth along with teachers' sense of relatedness with students. Helping teachers begin the school term with high relatedness and well-being appears important (Collie & Martin, 2023).

The fact that individual feels comfortable in their own professional working environment is of considerable importance for their health, their performance and their success at work. This is especially true for teachers because they work in a profession with high social demands and are of immense importance for the development of their students. Principals need to understand what constitutes the well-being of prospective teachers and how it can be supported (Dreer, 2022).

2.5 Challenges associated with the application of the leadership strategies

Studies have revealed that challenges in the realm of the leadership encompass time constraints, financial insufficiency, limited stakeholder support or other academic-related odds. Instructional leader grapple with intricate balance between administrative responsibilities, resource allocation, and innovative initiatives to enhance the student outcomes (Groenewald *et al.*, 2023). Teachers grapple with addressing diverse learning needs and managing teaching time. Topping the list include presence of the learners with learning disabilities, scarcity of learning resources, learning gaps, lack of specialised knowledge, collaboration to meet the diverse needs of students and to create an inclusive learning environment (Tañiza, 2024).

Other noticeable challenges of instructional leaders comprise administrative overload, policy proliferation, complexity and spread leadership roles (Hickey *et al.*, 2024), managing curriculum, providing support, improving teaching and learning

process, monitoring and evaluating students progress, and working on inclusive education (Feye, 2019).

Instructional leaders were not assertive, open to new ideas, energetic, and motivated; they did not provide an immediate feedback to teachers; they lack self-esteem and analytical ability, and they didn't work with stakeholders to have common vision in their institutions. Instructional leaders have failed to practice expected instructional leadership roles. Teachers and instructional leaders alike were not satisfied with existing school climate (Lani & Pauzi, 2024).

Current challenges successful instructional leaders identify in developing schools are relating to professional development, curriculum developments and community teaching (Tirri *et al.*, 2021). Most instructional leaders have communication gap with stakeholders on issues related to vision, mission, goals of the schools and had problems in relation to lack of educational management profession. Instructional leaders have gap in taking measure to overcome problems (Feyisa & Edosa, 2023).

There is a gap in current practices involving supporting inclusive special education students in their achievement of their education in which major issues pertaining to time, staffing, structures, research data, instructional strategies, and/or applied philosophies were most noticeable. Social change implications include the possibility of improved achievement of students, which has the potential to increase literacy, improve quality of life (Bey, 2022). Impediments to instructional leaders' instructional leadership include inadequate educational infrastructure, big class sizes and overburdened teachers (Cherutoi *et al.*, 2024) whereas other challenges identified include schools' limited budget, lack of teachers, students, and/or parents' involvement (Lani & Pauzi, 2024).

2.6 Existing support mechanisms used in the application of the leadership strategies

The impact of leadership can be witnessed through a case which documents the transformation of an instructional leader who has managed to turn around a poorly performing school. Instructional leader started by carefully assessing current performance of the school to provide direction on its future. Instructional leader identified critical areas that required notable changes, for instance, the post emphasised the need of the teaching team in the process of increasing the quality of teaching (Groenewald *et al.*, 2023). Instructional leader crafted a clear and powerful statement of purpose which outlines the specific level of academic performance, declares vision of whole school with reasonable clarity, and sets a challenging but realistic goal. Instructional leader engages with the staff on constant basis through meetings and/or discussions (Mifsud, 2024). There is heightened accountability for the school's goals and objectives as a result of the social involvement it fosters among teachers. Instructional leader arranged professional development seminars to bolster this dedication. Workshops trainings aim to enhance instructors' expertise, understanding; innovative thinking, investigate novel approaches for effectively involving students, enhancing educational achievements. These encompass a comprehensive strategy which foster

academic achievement, cultivates a united school community dedicated to ongoing progress (Mawlood & HamadAmeen, 2023).

Instructional leadership is seen where one notices active participation in the development of the curriculum and the training of teachers. This leadership relies on inspections within classrooms as instructional leaders and as the insightful makers of instructional observations. They look at the procedures of teaching and learning process, engagement of students, handling of class activities (Agyeman, & Aphane, 2024). Through systematic analysis of these components, instructional leaders may provide concrete and constructive feedback and promote reflection stemming from the teachers' individual needs and capabilities during the individual sessions, seminars encourage partnership and help in improving strategies and teaching skills, technique increases instructional leaders self-efficacy, fosters a growth mind-set which values ongoing personal and professional growth (Almarshad, 2017). Instructional leaders know importance of professional development and often hold lectures and training sessions for teaching staff in order for it to be methodical, pertinent, and purposeful. This is achieved by inviting the experts, implementing peer mentoring, and/or utilising diverse learning resources (Cherutoi *et al.,* 2024). Teachers possess innovative methodologies and resources that may be used in classroom, enhancing teaching effectiveness, cultivating collaborative culture that highly regards open communication and feedback. Groups of teaching exchange insights, engage in the dialogue about difficulties, and/or solicit guidance, conduct frequent team meetings, cooperative planning sessions; interdepartmental projects to enhance collaboration and peer relationships (Rodrigues *et al.,* 2024). The collective culture has resulted in the establishment of standardised teaching methods, as groups of educators learn from one another and collaborate to accomplish shared objectives.

Several studies have suggested urgent need to develop a continuous professional development for staff through instructional leadership development which can contribute to increased students' academic achievement (Marshall, 2024; Shapaka, 2025).

There exists a growing cohort of disadvantaged schools, which, despite of their socioeconomic challenges they have faced, display a great degree of resilience and perform better compared to advantaged schools. In these schools, a shared form of instructional leadership is prevalent, there is a strong emphasis on the students' academic success, instructional time is greatly valued and maximally utilised, and there is a strong focus on improving the quality of teaching and learning to ensure effective scholastic performance of the students (Masina, 2020). In these schools, instructional leaders have effectively demonstrated instructional leadership in the area of student success and/or progress, working with reluctant staff, financial limitations, and accountability requirements. Policy-makers reduce number and scope of accountability requirements. Trustees, community stakeholders provide training to ensure that roles and responsibilities are understood, instructional leaders' preparation programs are established, mentoring and support mechanism is in place (Mason, 2013).

In ensuring schools achieving its excellence, externally, instructional leaders involve parents, teachers' contributions, other schools stakeholders. Internally, instructional leaders' experience, knowledge and expertise of instructional leadership increase their roles as a resource person and as instructional leaders to teachers and support staff (Rahman *et al.,* 2020). Both policymakers and stakeholders prioritise cultivation of effective leadership pipelines and support mechanisms to address lack of established qualifications for the school leaders, gender disparities to remedy leadership development and equity. Initiatives to promote gender equity and empowering women in leadership roles are also advocated (Groenewald *et al.,* 2024).

The dispersed leadership in educational setting means that leadership is distributed, allows each member of the school to be able to lead hence increased participation which fosters newness and increase school performance. Members identify special strengths, background, and passions of the faculty for teaching (Masina, 2020). Activities may consist in casual conversations, surveys, or professional workshops or training, where instructors and staff can freely discuss their fields of interest, further career plans. Self-organising work processes enable instructional leaders to intentionally assign leadership roles in accordance with each person's skills and interests based on understanding of such distinct qualities (Li, 2024). For instance, a very experienced teacher may be in charge of a course for preparing fresh teachers. Because of their rather extensive classroom experience and proven teaching abilities, this teacher could quite effectively guide and/or help inexperienced teachers to succeed. A competent science teacher with passion in environmental issues will be appointed to head the school's environmental program comprise of coordinating environmental activities, management and coordination of sustainability projects, teaching and implementing environmental issues into curriculum (Bluestein & Goldschmidt, 2021). Parents and community members' input and participation are valued equally by involve parents to participate in planning of fund raising activities, cultural events or improvement of the school. Their stake also improves school's resources, reminds the continuity between home and school, and fosters sense of belonging and similar goals. Distributed leadership is creative, cooperative, collaborative, and promotes all aspects of the school as it encourages the idea of the decentralised leadership (Printy & Liu, 2021).

3. Materials and Methods

3.1 Research design
Following the interpretivist paradigm, this study explores the complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges as applied to learning theory in an interpretivist notion, represents untruth about ways individual learn (Ling & Ling, 2017). This study utilise case study to describe and clarify phenomenon under study (Dey, 2003). Case study was, therefore, used for in-depth exploration of actual case (Creswell & Creswell, 2017) and to explore the complex

interplay between transformational, instructional, distributed, teacher well-being and systemic challenges in Oshana Region in Namibia.

3.2 Participants
Using Oshana directorate of education's latest statistics of 2025, population of ten principals from ten schools in junior/senior primary, junior and senior secondary schools in Oshana Region were utilised. Based on Oshana regional directorate, many schools are poorly underperformed (Shapaka, 2024; United Nations Children's Fund [UNICEF], 2015), which may lead to poor students academic outcomes.

3.3 Sampling
Criterion purposeful sampling was used, based on the researcher exposure to, engagement of ten principals from ten schools in Oshana Region. According to Oshana directorate of education's latest statistics of 2025, there are five Circuits in Oshana Region and they are Eheke, Oluno, Ompundja, Onamutai and Oshakati circuits. The researcher selected two principals per Circuit.

3.4 Data collection
Data was collected through the interview schedule, field notes and open-ended questionnaire to find out the participants' views on the complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges in Oshana Region in Namibia. Data was collected using interview schedule in which the same interview schedule was used to find participants' views on the complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges in Oshana Region in Namibia. The study used interview schedule with written list of questions which were covered during interview sessions and administered to participants. The same interview schedule was used for participants. However indication showed whether answers were given by the participants in junior/senior primary, junior/senior secondary to give another dimension to research and possible findings and recommendations. For this purpose, open-ended questionnaire was presented in this regard. The more open-ended question, the better, as researcher listened carefully to what participants said or did in their life settings (Creswell & Creswell, 2017). Field notes were taken during interview sessions.

3.5 Procedure
After all the required permission were sought and granted, all instruments were pilot tested and re-adjusted.

3.6 Data analysis
In this study, data were analysed using thematic analysis, typological analysis, content analysis and Atlas.ti (Leedy & Ormrod, 2023).

3.7 Ethical consideration

After all the required permission were sought and granted, researcher sent a letter to participants informing them about information concerning 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/or safekeeping of audio-taped interviews. Ethical measures were done through making sure that the participants sign informed consent, ensuring privacy in subsequent interviews, guarding against manipulating the participants during data collection, and reporting processes. Anonymity, confidentiality was observed when reporting on utterances, and narratives of participants. Participants' names were replaced by pseudonyms to protect participants' identity. Participation was voluntary.

4. Findings

This section presents findings on the complex interplay between transformational, instructional distributed, teacher well-being and systemic challenges. The section comprises the views of ten principals participated in this study. Some participant responses were summarised and presented in descriptive forms, others were reported verbatim and presented in italics.

4.1 Leadership practice, teacher well-being and systemic challenges

The theme presented in this section is derived from the thematically analysed data obtained from interviews, open-ended questionnaires and field notes, with selected ten principals from Oshana Region. The theme is on complex interplay between transformational, instructional, distributed leadership, teacher well-being and systemic challenges. It is worth-noting that the theme relates to the manner in which interplay between transformational, instructional, distributed leadership, teacher well-being and the measures of systemic challenges could be constructed and developed to find interplay between them. In this study, the researcher has to determine whether principals understand the interplay between transformational, instructional, distributed leadership, teacher well-being and systemic challenges. This was done to respond to the question: What complex interplay which exists between transformational, instructional, distributed leadership and systemic challenges in Oshana Region? Responses from principals showed that principals use leadership practices to encourage teachers to improve the school academic performance. For example one principal at senior secondary phase said:

> *"Principals apply leadership practices to ensure teachers improve student learning outcomes."*

Another principal at the junior secondary phase said:

"Principals encourage teachers' cooperation; communicate to them to improve teaching."

One principal at the senior primary phase, when asked about the complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges, said:

"It refers to principals' influence on students' academic achievement through teachers' teaching practice."

Moreover, principals said that the complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges help principals to give instruction in a sustainable way. One principal at the junior primary phase said:

"It refers to how principals facilitate teachers' continuous development in a sustainable manner."

One principal at the junior secondary phase said:

"Principals use leadership practice *to advocate high academic performance."*

Another principal at the senior primary phase, when asked about the complex interplay between the transformational and instructional leadership, distributed leadership, teacher well-being and systemic challenges, said:

"Leadership is used to support teacher professional development programs and to advocate shared decision-making."

One principal at the senior secondary phase expressed this view as follows:

"Principals use leadership to coordinate school programs and to provide resources to improve teaching and learning."

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

"Principals use leadership strategies to define the school mission."

Another principal at the senior primary phase said:

"Principals use leadership strategies to manage the school instructional program."

Moreover, principals said that they use leadership strategies to give instruction to teachers to implement the curriculum. For example, one principal at the junior primary phase said:

"Principals use leadership strategies to promote positive school learning climate."

Another principal at the junior secondary phase, when asked about the prevailing leadership strategies, said:

"They use leadership strategies to advance teachers' interests."

One principal at the junior primary phase expressed this view as follows:

"They use leadership strategies to encourage collaboration, cooperation and trust among staff members."

Another principal at the senior primary phase said:

"Principals use leadership strategies to promote teacher professional development and teaching instructional practices."

4.3 Leadership strategies which enhance school performance

In order to determine leadership strategies which enhance school performance, the researcher asked the question: Which existing leadership practices enhance school performance? The responses from principals indicated that principals use a variety of leadership strategies to monitor teaching and learning processes and to ensure that learners' academic performances are taking place. One principal at the junior primary phase said:

"Principals act as agent influencing positive school performance, monitor teachers behaviour in working with students."

Another principal at the junior secondary phase said:

"Principals make difference in schools through dialogue and embracing student learning."

One principal at the senior secondary phase said:

"Principals learning behaviour influence higher academic performance."

Moreover, one principal at the junior primary phase said:

"They monitor and evaluate progress towards goal achievement."

Another principal at the senior secondary phase said:

"Principals intervene if progress is lacking, promote teachers professional growth and fostering teacher reflection."

One principal at the senior primary phase said:

"They facilitate learning process in schools."

One principal at the junior secondary phase said:

"Principals' influence is targeted at students learning via teachers."

Another principal at the senior secondary phase said:

"Teachers together with parents are held responsible and accountable for non-progress."

4.4 School performance, which is associated with leadership strategies

In order to establish existing school performance which associates with leadership strategies, the researcher asked the question: What existing school performance associates with leadership practices? One principal at the junior primary phase said:

"Principals set tone, assume responsibility for instruction and/or allocate resources to reach the schools goals."

Another principal at the senior primary phase said:

"Teachers receive more support from the principals; there is an atmosphere that is conducive to learning."

Moreover, principals in the study indicated that it depends on the situation at school. One principal at the junior secondary phase said:

"Principals take full responsibility for coordinating schools instructional program and learners' achievement."

Another principal at the senior secondary phase said:

"Principals model through the power of example by role model to others."

One principal at the junior secondary phase said:

"There is a regular monitoring process for learner progress and there is emphasis on academic achievement."

One principal at the junior primary phase said:

"Principals show interest in teaching and learning and in classroom observation."

Another principal at the senior primary phase said:

"Principals know more about teaching and learning and classroom atmosphere."

One principal at the junior primary phase said:

"Principals' mindset is changed to regard the process of teaching and learning as central to their roles rather than simply leaving such roles to teachers."

4.5 Challenges associated with the application of the leadership strategies

In order to determine challenges which associate with the application of leadership strategies, the researcher asked the question: What challenges associate with the application of leadership practices? One principal at the senior secondary phase said:

"These challenges include low skill and/or capacity of the school principals, large class sizes."

Another principal at the junior secondary phase said:

"They include administrative overload and breadth of principals' leadership roles."

One principal at the senior primary phase said:

"Time constraints, lack of resources, financial insufficiency and limited stakeholder support."

Moreover, another principal at the junior primary phase said:

"They include challenges of addressing diverse learning needs and diverse student needs."

One principal at the senior secondary phase said:

"They include limited access to instant technology, schools' limited budget."

Another principal at the junior secondary phase said:

"Many teachers are not properly trained or equipped to implement the curriculum."

Moreover, one principal at the senior primary phase said:

"They include lack of professional development for principals and teachers alike."

Another principal at the junior primary phase said:

"They include lack of specialised knowledge on how to work with inclusivity education."

Moreover, one principal at the senior secondary phase said:

"They include students with learning difficulties, scarcity of their learning resources."

Another principal at the senior primary phase expressed this view as follows:

"Inadequate educational infrastructure, overcrowded class and overburdened teachers."

4.6 Existing support mechanisms used to address identified challenges

In order to determine support mechanisms used to address identified challenges, the researcher asked the question: Which support mechanisms are used to address identified challenges? Responses from the principals indicated that they use a variety of support mechanisms to address these challenges. One principal at the junior primary phase said:

"Principals build relationships and model, and use distributed form of leadership."

Another principal at the senior secondary phase said:

"Principals use research data to support resources allocation."

Another principal at the senior secondary phase said:

"Principals use scholarships and fellowships initiatives to boost teacher professional development and continuous growth."

One principal at the junior secondary phase said:

"They collaborate to improve student achievement, create positive learning environments."

Moreover, one principal at the junior primary phase said:

"They develop a continuous professional development curriculum for teachers."

Another principal at the senior secondary phase said:

"Principals shape structures, cultures in response to the realities of the school community."

One principal at the senior primary phase said:

"They deal with emergent issues, ensuring stakeholder input, develop a comprehensive strategic plan, they delegate, and use devolution of power."

Another principal at the senior secondary phase said:

"Principals cultivate effective leadership programs and their supporting systems."

One principal at the senior primary phase said:

"They involve parents and teachers' positive attitudes and monitoring from schools stakeholders."

5. Discussion

This section discusses findings on the complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges. The discussion is based on views of ten principals who participated in this study.

5.1 Leadership practice, teacher well-being and systemic challenges

This study explored the complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges in Oshana Region in Namibia. The main question answered by the study was: What complex interplay which exists between transformational, instructional, distributed leadership and systemic challenges in Oshana Region? The paramount issue which was emanated from the findings were that there is a complex interplay between transformational, instructional, distributed, teacher well-being and/or systemic challenges which have direct effects on the schools performance, teachers' performance which could results in positive or negative students' academic performance. These leadership practices have significant importance in the

present diversification of learning environment, frequent changes and general requirement for higher accountability (Demirtaş *et al.*, 2020).

Applying transformational leadership encourages teachers to apply better instructional practices and current technologies in teaching/learning. As the call for accountability rises, instructional leadership arises in managing instructional directions to support academic achievement (Liu & Watson, 2023). With understanding of need to change leadership towards a more decentralised system, dispersed leadership enable making-decisions jointly and/or sharing tasks **(**Harris *et al.*, 2022**)**. Combining these practices in a way that makes sense is possible: with the qualities of strategic vision, motivation in transformational leadership, the focus on education and training, identification of dispersed leadership with cooperation (Yalçınkaya *et al.*, 2021). While selecting a leadership practice, assessment of the specific circumstances in each school should be made.

Another crucial issue emanated from findings was that transformational leadership encourages teachers to develop new approaches and embrace change as it relates to the current educational practices and embracing technology. Leadership that is instructional within the given increasing need for accountability assumes the given focus to maintain academic integrity and performance of the students (Ma & Marion, 2021). As the consciousness about the necessity to introduce new leadership strategy which is open, democratic, more flexible, distributed leadership allows equal share of responsibilities and decision-making (Printy & Liu, 2021). However, leaders should consider school environment, its requirement before embracing a particular leadership practice. The best leadership setting consists of transformational, instructional and distributive leadership, although latter might not be an independent type of leading as it works hand-in-hand with other two (Mifsud, 2024).

5.2 Leadership strategies used by principals in Oshana Region

In this study, the primary issue encompassing these findings is that this complex interplay is attributed to how leadership practice is used to monitor school programs, develop leadership concepts, planning program, program execution, supervision, evaluation, and/or learning design. School budget is optimised, staff, teachers, and stakeholder collaboration, bipartite cooperation, role modelling, counselling, and guidance, inspiring talks, smart parenting, and student-teach-student are utilised. Proper planning is created to coordinate the program, its implementation, organising supervision and evaluation construct learning implications, and identify challenges to secure solutions (Lani & Pauzi, 2024). This leads to a support call for a collaborative action to cultivate inclusive, effective, visionary leadership practices to advance educational excellence and equity (Groenewald *et al.*, 2024).

Fostering a strong relationship with the stakeholders creates a supportive educational ecosystem whereas developing instructional leadership strategies, promoting effective leadership, resource management and inclusive teaching practices add values. Offering a foundation for research and development of initiatives improve

educational practices and student outcomes (Tañiza, 2024) whereas engaging with instructional leadership aid principals' sustainability in their instructional roles to foster teacher well-being practices (Hickey *et al.,* 2024). Literacy development provides a basis for policy improvement and educational practices (Safuri & Kurniasih, 2023).

The sample of this study revealed that principals use leadership to give instruction to teachers to implement the school programs. Learners are coached on how to answer examination questions. That said, it should be noted that the concern in this study was on the complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges not vise-versa (cf. Methodology Section). However, a possible interpretation for this finding could be that there are arrangements on the implementation of ministerial mission and vision statement within educational setting (Ministry of Education, Arts and Culture [MoEAC, 2023]). As a result of top-down cascades of ministerial mission, vision, and policies, many principals might have difficulty to adapt and/or change status quo. These anomalies might lead to instances where the strategies might fail and/or have unintended consequences which might have negative outcomes on student performance as well. However these anomalies need to be addressed by involving stakeholders in planning, implementation, evaluation and reflection process (Bluestein & Goldschmidt, 2021).

5.3 Leadership strategies which enhance school performance

Most obvious findings emerge from study is that this complex interplay is attributed to factors determine choice of leadership strategies. The comprehension of transformational, instructional and dispersed leadership greatly improves approach to leadership in educational setting. Every person comes with suggestions and specific sectors that h/she can contribute in order to enhance educational reforms to schools and the students (Mifsud, 2024). Perhaps the leadership strategies enhance performance when adapted and incorporated to meet schools' requirements and cultural values. Being a leader means choosing a leadership behavior, be open-mindedness, willingness, adaptable to addressing students and advancing entire process of education for improved learning and development (Usman, 2020).

5.4 School performance which associates with leadership strategies

Another profound issue noteworthy from the study is that principals use leadership practices to monitor teaching and learning and to ensure that learner academic performance are taking place. Transformational, instructional and distributed leadership in the school context are very much in sync propositions about transformation, staff flexibility and their own solicited participation. However, transformational leadership can be considered as the most inspiring leadership due to its inherent characteristics of charm and/or creativity (Demirtaş *et al.,* 2020). It helps educational leaders to rally people to ensure they provide the kind of support needed to realise set goals and to foster self organising in teachers, learners and/or innovation. This is very critical to foster, promoting teacher creativity, students' participation in decision-making. Instructional

leadership is focused on teaching and learning, resonates with educational leaders goal of producing quality education, and/or to offer a curriculum that only admits to quality. This comprises a firm focus on the quality of teachers (Yalçınkaya *et al.*, 2021). Instructional leadership is instrumental in professional development of teachers and integration of analysis results in teaching.

Leadership practice including the aspect of distributed leadership includes sharing of power and delegation of authority to make decisions and assigning tasks (Printy & Liu, 2021). Engaging everybody in school will lead to better decision-making as everybody will be involved. Including teachers, staff, students, and parents in governance process enhance the ideal of democracy in schools (Harris *et al.*, 2022). This will result in synthesising the great strides in creating healthier, more democratic, and functional schools that bring out the best in all students and teachers. Such leadership structure is commended for promoting leadership throughout the institution which makes everybody feel responsible for the institution and make significant contributions towards achievement of the institution's success (Muhammad, 2024).

5.5 Challenges associated with the application of the leadership strategies

In this study, many challenges associate with application of leadership strategies. Of particular noticeable includes panic in implementing school programs, lack of modern media in teaching, poor infrastructure, inequality education and the need of teachers to review these impediments. Other critical and yet contextual factor includes implementation process (Tañiza, 2024). School programs components influence implementation process (Hickey *et al.*, 2024). Topping the list include teachers' attitudes toward facilitating school programs, changing attitudes and roles of principals (Masina, 2020). Potential pitfalls includes the top-down cascades approach, digital literacy initiatives in resource-constrained environments, interact with broader systemic issues, and lack of the holistic view faced by teachers (Groenewald *et al.*, 2023). These anomalies might lead to instances where leadership strategies might fail and/or have the unintended consequences which might have negative outcomes on student performance as well (Bluestein & Goldschmidt, 2021).

5.6 Existing support mechanisms used to address identified challenges

Finally, many existing support mechanisms used to address identified challenges. Stakeholders monitor and support principals on regular basis, creating experiences, sharing programs on good practices, providing relevant continuous trainings on core dimensions of instructional leadership in collaboration with the nearby colleges and universities (Wasyhun & Teshome, 2019).

Framework of growth mindset pedagogy is used as educational approach to school leadership, attention is given to their mindset and their views on teaching and learning, which may have a strong impact on whole school community (Tirri *et al.*, 2021). Ongoing training to instructional leaders is given to overcome leadership gaps in

knowledge, skills; communication channels are created to overcome communication problems (Feyisa & Edosa, 2023).

Monitoring is applied through principals' involvement in visiting classrooms, observing teachers and provides feedback while dialogue is applied by creating opportunities for teachers to talk to colleagues and principals about teaching and learning (Marshall, 2024).

This section discusses the complex interplay between transformational, instructional, distributed, teacher well-being and gives insights into systemic challenges faced by the principals and seek potential solutions that could scaffold them in overcoming these systemic challenges. However, the following practices might lead to instances where leadership strategies might have negative effect on the school performance which might have negative outcomes on student performance as well. Transformational leadership may be used as a vehicle for the manipulation and control of teachers who are required to support the vision and aims of the principals (Masina, 2020). The government can use language of transformation but this is about implementation of centrally determined policies, not the identification of and the commitment to the school-based vision and/or goals. Although transformational leadership is evident in the literature, it remains questionable as to whether its impact is evident in the practice of principals because the time necessary for a transformational principal to build the trust, commitment, interdependence and empowerment of teachers is not always available (Hickey *et al.,* 2024). In some contexts, not every principal has the ability to convince teachers to make an effort to perform at a high level. Transformational leadership focuses more on relationship between principals and teachers than on the educational work of school management in which the quality of these relationships is not unequivocally predictive of the quality of the student outcomes (Groenewald *et al.,* 2024). The main difficulty arises when teachers and stakeholders do not support values of principals. This process is likely to be uncomfortable for the people concerned and may lead to dissonance within schools.

Instructional leadership underestimates pupil welfare, socialisation and the process of developing young ones into responsible adults citizens, de-emphasises sports, drama and music. It says little about the process by which it should be developed, focuses on the 'what' rather than the 'how' of school management (Marshall, 2024). In some cases, the principal is not an educational expert; often have less expertise than teachers they supervise. Some principals perceive their role to be administrative; they purposely distance themselves from the classroom environment and leave pedagogical issues to teachers. Principal's authority is severely limited as the principal occupies a middle management position in which ultimate authority exists with senior administrators in the region or head office (MoEAC, 2023).

Even though in position of power, principals have limited authority in management of schools due to the weaker decentralisations. Most regional education offices continue to wield immense power which may dwarf a principal's ability to exercise leadership distribution. Many principals tend to shy away from teaching

responsibilities citing their principal or leadership roles. Such a trend may presuppose that the principals are likely to promote a culture of leadership distribution (Tirri *et al.,* 2021). From this perspective, leadership becomes only associated with principals. Most principals tend to practice delegation rather than distribution, noting that principals are often in the forefront in most aspects of the school management and administration. For most principals concern about their career prospects and accountability issues, distribution many pose a challenge (Feyisa & Edosa, 2023). The traditional notions of leadership such as democratic and authoritarian seems to sit well as most principals would have some idea on how to dispense with these but viewed the distributed leadership as probably the highly fluid for hierarchical school environment laden with targets and threats. In the exception of Learners Representative Council, which is required by the Education Act, there are no leadership development opportunities worth noting both for teachers and learners (Bey, 2022).

Moreover, different methodological specifications, the used of non-academic students' outcome measures, social, psychological and non-academic attributes, as dependent variables, inclusion of unpublished literature, selected certain types of leadership, and different instruments to measure leadership, as well as students' achievement pose significant challenges to policy makers, as well as professional educators (Lani & Pauzi, 2024). The inconsistencies in empirical research and the drastic variation of empirical findings with respect to instructional, transformational, distributed effect on students' achievement hinders policy change, as well as school efforts in organisational change due to confusion surrounding what type best serves schools (Bey, 2022). The absence of concrete knowledge on the effect of leadership on students' achievement impedes the continuous process of schools' improvement. These factors influence the discrepancies in many previous studies. These observations indicate that while leadership practice plays a role in shaping school outcomes, its precise impact remains complex, difficult to quantify. Finding the effect of various leadership practices on student achievement aids policy makers and education professionals with necessary knowledge to proceed with the meaningful changes which bring improved students' performance (Feyisa & Edosa, 2023; Hickey *et al.,* 2024).

In Namibian educational context, leadership approach such as instructional leadership affect staff and student performances. Fulfil holistic needs of Namibian schools, whereby staff development and/or wellbeing becoming a primary concern. Principals need to create a nurturing environment that enhances the staff morale and commitment, which positively influence teaching and learning outcomes, foster educational environment that encourages collaboration, innovation, and shared responsibility (Groenewald *et al.,* 2024). These support mechanisms empower staff, support a sense of community, and lead to positive outcomes in terms of student engagement and learning. Principals need to integrate elements of leadership practices to support staff wellbeing, enhance job satisfaction, and promote student success. A more effective leadership practice should not be limited to one strategy, but a combination of strategic components that leverages strengths of each (Dreer, 2022).

In Namibia, integrative leadership strategies which encompass compassion of various elements of leadership, inclusivity of teacher well-being could best address current emerging challenges faced by schools. These eclectic integrative leadership strategies align with nation's aspiration for a progressive, inclusive, and/or adaptable educational landscape that can thrive amidst rapid societal and digital changes (MoEAC, 2023). Leadership practice and teacher well-being tends to shape school culture, faculty morale, and student outcomes, with context-specific implications on performance of schools in Oshana Region in Namibia.

The leaderships: transformational leadership, instructional leadership and distributed leadership influence and are influenced by the decision-making process and the decisions that was taken. Transformational, instructional, dispersed leadership support school improvement and students' performance. Each leadership practice presents a unique and/or significant input pertaining to implementing changes in a school. Transformational leadership focuses on the establishment of a common purpose which encourages people to pursue the change process and the set goals, builds motivation, strengthens collaboration, and/or celebrates creativity (Mawlood & HamadAmeen, 2023). Instructional leadership derived from teaching and/or learning basics shows how these practices promote academic progress. Improved instructions and/or curriculum design can lead to rapid advancement in educational field which has a direct impact on the students' results (Dreer, 2022). Thus, by applying the knowledge, skills, and experiences in distributed manner, dispersed leadership may bring about further extensive and significant changes inside schools. It creates an environment which depicts everyone in the school as a productive member of the community who is ready to make a change. Thus, each of the three practices has pivotal purposes in different spheres of school development, and combination of such practices can greatly enrich the process of transformation (Iqbal *et al.*, 2021).

6. Conclusion

Based on analysis of findings, and design used in this study, it can be concluded that leadership practice has an effect on academic performance of teachers that affect the schools and teachers' performance which result in positive and negative student academic outcomes. It is evident from this study that principals should take teachers well-being very seriously.

In view of the findings of the study, the following recommendations are made for practice: First, principals should use leadership practice to improve, enhance their performance, teachers' well-being, their academic performance and learner academic performance. Second, principals should use leadership practice to strike the balance between leadership practices and teacher wellbeing to avoid manipulation of one particular construct against other one. This in turn will help them to strike balance between authority of teacher expertise of the curriculum and positional authority of the principals. Last, the study recommends an urgent need for the principals to study and

learn the application of leadership practices; apply them to optimise success and enhance teaching and learning which result on student academic outcomes.

This study has several limitations that should be taken into consideration. Only ten principals were selected for interview sessions and open-ended questionnaire in which complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges was feature of interest. Researcher utilised criterion purposeful sampling technique and/or only principals with seven years experience and above in principalship were selected. This selection might have influenced responses. Researcher attempted to explore complex interplay between transformational, instructional, distributed, teacher well-being and systemic challenges in which principals were influential individuals in schools. Their responses might be affected by this. The sample size includes public school principals who volunteered to participate in the study with exclusion of private school principals. Therefore, a question of generalisability to private school principals is a limit. Its scope is confined to the Oshana Region in Namibia which narrows generalisability of its findings thus limits the broader applicability of its findings. However, the study applied multi method in which more than one data collection techniques and corresponding data analysis procedures utilised to strengthen the analysis and possibly to enhance robustness of the findings. Based on the findings of study, the following recommendations are made for future research: First, future research should be undertaken to establish correlation between leadership practices and teacher wellbeing since this was beyond the scope of this study. Second, future research should conduct a comparative study across different regions and exploring the complex interplay between transformational, instructional, distributed leadership, teacher well-being, and school performance.

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