THE QUALITIES, VALUES, SKILLS

AND STRATEGIES OF SUCCESSFUL PRIMARY

SCHOOL LEADERS

Case Studies of two Primary School Head Teachers in Lagos, Nigeria

IREREMENA FELIX-OTUORIMUO

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For it is [not your strength, but it is] God who is effectively at work in you, both to will and to work [that is, strengthening, energizing, and creating in you the longing and the ability to fulfil your purpose] for His good pleasure – Philippians 2:13 AMP

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ABSTRACT

This study assesses the qualities, values, skills and strategies of two successful primary school Head Teachers in Lagos, Nigeria. It explores the challenges facing Nigerian primary school leadership in both public and private schools and discusses the literature on successful international and Nigerian school leadership. It investigates the interpretations of the Head Teachers' perceptions of success and their successful strategies and practices that impact on teachers' working conditions and student outcomes. The research on successful school leadership has been considered across cultural and national boundaries to reveal the diverse outcomes, which can impact on the topic. Studies on successful leadership have been carried out with the regards to the ability of primary school Head Teachers to influence the internal members, students, teachers, parents and board members, as well as other administrative staff members. The influence of Head Teachers can impact on the entire school community either directly or indirectly in terms of socio-academic and moral success, including the external community, as well impacting on education districts and on local and national policymakers.

This multi-perspective case study has adopted an explanatory approach to identify and describe the two Head Teachers' actions, qualities, educational values, skills and successful strategies. The two Head Teachers impacted on teachers' working conditions and students' moral and socio-academic performance in challenging contexts. This study examines the means of combining multiple leadership dimensions to overcome the specific challenges that the Head Teachers were experiencing. These Head Teachers had no formal knowledge of how to combine current leadership concepts to achieve school improvement. The educational values and experiences of the Head Teachers influenced the ways in which they achieved success in their schools.

The findings reveal that successful primary school leadership in Nigeria is a collective and direct effort of the entire school community working together as a family unit, which cuts across the cultural and national boundaries of sub-Saharan Africa. The personal visions of the Head Teachers to lead their schools to succeed through their spirituality, personal care and relational trust systems of other school members created a symbiotic relationship between the home and the school, a collaborative atmosphere that ensured teachers' pedagogic skills were regularly updated, which impacted on improvement for the whole school.

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List of Abbreviations

SSL	Successful School Leadership
NGO	Non-governmental Organisation
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
SUBEB	State Universal Basic Education Board
SMBC	School-Based Management Committee
LGEA	Local Government Education Authority
FGN	Federal Government of Nigeria
EFA	Education for All
MDG	Millennium Development Goals
BES	Best ESSPIN School
ESSPIN	Education Sector Support Program in Nigeria
LFP	Low Fee-paying
IL	Name of School where Ms. Kenny's worked
IK	Name of Public School where Pilot study was carried out
CS	Name of Private School where Pilot study was carried out
NAPPS	Nigerian Association of Proprietors of Private Schools
TSL	Transformational School Leadership
SL	Spiritual Leadership
INL	Instructional Leadership
ISSPP	International Successful School Principalship Project
CPD	Continuing Professional Development

NCSL	National Council for School Leaders UK
CTE	Collective Teacher Efficacy
IMPACT	IMPACT of school leadership on Pupil Outcome
SES	Socio-economic Status
SMT	Senior Management Team
HOD	Head of Department
INSET	In-service Education Training
PTA	Parent-teacher Association
HT	Head Teacher
DHT	Deputy Head Teacher
T1-T4	Teacher one – Teacher four
SAT	Standardized Test
IGCSE	International General Certificate of Secondary Education
SAN	Senior Advocate of Nigeria
NPE	National Policy on Education
NEEDS	National Economic Empowerment Development Strategy
FME	Federal Ministry of Education
SMOEs	State Ministry of Educations
FCT	Federal Capital Territory
NAPPS	National Association of Proprietors of Private Schools
NEEDS	National Economic Empowerment Development Strategy
UK	The United Kingdom
USA	The United States of America

Chapter One

Introduction

1.0 Purpose of Research

The purpose of this study is to identify, assess, expound on, and compare the qualities, values, skills and strategies of two successful primary school leaders in Lagos, and to analyse the impact of successful school leadership (SSL) practices on teachers' working conditions and student outcomes. This study will also explore the challenges facing Nigerian school leaders in the context of inadequate professional development, and their efforts to turn around an under-achieving public primary school, as well as developing and sustaining a low-fee paying private school in a low socio-economic area respectively. This study is also intended to analyse and compare the similarities and differences in the qualities, values, skills and strategies of successful school leaders in Nigeria, and in certain western countries.

International literature on SSL suggest that successful school leaders in western countries focus on impacting teachers' working conditions, professional development, commitment and well-being factors which can improve student outcomes (Day and Gurr, 2014; Sun & Leithwood, 2015). Research suggest (Leithwood et al., 2004; 2012; Day & Leithwood, 2007; Leithwood, 2016) that SSLs achieve success by applying their qualities, values, skills and strategies, all of which can make a difference in improving and promoting learning in schools. In this study, 'successful' is defined in terms of what school leaders do to impact student outcomes through positive values that foster personal academic, moral and social development, as well as teachers' professional development, and parental and community involvement (Day et al., 2016). 'Successful' is further defined here as a process that builds, turns around and sustains a school's improvement over a long time frame in both public and private sectors (Leithwood et al., 2010). Empirical evidence from the ISSP project (Ylimaki & Jacobson, 2011; Moos et al., 2011, 2012; Day & Gurr, 2014; Gurr, 2015) confirms that leadership qualities, values, skills and strategies are determining factors in direct and indirect impacts on teachers' working conditions and student outcomes.

The literature on SSL suggests that these factors contribute to school improvement: the creation of school vision through the development of personal and school values (NCSL, 2003), and school's conditions of culture, care and trust (Day, 2005; Jacobson, 2005). More detailed studies of SSL commenced with the ISSPP project (Silins & Mulford, 2002; Mulford & Johns, 2004; Day & Leithwood, 2007; Leithwood et al, 2006), which this study will examine in the Nigerian primary school context. Thus, my decision to research SSL, as opposed to effective school leadership, is based on SSL actions that are more nuanced about the processes and systems of how schools achieve and maintain success over a long period of time (Day et al., 2016), which are antecedents of turnaround schools.

In contrast, 'effectiveness' in the literature on school leadership tends to focus on the Head Teachers' influence on overall student academic progress and outcomes (Day et al., 2016). It links strong leadership to the following factors: expectations of quality teaching and learning (Edmonds, 1979), values and purposes (Bush, 1998), positive impacts (Blasé & Blasé, 1999), people-centred leaders (Day et al, 2001a & b), a whole-school learning system (Fullan, 2008), good examination results (DfES, 2005b), and the quality of outcomes of the Head Teacher's positive actions or strategies (NCSL, 2012). However, effectiveness does not translate to actual success in western schools which faced closure (Calkins et al., 2007), nor in most schools in Nigeria (Ibukun, Oyewole & Abe, 2011).

Effective school leadership, whilst extensively featured in the reviewed literature, is not the focus of this research. Whilst, 'successful' and 'effective' school leadership are different, they nevertheless overlap. To be a successful leader you must be effective, but to be a successful school leader you need to add more whole school outcomes to the achievement of your vision, applying practices and strategies that produce sustainable academic, social and moral school improvement. The research evidence around SSL focusing on what has worked over time has largely been provided by international and western literature (Day & Leithwood, 2007; Ylimaki & Jacobson, 2011; Moos et al., 2011, 2012; Day & Gurr, 2014).

Therefore, there is a need for more evidence on SSL in Nigeria, an area which is clearly under-researched. A review of the existing literature shows that most research studies in Nigeria focused almost exclusively on effective school leadership strategies and practices (Ibukun, Oyewole & Abe, 2011; Momoh & Ogonor, 2014). However, a useful body of Nigerian research (Ekpoh & Bassey, 2011, Akata & Renner, 2009; Momoh & Ogonor, 2014; Ige, 2013) has also been produced regarding the importance of school leadership in secondary schools.

However, a limited number of studies (Akomolafe, 2012; Chukwumah & Ezeugbor, 2015; Asuga et al., 2016) have focused on successful school leadership in public secondary schools. Other studies (Oni 2011; Dixon, 2015) have examined the importance of private schools in bridging the education gap in Nigeria. It was, and still is, difficult to identify potential successful primary school leaders for recruitment and appointment in both the public and private sector in Nigeria. Although, these studies examine the leadership qualities, values and skills, they do not include the impact of SSL on teachers' working conditions and student outcomes, as is the case in this study. Moreover, Nigerian teachers who seek to pursue a career in school leadership are not well-informed of the basic pre-requisites that successful Head Teachers should possess. Nigerian policymakers who develop policies to guide professional development also lack sufficient empirical examples of the successful strategies needed by leaders for schools in challenging contexts, in a non-western context. Furthermore, Mulford (2012) argues that culturally-based studies are required to better understand the importance of school improvement policies and practices in successful schools and SSL, an approach that this study supports.

This study will also explore the challenges facing Nigerian primary school leadership in both public and private schools, challenges that have hindered successful school improvement. According to the literature (EFA, 2015; Chukwumah & Ezeugbor, 2015), the following factors are responsible for these challenges: Head Teachers' lack of adequate preparation and exposure to core leadership strategies from the early stages of professional life (Uwazurike, 1991; Ofoegbu, et al, 2013), poor infrastructure (Ntukidem, Ntukidem & Eyo, 2011); high enrolment (EFA, 2015), inexperienced teachers and shortage of teachers (Domike & Ogonor, 2014; Wushishi & Aloma, 2015), the corruption of government education officials and inadequate funding from the government (Arong & Ogbadu, 2010). In contrast, private schools in Nigeria are divided into two categories. The first category comprises international schools [adopting western curricula], which are registered, comply with state regulations and are duly inspected. The second category consists of registered and unregistered low-fee private schools, which have not met the required state regulations (Tooley and Dixon 2005; Harma & Adefisayo, 2013; Verger et al., 2017). The private schools operate similarly to public schools, with inexperienced Head Teachers (Ibukun, Oyewole & Abe, 2011) who are unable to achieve success.

Thus, the key focus of this study is to investigate two primary school Head Teachers serving demographically-different pupil groups, who have worked hard to influence school communities in a non-western context. Social science research suggests that we seek to know what we are trying to pass on as useful and usable knowledge of the world we live in (Morrison, 2007, p. 18; Miles et al., 2014). The major professional leadership

skills gap that exists in both public and private primary schools in Nigeria prompted my decision to select one example from each sector. The dichotomy provides a better understanding of the leadership practices of primary school leaders in Nigeria. Power and Taylor (2013) claim the reason for such a dichotomy is inconsistent with the political, socio-economic or ideological explanations provided by certain western governments, because the reasons given are not in accordance with their explanations. Notwithstanding, this study intends to analyse and compare the similarities in the two SSL leadership strategies, despite their contextual differences in operating structure, marketing and funding.

Further research (Bush & Oduro 2006, p.362; Chukwumah & Ezeugbor, 2015; Bush & Glover 2016) claims there is no formal requirement for Principals (and Head Teachers) to be trained as school managers. Nevertheless, an EFA (2015, p. 58, 127, 130) report reveals that, in 2011, several school leaders (88 Head Teachers and supervisors) were trained in record keeping skills, while another set of school leaders (60) were trained in pedagogic, school management and communication skills. This constitute a total of 148 trained school leaders between 2000 and 2014 in Lagos State, which has over five thousand public primary school Head Teachers. This suggests that Nigerian school leaders are inadequately trained as school administrators in their career as teachers, and that they are not exposed to current core leadership practices, as would be the case in the UK, the USA or Australia.

Therefore, the findings of this study will add to the body of knowledge of how successful primary school leaders in Nigeria interpret success. This will include actions based on their leadership strategies that impact teachers' working conditions and student outcomes using a multi-perspective approach. This provides the basis for the following research questions.

1.1 Research Questions

The research questions which this study aims to answer are as follows:

- *How is successful school leadership perceived by two successful primary school Head Teachers serving demographically different pupil populations in Lagos, Nigeria?*

Question one is intended to explore the perceptions and interpretations of two successful primary school Head Teachers' leadership practices, regarding their personal understanding and strategies for success. It will determine if and how they have applied similar or different qualities, values, skills and practices to achieve successful school turnaround and improvement, given their demographically-different pupil populations and challenging school contexts.

- *How is successful school leadership perceived by other school members of the two primary schools?*

Question two is intended to assess the processes and interpretations of the different heads of departments/senior teachers or SMT members, students and parents, and their understanding of the Head Teacher's successful leadership practices. This will provide an understanding of how the two Head Teachers influence other school members of different SESs through the level of their involvement in the school's organisational processes.

- *How do the two successful primary school leaders in Nigeria impact on teachers' working conditions in their schools?*

Question three examines how the two Head Teachers improve pedagogy indirectly by influencing and motivating teachers' commitment and working conditions, since school leadership is second only to classroom teaching in impacting on student learning. This will reveal the similar and different leadership dimensions applied by these leaders in the different school sectors.

How do the qualities, values, skills and strategies of the two successful primary school leaders in Lagos Nigeria impact on student outcomes?

Question four investigates how the two Head Teachers make a difference in improving and promoting learning, applying the essential components of their leadership qualities, values and skills. It seeks to establish if these Head Teachers possess the required antecedents that foster positive academic and socio-moral outcomes to demographically-different pupil groups.

1.2 The Structure of Education in Nigeria and School Leadership in the Public and Private Primary School Sectors

The Federal Ministry of Education (FME) recently reviewed the National Policy on Education (NPE) document in 2013, following reviews in 2004 and 2007, with a commitment to executing the roadmap to education development in 2009, 2010-2011 and the four-year strategic education development plan of 2011-2015. The NPE is a government statement of intentions and expectations in the delivery of quality education in Nigeria at all four levels under the 6.3.3.4 education system:

- Early Child Care and Development (ECCD) - Pre-school
- Basic education - compulsory Pre-Primary education for 1 year; Primary school for 6 years and Junior-secondary school for 3 years
- Post-Basic education - 3 years secondary or technical college
- Post-Secondary education – 4 years

These changes came about with the nation's desire to fulfil international mandates - Education for All (EFA), United Nations Millennium Development Goals (MDGs) and the medium-term development plan under the National Economic Empowerment Development Strategy (NEEDS), established in 2004. However, given the challenges of basic education in Nigeria, these plans were unachievable due to bureaucratic influences, which have left over 10 million school-age children out of school (UNESCO, 2016).

The role of education was expanded as an investment tool – for socio-economic and political development to empower those from a low socio-economic background (to which the pupils of the two respondent schools belong), to effectively develop their full capacity and potential as human resources and to form a competent work force with practical life skills fit to compete in the 21st Century global world (NPE, 2013, p. ii). To achieve the above without considering the relevant role of school leadership could well be described as futile.

The Nigerian education structure is centrally controlled by the FME with decentralised policy implementation. The FME accepts contributions from the state and relevant partners, setting minimum standards, and establishing/supervising specific educational practices (NPE, 2013; IOM, 2014; EFA, 2015). Generally, the FME and SMOEs/FCT are responsible for educational planning with input from the LGEAs, taking into consideration the socio-economic and political needs of their immediate environment (for example, the Eti-Osa East LGEA, where the respondent schools are located). The state, local government and private education providers are responsible for the recruitment and

training of qualified primary school teachers at the minimum level of the National Certificate of Education (NCE). Such teachers sometimes assume the role of Head Teacher if they possess the required experience.

The SMOEs/FCT are accountable for the following activities within their specific socio-economic sphere: – policy control and supervision of ECCD; the development of Basic, Post-basic and Sate-owned Tertiary institutions, and the establishment/coordination of State Universal Basic Education Boards (SUBEB). The SMOEs oversee the activities of other education departments, LGEAs and private education, as well as special programmes departments that manage private schools' registration, pre-inspection and post-inspection approval, as well as monitoring their activities (education.lagosstate.gov.ng).

SUBEB in Lagos State is directly responsible for the following activities: public Primary Schools and Junior Secondary Schools; the formulation of policy guidelines for UBE programmes; the prescription of minimum UBE programme standards; the organisation of periodic plans for UBE programmes; providing intervention of possible basic education facilities in collaboration with Education Trust Fund (ETF) and UBEC. SUBEB is responsible for the construction, renovation and rehabilitation of basic education infrastructure (education.lagosstate.gov.ng).

The LGEAs are responsible for public primary education within their socio-economic local government areas and possess the following functions: to appoint, promote, discipline and transfer primary school teachers and non-teaching staff within their LGEAs and other defined authorities. They manage the payment of staff remuneration (salaries, pensions and gratuities) and teachers. The LGEA also supervises all public and private primary schools under FME and State regulations regarding quality control. It also develops and manages Local Education Management Information Systems (LEMIS) such as SBMCs. The School Board Management Committees collaborate with LGEAs to promptly communicate information in the areas of 'curriculum, enrolment, quality of educational facilities, and such other matters as may be of interest to the State/FCT and Federal authorities and the Boards' (NPE, 2013, p. 43; EFA, 2015).

The public schools are, by law, mandated to admit all school-age children into the free basic education provided through the Universal Basic Education (UBE) scheme. To facilitate its success, the government established the Home-Grown School Feeding and Health Programme (HGSFHP) meant to provide free daily meals and health services to every child in all public schools (NPE, 2013, p. iv; EFA, 2015). However, the frequency

of the provision of free food and the actual evidence of health service providers in public schools, was uncertain.

At the basic education level, which is the focus of this research, the FME encourages private sector contributions by 'voluntary agencies (such as religious organisations, according to Ige, 2014; Domike & Odey, 2014), communities and private individuals, provided the set minimum standards are met' (NPE, 2013, p. 10). The government strongly encourages public-private participation in the financing of education. Many religious schools were established in Nigeria with private management under state regulations after colonisation and were subsequently taken over by the government. These schools were like the 'Anglican and Catholic schools in the UK, funded by the state, but managed by the church under state regulations' (Tooley, 2005, p. 5; Evans & Olumide-Aluko, 2010). These religious schools were recently handed back to the churches after much debate that the schools were better managed by the churches (www.vanguardngr.com; geoconger.wordpress.com). A recent study on school leadership in West Africa (Bush and Glover, 2016) also confirms that these missionary schools generally create a balance in the education system.

The proliferation of private schools was unavoidable, given the government's insufficient funding of free basic education. This funding shortage led to a decline in educational standards, characterised by factors such as: qualified teacher shortage, poor/unpaid teacher salaries, inadequate infrastructure, imbalance between the number of schools due to population explosion (Wushishi & Aloma, 2015; Harris & Jones, 2017) and poor policy implementation (Chukwumah Ezeugbor, 2015). Some studies (Oni, 2011) reveal that parents were more inclined to choose private schools rather than public schools as private schools are '…perceived to be better in the measured indices of service delivery' (p. 15). Furthermore, parents of students in private schools tend to be more involved in their children's academic studies than those with children in public schools (Olatoye and Agbatogun, 2009; Harris & Jones, 2018).

This supports Tooley and Dixon's (2012) observation that private schools out-perform public schools academically. Consequently, 60% of primary school children in Lagos attend private schools (ESPPIN, 2011; Tooley et al., 2011). Some of these private schools are unregistered and share certain charateristics with the public schools – poor educational quality, but with costs attached to them (Theobald et al., 2007). The reason for their unregistered status could be attributed to the issue of corruption amongst education officials who demand bribes from these low fee-paying schools (Adelabu and Rose, 2004). This practice may be prevalent because of the absence of a strong common

regulatory body for all private schools, even with the establishment of the National Association of Proprietors of Private Schools (NAPPS) in 2005.

Moreover, the government has not been able to effectively enforce its own standard regulations (Tooley and Dixon 2005a-b; Heyneman and Stern, 2013) regarding private participation in education. Although, the fees charged by private schools are unaffordable (Evans & Olumide-Aluko, 2010, p. 76) for most poor and disadvantaged families living below the subsistence level (Harma, 2013), the public school population was and is still unaffected. This research examines public and private school leadership structures in Nigeria in a challenging context. It seeks to analyse the role of school leadership and its effect on the quality of education in Nigeria.

School Leadership Structure in Nigeria

School leadership in the Nigerian context involves the supervision and monitoring of educational activities. This notion focuses more on the management of material, as opposed to human resources, such as the learners, and this may not have any significant impact on learning (Wushishi & Aloma, 2015). It is the school leader's ability to initiate, guide and maintain actions among school members in activities towards the goal of achievement; these activities include pedagogy, curriculum, learning environment and teacher effectiveness through proper classroom management (Arong and Ogbadu, 2010, p. 187; Ige, 2013). Certain Nigerian researchers have defined school leadership as the collaborative management of human and material resources in a public school (Nakpodia, 2011b; Akomolafe, 2012; Momoh & Ogonor, 2014), a notion which is different from that of school leadership in western countries, where school leadership is seen as influencing the entire school community, both internally and externally. School leaders in the UK and Australia accomplish this by building relationships within and outside the school community to influence the quality of student outcomes (Day et al., 2016) in the specific context in which they find themselves (Merchant et al., 2012; Harris & Jones, 2017, 2018), a topic which will be discussed in detail in Chapter Two.

Public Schools

Public school leadership in the Nigerian context is Head Teacher/Principal-focused (Ibukun, Oyewole and Abe, 2011 p.248; Okendu, 2011; Momoh & Ogonor, 2014). Head Teachers are often untrained before assuming their position (FME, 2015; Bush & Glover, 2016). Many Nigerian school leaders acquire basic leadership knowledge, skills and internal values after they have undergone formal professional development training to enable them to manage their schools.

Nigerian school leaders are described by some scholars as the stakeholders of effective education (Ibukun, Oyewole and Abe, 2011 p.248). They are, nonetheless, criticized by others for being autocratic, and are generally regarded as being controlling, with an overall restrictive attitude towards staff and students (Nakpodia, 2009). Further, school leaders in Nigeria are described as being accountable to the LEA because of government funding, yet they do not prioritise teachers' working conditions or student outcomes. This may be attributable to their inexperience, and their inability to provide the required direction to exercise influence on their school community (Arong & Ogbadu, 2010; Duze, 2012; Ige, 2013). Likewise, Arong & Ogbadu (2010) suggest that 'public Head Teachers do not feel equipped to promote quality teaching and learning in the school' (p. 188). This is in contrast with what is achievable by their counterparts in private schools (Tooley and Dixon, 2005) and those in western countries, who are better equipped, as described in the literature (Leithwood's et al., 2004, 2007).

Private Schools

School leadership in private schools in Lagos, Nigeria, is structured with the Head Teachers being accountable to parents (who can withdraw their children if they find the school to be academically underachieving) and the school board. The challenge of the high turnover of leadership is observed as a frequent occurrence in private schools. However, private Head Teacher positions are widely occupied by experienced and successful teachers with track records of high student success rates in entrance examinations to either secondary schools and/or tertiary institutions (Nakpodia, 2009; Ololube 2006). Most of these successful teachers were lead teachers who have excelled, in their subject areas, though they have not undergone any formal leadership training. In the absence of such formal leadership training, these teachers have demonstrated an

aptitude for motivating their schools by directly influencing the behaviours, thoughts and feelings of students, colleagues and parents (Peretomode, 1991). These school leaders are knowledgeable about their students' academic progress and attainment levels according to the literature (Day et al., 2007). The system of 'fast tracking' (Bush, 2010) teachers with a teaching certificate into leadership positions is exclusive to Nigeria and Africa. However, the UK government used this system as a 'succession planning initiative' (Bush, 2011, p. 789) to encourage promising teachers with leadership potential to progress into leadership. The question is whether Nigerian school leaders can achieve success in the specific challenging contexts in which they find themselves. Any possible answers will be generated from this research as it progresses. It is, however, necessary to make a comparison of Nigerian and Western education in terms of school leadership.

1.3 Comparing Nigerian and Western Education in terms of Successful School Leadership

Comparing Nigerian and Western Education

Public education is being threatened by the increased investment in private education all over the world, including some western countries such as the USA and non-western countries (Harris & Jones, 2017, 2018) such as Nigeria. Education in western countries, according to recent research (Harris & Jones, 2017c), has succeeded because of the huge investment in school leadership preparation programmes, which Nigeria is beginning to experience through ESSPIN school leadership training programmes (EFA, 2015). These researchers have confirmed that, for actual school improvement to occur in any school in a challenging context, there must exist a 'positive contribution of leadership to school and system performance' (p. 432). This view is supported by previous studies into the importance of school leadership for school improvement (Leithwood et al., 2006). These studies also cited the cultural aspects of education that exist in different part of the world, a notion to which this research contributes.

Research has also revealed that education in western countries is characterised by school leaders who influence the entire school community, both internally and externally, because they can achieve success in the specific school context in which they find themselves (Harris, 2009, 2017, 2018), regardless of the challenges they face daily.

Nigerian school leaders are engaged more in the local community (Momoh & Ogonor, 2014), in contrast with school leaders in western countries, who work hard at providing quality teaching and learning (Day et al., 2008; Day & Sammons, 2016). These leaders in western countries influence teaching and learning processes and the working conditions of teachers in the quest for school improvement (Day et al., 2009, 2016; Leithwood 2016), as well as academic and social success by utilizing their unique qualities, values and skills as influencing processes (Yukl's, 1998; Mulford & Silins, 2012; Carpenter, 2015). Additionally, appropriate qualifications and CPD (Bush, 2007; Day et al., 2016; Sun & Leithwood, 2015) are identified as being important to school leaders in western countries.

Western countries also experience challenges in their education system; Leithwood et al., (2010) suggest that the causes of failure in schools are categorisable into external and internal factors. Western schools also face the challenge of teacher shortages, even in the UK (Harris & Jones, 2017). The external causes of underperforming schools are students' SES, dysfunctional LEA regulations, inadequate government funding, and lack of quality teachers and CPD (Bryk et al., 2010; Meyers & Simyle, 2017; Meyers & Hitt, 2017). These are like but not as extreme or endemic, as those factors in the Nigerian context, with its inadequate infrastructure and pedagogic materials that impact student outcomes.

Successful School Leadership

Successful school leadership, according to a recent review carried out for the Education Development Trust in conjunction with five U.K. universities, is the ability of school leaders to 'demonstrate the contribution of their work to school improvement' (Day and Sammons, 2016, p. 5) in four key areas: promoting learning, elements of inclusive education, effective teaching and school self-evaluation for school improvement (p. 5-6). Successful leaders are sensitive to the specific contexts in which they find themselves, since challenges differ and are dependent on a school's demography, history and community (Bryk, et al., 2010). However, 'current conditions necessitate that turnaround Principals (Head Teachers) rapidly build capacity and improve student outcomes to maintain employment' (Ylimaki et al., 2014).

How can sustainability be achieved when the possibility exists of the same problems re-emerging? How do Nigerian primary school leaders achieve success that influences

teachers' work and students outcomes? Is success meant to be short-lived or continuous? The answers are provided as this research proceeds.

Nigeria, like any other developing country, was and is faced with overwhelming leadership challenges from political, socio-economic and educational spheres peculiar to her socio-cultural context (Osoteku, 2011, p.1). The inadequate accountability system (Ekpoh & Bassey, 2011; Domike & Odey, 2014) that operates in Nigeria negatively influences teachers' and Head Teachers' motivation and diligence. Thus, the profession is no longer regarded as respectable (Wushishi & Aloma, 2015). Quality teaching and learning may have been adversely affected, as students take examinations with insufficient preparation, leading to very poor academic outcomes: 'truancy, absenteeism and non-attendance of lessons by teachers, persistent lateness to schools, (and even) trading' (Ekpoh & Bassey, 2011 p. 153).

Nigerian education, according to the literature, has been plagued by 'poor performance of students in public examinations (caused by) the poor location of the school, incessant changes of government policies, closures of schools, which were contingent upon teachers' strike action, home-school distance, high student-teacher ratios, lack of supervision, monitoring and evaluation machinery, lack of good textbooks, poor content of instruction and a poor and non-conducive environment, among others' (Adepoju 2011, p. 316; Adepoju, 1995; 2003; Domike & Odey, 2014) . There is, however, no reference here to the effectiveness or lack of, successful leadership. The above literature describes Nigerian primary school Head Teachers as being inexperienced, unable to provide required direction or to exercise influence like their counterparts described in western literature (Leithwood's et al., 2004, 2006; Day & Gurr, 2014), who impact their school community in terms of a 'positive influence on students (and teachers) to follow leadership' (Jacobson et al. 2005 p. 1; Sun & Leithwood, 2015).

Research (Enu & Esu, 2011, Domike & Odey, 2014) in the Nigerian public school context highlights the issues of poor and/or low remuneration, the irregular payment of salaries and poor value systems due to the government's inability to fund education. These factors are the challenges facing underperforming schools which contribute to the lack of successful school leadership in Nigeria. Public schools, where there are rarely any changes of Head Teacher, are headed by inexperienced and untrained Head Teachers with low student achievement, a consequence of their location and poor infrastructure (FME, 2006; EFA, 2015). Although several states in Nigeria have recently organised professional development for most of their school heads after 10-20 years of headship (State Ministry of Education), there was no evidence of any positive effects, and these

leaders continued to experience sudden, extreme and often repeated changes of government, policies, staffing and strategies.

Planned CPD was a core strategy for success that was observed in successful school leadership in western countries yet a practice gap in Nigerian public schools. The private schools utilised similar core leadership strategies, albeit at different levels and in different contexts. This may be the result of the government's low expectations of public schools, characterised by poor supervision and monitoring (Nakpodia, 2011a; Chukwumah & Ezeugbor, 2015). Some researchers (Ibukun, Oyewole and Abe, 2011; Momoh & Ogonor, 2014) have suggested that successful school leadership in Nigeria was premised on the leader's personality, qualifications, experience and the students' academic performance, regardless of the socio-economic context. However, in western countries, it was the qualities, values, skills and strategies of successful school leadership that influenced better teacher working conditions and student outcomes (Day et al., 2009, 2016; Day and Leithwood, 2007). There is a consensus within the literature both in Nigeria and internationally that successful school leadership can influence the quality of teaching and learning with the support and understanding of teachers and students (Day et al., 2016; Akomolafe, 2012; Momoh & Ogonor, 2014).

The factors that positively affect school leadership in western countries, according to the literature (Day et al., 2009; Ylimaki & Jacobson, 2011; Gurr, 2015), yet may not prevail in Nigeria, include: – accountability, environment, care, trust through collaboration and teamwork among members in the classroom, staffroom and boardroom. Nonetheless, private school leaders in Nigeria may be influenced by accountability to parents and the board of governors or trustees, who have high expectations of these leaders and schools in terms of quality service delivery (Olaniyan and Obadara, 2008; Olatoye and Agbatogun, 2009; ESSPIN, 2013). Since fees are paid regardless of the amount.

Finally, the international approach of collaboration in successful school leadership involving staff, students, parents and the larger school community in decision-making is a key success factor identified in some international literature (Hallinger and Heck, 2010; Gurr, 2015). In Nigeria, collaboration was used as a management tool for successful school leadership to ensure quality education (Anka and Khaskhelli, 2011; Akomolafe, 2012), notwithstanding, the fact is that these tools may have been poorly and unprofessionally implemented (Okobia, 2012). This challenge, amongst other key challenges, may be responsible for the low level of success in the context of Nigerian school leadership, a topic discussed in the following chapter.

1.4 Research Methodology

This study uses a qualitative research design to analyse the data collected through a multi-perspective approach. The sample consist of two primary schools with Head Teachers with a successful track record of five years in Lagos State, a multi-cultural and cosmopolitan state in Nigeria. The case studies were selected from Lagos because the state features the highest number of internationally-accredited private schools of a standard comparable to that of government-funded public schools in western countries, as well as low fee-paying private schools and upgraded public schools.

The findings of this research will be relevant to practitioners and policy makers (Cohen et al., 2009) not only in Nigeria, but also in other non-western countries where there is a need of better student outcomes. The study aims to generate ideas which will inform policy reforms regarding the major criteria for appointing school Head Teachers in Nigeria. The study also seeks to increase our knowledge of the generally acceptable characteristics of successful school leaders (Cohen et al., 2009). This will thereby foster our understanding of the concept of successful school leaders, and how they construct their own success in the context of the Nigerian school. Thus, this study aims to describe successful school leadership in its natural setting, revealing the participants' meaningful intentional behaviours to create success within their own social enclave, behaviours from which future school leaders may learn. This is a context which may differ from that of western countries such as the UK, the US and Australia due to the peculiarities of Nigeria as a developing country.

1.5 Conclusion

This study explores the meanings of school leadership, successful school leadership and the key themes. More specifically, the study aims to investigate the personal views of Head Teachers and their deputies, students and parents regarding the qualities, skills, values and strategies of these Head Teachers. It also investigates how these Head Teachers interpreted successful school leadership and discusses how successful school leadership impacts on teachers' work and student outcomes.

This study concludes with personal reflections on my journey throughout this research and how it has impacted on me as a person, as well as a researcher.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The materials for the literature review in this research were sourced from empirical research studies and literature review articles that examined school leadership activities with improvement outcomes and implications. I gave attention to empirical studies of international focus on successful school Principalship in Africa and Nigeria. It was initially difficult to set limits to my reading plan but later set limits in terms of publication dates, time scale (2000 – 2014) and geographical location – the UK, the USA, Australia, Canada and Nigeria, and searched for literature on school leadership models by investigating the trends and themes of the research questions related by the journals, country, and authors. The reason for choosing these four western countries mainly, was their initial and continued participation in the researches featured under the ISSP project.

I designed a simple theme web with branches, and searched on highly reputable electronic databases such as, bibliographic abstracts, academic journal articles from Scopus, ProQuest, ERIC and Google scholar using keywords and phrases that focused on broad scholarly successful school leadership publications. The keywords included leadership, educational and/or school leadership, management, primary Head Teachers and successful school leadership. The themes were the keywords with synonyms, alternative spellings, word variants, different national terminologies, broader and related concepts, relationships between these concepts, and major theories. I also combined the themes and/or phrases of publications that were qualitative case studies, which applied interpretivist approach as branches. I searched for key researchers for an up-to-date understanding of the literature and the methodology applied. This provided a background resource to build a network of researchers on school leadership, particularly on the ISSPP with strong implications for international and national contexts indicated in the themes of this study. I also subscribed to Scopus, ProQuest, ERIC, and Taylor and Francis publications to receive highly relevant and current articles on school leadership practice found in this research.

I selected a total of 195 articles and empirical research articles which vehemently focused on the qualities, values, skills and actions of SSL and their effects on school improvement; and the ISSPP studies numbered 101 (52%). These articles either employed a multi-perspective qualitative or mixed-methods approach that applied case study methods, from which 73 (38%) were retrieved from high impact journals published by Taylor and Francis, JEA (Journal of Educational Administration), SLAM (School leadership and Management, Leadership and Policy in Schools), IJEA (International Journal of Educational Management), EAQ (Educational Administration Quarterly), An International Journal on Research Policy and Practice, EMAL (Educational Management Administration and Leadership), Oxford Review of Education, and EASA (South African Journal of Education). Twenty-eight (14%) other empirical studies were retrieved from other journals that cut across disciplines such as economic affairs, management, business and finance; these are listed in the reference section. These articles were either related to education, school leadership and/or workplace spirituality, and/or the five leadership models and helped to interpret the findings in this research.

To compare the quality of public and private education sectors in Nigeria, a total of 26 (26%) empirical research articles were examined from the above sum-total. These articles were sourced from the Canadian Centre for Science and Education, such as IES - International Education Studies, Academic Journals - JEAPS (Journal of Education Administration and Policy Studies), IJEAPS (International Journal of Educational Administration and Policy Studies) and ERR (Education Research Reviews), Compare, EMAL, and other academic journals. These articles provided a balance between papers of theoretical and practical school leadership strategies and actions within the two sectors.

The literature review articles numbered 94 (48%) and were also sourced across the above-mentioned journals, and others such as Leadership Quarterly, International Encyclopaedia of the Social & Behavioural Sciences, Societies, Leadership, School effectiveness and School Improvement, Leadership & Organisation Development Journal, and Educational Management Administration Leadership. These articles were used to update the literature. To compare the qualities, values and skills of successful school leaders, I examined a total of 26 research reports on school leadership in western countries, especially the UK, the USA, and Australia, and Africa and Nigeria. Thirteen (50%) of these studies were the effect of school leadership on teachers' working conditions and student outcomes in western countries; eleven (42%) focused on international or national agency reports on public and private education and school leadership in Nigeria, and two (8%) were research reports specifically on turnaround schools in the USA. These reports presented diverse national and comparative research, diverse methodology and analysis applied that enhanced the quality of this research. I

also sourced materials from four theses and dissertations with an emphasis on school leadership generally and specifically on Nigeria that revealed the knowledge gaps found in this research.

Thus, this chapter contains a detailed review of the literature, divided into three parts. Part one investigates the meaning of leadership and school leadership in the international literature, and reviews the current theoretical models. Part two outlines the leadership of Nigerian primary school Head Teachers and the key issues in Nigerian school leadership. Part three assesses the similarities and differences between the international and the Nigerian perspectives of successful school leadership, evaluating these key themes:

- leading school direction
- leading school staff
- leading school organisation
- leading school programmes
- leading school environment

The chapter ends with a review of literature on the qualities, values, skills, strategies and practices of successful school leaders in the UK, the USA, Australia and Nigeria, and how these attributes impacted teachers' working conditions and student outcomes.

2.2 Definitions – *Leadership*

A critical examination of the various relevant definitions of leadership reveals its relevance to successful schools, and most importantly, student achievement, as well as the relationship between school leadership and school culture. Western literature on leadership (Harris, 2002; Day, 2005; Bush, 2007; Robinson, Hohepa and Lloyd 2009) provides different definitions with no consensus on a specific definition (Harris, 2000, Harris & Jones, 2016, 2017). This makes the discussion of school leadership problematic. Robinson, Hohepa and Lloyd (2009) in their Best Evidence Synthesis iteration (BES), report provides a definition of leadership that guides this research:

> *'This influence can be direct, as when leaders interact with others, or indirect, as when they change the conditions in which people work... As used in this BES, the term 'leadership' includes the influence of those with formally recognised positions*

(such as Principal, senior or middle manager, school trustee, kaumàtua/elder, or policy maker) and the influence of those who exercise leadership informally' (p.36).

Leadership, according to Leithwood et al. (2004, 2006a-b) and Sun and Leithwood (2015), means providing directions and exercising influence. It is the ability of the school head to 'set and maintain a sense of purpose and direction for their schools,' creating the atmosphere for a 'positive influence on students' to follow leadership (Jacobson et al., 2005 p. 1). Gronns (2007) argues that the notion of leaders changing others reveals a fundamental relationship between leaders and followers. This implies a leader is presumably successful when the leader influences the followers to act in a way they would not have normally acted (p. 190-191). DuFourDufour, Eaker and DuFourDufour (2005) debate the issue of who the leader is and who the follower is. Who do people attribute leadership to and why they subject themselves to this leadership (Leithwood et al., 2006 p. 88)? Leithwood et al. (2006) postulated the existence of two types of 'prototype' leader followership – the first is recognition-based where:

> *'people (shape) their judgements about their own followership by matching the observed traits and behaviours of the potential leaders with their existing leader 'prototypes' – mental models, developed over prior experiences … containing a person's understanding of what leaders should look like, how they should behave, what traits they should have and so on … But they risk (such judgements) being based on superficial qualities (e.g., rhetorical skill, gender, attractive appearance, association with desirable causes) because these may be the only qualities to which potential followers have access' (p. 87–88).*

The other concept, called 'inference-based' followership, is centred on the leaders' potentials that are beneficial to the organization, which Bush and Glover defined as, 'a process of influence leading to the achievement of a desired purpose. Successful leaders develop a vision for their schools based on their personal and professional values ... (they) articulate this vision … (they) influence their staff and other stakeholders to share the vision … Structures and activities … are geared towards the achievement of this vision' (2003, p. 5).

Harris et al., (2009) and Robbins & Judge (2009), conversely, describe leadership as influencing 'a group of students, teachers, parents and community towards the accomplishment of specified visions and goals' (p. 385) and a focus on leadership preparation development (Harris et al., 2016). These researchers suggest that leadership is not necessarily authority or management, though empirical evidence shows leadership involves management when it reflects influence, values and vision (Bush & Glover, 2014,

2016). This infers that leaders clearly communicate the visions and goals required to achieve the desired result, with each member of the organization interpreting it to the best of their understanding and knowledge. According to Leithwood et al., (1992 p. 6-8) this solves a critical leadership problem, where conflicts of interest may arise, if a staff member in that organization does or does not buy into the shared vision (Day, 1999 pp. 86–87). This is supported by Benin's (1998) argument that leadership is a 'creative enterprise, involving all in innovating and initiating ... a goal, a direction, an objective, a vision, a dream, a path, a reach; ... (since) leadership has to get people in the organisation to buy into a shared vision' (Ololube, 2006, p. 11; Momoh & Aloma, 2014). Hence, it is crucial for the other members of the organisation to buy into the vision particularly in challenging situations where autocracy may replace influence, thereby making success unachievable. Leadership as 'the guidance and direction of instructional improvement' (Elmore, 2004, p, 1) is relevant to this discussion as leadership is claimed to be inseparable from quality teaching and learning in challenging context (Moral et al., 2018). The organisation will invariably do everything it takes to motivate and influence others in that direction, through support and guidance.

Spillane (2005) however, adopts 'a working definition' (p. 384) of leadership, and claiming 'leadership refers to activities tied to the core work of the organization that are designed by organizational members to influence the motivation, knowledge, affect, and practices of other organizational members or that are understood by organizational members (to intently) influence their motivation, knowledge, affect, and practices' (p.384). This suggests a distributive perception of school leadership practices and teacher leadership, and is based on social structure, after following a five-year longitudinal study of school leadership in seven primary schools in Chicago, USA (Bryk et al, 2010).

This research presents school leadership in the primary schools as very simple, it is not. As Spillane (2005) rightly asserts, restricting 'a school as a closed system is problematic' (p. 395). He claims however, that, 'not all influences achieve their purpose especially when those in leadership may not be able to change other peoples' practices or mind in any way. This means those in leadership are unable to motivate the competencies of other members of the organisation towards the achievement of set goals necessary for success. This is indicative of failure or unsuccessful leadership, although the frequent change of leadership was more suggestive of failure according to Leithwood et al., (2006).

I would, therefore, define school leadership as a continuous process of interaction between two important groups - leaders and followers (Yukl, 1994; Harris, 2005). A reassessment of basic leadership practices within social settings either in the school context or in other social organizations such as the church, professional organizations,

social clubs and executive positions, reveals a noticeable practice – continuous influence, in the sense that it does not end as long as the leader is within and around such an organization or environment. Influence is inevitable. It must also be two-fold: the leader influencing the followers or the led, and vice-versa, in order for such a relationship to succeed and to be of universal benefit.

The International Perspective of School Leadership

A prevalent view within the body of international literature is that leadership influences a group towards the accomplishment of specified visions and goals (Harris, 2002; Day 2005; Leithwood et al., 2006). However, there exists an opposing view which argues that leadership does not only constitute authority or management (Harris et al., 2009, and Robbins and Judge 2009 p. 385). Most of these authors, on both side of the divide concur on the definition of school leadership as being either a branch of the study of management, or a distinct field of study, whose purpose was to achieve the aims of education in the school and the management of human and physical resources (Bush, 2007) and leading people, curriculum and pedagogy (Bush & Glover, 2016).

However, management as part of school leadership entails far more than the accomplishment of school goals and visions as a practice (Leithwood et al., 2006; Marzano, Waters, and McNulty, 2005). Arguably, management involves 'policy implementation, improved relations with educators, more delegation to senior management team members and enhanced financial and conflict management' (Bush, Kigundu and Moorosi, 2010 p. 38; Bush & Glover, 2016). It also involves staff recruitment and development, effective internal and external communication systems and staff motivation (Leithwood and Riiehl, 2003, Hallinger and Heck, 1996). These factors work in unison to ensure that quality teaching and learning is properly observed and monitored.

According to Anderson et al. (2007); Day and Leithwood (2007), the topic of school leadership after fifty years of research provides a framework for school leaders' professional competence, regardless of the 'prevailing pressures of globalization and changes in science, technology, and demographics' (Mulford, 2008 p. 2; Harris & Jones 2016a). This global perspective may suggest that school leadership should focus on reorganizing 'decision-making in education systems, empower(ing) teachers, rais(ing) learning and accountability standards and develop(ing) more productive relationships between schools and their communities' (Hallinger, 2011 p. 306). School leadership,

according to Gronn (2002); and Leithwood et al. (2009) is best viewed from a broader perspective. Likewise, Smith and Riley (2012) argue that it is '… about positioning the school for the future, and about supporting and empowering staff and students in the pursuit of teaching and learning excellence … (and) a strategic or forward-looking process that involves the development and communication of a strong vision and attendant goals or objectives, along with a relevant plan for implementation, monitoring and review' (p. 57).

The conceptualization of school leadership has been criticized for generating information largely from the Principals of failing and challenging schools (Harris, 2002). Nevertheless, there have been various studies (Day 2005; Leithwood and Jantzi 2004; Leithwood et al., 2006; Harris 2005) that have provided concrete evidence (Pennington, Kington and Day, 2008, p. 67) of school leadership practices from the viewpoint of stakeholders within the school community from the perspectives of such heads.

This stance notwithstanding, 'large-scale and in-depth' school leadership research reviews in the UK (Day, 2000, 2005; Day et al. 2007, 2009, Gu and Day, 2010), New Zealand (Robinson 2007, 2008; Robinson et al., 2009, 2010, 2011), Australia (Mulford, 2007, 2008; Mulford and Silins, 2005; Mulford and Edmund, 2009), Canada and the USA (Leithwood et al. 2004, 2005, 2006a-b, 2010) have underscored the importance of leadership for student learning outcomes, and have analyse how this influence is determined (Harris, 2009). However, these studies have underestimated the effect of leadership on learning, since they conclude that the 'total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects' (Leithwood et al. 2004, p. 5). This position may be problematic in the face of the growing demand and complexity of school management and leadership and education policy borrowing (Harris et al., 2016) in both western and non-western countries.

The above research studies revealed the direct impact on student learning as teacher capacity building with leadership pedagogic capacity. The indirect effect was found in 'students' motivation, behaviour, engagement, learning and achievement' (Day & Sammons, 2016, p. 17). This is mediated through the development of educational values, competencies and qualities that can shape the school and classroom process, as well as through practices which resulted in improved pupil and student outcomes (Day and Leithwood, 2009).

These studies have been criticized for not considering 'cross-cultural or indigenous conceptions of leadership' (Hallinger 1995), particularly, as regards non-western parts of the world, even though these studies did not set out to consider this aspect. A

conceptualization indigenous leadership may reveal diverse cultural outcomes (Hallinger and Walker 2011) and contribute to the body of knowledge in this field (Dimmock and Walker, 2000, 2010, 2011; Harris et al., 2017).

The debate on contextualised school leadership provided by Dimmock and Walker (1998a, 1999, and 2000) and Watkins (2000) has been criticised for being largely dominated by a western cultural perspective – particularly the US, the UK and Australia (Law, 2013). Other scholars (Cheng, 1995; Hallinger and Leithwood, 1996a) claim, however, that societal culture was more important in the study of school leadership and management. Wing-Wah Law (2012; 2013) claims that societal culture influences school leaders; since they work in an interconnected and interdependent world, they will be exposed to socialisation with different cultures at different levels.

The debate on the cultural dimensions of leadership in a social context by Trompennars and Hampden-Turner (1998) 'provides a contextual force that determines the type of leadership that the people come to view as effective' (Kalu, 2010, p. 49). Kalu (2010) however argues in line with these researchers that 'differences in societal culture are associated with differences in personal values' (p. 49). Okogun (2012) however reasons that it is these cultural situations that create leadership 'challenges for Principals who are inadequately prepared for the position in Nigeria' (p. 32). Other shortcomings in previous research into school leadership are summarized by a specific study by Heck & Moriyama (2012, p. 378): These shortcomings include the:

- Inability to build and test theories that can expound knowledge of pragmatic relationships as indicators of effectiveness and school outcomes, as emphasized by Creemers and Kyriakides (2008)

- Inappropriate generalization of consistent school factors such as context, composition, climate and leadership and their influence on outcomes, whether it is for the student or school.

- Incomplete description of research methodology in measuring key variables such as 'effectiveness constructs, the specification of their relationships within and across levels of the organizational hierarchy, and how temporal conditions may influence these processes' (Creemers & Kyriakides, 2008).

Furthermore, research into school leadership has been criticized for overly concentrating on the use of 'modelling procedures, such as path analysis or structural equation modelling' which may be limiting (Opdenakker and Van Damme, 2007 pp. 180). Therefore, the need arises for a more dynamic research design to determine the effects

of school leadership models on student outcomes in non-western parts of the world. Thus, this study focuses on the context of school leadership in Lagos, Nigeria. However, before discussing the Nigerian perspective of school leadership, it is imperative to briefly review the current theoretical models of school leadership.

Review of current theoretical conceptualized models of School Leadership

This section discussed the reviews of five theoretical concepts and models of school leadership in terms of influencing student and whole school outcomes. The history of the conceptualized models of school leadership began with the transactional or managerial model, in the 19th Century, with a focus on structure/task and organisational/maintenance driven-mode, rather than a people-driven one (Harris, 2005). Even though it was limited in its influence on student achievement, it delivered success in the schools' organisational change and development (Harris, 2005).

Transactional leadership

Transactional leadership according to Burns (1978) can be described as a common enterprise between leaders and followers, which results in the realization of individual goals. This is consequent of both parties being dependent on each other for shared planned changes (p. 429). Educational leadership in West Africa could be described as a single continuum (Bass, 1985) between transactional leadership and transformational leadership.

The specific values exhibited by transactional leadership are honesty, responsibility and fairness (Kalu, 2010). However, transactional leadership behaviour (TLB) is characterised by 'contingent reward or discipline' (Reave, 2005, p. 656). Meanwhile other researchers describe discipline as management-by-exception with less positive outcomes in non-western countries such as Nigeria (Kalu, 2010, p. 10). This is further confirmed by another study (Ofoegbu et al., 2013, p. 75), which states that Nigerian Principals adopted this model; and it is criticised (Bush & Glover, 2016) for its inability to produce the desired results in school leadership in Nigeria.

Contingent reward, according to Burns (1978) can be described as an "exchange of relationship, where the efforts of the followers are rewarded, while management by exception or discipline is the use of corrective criticism, negative feedback and reinforcement when followers fall short of expectations" (Kalu, 2010, p. 12). Northhouse (2007) categorises contingent reward into three factors: the framing, clarifying and rewarding of the negotiating process in the exchange system between leaders and followers (Nahavandi, 2009). Thus, management-by-exception (Connor, 2004) mandates managerial intervention when a staff member is underperforming and unproductive.

Transactional leadership dimensions have been criticised for being underdeveloped especially since transformational leadership practices are built on this basis (Leithwood and Jantzi, 2005; Leithwood and Duke, 1999). These researchers developed the work of Bass and Avolio (1994) and Silins (1994) and describe four 'management' dimensions with little effects on school leadership (Leithwood and Jantzi, 2005, p. 181), which Bass and Avolio's concept of transactional leadership did not have sufficient information about. They include - establishing effective staff recruitment; providing instructional support; monitoring school activities; and buffering staff from excessive external distractions.

Thus, research (Leithwood and Jantzi, 2005; Moriba and Edwards, 2009) has shown that transactional leadership is not an alternative to transformational leadership, nor, do these the practices provide the stability needed for the effective transformational school leadership to lead school organizations successfully. Notwithstanding, it is imperative to discuss the transformational school leadership model followed by instructional and distributed leadership dimensions.

Transformational Leadership Model

The Transformational Leadership model originated from Burns' (1978) theory of focusing on the leader-follower relationship (Leithwood and Jantzi, 2005; Sun & Leithwood, 2012, 2015) rather than structures. It is about 'inspiring this relationship' (Mulford 2008 p. 42) with emphasis on:

- Idealised influence: setting direction for achievable school vision;

- Inspirational stimulation: developing staff capacity building and redesigning the organisation;
- Intellectual motivation: building collaborative cultures for managing instructional programs and fostering connections between school and community;
- Individual consideration: staffing structure for supervision, monitoring of activities and resources.

This model aims at fostering professional development and producing high commitment to organizational goals, which in turn increases productivity (Leithwood and Jantzi 2000; Harris, 2005). Followers are motivated to achieve increased productivity through the charismatic personality of the school leader (Sun and Leithwood, 2012). However, it is highly regarded as the key SSL practices after a recent 4 "paths" Standard meta-analysis narrative study (2015, p. 499). Transformational leadership practices according to Leithwood and Jantzi (2008), foster teacher collaboration, motivation and self-efficacy, with excellence as a school cultures and for staff and students understanding for the purposes of compliance. However, the theory of self-efficacy may be flawed in that model for the belief in one's ability to perform a task may not equate to 'actual ability' (Leithwood and Jantzi 2008; Sun & Leithwood, 2015). As Bandura (1997a) claims:

> *'People make causal contributions to their own functioning through mechanisms of personal agency. Among the mechanisms of agency, none is more central or pervasive than peoples' beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives' (p. 118)*.

The TSL model has therefore been criticized for its lack of transactional practices with little or no effect on a wide range of school leadership influence on student achievement (Robinson et al., 2008, 2009). These researchers claim the model has a minor influence on student outcomes with more impact on social outcomes than academic ones. Sun and Leithwood (2012, p. 419), however, argued otherwise through further research that the model does indeed works towards fulfilling 'transactional goals' and 'self-actualisation' rather than the 'self-interest' of the leader, after their empirical findings from 32 reviews. Leithwood et al., (2004) claim that transformational leadership has the capacity to be distributed among staff for effective change involving key personnel in developing teaching and learning policy, and decision making in various areas.

The TSL model seeks to integrate other models with the inclusion of newer dimensions (Marks and Printy, 2003; Printy et al., 2010); it is a theory that works for leaders in different settings, especially educational settings (Sun and Leithwood, 2012, 2015, 2017;

Day et al., 2016), and in difficult locations such as West Africa (Moriba and Edwards, 2009; Bush & Glover, 2016), and, specifically, Nigeria (Njuko, 2012; Ofoegbu et al., 2013).

Instructional Leadership

Instructional leadership emerged over two decades ago with the effective school movement in the US. It has its roots in empirical studies by Edmonds (1979) of low socio-economic status schools 'where students succeed against all odds' (Robinson, Lloyd and Rowe 2008 p. 639) and findings by Bossert et al. (1982) regarding schools with strong instructional leadership that ensured high teacher-student expectations, orderly learning environment and clear performance objectives (Robinson, Lloyd and Rowe 2008). Leithwood et al. (1999) defined it as 'the behaviour of Head Teachers as they engage in activities directly affecting the growth of student' (p. 8). Researchers have noted its popularity in North America, where it is assumed that school leaders use their 'expertise, time and capacity to provide their teaching colleagues with meaningful feedback about their instructional practices' (Day et al., 2009 p. 12). These researchers also discovered insufficient evidence as to whether most of the school heads did the above. Hallinger (2003), however, claims this model thrives where:

- the school's mission and goals are designed and communicated to the whole school;
- instructional programs are managed through effective supervision and evaluation;
- the students' progress in the curricula is monitored and coordinated respectively; and
- A positive whole - school learning atmosphere for both teachers and students is promoted.

Earlier research findings show instructional leadership impacts student achievement indirectly because it is established in the leaders' ability to ensure the provision of an effective, successful learning environment (Robinson 2007; Robinson, Lylod and Rowe, 2008; Mulford 2008). It focuses on teacher leadership which may cut across organisational boundaries for improving instructional practices (Hargreaves 2004; Harris 2005). However, there may be varying results in terms of the effectiveness of

instructional leadership in different countries, especially in the USA, Canada and Australia with the increasing limitations of single entity leadership. Research by Robinson (2010) refers to instructional leadership as the 'planning, evaluation, coordination and improvement of teaching and learning' (p. 2) after a review of two meta - analysis studies. Robinson suggests that student's outcomes where superior in schools where the above description of leadership was evident. Smile & Bennett (2005), argued that instructional leadership practices do not provide 'knowledge of the capacities required for enactment … (neither does it enrich) our understanding of the knowledge, skills, and dispositions required for school leaders to be effective …' (p. 141).

Instructional leadership and Collective Teacher Efficacy (CTE - teacher self-perspective and quality – Goddard et al., 2000) were found to be a less accurate predictor of school achievement than SES (Fancera & Bliss, 2011). However, previous studies support the idea that a Principal's instructional strategies positively impacted student achievement (Leithwood & Jantzi, 1999; Day, 2000, Hoy et al., 2002; Robinson et al., 2008). SES has a stronger relationship with student achievement, according to (Fancera & Bliss, 2011) after they examined the relationship between instructional leadership, CTE and SES in a New Jersey Public school, in the USA. Their research results negated those of Goddard et al., (2000) and those of Bandura's (1993), who found that certain teacher effects, as well as their collective beliefs and efforts have a strong relationship with student achievement, inferring that CTE has a positive effects, according to Bandura's (1977) social cognitive theory.

However, Leithwood and Jantzi (2008) identify that transformational leadership mechanism improved CTE, when leaders provide individual support to teachers by being respectful to individual teachers, demonstrating concern about their wellbeing, maintaining an open-door policy, and valuing their opinions apart from developing clear school goals and visions. These results have been criticised (Fancera & Bliss, 2011) for not examining specific leadership actions that influenced CTE as a mediating school improvement process. However, more recent research (Day & Sammons, 2016) has reported that CTE has positive effects on teachers when they are involved in the decision-making process of the school and their Head Teachers were effective communicators and friendly.

Nevertheless, CTE can be effective when Head Teachers and Principals can influence teacher quality by being supportive, objective at hiring the best staff, offering feedback during teaching observations and working hard at retaining their best staff to impact student achievement (Bandura, 1977). School leaders can also work with their teachers to design achievable goals and curricula, providing instructional materials regularly,

conducting classroom observation and evaluation, providing feedback immediately to low performing teachers on pedagogy (Hallinger & Heck 1998), and monitoring student progress through data (Tan, 2012).

In summary, instructional leadership is criticised for being narrow in its delivery of the needed change required for improvement with an indirect significant impact on student achievement. Moreover Goddard, LoGerfo and Hoy (2004) argued that the mechanism of improving CTE is not clear, and that further research is needed. One empirical study (Leithwood et al., 2010) also confirms that there is no significant relationship between leadership and SES (-.07), and only a weak relationship with CTE (.10) in their Four Path model to student achievement (p. 691). More recent research (Sun & Leithwood, 2015) reveals that school leaders must focus on a clear academic mission for their schools. Successful school leaders cannot improve instruction alone in order to influence student achievement, since school improvement cannot rely solely on achievement evidence. It can be combined with transformational leadership (Marks & Printy, 2003; Day et al., 2016) to promote school improvement. Moreover, the leadership practices measured in that study were those that were distributed among teachers.

Distributed Leadership Model

The 'distributed' leadership model according to Young (2009), has emerged as the most popular model for providing more insight into the direct influence of school leadership on student achievement (Day et al. 2009; Leithwood et al. 2006; Harris, 2004, 2005), and whole school improvement (Bush & Glover, 2016). This is not to say that this is the only means to the end of student achievement (Spillane, 2005); other models, such as the 'instructional', 'transformational' and the 'spiritual' leadership models, are equally as important as the distributed' leadership model. This model has been criticized by Young (2009) for being a populist 'by-product of education modernism', lacking 'in-depth research' on its effect on education policy and how it shapes future school leadership research.

The attraction of the model was so since it is attributable to its implementability with the other two models (instructional and transformational) of leadership discussed previously. The distributed leadership model encourages capacity - building, teacher leadership succession planning (Mulford 2008 p. 43; Klar, 2012; Day & Sammons, 2016) and

supports leadership delegation, as leaders may be overwhelmed with daily tasks (Day and Harris, 2002; Harris et al. 2007).

The distributed leadership model has generated debate over 'Teacher Leadership,' where teachers who assume leadership positions may or may not influence expected change in the school improvement process or in student achievement (Spillane, 2005; Leithwood, 2016). There are examples where the real leaders in a school are teacher leaders who are linked to school improvement through areas of their expertise. These are core subject lead teachers (Mathematics and Literacy) or teachers with special and/or extra-curricular skills such as Performing Arts who can influence the school culture (Spillane, 2005 p. 8).

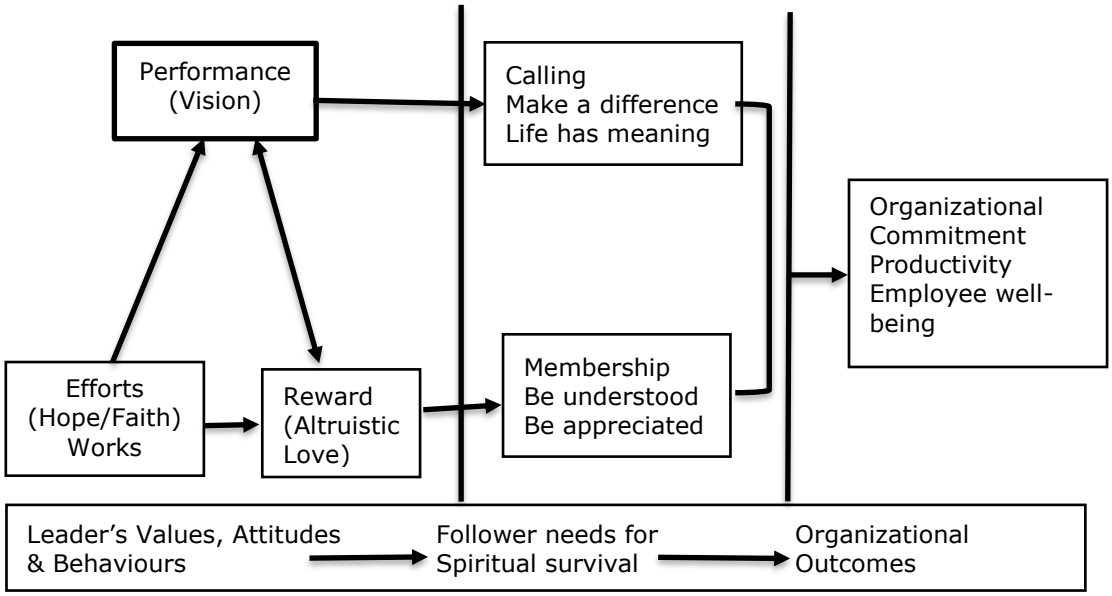
In Nigeria nonetheless, these sets of school leaders are part of the senior management team and they support the Head Teachers' successful school leadership practices for school improvement as described in the international literature (Harris, 2004). Harris (2008; and Timperley 2009: p. 722-724) emphasize leadership distribution practice as the basis for success in terms of student achievement and teacher development. However, how successful has this model been in the delivery of student achievement? and Who would be accountable for school improvement if leadership were delegated to everyone within the school community? Jacobson (2005) emphasises the need for accountability to government, school boards and parents in the teaching and learning programmes of a school.

Day et al. (2009; 2016) in their edited and updated texts claim that distributed leadership in schools is commonplace; it operates amid single entity leadership and it varies in 'response to conditions or challenges' (Day et al. 2009, p. 13). It is also described as a preferred shared, collegial and participative leadership approach of the twentieth century (Bush and Glover, 2014, p. 559, 2016). This model has been criticized by Maxcy and Nguyen (2006), who asserts that the argument that 'little attention is paid to the political implications of capitalizing on the model to extend control over teachers work and school decision making generally' (p. 167). A more recent qualitative study in the USA (Carpenter, 2015) suggest that leadership when shared is beneficial to effective progress in collaborative groups, which provides continuous improvement and shared values and visions, if well defined, as may be in workplace spirituality.

Spiritual Leadership (SL)

Workplace spirituality is linked to vision (performance), altruistic love (reward), faith and hope (effort) for spiritual survival (calling and membership) and organisational transformation (commitment, productivity and improvement) to a causal, intrinsic motivation model that describes spiritual leadership (Fry 2003, p. 693). Spiritual Leadership (SL) was associated with qualities and practices in line with the literature, such as relationality (Dryer, 2001), care (Duigunan & Bindi, 1997) and morality (Sergiovanni, 1992). SL, according to Palmer (1998), reflects spiritual world views and life values in the workplace (Fry, 2003; Gibson, 2014). Figure 2.1 illustrates how individual leaders intrinsically motivated themselves and followers through values, qualities and behaviours that brought about spiritual survival through a sense of calling and membership (Fry, 2003; Fry & Slocum, 2008; Van Dierendonck, 2011; Beck, 2014; Gibson, 2014; Pennington, 2011; Sorakraikitikul and Siengthai, 2014). Spiritual leaders 'experience meaning in their lives, with the sense of making a difference, and feeling understood and appreciated' (Fry et al., 2005, p. 835), which is akin to the spirituality in this study.

Figure 2.1 Model of Spiritual Leadership Theory



(Fry, 2003)

SL is conceptualised as an intrinsically motivated learning organisation because of a causal theory of organisational and transformational leadership (Fry, et al., 2005). This involves developing a vision where leaders and followers experienced the ability to make a difference as a sense of calling. They created followership that fosters the social and organisational value of altruistic love with intentional care for themselves and others as shown in Figure 2.1. These researchers attest to the effect of SL in producing high organisational commitment, productivity and care for employee wellbeing.

Spirituality is described as a 'reservoir of hope' that enables people to survive in the face of adversity, where physiological needs are spiritually complemented (West-Burnman (2002, 2003) and how individuals make sense of their sustainability, authenticity and reflective social actions (Luckcock, 2010). In Wood's study, 52% of British Head Teachers felt their leadership practices were influenced and supported by spiritual powers (2007). Luckcock (2010, p. 407) discusses SL in the educational context using Heron's (2006) three-dimensional definition: engagement – situational presence; enlivenment – immanent; and enlightenment – transcendental consciousness (which is where this study locates its stance). In comparison, Luckcock (2010) defines SL as 'the cooperative process of how leaders engaged, enlivened and enlightened another person or a community of persons in the spiritual dimensions of their lives and work together' (p. 408).

Similarly, Sorakraikitikul and Siengthai's (2014, p. 176) definition of spirituality is 'a basic human dimension, (which) looks deeply into the stage of being that transforms or enables everyone to reach an ultimate power or transcendential being (Cash and Gray, 2000; Twigg and Paravitam, 2006)'. These researchers agreed that spirituality differs from religion (Bandsuch and Cavanagh, 2005) because it is a personal experience (Tombaugh et al., 2011), while religion is based on rituals and ceremonies. Agreeably, spirituality is about searching for personal 'transcendence, relationships or connectedness with higher power, and for the meanings and purposes of life' (Tombaugh et al., 2011, p. 178) in the work place.

SL can be incorporated to extend transformational, charismatic, ethics and value-based theories (moral, Leithwood et al., 1999; authentic, Begley, 2007; Bush, 2010; Bush and Glover 2014; servant, Beck, 2014; and self-sacrificing, Van Dierendonck, 2011; Yulk et al., 2013), if the consequences of wrong specification measurement modalities are avoided. Moreover, the factors describing spiritual leadership that are identified in this study are also consistent with certain TSL dimensions, but are not recorded in the literature (Burns, 1978; Luckcock, 2007, 2010; Fry, 2003; Gibson, 2014) as such. More extensive empirical research is needed on a larger scale into both the public and private

primary school leadership in order to determine the effectiveness of faith-based spiritual leadership on teachers' working conditions and student outcomes.

Although the school leadership models have different dimensions, they share some common features that can interact and interconnect if applied by school leaders conceptualized in their specific social world in diverse ways to achieve success. Thus, all leadership models suggest ways in which school leadership can be practised and they will guide what school leaders do (Bush and Glover, 2014). In view of these findings above, a pertinent question then is, how is school leadership conceptualized in the Nigerian context?

2.3 The Nigerian Perspective of School Leadership

This section analyses the definitions of school leadership in the Nigerian context as compared to the definitions from the international perspective. This is followed by a discussion of the structure of Nigerian primary school structures in the public sector under the Universal Basic Education Commission (UBEC) scheme, which provides education for nine years from primary level (the focus of this study) to the end of junior secondary school (EFA, 2015).

School leadership, according to the research, involves the supervision and monitoring of educational activities for 'the improvement in teaching and the teaching environment, to promote effective teacher performance and learning in school' (Arong & Ogbadu, 2010, p. 187; Akomolafe, 2012; Ibukun, Oyewole & Abe, 2011; Oredein, 2010; Anka & Khaskhelli, 2011; Duze, 2012; Ige, 2013). This notion focuses more on the management of material, as opposed to human, resources, for example the learners, which may not have any significant impact on learning. These researchers propose seven dimensions of school leadership practices, which include:

- Deciding the nature and content of the curriculum
- Selecting the school's organizational patterns and materials to enhance educational growth

- Improvement of teacher effectiveness by ensuring that teachers perform their duties as scheduled
- Improvement of incompetent teachers by providing a guide for staff development
- Determining the effectiveness of the teachers' classroom management and the 'tone' of the school
- Determining the special abilities possessed by teachers, and deciding who is to be transferred, retained, promoted or disengaged (Arong & Ogbadu 2010, p. 187)

Oredein (2010) claims that school leadership is epitomised by the ability of a good leader to initiate 'actions among people, guiding activities in each direction; maintaining such activities, and unifying efforts towards a common goal' (p. 62). There is an emphasis here on the importance of the Head Teacher's decision-making skills in influencing teachers' working conditions and student outcomes. To achieve this, Head Teachers must possess qualities such as good interpersonal and intrapersonal skills to relate, as leaders, to followers i.e. students, teachers and parents (Oredien, 2010). Do Nigerian Head Teachers possess these skills? Or is training needed to build such influential relationships that impact teachers' working conditions and student outcomes?

Other researchers (Akomolafe, 2012; Ibukun, Oyewole & Abe, 2011) supported the international definition of school leadership (Harris, 2005; Hallinger and Heck, 2011) as being a process of social influence of leaders on members of the school community. The Nigerian perspective (Akomolafe, 2012, Ibukun, Oyewole & Abe, 2011; Anka & Khaskhelli, 2011), holds that the qualities, values, skills and strategies of the school leader enabled them to perform their duties and functions effectively.

Private school education has received attention from international donor agencies and other profit-driven organisation investments in a bid to increase the pursuit of EFA and MDG goals (Verger at al., 2017) with an emphasis on innovative marketing strategies. Researchers have also concluded that 'market development in education does not constitute a linear or flat path' (p. 337) towards school success. Furthermore, their study does not relate their findings to marketing as a skillset that is required by school leaders. However, most profit-driven private schools engage the services of marketing professionals, or the financial institutions that are fully involved in the financial management of the school by hiring a school business manager to the school to protect their investments. Earlier studies (Harvey, 1996, Oplatka & Hemsley-Brown, 2004, 2007) also argues that there are no synthesized and theorized educational marketing systems

that successful Principals need to adopt in order to increase enrolment in a globally - competitive environment.

A research study into the mix of school activities-time mix of Head-Teachers in public primary schools in Nigeria, also indicates that the 'qualifications of Head-Teachers play a crucial role in school administration; professionally trained school heads will perform better in community-school relations and school finance and business management' (Momoh & Ogonor, 2014, p. 420). However, the most recent EFA (2015) report reveals that public-school Head Teachers are not trained in marketing skills but in 'school management, ICT, school supervision, pedagogical skills, school records and communication' (p. 127).

Universal Basic Education Commission (UBEC)

Various studies (Education for All - EFA report; Theobald et al., 2007; The Nation Thursday, October 16, 2008; Daily Sun Monday, October 12, 2009), have revealed Nigeria's disconcerting under-achievement in Education for All (EFA) and Millennium Development Goals (MDGs) in sub-Saharan Africa. The Nigerian education sector suffers from weak capacity at the institutional, organizational and individual levels ('weak' in the sense of consisting of untransformed agencies with dual responsibilities at both the state and local government levels (Santcross et al., 2010; Ige, 2014). The prevalence of poor school leadership practices is characterised by the presence of unqualified or under-qualified Head Teachers, producing poor basic education services with low quality and unsatisfactory learning outcomes (Santcross et al., 2010; Ige, 2014). These various factors culminated in an overall distrust of leadership by, and disrespect from students in public schools.

The observed effect of the centralisation of education in Nigeria according to the EFA (2015) report include:

- The basic education cycle in Nigeria has been extended to include a compulsory one year of ECCDE in all public primary school.
- The level of teacher professional training has improved through agencies such as ESSPIN. Though, number of qualified teachers has increase from 2011 – 2013, they are still in shortage. The effect of this is the reduction in teacher-pupil ratio from 1-45 to 1-25.

- The review of a National Curriculum has been undertaken 2013, but inadequately implemented, which has led to poor student achievement.
- The inability of some SUBEB to access FGN intervention funds based on the unreachable conditions proposed in the scheme (EFA, 2015, p. 9).
- Although enrolment has increase at the primary and junior secondary school has increased by 5%, the drop-out rate is below 70%. The reason for this is attributed poor quality of service delivery in certain areas such as:
    - 1) lack of a comprehensive planning system with adequate data.
    - 2) inadequate provision of learning materials and infrastructure.
    - 3) other minor issues include the level of poverty, insecurity and child labour (p. vii).

The establishment and functions of the UBEC is 'to work in close collaboration with relevant Federal agencies and the State Universal Basic Education Board - SUBEBs (Ejere, 2011, p. 223)' to provide quality primary and junior secondary education in Nigeria. The major implementation problems UBEC have experienced in Nigeria include insufficient and poor data facilities (Ejere, 2011) for adequate planning. The observed challenges of the scheme since its establishment include:

- Over 50% of primary school teachers are unqualified (Ajibola, 2008, Akuede, 2006, Vanguard Thursday February 12, 2009; EFA, 2015).

- 87% of classrooms are overcrowded, with 77% of pupils lacking textbooks (Akuede, 2006, Adepoju & Fabiyi, 2009; Ige, 2014).

- Ineffective teaching and learning, premised on poor infrastructure, sanitary facilities, teaching equipment and relevant and current materials (Ikoya & Onoyase, 2008, Ejere, 2011; ESSPIN, 2009).

- Inadequate funding (Ajayi, 2007; Edho, 2009) has been reported. The sector is said to be overwhelmed with weak and poor planning and budgeting, as well as financial and procurement management practices (World Bank, 2008).

- The inability of state governments to access the funds available.

Furthermore, Nigeria's poor governance (UNESCO, 2009) has a consequent downturn in enrolment. UNESCO's recent report clearly states, 'Nigeria has more primary age school children out of school than any other country in the world, and trend projections to 2015 suggest a gross primary enrolment rate of around 105% and a net enrolment rate of just over 70%' (UNESCO, 2016). However, are these enrolment statistics related to public or private schools? Irrespective of the answer given, the statistics regarding Nigerians living

below the poverty level (70%), many primary school-aged children of parents who are experiencing economic meltdown are withdrawn from school in order to engage in menial jobs such as hawking, to augment their family's income (Harma, 2013).

This programme appears to lack the key element of the important role of the Head Teacher, an aspect which was completely omitted in the strategic implementation of the UBE programme. It is doubtful that the programme will succeed without embracing the influence of school leadership. Misappropriation of funds can be restrained by reducing the bureaucracy attached to the funding of projects, with the Head Teacher being directly involved at both the state and local government levels of decision-making (Aluede, 2006). The ratio of teachers to pupils would have to be considered in order to deal with the adequate preparation of infrastructure, teaching and learning materials, as well as the professional development required for the successful accomplishment of the programme (Aluede, 2006, Ejere, 2011). This scheme has not bridged the gap in the educational structure in the country, as had originally been anticipated. Rather, it has widened the gap in terms of the availability of quality education between the privileged and the less fortunate in Nigerian society (Ejere, 2011).

In recent times, some state governments (Lagos, Rivers, Niger and Delta state websites) have embarked on reviving the educational quality in their states by addressing the issues outlined above. These states, for example, have implemented a major renovation action plan of all their academically successful schools with poor infrastructure, lack of books and teaching materials, and additionally put into action the Free lunch meal service. They have brought out a programme of major professional development for all their Head Teachers, Principals and core subject teachers, supervisors and inspectors. They have also reportedly increased teachers' salaries and reduced teachers' strikes, two factors which have improved teachers' working conditions and student outcomes. They probably would arguable not have achieved this school improvement without assistance from UBEC (ESSPIN, 2013).

The structure of the primary school system in Nigeria, therefore, makes it pertinent to assess the position of successful school leadership, since the influence of school leadership on the UBE process in Nigeria is lacking. No school programme can succeed without the influence or participation of school leadership (Ejere, 2011). What constitutes successful school leadership according to the international perspective?

Successful school leadership is a concept which embraces leadership functions embedded in the core practices of successful school leadership themes: leading the school's

direction, leading school staff, leading the school's organisation, leading school programmes and leading the school environment. The question now is: what is success?

2.4 Successful School Leadership Practices – The International Perspective

The key issues which affect successful school leadership practices in public and private schools within the international and Nigerian perspectives are discussed in detail, after a brief discussion of the notion of success.

Success can be viewed and described as an essential part of effectiveness, which is a set of observable and quantifiable outcomes but not restricted to behaviours such as students' tests and examination results (Elmore, 2006; Day, 2007). This definition created a problem for the concept of successful school leadership that is now defined in terms of what school leaders do that impact teacher development and student outcomes (Day et al., 2016), which includes departmental teacher leaders (Leithwood, 2016), and impact on whole school improvement.

The development of the concept of 'successful' leadership arose from early empirical research in UK schools which had a sustained record of improving the 'effective' student academic results (Day et al; 2000). The research was carried out at a time when the values, qualities, strategies and actions of Head Teachers had been largely defined either by research on business leadership in the twentieth century (Yukl, 1994) or research which had focused on identifying those factors that contributed to 'school effectiveness' as defined by measurable test and examination results (Elmore, 2006). Apart from the on-going empirical research in secondary schools in North America (Leithwood et al., 2004; 2010; Jacobson et al., 2005; Bryk et al., 2010; Carpenter, 2015), and the later research in Australia which post-dated the UK research (Mulford, 2008; Mulford & Silins, 2005, 2011; Mulford & Edmund, 2009), there had at that time been very little 'multi-perspective' empirical research.

Thus, despite minor early misunderstandings over problems of a definition (NCSL, 2003), a range of subsequent research continues to confirm the original definition of 'successful' leadership which sets it apart from others. The multi-perspective research on successful leaders in UK schools identifies a nuanced, complex picture of leaders whose broader educational values, qualities, strategies and actions of Head Teachers persisted and were

continually asserted, despite the pressures of high accountability, performativity and, results-driven contexts (Day et al., 2009, 2011; Gu and Day, 2010; Sammons et al., 2011). Although, the criteria for success expressed by leaders, teachers, parents and pupils included pupils' academic progress and performance, these did not dominate.

Thus, the original multi-perspective methodology and the term 'successful' leadership were used later to establish and develop an international research network now comprised of 24 countries (ISSPP). From this, members have produced a largest, coherent corpus of international research aimed at achieving a deeper, more comprehensive understanding of 'successful' school leadership within the socio-cultural, political and economic contexts of the countries of the member nations (Drysdale, 2011; Gurr, 2015). The published work includes three cross-country research findings published by Day et al., 2000; Gurr et al., 2006, Leithwood & Day, 2006, followed by four published studies (Day & Leithwood, 2007; Moos, Johansson & Day, 2011; Ylimaki & Jacobson, 2011; Day & Gurr, 2014), and seven other special journal issues (Gurr, 2015, p. 137; Drysdale & Gurr, 2011). Other, subsequent research (Day et al., 2016; Leithwood & Sun; 2012, 2015, 2017) confirms these earlier findings.

In 2005, two important research papers were published based on the study of successful school leadership in challenging contexts in UK schools (Day, 2005) and US schools (Jacobson et al., 2005) with evidence of mediating and moderating variables such as school conditions, culture, care and trust. Later, Mulford (2008), argued that the leaders' individual concerns, vision and willingness to render assistance to teaching and learning may be responsible for the indirect impacts on learning. Broad educational values such as the school's culture, care and trust and many more practices such as initiating structure, supportive leadership, vision, collegial relations, collaboration and innovativeness (Davos and Bouckenooghe, 2009) are present in every aspect of teaching and learning, yet may not, without successful leadership, yield success due to the challenging situation of the students or the school (Jacobson et al., 2005; Leithwood, 2005).

Likewise, related research confirmed the finding of the original UK study that: i) successful leaders focus on internal or external professional development to improve curriculum and pedagogy (Mulford, 2008; Day et al., 2009) hence the need to 'develop a continuous process of review, evaluation and collaborative development (which is) required by leadership at all levels' (Briggs & Coleman 2007 p. 183); ii) 'Collaborative Leadership' (Hallinger & Heck, 2010, p. 3) accounts for the success of school leadership in a larger school community in decision-making for school improvement; and that iii) successful leadership exists notwithstanding the school context (Holly and Southworth

1993; Mortimore et al., 1988; Leithwood et al., 2006; Sammons, 2008a; Harris, 2016; Day et al., 2016; Hallinger, 2011; OECD, 2012; 2016).

In this study, successful school heads can be described as those who possess strong moral values and attributes; qualities that inform an increasing number of changes related to engaging students in learning, regardless of their school's broad policy or demographic contexts (Day, 2007). Furthermore, Day asserts that successful school heads demonstrate a sustained commitment and passion for their work, and are flexible over time (Giles, 2006; Day and Gu, 2007). Thus, success can also involve personal and social competencies, an individual's well-being and equity in whatever the successful school leader is engaged in (Day, 2007) and creating a strong community for the wellbeing of students (Day & Sammons 2016). These researchers also suggest that SSL can achieve school success, if student's social outcomes are promoted at the same level as academic outcomes, by applying multi-dimensional strategies and practices, which this study will explore in a non-western context.

The model of Successful School Leadership is a highly 'social system framework that depicts behaviour as a function of the leader who acts within the institutional role,' (Drysdale and Gurr, 2011, p. 357; Gurr, 2015). The fourteen core practices have been divided into nine dimensions by Day & Sammons (2016) but are here, for this study, divided into five key themes for core successful school leadership practices that influenced internal school conditions, trust and the school's culture:

- Leading directions for school vision
- Leading organizational restructuring
- Leading staff and human capital development
- Leading and monitoring instructional programmes
- Leading the environment

Leading directions for school vision

This theme deals with the value of school leaders possessing strategic knowledge of what to do, and how to produce a 'unique set of circumstance and conditions that creates the uniqueness of every school' (Townsend, 2011, p. 100). It involves the management process of 'motivating & inspiring, clarifying roles and objectives, and planning and organizing' of school goals and objectives (Leithwood et al., 2007, p. 30; Day et al.,

2016; Sun & Leithwood, 2015) that are used by leaders of schools in challenging contexts.

Leading organizational restructuring

The concern for teachers' working conditions is a major focus for successful school leaders in challenging contexts. The international perspective has found that teachers work better when they use 'their motivation, commitments and capacities' (Leithwood, 2006; Day et al., 2007, 2016; Leithwood et al., 2008 p. 30). These factors are achievable through the leadership ability to encourage collaboration, restructure the organization, maintain cordial relationships with parents and connect with the external community (Kruse, 1998; Day et al., 2009; Ylimaki et al., 2011).

Leading and monitoring instructional programs

Leading and monitoring instructional programs focuses on improving teachers' working conditions to ensure a strong and stable school. It specifically involves hiring the appropriate staff, providing teaching support, inspecting and monitoring school and classroom activities and ensuring that teachers are focused on pedagogy. All of this entails high expectations of teaching and learning to foster high student achievement (Day et al, 2008). Crum, Sherman and Myran (2009) emphasise the ability of successful instructional leadership to assist teaching and learning by inspecting and supervising curriculum implementation as regards student achievement and high-quality teaching. The leader must be 'data-wise' to evaluate pedagogy. Moos et al. (2011) suggest that effective personal communication skills on the part of the school leader will influence the school community. More recent studies emphasize layered and multidimensional leadership practices (Gurr, 2015, p. 138; Day & Sammons, 2016) that are key to sustainable school improvement.

Leading staff & human capital development

This core practice presents successful school leadership as a capacity that can support, develop, mentor, reward and recognize teachers in the process of professional development, which will result in better teachers' working conditions and student outcomes. This leadership capacity, according to the research (Leithwood et al. 2008; Mulford and Silins, 2011; Day, 2016) builds teachers' and staff's members knowledge bases, skilfulness, dedication and resilience towards school improvement as a major organizational goal, along with a strong commitment to social justice (Day et al., 2011; Merchant et al., 2012).

Leading the learning environment

Successful Head Teachers can provide an interactive learning environment. As Merchant et al., (2012) rightly claim, this means 'learning environments in which all students can be successful, and in which they can learn to contribute to improving their local communities, the broader environment and the world we all share' (p. 439). Teachers and staff must also feel a general sense of belonging (Day et al., 2011). As Day & Sammons (2016) indicate, that physical and learning environments (p. 15) are one of the key challenges facing school leaders today.

Hence, successful school leaders use this synergy of beliefs, dispositions and qualities. These include: defining the vision; improving conditions for teaching and learning; redesigning organizational structures; redefining roles and responsibilities; enhancing teaching and learning; redesigning and enriching the curriculum; enhancing teacher quality; building relationships within the school community and lastly establishing relationships outside the school community to influence quality student outcomes. This finding is supported by the quantitative studies of (Hallinger and Heck, 1996; Silins and Mulford, 2002; Leithwood and Jantzi, 2005; Robinson et al., 2010). These qualitatively-sensitive investigations (Day et al., 2000; Day & Gurr, 2014) may well provide an additional viewpoint with their findings, one sufficiently insightful to discuss successful school leadership in the Nigerian context.

2.5 Successful School Leadership in Nigerian Public Schools

Research shows that the Nigerian Head Teacher is more intimately involved with school management, which consists of everyday human resources issues, financial administration, student and staff counselling, discipline and interfacing with parents, the school board and the external community (Arong and Ogbadu, 2010) than supervision and instruction (Momoh & Ogonor, 2014). However, five key themes of successful school leadership practices that Head Teachers used to impact on school conditions that directly and indirectly affect teachers and students in Nigeria have been identified (Fafunwa, 1980; Ibukun, Oyewole & Abe, 2011; Momoh & Ogonor, 2014). Although they are similar in context, they differ in implementation from the themes that impact on successful school leadership in western countries, more specifically in the US (see more in Bryk et al., 2010). They propose five factors for primary school reforms (MacPartland, 2011, p. 16; Bryk et al., 2006):

- instructional guidance - instructional leadership in Nigeria
- student-centred learning climate - student administration in Nigeria
- professional capacity - staff/human administration in Nigeria
- parent/community relations - external school-community relations
- leadership as a change agent

The only different theme in Nigeria is the financial and physical resource management, an area which may not be an impacting theme in terms of successful school leadership (Ibukun, Oyewole & Abe, 2011) in the public-schools.

Successful school leadership in public schools is therefore an organized form of management, resulting in:

- academic achievement of students
- extra-curricular performance
- social success

- unremitting success of students in subsequent academic work (Arong and Ogbadu, 2010).

Successful school leadership in public schools is also philosophically based on quality standards in education, which are; contingent on the Principal's or Head Teacher's effectiveness. Hence, successful school leadership is equated with leadership effectiveness in other disciplines, such as business and social sciences. However, leadership qualities, skills, values and strategies are a demonstration of competent leaders' functionality (Akomolafe, 2011) in achieving organisational goals. Akomolafe (2011) proposes ten dimensions of effective leadership capacities of Principals in secondary schools in western Nigeria. Six dimensions of moderate internal leadership skills are identified: 'school vision, capacity building, curriculum leadership, school discipline, managing time and resourcefulness' (p. 35). There are other four dimensions that indicated strong external leadership skills: 'collaboration, motivation, delegation and executive behaviour' (p. 35). These internal leadership skills are what the leader reasonably uses to build teamwork and to influence a participatory decision-making strategy to motivate commitment to the school organization through trust and respect between the teachers and the leadership team (Nakpodia, 2011). By contrast, these defined external leadership skills are extensively used by the Nigerian public school leader to increase staff loyalty and to promote teachers' professional development (Akomolafe, 2011). Nonetheless, the achievement of such developments may not be feasible due to the challenges facing public primary school leadership, as discussed previously.

Itsueli (1995), however, argues that successful school leadership in Nigeria can be divided into three practices:

- determining and influencing educational goals and policies
- developing and implementing unequivocally educationally-appropriate programmes
- managing the educational resources needed to support the educational system

A fourth practice was added; the resolution of social and psychological conflicts resulting from ethnic and personality differences within the school setting (Ibukun, Oyewole and Abe 2011, p. 248).

Successful school leadership in Nigeria, when interpreted as effectiveness of the head, draws on Drucker's (1973) definition of effectiveness being the foundation of success. These researchers describe this as 'doing the right thing' (Ibukun, Oyewole and Abe, 2011 p. 249), but doing the right thing may not necessarily produce success in terms of

teachers' working conditions and student outcomes. Factors such as age, experience, gender, qualifications and even tribal sentiments are the traditional criteria when selecting Head Teachers in Nigeria (Ibukun and Oyewole, 1997; Ibukun, Oyewole and Abe, 2011; Momoh & Ogonor, 2014), but are they necessarily the key attributes of successful school leaders? To avoid assuming that findings (Akomolafe, 2011; Arong and Ogbadu, 2010; Ibukun, Oyewole and Abe, 2011) on successful school leadership in public schools in Nigeria are necessarily applicable to private schools, this study aims to verify the key issues and challenges surrounding successful school leadership in private schools.

2.6 Successful School leadership in Private Schools in Nigeria

Successful school leadership in private schools bridges the gaps that exist in the quality of education delivered in Nigeria. Private school leadership is arguably structured to generate success, as the government in Nigeria encourages the establishment of private schools' by individuals, voluntary and religious organizations and communities, although they are funded by fees paid by parents (Oni, 2011; Tooley and Dixon, 2005, 2007; Dixon, 2012, 2015). Private schools in Nigeria therefore emerged because of the deplorable state of pre-primary and primary education in the country, alongside the clamour from parents for private schools, especially in the cities and urban areas (Oni, 2011; Dixon, 2015). The differences between private and public schools in Nigeria reside largely at the level of academic achievement (Olatoye, 2002; Olatoye and Agbatogun, 2009; Olaniyan and Obadare, 2008; Tooley and Dixon 2005, Tooley et al., 2007, 2012; Dixon, 2012; Heyneman and Stern, 2013; Dixon, 2015): funding, facilities, qualitative instruction (Ojemabgon, 2009; Oni, 2011) teacher status, payment of salaries and professional development (Njoku, 2011). Private schools are on the increase (Oni, 2011, p. 17; Ige, 2015) and the reasons for this can be attributed to the following features, which are all keys for a successful school atmosphere. They can be divided into three categories:

First, quality service delivery generates success in terms of quality instruction, quality of academic content and standards, qualified and experienced teachers and Head Teachers, low pupil-teacher ratios, overall effective service delivery and the non-existence of bureaucracy.

Secondly, social student outcomes: preparing students for future work, maintaining and enforcing discipline and citizenship, the organization of extra-curricular activities, promoting religious and societal values and the availability of resources and facilities for community service and graduation.

Lastly, the cost implication benefits parents who can afford them – be the school high, moderate or low fee-paying, because of the commitment of teachers, supporting diversity, providing special education and providing a safe and caring environment.

Private schools were found to academically 'outperform' (Tooley, 2007, p. 137) public schools in Lagos, with predicted scores of 53.5% - 57.6% in Mathematics and 54.4% in English in unregistered and registered private school students. This compares with 45.1% in both Maths and English in public schools. Furthermore, 75% of primary school children are registered in private schools (Tooley, 2005, 2006, 2007; Tooley and Dixon, 2005; Dixon, 2012; Tooley et al., 2007a, 2009, 2011; Heyneman and Stern, 2013). This implies that private schools have accountability systems which help to maintain quality teaching and learning (Tooley and Dixon, 2007; Dixon, 2012, 2015). A discussion of the different and similar qualities, values, skills of successful school leaders according to both the international and Nigerian literature will be helpful at this point to lay the foundations for the research methodology.

2.7 Differences and Similarities of International and Nigerian Successful School Leadership Themes

In summary, this comparison is generated from existing literature, but is adapted mainly from Leithwood et al. (2006) and supported by Moos' and Johansson's comparative study (2009). Successful school leadership studies in three western countries, the US, the UK and, Australia, plus other recent studies across 24 countries (Day and Gurr, 2014; Day, Gu and Sammons, 2016), are both similar, and different from those in Nigerian primary schools.

Leading school direction in the three western countries, SSL set in very clear terms a strong school vision through collaboration with the entire school community. They develop goals with teachers, empower their deputies to work with team leaders, students, parents and external communities and devise strategies for improvement at all levels in

terms of student outcomes, both academically and socially, as mentioned previously. The current literature (Ibukun, Oyewole and Abe, 2011; Akomolafe, 2012; Ereh, et al., 2012, Duze, 2012; Ige, 2013; Momoh & Ogonor, 2014) seems to suggest that Nigerian public school leaders may find it difficult to develop clear school directions as they are more focused on the effective management of their schools in their challenging contexts. The private school heads are more focused on leading quality instruction delivery to maintain the number of students on register.

The practice of leading staff in the three western countries reveals an outstanding emphasis on personal professional development analysis through leadership distribution on a larger scale, which translates into what Moos and Johansson (2009) describe as 'personal relations of trust, support, care, direction and expectations' (p. 771). In Nigeria, professional development to meet high expectations is a work in progress, as the democratic state governments have accepted that this is a vital theme for educational improvement (Theobald et al., 2007; Momoh & Ogonor, 2014). By contrast, every private school is responsible for the CPD of their staff and are consistent with it (Harma, 2011a, b; 2013; Harma & Adefisayo, 2013).

Leading organizations in most western countries are at different stages with different goals. For example, in Australia the focus is on conflict management and team building; the deputy is empowered to implement the vision and act as a relationship builder and communicator between the staff and the Head Teacher, to empowering students through consultative forums (Moos and Johansson, 2009; Moos et al., 2011). In Nigeria, collaboration is sought to resolve conflicts and manage minimal school facilities, with a distribution of leadership that is highly controlled (Akomolafe, 2011; Arong & Ogbadu, 2010; Ibukun, Oyewole & Abe, 2011). Here there is a more moderate dimension to leadership capacity, meaning this leadership capacity may only insignificantly influence student achievement or quality teaching.

Western countries share similar views regarding leading instructional programmes, as they focus on a national curriculum to meet the nation's demands, with few variations. They regard teaching as a deeper self-actualising venture for life (Moos and Johansson 2009 Moos et al., 2011). Nigerian school leaders, contrastingly, are burdened with a poor evaluation of instructional programmes, and a national curriculum that is sparsely reviewed, barely stimulating and does not encourage activities due to inadequate resources (Ige, 2013).

Lastly, in leading the environment, western countries establish relationships with the outside world around the school for diverse but beneficial reasons (Moos & Johansson

2009, p. 771). In Nigeria, however, the sole reason for seeking private partnerships is to improve the learning environment. Furthermore, in Nigeria, the inadequate funding of education generally and the UBE program specifically (Ejere, 2011, Nakpodia and Dafiaghor, 2011; Duze, 2011; EFA, 2015) may make for a very harsh learning environment (Ejere, 2011; Duze, 2012). A recent ESSPIN (2013, p. 57) report states otherwise. In Lagos, trainings for Head Teachers and teachers from 600 selected schools with accessibility, water, sanitation and infrastructure issues have been funded under the joint ESSPIN and UBEC SIP (School Improvement Programme) from 2009-2014.

Okogun (2012) suggests that the following qualities, values and skills should be found in school leaders so that Nigeria can: 'achieve the desired turnaround' in its educational standards …, a sense of vision, strong communication skills to imbue in all the staff and students the vision of the school, a high moral standards, concern for task completion, resilience, inner strength, risk-taking, creativity and originality, self-confidence, coping with stress, influence in or out of school and harnessing people skills for the attainment of set goals' (p. 63; Kindiki, 2004). Are these abilities to be found in primary school Head Teachers in Nigeria?

SSL is achieved when Head Teachers demonstrate personal qualities and core leadership values, with firm evidence of a strong sense of moral responsibility, sharing these values and a passion and commitment to education for all, for the entire school community, within and without (Day et al., 2009; Day, 2014; Gu, 2014).

This evidence is based on the previous research that found that successful school leadership influences student outcomes (Leithwood and Day, 2007), through what Drysdale (2011) describes as 'personal values, personalities, character traits, skills and cognitive styles' (p. 448). The successful school leadership qualities, values and skills of three western countries will now be discussed and compared with those of Nigeria in **Tables 1 – 3,** adapted from Leithwood et al. (2006) and supported by Moos and Johansson (2009), in a comparative and not analytical, description.

Qualities of Successful School Leadership

The qualities that affect school and classroom practices that influence quality student outcomes are evident from the ISSPP project and other studies. Table 1 shows a comparison of three-member countries in comparison with the studies of Nigeria, as per Table 1 below:

Table 1 – Qualities of SSL

Qualities ISSPP (Mulford & Silins, 2011, p. 62, 64)	**Australia** (Drysdale & Gurr, 2011; Mulford & Silins, 2011; Moos & Johansson, 2009)	**UK** (Leithwood et al., 2006; Day et al., 2009; Moos and Johansson, 2009)	**US** Moos and Johansson, 2009; Merchant, 2012)	**Nigeria – Public school** (Akomolafe, 2011; Arong and Ogbadu, 2010)
Principal characteristic **Professionally qualified** **Principled to make a difference** **Promotional of the school** **Being Persistent** **Good Planner**	Assertive decision-maker, influential, open-minded and intentionally inviting, egalitarian, esteemed, a good listener, sociable, positive, enthusiastic, very humorous, compassionate, observant and independent Effective communicator	Dedicated, vivacious, devoted, calm, courteous with a noticeable presence, progressive thinker, knowledgeable Effective communicator	Assertive decision-maker, influential, open-minded and intentionally inviting, egalitarian, esteemed, a good listener, sociable, positive, enthusiastic, very humorous, compassionate, observant and independent Effective communicator	Collaborative Motivational Delegation Low self-perception Ineffective communicators Non-assertive decision-maker, sociable, lacks confidence, incentive poorly-motivated

The Head Teachers in all three countries are visionaries, inspirational, and critical thinkers, yet they differ in their leadership styles, characteristics and personalities and fit into the key qualities of the ISSPP. In Nigeria, due to the prevalent challenges, it has been shown that effective school leaders are collaborative; they motivate staff in terms of professional development through selective staff training, provided the government makes funds available for such training (Nakpodia, 2009; Njoku, 2011; Akpan and Archibong 2012; ESSPIN, 2012, 2013).

Values of Successful School Leadership

Certain researchers focussing on successful school leadership claim that success is achieved through monitoring the whole school and all classroom activities (Hallinger and Heck, 1996; Leithwood & Day, 2007; Robinson et al., 2012; Ylimaki & Jacobson, 2011; Day & Gurr, 2014). They (SSLs) are influenced by their sets of core values, which include: consistency; a strong sense of moral purpose; equity and inclusion of all; personal commitment, respect, care and trust for people and a passion for improvement (Mulford and Edmund, 2009 p. 184; Moos et al., 2011; Drysdale and Gurr, 2011; Day et al, 2016). Conversely, other scholars (Leithwood and Jantzi, 2005; Leithwood et al. 2006; Drysdale and Gurr, 2011) argue that some successful leaders base their value systems on the following:

- encouraging the use of data and research
- teaching policies and programmes
- strategic provision and allocation of resources
- changing to pupil target setting
- promoting leadership development and CPD

Mulford and Edmund (2009, p. 14-15) argue that successful school leaders base their values on additional factors:

- A safe environment for children and staff
- Practical and deliverable curriculum and pedagogy
- Quality relationships with staff
- Cooperative internal and external community

Table 2 below lists the values of successful school leaders in the three western countries in the ISSPP (Mulford and Silins, 2011) in comparison with Nigeria. Nigerian public schools initially (Oredien, 2010; Enu and Esu, 2011; Akpan and Archibong 2012, Ereh, et al., 2012) fall short, as they may not have developed any set of values. However, with the current activities of ESSPIN, the situation may be improving. Hence, the need exists for this study to investigate whether they and the private school heads have learnt to develop a value system like that of their counterparts in the ISSPP findings of these three western countries. This is evident in high fee-paying private schools registering their students for international examinations such as SATs and IGCSEs at primary and secondary levels.

Table 2 – Values of SSL

Values ISSP (Moos and Johansson, 2009; Drysdale and Gurr, 2011)	**Australia** (Mulford and Edmund, 2009; Drysdale and Gurr, 2011; Robinson et al., 2008, 2009, 2010, 2011 & 2012)	**UK** (Moos and Johansson, 2009; Drysdale and Gurr, 2011; Leithwood et al., 2004, 2006)	**US** (Leithwood and Jantzi, 2005; Leithwood et al. 2004, 2006)	**Nigeria – Public School** (Oredien, 2010)
Moral responsibility **Promoting /modelling respect and trust**	Trust Respect	Loyalty Trust Collegiality	Trust Loyalty Collaboration	Charismatic
Passion and commitment	Passionate and very committed	Passionate and very committed	Passionate and enthusiastic	Less passionate and partially committed
Professional development of staff	Strong career orientation, Highly-qualified and certified teachers, well-trained and skilful, and rise to a position of leadership	Highly qualified with NPQH	Highly-qualified teacher at Masters' level, certified by State Board for Educator Certification (SBEC)	Highly-qualified teachers, skilful and rise to a position of leadership, sometimes through favouritism
Raising standards	Quality teaching & learning	Quality teaching & learning	Quality teaching & learning	Quality of teaching and learning is of a low standard in public schools

Skills of Successful School Leadership

Skilful, successful school leaders have been described by US researchers as those 'who promote student success ... by developing personnel and facilitating their leadership

capabilities, delegating tasks in a responsible manner and empowering school teams, understanding the accountability structure and requirements, having a positive rapport with staff and using effective communication strategies, facilitating instruction and managing the change process within their schools' (Crum, Sherman and Myran, 2009, p. 49; Crum and Sherman, 2011).

Their UK counterparts argue that successful school leadership skilfully operates alongside four levels of leadership influence, which include: the basic dimensions or practices of leadership distribution, mediating and moderating factors in the structured model (Day et al., 2009). A review of the evidence (Day et al., 2009, p. 4; Townsend, 2011; Day & Sammons, 2016) shows that successful school leaders build sustainable improvement structures within three phases of their career path, the early, middle and later phases, by making use of a layered leadership (Day et al., 2009, 2016) strategic model or 'phased leadership' strategies. However, there are difficulties in the areas of building visions and setting directions for quick, clear and short-term visions that are not articulated in the first phase layer (Leithwood and Strauss, 2009, 2010; Sun & Leithwood, 2015, 2017). Meanwhile, those from the third phase layer can involve staff in redesigning and reviewing the existing school vision to make it achievable within the shortest possible time.

This suggests the following, in summary: that the leaders must be skilful decision-makers and be knowledgeable in areas such as critical curriculum review, establishing internal relationships, policy development in required areas of the school, conflict management, communication, creativity and developing effective partnerships within and outside the school, as represented in Table 3 below.

Successful Head Teachers in these three western countries develop trust by caring and valuing students, staff and parents. They use effective, innovative communication skills to effect positive changes in the school's culture and structure. These Head Teachers used 'democratic skills' (Mulford & Edmund, 2009, p. 30) to involve staff in the process of change by demonstrating high expectations and well-articulated values and visions themselves for staff to emulate. This creates positive working conditions for teachers.

Table 3 – Skills of SSL

Skills ISSP (Day et al., 2009; Leithwood & Strauss, 2009, 2010)	**Australia** (Mulford & Edmund, 2009)	**UK** (Day et al., 2009, p. 4; Townsend, 2011)	**US** (Crum, Sherman & Myran, 2009, p. 49; Crum & Sherman, 2011)	**Nigeria** (Akomolafe, 2011)
Review of Curriculum	Empowerment of teachers for School Improvement strategies	Empowerment of teachers for School Improvement strategies	Data-wise School improvement strategies	Moderately effective school management
Establishing internal relationships	Lead learning head teachers review curriculum	Lead learning head teachers review curriculum	Lead teachers review curriculum by subjects	
Decision taking	Targeted staff recruitment	Targeted staff recruitment	District involved with staff recruitment	State authorities involved in staff recruitment
Policy development	Positive relationship builder – good interpersonal relationship skills	Positive relationship builder – good interpersonal relationship skills	Data-wise administrative skills	Moderate interpersonal skills
Conflict management	Excellent Administrative skills	Excellent Administrative skills	Data-wise conditions for teaching and learning	
Effective communication	Consistency in creating conditions for pedagogy	Consistency in creating conditions for pedagogy		
Creative	Risk takers Innovators Mentoring	Risk takers Innovators Mentoring	Highly creative	
Effective partnership	Effective leadership Behaviour policy	Effective leadership Behaviour policy	Effective leadership Behaviour policy	Ineffective leadership Executive behaviour

Table 3 also reveals that the US is more skilful in the use of data for curriculum review, policy development and conflict management than the other two countries but may be inconsistent in creating general conditions for pedagogy nationally. The skills set that

Nigerian Head Teachers exhibit are moderate interpersonal skills (Akomolafe, 2011) and creativity (Anka & Khashelli, 2011) in terms of managing resources. Momoh & Ogonor (2014) have confirmed that most Nigerian school leaders spend more time on administrative duties than on the supervision of the instruction necessary for student achievement. It is further postulated that the increase in population continues to affect enrolment, and the researchers do not indicate the need for Head Teachers to develop marketing skills. Thus, the need emerges for this study to confirm if Nigerian school leaders can focus on what works to create success, if there is a significant impact on teachers' working conditions and student outcomes.

2.8 Impact of Successful School Leadership on teachers' working conditions and student outcomes

Although, this research does not focus on this aspect, it will nevertheless be important in the assessment of the qualities, values, skills and the successful leadership practices of primary school Head Teachers in Nigeria. The impact of successful school Head Teachers on teachers' working conditions and student outcomes involves 'improving physical, psychological and social conditions for teaching and learning, (raising the) aspirations of staff, student and communities and (improving) the achievement of all pupils' (Day et al., 2009, p. 5). The evidence of a direct influence on the 'emotional climate of schools' (Day et al., 2009, p.12) is demonstrated in the effects of teachers' working conditions on pupils' learning (Leithwood & Beatty, 2008), if school leaders focus on the needs of their schools (Day et al., 2016).

In the literature, as previously stated, a narrow significant impact of successful school leadership on student outcomes is noticeable through the instructional leadership model, 'a concept which encourages school leaders to focus their influence directly on teachers' pedagogical capacity' (Day et al. 2009, p. 12). Head Teachers influence pedagogy directly when they apply leadership practices that reflect transformational and instructional concepts on a shared basis within primary schools (Marks & Printy, 2003). The effect, however, is not just on learning, but on overall student outcomes through direct instructional leadership; no matter how narrow (Drysdale and Gurr, 2011; Moos et al., 2011; Day & Gurr, 2014).

The conceptualized instructional model of successful school leadership with a direct influence on teaching staff and indirect influence on student outcomes (Marks and Printy, 2003) is comparable to the effect that the transformational leadership model has on student outcomes. This is because this model focuses on planning and coordinating the curriculum, along with whole school and teacher evaluation, which in turn affects teaching and learning (Day et al., 2009, 2016).

In contrast, several studies (Leithwood, Mascall and Strauss, 2009; Leithwood et al., 2009; Harris, 2008, 2009) have presented the distributed or shared leadership model as having an indirect effect on student outcomes. More evidence has since emerged in support of the shared leadership model (Hallinger and Lee, 2012; Day, Jacobson and Johansson, 2011; Leithwood, Jacobson and Ylimaki, 2011; Carpenter, 2015). These authors' key findings are that the distributed leadership model is common in western schools (Day et al., 2009 p. 13), and that it interplays with other models of leadership. More recent findings posit that it is adoptable in the more traditional educational systems (Ofoegbu et al., 2013; Bush & Glover, 2016) that are prevalent in Nigeria and Africa.

Successful school leaders, therefore, use the following different distributed leadership features to achieve success: leadership team management expertise, developing clear responsibilities for the team and planning for leadership substitutes (Kerr & Jermie, 1978 cited in Day et al., 2009 p. 14; Mulford and Silins, 2011, Bush and Glover, 2014). This is where leadership teams are engaged in specific action plans on a regular reviewing and revising basis. The researchers' intention was to measure the effects of teachers' trust, efficacy and organizational behaviours on students' academic achievement respectively, thereby showing a direct influence on students' achievement and an indirect influence on student outcomes. Successful school leadership also make good use of planned leadership distribution strategies, based on trust between the Principals, deputy heads and senior management or leadership teams (SMT/SLT), with a shared value system and ongoing collaborative work (Day, 2009; Bush and Glover, 2014; Day and Gurr, 2014; Day and Sammons, 2015).

There is considerable debate surrounding this topic, and this will be discussed in more detail as the research progresses. Relevant authors include the following: Day et al., (2004), who provide evidence regarding teachers' morale and classroom practices; Louise (2007) and Day (2007), who built on the evidence of Bryk and Schneider (2002) and Tschannen-Moran's (2004) who produced work on the relationship between trust and improvement and lastly Barker (2005), whose study provides evidence that, although 'dramatic improvements in school effectiveness (may or may not) have led to transformed organizational outcomes' (p. 22).

Nigerian public school leaders, however, regard themselves as being empowered with the authority to control all the activities within the school with the collaboration of all members (Akpan and Achibong, 2012). This style of leadership may not produce any form of influence; indeed, it may breed resistance from staff, coupled with the numerous challenges the teachers have to grapple with, such as teacher-student ratios, insufficient teaching materials and other issues (Oni, 2011; Ige, 2013, 2014; Njoku, 2011). The Nigerian private schools are regulated by the National Association for Private School Owners (Olaniyan et al., 2011), but does this body maintain standards in instructions, curricula and the working conditions of teachers? Leadership distribution is, nevertheless, evident in these schools (Oni, 2011; Olatoye and Agbatogun, 2009) regarding delegation of duties (Akomolafe, 2011) among teacher leaders.

It may, therefore, be argued that successful school leadership in Nigeria influences staff motivation, commitment and working conditions, provided successful Head Teachers trust their teachers sufficiently to make a significant contribution to school improvement through staff collaboration (Arong and Ogbadu, 2010; Akomolafe, 2011). Successful school heads are also aware that leadership varies socio-economically according to the length of their experience, which in Nigeria is similarly significant.

2.9 Summary

The above literature review therefore reveals similarities common to all three western countries:

- The correlation notion that successful school leadership indirectly influences student outcomes; only a few studies have addressed this association.
- Head Teachers work within an accountability-oriented policy context.
- Head Teachers bring together all school stakeholders
- Head Teachers apply core leadership practices to achieve success, regardless of the school's context
- Core Head Teachers' value-base for their school is based on equity and social justice through strong pedagogic practices
- Successful school leaders are supportive of a culture of continuous school improvement; they skilfully utilize key educational leadership models of instructional, transformational and spiritual models, to indirectly produce

expected student outcomes (Leithwood et al., 2006, 2010; Mulford 2012; Day et al., 2009, 2016; Moos et al., 2011; Robinson et al., 2008; Mulford and Silins, 2012; Drysdale and Gurr, 2013; Ylimaki & Jacobson, 2011; Hallinger and Huber, 2012; Fry, 2003; Bush & Glover, 2014).

In summary, the international perspective (Day & Sammons, 2016) and those previously discussed shows that successful school leadership impacts on teachers' working conditions and student outcomes, be it directly or indirectly, according to their specific contexts. There is not one effective leadership practice, yet a combination of strategies reliant on individual heads, the school's needs analysis, the students' needs and entrance test scores, all of which may bring about various forms of change and classroom success (Day et al., 2009, 2016; Jacobson, 2011).

Recent studies show that better working conditions for teachers and high student outcomes are achievable when the heads have high expectations of themselves and the entire school community (Day and Gurr, 2014). This explains the important role and influence of school heads on successful student outcomes and sustainable successful school leadership, after a study of over one hundred multi-perspective case studies across the world in the ISSPP (Day and Gurr, 2014).

Scholars argued that different strategies are applicable to different success contexts at different times. These researchers defined successful school leadership as featuring a high level of judgement, wisdom, artistry and hard work on the part of the school head (p. 194 - 210). The Principal according to Day and Gurr, (2014) must adapt with knowledge, what works for their school at every given time and context. Notwithstanding, how will school heads who work hard acquire the required knowledge with insufficient literature on the context in which they find themselves?

The first two chapters of this study have reviewed the literature on this topic. Various western researchers of successful school leadership have provided interpretations of the different dimensions of the behaviours of successful Head Teachers. The study of the two Head Teachers yield further insights into understanding the Head Teachers' behaviour in a social world that is non-western. Thus, the ontological and epistemological considerations that informed the choice of the qualitative research design for this study will be discussed in the following chapter.

Chapter Three

Research Methodology and Design

3.0 Introduction

Research is best when it is 'systematic, credible, verifiable, justifiable, useful, valuable and trustworthy' (Wellington, 2008, p. 14; Lincoln and Guba, 1985). Moreover, 'Real-life' research occurs in an 'actual context, where whatever we are interested in happens - an office, school, hospital, home, street or sports stadium' (Robson 2002, p. 3). Investigating real people in complex, real-life situations can generate important information. The information could be about unique or unusual, challenging influence in a profession within an 'open system' (see more in Robson, 2002, pp. 3 & 4, 40).

This study, therefore, seeks to inform teachers who desire to pursue a career in school leadership of the basic prerequisites that successful Head Teachers possess. In addition, policy-makers looking to develop policies guiding professional development will be informed of successful strategies for schools in challenging contexts in a non-western nation.

This chapter focuses on the research design adopted in this study. It starts with a discussion of the ontological and epistemological considerations that informed and influenced this research. The chapter also discusses the research paradigms which influenced the choice of a qualitative strategy for the study. This chapter explains the choice and use of the different methods utilised for the data collection and the procedures for the sample selection. The chapter also considers the protocols followed to ensure the authenticity of this research and will conclude with a discussion of the ethical procedures and the informed consent required.

3.1 Philosophical Considerations: ontology and epistemology

My philosophical and epistemological position in understanding how knowledge is produced in a real-life context (McKenzie, 1997; Morrison, 2007) clarified my understanding of how to identify what is trustworthy, truthful and valuable for description. Various perspectives of reality differentiating theory from research influenced my decisions on a variety of specific methods, techniques and instruments for data collection in this study.

The interest in this study is predominantly focused on the correlation between the qualities, values, skills and strategies applied by successful school leadership and student outcomes. Leithwood et al. (2006), assert that 'school leadership is second only to classroom teaching influence on student learning' (p. 4). They also argue that successful school leadership directly affects teachers' working conditions (Leithwood et al., 2004, 2006), albeit to a lesser extent. The insufficient body of literature on the subject in Nigeria caused the choice of the platform from which to explore this phenomenon.

Two primary school Head Teachers were selected from a public and a private school to express their interpretation and understanding of the meaning of success in their social world. The purpose of interviewing the Head Teachers was to provide answers to the following research questions:

- How is successful school leadership perceived by two successful primary school Head Teachers of schools serving demographically different pupil populations in Lagos, Nigeria?
- How is successful school leadership perceived by other school members of the two primary schools?
- How do the two successful primary school leaders in Nigeria impact on teachers' working conditions in their schools?
- How do the qualities, values, skills and strategies of the two successful primary school leaders in Lagos, Nigeria impact on student outcomes?

The lack of research on successful Head Teachers in a non-western context, in particular, as regards how the Head Teachers interpret success in a complex context - influenced how data was collected. As Scott and Morrison (2006) explain:

> *'Methodology is the theory (or a set of ideas about the relationship between phenomena) of how researchers gain knowledge in a research context and why (they gain knowledge). The 'why' question provides the methodological understanding and rationale for researchers and readers to explain the reasons for using specific strategies and methods. The strategies and methods help 'to construct, collect and develop particular kinds of knowledge about educational phenomena' (p. 170).*

Thus, the epistemological and ontological methodological concerns were important in the choice of specific instruments to be used when collecting data during the field work and throughout the research process.

In our pursuit of knowledge (epistemology) in the context of beliefs about the nature of the world (ontology), we ask the 'how' question with the determination to seek out knowledge, recognise it and use it appropriately when established. Hitchock and Hughes (1995) argue that our understanding of the world and how we view the world influences what we take that understanding to be. Mouly (1978) classifies our ways of understanding our world as being informed by experience, by reasoning or by research. Cohen et al., (2009), however, suggest that these three classifications complement and overlap in providing solutions to current real-world problems. Experience is needed with authority to solve todays' societal problems.

Burrell & Morgan (1979) argue that there are ontological assumptions that underpin our understanding of social reality. They claim the researcher should enquire if social reality is constructed by external or internal influences. However, the question is whether reality is created by external influences or is it a function of the individuals mind? For example, does the world influence our knowledge and experiences, or do we create our own knowledge and experiences? (Cohen et al., 2009). Knowledge, according to the nominalist, exists independently, whilst for the realist, the researcher creates knowledge. The assumptions above represents the different views and meanings attached to social reality.

Epistemological assumptions according to Cohen et al (2009) are concerned with the 'bases of knowledge' (p. 7) in terms of forms of knowledge and how knowledge is disseminated to others. Knowledge, in this research, is seen as 'personal, subjective and unique' (p. 7), which permits the researcher to be involved with the participants. The participants are regarded as 'initiators of their own actions with free will and creativity, producing their own environment' (Cohen et al., 2009, p. 8). This research favours the value of human experiences and focuses on understanding how humans interpret the

social context in which they find themselves (Kirk & Miller, 1986). Furthermore, real world research permits and requires flexible and compelling reports that justify credibility and trustworthiness in the findings (Robson, 2002). The results and methodology used here are replicable by other social science researchers in other professions, such as investigative journalists, historians, therapists and counsellors (Scriven, 1976). This study's multi-disciplinary approach suggests an 'eclectic and catholic use of any and all research designs (that will help to provide) answers to research questions' (Hakim, 1987 in Robson, 2002, p. 10), and the findings will be valuable for policymakers (Rossi, 1980).

Ontological assumptions influence the epistemological assumptions underpinning any research, affecting methodological considerations of the choice of instruments for collecting data (Hitchcock and Hughes, 1995, p. 21). Thus, this research views the real world as being soft, personal and humanly created, using a comparable set of techniques of data collection such as observations, interviews and documentary evidence, as required for systematic research (Robson, 2002).

3.2 Research Paradigm

A research paradigm is the epistemological assumption of transforming information into usable data, 'epistemes' (Foucault, 1972) or 'traditions' (MacIntyre, 1988) of how findings are understood, patterned and interpreted (Morrison, 2007, p. 19). Bassey (1999) defines a research paradigm as 'a network of coherent ideas about the nature of the world and the function of researchers which, adhered to by a group of researchers' (p. 42). This 'paradigm war' according to Tashakkori & Teddlie (1998, p. 3-11), exists mainly between positivists (empiricists, quantitative researchers) and constructivists (phenomenologists, qualitative researchers, e.g. Reichardt & Rallies, 1994; Guba, 1990).

The debate has extended to include critical theory and postmodernism (Scott & Morrison, 2006, p. 170). Research paradigms underpinned my thoughts as a researcher in terms of the nature of the world and it purposes since the information collected will be analysed as data through either qualitative, quantitative or mixed method strategies. The pragmatist, in proposing an alternative approach, developed the mixed method, a combination of the traditional paradigms, which can be compatible based on their philosophical underpinning (Robson, 2002). The fact that positivism has been criticised for being biased, conservative and with an unrecognized view of the personal qualities of

the individual, and that interpretivism has been criticised, in the fact that 'events and individuals are context-specific and largely non-generalizable (Cohen et al., 2009, p. 20).

However, pragmatism is not the primary reason for using mixed method research. In their four-years study on the variation of teachers' work and lives, and their effects on pupils, Day, Sammons & Gu (2008), also discussed the paradigm war and how the mixed method research has moved on to address issues about research paradigm and to more 'synergic understanding … resulting in more nuanced, authentic accounts and explanations of complex realities (p. 330).

As I reflected on what research strategy would be best suited for this study, my options include: the positivist approach to quantitative, research the interpretive approach to qualitative research or the pragmatic approach (mixed method research).

Pragmatic Approach to Mixed-Method research

Robson (2002) suggests it is best to 'use whatever philosophical or methodological approach works best for a particular research problem at issue. This leads to mixed-method studies where both quantitative and qualitative approaches are adopted … For (the) pragmatist, truth is what works … the fundamental values of current quantitative and qualitative researchers are actually highly compatible' (p. 43). Creswell (2010) and Morrison (2007) lists at least three kinds of research design that employ the use of this method and they include: triangulation, explanatory and exploratory designs. Pragmatism involves investigating all informative data collected and possesses the following features:

- Allows for external and internal positions to be presented
- One strategy facilitates the other
- Overcomes the challenge of generalisation and replicability
- Facilitates a deeper understanding of the relationship between variables
- Employs the use of both micro and macro analysis of data collected
- Appropriate focus of different stages of the research (Gorard and Taylor, 2004; Morrison, 2007).

- The research findings will largely take the form of a combination of texts and figures.

Day, Sammons and Gu (2008) have demonstrated how mixed methodS research can produce a synergic informative and enlarged findings without applying integrated conceptualised methodology that a single dominant method cannot produce. According to Wellington (2008), the application of two approaches in collecting data can completement each other. For example, 'a few figures from available records (or information from stakeholders), can set the scene for an indept qualitative study' (p. 17). Agreeably, qualitative data gives richness and colour where qualitative data provides structure. Wellington (2008) further cited Schatzman and Strauss's (1973) argument that a mixture of method in data collection can be adopted in a small scale research of 'some aspect of human behaviour … from more than one standpoint … making use of both qualitative and quantitive data' (Cohen et al., 2009, p. 141). This multi-method approach requires traingulation, which this research adopted to provide an indept explanation.

Positivist Approach to Quantitative research

Quantitative Research

Natural scientific methods influence the quantitative research strategy in positivist terms, and stress that social reality is external and objective. Such methods employ the following features:

- scientific measuring protocols in analysing quantified data collected.
- research instruments such as structured observations, interviews, and questionnaires to collect data.
- experimental and cross-sectional survey design and mathematical modelling.
- statistical analysis tool to demonstrate the relationship between variables in temporal order to data (Bryman, 1988; Morrison, 2007)
- Quantitative research shares the approach of deductive research - focusing on the relationship between theory and research, with an emphasis on subjecting the theories to testing.
- The individual is the object being researched.

- The findings are generalizable and replicable (Morrison, 2007, p. 22).

Cohen et al., (2009, p. 11) examined four assumptions held by scientists who apply quantitative research strategy. The assumptions include determinism, empiricism, parsimony and generality. Although I was familiar with quantitative research, it was not appropriate for this study.

My choice against the positivist approach is the epistemological stance that it applies the natural science methods in the study of social reality. The positivist approach has fixed principles which researchers must follow. The researcher's observable experiences are informed by acceptable and trustworthy knowledge. The experiences are classified and mathematically quantified in terms of active relationships of phenomena with gradual conclusions (Mouly, 1978) by generating hypotheses. Research under these principles, deals with testing theories and providing materials to generating laws. These laws thereafter determine events in the world to create the basis for scientific predictions and control of objects in concrete terms (Bryman, 2008, p. 13 -14, Cohen et al., 2009, p. 11).

This method does not consider that the world consists of humans whose behaviours are complex to study, especially in their natural environments such as classrooms, schools and offices, where human interactions and their challenges are prevalent. The researcher turns to observation and reasoning to understand these behaviours, and uses the term positivism to present an outstanding meaning that explains human knowledge in either static or dynamic terms and concepts (Duncan 1968). The researcher adopts the natural scientific description to understand this behaviour because it is observable, measurable and value-free (Beck, 1979). However, having developed a 'tough-minded orientation to facts and phenomena' (Beck, 1979 cited in Cohen et al., 2009, p. 9) knowledge cannot be gained by reasoning alone (Morrison, 2007).

The limitation of this approach which informed my decision against its use for this study, was its restriction view of 'human behaviour being more complex and less rational than inanimate subjects of research …' (Flick, 2009, pp. 57-59). Positivism has the tendency to exclude issues such as morality, choice, freedom and individuality, which are part of the social world (Nesfield-Cookson, 1987). Positivism, as is biased all research, but it is criticized for being conservative, with no recognition of the personal qualities of the individual. It neglects the hermeneutic, critical and creative forms of knowledge (Habermas, 1972). The dehumanization of the person occurs when the person is the focus of observation (Beck, 1979). Lastly, positivism sometimes uses humans in experiments as passive and controlled behaviour (Cohen et al., 2009, p. 18). These

aspects will limit my ability to interpret the knowledge of social reality to other researchers (Giddens, 1976). Positivism emphasizes the relationship between what is taking place and what has happened in the world (Cohen et al., 2009, p. 15-16) - which is useful knowledge for research.

The alternative to positivism is a subjective approach, which is sometimes regarded as an anti-positivist approach, and can be used to create a softer, personal and humanly social reality. My decision whether to use a qualitative research approach is premised on how individuals create, modify and interpret their social world (Burrell & Morgan, 1979). Thus, the features of the qualitative approach are appropriate for this study of successful school leadership in a real-world context.

Interpretivist Approach to Qualitative Research

Qualitative Research

Qualitative research strategies, in contrast, have the following distinctive features and they include:

- Employing a more inductive approach to relationship between theory and events that need to be described and not just evaluated and explained (Fletcher, 1996; Robson, 2002).
- Focusing on the participants' interpretation of the social world in a more subjective perspective because external reality is not independent of our theoretical belief and conceptions (Fletcher, 1996; Steinmetz, 1998; Robson, p. 25).
- Processes and procedures of knowledge learnt, innovated, adapted, changed and developed.
- Moral, aesthetic or instrumental values or conventions are generated from data
- Reflecting on everyday living of humans, groups, societies and institutions (Miles and Huberman, 1994), as the interpretation of our experience and behaviour in context is important (Fletcher, 1996).
- The researcher is the focal measurement device if the researcher sees herself as part of the research.

- Paying attention to detail about the individual being observed in his or her environment, and about the holistic position of the research aims in a more educational, social or historical context.

Thus, I considered qualitative research strategies, based on the epistemological consideration of real-life research (Brown and Dowling, 1998, p. 57). More importantly, the individual's interpretation of what constitutes success is of immense importance to this study of successful Head Teachers.

The ontological consideration for the interpretivist/constructivist approach to qualitative research (Schwandt, 1994) is to examine the understanding of how Head Teachers create, modify, mediate and interpret their social world (Burrell & Morgan, 1979) to achieve success. Schutz (1962) argues that social reality has a relevant meaning and structure for the beings living, acting and thinking in it (p. 59). By a series of reasonable constructs (Bryman, 2008, p. 16), the Head Teachers pre-selected and pre-interpreted with understanding, the challenges and successes of their school leadership.

Serious consideration was given to the qualitative design because its richness in textual evidence, where the language of expression is important; in addition - it is both descriptive and value-driven (Wellington, 2008, p. 18; Fletcher, 1996). This can refer to the values the Head Teachers are governed by that informed the organisational actions they exercised to achieve success. The description, analysis and interpretation in this study of who these successful Head Teachers are and what they do, provides a context for how successful primary school leaders in Nigeria create successful strategies in terms of student outcomes.

Textual evidence dominates this study because it permits me to compare, contrast and analyse patterns of the words into semiotic segments (Miles & Huberman, 1994, p. 7). I am able to discuss the differences and similarities between perceptions of leadership in private and public schools in Nigeria, and compare the differences and similarities between the international and Nigerian perspectives on successful primary school leadership in Chapter Two.

Another consideration regarding the interpretivist approach is the importance of 'causal explanation' and 'interpretive understanding' (Weber, 1947 in Bryman, 2008, p. 15) of social action. This position is criticized for contradicting the external forces that have no meaning for those involved in that social action. Explanation, as Robson (2002) argues, is concerned with showing how certain events occur in each case study. The causal dimension can account for how each Head Teacher acted within their school context (p. 32).

The interpretivist approach offers strong representation through a 'multi-perspective' dimension of the context being researched. It achieves this by going beyond the detailed setting and data collection in educational terms to enhance the trustworthiness of the study (Morrison, 2007, p. 27). The interpretivist approach provides an opportunity for 'multiple interpretations of perspectives of single events and situations' (Cohen et al, 2009, p. 21). The purpose of this study was also to investigate how other school members perceive successful primary school leadership from different perspectives. The interviews and the perceptions of other members of the school community were used to triangulate all three data collection instruments considered in the next few chapters. The approacch involved the deputy heads, senior management members, teachers, students and parents and their personal interpretations of the Head Teacher's work to verify and validate the subjects' claims.

This study was conducted using a multi-perspective approach, along the lines of similar qualitative research studies, creating an opportunity to enhance trustworthiness (an aspect which will be further explained). These studies include: Day's (2009) study, entitled 'Building and sustaining successful Principalship in England: The importance of trust', was a multi-perspective qualitative research, although it focused on secondary school Principals. An exploratory inductive study by Sanzo, Sherman & Clayton (2011), entitled 'Leadership practices of successful middle school Principals in the US' examined ten elementary leaders of successful schools in the SES context. Another, multi-perspective case study research includes; and the study of Usman (2008), entitled 'Assessing the universal basic education primary and Koranic schools' synergy for Almajiri street boys in Nigeria'.

The interpretivist approach to qualitative research data in this study enables the application of instruments such as field work, detailed note-taking, face-to-face individual interviews, and focus group interviews. The transcribing of interview manuscripts was extensive. All these instruments will be subsequently discussed in detail. These considerations regarding a qualitative research is not without its challenges such as insider-outsider issues.

Insider-Outsider issues

The debate on insider-outsider issues in qualitative research mainly surround the researcher's relationship with those involved in the study and the issue of objectivity. The

researcher as an insider is one whose 'biography – gender, race class, and so on gives her a lived farmilarity with the group being researched' (Griffith, 1998, p. 361). Alternatively, the researcher may share the characteristics, role or experience those being researched (Dwyer and Buckle, 2009). The outsider is the researcher who does not have any farmiliarity with the group being researched prior to the fieldwork.

The question that emerges is: would the insider researcher collect and interpret authentic and trustworhy data (Brewer, 1986; Griffith, 1998)? Moreover, since the researcher 'plays a direct and intimate role in data collection and analysis' (Dwyer and Buckle, 2009, p. 55), Griffith (1998) suggests that researchers are both insider and outsider in every study group to understand the social difference and our role in the knowledge we are producing.

This research, therefore, seeks to 'investigate from the inside through a process of empathetic understanding' (Morrison, 2007, p. 27), exploring what impacted the respondent, and researcher without bias. The issue of bias in leadership research may threaten validity and reliability, although bias is more prevalent in the observation method of data collection. This study 'generated concepts, theories and perceptions' (Bryman, 2008, p. 17) for further research on the phenomenon.

The sources of bias are the characteristics of the interviewer, the respondent and substantive content of questions (Cohen et al., 2009). Being a Head Teacher myself and an insider, I share 'the same frame of reference' (Cohen et al., 2009, p. 19) with the participants. I understood the Head Teachers' behaviour and how each one interprets the social world in which they function, but not as a participant observer. I understood and empathized with the participants, as I share their various experiences and challenges. I was, however, aware of the ethical issues of personal bias.

Tactfully, I reduced bias through effective professional training at different times, as well as skills acquired from my experience of the management of a very difficult private school board. I was intentional and objective by ensuring respondents answered every question and commented on every issue. I revisited an issue or question that was not properly dealt with or avoided. It was important to be attentive to every response, and I used memory coding as I took notes while recording the interview. Since the respondents were interviewed more than once and over a period, it was possible to identify inconsistencies and discrepancies during my interpretations. I able to triangulate the data that had been collected at different points in time, thereby enhancing the trustworthiness of the data and, more importantly, the interpretation to avoid bias.

As a Head Teacher, I did not allow my own experiences to affect my interpretation of certain practices that emerged from the interviews. All claims were supported by the other staff respondents who were asked similar questions to those for the Head Teacher. In addition, the documentary evidence collected was devoid of any direct influence from the Head Teachers. I overcame the challenge of 'expression of personal bias' (Cohen et al., 2009, p. 196), by being friendly and not overly critical of certain operational activities observed during the interviews. Thus, the new and contemporary innovations, such as white boards and the upgrading of nursery classes in the public school did not get any unrealistic praise because they are necessities found in all government funded schools.

3.3 Research Method - Case Study

The cases in this study are two primary schools with successful Head Teachers in a low socio-economic area of Lagos, Nigeria. The choice of the schools with successful heads influenced the decision to apply an educational research method to an empirical investigation of a specific phenomenon conducted within a specific, natural, social context (Bassey, 2007), which can be referred to as a case study.

Case study involves analysing a detailed and comprehensive study of a single or more cases of a community, school, organisation, event, or individual. The case study method provides 'a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles' (Nisbet and Watt 1984, p. 72-73). This is concerned with the complexity and nature of the case being studied (Stake, 1995), be it human relationships, events or other factors in an unusual circumstance (Cohen, 2008).

The case study research method is known to demonstrate causes and effects in real-life context. As Nisbet and Watt (1984) describe it, 'the whole is more than the sum of its parts' (p. 78). The key feature of the case study method in this research is the focus on the empirical investigation of a specific phenomenon conducted within a specific, natural, social context, applying multiple evidences of data collection (Bassey, 1999; Yin, 1994). This research method is particularly suitable to the qualitative research strategy, as it collects data using techniques such as interviews, focus groups and documentary evidence within a specific geographical location at a specific time (Robson, 2002, p. 178). It is helpful in generating intensive and detailed examination of the case or cases in

question (Bryman, 2008). The researcher has less control of events (Hitcocock and Hughes, 1995) in case study research.

There are different types of case studies according to certain literature (Bassey, 2007; Yin, 1984; Cohen et al., 2009). The most common are: exploratory, descriptive/narrative and explanatory case studies. Yin (2003) describes five distinctive types of case study, and they include: the critical case; extreme or unique case; representative, typical or exemplified case; revelatory case and the longitudinal case. Stakes (1994) too identifies three types of case studies: intrinsic case study – giving an understanding of the specific case being studied and instrumental case study – gaining insights into a theory and a collective case study – to reveal the big picture about a group of individuals. Bryman (2008, p. 55) states that this method has been criticized for its inability to generalize its findings, as every case is unique.

The case study is a sufficient data collection method because plausible interpretations are performed and analysed for trustworthiness at three levels: my interpretation – as the researcher, the participants' interpretation and the school members' interpretation (Bassey, 1999). This method is able to support the argument that all successful primary school Head Teachers have similar qualities, values, skills and strategies to achieve success in their peculiar social context - specifically in Nigeria, a non-western country. Although the study may be lengthy, it will be a convincing study for other researchers to validate or challenge, or to creatively construct alternative arguments against (Bassey, 2007, pp. 142 – 145).

Case studies are also guided by ethical values (Bassey, 1999), which is relevant to this topic of enquiry. The schools and Head Teachers selected for this study were chosen because they were willing respondents. Their interpretation and understanding of what success is, and how they could achieve success in the social context of a non-western country, may contribute to our understanding of the qualities, values, skills and leadership strategies of Head Teachers in a non-western context. Their opinions are respected and are not misinterpreted or distorted in any way.

The eventual choice was two sample cases, as opposed to the researcher's initial choice of six cases, which would have been over-ambitious for a first-time researcher within a limited time frame and few financial resources available. Moreover, multiple cases are bound by time and activities (Stake, 1995) in terms of school calendars and activities. It would have taken too long to conduct all the fieldwork for all six schools as a lone researcher. I specifically chose Lagos State because of its multicultural nature. Lagos is

the commercial nerve centre of Nigeria, comparable to London in the UK, New York in the USA and Melbourne in Australia.

3.4 Research Sample

Having discussed the methodology adopted for this study in answering the main research question, the next important issue to discuss is the sample selection of participants.

Sample selection of appropriate participants is not just important to developing research questions (Fogelman & Comber, 2007), but also to the entire research. A non-probability sampling frame (Fogelman & Comber, 2007) of 'convenience sampling' was used. The Lagos state Ministry of Education schools' directory was used for selecting the public school from the LEA three, referred to as Eti-Osa East LEA. This LEA was selected because of its geographical accessibility and distance to the researcher, and the consideration for schools with a turnaround and successful history.

The concept of a successful school turnaround context according to the literature (Murphy & Meyers, 2008; Leithwood, et al., 2010; Bryk et al., 2010; Meyers & Simyle, 2017; Meyers & Hitt, 2017), as referring to a school initially in crisis - 'failing', 'troubled', 'low-performing', 'under-performing', or 'in need of assistance' (Mintrop, 2004), accompanied by a call for action to be turned around within a short time frame (Duke et al., 2005). These schools have fallen below government academic standards, with low rates of attendance and high rates of dropout (Holdzkom, 2001 in Leithwood et al., 2010). In addition, they serve students of low SES living in disadvantaged communities that have a high degree of poverty.

The literature (Leithwood et al. 2010; Meyers & Simyle, 2017; Meyers & Hitt, 2017) suggests that such schools require exceptional and talented leaders to set a new direction for general students' examinations, and for Maths and English scores to improve. These researchers agree that a school turnaround involves a dramatic transformative change, or the school will be closed (Calkins et al., 2007, p. 17). This notion is different from 'school improvement', which is the progressive movement expected of schools in western countries such as the UK, the USA and Canada. The school turnaround concept is also regarded as a 'wicked problem that defies the routine solutions, mutates over time and re-emerges after we think we have put it to rest' (Leithwood et al., 2010, p. 5), which aptly describes the state of education in Nigeria over the last two decades.

Leithwood et al., 2010) suggest that the causes of failure in schools in these western countries are categorisable into external and internal factors. The external causes for underperforming schools include: students' SES, dysfunctional LEA regulations, inadequate government funding and a lack of quality teachers and CPD (Bryk et al., 2010). The internal causes are: problems of sustainability (Harris et al., 2006), attempting turnaround on a large scale and, in the USA and UK the existence of No Child Left Behind and 400 underperforming schools (Harris, 2009) respectively. There is also the danger of a short-lived turnaround, since there are no sure fixes or miraculous strategies as to what truly works to raise standards, reduce disparities between student achievement levels, a lack of success formulae and the role of existing staff, especially as regards the leadership of such schools (Bryk et al., 2010).

The significance of core successful school leadership practices used to accomplish transformation (Leithwood & Jantzi, 2005; Leithwood et al., 2006; Day et al., 2009; Bryk et al., 2010) is a common factor in school turnaround and improvement contexts. Therefore, leaders are sensitive to the specific contexts in which they find themselves, since challenges differ and are dependent on a school's demography, history and community (Bryk, et al., 2010). However, if 'current conditions necessitate that turnaround Principals (Head Teachers) rapidly build capacity and improve student outcomes to maintain employment' (Ylimaki et al., 2014), how can sustainability be achieved given the possibility of the same problems re-emerging? How do Nigerian primary school leaders in challenging contexts in the public and private sector achieve success? Is success meant to be short-lived or sustained?

In this study, I used a small sample size because I was assured easy access (Cohen et al., 2009) and faced the possibility of receiving almost all the questionnaires and responses back (Bryman, 2008), since I conducted the interviews personally and was willing to obtain extra corroborative data through a multi-perspective approach (Cohen et al. 2009, p. 105). This can be described as a 'cavalier approach' (Patton, 1980, p. 184) to sampling, as it enables the researcher to use a small sample size. Such small size eases the pressure on the resources such as time, finance, support and people available to me as a lone beginner-researcher. Though generalisation was not possible, this sampling method provided the opportunity for further research and links to be created with extra findings (Bryman, 2008) and to add to the study of successful school leaders in Nigeria.

Convenience sampling is appropriate for this study, as it gave me the opportunity to hand-pick two schools that were both available and accessible for a small-scale case study (Cohen et al., 2009), based on their turnaround, successful history and population.

Other reasons for narrowing the choice of 2 school from 6 was discussed in the previous sub-section on the last paragraph in p. 71), but the decision is to focus on the depth of the case study investigation rather than the breadth. Therefore, I selected two schools, which satisfied my sampling selection criteria (p. 75), and the Heads also agreed to support this research. Then, the focus of this investigation is placed on collecting multiple perspective mixed method data, which could provide a nuanced understanding with the practices and impact of Head Teacher leadership.

The public school in this study can be described as being a turnaround school, according to the literature (Murphy & Meyers, 2008; Meyers & Simyle, 2017; Meyers & Hitt, 2017). The school fell below government academic standards, with low rates of attendance and high rates of withdrawals, as described in the international literature of turnaround schools (Holdzkom, 2001 in Leithwood et al., 2010). In addition, the school was serving students of low SES living in the disadvantaged, highly poverty-dense community of Eti-Osa East of Lagos, Nigeria. Moreover, inadequate infrastructure and pedagogical materials were additional contributing factors. The Lagos State government, rather than close failing, low or under-performing schools such as this one, decided to transfer a Head Teacher with a school turnaround track record, and a few competent and trained members of staff. The public school was in a turnaround context. This is different from the school improvement context, which more accurately describes the private school. However, an overall progressive movement is expected from private schools generally in western countries such as the UK, the USA and Canada (Calkins et al. 2007, p. 17) or Nigeria (Tooley, 2005).

The index for measuring public school - BES (Best ESSPIN School) in a turnaround context was the recorded growth rate of 92%, from 500 in 2009 to a student population of 920 in 2014. This occurred during the tenure of this Head Teacher, along with a high student test score of 94.2% in 2014, up from a low-performing score of 35% in 2009 (over a period of five years). BES was the oldest primary school in the area and rated highly by SUBEB as a Lagos State ESSPIN school in the LEA.

Likewise, the private school started with just 2 students in 2001 and grew to having 250 students in 2014, with a test score of 95% over the same period. Presently, it is one of the oldest private schools in the area with the Head Teacher as the owner. The Head Teacher has a track record of high student test scores in secondary schools and entry examinations into tertiary institutions, which probably caused the transfer of a high number of low-performing students from public schools and other low-performing LFP schools in the community.

The popularity of these two schools was further confirmed on the primary school directory sites. The public school was highly recommended by the LEA from their list of turnaround schools, with a five-year tenure Head Teacher, who was known for seeking and implementing new innovations introduced by the ESSPIN project for teacher and Head-Teacher professional development (comment by the Executive Secretary of the LEA). These schools met the selection criteria for the sample: they are both located in a low socio-economic area, the fees for the private school are relatively low within the school community and, judging from their total student population, they are both popular.

The selection process was carried out with the following set of criteria, which were easy to fulfil:

- Socio-economic status of school, as determined by location of school
- Type of school, as determined by location of school, which was largely low-income and semi-rural
- Community, state and national recognition of impactful school activities, as recorded online in sporting activities and spelling competitions
- The population of school during the Head Teacher's tenure, as recorded in the LEA report of the State Ministry of Education (www.lagosministryofeducation).
- Student academic achievement as evidence of success (graduating students' results and the types of secondary schools their ex-students gained admission into)
- The school was within the senior ranks of government schools in the ESSPIN 2008/2009 report card
- The reputation of school in the community, being the oldest school in the community
- Head Teacher's reputation, as attested to by their colleagues during the pilot study

Moreover, there are relatively few public schools compared to the number of low fee-paying private schools in Eti-Osa East LEA. The characteristics common to both schools for selection were comparable to the characteristics noted in the study on successful school leadership in western countries (Day et al, 2009; Mulford & Edmund, 2009, p. 25) as can be seen above in the reasons for selection.

Table 4 - School Profile

School Name	Best ESSPIN School (BES)	Low Fee-paying School (LFP)
School Status	Public	Private
School Type	Pre-primary/Primary	Nursery, Primary and Junior Secondary
No. on Roll	920	250
Gender	Mixed	Mixed
Age Range	3 – 11 years	18 months – 14 years
No. of Teachers	FT 10 / PT 6	FT 20 / PT 3
Curriculum	Nigerian	Nigerian
Catchment Area	Urban	Urban
Socio-economic Status	Low	Low-Medium
Socio-cultural Status	All Nigerian and multi-cultural	Mixed Nigerian and Ghanaian – multi-cultural
Geographical area	New Development Area Lagos	New Development Area Lagos

Furthermore, the two schools had a long waiting list of students in challenging contexts in the same low-medium income area. They both experienced increased number of students, had a similar history of students' tests scores (from low to high), they had qualified and experienced Head Teachers. In addition, the SES of parents was similar and both schools operate the State curriculum (see Table 4 for schools' profile). The two schools engaged parents and their community in improvement systems.

The contextual differences observed include the following: – the LFP school had twice as many staff for a quarter as many younger students and older students, giving parents the logical option of enrolling all their children in the school within that age range in the care of adequate staffing. The public school had three times as many students as the private school, which is typical of all public schools in Nigeria. This confirms the literature (Wushishi & Aloma, 2015) on higher teacher-student ratios (1:58), a disadvantage that may lead to teacher stress and attrition – a major reason for teacher shortages in Nigeria's primary education sector – compared to the private schools with a lower teacher-student ratio (1:11). There was a slight difference in the SES of parents in LFP. The LFP had a mixed range of medium- and low-income families and fewer than the public school, which attracted students of lower-income families.

Description of Key Respondents

The key respondents from each school were: The Head Teachers and their deputies from a turnaround public and a successful private school; members of the senior management team; heads of department; subject lead teachers and student leaders. Class six students and their parents were given questionnaires to fill in and return, while the group of teachers were engaged in focus group discussions at each school, as they were not available for individual face-to-face interviews. Each sample will now be described respectively.

Head Teachers

The two Head Teachers became participants with the schools as the unit of analysis, and could thus reflect the findings of previous studies into successful leadership in the UK, the USA, Canada and Australia. I therefore sought to interview the Head Teachers to:

- obtain their definition of success first-hand
- assess their level of success first-hand
- determine their understanding of their role as Head Teachers' vis-a-vis student outcomes
- assess their understanding of the importance of staff development in relation to teachers' working conditions
- understand and interpret individual behaviours and how they had prepared for headship

The three areas of focus in the Head Teachers' interview questions (see **Appendix 1** for complete Head Teacher interview schedule) include the following:

- **Personal Profile**
- **The School**
- **Leadership practices**

The Head Teacher of the public school (BES), a female, was at the peak of her career at 60 years of age. She was facing retirement after thirty-five years as a teacher, with fourteen of these years as a Head Teacher in two turnaround schools in the same school district. The Head Teacher (and proprietor) of the private school (LFP), a male Methodist

priest, 59 years of age, was a former deputy head in a private school. (See Table 5 for the Head Teachers' profiles).

Table 5 - Head Teachers' Profiles

School	Gender	Age	No. of Years in this School	Where Appointed	Headship Experience & this school	Teaching Experience	Qualification
BES Public	Female	60	5 years	Outside	14 years	35 years	BA (Hons) Education
LFP Private	Male	59	14 years	Proprietor	13 years	29 years	BA (Hons) Business Administration

Deputy Head teachers

The scenario was similar for the deputies, who were both female (see deputy teacher profiles in Table 6) and were also interviewed face-to-face and one-on-one. The criterion for selecting these two staff members was the proximity of a working relationship with their Head Teacher (Day, 2009; Day et al., 2010). The deputy of the public school was similarly preparing for succession, working very closely with the Head Teacher. Moreover, according to Marsh, Waniganayake and Nobile (2013 p. 1), the position of the deputy is as important as that of the Head Teacher:

> *'Governments and educational policy-makers look to hold those in school leadership accountable for learning in their schools (Dempster, 2008). The complexity of this role is now being recognized (Dufour and Marzano, 2011; Duigana 2012; Harris 2009). With the increasing pressures on school Principals, an approach to leadership that is solely vested in just one person is no longer sustainable (Bezzina, 2008; Duigana, 2012) ... Leadership today is being reconceptualised as a practice that is shared (Bezzina, 2008; Buigana and Cannon, 2011), distributed (Day et al., 2009; Harris, 2009; Leithwood, Harris and Hopkins, 2008) or as a collective activity (DuFour and Marzano, 2011; Southworth, 2011)'.*

Table 6 - Deputy Head Teachers' Profile

School	Gender	Age	No. of Years in Present School	Where Appointed	Headship Experience plus present school	Teaching Experience	Qualification
BES Public	Female	40++	5 years	Outside	5 years	25 years	BA (Hons) Education
LFP Private	Female	30++	5 years	Inside	3 years	14 years	BA (Hons) Education

Their schedule was similar but different from that of the Head Teachers because it included questions about the Head Teacher.

- **Personal Profile**
- **The School**
- **The Head Teacher**
- **Leadership practices**

The purpose of including the deputies was to:

- authenticate information regarding how Head Teachers perceive success
- assess the Head Teacher's level of success from the deputy first-hand
- determine their understanding of successful school leadership
- better understand the Head Teacher's position on successful headship
- determine how well they work with the Head Teacher first-hand and
- determine how well they know their school

Teachers/Senior Management Team (SMT)

Eight members of staff consisting of lead teachers and the Senior Management Team (SMT) who were also class teachers, and were recommended by the Head Teacher of both schools to attend the focus group interview, which took place in the same Primary 6 class where the survey was conducted with the students. They all attended as invited - 2 from Nursery and 4 from the Primary sections. Of importance, to ensure a range of 'patterns in this particular phenomenon' (Cohen et al., 2009, p. 176), was the number of

years they had worked with the Head Teacher – five years and more. They had to be SMT members and/or lead subject teachers of Mathematics, English and Science (Onwuegbuzie et al., 2009), as well as being class teachers. The literature supports the trend of 'aligning ideas about what leadership means among members' (Avery 2004, p. 10). Thus, the involvement of these group of teachers as shown in Table 7.

Table 7 - SMT Teachers' Profiles

School Name	BES School	LFP School
No. of Females	6	1
No. of Males	2	7
Age Range	35 – 45	30 – 45
Years of Experience Range	10 – 25 years	10 – 20 years
Where Appointed	Outside & Inside	Inside
No. of Years in Present School Range	9 months – 5 years	3 months – 10 years
Qualifications Range	NCE – Graduate	NCE – Graduate
Marital Status	All married	Single & Married
Socio-cultural status	Multi-cultural	Multi-cultural

This group had one or two characteristics in common. Firstly, the majority of the teachers in the public school had been transferred and resumed working the same day with the Head Teacher, and some had worked with her in another school. Contrastingly, most of the teachers in the private school have been there since its inception. The staff's characteristics were homogeneous, but not their views (Barbour, 2007, 59 – 67). However, the public school had more female teachers than male, whereas, LFP had more male teachers than female.

Students and Parents

The sample for the private school constituted all students on roll in primary 4, 5 and 6, while that of the public school was all the students on roll in primary 6 only. The population of the private school is 75% lower than the public school because it is fee-paying, while the public school is government funded and such private schools are noted to enrol fewer numbers.

One hundred and thirty-seven (137) students from BES public school and fifty-eight (58) students from LFP school were selected (see Table 8, below, for final students' profiles). The criteria for selecting the students within the same age range of 10 – 14 years included: – a mixed gender population, those who were members of the student body, had spent at least three - five years in the school, could read and write to a basic standard and whose parents had similar demographic characteristics. Additionally, the two Head Teachers wanted all their students within this category to participate in the experience because of the incentive 'goody pack.' As the public school Head Teacher remarked, 'I don't want any crying child on my hands.' These criteria provided the data with what Anderson and Arsenault (1998) describe as strength and richness.

The sample from the private school was smaller, initially. I therefore had to re-visit the schools to increase the samples after a review with my supervisors. Patton (1980) argues 'that there are no rules for sample size in qualitative inquiry'(p. 184). What is more, 'the size of the sample depend(s) on what one wishes to know, the purposes of the research, what will be useful and credible, and what can be done within the resources available ... for the novice researcher' (Cohen et al., 2009, p. 177), such as myself. Bryman (2008) argues, 'a small sample size, free of bias, is more important than a large sample size that is biased and unrepresentative, or whose lack of bias cannot be demonstrated' (p. 136). The above argument influenced my decision to select a small sample size.

Furthermore, the focus of this research is not on drawing generalizations. A large sample is therefore unnecessary (Bryman, 2008, p. 136). Bryman further suggests that a small sample is acceptable if the 'intended statistical analysis of (the) survey results will be simple' (p. 137). However, going by the 'rule of thumb' (Bryman, 2008, p. 137 and Cohen, et al, 2009, p. 101), if the second variable had not met the required minimum percentage, more questionnaires would be given to the year group approaching year 6; thus, the choice was made of years 4 and 5 students, who were part of the student body and met the required sampling variation as a boost sample (Harding, 2013). Such sampling will, according to Cohen et al. (2009), require 'great caution in interpreting the data' (p. 101).

Table 8 – Students' Profiles

School Name	**BES School**	**LFP School**
No. of Females	70	35
No. of Males	60	23
Age Range	10 – 14 years	9 - 12 years

No. of Years in Present School Range	3 – 6 years	1 – 5 years
Class	Basic 6	Basic 4, 5 & 6
Socio economic Status	Low-Medium	Low-Upper Medium
Socio cultural status	Multi-cultural	Multi-cultural

The questionnaire administered to the students covered the following areas:

- Student's personal bio-data
- Information about the school, Head Teacher, class teacher, other teachers and quality of school work
- Student's role in the classroom, school and learning
- Parents involvement in student's learning and school activities
- Three things they like most and three things they like the least about their school

The parent-respondents were the parents of student-respondents. This sample allowed me to increase the achievable 'response rate' because the students were promised and given edible and non-edible (food and stationery) gifts for returning their parents' survey. The parents of the private school recorded a higher response rate; 79% parents responded, slightly higher than the response rate of the public school (74%). The reason for this may be attributable to the sample size. Though the sample of the public school was higher, it was not surprising that their response rate was lower. Assessing the parents' profiles (see Table 9), the socio-economic background of the parents in the public school featured more artisans and non-professionals who cannot afford to pay fees and were semi-literate, and that of the private school parents featured more junior professionals. Thus, LFP parents were more knowledgeable about, and interested in, the topic than the parents of the public school who tended to be more non-professionals. Consequently, the gifts did not have the same effect on the private school parents as much as it did on the public school parents, since they could already afford to provide these things for their children.

The questionnaire for parents covered the following areas:

- Parent's bio-data
- Child's school and learning, and Head Teacher
- Three things they like most and three things they like least about their school.

Table 9 – Parents' Profiles

School Name	BES School	LFP School
No. of Mothers	55	24
No. of Fathers	47	22
Age Range	30 – 65 years	30 – 57 years
Child's Class	Basic 6	Basic 4, 5 & 6
Socio economic Status	Low (more non-professionals)	Low-Medium (more junior professionals)
Socio cultural status	Multi-cultural	Multi-cultural

The Bio-data table shows a comparison of the age and classification of parents of both schools (see **Appendix 5 Table 8**).

In summary, the respondents were cooperative, arguably because the data collection instruments administered to them were efficient and exclusive to the case study research strategy. It is now necessary to discuss the instruments used for data collection.

3.5 Research Instruments

The research instruments used for data collection in this qualitative research study, are exclusive to the case study research strategy. Lincoln & Guba (1985, p. 199) suggest two significant methods:

- 'Obtrusive', which are evident and prominent instruments: interviews, observations and non-verbal language.
- 'Unobtrusive', which are instruments that are not so conspicuous: documentary evidence and records (Cohen et al., 2009, p. 181).

A combination of the two methods was used to collect rich triangulatable data for authenticity and validity.

The most appropriate instruments for this study are:

- Semi-structured interviews

- Focus Groups
- Documentary evidence/Questionnaires

Semi-structured Interviews

Interviews are flexible, adaptive and have been considered the main research technique for qualitative research (Robson, 2011, p. 280; Harding, 2013). According to these researchers, interviews permit a first-hand opportunity to ask key respondents probing questions on the main issues, based on their experiences. Hennink et al. (2011, p. 109 – 110) identified various benefits of interviews in qualitative research, enabling the collection of rich and in-depth data, and these include:

- Respondents' interpretations of experiences and the meaning of success
- Respondents' decision-making processes
- Respondents' motivation for behaviour
- Respondents' feelings and emotions
- The context surrounding respondents' lives (Harding 2013, p. 22).

Miller and Glassner (2011) nevertheless argue that 'interviews do not provide an objective view of the social world that the respondent inhabits but demonstrate the meanings that they attribute to this world, and their experience of it' (p. 133). The interviews encouraged respondents to talk without interruption for an extended period - as in the case of the private school Head Teacher. This enabled me to ask new, unplanned questions in line with the participants' responses, using a well-piloted guide of listed topics and specific questions, which made subsequent analysis easier.

Interview as a data collection technique, using topical probes for understanding answers to the research questions (Hennink et al., 2011, p. 119-120; Legard et al., 2003; Miles et al., 2014), is achievable. The literature (Bryman, 2008, p. 437), supports the claim that qualitative interviews begin with broad objectives (and) are more interested in drawing out the respondents' (Head Teachers') perspective of successful school leadership, and its impact on teachers' working conditions and student outcomes.

Semi-structured interviews provide guidance and structure. Moreover, other staff respondents comment on topics covered (Harding, 2013), were based on what respondents consider to be relevant and significant. This made it possible to direct the line of questioning to gain insights into an issue of concern. The semi-structured interview feature of 'flexibility advantage' (Bryman, 2008) allowed a description of the Head Teacher's profile, their personal and school visions, leadership approach, perception of successful school leadership, school, staff and governance culture. Consequently, this facilitated an understanding of respondents' interpretation of success, how success was achieved over the years and how success impacted teachers' working conditions and student outcomes.

The questions similarly covered specific school organisational structures and processes, as well as student academic records over a period of two or three years (Day et al. 2009). This study therefore gathered rich evidence through semi-structured interviews with primary school Head Teachers and their deputies. According to Bryman (2009 p. 468), such interviews allow for a wider coverage of a variety of people and circumstances. Nonetheless, it was important to manage what was asked by 'knowing what the interviewer (researcher), wishes to find out, asking the right questions, in the right way, at the right time and in the right order to encourage the (respondent) to tell (Ribbins 2007, p. 215) what is needed to be known (Lincoln & Guba 1985; LeCompte & Preissle 1993). The questions were open-ended, to allow for the discussion of unplanned topics to clarify certain information.

The face-to-face interview method further provides an opportunity to explore what Harding (2013) refers to as a 'full range of communication, with both interviewer and respondent … to respond to the non-verbal signs given by the other' (p. 33). Unavoidably, in this research, a few questions were repeated for clarity and consistency but monotonous to participants. The greatest challenge of creating bias, concluding or judging on a wrong perception may be presented. For instance, dropping a question of vital importance because of a respondent's uncomfortable disposition and missing an opportunity to collect important information (Harding, 2013).

Bryman (2008, p. 445) recommended observing the following protocols, to minimize some of these challenges:

- Clarity of simple and easy questions - the set of questions developed for respondents were detailed, specific questions, which made it easy to think in advance of how to re-word the questions which a respondent did not understand (King & Horrocks, 2010, p. 38-39). For example, actual question; How would you describe yourself? Rephrased

question; Kindly introduce yourself and tell us a little bit more about yourself. The follow-up question was then; what kind of person would you say you are?

- Balance was maintained: not dominating the interview, nor saying too little, but allowing participants to speak their minds (Harding 2013, p. 36)

- Structuring and finishing processes were communicated to the participants, for example, informing them that the interview had ended and asking if they had any questions or needed clarifications on any issue raised (Bryman, 2008, p. 445)

- Cordiality was maintained

- Points of inconsistency were addressed by asking unplanned questions - for instance, the question if the public school environment was conducive to well-being, led to a discussion on the actual ratio of toilets to the number of students in the school. The probe became necessary to discount the claim that the school was relatively conducive for learning. The probe clarified the inconsistencies, since the Head Teacher had categorically stated the school environment was not conducive to the well-being of the school members.

- Follow-up questions and probes were extensively used, based on the information provided. For instance, the Head Teachers were asked what experiences had helped to shape their opinions of life in terms of their values, visions and general philosophies of life. A follow-up question asking for specific instances that influenced their educational values (Ribbins, 2007) followed thereafter.

- Adequate care was taken not to risk giving meaning to respondents' answers. Rather, I unassumingly probed respondents' answers to interpret and clarify what was said (Hennink et al., 2011, p. 122-123).

Probes were useful tools to progress the interview schedule (King & Horrocks 2010). Planned and unplanned probes were applied to determine if all the important aspects of the research have been included (Roulston, 2010, p. 14-15). The questions covered these three key areas:

- Background and demographic questions, which included experience and behaviour questions; for example, how would you describe yourself?

- Opinion and value questions: for example, what experiences have helped to shape your opinions of life in terms of your values, visions and general philosophy of life?

- Knowledge questions: for instance, what are the important qualities and skills in your work that affect your success?

The protocols made the schedule flexible, and unplanned follow-up questions were frequently applied (King & Horrocks, 2010). Semi-structured interviews, are, however, limited in terms of gathering all the necessary data for this research; consequently, the need to conduct a focus group interview arose.

Focus Group

The decision to use focus group interviews as a research tool was because they are useful for investigating the multiple perspectives of other school stakeholders on the qualities, values, skills and strategies of Head Teachers. More importantly, the Head Teachers were willing to permit focus groups rather than release their staff for lengthy individual interviews to avoid teachers being away from their classrooms for too long.

Morgan, (2002) defines a focus group interview as, 'a research technique that collects data through group interaction on a topic determined by the researcher' (p. 141). The aim of this technique is 'to achieve an accurate representation of the views of the group in interactions' (Ribbins, 2007, p. 212). In contrast with collecting data from individuals in a group interview without any form of interaction, this instrument was chosen for the opportunity to develop themes and issues for subsequent interviews, while orienting specific areas of concern useful for the triangulation of the interpretation of perspectives (Krueger, 1988) and to enhance trustworthiness (Bailey, 1994, p. 192-193) of the data collected.

The focus group interview technique was therefore appropriate for collecting the perspectives (Morgan, 1988 in Cohen et al., 2009, p. 376) of senior teaching staff members. The selection of the senior staff members reduced subjectivity, as they are prospective leaders themselves well-informed, high-profile, established leaders who move in the leadership circle (Gronn, 2007, p. 195-200) of the Head Teacher. These members of staff are school management board members involved in the day-to-day running and decision-making process of the school.

Documentary Evidence

Documentary evidence refers to written records of everyday life activities (Fitzgerald, 2007). This research tool was the third appropriate technique for data collection suitable for the case study strategy. This technique presents 'the detailed examination of documents produced across a wide range of social practices, taking a variety of forms' (Wharton, 2006, p. 79). Documents, 'provide valuable information about the context and culture' (Fitzgerald, 2007, p. 278) of respondent schools, and more importantly, of the key respondent - the Head Teacher.

Fitzgerald (2007, p. 280), identified seven features of documentary evidence, which can:

- Identify the significant characteristics of a specific event, activities or case
- Establish a plausible interpretation and explanation
- Test for the credibility and validity of these interpretations
- Construct an argument based on these interpretations
- Relate the argument to policy trends, current practice or other relevant research
- Create a convincing narrative for the reader
- Provide an audit trail that offers other researchers opportunities to challenge the interpretation or to construct alternative arguments

Documentary evidence was suitable for collecting rich data from the words of the respondents. For example: - copies of the Head Teacher's speeches at events, with dates and possibly the names of attendees; minutes of meetings between staff and the Head Teacher; minutes of meetings between the Head Teacher and parents, curriculum books and statements. Documents, therefore, provide insights into the kind of relationship between the Head Teacher and the other stakeholders in the school. Documentary evidence can be, 'written and unwritten, spoken and virtual, public and private, and past and present' as they 'contribute to aspects of this case study research' (Fitzgerald, 2007, p. 279-280). In this case, the documentary evidence collected was both spoken and unwritten, and met these criteria:

- Accessible at a convenient time for easy use - for example, student test scores

- Provide facts about events, names and dates that may not be readily available or retrievable during the focus group interview. For instance, the teachers' nominal roll with names, dates, qualifications and teacher's classes

- Provide information that was not retrievable during the interview session - for example, the Head Teacher's communication skills, which can easily be determined (Fitzgerald, 2007, p. 282) from documents.

However, these documents are limited to the information covered, without any opportunity to clarify them, and they are un-interactive in terms of data collection (Harding, 2013, p. 21). Documents can be subjective by being unavailable, uncatalogued or protected. For example, the past student test scores for the private school could not easily be located because the secretary was on maternity leave. Documents may also be inaccurate, perhaps having been created primarily for publicity purposes, and their processing can be time-consuming, requiring methodical analysis.

Questionnaire

The purpose of questionnaires for the students, parents and supplementary teachers was to collect useful and credible information from as many stakeholders as possible to clarify and support the claims of the Head Teachers. Questionnaires, according to Wilson and McLean (1994), are structured – 'often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse' (Cohen et al., 2009, p. 317).

A questionnaire can also be semi-structured – allowing respondents to write their opinion on questions, comments, statements or items, openly. A questionnaire is clear in 'structure, sequence and focus, but the format is open-ended' (Cohen et al., 2009, p. 321).

A qualitative questionnaire with open-ended questions was chosen for this study, which can be described as a site-specific case study suitable for a small scale qualitative, less structured, word-based research to capture specific aspects of information. Bailey (1994, p. 120) underscores the usefulness of an open-ended questionnaire for exploratory questions with probably unknown answers (Bryman, 2008). Such questionnaires also enable respondents to add remarks, qualifications and explanations (Oppenheim, 1992,

p. 115) where necessary. They possess the hallmark quality of qualitative data – being authentic, rich, in-depth responses that are honest and open. However, according to the literature (Bryman, 2008 & Cohen et al., 2009), irrelevant and redundant information may be problematic. It may be too time-consuming to complete a questionnaire, and analysis may be difficult when comparing responses, coding and categorizing.

3.6 Data Collection Process

In my attempt to understand multiple social actions and knowledge, the need to use multiple methods emerged - interviews, focus groups, documentary evidence and questionnaires of data collected for cross-referencing to establish the trustworthiness of the research. Piloting was necessary at this point to finalise the instruments.

Pilot Study

The pilot study took place from the 6th – 17th February 2014. The school visit took place after securing written approval from the Lagos SUBEB. The letter signed by the Chairperson and Executive Education Secretary was dated 24th & 27th January 2014 (**Appendix 2**). The school sample selection criteria were: - school population, curriculum, SES, and years of experience of the Head Teachers.

The private school (CS Primary School) was a high fee-paying schools, and did not fit the criteria of turnaround schools in the area. Unlike the public school (IK Primary School, Eti-Osa East LEA), it is well located and had been adopted by philanthropists and non-governmental organisations. The respondents were the Head Teacher, his deputy, and four teachers, one of which was on the SMT, the school secretary who was also a teacher and the two primary six classes, meaning a total of 250 students and their parents. Although, the staff members were receptive, especially given the approved authorisation of the visit and the topic of the research, the Head Teacher was opposed to an extensive interview because the school was short-staffed. A few of the teachers were attending a state seminar, and the others remained in their classroom, but with the help of the Head Teacher and the deputies, we scheduled a date when all the respondents could be

available for the interview. This further reaffirmed the choice of the focus group interview method.

The interview schedule and questionnaires were adopted from the set used by Day et al. (2009) in their study of the *Impact of School Leadership on Student Outcomes*, DfES Final report, to establish its effectiveness. In adopting their survey, similar questions were used to explore whether the location and culture of the sample used made any difference to the findings. It also helped to determine the reliability and validity of such questions, and it also presents any change in questions or if previous findings apply to the chosen sample (Opie et al., 2008). The survey was piloted to validate its effectiveness in a non-western context.

The use of a high-quality audio recorder (Sony IC) was appropriate, but problems were encountered due to the school layout. During the interview, the proximity of the Head Teachers' office to the classrooms made the noise level high. The use of a video recorder would have been better for the teachers' focus group (King and Horrocks, 2010, p. 46) to aid transcription. It would thus, have been easier to identify who said what. The option to use a camera was discouraged to avoid distractions (Barbour, 2007, p. 76-77).

I used the system of tokens by giving the students edibles (sweets) to retrieve their parents' questionnaires during the pilot study. The use of tokens proved very effective in ensuring a maximum response. This technique was also employed in the main study, as the token was accompanied by stationery, such as pens, for those students who had returned their parents' questionnaires. The schools also received stationery, such as blue and black pens, envelopes, plain copy paper and board markers. The system of piloting the administrative procedures and the guidance of the instruments (Morrison, 2007, p. 30) facilitated the cooperation of key stakeholders.

Following the pilot study, the student and parent questionnaires and interview schedules were tracked, and a few repeated questions were removed from the survey. Simultaneously, a few questions were repositioned in the Head Teacher's and Deputy head teacher's schedules to ensure the flawless flow of the interview. The focus group interview was also adjusted from the pilot study version because the questions were too numerous and long, and the main school would possibly be similarly short-staffed.

The function of piloting semi-structured interviews and focus group interviews is to eliminate possible difficulties, thereby increasing the possibility of collecting rich data. The difference in piloting quantitative and qualitative interviews is that the latter usually requires few changes, since more obvious changes emerge as the interview progresses (Bryman, 2008; Harding, 2013) to enhance the trustworthiness of the data collected.

Quantitative interviews, contrastingly, must follow structural piloting protocols (Harding, 2013). Piloting ensures the chosen research instruments function properly (Bryman, 2008).

Reflecting on the piloting of the instruments in this study – it helped develop my self-confidence, being a new and lone researcher. Piloting also established the clarity of the instructions and enabled the use of a small set of respondents. The respondents were comparable to the sample in the main study (Hennink et al., 2011, p. 120).

The pilot study also helped to accomplish the following:

- A better understanding of the questions
- That the appropriate words and ideas used were relevant to the respondents
- That certain issues were logically re-positioned, while certain words were rephrased - for example, the word 'bullying' is not familiar, so it was replaced by 'fighting'
- That the length of time required for the interview was strictly monitored
- That the interview schedule was revised to accommodate the above adjustments
- A better administration of note-taking and recording, and improved the effectiveness of using both (Hennink, 2012; Harding, 2013)

The pilot study confirmed the questions were 'believable,' and well 'constructed with credible situations' (Bryman, 2008, p. 247). Bryman further explains this does not fall short of the general disadvantages of such techniques:

- The impossibility of establishing assumptions being made about the Head Teacher, teachers and the school
- What effects this might have on the validity and comparability of the results

Nevertheless, this technique proved to be effective during the pilot study. The students found it easy to take a comfortable position regarding the options provided, and we did not have to explain the questions either extensively or repeatedly in the public school. However, we had to explain them extensively and repeatedly to the year 4 students in the private school, who were much younger. The quality of the interview schedule and questions vis-a-vis validity and reliability were ultimately achieved through the pilot study.

Collecting Data

The approach of gathering data from alternative sources close to the Head Teachers has been described as drawing upon 'silent voices' within the school community. The silent voices provide 'fresh insights' (SooHoo, 1993) into similar actions from a different and new perspective, for a deeper understanding of leadership practices in Nigeria. Abundant and available raw data was derived from these other members of the school community close to the Head Teacher. The deputy, the SMT teachers, students and parents (Cohen et al., 2009) created a link to produce the demands, desires and expectations based on their beliefs and values about leadership in complex situations (Day et al., 2001, p. 24).

More importantly, this method made it possible to triangulate and compare the diverse sources and perspectives (Hammersley & Atkinson, 1983; Gill & Johnson, 1991) which resulted in:

- Selecting two schools in a low-medium socio-economic area of Lagos state, one from the private sector and the other from the public sector. Their Head Teachers had been in leadership for at least five years in the school with visible track records of school improvement in terms of population as well as academic and social achievements.
- Conducting a semi-structured face-to-face interview with the two Head Teachers and their deputies; from the public and from the private schools respectively. The interviews seek to determine how the Head Teachers perceive and interpret successful school leadership in their context. The interviews assess their leadership qualities, values, skills and strategies and how these impact on teachers working conditions and student outcomes.
- Conducting a focus group interview with sectional heads, key subject lead teachers and members of the senior management team - to determine their perception of the successful school leadership and its impact on teachers working conditions and student outcomes within their specific context.
- Conducting a survey, using primary 6 students in their schools under the supervision of their class teacher and to sending their parents a survey to assess their views on the successful school leadership practices of their Head Teachers, and their views about their school generally.
- Collecting different documentary sources of evidence about the Head Teacher and the school which have not been directly handled or/and influenced by the Head Teachers (Cohen et al., 2009). These documents include:

- Head teachers' speeches, minutes of meetings with staff and parents, and notices of these meetings to assess his/her communication skills and to determine their decision-making and school management delegation process.
- National Inspectors' reports and/or comments, and school calendars and reports of primary six students in key subjects – Mathematics, English and Science- over the last 3 – 5 years.
- Staff nominal roll, which indicates the number of staff, gender, date of first appointment, age, designation, duties, class placements, qualifications, date of last promotion and increments. This document was used to assess staff status.
- Minutes of student committee meetings, women committee meeting, State-based management committee - to assess the level of involvement of the students, parents and community in the general school process.
- Access book where all donations from individuals and corporate organisations are recorded to assess the frequency of donations attracted into the school through the efforts of the Head Teacher. Also, to assess how these donations improved teaching and learning, which in turn influenced teachers' working conditions and student outcomes.

Research Organisation

Thereafter, the field work process commenced with timelines as shown in Table 10 below.

Table 10 - Steps to Fieldwork Process with Timelines

S/N	Fieldwork Process	Dates	BES	LFP
01	Preparation - Approval from Ethics Committee of the School of Education	12/13	>	>
	Telephone courtesy call to the 2 HTs	12/13	>	>
02	Approval from Lagos SUBEB	01/14	>	>
03	Piloting of interviews Focus group and surveys – IK Primary School / Review interview schedules and survey	02/14		

04	Familiarisation visits to both HTs to distribute information sheet	02/14	>	>
06	Data Collection - interview with DHT public school/ primary 6 students survey public school/ parent survey – sent home/ interview with public HT/ Focus group interview with key SMT members and key lead subject teachers/ retrieve primary 6 parents survey	02/14	>	
07	Collect Documentary evidence / final interview with HT and DHT of public school	03/14	>	
08	Primary 6 students survey private school/ parent surveys - sent home/ Interview with private HT/ interviews with private school DTH/ Focus group interview with key SMT members and key lead subject teachers/ retrieve primary 6 parents survey	02-03/14		>
09	Collect Documentary evidence from private school DHT	03-04/14		>
10	Transcription of interviews with HTs and DHTs/ Transcription of Focus group interviews	04-10/14	>	>
11	Re-visit to public school for more survey from primary 6 and parents/ retrieve parent's survey	09/14	>	
12	Re-visit private school for more surveys from primary 4 & 5 and parents/ retrieve parent's survey	10/14		>
13	Data Analysis – single-case dynamics matrix	11/14	>	
14	Collection of letters of good conduct from schools	10-11/14	>	>
15	Role case matrix/ case reports/ cross-case analysis report	11/14-15	>	>

Interview Data

The Head Teachers both agreed to the thorough, face-to-face semi-structured interview using an interview schedule (**Appendix 1**) which had been effectively piloted (previously discussed). The face-to-face semi-structured interview with the Head Teachers took place in their offices. The Head Teachers of both schools were duly aware about the likely duration and purpose of the interview from the information in the detailed Participant Information Sheet. The respondents, relaxed and conversed freely because a positive working relationship (Steinke, 2004, 185) had been developed with their schools after

the first visit. The interview process with the BES public school Head Teacher lasted for four days, despite three days having been agreed upon. The first meeting was an introductory meeting to discuss the research with the key respondent - the Head Teacher. She was receptive and knowledgeable about the topic, given her responses to the questions, although sometimes not particularly articulate. The meeting took longer than required because of intermittent disruptions. Two extra visits were arranged to retrieve the questionnaires and various documentary evidences. The final visit was to gather more survey data from the students and their parents, to increase the sample size, which would strengthen validity and reliability.

The interview with the LFP Head Teacher took place two weeks later. He was difficult to track down because he had to personally resolve certain administrative challenge – e.g. ensuring the administrative of the school bus administration was not adversely affected by the scarcity of petroleum product. Details of the interviews are explained further provided in the schedule summary (Table 11, below), but are of more relevance to the next chapter. A full summary of their interviews is contained in the single-case study matrix.

Table 11 - Head Teachers' Interview Schedule Summary

School	**BES Public**			**LFP Private**		
Place	School Office			School Office		
Date	21/2/14	25/2/14	27/2/14	24/2/14	12/3/14	17/3/14
Duration	45mins	2hrs 8ms	2hrs	30mins	1hr 30mins	2hrs
Objective	• First visit was introductory to discuss the information sheet containing the focus of the study and the essence of the consent form. • The second visit was to conduct the main face-to-face interview with the use of the piloted and adjusted semi-structured interview schedule. • The third visit was to collect documentary evidence as listed earlier and to retrieve parental and additional staff survey.			• First visit was introductory to discuss information sheet containing the focus of the study and the essence of the consent form. • The second visit was to conduct the main face-to-face interview with the use of the piloted and adjusted semi-structured interview schedule. • The third visit was to collect documentary evidences as listed earlier and to retrieve parental and additional staff survey.		
Remark	Head Teacher was knowledgeable about the topic, but sometimes not particularly articulate.			Head Teacher was knowledgeable about the topic, but needed a lot of explanation on current leadership dimensions		

The interviews of their deputies were both held before those of the Head Teachers, which made preparing probing questions easy. This was due to the initial unavailability of the Head Teachers at the beginning. Nevertheless, they were both ready for their interview only on their own terms due to time constraint and the volume of administrative issues they had to deal with which were factors beyond their control. The public school Head Teacher had to attend impromptu administrative meetings at the Local Education District, which took her away from the school for more than two days a week at times. During my fourth visit to the public school, the deputy had taken over from the Head Teacher who had retired. The deputy who was now the present Head signed my letter of good conduct. This revealed that a succession plan was in place. These two deputies had specific duties assigned to them by the Head Teacher within the teaching and learning process, including holding the fort while the Head Teacher was away from school.

Questionnaire Data

I was present to administer the questionnaire and consent forms to the students in both schools with their teachers present. The teachers and I assisted by providing clarifications on any question, especially for the primary four students, who were younger and needed further explanations. The vignette technique on the student, parent and teachers' questionnaire was adapted to present more than one actual and pragmatic scenario while asking respondents a short and direct question. This required them to respond to a circumstance from at least four options from: strongly agree, agree, disagree to strongly disagree. The focus was to eliminate respondents' normative standards or judgements (Bryman, 2008) of certain circumstances about another peoples' context. More questions focussed on their school, their teachers and Head Teacher's successful strategies. This enabled me to obtain objective responses with more believable scenarios for the purposes of validity and comparable (Finch, 1987 cited in Bryman, 2008, p. 247) choices of respondents.

In addition, this technique helped to reduce 'the possibility of an un-reflective reply' (Bryman, 2008, p. 24). Finch (1987) stresses that respondents are more likely to respond, 'in a less threatening context' (Bryman, 2008, p. 247), if the questions are more about others than about themselves. Consequently, the questionnaires were more focused on the Head Teacher and the school in this research. The issue of returned responses was overcome by administering the survey on the spot to the children in a

designated classroom, while the parents' completed questionnaires were retrieved the following day before the students received their goody pack.

Focus group Data

The set of interview questions administered to the deputy Head Teachers was used for the focus group interview, but with considerable probing as the discussion continued. Another open-ended questionnaire was administered to the same staff (teachers/SMT) (**Appendix 4a**) to fill out and return within two weeks, after the focus group interview. The questionnaire was intended to overcome the challenge of subjectivity and to validate their consistent responses during the focus group interview. This approach was adopted to use the interview schedule not just as a guide (Kruger, 1998a, p. 24-28), but also to provide answers to the research questions.

The interview schedule covered the 'typology' (Harding, 2013, p. 44) with questions that exposed more of their background and demography at the introductory stage. That is, questions about themselves, their opinions about the school, educational values and visions and their experience working with the Head Teacher. This was followed by key knowledge questions, which extensively covered the school, Head Teacher, and leadership practices. The schedule concluded with a key issue on the cultural influences that underpin the Head Teacher's leadership practices. The appropriate protocols recommended for face-to-face focus group interviews were observed. Preparation was adequately carried out with a prior visit to the school. The venue used for conducting the students' survey was used for the focus group interview, with all the required materials available (Onwuegbuzie et al., 2009, p. 4) at the public school.

I moderated the first focus group at the public school because the scheduled time for the meeting was after the end of school, in the afternoon. I was conscious of the time of day and the psychological state of the staff after a demanding day's work in the classroom. I was also very careful to discourage a dominating group member and any antagonism. The lead teachers and SMT members initially dominated the discussion but I had to interject by asking others to contribute freely by directly asking probing questions that only junior staff had answers to. For example, what does the HT delegate to each staff member individually? I was conscious of that validity may have become a challenge if conflicts and disagreements had emerged, or if all the topics were not covered (Cohen et al., 2009, p. 373) because of dominating group members or antagonism. The focus group

interview for the private school was moderated by the most senior SMT member, the Principal of the junior secondary school. It took place during the long school break in the computer lab of the school.

The respondents for the focus group comprised a combination of teachers and SMT (who were also class teachers) who could reply spontaneously to the comments of others (Wilkinson, 2011, p. 169) to encourage interaction. Interaction made it possible to avoid respondents answering questions in turn and to explore and challenge each other's views and comments (Finch & Lewis, 2003). For example, at the public school, a discussion arose as to the challenges they were still facing (the ratio of student population to number of toilets is 6:1000). Follow-up questions were frequently used to either validate or clarify important issues raised, or the claims of the Head Teachers and deputy head teacher that would subsequently be used to triangulate the results.

An appropriate level of guidance was maintained (Finch and Lewis, 2003) to cover key topics to provide adequate answers to the research questions. Sufficient direction was provided to maintain the group's focus (Liamputtong, 2011). The focus group sessions, from my observation, were interesting as respondents interacted more freely in the public school better than the private school; despite this, the responses of the private school were better articulated than those of the public school.

All the respondents contributed meaningfully, albeit with occasional disagreements. However, it was a challenge to discourage the 'element of hierarchy' (Harding, 2013, p. 43) because new teachers felt older teachers needed to provide more information. There was a constant need to encourage the opinion of reticent respondents to limit the contributions from dominant respondents (Barbour, 2007, p. 80-82), which successfully shifted attention away from dominant respondents (Liamputtong 2011, p. 81). This limitation necessitated the use of documentary evidence to cross check and triangulate the data collected from the respondents.

Documentary evidence Data

The documentary evidence collected enabled the verification of data collected from the focus group of senior teaching staff and the responses from the students and the parent surveys. The documents were strictly examined and probed in the context of the source to 'determine the representativeness of such documents' (Scott, 1990 in Fitzgerald, 2007, p. 280). The documents were written from the writer's point of view (Harding, 2013, p.

20). Thus, the question arises - does the information in the documents indicate the qualities, values, skills and leadership practices of the Head Teacher? I was careful 'in determining the correctness and trustworthiness of documents ... as they (perhaps) are biased and highly subjective' (Bailey 1994, p, 296-8). It was my responsibility to ensure such challenges were minimised as much as possible with regards to the other data collection tools.

However, there is a need for documents that are diverse 'and can be further utilised to determine the representativeness of such a document' (Fitzgerald, 2007, p. 280). Consequently, reading in-between the lines of school documents for triangulation with semi-structured interviews and focus groups used in this study (Fitzgerald, 2007, p. 278) justified the reliability and validity of data collected.

The documents released by the school were used to determine the Head Teachers' influence on teachers' working conditions and student outcomes. They also made it possible to determine the level of shared or delegated leadership duties among the school management members. These documents allowed me to determine how the Head Teacher's skills in terms of promoting student success (Crum, Sherman & Myran, 2009, p. 49; Crum & Sherman, 2011).

Subsequently, I collected the following documentary evidence:

- The Head Teacher's definition and interpretation of success and to determine the level of the school's success
- The popularity of the school and students
- The effectiveness of the communication skills of the leader amongst other skills
- Head Teachers level of interpersonal and intrapersonal skills
- The school's academic records over a period of two to three years

Documents were retrieved after several visits to the private school because their record keeping practice was inadequate, unlike that of the public school. Any inadequate record keeping practice negates the claim that private schools are more accountable (Tooley & Dixon, 2007; Dixon, 2012) than public schools, as record keeping is a feature of accountability (see Chapter 2). Nevertheless, this flaw might be unique to this private school because of the very low tuition fees it charges.

3.7 Methodological Issues and Researcher's Role

Access Issues

The two respondent schools' Head Teachers were both popular in the area, and their schools qualified as successful schools in Nigeria (see Chapters 1 and 2). The power of the gate keepers had a positive response effect on the school, with the government having authorized this research, although not-sponsoring it. The Lagos State education policy permits research in any school after a formal written approval has been issued, presumably to protect their schools or maybe to monitor the activities of research in their schools (Lagos State Ministry of Education website, Cohen et al., 2009).

Access to the schools in Eti-Osa LEA was possible as a result of the approval-to-visit document (**Appendix 2**). Approval was difficult to secure because the Board wanted to verify my 'insider' access – (a SAN, Lagos State former Chief Justice). Their consent was gained after they requested, verified and received a copy of the approval letter from the SUBEB.

Fetterman (1989) re-cognises the importance of this method of gaining access in the philosophical consideration of this study, arguing that 'a strong recommendation and introduction strengthen(s) the fieldworker's capacity to work in a community, and thus improve the quality of the data' (Harding 2013, p. 18). The SAN's letter of introduction confirming my interests gave me the opportunity to present myself as a serious researcher with established ethical grounds for conducting the research. It also helped to establish the goodwill and cooperation (Cohen et al., 2009) of all concerned as frequent visits were required.

The recommendation of the public school as one of their best ESPPIN schools was further strengthened by the signatures of both the Executive Chairman and the Executive Secretary of the Board (**Appendix 2**). It was not surprising that they regarded this research, at least initially, as originating from the government. I then booked appointments with the two Head Teachers via a phone call after retrieving their numbers from a popular school address site (www.v-connect.com) prior to my first visit.

However, it is important to state here that in 2010, as a grant recipient under the Education Research Network for West and Central Africa, I was part of a research entitled,

The impact of early childhood education on the academic and social development of the Nigerian child, in Kano, Lagos and Port Harcourt. These two schools were part of the representative samples in six LEAs; however, the Head Teacher, primary 6 students and other staff members used for this study were not part of that research. I met briefly with the Head Teachers and, from that conversation, I could perceive that they were receptive and could be regarded as being knowledgeable and experienced in education generally (Cohen et al., 2009, p. 114-115, Robson 2002). I was unaware of their actual educational qualifications at that time; my meeting with them then was brief and non-engaging. The respondents for the other research were primary 2 students and their class teachers. Hence, a good rapport was quickly established and maintained (Hennink et al., 2011, p. 124-128).

Researcher's Responsibilities

My responsibility was to ensure the following possible challenges were avoided by adequately preparing for the fieldwork, which would be conducted in English. As regards the semi-structured interviews, the following aspects were considered at the planning stage (Ribbins, 2007, p. 216). The act of managing schedules with well-prepared questions was improved upon after the pilot study and my attendance at a seminar on managing interviews by the Graduate Centre. The respondents were equally well managed by establishing an effective interpersonal relationships - laughing when necessary, nodding in agreement or raising an eyebrow if unclear about an issue before asking more probing questions. The limitations experienced during the interview of the private school Head Teacher were not like those with the public school Head Teacher; this is probably because Pst. Ame was the owner and also a foreigner – a Ghanaian running a school in Nigeria. His initial reluctance to release documents led to several visits to retrieve parents' surveys, students' past results and Head Teachers' speeches.

A major challenge was time – in particular, the long interview session that was beyond the recommended protocol for interviews, which kept the teachers far beyond one hour because school examinations were fast approaching. The public-school teachers could not attend the focus group interview until the end of the day when most of them were tired, nevertheless they were very cooperative. The interview might have been better managed outside the school in a more relaxed venue with refreshments. It was impossible to select more than one group of samples to corroborate the outcomes of the groups' behaviour, due to the acute shortage of school teachers. However, the size of the

group met the recommended number of eight each, since the recommended figure is between four and twelve (Morgan, 1988, p. 43). The sample reflected the homogeneity of the respondents' backgrounds (Cohen et al., 2009, p. 377) to ensure adequate representation.

The group of staff members (teachers/SMT) for the focus group enriched the data collected because they understand leadership strengths and weaknesses as they are on the receiving end of such behaviours. Therefore, there existed a need for these members of staff for the focus group interview. Marsh et al., (2013) in their study of leadership and learning as an intentional, community-wide activity, emphasise the importance of developing a shared language in schools. Underscoring the importance of including 'teachers from different subject areas and year groups to discuss teaching and learning issues and prevailing leadership ideas within the school community for a collective understanding' (p. 2) is unacceptable. They further claim involving teachers in school organisation will encourage a 'shared language for learning and (in turn encourage) leadership (to) enable a school community to intentionally address the needs that are unique to their context' (p.3). These teacher's views would enrich the critical analysis of the contributions of the Head Teacher to student outcomes and general school improvement before and during the Head Teacher's tenure without prejudice.

The issue of recording was efficiently managed; to generate adequate and vital data a 2013 model Sony Stereo IC Recorder was employed. The recorder was at its highest recording volume in the middle of the respondents' table. During interruptions, to avoid intrusion (Modaff & Modaff, 2000), the recorder was switched off, I noted down every verbal and non-verbal sign.

The challenge of the efficient management of transcribing data to ascertain its trustworthiness was resolved. The recorded interviews were listened to several times, to generate useful data that provided answers to the research questions. For example, research question one was how successful school leadership was perceived by two primary school Heads in Lagos, Nigeria. From the interpreted transcript, successful school leadership constitutes academic and social achievement for the two Head Teachers. This point will be expanded upon in subsequent chapters.

3.8 Authenticity: *Trustworthiness*

One of the purposes of this research is to inform practitioners, policy makers and stakeholders of the roles and functions of successful primary school Head Teachers. The pursuit of authenticity lies in assessing the quality of the research in terms of findings and the interpretation of findings (Bush, 2007). According to White et al., (2012) the numerous challenges as previously discussed helped to develop the trustworthiness of this study - the credibility of the respondents selected, the consistency of the interpretation of the multi-perspective data collected and the process of analysing the data.

The notion of trustworthiness in semi-structured and focus group interviews is difficult to achieve since every case generates its unique results from its context (Bush, 2007). This study is different, as respondents were asked to reflect critically on their responses. The multi-perspective approach made it possible to authenticate respondents' accounts and to develop a better understanding of the phenomena being studied (Seal, 1999; Busher & James, 2007).

This research took into consideration the following to test and strengthen its trustworthiness (Lincoln & Guba, 1985, p. 219, 301):

- Securing carefully the appropriate and required groups of respondents useful to the study
- Prolonged engagement with data sources, especially the transcripts of the semi-structured interviews and the documentary evidence for the purposes of adequate interpretation and triangulation
- Adequately and continuously checking data with sources
- Sufficient triangulation of data, leading to the analysis in the following chapter
- Sufficiently detailed account to convince readers

Documentary evidence was useful for triangulating sources of evidence to enhance my interpretation of the respondents' claims. Its reliability was enhanced with the application of a content analysis approach (Cohen & Manion, 1994, p. 55), which involved counting words or terms found in a text (Bush, 2007, p. 96). The method applies re-analysis through reliability checks and replication (Robson, 1994) for sake of the trustworthiness of the study.

The ethical principle of not leaving respondents in a worse state before the interview, or causing harm while collecting accurate interpretations of events, was duly observed. The construct validity and ease of transferability (Bassey, 1999) to findings of studies in similar context (Houghton et al., 2013; Cope, 2014) was achieved in this study. The issue of how transferable this study would be in terms of depth, usefulness, ethical background and the intent of generalisability is not the concern of this study.

The interpretation of the data collected did not breach the privacy or anonymity of the respondents. The instruments were audio and not visual in nature (Busher & James, 2007, p. 114), which made it possible to continually listen to the participant's response for an exact description of their views to maintain credibility (Cope, 2014).

Triangulation

Triangulation involves checking the authenticity of multiple sources of data collection in the study of human behaviour. Triangulation satisfactorily adds to the authenticity of the phenomenon (Bush, 2007; Robson, 2002; Cohen et al., 2009). Triangulation in case study research is a useful multiple data collection method (Bassey, 1999, p. 81). For example, the Head Teachers' influence on teaching and learning is seen by the respondents as a priority in the CPD of teachers. This claim was authenticated through the interviews with the deputies and focus groups with the teachers. Documentary evidence would conclusively determine the frequency of teachers' attendance and participation at external training sessions and developmental meetings.

The triangulation of the content analysis of documentary evidence with semi-structured and focus group interviews is necessary to validate documentary evidence (Robson, 2002). Respondent triangulation was possible with the use of semi-structured interviews, focus groups and documentary evidence by asking respondents similar questions (Bush, 2007). The principle of considering more than a single viewpoint on an issue is important. Thus, the viewpoints of other school members were used to cross-check those of the Head Teacher in this research. This approach validates 'the outcomes of one approach in terms of the outcomes of another account' (McFee's, 1992, p. 215- 216). The Head Teachers' perspective of successful leadership strategies was validated by the perspectives of other school members from the evidence gathered through focus groups and documentary evidence to enrich the trustworthiness of my interpretation.

Notwithstanding, there are challenges in this approach. Indeed, Fielding & Fielding (1986) claim that methodological triangulation does not necessarily validate outcomes, reduce subjectivity nor make research objective (Cohen et al., 2009, 144). Respondents may, and in fact did, provide different views. Regardless of these differences, this type of triangulation was a useful 'device for improving validity by involving a range of respondents' (Bush, 2007, p. 101). These respondents were the other members of the school community, teachers, students and parents. At this point, a discussion on the ethical background of this study is necessary.

3.9 Ethics

The literature (Simon & Usher, 2000) claims educational research ethics lie in the 'disciplinary and ideological background' (Busher & James, 2007, p. 107) of the researcher and socio-cultural context of the phenomenon. The context, in this case, is non-western, which justifies the purpose of conducting this research in Lagos, Nigeria. Various authors on educational research ethics (Cohen et al., 2009; Busher & James, 2007; Harding, 2013) recommend due consideration of the following issues.

Firstly, ensuring participants sign a formal, informed and explicit consent form to show their willingness and agreement to the interview. Secondly, gaining approved access to the setting - the schools, in this case. Thirdly, embracing ethical issues in social research, data collection methods and regulatory, ethical frameworks. Lastly, there is the issue of guidelines and codes of practice in research, including personal codes of conduct. My responsibility was to the community being researched (Cohen et al., 2009, p. 51) for example, ensuring the safe storage of records of collected data.

This research met all the necessary ethical requirements through these measures. Each respondent was given a detailed information sheet that fully explained the nature of the research and assured them of their privacy, anonymity and confidentiality. Each respondent completed a signed informed consent form, as did all the students. The students completed the questionnaires under the supervision of their class teacher. The teacher was also part of the teachers' focus group, to abide by the code of conduct set by BERA (2004) and ESRC (2005). Respondents were guaranteed that only the researcher, research supervisors and officials of the University of Nottingham would have

full access to their individual responses and that the School of Education would store the findings.

The code of conduct established by agencies and professional bodies guided the ethical guidelines of this study. The agencies are British Educational Research Association, BERA, (2004) and the Economic and Social Research Council of the UK, ESRC (2005). The practices guided the sources for literature reviews, data collection methods and referencing. This study correspondingly followed the ethical approval procedures of the School of Education at the University of Nottingham a requirement for UK education research students outside the UK. Accordingly, I:

- Submitted a 'Statement of Research Ethics Form' to the Ethics Committee with my supervisor's approval and signature. The following documents were also presented - a written statement of 200 words containing my research aims and proposed methods of generating data and a brief statement of how I planned to gain access to participants. Moreover, a draft information sheet and consent letter for participants were sent to and approved by the Ethics Committee of the University before I commenced the pilot study and main fieldwork.
- Sought appropriate consent from local education authorities in Nigeria through the State Universal Basic Education Board (SUBEB) in Lagos. A letter of approval was issued and dated January 24th and signed by the Chairperson of the Board and countersigned by the Education Secretary of the Local Education Authority (**Appendix 2**).
- Respected and observed all cultural regulations and other sensitive issues in Nigeria.
- Secured voluntary consent from all the respondents on a posthoc basis since research had begun, and they did this willingly.
- Began fieldwork after the research ethics proposal had been approved, in December 2013. The fieldwork commenced in February 2014, two months after the approval had been issued.

Letters of endorsement of good character were issued by the Head Teachers of the participating schools, even though the letter of approval from the supervising board covered this aspect.

Informed Consent

The cooperation of the respondents who were willing to participate came easily with the use of formal, informed consent from the respondents regarding the guidelines for the usage of research tools. The students' consent form was different from that of the teachers/SMT, deputies and Head Teachers, but all participants received a general information sheet, as stated earlier. The following aspects were featured in the participant information sheet: topic of thesis; personal appreciation for their interest; my personal information and university information; background to the study; what the study involves and why they were suitable as participants; anonymity and confidentiality; publication and the contact details of the researcher and supervisors. Every participant was issued the consent form to sign that they understand and agree to the terms of the aims and procedures of the research. They also gave their names, address, email, the date and telephone numbers, while the contact details of the researcher and ethics coordinator were included in the form for primary students.

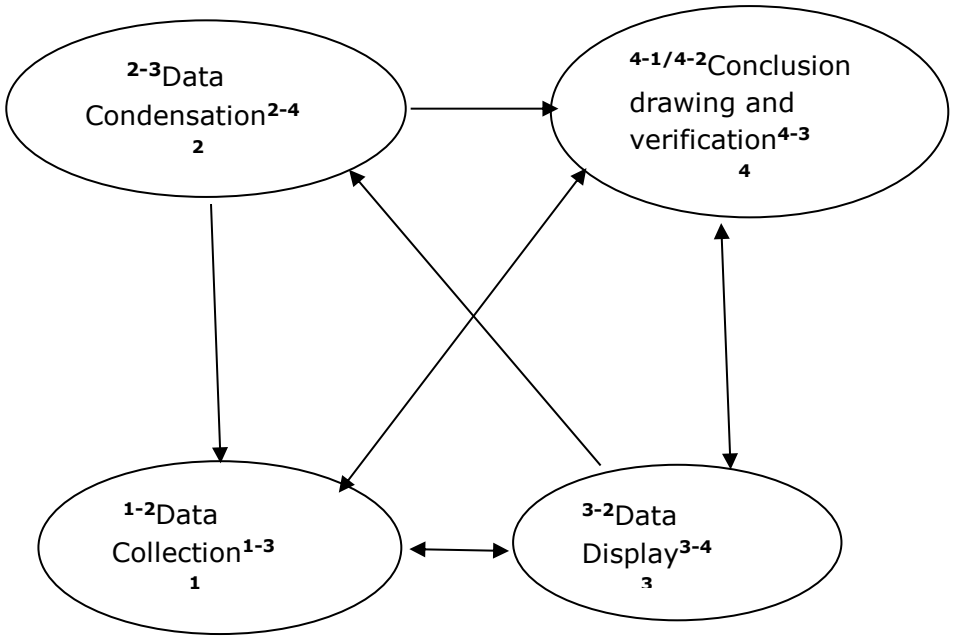
3.10 Data Analysis

Qualitative data analysis is the systematic interpretation and conversion of raw data into acceptable knowledge. The gathering of information starts from the collection then to conclusion and verification (Walting & James, 2007). Data analysis is a continuous, iterative process throughout the research. The process involves data collection, analysis, conclusion, recommendations and implementation, ongoing from the beginning to the end of the research process (Walting & James, 2007, p. 351).

According to Denzin & Lincoln (2003), one responsibility of the researcher is to creatively and critically collect and interpret data on the phenomenon under study (p. 5). This accounts for my decision to adopt the structured outline of Miles & Huberman (1994) and Miles, Huberman and Saldana's (2014) approach to data analysis of a multiple case study. I therefore analysed the thoughts, expressions, feelings and opinions of successful primary school head Teachers and the multiple perspectives of other members of their schools (Denscombe, 2003, p. 119).

The structure 'looks for an individual or a social process, a mechanism, a structure at the core of events, that can be captured to provide a causal description of the forces at work' (Miles & Huberman, 1994, p. 4). In this case, this meant extracting the essence and essentials of the meaning (Miles, Huberman and Saldana, 2014, p. 8) of success of two Head Teachers of a public and private school in Lagos, Nigeria. Data analysis in this system is divided into three stages: data condensation, data display and conclusion drawing and verification of every interpretation. An extensive evaluation of how the qualitative data analysis approach was applied, using Miles and Huberman's interactive model, is further explained in Figure 3.1.

Figure 3.1 - Components of Data Analysis: Interactive Model



Miles, Huberman & Saldana (2014)

Qualitative Data Analysis Strategy

The interpretation of the data is presented to answer the research questions using the qualitative data analysis strategy suggested by Miles, Huberman & Saldana (2014) to evaluate the richness and trustworthiness of data collected using the semi-structred

interview, focus group and documentary evidence methods. The philosophical position of Miles, Huberman & Saldana (2014) is embedded in the realist stance from the research design through to the analysis. Social phenomena for them, evolve in both the mind and the objective world, (Miles & Huberman, 1994; Robson, 2002) exploring common differences and relationships (Gibson & Brown, 2009, p. 128-129), to enrich the validity of the study (Harding, 2013).

Intentionally, I explored patterns, relationships, comparisons and qualifications across different data (Cohen et al. 2009, p. 468) – through the three concurrent flows of activity process of data condensation, display and verification and conclusion with data collection (Miles & Huberman, 1994; Robson, 2002). The concurrent flows of activity occur throughout the research process – from condensing data to the idea for data display, which may produce a tentative conclusion of what to describe and/or display in table or graph form and statistical reporting.

Careful repeated reading of materials to explore their importance and relevance allowed for editing to a manageable and analytical size (Walting & James, 2007; Robson, 2002). Data condensation was applied by summarizing the total volume of information collected. This involved sharpening, sorting, refocusing, discarding and organising materials the evidence obtained (Miles & Huberman, 1994; Opie, 2004; Robson, 2002). Data condensation was a continuous activity perfomed unconsciously before the data collection process started, from the choice of research questions, to data collection approaches and procedures. It also involved the selection of samples, session summarization, paraphrasing and coding of field notes, interview transcripts and documents collected. The patterns formed from all the field notes and analytical memos provides final conclusions that were trustworthy (Miles & Huberman, 1994).

Data display was the next stage of analysis. This stage, which I particularly enjoyed, entailed the assembling and organisation of data to compress the information (Miles & Huberman, 1994, p. 11). More current systematic means, such as 'matrices, graphs, charts, and networks' (Robson, 2002, p. 476) were used to present the condensed data (discussed in detail later). Data display helped to understand what further analysis was needed from the chunk of extended texts, the limitations of the data collection process and the next action to take, to avoid making 'hasty, partial and unfounded conclusions' (Miles, Huberman & Saldana, 2014, p. 13). Furthermore, an objective analysis was produced, as tables assisted me in drawing conclusions.

In the final stage, referred to as data conclusion and verification, I considered 'regularities, patterns, and explanations for possible configurations, causal flows and

propositions' (Miles & Huberman, 1994, p. 12) from the various tables and matrices. This stage was used to establish meanings, arguments and judgements. The replication of results and theories for plausibility, firmness and conformity or trustworthiness were reviewed. Possible outcomes from other means include: making contrasts and comparisons, establishing conceptual and theoretical coherence and counting.

I constantly verified the data by checking the representativeness of the sample, my interpretations and triangulation throughout the analysis process. It meant weighing evidence, noting negative evidence and feedback from participants (Robson, 2002, p. 480-1).

The unfinished, tentative and provisional themes and issues from the interviews were transcribed after listening to the recorded sessions several times. Subsequently, the sessions were printed on A4 white sheets, divided into two sides, with the right-hand side for the researcher's comments or notes (Denscombe, 2003). A reference code, retrieval, cross-checking and audit trailing were applied to preserve the anonymity of participants. Finally, duplicate copies of transcriptions of electronic records and summary notes were used as working sheets with comments on the right side, while the original copies were saved in different places on hard drives, USBs and in a personal safe.

Coding

Coding consist of organizing the chunks of raw data collected into different classifications, and sorting data into sets of useful information and knowledge in a study. Codes are commonly-attached words, symbols, paragraphs and sentences (Miles and Huberman, 1994). These authors suggest that codes must precisely reflect validity, be un-overlapping, distinct and exclusively fitting to all relevant data. Coding, according to Robson (2002), is a retrieving and organizing device that allows you to find and collect together instances that provide answers to the research questions, themes and concepts in your study (p. 477).

I manually coded all the data collected in this study. My first attempt at coding was categorising the Head Teachers' and deputy head teachers' interview schedules into a table**.** I carefully studied the first cycle of coding suggested by Miles, Huber and Saldana (2014), using a combination of elemental, affective and exploratory methods, which were all new to me. The decision to apply the manual coding method as opposed to the use of a computer coding system such as Nvivo was because as a new researcher I wanted to

learn the skills of coding and analysing. Meanwhile, a systematic study from the perspective of successful primary school Head Teachers, which can be verified by the multiple perspectives of other members of their schools (Denscombe, 2003, p. 119), prompted mannual coding. Interestingly, the patterns and dimensions evident in the data became more apparent.

Learning to code, using the method designed by Miles & Huberman (1994) and later applying the latest first cycle and second cycle coding methods by Miles, Huberman and Saldana (2014), was interesting but challenging to understand. While learning to code in the first cycle, I read the transcripts several times, highlighting and coding every statement or 'start list' (p. 81) relating to the research questions and themes. The start list generated from the themes identified in the literature includes the following:

- leading school direction
- leading school staff
- leading school organisation
- leading school programmes
- leading school environment
- Qualities
- Values
- Skills
- Practices

Table - Illustration of Start list of Codes

CATEGORY: SUCCESSFUL SCHOOL LEADERSHIP STRATEGIES	**SSLS**
SSLS: LEADING SCHOOL DIRECTION	SSLS: LSD
SSLS: LEADING STAFF	SSLS: LS
SSLS: LEADING SCHOOL ORGANISATION	SSLS: LSO

I made use of a combination of different methods to code the first interview transcript. I started by applying the exploratory holistic and provisional coding methods. This allowed me to code large portions of each response since I had a start list and I could review, enlarge or condense codes further, and respectively. I also applied the InVivo method,

because this made it easy for me, as a beginner researcher, to use respondents' phrases as a lead to patterns. These phrases are in quotation marks, which made them different from my codes. The phrases were used frequently by participants, which led to 'regularities and patterns in the setting' (Miles, Huberman and Saldana, 2014, p. 74).

I also applied the grammatical sub-coding method to generate codes for more details to nuance the data analysis. Noticeably, the development of new themes became clear (Miles, Huberman and Saldana, 2014, p. 73 – 81). I further read the transcripts thoroughly to generate patterns across the entire data which provided answers for the research questions. To avoid what Miles and Huberman (1994) refer to as confirmation bias, I took time to search for cases that were both confirmatory and contradictory, to explain the concepts and analysis in Matrix Table 12 for the public school Head Teacher, which was carried out after the illustration of start list codes and the definition of patterns. The operative column of the table was used to judge the strength and frequencies of the themes and patterns in the data unit column.

Table - Single Case Matrix – Head teacher (Public School)

Categories	Operatives	Themes	Patterns	Data Units	Explanation
Leading School Direction	*** **	• Vision	• Personal vision • School vision • Personal values	[5]My personal vision is Success, quest for success and excellence	Motivate, inspire, clarify roles and objectives, planning and organising the school – management process

In coding inductively, I read and re-examined the transcript of the interview of the public school Head Teacher to answer the very first research question: - *How is successful school leadership perceived by two successful primary school Head Teachers serving demographically different pupil populations in Lagos, Nigeria?* and discovered the list corroborated with both western literature and non-western literature albeit with a few variations. The list totalled 47 patterns, as defined below in Table 12 (outlined start list code):

Table 12 - Definition of themes and patterns

Categories	Successful School Leadership Strategies
Leading school direction	Personal/school vision, and personal values
Leading staff	Motivation, mentoring, and continuing professional development, staff support and teaching observations, and developmental meetings
Leading school organisation	Teachers working conditions, and culture of respect and spiritual leadership
Leading school programs	Supervision of statutory records, curriculum supervision, co-curricular supervision, inter-school competitions, and inter-class competitions
Leading environment	Infrastructure, toilet facilities, classrooms, school cleanliness and beautification
Qualities	Professional, principled, promotional, resilient, persistent, planner, collaborative, self-perception, sociable and confident
Values	Independent, passion/commitment, highly-qualified teachers, morality, respect, raising standards, quality teaching and learning
Skills	Curriculum implementation, decision making, policy implementation, conflict management, communication, partnership and executive behaviour
Practices	Staff/human resources administration, student administration, financial/physical resource management, community relations, leadership team management, clear responsibilities for team, planning for succession and promote trust and care

The start lists generated support for my argument that a combination of qualities, values, skills and strategies, with a strong element of maintaining a culture of respect for authority and spiritual leadership as part of the Nigerian culture contributes to successful school leadership. SSL, to these two Head Teachers involves a strong student academic achievement, supported by a controlled social balance, due to the lack of resources. According to these Head Teachers, their success is based on the academic and social achievements of their students. Interestingly, their school visions align with their personal visions.

During the fieldwork, I was careful to note pattern codes evident in the literature and mentioned by all the respondents. The pattern codes were observed in the following themes: - successful school leadership strategies, qualities, skills and values of the respondent Head Teacher. I took note of variations of the above themes and reasons for the variations. Although, sometimes, the logic behind the reasons was not provided (for example, the question why is the Head Teacher the only person who attended more ESSPIN trainings, and not the teachers themselves?), I was unable to take note of this question until during the coding process. In addition, I identified commonalities, recurring

phrases, trends and internal differences in respondents' statements (Miles, Huberman & Saldana, 2014).

Furthermore, I decided to use a visual and narrative description approach to analyse the data, developing the single-case matrix table for the respondent public-school Head Teacher. The matrix table helped to organize the condensed data to facilitate reflective thinking, verification and conclusion drawing analysis to search for meaning in the frequency of patterns (Miles, Huberman & Saldana, 2014).

Next, I developed an expanded single-case matrix to display the accounts of other school members: Head Teacher, deputy, SMT, student and parents. The matrix was used to triangulate important patterns across raw data sources from semi-structured interviews transcripts of the Head Teachers and their deputies, to students' and parents' surveys. This also provided a deeper understanding of what Miles, Huberman & Saldana (2014) refer to as 'processes and findings across data' (p. 100). See sample of the matrix table of key themes below:

Table - Matrix of Key Themes

Categories	**Head Teacher**	**Deputy**	**SMT Teachers**	**Students**	**Parents**
Vision	*My consistent personal vision is success*	*Her vision is to match the vision of the government*	*[7]HS: in terms of moral standards, she has inculcated her religious moral values into the children and staff*	*136/137 students like the HT*	*101/104 parents like the HT*

The jottings of comments and marginal notes with colour codes made the summarising of interview transcripts useful. It allowed for reflections on inferences of actual meaning and sometimes the limitations of connections of procedures between respondents. Cross-referencing comments for reflective remarks are encouraged and are called 'observer's comments' (Bogdan & Biklen, 2007). The jottings also created a focus on analysable themes and patterns possible, while maintaining alertness to new ideas, leads, interpretations and connections within data units (Miles, Huberman & Saldana, 2014).

An analytical memo in the form of tentative descriptive summaries was adopted to document possible conclusion drawing (Miles, Huberman & Saldana, 2014). It was an attempt to condense data into more analytical meaning. This document aided any final discussion, bringing volumes of data unit strands together, to make sense of codes and their connections to different aspects of raw data. Assertions and propositions were generated as reflective findings and conclusions and are the connected sets of statement of this study. Assertions were confirmed with evidences from data units and proposition statements of conditional events were linked to predictions or theories regarding the phenomenon. This process helped to condense data units into patterns, themes and interpretive or descriptive findings that are confidently presented (Miles, Huberman & Saldana, 2014).

3.11 Conclusion

The conceptual framework that underpins this study of successful primary school leaders using two Head Teachers in Lagos, Nigeria, as a case study, in a non-western context has been examined extensively.

Thus, this study aims to produce a deep understanding of the qualities, values and skills that successful primary school Head Teachers in Nigeria possess. The study also aims to understand how leadership strategies impact teachers' working conditions and student outcomes in Nigeria. The study has been conducted using a multi-perspective approach, as outlined in this chapter.

Chapters Four and Five present the findings of the qualities, values, skills and strategies used by successful school leaders to improve and develop each school case.

Chapter Six discusses the case comparability to provide a descriptive picture, presenting differences and similarities of the schools and Head Teachers, and the key conceptual contributions of the findings, as well as implications for school improvement theory and policy.

Chapters Seven discusses the conclusion and recommendations, as well as suggesting possible avenues for further research in this area.

Chapter Four

Best ESSPIN School

4.0 Introduction

In this chapter, the findings from the study will be presented using a narrative report (Yin, 1989; 2014; 2016), to show how successful school leadership is perceived and practised by two Nigerian primary school Head Teachers. The findings suggest the public and private primary school Heads possess similar qualities, values, skills and strategies as SSL in the ISSPP studies (Day & Gurr, 2014; Day & Sammons, 2016) hold, and variously apply a combination of transformational, instructional and spiritual (private school) leadership dimensions to influence teachers' working conditions and students' socio-academic achievement, both directly and indirectly.

First, I will discuss the school's prevailing challenges. The second section will discuss Ms. Kenny's qualities, values and skills. The third section is divided into two sub-sections, which discuss the transformational leadership strategies and practices applied to guide school direction and staff development. The second sub-section will discuss how her instructional leadership practices influence teachers' working conditions and student outcomes directly and indirectly. The chapter ends with the consequences of Ms. Kenny's successful school leadership practice, a summary of the findings and her leadership model.

4.1 Best ESSPIN School in a Challenging Context – Evidence of Success

BES, as profiled in Chapter Three, has been located for sixty-one years in a rural-urban community, a low socio-economic development area of Eti-Osa East local government, Lagos. Established in the mid-twentieth century, BES caters for the developing rural community and neighbouring villages. The school infrastructure comprises two single L-shaped buildings (Blocks A and B), with a large playground space in the middle. The

school playground doubles as a football pitch and has no play equipment. Block A is dilapidated and temporarily accommodates the Head Teacher's - Ms. Kenny's office, shared with her Deputy, and features Primary 4 - 6 classrooms. Block B is relatively new and is partly occupied by Nursery and Primary 1 – 3 classrooms and is experiencing on-going renovation work.

BES's population was 920 at the time of the interview, with a waiting list for nursery and lower primary classes. BES, from the staff list, had sixteen teaching and three non-teaching staff and graduate corps members, serving a compulsory assignment under the National Youth Service Scheme (NYSC). BES also had office clerks working as classroom assistants, with a basic teacher training education certificate (Grade 2), as the state government only employs classroom teachers from NCE level. Other, low-level, non-teaching members of staff comprise cleaners and a security officer. According to Ms. Kenny:

> *Some of my non-teaching staff are qualified teachers at lower levels, Grade 2 trained teachers and are in the classroom… employed as assistant teachers, class assistants or nannies. We also have the clerk, cleaners and security… clerks with Grade 2 can't teach because the government now employs from NCE level (HT1).*

The effective use of the non-teaching staff as assistants to support the teachers, and to solve the problem of teacher shortage, is evidenced in that they prepared lesson notes, as an indication that they were prepared to teach:

> *MO: Sometimes I'm assigned to mark non-teaching staff's lesson notes… (SMT3).*

BES became popular when Ms. Kenny took over, following a mass transfer (a government policy whereby teachers and Head Teachers are transferred together to a school) in late 2009. The survey responses of 63(46%) students and 49(47.1%) parents reveal that people in the area liked BES, with a minority of 6(4.4%) students and 6(5.8%) parents disagreeing. Sixty-nine students (50.4%) and 51(49%) parents indicated that Ms. Kenny was popular in the area, with 4(2.9%) students and 10(9.6%) parents disagreeing with this. Forty-seven parents (42.5%) indicated that Ms. Kenny was influential in the area, a figure which is not impressive. However, her popularity and influence directly impacted on school improvement, and this was evidenced by increased numbers, recorded in the school's daily attendance book.

A government school report recorded BES's enrolment growth from 500 to 920 from 2009 to 2014, when this report was published during the headship of Ms. Kenny. The growth

rate was 54.35%, and the school achieved a significant pass rate of 94.2% in the secondary school placement screening test. Some of BES's ex-students were engaged in politics in the school's local government area. BES offers both core academic subjects and extra-curricular activities that encourage student engagement in state and LEA competitions: Inter-School Debate Competition, Inter-House Sports and a Spelling Bee Competition. One student was publicly congratulated during the Monday morning assembly, a reward strategy Ms. Kenny adopted to encourage hard work and to engage students directly:

> *KAO: Any time a student achieves anything she will showcase them to the entire school as a reward for the achievement (SMT1).*
>
> *She showcases the students who win a competition to the entire school, saying, 'this is the reward for being hard-working'… this morning she presented the girl that came 2nd at the Spelling Bee competition to the school and used it to encourage them to work hard to win (DHT1).*

BES was described by the government in 2014 as a school with: (1) an established mission and goals; (2) effective instructional programs; (3) a record of high student achievement and (4) a positive learning culture. This is in line with the effects of the instructional leadership dimension on student achievement (Harris, 2005; Day et al., 2016) in certain western cultures. It is now necessary to discuss the school's conditions and the extent of the challenges facing Ms. Kenny when she took over.

4.2 Challenges

BES experienced the positive effects of mass transfer during Ms. Kenny's tenure, as sufficient staff and instructional materials were made available, contributing to students' growth. BES had previously experienced insufficient teaching staff and instructional materials:

> *YA: ... Initially, we lacked teachers and materials, but when the mass transfer took place, we had sufficient teachers and teaching materials. They have positively contributed to the learning, growth and life of the children (T1).*

BES initially recorded student withdrawals when the teachers and Ms. Kenny were newly transferred in 2009. However, the population increased because of the quality of teaching. The survey responses and most SMT (N=3) and all the teachers (N=4) interviewed commended Ms. Kenny's administration:

> *JOA: We were posted here on Oct. 6th, 2009, in a mass transfer, and parents were withdrawing their children… but since they saw our method of teaching the population has increased (SMT2).*

Prior to the arrival of Ms Kenny, BES was characterised by: *low socio-economic status, student truancy and lateness, poor parental involvement, inadequate instructional materials, teacher shortage, poor infrastructure* and a *low academic performance record.*

Low socio-economic status

BES serves a parental population consisting of 84% rural and semi-urban low-income non-professional artisans above 40 years of age, as shown in **Appendix 7**. Furthermore, 54% of parents are housewives, sole traders (indicated in student and parent surveys) and possibly single parents of *low SES*. The parents comprise drivers, construction workers, and small-scale entrepreneurs such as cobblers, dressmakers and grocery store owners. The professional parents include junior ranking staff, office clerks, administrators and secretaries.

Parents with low SES choose free government-owned schools, as per the findings in the literature (Oni, 2011; Ige, 2014). For example, the government provides free textbooks for pupils, but collection and usage are restricted by bureaucratic processes. Parents were unable to fulfil the conditions required to register their children at the state education board as indigenes or residents. However, Ms. Kenny adopted an instructional mediating practice, which allowed the pupils and students to make use of the text books only in the classrooms to foster high student performance:

> *… The government gives text books, but because of the bureaucracy involved parents are requested to provide certain documents …they refused to collect the materials... Now, when students come on transfer… it is mandatory for parents to provide learning materials for their children… we distribute them in the class and collect them back (HT1).*

The challenge of *inadequate learning materials* has been shown to negatively impact learning by certain studies (Okogun, 2012; Ige, 2014). Ms. Kenny made it mandatory for parents of new students to provide learning materials for their children. All the teachers (N=4) and SMT (N=4) remarked that the low SES of parents was a challenge.

Inadequate instructional materials

Inadequate teaching and learning materials constituted a greater challenge, but this situation improved as Ms. Kenny and teachers purchased learning materials with personal funds to supplement the resources provided by LEA.

> *I use personal funds to purchase instructional materials… My challenge is inadequate resources to work with to achieve more (HT1).*
>
> *FO: I had to personally provide writing materials for some of them because I also believe these parents cannot afford it (T2).*

The availability of instructional materials improved student performance and teachers' working conditions, which is a characteristic of successful Instructional leadership in the literature (Hallinger & Heck, 1998):

> *KAO: She provides note books to write our lesson notes in and other instructional materials to assist teaching and learning… (SMT1)*
>
> *Mo: She goes to the headquarters to get them and sometimes she buys them with her personal funds (SMT3).*

Ms. Kenny and the teachers were resilient. They overcame the adverse effects of inadequate instructional materials and facilities by improving teaching and learning conditions in BES, which motivated the students to learn as well as they could. Insufficient teachers' tables, chairs and the large number of students on roll, as reported by certain Nigerian studies (Ejere et al., 2012; Ige, 2013), were some of the challenges teachers faced and are still facing in Nigeria. Ms. Kenny adopted the strategy of soliciting the provision of these materials and facilities, recorded in the Head Teachers' success and access book.

Student truancy and lateness

The deputy linked *student truancy and lateness* to parents' low SES and school location, which negatively impacted on attendance. Ms. Kenny used moral suasion to encourage students at Monday morning assembly and at parents' forums to reduce lateness, truancy and to improve punctuality:

Student truancy and lateness was a major challenge… maybe because of the location. The words of encouragement we share with them at the Monday assembly… student late-coming, and truancy has reduced drastically… (HT1).

HS: ...In terms of moral standards, she has inculcated her religious beliefs into the children and staff too at the Monday assembly… We organize Parents Forums to encourage parents to allow their children to come to school early… (T3).

The survey responses of 96(70.1%) students and 75(72.1%) parents show that Ms. Kenny regularly spoke to students to communicate morals. Various Nigerian researchers (Nakpodia & Dafiaghor, 2011; Duze, 2011, 2012) have identified the negative effect of lateness on students' learning, which leads to *poor academic performance.*

Poor Parental Involvement

Low parental involvement is evidenced in the low parental attendance at Open Days and in homework:

KAO: …parents don't come for Open Day… if you give homework, very few of them will do it (SMT1).

A slight variation was identified in the level of parental involvement, as some teachers recorded positive changes in responses to homework:

JOA: Very few come for Open Day; we give them homework now since we started enlightening them of its importance (SMT2).

The parents showed interest in their children's academic success and attended crucial meetings to discuss the challenges facing their children. The parent's lack of financial and moral support is perceived to correlate with their low SES.

DHT: The parents are not available for the children… Though there have been changes… It is because of their economic status… when we observe any problem with the pupils they are summoned to speak with the teacher… they do attend Open Day… They are very interested in the success of their children… (DHT1).

The survey responses of 53(51%) parents revealed they assisted their children with homework but complained of insufficient written homework. However, Ms. Kenny explained that project-based homework enhanced student learning to reassure parents:

Parents complain of insufficient homework… I defend it… they want written homework and sometimes it might be (project) homework e.g. observe the traffic signs on your way home. (HT1).

MO: …Now some of them know the value of the homework and are responding… (SMT3).

Defending teachers before parents is an indication of Ms. Kenny's accountability to staff, parents and students, which fosters collegiality, collaboration and trust (to be discussed later). Thus, this study supports the claim in some Nigerian studies that high parental involvement leads to higher student achievement (Okogun, 2012), especially in core subjects such as Mathematics and Science.

Teacher shortage

Finally, the teacher shortage was partly resolved over time as more qualified and experienced teachers were transferred to the school because they enjoyed working with Ms. Kenny:

There was a lack of teachers before her tenure, but her administration attracted more teachers because people like working with her. Many get retransferred to work with her… we have teachers now … (DHT1).

Teacher shortage is described in the government school report as an unresolved need, while the deputy claimed they are presently well-staffed. BES experienced *low student enrolment, poor academic and social environment* in a challenging context:

EM: Before we were posted to this school the children were not able to write even at Primary 4, but now that has changed totally. Our Primary 1 children can write. (SMT4).

Ms. Kenny began her work in the school with 9 years of positive experience gained in a similar turnaround school context. Her track record in school improvement in her previous headship resulted in high academic performance and moral outcomes, which made her the recipient of an excellence award:

She was recognized for her excellence, having been named the LEA Head Teacher of the Year before she was transferred to this school (DHT).

Subsequent sections will discuss Ms. Kenny's' personal attributes and qualities, followed by her educational values and how they have influenced her practices and strategies. The chapter ends with a discussion of her transformational school leadership and instructional leadership strategies/practices that directly or indirectly influence teachers' working conditions and students' socio-academic performance.

4.3 Ms. Kenny's Profile and Qualities

Personal Profile

Ms. Kenny, as a confident, results-oriented Head, changed teachers' attitude to work, students' attitude to performance and achievement and parents' attitude to quality education. This is evident in how she produced solutions to BES's challenges in section *4.1* and how this positively affected other school members. She possesses strong values, based on hard work and excellence. Her child-centeredness and love for children, fostered commitment to bring positive change:

> *I believe in excellence, I'm a pragmatic person… thankfully, I'm a godly person, a Christian, I love children, I'm child-centred (HT1).*

Ms. Kenny is 59 years old and was facing retirement at the time of the face-to-face interview, as the retirement age for women in the Nigerian Civil Service is sixty. Ms. Kenny is a qualified *experienced teacher*, who was exposed to school leadership during her Education degree program. She prepared for leadership by attending over 10 seminars sponsored by SUBEB, which influenced her practices and strategies:

> *I started teaching at the age of 22 years (and now have) 35 years' experience. I prepared for leadership during my NCE and degree program, which were self-sponsored. I transferred the knowledge and training of leadership to situations to show I know my onions… I attended over 10 seminars in leadership development organized by SUBEB (HT1).*

Ms. Kenny's 35 years' experience in the same LEA (21 years as a teacher and 14 years a as a Head), supports the assertion in the literature that continuity and experience impact on school improvement (Leithwood et al., 2006; Day et al., 2009). She spent 9 years in her previous headship because parents petitioned for her to stay beyond the five years fixed tenure for transfer, due to the turnaround improvements at the school. Some of the leadership qualities identified in Ms. Kenny include: motivation, professionalism, passion, planning, discipline, decision-making, community building and interpersonal relationships.

Motivation

Ms Kenny's continuity and work experience influenced her motivation, within challenging school contexts. Her motivation and dedication to excellence earned her the Award of Excellence by the Lions Club of the area:

> *The Lions Club of the local government area chapter awarded me a plaque of excellence for caring for their children... Two ex-students of the school… incumbent politicians… the Vice-Chairman of the House and the Leader of the House understood my vision of excellence; they backed me up by sponsoring the maiden Inter-House Sports (HT1).*

She also solicited support and involved ex-students who are political appointees to establish and sustain social success to improve students' social outcomes:

> *KAO: She also gets the local government council Chairman involved in the school… They normally help us during Inter-House Sports… (SMT1).*

Additional qualities outlined below, similarly enhance her motivation, to improve teachers' working conditions and students' outcomes. She is strongly motivated by the children's social success in competitions and improved academic performance, regardless of the adverse challenges at the school:

> *I am strongly motivated, by the children's success at competitions especially when they come out within the first three positions; it encourages me to work better and harder despite the challenges in this LEA… (HT1).*

Students' socio-academic performance was recorded in the Head Teachers' success record and access book. Most teachers (N=7) strongly agree, that she is a motivator, a factor which has influenced school improvement:

> *YA: She is a motivational leader, she strengthened the school academically, morally and socially, the school has won the Spelling Bee, Sports and Essay writing competitions since she took over (T1).*

The above evidence demonstrates Ms. Kenny's motivation to bring about change amidst adverse challenges, which makes her a passionate education professional.

Professionalism – Passion and Planning

Ms. Kenny's choice of teaching as a profession has influenced her *passion and professionalism,* by being *pragmatic.* She has developed and implemented her shared

school vision, developed the capacity of teachers, led the curriculum, and managed time has been resourceful regarding school improvement (discussed in detail later):

> *I am a passionate person professionally. I would say I have implemented at different degrees, school vision, capacity-building, curriculum leadership, school discipline, managing time and resourcefulness… (HT1).*
>
> *She directs, organizes and plans well in budgeting and implementation... (DHT1).*

Ms. Kenny displays notable professional skills such as *organising meetings, planning school programs, budgeting* and *implementing government policies, which are* posted in her office before the beginning of every school session and were sent to the LEA office. She encourages teacher commitment by being a good administrator, disseminating timely information to promote effective teaching:

> *KAO: …She is a very good manager… a very good administrator… gives necessary information in good time to foster effective teaching… encourages everyone to give their best… (SMT1).*

Ms. Kenny plans for school improvement success by organising brain-storming sessions with her Deputy and SMT in goal-setting and problem-solving as tools for success:

> *My colleagues always ask me how I accomplish all these successes... Planning and brain-storming with my assistant, sectional heads and my management team on goals for success and possible solutions to major problems (HT1).*

Planning to Ms. Kenny means organising brain-storming sessions at developmental meetings and individually with teachers, at parent forums and SBMC meetings with parents, for ideas and decision-making directed towards school improvement (discussed in detail later). She holds regular Monday meetings to discuss the school's status with the teachers as stakeholders, which fosters teacher *commitment and trust*:

> *She engages us in general meetings, and individually she finds time to brain-storm with the teachers… every Monday we hold general briefings where we get reports on the status of the school. She likes to carry us along (DHT1).*

Ms. Kenny specifically plans *brain-storming* sessions with key subject teacher leaders and corrects teaching after lesson observations to maintain quality pedagogy, which fosters collegiality with and among teachers. Although, they did indicate this specifically:

> *HS: She is a good educational organizer and makes sure every activity comes up as planned… she has a special way of making you prepare for your lesson by advising you and correcting your teaching… she will ask us for our opinion before she decides (T3).*

She is well-organised; interacting with and involving school members before taking crucial decisions for school improvement within government guidelines, to encourage

accountability. She plans classroom visits to assist teaching by making necessary corrections:

> *JOA: She is well-organised, hardworking, consistently interacting with staff, students, parents… She leads by example… She ensures you work and obey the rules guiding the civil service… She always seeks the opinion of others as necessary to take a decision to improve the school… She always carries the staff along (SMT2).*
>
> *YA: She engaged students within the class, during her supervision visits … asking them questions… (T1).*

Thus, Ms. Kenny was *optimistic* that the vision of success and excellence would drive the accomplishment of school goals, harnessing her track record. Evidently, her willingness to collaborate with other members of her teaching team in the execution of school goals and objectives made vision and goal-setting for change during challenges achievable. She demonstrates her ability to reflectively take risk, considering the location of the school and the SES of parents, yet set the direction to achieve excellence for a school in a challenging context. She relies on her practices of *collegiality*, *collaboration,* and *trust*, both with and between teachers to actualize this vision.

Discipline and Decision-making

The initial relationship with teachers was challenging because of her values of *discipline* and *commitment to hard work*:

> *The initial relationship with staff is always challenging… teachers claim, I discipline and challenge my staff to work hard… There might be that initial uneasiness but later using my inter-personal relationship skills… we will start working together... (HT1).*

Ms. Kenny's interpersonal skills and practices of *care, friendliness, humour* and *same-day conflict resolution* have created a family-like working atmosphere that changed the teachers' perceptions and attitude towards her. The staff survey responses and group interview show that Ms. Kenny was extremely *friendly* with all SMT (N=4) and most teachers (N=3).

> *MO: She is very friendly and jovial (humorous)… She does not leave misunderstandings unresolved (SMT3).*
>
> *JOA: If there's any misunderstanding, she will quickly call your attention to it. She does not harbour malice (SMT2).*

The initial difficulty in establishing leadership-staff, teacher-student and teacher-teacher rapport was well managed by Ms. Kenny. This helped to create a school culture of collegiality, trust and *collaboration*, in a *friendly working relationship, al*though the teachers were not explicit about it:

> *She could manage the challenges of hostile behaviour from the teachers when we were all newly transferred to the school. She could bring us together with her prowess… Sometimes it's the teachers that may not be friendly with each other, but it is the school authority (HT) that will have to manage them (DHT1).*

Ms. Kenny disciplines teachers who are negligent and encourages compliance with government directives, such as exam dates, in a humorous manner:

> *…She's a disciplinarian… strict when teachers are negligent with their work (to maintain order within the school) e.g. teachers wanted her to bend government rules and instruction… to conduct exams beyond the date set… To ease the tension, she jokingly insisted, 'We must learn to follow instructions, thank you' (DHT1).*

Her reputation as a disciplinarian might mean her being perceived as authoritarian, but one teacher's statement negates this position:

> *KA: She is not an authoritarian; she allows others to give their opinion before taking decisions. She does not discriminate (T4).*

Ms. Kenny involved all staff in certain issues, but always consults her deputy, to seek her support and input regarding all school matters. She also involves the SMT and teachers intermittently before taking any decision. The evidence from the findings suggests a *participatory decision-making process*, where final decisions are communally taken after due consultation with all school members as a school culture. She makes independent decisions when there is conflict with government policy.

> *The decision-making system I apply in the school is collective. I occasionally involve the entire staff and always involve my deputy and/or intermittently involve the SMT, but we must agree before any decision is taken. However, if their opinion is contrary to government policies or regulations, I take the decision independently*. *(HT1)*

Furthermore, Ms. Kenny makes independent decisions that benefited the school e.g. obtaining 2 book shelves and 2 hand bells, against the suggestion of the teachers to disburse the funds among them:

> *The teachers wanted her to share a financial donation given to the school, but she used the excess funds from Inter-House Sports to purchase 2 hand bells and produced 2 book shelves for the government textbooks, which were placed on the floor in her office. She was always courteous whenever she took an independent decision that would benefit the school but not supported by the staff… The Head*

> *Teacher involves me in all matters regarding the school. I have access to all school records and am involved in the decision-making process (DHT1).*

Ms. Kenny always seeks teachers' opinions and exhibits *accountability* to government, self and the school community, especially parents and students, whose interest must be considered. Teachers feel she hardly ever takes an independent decision:

> *EM: The Head Teacher hardly ever takes a decision independently… always asking 'how are we going to do this?' or 'this is what we are facing' …Even with parents… especially the responsible ones (T4)*.

She fosters teacher trust and commitment by involving them in the decision-making process. The result of this sustainable trust includes high teacher morale, which leads to higher teacher productivity and higher student outcomes as supported by western studies (Tschannen-Morgan, 2014, p. 6).

The survey responses of 78(56.9%) students reveal that pupils' opinion and interest are considered when decisions are made although 11(8.0%) disagreed. Ms. Kenny considers 67(64.4%) parents' opinions, and most 81(77.9%) parents confirmed she attends, while some 75(72.1%) parents stated she participates at PTA meetings. The effects of decision-making on collaboration that are evident in this study include the establishment of trust, which improved teacher performance and delivery in terms of whole school improvement, a factor also identified also in the Nigerian literature (Olorunsola & Olayemi, 2011). More importantly, the empowerment of her deputy and SMT has had a strong effect on staff collaboration and trust.

Building Community and Inter-personal relations

Ms. Kenny establishes good community and interpersonal relationships with other school members by assuming the role of a mother to pupils and teachers as *'Big Mummy' and 'Mummy.'* The name connotes the position of a grandmother who pampers yet disciplines her grandchildren (pupils) and children (teachers). Her charismatic approach has influenced the culture of communal living and working as a family. This established *respect and cooperation,* which fostered *unity* and a sense of *community-partnership* in the school atmosphere, as described in the Nigerian literature (Alubo, 2012), is a practice which is comparable to the concept of social capital. This is a collective, value-oriented, network of relationships that exists among all school members in an effective enabling environment.

I'm child-centred, and that's why children call me 'Big Mummy'… through my words, my charismatic approach, I gain their respect and cooperation. Even at the tail end of my career I'm still a role model to the staff… I come regularly and through my example they (teachers) are committed, and they say it: 'Mummy if you didn't come every time and do the right thing, we wouldn't be regular,' (HT1).

She shows love… her vision and values made teachers happy to work as a team. There is peace; we live as a family (DHT1).

The relationship is supported with love, care and respect for one another, a factor identified in certain studies (Obidi, 2005; Kabiru, 2014). This encourages team work, regular attendance and commitment as a school culture. She motivates her staff with cash or kindness. Her motherly care fosters collegiality, trust and *collaborati*ve support of school members in *family-like working conditions.* This is in line with the findings in western-based literature (Klar & Brewer, 2014). Thus, BES succeeds as a family unit:

JOA: The leadership of Ms. Kenny has consistently influenced the staff, students and parents through interaction with everybody, as she acts like a mother in the school… she rewards her staff to motivate them either in cash or kind (SMT2).

The survey responses of 80(57.6%) students and 86(65.4%) parents highlight her motherly care and welfare. *Care, collegiality, trust* and *collaboration* with other school members have strengthened her resilience and teachers' commitment, although these were not intentional foci.

4.4 Values - Success of Socio-academic achievement

Ms. Kenny emphasises the importance of success in academic achievement in leading school direction. Her *vision of socio-academic success* influences school improvement and teachers' working conditions, which influences high student performance. Success is here described as students' socio-academic outcomes. The survey responses from all the staff (N=8) define success as academic and social achievement. In the group interview, a few teachers' (N=2) and SMTs' (N=2) personal definition of success directly aligned with Ms. Kenny's vision:

Table 13 - Teachers' definition of success

Teachers initial	Definition of success
EM	*When there is a positive change in your students and you have a good relationship with your co-workers (T4)*
KAO	*Individual and collective positive change in the school, hard work and encouragement and a peaceful environment (SMT1)*
MO	*Success is good quality leadership that shares views with the staff (SMT3)*
YA	*Success is the achievement and progress of students, academically, socially and morally (T1)*

The personal definition of success by the four teachers demonstrates the direct influence Ms. Kenny had on them. According to Table 13, success fosters positive change in behaviour through the encouragement of collegiality, trust and collaboration with and among staff members, as well as hard work, influenced by the practice of quality leadership that is shared with staff, all of which leads to achievement.

Ms. Kenny's educational ideology is based on students' *socio-academic achievements*, using her previous headship experience as a benchmark:

> *I worked in four places within Eti-osa LEA and Head Teacher for the past 14years, heading 2 schools – IL Primary School and BES - and they are outstanding schools. IPSs' academic performance is second-to-none, they are morally behaved… When the community saw the improvement, they did not want me transferred… After 9 years, the transfer came and when I resumed here, the community was happy with my work. (HT1).*

Her qualities reflect practices such as teachers' deliverability, quality relationships with staff and cooperative internal and external community relations. The strategy of encouraging student social engagement in the Spelling Bee competitions and sporting activities has directly impacted on students' academic performance. In addition, she prepares them for the future through career talks:

> *YA: Before her arrival we were not participating in competitions, but since she came… we have won the Spelling Bee thrice… She has contributed to the education of these children and to their future… preparing Primary 6 for Junior Secondary School (JS1), she invites different professionals to give career talks on subjects to choose in secondary school and how they can prepare themselves to be successful in the future (T1).*

All these achievements are recorded in the school's access book.

Building Trust – Fostering hard work, honesty and transparency

Ms. Kenny's passionately-held ethical value is *hard work,* which she has established as an integral part of the school culture, challenging teachers to model this in the classroom:

> *She offers counsel when necessary … she's very humble, hardworking, (DHT1).*

All the staff survey responses (N=8), revealed Ms. Kenny was *hardworking, an aspect* which impacted on pedagogy:

> *KA: She encouraged and challenged us through her personal experience and success as a class teacher… to understand proper teaching methods that will bring out the best in the learners (T4).*

Ms. Kenny models hard work in her statutory record-keeping, a skill that particularly influences teachers' ability to comply with and improve their record-keeping responsibilities:

> *FO: She is very hard-working and wants everybody to be hard-working... It has helped me a lot. I have a weakness in writing lesson notes and when I came into this school, she told me 'We write lesson notes, in this school.' I have been writing notes and am used to it now (T2).*

The survey responses of 98(71.2%) students and 68(65.4%) parents, confirmed she praises students and acknowledges parents of students who work hard. She encourages students 101(73.7%) who have made good progress to be noticed and praised, which most parents 74(71.2%) identified as a characteristic of school culture. For example, Ms. Kenny was motivated to work harder to encourage teachers and students to win the Spelling Bee competition three times, which appears to mean that the teachers did not undertake this voluntarily. Ms. Kenny has changed teachers' attitude to work, as she challenged teachers to win the 2014 Spelling Bee competition and Primary 5 students to prepare for the following year's competition through inter-class competitions:

> *We select students who know their spelling very well in primary 5 and 6 for the competition because they engage in inter-class competitions… (HT1).*

> *YA: The previous Spelling Bee we did not win … she challenged us to work extra hard and this year we came 2nd… (T1).*

The group interview of teachers (N=8) revealed that Ms. Kenny challenges them to work harder to directly influence their abilities, teaching styles and resilience. The survey

responses of 96(70.1%) students and 69(63.3%) parents revealed teachers assisted students to work harder to achieve success.

As the students and teachers work hard, Ms. Kenny celebrates winners publicly as a reward for hard work to stimulate student engagement. The teachers and SMT (N=8) applauded this strategy, which encourages everyone to participate in school improvement.

> *KAO: Everyone likes to associate with success… any time any child achieves anything she will celebrate them before the entire school as a reward for the achievement (SMT1).*

The survey responses of 101(73.7%) students and 74(71.2%) parents show students who worked hard and made progress were noticed and praised to motivate higher student achievement.

Ms. Kenny fosters *trust, collegiality and collaboration* with her staff and parents through her *honesty and transparency*. These two values were identifiable in an incident with a contractor, who gave a false report to staff about the renovation project, but they refuted the information because Ms. Kenny had always informed them about the project. She also transparently managed donated funds from the Parents' Forum:

> *I value honesty and transparency … for example, I remember the story of how a contractor was put in check by the staff because I carry them along on the progress of the job… He thought he could blackmail me and disorganize the school. He took the matter to the staff and they said; 'we know mummy will never do that and we know everything about the project' and since then the contractor held me in high esteem. And I learnt a lesson from that: if I did not carry the staff along, I would have been messed up through that incident and my reputation would have been tarnished (HT1).*

> *The HT is also very transparent and honest, even to the parents. She is accountable to the parents on social activities that attracted funds from the parents and community members. Every fund collected or donated is recorded and disbursed by the HT, who monitors the spending and renders the account to the house (DHT).*

The values foster trust between her and the staff. All the staff survey responses revealed her honesty as a strong moral value and her *transparency* in all her dealings and activities in the school:

> *HS: In terms of moral standards … Honesty… she is honest to everybody… she asks our opinion before she decides (T3).*

The staff survey responses revealed she fosters teacher trust and commitment by involving staff in decision-making.

Ms. Kenny is a motivator, passionate and professional, an effective planner and decision-maker who has built community and relational trust. She has inspired the school community with clear roles and objectives. She has led instruction, planned and organised school systems in management processes described in the literature (Garza et al., 2014). However, according to Ibukun, Oyewole & Abe (2011), experience, qualifications, gender and tribal sentiment are factors considered when appointing Head Teachers in Nigeria.

4.4 Transformational Leadership Strategies and Practices

Ms. Kenny, as shown in the previous sections, demonstrates how she has influenced other school members towards high productivity, in line with the literature (Sun & Leithwood, 2012), through collegiality, collaborative relationships, trust, motivation and self-efficacy with staff, parents and the community (Leithwood & Jantzi, 2008). The teachers, students and parents have understood and complied with the shared values of success and excellence as a school culture.

This section will discuss how Ms. Kenny has combined the strategies and practices that fit into two emerging school leadership concepts to overcome the challenges of BES. The concepts, with sub-themes, are: (1) Transformational school leadership vision in leading school direction, and (2) Instructional school leadership organisation and programs aimed at school improvement, as shown in Table 14.

Table 14 Key Themes and sub-themes

Key theme	Sub-theme
Transformational leadership	Leading School direction: developing a shared vision of success and excellence Leading staff: Modelling behaviour, Providing individualised counselling, Developmental meetings Building collaborative relationships with staff; Staff Empowerment Leading School Organisation: Engaging parents/external community

Instructional leadership	Leading Instructional Programs: Supervision – evaluation Peer-mentoring/collegiality

The deputy and most respondent teachers (N=3) and SMT (N=4) strongly agreed that Ms. Kenny model's behaviours such as the transformational school leadership practices in the literature (Sun & Leithwood, 2012, 2015, 2017), which directly has influenced teachers' classroom effectiveness, and indirectly impacted student outcomes. Ms. Kenny has applied a combination of successful transformational and instructional successful school leadership dimensions, with a strong inclination towards transformational school leadership practices, as described in the literature (Sun & Leithwood, 2012), albeit in different ways, as outlined in Table 14 above.

Leading School Direction – Vision

Ms. Kenny set a direction for BES, developing a personal and a school vision of socio-academic success and excellence, as in the successful transformational school leadership dimension described by Leithwood & Day (2007) and Sun & Leithwood (2012, 2015). She has applied her qualities and values consistently and shared the vision with other school stakeholders – the staff, students, parents and community. Every Monday morning, after staff devotion, Ms. Kenny constantly reiterates her expectations of high performance in external examinations for students with teachers in attendance at the assembly throughout her tenure.

> *My consistent personal vision is success, quest for success and excellence… My vision for the school is excellence… I review it every year for consistency and the outcome is high student performance in external exams… Part of my daily and weekly role is to run the assembly and staff devotion every Monday morning. I pray with them, I share a topic on morals, advice and encourage them… I read and extract interesting and beneficial articles to encourage and/or challenge the children (HT1).*

She encourages students to be academically responsible and morally upright through her reward system of celebrating winners of competitions at assemblies. Professionally, Ms. Kenny's *shared vision* of success and excellence, aligned with the government's expectation of excellent academic performance, has created a culture of success. The quality of *building community***,** as is evident in the literature (Garza et al., 2014), is emphasized. She encourages teacher collegiality; consequently, they work happily and

peacefully as a family unit (Klar & Brewer, 2014), and she involves teachers in participatory decision-making.

> *Her vision is to match the vision of the government... She accomplished this by carrying us along, which encouraged teachers to work happily, as there is peace, and we work as a family (DHT1).*

All the staff survey responses (N=8) indicated that Ms. Kenny shared the school vision of success and excellence with the teachers:

> *JOA: She carries her staff along… always seeks the opinions of others… to move the school forward (SMT2).*

The teachers' group interview indicated that her expectation for BES is to consistently be the best in all areas of learning, with the highest level of academic and social achievements:

> *MO: She expects success all the time. Excellence for the school… to be the best… she assesses both students and staff to maintain excellence (SMT3).*

Ms. Kenny consistently encourages positive thinking among students and staff as a mediating internal strategy for school improvement, a strategy identified in the literature (Gu & Johansson, 2013). Students repeated the statement – *'I will be excellent, and I will never fail.'*

Students and parents understand her expectations; 102(74.5%) students and 80(76.9%) parents like Ms. Kenny, probably for her motherly advice, though this was not explicitly stated. She positively and effectively shares the vision by speaking to students 96(70.1%) and parents 75(72.1%). Four key successful school leadership qualities, values, skills and practices were identified:

- Effective communication to influence school improvement by all for all school members - every Monday morning assembly and the parents' forum.
- Instructional leadership for higher academic performance: - 94.2% (2014) Government academic rating.
- Encouraging educational values of hard work, morality and integrity – praising students and acknowledging their parents for hard work. She ensures most students 115(84.0%) behave well and punishes students 98(71.5%) for bad behaviour, which the parents 42(40.4%) acknowledge.

- Impacting on the vision of success and excellence for high student performance - students 100(73.0%) and 75(72.1%) parents confirmed she is interested in how much students learn, suggesting she led pedagogy to realise her vision.

Ms. Kenny has used these practices to actualise the vision, which certain studies (Day & Gurr, 2014), regard as useful for sustainable school success. She has inculcated life-long values directly to the students, another strategy which certain studies (Leithwood & Day, 2007; Yilmaki et al., 2011, Carpenter, 2015) have reported successful school leaders apply as best practise. She involves and challenges other school members in school improvement programs to achieve her vision of success and excellence.

Leading staff - Modelling behaviour and fostering collaboration

Ms. Kenny led the Monday morning assembly to model attendance and punctuality as a school culture. She morally inspires students and teachers by effectively communicating her expectations. She is punctual and uses the teachers' time book to check regularity and encouraged punctuality at staff meetings:

> *She made herself a role model of punctuality and regularity in the school… Every Monday she addresses pupils... When she was in the classroom, she was very hard working… and tells the teachers to challenge them. We always stay with the teachers till 4:30pm every day… (DHT1).*

Ms. Kenny uses her classroom experience to challenge teachers' effectiveness and quality of instruction. The survey responses of staff (N=6) revealed Ms. Kenny to be a good manager, modelling hard work, working long hours, demonstrating motivation, openness, love and respect to encourage teacher commitment, trust and collaboration:

> *KAO: She is a role model… hard working… a good motivator… a very good manager, who welcomes other peoples' ideas and opinions… she shows love and respect to every one of us… (SMT1).*

Ms. Kenny *counsel's teachers individually*, every afternoon to resolve school and personal issues. All the survey responses and interview of teachers (N=4) and SMT (N=4) revealed they could talk easily with her, and she encourages compliance with government policies, to foster trust:

> *EM: If you have a problem and you share it with her, she can counsel you… she always gives advice to influence you to work and obey the rules guiding the civil service… (SMT4).*

She also helps to deal with personal staff issues, in confidence, through transcendental prayer:

> *She engages us individually… to tackle personal problems of staff by praying for us (DHT1).*

The survey responses of 102(74.5%) students and 75(72.1%) parents indicate that Ms. Kenny spoke nicely to teachers which, fostered collaboration.

Regular developmental meetings (*CPD)* are organized twice annually to brain-storm on common challenges. Ms. Kenny has consistently held *developmental meetings* to communicate current teaching and learning practices that will influence high student performance and school improvement. Ms. Kenny also disseminates ESSPIN training session to teachers, posted on the notice board, for teachers to model the use of instructional materials. Evidently, teachers requested transfers to work with Ms. Kenny because she fosters CPD:

> *Many get retransferred to work with her. The Head Teacher recommends staff for seminars and is diligent at organising developmental meetings immediately she returns from any ESSPIN training to disseminate information, which is recorded and posted on the notice board. She does this to encourage teachers to apply teaching materials (DHT1).*

There was, however, a variation of responses as to the frequency of teachers' attendance at *the ESSPIN CPD trainings*. The SMT (N=4) and teachers (N=3) confirmed she recommends teachers to attend ESSPIN training. ESSPIN is the training group established by the Federal government to receive education aid from the UK and donors. Nevertheless, teachers that attend ESSPIN training return to implement and transfer knowledge to other teachers:

> *FO: What BES means is that we do what we are expected to do and get the outcome… Any teacher that goes must come back and implement… We also have staff meetings often. (T2).*
>
> *JOA: Supervising teaching is the most effective strategy because it comes with corrections… She often calls for staff meetings… when she has attended a meeting at the LEA and other places that concern teachers, she gives us a break down of the information. (SMT2).*

The survey responses of all teachers (N=8) confirmed the effect of developmental meeting to include:

- timely dissemination of information from the government effectively, and skilfully, to staff to encourage compliance
- correction of teaching
- empowering senior staff to represent her whenever she or the Deputy are out on official duties
- encouraging teachers to contribute to school improvement by way of suggestions and keeping teachers informed about school progress
- distributing instructional materials for teachers to facilitate teaching

The survey responses reveal that Ms. Kenny assists and leads quality pedagogy through effective CPD via ESSPIN training: ninety four (68.6%) of students and 75(72.1%) of parents verified that what students learnt was interesting, which is evidence of effective lesson and classroom activities with appropriate instructional materials. Furthermore, 100(73.0%) of students and 75(72.1%) of parents assert that she is interested in how much they have learnt, as 91(66.4%) of students confirmed that most of their classes are well taught.

Ms. Kenny implements leading staff strategies, from previous seminars and ESSPIN trainings sessions, by holding teachers in high-esteem, respecting them, by rebuking them privately, and making them accountable:

> *The ESSPIN training program has trained us to hold our staff in high esteem... We make them understand their mistakes... We ask the teachers to consider doing things differently. I do not argue or quarrel with teachers, or shout at the top of my voice in my mother tongue; nobody likes it, but when you show them respect, and we were trained by ESSPIN - you don't rebuke people publicly. (HT1).*

Ms. Kenny uses *collaboration* in leading school organisational restructuring to directly influence and lead *quality relationships* between her and other school members. She uses collaboration as a tool to actualise her school vision by involving other school members in planning, supervising quality pedagogy and decision-making. This in turn encourages collegiality and trust with and among teachers, parents and the community.

Ms. Kenny's daily practice of classroom visits to inspire staff strengthens their relationship. She has developed good interpersonal relationships and emphasizes a *same-day conflict resolution* strategy by mediating and discussing with all parties involved, or privately. This strategy encourages a conducive working atmosphere and collegiality among teachers.

> *I visit the classes daily after the assembly to encourage the staff. I also attend to teachers with pressing challenges or needs every afternoon… My relationship with staff is cordial, friendly, and good-humoured… It is common knowledge that as a matter of principle I never go home with unresolved work-related issues or pending crises… I invite them for discussion… I mediate between parties involved… appealing to the staff that management is a concerted effort, because the Head Teacher cannot do it alone (HT1).*

> *MO: She is very friendly, kind, jovial and a role model… when you are erring as a teacher, she will speak to you privately and encourage you, and if it demands scolding you, she will scold you in her friendly and humorous nature. She would call you to find out what is happening if you are running late or not in school… (SMT3).*

Ms. Kenny solicits and gains the collaboration of staff by convincing them that management is a deliberate, concerted effort, whilst acknowledging she could not do the

work alone. She achieves collaboration with her management team by empowering them to handle sensitive duties, such as lesson observations and by complimenting teachers during classroom supervision. This unintentionally encourages collegiality and trust with teachers:

> *The Head Teacher's relationship with staff is very cordial after the initial introductory stage of getting familiar… She is friendly, loving and caring and encourages these practices within the school. She praises the teachers as she goes around the school to supervise the classes… She delegates the duty of lesson observations to me and other SMT members, whenever she is unavailable (DHT1).*

Ms. Kenny uses collaboration to encourage partnership, co-operation and assistance from the other school members, in line with what has been reported by certain Nigerian studies (Duze, 2012, Ige, 2013) on Nigerian Principals. International research suggest that successful school leadership is premised on quality relationships between the Head Teacher and staff (Mulford & Edmund, 2009; Day et al., 2010; Gu & Johansson, 2013), which the survey responses of teachers (N=4) and SMT (N=4) show she has developed. She empowers teachers; she is someone they can talk to; she is interested in them as teachers and members of staff and makes sure she knows and interacts with all staff members by name. The effects of quality relationships with staff and gaining their support are elaborated in the following section.

Ms. Kenny understands the need for staff support but maintains her focus on achieving change. She cares for their emotional well-being and investigates any behavioural irregularity. She maintains discipline and professionalism, by supervising weekly statutory records, and to enforcing compliance with government rules.

> *My deputy and I mark weekly lesson notes even before the ESSPIN training… I collaborate with the staff when they are meeting expectations, but when some teachers, out of selfishness, want you to bend the rules… I completely disagree… If I find out it is because of insufficient funds, I assist them personally. I offer material gifts to them sometimes, to encourage them – for example, when I travel to a conference, I purchase food stuffs for them in appreciation for holding the fort in the school (HT1).*

Successful school leaders have the capacity to master emotional resilience because most of what they must deal with involves the emotions of others (Day, 2014). The effects of *verbal praise*, *material gifts and reinforcement*, *financial assistance* and *personal counselling* strategies, demonstrate her consideration for the important role and contribution of teachers in achieving the vision of success.

The survey responses of teachers (N=4) and SMT (N=4) suggest the above-mentioned practices influence teachers, students and parental support and collaboration. One hundred and two (74.5%) students and 75(72.1%) parents reported that a strong,

cordial relationship exists between Ms. Kenny and the teachers, as she speaks pleasantly to teachers, students, parents and visitors generally. Ninety nine (72.3%) students and 62(59.6%) parents often see Ms. Kenny around the school. However, 2(1.5%) students and 12(11.5%) parents disagreed, and 5(3.6%) students strongly disagreed. Since being cordial and friendly alone may not guarantee high student outcomes, the effective use of supervision and monitoring of instruction become more significant.

This study has identified how the *culture of care* and *years of experience* influenced the direct effects of *mentorship* and *motivation* on teacher effectiveness, support and collaboration. Material and financial gifts are motivating factors because she shows empathy and cares for their personal needs. These strategies are strong internal practices used by competent school leaders in western and southern Nigeria to build strong leadership teams (Akomolafe, 2011 and Nakpodia, 2011), which strengthens the collaborative leadership practices of Ms. Kenny.

Staff empowerment through delegation of duties is conceptualized as teacher involvement in multiple leadership school activities. Ms. Kenny regularly discusses with her deputy and delegates certain duties, which empowers her and other SMT members in multiple ways, for example, in supervision and lesson observation for assessment, as previously indicated.

> *The deputy is completely involved in the school system. She handles the following duties: she prepares the monthly nominal roll, which I review before appending my signature; prepares the whole school analysis; supervises the school environment, its beautification and, more importantly, she represents me as Head when I'm unavailable and takes over the supervision of teaching and learning for teachers' assessment (teaching observation) … she manages the Disciplinary and Sports committee and gives feedback on the committees… (HT1).*

Ms. Kenny permits her deputy to act as Head whenever she is unavailable. The deputy confirms she became the instructional leader, supervising pedagogy, apart from specific administrative responsibilities assigned to her:

- she allows her deputy access to all school records and
- She empowers her deputy by delegating specific duties to her to administer within the school
- preparation of monthly returns of teachers' nominal roll - the list of staff for the month with designations, year of appointment, class, years of experience and qualifications of the staff on roll
- whole school analysis containing daily and weekly calculated record of the population of the school
- supervision of school environment/beautification and most importantly observing teaching for teacher assessment and evaluation

- head of the Disciplinary and Sports committees

Ms. Kenny encourages collegiality with staff, (discussed in detail later), and delegates certain responsibilities to cope with the numerous internal and external duties she performs. All staff respondents (N=8) interviewed were heads of department with one administrative and academic assignment or the other to influence high teacher commitment for high student outcomes. She monitors the finished work as an assessment of the teachers' assigned responsibilities:

> *I permit the teachers to manage the continuous assessment for the students, including the records… The continuous assessment is… for the Unified Summative examination and my assessment of their work is very good (HT1).*

The survey responses from teachers and SMT (N=8) show that Ms. Kenny also empowers teachers with academic and extra-curricular duties, such as after-school clubs and end of year activities. The teachers expressed difficulty in managing the clubs competently, but this does not discourage them from holding club meetings to the best of their ability to stimulate students socially. If she had empowered the teachers further by initiating appropriate trainings for the teachers who were responsible for the clubs, the clubs might have achieved greater success.

> *JOA: The clubs are still functioning... The problem is that staff or volunteers are not competently trained… (SMT2).*

Leading School Organisation - Engaging Parents and External Community

Ms. Kenny solicits parental support in specific challenging areas by establishing the *Parents' Forum* that meets twice a term to educate, sensitize and enlighten the semi-literate community. Parents were involved in the renovation of the school infrastructure to improve the physical environment in preparation for a national inspection, engaging them in the *SBMC (School-Based Management Committee)* a government school improvement initiative.

> *Our parents supported the renovation of the school infrastructure, such as the flooring of Block A and the purchase of a water tank for Block A, to which the SBMC contributed some funds, albeit insufficient. The SBMC members comprising student and staff representatives, NGOs, local community artisans, and women leader… not necessarily parents of the school… As the Head Teacher, I'm to liaise with them on the problems affecting the school… to proffer solutions… (HT1).*

> *Parents helped to renovate three classrooms and replace electricity bulbs, when inspectors were visiting from Abuja. The Head Teacher is a very prominent*

member of the SBMC in the LEA because she would go around with the committee to solicit assistance from NGOs (DHT1).

The SBMC have the responsibility of assisting her to source *Private-Public partnerships* to fund the school's general-progress. Public schools are either adopted by private individuals or multinationals to upgrade either the instruction or infrastructure of the school. Recently, a summit was held in Nigeria to further strengthen partnership initiatives in the education sector (http://thenationonlineng.net/-ppp-summit 2016).

The survey responses of teachers (N=4) and SMT (N=4) identified three effects of collaborating with parents through the forum: (1) encouraging punctuality, (2) educating them on the importance of education and (3) seeking their assistance in projects:

HS: We organize the Parents Forum and the Head Teacher encourages the parents to allow their children to come to school early and to support school projects. She also uses this opportunity to inform parents of the importance of education and to seek their assistance… She talks to parents to find out how they are doing (T3).

Although teachers rated parental attendance at 58%, Ms. Kenny nevertheless has engaged parent delegates to attend LEA and State SBMC meetings to foster their cooperation:

MO: About 58% of parents are actively involved in, and attend the Parents' forum… She invites parents to attend Parents' Forums at the LEA level. She requests parent delegates to accompany her to the State SBMC meeting. (SMT3).

The survey responses of 70(67.3%) parents indicated Ms. Kenny involves all other school members in school events, through the influence of the community leader.

We reported low turnout of parents to meetings to the Local Community Leader (Baale) to get the parents to attend or they face the consequences (HT1).

MO: There was a brief discussion on parental attendance at school functions and meetings at a forum with the Baale (SMT3).

Ms. Kenny collaborated with the external community by visiting the community leader known as the 'Baale' and the local government council Vice-Chairman and Leader of the House to solicit assistance for the maiden Inter-house sports day, which has become an annual event. This strategy had a positive effect on increased student attendance, punctuality and parental involvement in BES. In addition, Ms. Kenny involves the community youths in dealing with the problem of student truancy and lateness through the *community-student vigilante intervention*.

The levels of punctuality and regularity have increased… we involved the community… requesting they report any child found wandering about during school hours to the school authorities… The youths in the community also assisted

the school with picking up truant children. Here comes the chairman of the building forum. Parents and community leaders come in freely… (HT1).

Ms. Kenny uses *influential individuals* in position of power to increase parental attendance at school events and meetings. She has used this as a mediating factor for school improvement, as the Chairman of the Building Committee visited freely without an appointment to discuss the impending projects within the school.

The group interview of teachers (N=4) and SMT (N=3) showed Ms. Kenny is active, influential and prominent in the SBMC in impacting school improvement by inviting community leaders and influential persons to school events.

YA: She managed the school challenges through the help of the SBMC… She also gets the local government Council Chairman involved in the school… They normally help us during Inter-House Sports; likewise, the Council (T1).

The survey responses indicated a variation, but overall showed that Ms. Kenny is popular and influential in terms of gaining community support to influence school improvement. Sixty nine 69(50.1%) students and (42.5%) parents strongly agreed; however, some 4(2.9%) students and 8(7.7%) parents disagreed, and 7(6.7%) were neutral.

Ms. Kenny's creativity in involving the surrounding community, including parents, has a lasting effect on the turnaround situation of the school. This strategy increased student attendance and punctuality, which impacted pedagogy. Recent research has reported the effects of the successful school leadership strategy of maintaining regular student attendance and the consequent impact on school improvement (Day, Gu & Sammons, 2016). The effect of punctuality and regularity in this school suggest that this factor promotes the achievements of school goals in Nigeria, a claim backed up in the literature (Ali, 2007; ETC, 2009), albeit to a lesser extent. The school population, according to school records, increased as student truancy and lateness were eroded:

KAO: BES has experienced changes in terms of increased population... (SMT1).

MO: The school has experienced tremendously increased pupil attendance because when we resumed in 2009, attendance was very poor, but now we record as many as 200 every day except for those who are ill (SMT3).

The entire staff respondents in the group interview (N=8) commented on the continuous increase in school population between 2009 and 2014, with school and class attendance ultimately registering about 200 on roll.

4.5 Instructional Leadership Strategies and Practices

Discussion of Instructional leadership in the literature (Edmonds, 1979) is in line with the practices identified in this study, whereby students are encouraged to succeed against all odds in low SES schools (Harris & Jones, 2018). Ms. Kenny, like the school leaders in the empirical studies, works closely with teachers through classroom supervision and evaluation, providing timely feedback to low-performing teachers and monitoring student progress (Leithwood et al., 2011). She provides clear teacher/student expectations and works hard on improving the learning environment and providing instructional materials, as previously evidenced.

Supervision for Evaluation and Peer-mentoring/Collegiality

Ms. Kenny adopted the instructional leadership strategy of *supervision* and *monitoring* pedagogy through *teaching and lesson observations.* She has empowered the deputy and SMT members (N=3) to observe teaching. Teachers are assessed twice a term, and the schedule is posted in the school office. In addition, she holds emergency developmental meetings to address lapses:

> *I monitor every teacher and hold developmental meetings with the teachers twice a term. We call for emergency developmental meetings when we notice lapses… we brain-storm on common challenges. We use demonstrative teaching to correct teaching styles (HT1).*
>
> *We have specific days for observing teaching and give feedback afterwards privately in the office, according to each teachers' schedule from Monday to Friday… She delegates the duty of lesson observation to me and other SMT members… She engages the staff in general and individual meetings to brain-storm… (DHT1).*

The survey responses and interviews of all the staff (N=8) show that Ms. Kenny plans and holds regular supervision and monitoring sessions through demonstrative teaching at developmental meetings, held as frequently as possible, with each meeting recorded in the minutes book.

Demonstrative teaching is used to correct teaching styles and to facilitate teacher assessment and evaluation. Ms. Kenny provides prompt feedback privately and at developmental meetings; this along with brain-storming sessions at such meetings, has made collaboration with staff effective. Moreover, the assessment of at least two or more

senior staff is acceptable to determine the quality of teaching, as stated in certain studies (McFarland, 2013). Ms. Kenny supervises pedagogy through teaching observation of senior teachers herself, while more experienced SMT members supervised less experienced teachers, making corrections where necessary to ensure quality pedagogy:

> *FO: She delegates power to some teachers to supervise junior teachers and corrects where necessary… She delegates power to the sectional heads to act on her behalf… She supervises senior teachers by herself, and makes necessary corrections… and for the students, she advises them and relates to them as a mother… (T2).*

She also assesses teachers work through statutory records and pupils' books. The staff (N=8) group interview indicated that Ms. Kenny assesses student progress on the spot during practical lesson observations and demonstrative teaching, with a follow-up meeting with parents of under-performing students:

> *MO: She believes in practical demonstrative teaching and learning… if she is supervising you, she expects the children to participate more in the lesson e.g. write on the board, group work with each group having a leader as team leader… Sometimes she goes through children's books to assess them, and if a child is not doing well, she will invite the parents into school (SMT3).*

Ms. Kenny encourages *peer-mentoring* as a corrective measure, which has indirectly encouraged *collegiality*. She is accountable for her teachers' quality of subject delivery as the collective responsibility of the school community, by generally organising training in specific demonstrative teaching on weak subject areas during developmental meetings:

> *She encourages peer-mentoring and peer assistance when a teacher is having trouble teaching a subject and organises a general demonstrative teaching training in that subject during our developmental meeting and handled by a high performing teacher in that subject… (DHT1).*

Ms. Kenny gives feedback to low-performing teachers to monitor curriculum implementation and student progress, a practice highlighted by western studies (Badura, 1977; Moos et al., 2011; Marsh et al., 2013). She mentor's teachers desirous of leadership preparation by supporting them – for example, in the case of SMT2 who organized a symposium on the importance of punctuality through a social medium (the Rotary Club). She involves parents and the community leader to change the general attitude of the community to education and punctuality:

> *JOA: I am involved with the Rotary Club presently to deliver a symposium on the Importance of Education and Punctuality to School. We have involved the Baale to inform parents and the entire community to attend to curb the issue of lateness even in the Secondary section (SMT2).*

Ms. Kenny works hard with her teachers directly to improve pedagogy, which is in line with the practices highlighted in international studies (Gurr, 2007; Ylimaki et al., 2011) to influence collaboration with staff, parents and the community in a friendly, family-like school environment, despite initial interpersonal relationship frictions.

Leading Instructional Programmes

The benefit of networking in both internal and external school communities for school improvement is an evidence of social capital. The effect of this networking is high student socio-academic performance. The government academic report of the school rated the school at 94.2% in the 2011- 2012 Primary 6 secondary school placement screening test, while the internal overall school record was 100%. Ms. Kenny was commended for the high academic achievement of BES by the LEA:

> *Academically, our records show we are excellent. Our placement screening test into secondary school, since the examination started in 2011, has been 100%... I was commended for the high academic standard of the school and excellent record-keeping, at the LEA Head Teachers' assessment meeting (HT1).*

The social success of the school has impacted and improved academic achievement. The general ability to read through improved spelling is high, which translates to better understanding of subject content. The socio-academic performance of the school, verified by the deputy and teachers (N=4) and SMT (N=4), was rated 85%. The survey responses of 127(92.7%) students and 86(82.6%) parents confirmed the existence of a culture of social activities as part of the school curriculum; students have been active sports winners, have won the Inter-School LEA Sports and have mixed freely in public:

> *MO: I will rate the school academically at 75%... I would rate the school socially at 85%... the students mix freely, express themselves fluently and are very active in sports; we obtained 2nd and 3rd position at the Inter-School LEA Sports competitions (SMT3).*

In addition, the school has experienced an improvement in academic achievement from 35% to an average of 75% and 95% in reading and writing. There was an outstanding improvement between 2009 and 2014: a 50% increase in performance in the first unified external examination for secondary school placement. This improvement was less than expected because most of the candidates were not familiar with shading computerized answer sheets. The second sitting of the examination recorded a 100% performance. Could it be that the teachers left out a key part of preparing their students for external examination, which was only taught subsequently?

YA: I would rate the school 95% socially… We have won Sports and Essay writing competitions… The Head Teacher has impacted the school morally and socially… Academically it was 35% in 2009 and 90% today 2014… The first experience they failed because they were not used to shading computer answer sheets but last year, they all passed (T1).

Ms. Kenny's educational ideology is centred on the improvement of the academic performance of students, which was set as an expectation for both teachers and students. Thus, Ms. Kenny has solicited instructional materials to improve pedagogy, disseminated timely information from ESSPIN training seminars, conducted supervision through demonstrative teaching and planned evaluation, and encouraged peer-mentoring and collegiality. All these activities have directly impacted and improved staff CPD, which has impacted pedagogy, which in turn has caused improved academic performance.

KA: Furthermore, we hold developmental meetings to correct our teaching… any information given to them at ESSPIN training, she informs us at the right time (T4).

EM: Academically, I will say our children can read and write properly now. Their educational standard has changed for the better (SMT4).

The effectiveness of supervision and monitoring are identifiable in teachers implementing the knowledge acquired through the ESSPIN trainings in their classroom. The direct effect of instructional leadership concepts on student outcomes seem to be identifiable where Ms. Kenny has focused on teachers' pedagogic skills, in line with the literature (Day et al., 2009, 2016), to impact learning. Furthermore, effective lesson observations and timely feedback were evident in interesting lessons - confirmed by the responses of 112(81.8%) students. In addition, students' interest in learning is influenced, because 84(61.3%) students and 54(51.9%) parents affirmed that teachers were motivated to teach.

Table 15 below illustrates the schools improved academic performance over three years through progressive academic reports of three core subjects – English, Mathematics and Science in their 2009 – 2011 internal promotional examination results. The 2011 and 2012 results are external, unified, state examinations which started in 2011. Table 16 and Figure 4.1 show an improved academic report in all three subjects, especially within the score of 70% - 79% from a low score range of below 30% - 40% in 2009.

Table 15 School Academic Analysis 2009-2012

3 Years Result Analysis: Best ESSPIN School (BES)																		
Year		2012/2011						2011/2010						2010/2009				
Subject		English		Maths		Science		English		Maths		Science		English		Maths		Science
Performance	Scores	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	100 - 80	18	13.6	35	26.5	15	11.4	2	1.5	2	1.5	3	2.3	6	5.8	11	10.7	6	5.8
	79 - 70	73	55.3	69	52.5	66	50	24	18.2	28	21.2	32	24.2	6	5.8	10	9.7	18	17.5
	69 - 60	39	29.5	27	20.5	47	35.6	74	56.1	75	56.8	72	54.5	19	18	34	33	24	23
	59 - 50	2	1.5	1	0.8	4	3	32	24.2	27	20.5	25	18.9	43	42	24	23	38	36.8
	49 - 30													29	28.2	24	23	17	16.5
	Total	132		132		132		132		132		132		103		103		103	

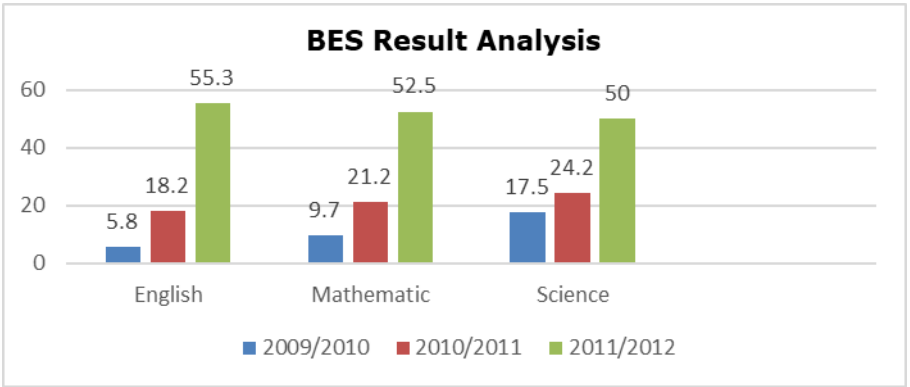
Table 16 illustrates a steady upward annual performance trajectory in the three core-subjects' that students are tested in for secondary school entrance.

Table 16 – Interpretation of School Academic Analysis

Categories	Scores	2012-2011	2011-2010	2010-2009
English	**79 – 70** **100 – 80**	55.3% 13.6%	18.2% 1.5%	5.8% 5.8%
Mathematics	**79 – 70** **100 – 80**	52.5% 26.5%	21.2% 1.5%	9.7% 10.7%
Science	**79 – 70** **100 – 80**	50% 11.4%	24.2% 2.3%	17.5% 5.8%

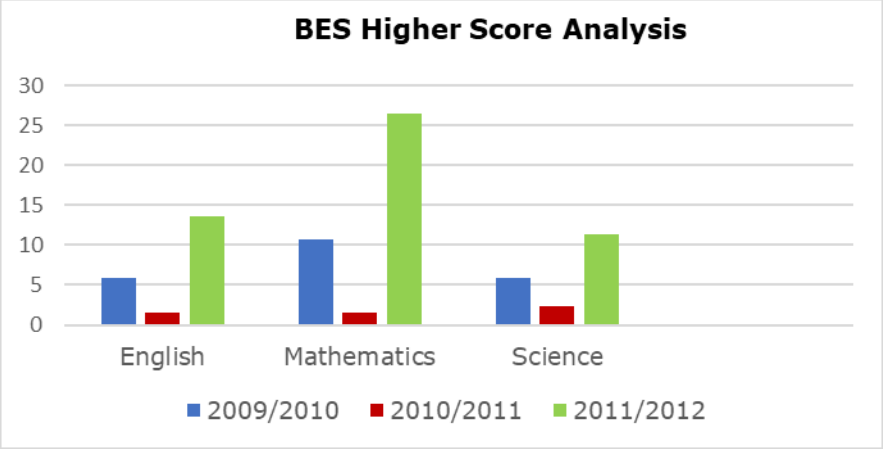
This may have been unachievable without the collaboration of all the stakeholders within and outside the school community – teachers, parents and the external community - in the form of quality pedagogic practices and social activities.

Figure 4.1 – Average Performance Trajectory Chart



The survey responses from (110, 80.3%) students and (75, 72.1%) parents reveal higher academic and social performance during the tenure of Ms. Kenny. They claimed their teachers prepared students to pass their examinations by the end of the year.

Figure 4.2 – Higher Performance Trajectory Chart



Therefore, as can be seen in Figure 4.2, students' performance has improved to higher scores, with a steady improvement in English and Science, and outstanding improvement in Mathematics. In addition, 91(66.4%) students and 51(49.0%) parents strongly agreed that students achieved good grades at BES.

4.6 Consequences of Ms. Kenny's Leadership Practice - The Role of Culture

Ms. Kenny has applied the influence of *tribal sentiment* of being an indigene *and using language* in securing the trust and collaboration of parents and the community. She interacted with the community leader and religious leaders to support the drive to enlighten parents of the importance of education to increase the school population.

> *As a Yoruba woman and an indigene, I had the opportunity to engage the community leader (Baale) to communicate to parents the importance of partnering with the school in the education of their children. I also appeal to the Churches and the Mosque around the school location to influence admissions particularly, for enrolment (HT1).*

The strategy of involving the community leader in the school improvement project encouraged community members to assist in BES's improvement. The survey responses/interview of teachers (N=4) and SMT (N=4) verified that Ms. Kenny associates effectively with external authorities to improve BES.

A *new school structure* has thus emerged with positive effects of *public-private partnerships* in school improvement projects. The deliberate effort of Ms Kenny in collaborating with external school stakeholders to improve the infrastructure of the school

in line with certain Nigerian studies (Duze, 2012), indicates that the environment had both direct and indirect effects on student outcomes. However, Duze (2012) reports that an inadequate environment, characterised by ineffective leadership, has been recorded as being responsible for high dropout rates in Nigerian schools. Nevertheless, Ms. Kenny's effective leadership, even in the context of the challenging environment described previously, has resulted an increase in student enrolment. She has improved instructional programs through social networks. For example, the activities of SBMC made it possible for her to establish a new school culture of success and excellence, a point verified in all the staff survey responses (N=8), and recorded in the school Access Book:

> *The school has attracted external support; for instance, Green Springs School refurbished our nursery classes to international standards. The German Embassy donated furniture... Christian organizations and individuals have been donating stationery, text books and past question papers… All recorded in the School Success Report… (HT1).*

Ms. Kenny's active participation in the SMBC has made BES a model school for ESSPIN:

> *MO: We are the Model School for ESSPIN… The school has won Spelling Bee several times within the space of 4 years… Green Spring School came and furnished the Nursery Classes (SMT3).*

4.7 Summary of findings

This research presents findings that show Ms Kenny's experience has enabled her to develop a collaboration to accomplish set goals to improve the school's standards and to secure high student achievement, a strategy identified by the international literature (Drysdale, 2011; Drysdale & Gurr, 2011). This Best ESSPIN School case identified certain qualities of Ms. Kenny, which include: motivation, role modelling, passion and professionalism, being a disciplinarian and building community and interpersonal relationships.

Her abilities to lead staff through collaboration, hold regular and planned developmental meetings and brain-storming sessions and take decisions in communicable language have all helped to secure the trust of the other school members and the external community. Ms. Kenny's values of success, socio-academic achievement, hard work, integrity, honesty, transparency and accountability necessary to improve education in Nigeria (Okogun, 2012) are all apparent.

These qualities and values have impacted the successful transformational school leadership dimensions of leading school direction, staff, organisation, programs and environment, applying best practices that are analogous, yet different in terms of practice from western perspectives (Leithwood & Beatty, 2008; Day et al., 2009; Gu & Johansson, 2013; Marsha et al., 2013; Day & Gurr, 2014).

The model below is a summary of qualities (on the left) that were highly interactive and impacted Ms. Kenny's values (in the centre) and practices (on the right), thereby enabling her to succeed in a low SES school. All the qualities impacted her ability to build staff trust by fostering hard work, honesty and transparency, which in turn influenced certain practices that supported Ms. Kenny's vision of socio-academic success and excellence. Furthermore, there is an interplay between certain transformational and instructional leadership practices that have fostered success. The model in Figure 4.3 illustrates her transformational and instructional leadership dimension, which has supported the development of strong socio-academic values that lead to excellence. For example, her ability to be motivational, professional, committed and build a community has influenced the development of the students' engagement in social and sporting activities, which directly impacted on high student outcomes.

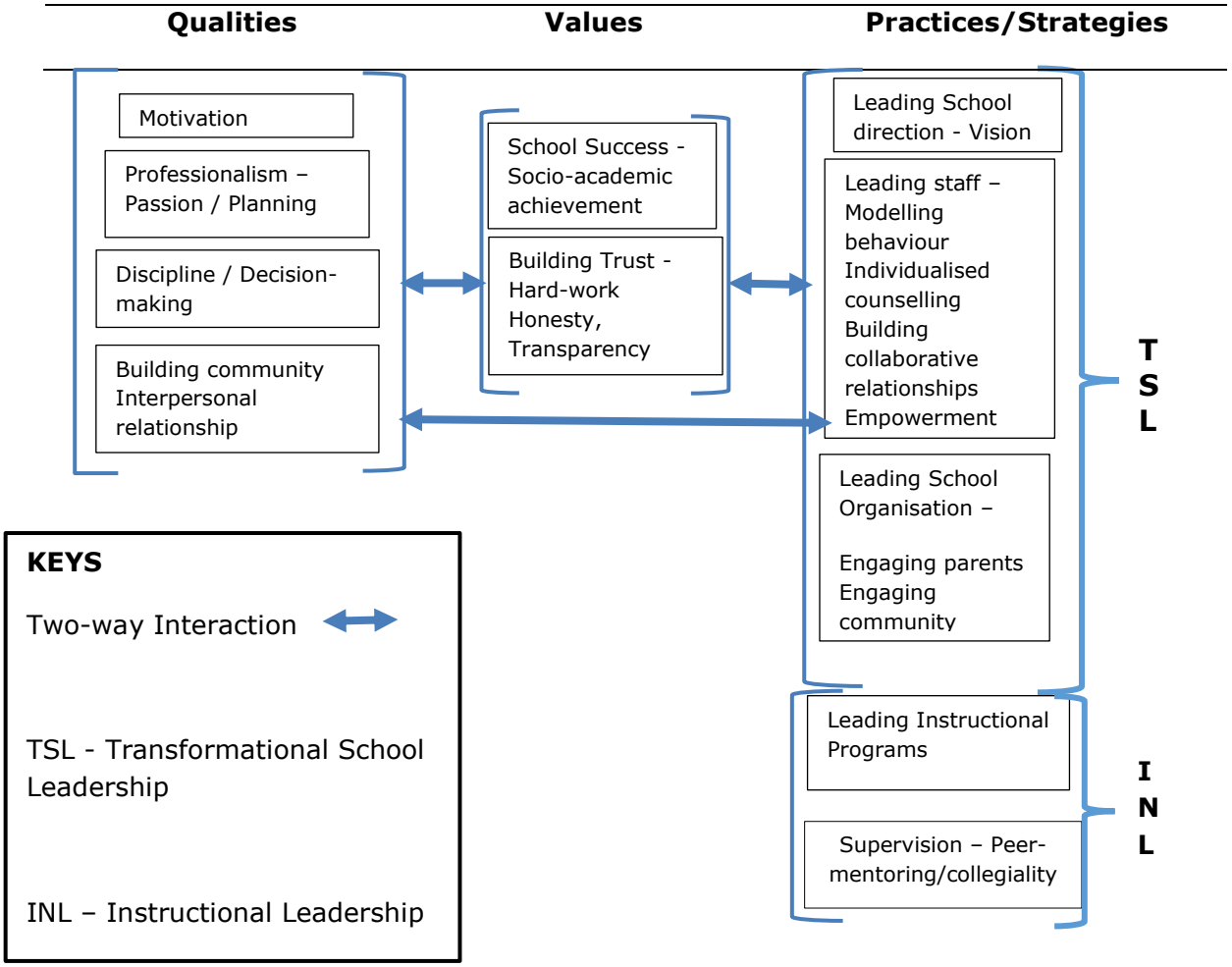
The model indicates the success of Ms Kenny's leadership, which has resulted in the required turnaround school context for BES. Her success provided sustainable solutions to the challenges in BES. There are interactions between her qualities, values, skills, strategies and practices that have positively impacted teachers' working conditions directly and student socio-academic performance indirectly.

These qualities have also influenced her ability to model appropriate teacher behaviour and to counsel teachers, which has fostered healthy and strong collaborative relationships and staff empowerment. Her value of hard work, honesty and transparency have directly impacted teachers' working conditions positively. This has enabled her to engage parents and the external community to erode student truancy, upgrade teaching, learning materials and the general school ambience. She supervises teachers and instructional programmes with her ability to build a strong community of learners.

The public school case, therefore, confirms the importance of effective and exceptional leadership in a challenging context – fewer teachers, poor service delivery, few resources such as insufficient toilets, non- engaging parental group with bureaucracy in terms of the provision of teaching and learning materials, and high levels of local and central accountability to the LEA to SUBEB at the State. Similarly, as described in the literature by Leithwood et al. (2010) and Bryk et al. (2010), the implications of these challenges

were - an underperforming school in a low SES disadvantaged community with a high degree of poverty with poor hygienic conditions; high student withdrawal and dropout rates; low academic standards and rates of attendance; dysfunctional LEA/SUBEB regulations; inadequate government funding and supervision; incompetent and insufficient teachers, and CPD. Thus, the school describes a turnaround context, fully discussed in Chapter three. Ms. Kenny was a motivated and exceptional leader who was able to dramatically transform the school from a challenging context to a success story. Is this context different from that of the private school? The next chapter will discuss the findings of the emerging themes in the private school case.

Figure 4.3 - Ms. Kenny's Leadership Model



Chapter Five

Low Fee-Paying School (LFP)

5.0 Introduction

There are reportedly over 12,098 'low fee-paying' (LFP) private schools in Lagos' educational sector, far outnumbering the 1,010 public primary schools, in Lagos State, Nigeria (ESSPIN, 2011, p. 2; http://www.lagosstate.gov.ng/2016/06/20/lasg-establishes-three-new-public-primary-schools/), even with three new schools established in 2016. LFP schools are described as 'affordable schools' (AS) in Western literature (Dixon, 2015). The LFP schools are sometimes religiously inclined and are more directly accountable to parents.

These private schools, like other LFP schools described in the literature (Tooley et al., 2011; Tooley & Dixon, 2005, 2007; ESSPIN, 2013), are owned and sometimes headed by entrepreneurs who identify the need to educate less-privileged children. They provide education for low and medium-income families in need who are mostly illiterate, and their numbers include orphaned children (Dixon, 2012, 2015). Importantly, this LFP school's history is not that of a failing or turnaround context, as can be observed in the average and above average students' scores within the period of this study (discussed in detail later) like that of the public school. Rather, this LFP school had a good academic rating among the LFP schools within the location, as indicated in Chapter Three, but can be regarded as an improving school because it has better student learning outcomes than the public school, as presented in this chapter.

LFP is a religiously inclined private school, established with the intention of being successful from its inception in terms of student academic performance, but it is not without its own peculiar challenges. As the literature (Theobald et al., 2007) suggests, some religious schools were better managed by the Church (or individuals, as in this case) than when they were taken over by the government (as earlier indicated previously in Chapter One).

Pst. Ame was inspired to establish and head LFP to help the needy, charging fees lower than the market rate, as well as awarding scholarship to 10 orphans and discounted fees to families with more than two or three children, depending on the number of children in the family:

> *There are so many people who need help. We have about 10 children on scholarship. Some are from the orphanage; they don't pay school fees… We also give discounts to families with more than two or three children so that they can afford to pay the fees (HT2).*
>
> *KA: The parents with a specific number of children are given special discounts… (T1).*

The inspiration to establish the LFP school was in line with the demand for private schools to bridge the EFA and MDG gap between the high SES of the urban students and the low SES of rural students, and in fulfilment of the NPE of Nigeria.

This chapter will present data on Pst. Ame's multidimensional practices, which suggest that he demonstrates elements of spiritual, transformational and instructional leadership. The first section discusses the school profile and its challenges. The second section presents the leadership profile, qualities and values of Pst. Ame. The third section is divided into two sub-sections, discussing the empirical data in terms of the spiritual dimension with transformational and instructional leadership practices. The chapter ends with a discussion of the consequences of Pst. Ame's successful school leadership practice, a summary of the findings in the literature and a synthesis of the leadership model of this private school case.

5.1 The School Profile

LFP for the Less Privileged - Private School (LFP)

LFP, also profiled in Chapter Three, is in the same rural-urban area as the public school in Eti-Osa local government area, Lagos State. The school infrastructure consists of three buildings: a one-storey residential building with partitioned classrooms and two prefabricated buildings. The playgroup/nursery occupy one prefabricated building, Primary 1–4 occupy the main building, and Primary 5 /Junior Secondary 1–3 occupy the second prefabricated building. LFP has a makeshift library and a computer room to improve learning. The school has a small playground area with a swing and a slide. LFP

is one of the private schools in Lagos, which are attended by 75% of primary school-age children (Dixon, 2015, p. 269). LFP was established in September 2000 with the enrolment of four children, whereas there were over 250 on roll at the time of the interview. LFP provides education for children from the age of 12 months to 13 years (playgroup to junior secondary school).

LFP serves 46 (79.3%) non-professional parents who are artisans and traders, earning below the national minimum wage and aged within 30 to 40 years. These parents are at the highest child-bearing age and need their children at the same school for logistical reasons and concessionary admission spaces, in line with recent studies (Dixon, 2015). The discounted fees may represent a strategy to increase student enrolment. All staff respondents (N=8) remarked that they are aware of the discounted fees; indeed, their own children benefit from 50% discounted tuition fees, which may be a strategy to influence teachers' organisational commitment and retention:

> *TM: …We have children from orphanage homes on scholarship and all the teachers are aware… teachers' children also pay half of the usual tuition fees (SMT1).*

5.2 Challenges

LFP, in its early phase, was characterised by three key challenges: insufficient finances, inadequate physical environment and transferred students. These challenges delineate three successful school leadership themes: school organisational, structure environment and instructional programmes, respectively.

Insufficient Finances

LFP experienced financial challenges because of its low fees, debtor parents and tuition fee defaulters. Thus, insufficient finances and the SES's demographic surroundings negatively impacted on the school's organisational structure:

> *TM: … The location of the school, which targeted the less privileged… has limited the financial growth and made running the school difficult in terms of finances … (SMT).*

For example, due to Pst. Ame's spiritual benevolence, every term some parents pay only partial fees. After due consideration of those with financial challenges, permission is granted for their children to sit for examinations, despite the school rules:

> *Our greatest challenge… is the payment of school fees in this area. It is a herculean task collecting school fees... There isn't a term parents complete the payment of their children's fees… As a Christian, you are considerate when a parent comes to you, explaining his challenges and requests time to pay, to allow his children sit for the exams and to settle the bills later (HT2).*

All the teachers (N=6) interviewed remarked that available finance is further reduced by the awarding of scholarships and discounts offered:

> *ED: we also have other children, who are not from orphanages but are on scholarships… parents with more than one child get a discount on tuition fees (T3).*

The unexpected withdrawal of students after completing their termly examinations negatively impacts on the ability to retrieve the delayed fees from parents:

> *Every term parents withdraw their children without paying. Some parents wait till the following term to pay; parents having financial problems request time to pay and then change schools after the exams (HT2).*

The survey responses of all the staff (N=8), interviewed suggested that teaching is disrupted, as children are sent home because of delayed payment or non-payment of fees:

> *ED: …The school is in a place where most of the parents are illiterate… It's a major challenge for them to pay the fees of their children. Children must be sent home before parents pay, and this aspect disrupts our teaching, especially at the primary school (T3).*

Furthermore, parents withdraw their children mid-session without paying either the residual or current fees, and then enrol them at other schools. This can create a possible delay in the payment of staff salaries and hence student learning instability, though the teachers were not explicit about this:

> *EU: Sometimes they withdraw and register in a new school … It's a big challenge. A child almost completing the first term and then leaves the school without paying school fees… (T2).*

All the teachers (N=6) interviewed remarked that the illiterate parents do not prioritize the payment of their children's fees, which negatively impacts on the school's organisational structure. They suggest that parents place undue cultural importance on their physiological needs, such as festive celebrations and property ownership, rather than paying for their children's education as and when required:

EU: I think it is a misplaced priority. Some of them will buy expensive party uniforms, especially the Muslims, and meanwhile they are still owing their child's school fees. For example, Christmas has just ended, and people are spending in preparation for Easter, which is approaching. Some parents are riding big cars like jeeps, bought on hire purchase (T2).

Notwithstanding this, it is not a prevalent practice solely in Sub-Saharan Africa, and all the teachers (N=6) agreed that the parents still value the education of their children, despite their misguided financial choices:

TM: It's not just Nigerian, because I'm from Ghana and it's also prevalent there. In Nigeria, the practice is that; if it is their festival, they go overboard and if it is Christmas, the Christians spend a lot. In Ghana, it is only Christmas that they go all out. For example, a man with an uncompleted house, no plastering, is slaughtering a cow to celebrate Christmas. Despite all this, we are thankful that parents still value the education of their children (SMT).

Unresolved financial challenges make it difficult for 75% of the proprietors of private schools in Lagos, such as Pst. Ame, to provide an adequate physical environment for infrastructural improvement (ESSPIN, 2011, 2012, and 2013, p. 37), yet LFP still records high student performance.

Inadequate Physical Environment

Pst. Ame was, and still is experiencing an inability to undertake infrastructural development, because of financial and spatial constraints. The school operates from a rented residential building – a common trend with most LFP schools. However, the unconducive physical environment has no significant negative effect on the quality of the pedagogic delivery. Nevertheless, the limited land area occupied by the school does not allow for further expansion or facility improvement:

Where we are, being a rented apartment… no space to expand the school to senior secondary level, expand and upgrade the computer laboratory and to sanitize the library… the learning environment is conducive (HT2).

…This place is not conducive for us… Space is the only thing I see as weakness… Parents know our teaching is effective, but they tell you they don't like the environment (DHT2).

The Principal/SMT, all the teachers (N=6) and staff (N=2) interviewed referred to LFP as a 'residential institute'. Notwithstanding this, parents did not consider the physical

structure before seeking admission; they were satisfied with the conducive learning environment, which was probably responsible for the increase in enrolment:

> *TM: If you compare the physical environment of the school with other schools… I'm not sure you will bring your child here. …I call it a residential institute. Our parents are not focused on the structure… They are more focused on the academic standards than the environment... I think the learning environment has been very conducive (SMT).*

Another teacher specifically described the facilities that the school provides: an adequate computer room for practical knowledge, a library and adequate toilet facilities with hygienic conditions, which attract different social status parents seeking a high standard of education for their wards and children:

> *KA: On the environment? We have a conducive learning environment, on the account of the fact that the school has influenced these students and pupils to attain greater heights. We are in the computer room to offer the practical knowledge needed. We have the library and our urinary facilities are clean and healthy. We have also attracted some class of parents who are environmentally-friendly to bring their wards, but some of them within the same social class that still say I want the best standard for my child. Regardless of the environment, I want my child to be in this school (T1).*

The survey responses of 49(84.5%) students and 47(81%) parents revealed that they enjoyed and were proud of their school, which confirms that the physical environment does not have a significant negative effect. Students and pupils who had transferred from other schools constituted a greater challenge.

Students Transferred

The students and pupils who had transferred from other LFP or public schools were unable to write, exhibited poor spoken English and were poorly attired. This challenge negatively impacted teachers' working conditions, as they worked longer hours without extra pay, but positively impacted on teacher collegiality. Thus, the teachers worked together on student improvement through after-school classes to overcome these challenges. They all cited gradual improvements in the students' spoken English and mode of dress, which impacts high student outcome:

> *TM: Children admitted from different schools … resume with poor pronunciation, an inability to write, their mode of dressing is poor… we must help the children overcome these challenges because we all believe in changes, but it should be done gradually (SMT).*

> *EU: …The in-coming students are a major challenge for teachers… a child in Pry 6 is assessed and can't be admitted into Pry 3… you must start working 24hours… Another example is a child from another school admitted in JSS 2, it was a huge challenge because of his poor spellings. All the teachers had to organize extra classes after school and today the child has improved (T2).*

Teacher commitment was tested with the enrolment of students who had failed the entry assessment test for the classes that they applied for, on the grounds of their age, and probably as part of an enrolment strategy. Pst. Ame claims that student improvement is monitored through the parents, who are encouraged to inform the school of significant progress, which may well strengthen home–school relationships and increase parental involvement:

> *When we register a child from another school and see that the child is not doing very well, we assess the child's ability and compare it to see how much the child has improved by the end of the term… we also rely on the reports of parents as well (HT2).*

Pst. Ame adopted this accountability strategy, which positively impacts on student performance and met parents' demands. He was probably not influenced by profit, which is a motivating factor for established private schools, as per the literature (Oni, 2011, ESSPIN, 2011, Dixon, 2015). He is motivated by quality pedagogy for improved learning, which probably leads to better results, which may then increase enrolment.

The following sections will discuss Pst. Ame's personal profile and qualities, followed by his educational values and how they have impacted on his practices and strategies. We will then discuss the similar characteristics of the spiritual, transformational and instructional leadership dimensions identified in the study, and how they have contributed to Pst. Ame's success. This chapter ends with a discussion of the consequences of his successful school leadership practices and strategies, with a summary of the findings and a brief synthesis of his leadership framework.

5.3 Pst. Ame's Profile and Qualities

The Head Teacher

The personal experience of grief (the death of his father) influenced Pst. Ame's educational values, as he had to work to fund the completion of his education to tertiary level. Thus, he felt accomplished when giving orphans or the less-privileged the

opportunities, which he himself did not enjoy as a child. This is in line with context-specific literature that reports that successful school leaders are sometimes influenced by their personal experiences (Garza et al., 2014). Specifically, data from the second major ISSPP international project (Ylimaki & Jacobson, 2011; Ylimaki et al., 2011) suggests that the social life experiences of Principals (Head Teachers) sometimes influences their work to achieve sustainable success. Thus, Pst. Ame's difficult life experience formed the basis of his inspiration to establish a school which would impact on the children of the future, suggesting that the progress of any country is determined by its standard of education:

> *A major experience was when I completed my secondary school; during my tertiary education training, I lost my father. I had to work and school at the same time, and I'm thankful to God because He saw me through even though it was a bitter experience… but, having passed through the Institute of Education, I noticed that no country will make any meaningful progress without education. That's why I took the responsibility (asking) what can I do for the children of the future? I was inspired by the vision to establish an institution to change children (HT2).*

All the teachers (N=6) interviewed described Pst. Ame as a people-centred person with a strong sense of care for the needs of other people, in line with the international literature on successful school leaders (Ylimaki & Jacobson, 2011, Day, Gu & Sammons, 2016). The deputy head teacher described him as: *tolerant*, *humble,* and *patient, a spiritual leader, friendly* and *a good listener.* He is *sympathetic.* He encourages *family-like working conditions,* considering other school members' opinions:

> *He is very tolerant, takes us as we are, he is very nice. When you have a problem, you can go to him and he listens to you. There are some things that other schools will not tolerate from teachers, but he does. He has been very wonderful. He has been very patient, tolerant and God-fearing. He is very disciplined, very humble and friendly to everybody. He relates to staff in a friendly and very cordial manner. It is not a boss: staff relationship. He treats us as one family. Anyone can draw his attention to anything and he will listen. He allows everyone in the school to voice their opinion and takes it into consideration (DHT2).*

All staff responses describe Pst. Ame as a proactive leader, who is focussed, shows empathy and sympathy when dealing with teachers' issues, is open to discussion and who seeks minds out for discussion. He is a motivator and friendly, which encourages harmonious working conditions, and a leader who humbly seeks spiritual strength from his maker:

> *KA: He shows empathy and sympathy. Our leader believes in spiritual strength from the Almighty. I believe when the head is weak, then the entire body too will be weak. He has been a strong leader and he is friendly with every member of staff. For example, in some schools, where my friends teach, they panic whenever they catch sight their proprietors but, in this school, when our Head comes into the class, he is courteous, and we exchange pleasantries. His friendliness has brought harmony and cordial relationships with all the teachers. Also, there was*

a day at our morning devotion, and someone said, let's pray for the Head of the school and he said, please, I am not the Head of the school; God is the head of the school (T1).

Pst. Ame described himself as a role model worthy of emulation by students in terms of dress, speech and orderliness, and he is a skilful, experienced, trained teacher with over 29 years' experience. He had five years' assistant head teacher experience in Ghana, seven years' classroom teaching experience in a prominent faith-based school in Nigeria, three years' successful ownership of an examination coaching centre, plus 14 years' experience of establishing and managing LFP. His excellent track record of high student academic performance has impacted on his teaching skills, evident in his daily supervision of quality pedagogy and the proper pronunciation of words:

As the Head Teacher, I need to be self-disciplined, to be an example. I must dress properly, talk properly and do everything orderly… I've been a very skilful teacher for several years. Thankfully, for the past 12 years, I have been a Head Teacher… I was an assistant head teacher for about 5 years in Ghana. I taught in Nigeria at the Home Science School, Ikoyi for about 7 years… I left there to set up a coaching centre for the Common Entrance Exam (into secondary school) in Ikoyi for about 3 years… (HT2).

His supervision skills impact on his daily classroom visits and his assessment of teaching and learning to maintain quality pedagogy:

He is not the type that sits in the office… he goes around to make sure we carry out good teaching, and pronounce words properly, every day (DHT2).

EU: He visits the classroom daily… going around, and randomly asking the children questions about their work, learning and finding out how they were doing (T2).

The survey responses of 52(89.7%) students and 38(65.5%) parents reveal that most of the lessons taught by competent and friendly teachers are interesting, which is evidence of the impact of Pst. Ame's supervisory skills.

Pst. Ame prepared for school organisational leadership as a *trained certified administrator* in Ghana before he started his teaching career:

I studied Business Administration in Ghana, so I worked …in Ghana before becoming a teacher - my experience as an administrative officer in a corporate organisation helped me... (HT2).

He is proactive in dealing with and preventing pre-occurring and recurring administrative challenges:

KA: how he has managed some of the affairs in the school? He is a proactive leader. He doesn't wait for challenges to swallow him up before he acts, he responds to it and makes provisions to prevent it recurring (T1).

The survey responses of most staff (N=7) revealed that his effective planning of staff meetings and school programmes is an indication of his consideration for his staff, students and parents. The survey responses of 49(84.5%) students and 40(69.6%) parents show that the school is successful and well-managed. The students 43(71.3%) and parents 42(72.4%) revealed that students are morally/academically impacted, which is evidence of Pst. Ame's administrative and organisational skills.

The comparable leadership qualities identified in Pst. Ame include spirituality, being a listening decision-maker, building interpersonal relationships and being humble and tolerant.

Spirituality

Pst. Ame's intrinsic motivation, with his vision of maintaining the socio-moral academic performance of students, is supported by altruistic love, reward and hope/faith, and is it effort-driven, in line with the literature (Fry, 2003, 2004; Malone & Fry, 2003, Gibson, 2014) on SL in schools. His acts of hope/faith are expressed in the care, love and generosity to other school members, as per the findings identified in transformational leadership literature (Burns, 1978; Luckcock, 2007). Pst. Ame's *spiritual passion* motivates and assists him to persistently overcome prevalent challenges to accomplish his goals. He believes that you cannot progress without *spiritual assistance* through *faith* and *commitment (steadfastness)*, *focus, patience (endurance)* and *determination (perseverance)* amid adversity - characteristics of resilience, as identified in the literature (Tait et al., 2008):

> *As the Head, I must be steadfast and focused and have the spirit of endurance. That is, to persevere, no matter what happens, if you have the passion to go through. Passion is the will or zeal to accomplish your goals regardless of hindrances. Your enthusiasm keeps you going but, assuredly, no matter how professional you are in this world, only faith in the spirit of God can make you successful (HT2).*

For example, Pastor Ame, is a 60-year-old Methodist pastor, a Ghanaian entrepreneur whose transcendent SL call as a pastor has taught him to be determined and courageous. Amid arduous competition he is maintaining standards and enrolment has increased from 4 to 250 students since 2000:

> *Since 2000, when we started the school with four children, there were very few schools but, today, the competition is arduous with the proliferation of private*

schools. With our ability to maintain our standards, the school has experienced increased enrolment to over 250 students (HT2).

All the staff (N=8) interviewed remarked that Pst. Ame's spirituality, which is characterized by prayer, courage, patience and tolerance, positively impacts on them as individuals:

He is prayerful because he's a pastor of a church, disciplined, courageous; he has a lot of courage (DHT2).

EU: he's quite patient with people, tolerant and courageous when there are challenges. Let me stop there, because those are the qualities that have affected me as a person (T2).

Evidence of his courage can be seen in the challenge of transferred students being admitted with very poor spoken English and poor dress sense, and his work with the teachers to bring about definite change. Pst. Ame has applied everyday spirituality to the sustaining of success. His spirituality is a consequence of his ability to build a school culture of transcendent problem-solving practices by means of daily prayers with staff and students, which may have created a sense of relational trust (discussed further below). In addition, his strong spiritual values have impacted on his courage, patience and tolerance with other school members. This reflects his confidence in prayer as a means of resolving challenges facing the school and other school members, as previously discussed:

Every morning it is our tradition before the children gather for the assembly, for the teachers to meet and share a word of prayer together from 7.45 – 8am … We place immense confidence in prayers and my boss, who is very spiritual, does not hesitate to inform everyone that the school is a Christian school and prayer is the foundation of our success. We pray about every challenge facing the school… (DHT2).

All the staff respondents (N=8) strongly agree that the regular daily staff and school devotion, supported by monthly fasting in line with the attributes of SL in the literature, (Luckcock, 2007), are a reason for the school's success. Thus, daily prayers can be described as a characteristic of spirituality sustaining a school's success, since the prayers strengthen the staff's organisational performance, which is in line with the literature (Seashore-Louis, 2007: 4).

KA: Our morning devotion has strengthened us as a team and a school. In managing success, he acknowledges God for divine help, as his source of strength, inspiration and motivation… (T1).

EU: We fast once a month… the last Friday of every month… we come together and pray between 12 and 1pm (T2).

As a result of his spirituality, he interacts and engages directly with other school members during the daily prayer session with staff and the assembly with students. The concept of spiritual hope is established in his strong, Christian, moral values of relational trust, character, integrity and respect for other school members' well-being, as previously evidenced by the deputy and KA-T1. His ability to listen and involve other school members in participatory decision-making processes has further strengthened his leadership qualities. The core values of Pst. Ame have formed the foundation for his moral intention to impact on students' socio-moral academic performance, despite challenges in running an LFP school in a low-SES area.

Listening Decision-maker

Pst. Ame attributes his ability to listen and accept suggestions from both staff and parents when making decisions to his reliance on his transcendent leader for instruction:

> *To be a successful leader you must acknowledge and learn to listen to your divine leader, the Holy Spirit (HT2).*

For example, he seeks the opinion of his deputy when parents owed fees, and accepts her suggestions:

> *When parents are owing, he seeks my opinion… If I notice these are parents that pay, maybe something is going on in the family; I suggest giving them time, and he listens (DHT2).*

All the teachers (N=6) interviewed confirmed that Pst. Ame listens and involves the teachers in the decision-making process for school improvement. For example, he accepted and implemented the suggestion by the newest teacher to introduce the teaching of Phonics and Spanish:

> *A: I believe that our Head is one individual that has an open ear to creativity to improve the school and through that cooperation and order we have been able to introduce elementary Spanish to the school. Our students are exposed to international languages in the school because of the way he handles issues… we introduced the teaching of Phonics to improve the reading proficiency of students. He is a good, prayerful listener. A good leader listens to others' suggestions and acts on them… (T4).*

The survey responses of 30(51.7%) students reveal that Pst. Ame listens to their opinions and suggestions in the decision-making process on school development. Forty (69%) parents strongly agree that Pst. Ame listens to their opinions, with few students 5(8.2%) and parents 2(3.4%) disagreeing.

The decision-making process influence on positively shaping the learning environment starts and ends with management. The teachers' suggestions and views from staff meetings, The PTA and individual parents are considered, and then referred to the management board for a final decision before being implemented:

> *First, if there's any decision to be taken, we start with the management; we accept personal suggestions that will influence the positive learning environment of the school… then to the PTA, and general staff meeting with the suggestions from parents and staff. It is passed to the students, but the final decision is that of management… (HT2).*

However, all staff respondents (N=8) remarked that Pst. Ame applies different decision-making strategies according to the situation. For example, independent decisions such as the choice of awardees are his prerogative. Other decisions are mostly collective and supported by all. For example: (1) decisions on salary reviews. Teachers are free to remind him if these are delayed; (2) teachers are empowered to manage difficult parents; (3) experienced teachers are encouraged to influence inexperienced teachers about strategies to foster collegiality among staff in a family-like working atmosphere:

> *TM: …He takes certain decisions alone: some are collective, and some are not because it is not all the decisions that he tells us about, but there are certain decisions that we know. For instance, we know when our salaries will be reviewed, and we are free to remind him, if it delayed. We are working as a family because decisions are taken collectively. …That is why most of us have remained for over 10 years, and the new staff, we welcome and advise them, and before they know it, they have also been here 5 years; 6 years… we are all working as a family (SMT).*

The collective decision-making process, teacher trust, commitment and retention (to be discussed later) were further strengthened. For example, teachers are involved in discussions about parental complaints, and Pst. Ame discusses and counsel's teachers privately on personal problems:

> *It depends on the situation, if it's personal, he discusses directly with the teacher involved, but if it involves the school, e.g. a parents' complaint, he includes it in the agenda for the staff meeting and asks for our suggestion as teachers (DHT2).*

The peaceful, transcendent decision-making strategy and the prompt payment of salaries, regardless of the school's organizational challenges, have influenced the high level of teacher retention. For example, teachers collaborated with management to decide on and upgrade the transport system of the school, which led to an increase in enrolment, even though it affected staff salaries for a short period of time:

> *EU: I'm here today, not because of the package but because of the peace of mind. We connect to the divine God before we take any decision… e.g. the school bus, conveying students and pupils to school, became inadequate …Parents complained children were picked up late… Then, an organisation volunteered to assist to get*

> *another bus … It affected staff salary because staff had to work with management to buy a bigger bus and this increased enrolment. …The HT ensured that financial challenges did not affect staff salaries again (T2).*

Pst. Ame, involves his staff, parents and community in school development generally through his qualities and values. Thus, teachers are treated as partners and colleagues, which has strengthened teacher-leader trust:

> *The school is a place where we regard everybody as a partner and colleague (HT2).*

Thus, a sense of community has developed (Sorakraikitikul and Siengthai 2014, p. 179). This aligns with the existing evidence of workplace spirituality within the literature, when one's sense of spirituality influences productivity (Tombaugh, et al., 2011, p. 159). This dimension describes how people care and connect with each other for support, and express themselves freely (Ashmos and Duchon, 2000; Milliman et al., 2003), which encourages positive relationships in the workplace.

Building Interpersonal Relationships – Fostering Humility and Tolerance

The deputy head teacher previously opined that the open-door policy established by Pst. Ame has fostered a cordial relationship with his staff as partners and colleagues, which has encouraged a peaceful, understanding, patient individualised-relationship with each staff member. As previously indicated regarding KA-T1, all the staff (N=6) interviewed remarked that they could speak freely with Pst. Ame in a friendly, humble and cordial atmosphere, as he does with all other school members. His attentiveness to suggestions on different issues and invitational policy to all has also helped him to develop strong interpersonal relationships.

His interpersonal relations with other school members makes him accessible and approachable. This quality has fostered relationship with teachers' and parents, which evident in their involvement in the decision-making process. The survey responses of 46(79.3%) students and 34(58.6%) parents indicate that Pst. Ame is accessible and relates well with them.

Furthermore, all staff respondents indicated that they enjoy working with Pst. Ame because of his *humility, assistance and listening skill.* Pst. Ame's tolerance and patience are influenced by his spiritual leadership attributes as a clergyman, as suggested by the

literature (Fry et al., 2005; Pennington, 2011), which influences his gentle, calm and optimistic reaction to challenging issues:

> *TM: I really enjoy working with him because, he is humble, helpful and listens… he makes sure that all pupils and staff take God seriously in their day-to-day activities… He is tolerant in his approach to issues. He is very gentle and, can I use the word, tender? There are some issues that permit instant annoyance, but he restrains himself… he's tolerant and optimistic… (SMT).*

The deputy, in a previous statement, claimed that Pst. Ame's humility is further strengthened by his tolerance and understanding of each teacher. He accommodates their weaknesses and challenges, which may be unacceptable in similar LFP schools. He cares more for their well-being. For example, he excuses teachers who claim to be ill and are off work, and then provides a relief teacher. All the staff (N=8) interviewed remarked that he is tolerant and patiently listens to all the parties involved in any staff conflict resolution, which has indirectly fostered collegiality and trust among teachers:

> *EU: He is patient and tolerant… He doesn't believe in gossip. When somebody reports an issue of conflict to him, as a considerate leader, he does not accept a one-sided report. He will invite the persons involved before taking a decision to resolve the issue (T2).*

The survey responses of 38(65.5%) parents and all staff respondents reveal that they can speak to Pst. Ame freely and easily, while he speaks to them pleasantly. These qualities are interactive with his socio-moral academic values, which influenced his ability to build a positive relational trust with his teachers, which has then impacted on teachers' working conditions and students' outcomes.

5.4 Values: Socio- Moral Academic Performance

Pst. Ame emphasises the importance of socio-moral academic performance to prepare students for future nation building, as his educational ideology. He claims that the academic success in State and Federal examinations reflects social success in co-curricular activities such as field trips, inter-house sports and debate/quiz competitions. In fact, the school came second in a reading competition and a State French competition:

> *Academically, I will rate the school 90-95% but we are still aspiring to be one of the best in Nigeria. We go on excursions; organize inter-house sporting activities, educational debates, and there are some academic programmes we are invited to participate in. We have achieved a lot because we have experienced success in all*

> *national common entrance exams at the state or federal level, and external examinations. We participated in a debate and quiz competition organized by a group 3 – 4 years ago and we won the debate and quiz. We also won an Inter-school reading competition at the Civic Centre in Victoria Island about 2 years ago (HT2).*

The deputy head teacher confirmed the academic success of LFP but claimed the above average moral performance is a work in progress, because of the different background of the students. Thus, they are challenged with grooming the students to the moral standard fitting for the school.

> *Academically, I will rate my school 98%... implementing the Nigerian curriculum, with our excellent performance in external exams. In terms of morals, you know the children are from different backgrounds, so we are still working on grooming them in a way that befits the reputation of this school. I can rate the students 65% morally (DHT2).*

All the staff respondents (N=8) interviewed attested to the socio-moral academic ideology of the school. This is corroborated by the evidence of its high-performing ex-students. Moreover, the school's excellent academic record achieves more in terms of advertising the school effectively than any major publicity strategies would:

> *A: The school location is centralized, and it is a school where there is academic achievement and if you don't have much to offer you will then be thrown off balance. I must say that LFP is a school that does not need to play the drums for people to hear but our standard speaks for us because we have graduates out there who are really doing very well. Someone commended me for working at LFP. So that's what has worked for us. It's all about our standards and not publication (T4).*

The achievements of the students, especially regarding their confidence and fluent communication skills, have also been recognised externally:

> *TM: our strength lies in high student achievement; for example, one of the children who graduated from here went on excursion to Brilla FM (radio station) and because she read the 'News of the Hour,' she was awarded a scholarship to complete her JSS schooling (SMT).*

This is an example of a workplace spirituality dimension referred to as 'meaningful work' – the profound understanding of the meaningful and purposeful 'work that takes place in the context of a community' in line with the literature (Ashmos and Duchon, 2000, p. 137). Pst. Ame's ideology of socio-moral academic excellence has been inculcated into staff and students through the thirty minutes of daily devotion, which has directly impacted on student behaviour in and outside the school. All new employees are encouraged to commit to this practice before accepting employment. This transcendent spiritual practice of daily prayers during school assembly and staff devotion have fostered the growth of both children and staff. It has also strengthened teacher–teacher, student–teacher and teacher–leadership relationships:

KA: Every morning, we hold morning devotion together with the HT for 30 minutes and that has been our major strength for total growth of the students and the staff (T1).

Pst. Ame believes that strong moral values such as *character, integrity* and respect, will develop *relational trust with other school members.* Thus, these *moral values have been* influenced by his *humility,* which in turn has influenced his ability to build strong *interpersonal relations.* For example, he attends to parents who insist on speaking with him after registering their children in the school, an action which he is not necessary obliged to do:

There's an adage that says character opens doors, but integrity keeps them opened. So, you need to have character and you need to guide and guard your integrity… as a leader or Head of an institution... For example, when parents bring their children to the school for the first time and they insist on meeting the Head Teacher, I attend to them. My humility is what attracts people to me, even though I'm the owner of the school. You need to be humble (HT2).

The survey responses of most students 42(72.4%) reveal that Pst. Ame influences good moral behaviour. Thirty one (53.4%) of parents strongly agreed that the students of LCS demonstrate good moral behaviour, whilst 52(89.7%) students and 44(76%) parents confirmed that there are several co-curricular activities outside lesson times that are run by teachers to develop students socially. The literature (P. Woods, 2007, 295) suggests that spiritual or moral leadership (West-Burnham, 1997) is about the 'conduct and character of individual leader' (p. 559), which reflects Pst. Ame's personal and educational values.

Building Relational Trust: Fostering Commitment, Retention and Care

Pst. Ame has fostered mutual *relational trust* with his staff, a consequence of the confidence in, and reliance on his qualities and values, in terms of his educational ideology. Teacher–leader trust has grown because of his integrity and competency, which is in line with the literature (Seldon, 2009, p. 26). He has achieved this by being caring and tolerant, through the prompt payment of salaries, verbal appreciation, recognition awards and end-of-year teacher appreciation. These strategies and practices have directly impacted on teacher trust, commitment and retention. He assures teachers of management trust prior to employment, if they are transcendent in their relationship:

Before we employ any teacher, we inform them our number 1 priority for employment, is the fear of God. We express our trust in them and do not expect them to abuse that trust… We appreciate our teachers at the end of the year with

celebration materials such as food stuff. We also reward hard working teachers verbally because it's not all the time that we reward materially. I could call the teacher into my office and express our appreciation for a job well done… (HT2).

His deputy confirms that he has strengthened teacher trust by introducing a bi-annual salary increment, which initially was general, but is currently based on performance indices such as regularity, punctuality, character and use of personal teaching materials:

He pays salaries promptly. That's also the key to making teachers stay… where your salary is paid timely and you are well treated. There's always an increment every 2 years. Before, he paid it generally, but now it is based on performance, using criteria such as punctuality, regularity, behaviour and character. He believes in giving and receiving. Best teacher of the year and hardworking teacher of the year (DHT2).

As a result, all the teachers indicated that LFP has achieved significantly high teacher commitment and retention, as teachers have stayed for over five years because of the teacher–leader trust fostered by encouragement, the positive reward system, economic management skills and the prompt payment of salaries, which all lead to job satisfaction:

EU: He fostered trust through encouragement and reward. He rewards us materially and with awards. At the end of the academic session he chooses teachers for the awards e.g. 'best teacher of the year.' We have staff that have been working for 5, 6, 7 years, because if you are working and you are not getting paid regularly, certainly you will leave. So, I must recognize his effort in managing the affairs of the staff & pupils economically and transparently (T2).

A: I must say, the Head Teacher is a very understanding man, who cares so much about his workers' welfare (T4).

Thus, Pst. Ame's ability to manage the financial affairs of the school has prudently led to low teacher attrition and significant trust in his generosity and care for their welfare. More evidences of his care for staff welfare is discussed later in a section on the consequences of his leadership practices.

5.5 School Leadership Dimensions

This section will discuss the multidimensional leadership strategies and practices intentionally applied by Pst. Ame to set a direction for LFP to lead school organisation, staff and programmes under three leadership concepts – spiritual leadership with similar aspects of transformational school leadership, and instructional leadership, as shown in Table 17.

Table 17 Key Themes and sub-themes

Key theme	Sub-theme
Spiritual and Transformational leadership	Leading school direction – Transcendent personal vision and experience Leading staff – Modelling behaviour Professional development and empowerment Leading school organisation - Recruitment of qualified teachers Fostering collegiality
Instructional leadership	Instructional programmes - Maintaining quality pedagogy and accountability Staff supervision, evaluation and awards

Spiritual Leadership Strategies and Practices

Pst. Ame's spiritual leadership, also referred to as value-based leadership, emphasises the leader's values, beliefs and ethics according to the literature (Bush and Glover, 2014). His practices have ultimately and positively impacted on organisational teacher commitment, productivity and retention, in line with the literature (Fry, 2003, 2004; Tombaugh, et al., 2011) on the effects of SL on staff. For example, as previously indicated, teachers are committed to assisting students to overcome learning challenges within the first term of their transfer. Pst. Ame's personal Christian commitment is characterised by factors that encourage the spiritual growth of students and staff, in line with the literature (Luckcock, 2007; 2010). Thus, along with the influence of prayers, as previously discussed, students are trained to be well-behaved spiritually and morally in preparation as future leaders:

> *The moral development of students is influenced by spiritual development… We train them spiritually and morally, to be good children, and good future leaders (DHT2).*
>
> *KA: He is a man of prayer who encourages staff, students and pupils to live God-fearing lives (T1).*

The survey responses of 53(91.3%) students and 49(84.4%) parents revealed that LFP students are well-behaved. Moreover, this is what is described in the literature (Tombaugh et al., 2011) as workplace spirituality, where 'spiritual values, behaviours and interactions' (p. 147) are emphasised. These researchers also found workplace spirituality to be 'practical solution and a learning outcome for an organisation' (Sorakraikitikul and Siengthai 2014, p. 188) in their study which reveals a strong association between workplace spirituality and organisational learning culture.

Leading School direction – Transcendent Personal Vision/Experience

This study focuses on a successful private school, like the LFP school in a low SES, with no significant evidence of 'prolonged failure and downturn' (Leithwood et al., 2010), but with specific challenges such as poor academic performance of those students who have transferred from other LFPs, amongst other challenges. Notwithstanding this, Pst. Ame's transcendent service and invitational/spiritual leadership practices, which have inculcated Christian moral values with the efficacy of prayer into other school members, in line with the literature on SL (Luckcock, 2007; 2010; West-Burnham, 2002; Gibson, 2014), were able to overcome every challenge, previously discussed (5.2). However, spiritual leadership practices of transcendence alone were not sufficient to impact teachers' working conditions, which in turn positively impacted students' outcomes.

The ability to apply his previous working experience with antecedents of transformational and instructional leadership dimensions is commendable. For example, his personal vision in leading school direction by training today's children for future nation-building has impacted the school's vision to be the best school, socially, morally and academically. Thus, the *school's socio-moral academic vision,* based on Pst. Ame's spirituality, has impacted on students' good behaviour whenever they have represented the school at competitions or on excursions:

> *Our vision is to be one of the best schools, socially, morally and academically focused in Nigeria and Ghana (HT2).*
>
> *His vision for the school is to be one of the greatest schools in Nigeria and Ghana… The total training of the child… Whenever they represent the school at competitions or excursions, they are well-behaved (DHT2).*

Pst Ame set the direction for LFP by developing the shared vision under the slogan 'No child is a waste: every child is special.' Thus, he is accountable to parental demand for quality pedagogy, as is evident in their children's academic performance:

> *TM: Our focus is that 'No child is a waste: every child is special to us' and no parent is stubborn. What we believe is, because of the money they pay, they are highly demanding. They want to see it in their children's efforts and that is what we offer… (SMT).*

The shared vision has encouraged teacher commitment to a long-lasting relationship, as previously discussed. He has shared his vision with parents at the PTA meetings and open days, which made pedagogic reviews possible. This is in line with the literature (Smith & Riley, 2012). A home-school symbiotic relationship has been established to encourage joint efforts for continued student improvement. Thus, parents are encouraged to inform the school of any academic or moral lapses in their children:

> *First, when we employ a teacher, we inform him of the vision and mission of the school, we are working towards... If you have any problems, you ask or consult the management for direction. Then with the parents, whenever we hold PTA meetings, we advise them that training up a child is a collective effort of both parents and teachers. Whenever the child is under-performing academically, they should inform us whenever we hold open days, so that we can work towards improvement (HT2).*

The survey responses of 50(86.2%) students and 46(79.3%) parents revealed that they like Pst. Ame, probably for his gentle disposition and his socio-moral academic educational values evident in high student performance, although the respondents were not explicit about this. However, more importantly, 56(93.7%) students and 55(94.8%) parents commented on how teachers make the students feel happy in the classroom, implying that teachers understand the vision and apply it in their classes.

In leading school direction, Pst. Ame and the staff attributed all their achievements and successes to the power of transcendence, in line with the literature (Gibson, 2014) on spiritual leadership practices. His gentle disposition and personal spiritual commitment to develop other peoples' trust, quality relationships and leadership skills have effectively contributed to his success, regardless of the challenges. He considered his leadership role during the interview to be a gift influenced by the power of transcendence and spirituality, be it in the school, church or family. He applies the power of transcendence and spirituality to develop his innate skills, apart from attending seminars for personal professional development. Pst. Ame has applied SL strategies of hope/faith and transcendence in line with the findings in recent literature (Gibson, 2014), through prayers and teacher appreciation to resolve the challenges previously discussed. His spirituality and the efficacy of prayers have been the strategies that seem to have influenced staff performance, commitment, productivity (Gibson, 2014; Beck, 2014) and general student performance:

> *DHT: He is generally a very thankful and prayerful person ... He advises the staff to pray and be thankful to God. The staff are always happy about what we have*

achieved through prayers for the children and the school every day. That is why we have teachers who have stayed here for over five years (DHT2).

The practices of transcendence and connectedness described by current studies (Van Dierendonck, 2011; Yukl et al., 2013; Beck, 2014; Gibson, 2014; Sorakraikitikul and Siengthai 2014) seem to have encouraged and strengthened leader-teacher and teacher-student relationships and collegiality in this study. However, Pst, Ame's reputation for generosity and care for staff welfare (regular payment of salaries, gifts in the form of cash and kind, plus interest-free loans and not making undue demands on them) have also impacted on teachers' working conditions which has encouraged high levels of teacher retention and trust. These are in addition to his ability to model appropriate behaviour, focus on teachers' professional development and other multi-dimensional successful school leadership practices. School leaders are in a spiritual relationship that is supportive of others and vice-versa, with the challenge of meeting the social needs (Luckcock, 2007, p. 417) of others. SL integrates the awareness and accommodation of the needs of others at individual, group, organizational and cultural (Begley, 2007) levels. However, this is not to say that there are no 'problematic issues' such as qualifying what transcendental experiences are (Woods, 2007), but this issue is not the focus of this study.

Leading Staff Development - Modelling behaviours

Pst. Ame has valued and modelled good Christian character from the early phases and equally established it as a criterion for salary increment during the subsequent school improvement phase, as previously indicated, thus fostering care and trust for teachers. For example, his gentle and approachable character is demonstrated in his ability to manage difficult parents:

TM: A woman came crying concerning the unpaid school fees of her child. He calmed her down and advised her to approach him in the office to explain herself rather than crying and being melodramatic. The woman felt so bad and later asked to speak with him, and he did (SMT).

All staff respondents (N=8) remarked that Pst. Ame is a man of integrity, respect, discipline and hard work, who is committed to staff welfare. Integrity, according to the literature (Handford & Leithwood, 2012; Tschannen-Morgan, 2014), is a key factor that successful school leaders use to gain staff trust. The respondents also remarked that he is respectful to everyone, especially during his classroom visits, as previously indicated. These values and practices that Pst. Ame has modelled have positively impacted on

teachers' working conditions. The deputy reported that the community acknowledges him as a gentle, respectful and socially responsible member of the community:

> *He has strong moral values of respect, discipline, integrity and hard work. The community recognise him as being a gentle respectful Ghanaian. A foreigner who respects himself, associating with anything that will bring progress to the community, like paying for security dues no matter how expensive it is. He tries to avoid difficulties for himself or the school (DHT).*

Furthermore, the survey responses of 57(98.3%) students and 55(98.6%) parents revealed that Pst. Ame's respectful behaviour to visitors and parents has fostered mutual trust and respect, which has enhanced his SL practices. In addition, he has modelled other behaviours such as courage, hard work and punctuality. Effective monitoring of teacher commitment has been achieved because he himself worked long hours, sometimes to the detriment of his health:

> *He resumes early and closes late regularly. No matter how sick my boss is, he is regularly in school to make sure everything is running smoothly and that teachers are doing their work (DHT2).*

> *EU: Punctuality, humility, hardworking and patience… courageous when there are challenges… these affected me as a person… (T2).*

The survey responses of 42(72.4%) students and 36(62.1%) parents revealed that Pst. Ame is seen around the school early, before pupils and students arrive, and teachers confirmed that they sometimes leave before he does. The survey responses of 54(93.1%) students revealed that teachers are respectful to students. Thus, teachers working conditions have been strongly impacted on by the behaviours that he has modelled.

Teacher Professional Development

Regular CPD sessions are organised, and teachers have been nominated to attend school-sponsored external seminars on how to benchmark quality pedagogy by competitor schools and to increase enrolment at the later phase of school improvement. For example, the teachers have attended seminars organized by NAPPS (Nigerian Association of Proprietors of Private Schools). All the staff respondents (N=8) interviewed claimed that they attended external seminars and INSET termly, and sometimes quarterly or bi-monthly, as well as and before PTA meetings. The regular INSET is organised and managed by external facilitators thrice annually: the first before the first day of term;

two weeks before examinations and before the vacation, as well as in preparation for holiday coaching and summer INSET. During these meetings, important information from NAPPS or the government and new teaching methods are communicated to the teachers. Pst. Ame holds need-based emergency staff meetings every three weeks to resolve all pedagogical challenges:

> *We sent 3 teachers to attend NAPPS Association seminar in January. Our teachers are always current with the curriculum... Towards July – August, we organize summer in-house training… He gives us feedback on new trends in education from NAPPS and the government… We hold staff meetings every 3 weeks to discuss new activities or a parental complaint. This week we will hold a staff meeting for a purpose, which he presides over and seeks suggestions from the teachers. He seeks update from other schools and suggest that we implement them. He is current and keeps us current (DHT2).*

The survey responses of staff (N=8) revealed that Pst. Ame and certain teacher leaders assist and lead quality pedagogy through regular CPD during the first half of the staff meetings. Sometimes he tests the knowledge base of teachers and makes them mark each other's test papers, which encourages collegiality and peer-mentoring:

> *EU: Mostly, he notices things that need correcting and discusses them at every staff meeting, which is sometimes quarterly or bi-monthly. It depends on the issue on ground. There is a staff meeting before the PTA, the examination period, the vacations and mid-term break. At these meetings, for instance, if it's for 40mins, he focuses on training for the first 20 minutes to correct teaching in a certain class. He does that often and it has helped some of us. Sometimes we write tests as teachers and we mark them among ourselves (T2).*

The survey responses of 46(79.3%) students revealed that teachers deliver quality lessons effectively; 41(70.7%) affirmed that teachers are interested in teaching, and 33(56.9%) remarked that lessons are well taught. This is in line with findings in the literature that the effectiveness of CPD-INSET has a direct impact on school culture and pedagogic quality, which indirectly influences student performance (Leithwood & Jantzi, 2007; Harris, 2005). Lagos State recorded 60% evidence of INSET in certain approved private schools (ESSPIN, 2011, p. 9) and the CPD-INSET is an internal mediating factor for quality pedagogy in this study.

Pst. Ame empowers teachers and other staff members to represent him, in line with the literature (Burns, 1978; Van Dierendonck, 2011; Yukl et al., 2013; Beck, 2014) on successful spiritual and transformational school leadership practices. Furthermore, he delegates certain administrative duties to his deputy to: (1) mark weekly lesson plans; and (2) supervise the classrooms first thing every morning. High quality pedagogy is maintained, with Pst. Ame's corrective feedback strategy from his deputy to the teachers, in which he immediately verifies and resolves teaching lapses:

I supervise the teachers' lesson notes every Friday before the new week… Every morning I visit all the classes, from playgroup to the secondary class, after assembly to inspect orderliness… Afterwards, the Head Teacher carries out his inspection and before he starts, I report complaints to him, so he knows what to do. (DHT2).

The teachers are also involved in the daily administration of the school. For example, Pst. Ame empowers his teachers to assist with retrieving late fees from difficult parents. The teachers encourage single parents either to discuss a payment plan or a reduction, or to ask for the cancelation of the balance:

EU: There was a family that was intimidating my boss on delayed payment of fees and because they are members of my church… my boss permitted me to deal with the matter and they started paying in instalments… (T2).

TM: A parent can exasperate the HT and a teacher will ask his permission to intervene. This is what has worked for us. We allow parents to have a one-on-one discussion… single parents get their fees slashed… some parents had a balance written-off… (SMT).

This practice fosters trust and commitment in the teachers, since they feel that they are stakeholders in the school.

Leading School Organisation - Recruitment of qualified teachers

This study has identified findings that support State reports that 54% of teachers employed in private schools are qualified (ESSPIN, 2013). Pst. Ame mostly recruits qualified and 'married' teachers as well as a few single teachers. He encourages self-sponsored professional development to sustain quality pedagogy. The criteria for teacher employment, without religious and tribal sentiments included: (1) knowledge base and skills test, specifically on spelling, grammar and classroom management; (2) proven zeal/interest in teaching young children; (3) understanding and acceptance of the teachers' code of conduct document and (4) ability to interact.

Sometimes a teacher who is deficient in pedagogic skills is employed because of his/her good knowledge base. Therefore, such a teacher's pedagogic skills can be improved through CPD. The teacher is informed of the school's expectations and the deputy further assesses the new teacher for a second opinion to determine the specific training required. Notwithstanding this, as previously discussed, all the teachers attended seminars at the beginning of the session and preferably seminars organized by publishers of

recommended textbooks, presumably to improve teachers' pedagogic skills in specific subjects:

> *When teachers attend our interviews, we test them in areas such as spelling and grammar. When we employ a new teacher, my boss will request my assessment without tribal sentiments… When some of them perform very well we employ them to discover their teaching method is not up to our standard. …We inform the teacher of our expectations… Also, all teachers or at least 2 representatives attend seminars at the beginning of the sessions, and they give us feedback of what they were taught… but it depends on who is organizing the seminar, but preferably those by publishers (DHT2).*

This study has identified findings in line with certain Nigerian studies (Okobia, 2012) on the importance of the availability of qualified teachers in quality pedagogy. The nominal roll of teachers, according to LFP employment history, confirmed that 50% of teachers (8 out of 17) were qualified and experienced teachers with a teaching certificate, with a few with teaching degrees underway (N=3) while working at LFP. Some of them are social science diploma holders (N=4) or computer scientists (N=2), with teacher professional development certificates. The survey responses of 43(74.1%) students confirmed that the teachers are interested in them as students, while 38(65.5%) parents and 52(89.7%) students revealed that what the teachers teach is interesting - the effect of employing qualified and passionate teachers. However, the issue of classroom inexperience may be a challenge since 50% of his teachers were employed with little or no experience. Nevertheless, teacher retention might be high due to their ability to secure professional development on the job.

Fostering Collegiality

The findings from this study supports Gu's (2014) definition that 'collegiality is the collective and collaborative connections with colleagues (which) are the culmination and continuation of a mutual endeavour' (p. 522). Pst. Ame fosters collegiality through regular teacher professional development, supervision, teacher support, appreciation and awards, which encourages teacher commitment and retention. Pst. Ame, as previously discussed, encourages teacher–teacher relationships to maintain harmonious working condition, which fosters collegiality among staff. Thus, teachers learnt to work cooperatively by politely correcting one another in a collaborative transcendent connection, which strengthens their commitment and productivity:

> *EU: In LFP, teachers have a unique relationship; you don't feel you are more knowledgeable than the others. For example, maybe I'm writing or teaching*

something that's wrong; there's a polite way we correct each other and that has been helpful, and it has strengthened us… In LFP, probably because of the prayer… We are working together with understanding (T2).

A common sense of purpose is identified in this study, fostering teachers' collegiality, which is in line with the literature (Gu, 2014; Day & Gu, 2014), in terms of understanding the collective 'supportive and growth-fostering relationship' (Jordan, 2006, p. 83). Pst. Ame and teacher leaders are therefore easily approachable about discussing school development issues. Teachers collectively assist each other for the sole purpose of school development. A relationship 'litmus test' was conducted by TM-SMT, during a staff meeting to ascertain teacher-teacher relationships and teachers' commitment status through other staff members. The results reveal that teachers are committed and support each other as colleagues:

TM: one of our greatest strength is that teachers are free to discuss with any of the HODs, and we are all free to approach the HT/Proprietor. We as HODs don't hinder any teacher from approaching the HT/Proprietor, with any contribution that will move the school forward. Individuals approach him freely and we all deliberate and plan about it. Everybody's problem is the other teachers' problem. So, we help ourselves collectively… At a staff meeting, I suggested to him, let all the teachers stay in the office with HT, let me go out and ask the teachers what their view about TM is… then the next person will do the same, he knew more about the teachers that day. That strategy helped us… (SMT).

The exercise to foster collegiality and trust encouraged teacher–leader relational trust, which is in line with the literature (Fullan, 2003), which states that this 'creates a moral resource for school improvement' (p. 42). Pst. Ame's private corrective feedback strategy has further strengthened teacher collegiality and peer mentoring:

ED: Even though he has confidence in the teachers, he inspects us like EU said, checking teachers and makes corrections… He will call a meeting to guide you. Even as staff we correct ourselves. Whenever I see this teacher has made a mistake, I will speak to him privately and courteously to make corrections without the knowledge of the children (T3).

5.6 Instructional Leadership Strategies and Practices

The lack of sufficiently-qualified primary school teachers is a problem in Sub-Saharan Africa, as less than half of pre-primary teachers in this area trained (UNESCO GEM report, 2016, p. 326, 328). High teacher-turnover has caused parental a demand for private schools (Oni, 2011, see Chapter two), apart from quality delivery of pedagogy. This positively affects teacher commitment and retention in LFP, as teacher attrition was not

identified. Thus, Pst. Ame's instructional leadership practices have directly influenced teachers' working conditions and indirectly impacted on students' socio-moral and academic performance. These practices include leading instructional programmes by recruiting qualified teachers, fostering collegiality and staff supervision, evaluation and awards. These factors have resulted in a low teacher-turnover and significantly high teacher commitment and retention, which are important factors to support a country's sustainable educational system, which is in line with certain Nigerian studies (Njoku, 2011).

Maintaining Quality Pedagogy

Pst. Ame encourages his teachers to develop themselves professionally to deliver high-quality teaching. Quality pedagogy is the ability of teachers to acquire and implement diverse skills and teaching methodologies that make learning student-centred (ESSPIN, 2013, p. 55). For example, a teacher leader completed her teaching certificate and degree programme while working in LFP for over 10 years. This strategy directly impacts on teachers' pedagogical skills and knowledge, and enhances student progress and attainment in test scores, in line with the literature (Day et al., 2007).

> *EU: I have worked in LFP for over 10 years and you are encouraged to develop yourself educationally, based on the Nigerian system of education... both the students and staff are encouraged to aspire to greatness and grow. When I started working here I had not completed my National Certificate for Education, but I was encouraged to complete it before I proceeded to my degree programme (T2).*

The teachers' CPD has improved their pedagogical skills, since they have understood and worked towards accomplishing this vision. For example, a significant upward fluctuation was noticed in the schools' academic performance over a period of three years, as shown in Table 18. Pst. Ame previously remarked that LFP is academically rated at 90% to 98%, implementing the Nigerian curriculum with excellent scores in external examinations by a few students, as seen in the National Common Entrance Examination reports kept at the school office. The survey responses of all the teachers (N=8) revealed that LFP is academically excellent with a significant positive effect on the increased population, which has motivated teachers to encourage high student academic performance:

> *A: Another strength is the population of the school. We have a lot of children and as my colleagues have said, the academic strength of the school has encouraged parents to enrol their children. We motivate the children to excel in their academics (T4).*

Table 18 School Academic Performance 2009-2012

3 Years Result Analysis: Low Fee-Paying School (LFP)																		
Year		2012/2011						2011/2010						2010/2009				
Subject		English		Maths		Science		English		Maths		Science		English		Maths		Science
Performance	Scores	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	100 - 80	7	41.2	3	17.6	11	64.7	6	24	3	12	6	24			1	5.6	7	38.9
	79 - 70	9	52.9	7	41.2	2	11.8	9	36	6	24	12	48	8	44.4	7	38.9	4	22.2
	69 - 60	1	5.9	4	23.5	4	23.5	9	36	11	44	5	20	8	44.4	4	22.2	6	33.3
	59 - 50			3	17.6					4	16	1	4	2	11.2	5	27.7	1	5.6
	49 - 30							1	4	1	4	1	4			1	5.6		
	Total	17		17		17		25		25		25		18		18		18	

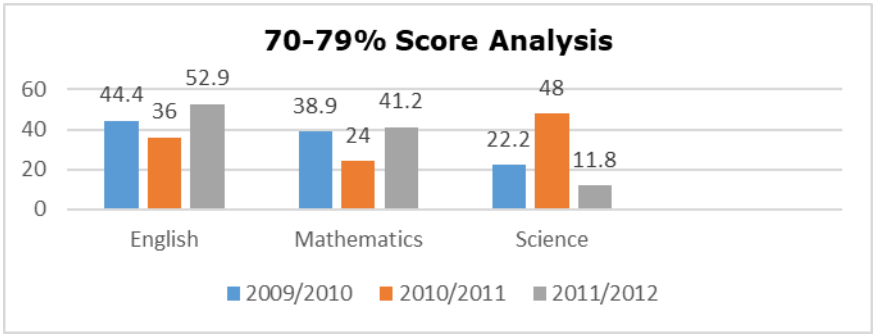
The annual performance trajectory of three core subjects: English, Mathematics and Science, as shown in Table 19 below reveals an upward trend towards higher scores in Science but, with fluctuations in English and Mathematics in the higher scores.

Table 19 – Interpretation of School Academic Analysis

Categories/Scores	2012-2011	2011-2010	2010-2009
English / 79 – 70	52.9%	36%	44.4%
100 – 80	41.2%	24%	00.0%
Mathematics / 79 – 70	41.2%	24%	38.9%
100 - 80	17.6%	12%	5.6%
Science / 79 – 70	11.8%	48%	22.2%
100 – 80	64.7%	24%	38.9%

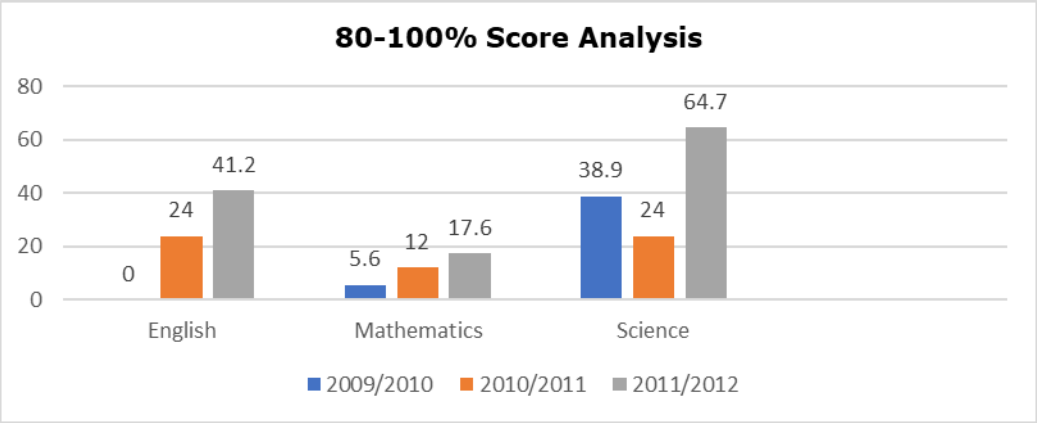
Figure 5.1 is the student's average performance trajectory chart which shows a fluctuation in all three core-subjects but records an upward improvement to higher scores in figure 5.2.

Figure 5.1 – Average Performance trajectory chart



Therefore, in Figure 5.2, students' performance improved to higher scores with a steady improvement in Mathematics and an outstanding improvement in English, but with fluctuations between the two average scores in Science.

Figure 5.2 – Higher Performance trajectory chart



A variation is found in the survey responses of 38(65.5%) students and 31(53.4%) parents, who reported that students achieve good grades in LFP, a point which 3(5.2%) students and 4(6.9%) parents contested. Most of the 45(77.6%) students and 40(69%) parents indicated that teachers prepared students well for the end of the year examinations. In addition, 56(96.5%) students and 52(99.6%) parents revealed that teachers ensure that students work hard in their lessons, which has resulted in the high academic performance of students, as is evident in the higher score analysis in Figure 5.2.

Maintaining Accountability to Parents

Maintaining accountability to parents regarding quality teaching and learning has been seen to influence teachers' productivity and high student performance. Pst. Ame has strengthened his accountability to parents and students by ensuring that he *employed qualified teachers* and supported their *professional development*. In addition, *instructional materials* are adequately provided, and homework is given to enhance learning, with a view to meeting high socio-moral academic expectations. This has been

highly regarded over the years, as parents even in low fee-paying schools expect it, otherwise they would withdraw their children.

He has appealed to parents at PTA meetings to attend school events regularly, such as inter-house sports. The recorded attendance rate is between 60-70%, in which attendance by mothers was significantly higher than that of fathers:

> *We make sure we employ qualified teachers and encourage them to upgrade themselves regularly. We also ensure the children get the necessary learning materials, textbooks, notebooks and so on, and encourage them to take their homework seriously… The children are responding well to teaching and learning, and we have recorded success over the years… We appeal to parents at PTA meetings to always attend all school programmes; especially the Inter-House Sports... About 60 – 70% of the parents attend and normally we see the women more than the men… (HT2).*

The deputy and staff interview responses revealed that Pst. Ame, as an accountability strategy, holds PTA executive meeting prior to general meetings to brief the attendees on new developments, board decisions and updates. In addition, parents at PTA meetings are advised and encouraged to guide their children, yet not to assist them with school homework. Pst. Ame's accountability to parents also represents parental involvement in the decision-making process for school development. Consequently, parents have direct access to him to lodge complaints, and he resolves all complaints and conflicts between teachers and parents with personal commitment. He manages parent–teacher relationships excellently, fostering a lasting relationship and promoting a happy and peaceful working atmosphere, a factor which has impacted on school development:

> *EU: He involves parents as a decision-making strategy. He organizes parents' meetings (PTAs) to inform them of school projects, and to sample their opinion before taking a decision. He also invites the teacher leaders to give their opinion as well. Our parents know he is assessible but when they call to complain about a teacher and ask him to caution that teacher... he will find a way to calm the situation down. He will talk to the parent cordially, explain the reason why the teacher did what he did, but does not concede to the parent's request… parents encourage one another to call the Head Teacher… (T2).*

The survey responses of 38(65.5%) students and 40(69.0%) parents revealed that parents attend open days to discuss student performance with teachers; four (6.9%) students and 3(5.2%) parents disagreed. There was a variation with regards to parents' attendance at PTA meetings. Thirty five (60.3%) students and 27(46.6%) parents claimed that parents attend, but 4(6.9%) students and 7(12.1%) parents disagreed, and 3(5.2%) parents strongly disagreed. This confirms an average attendance of parents at PTA meetings, which has improved the school-home relationship.

Staff Supervision, Evaluation and Awards

All the staff survey responses (N=8) confirmed that Pst. Ame visits classes and interacts with students and staff daily. The early morning visits are not necessarily for evaluative purposes, but constitute a courtesy visit to the classrooms. His daily multiple classroom visits have directly impacted on students' positive behaviour in terms of comportment and proper dress:

> *He comes in very early and inspects the school 3-4 times daily… in the morning, during break time and he leaves very late… The children expect to see Pst. Ame in their class every day, so they comport themselves. He corrects them to dress properly… (DHT2).*

The survey responses of 50(86.3%) students and 42(72.4%) parents affirmed that Pst. Ame visits classrooms and interacts with students. Furthermore, 53(91.4%) students and 31(53.4%) parents confirmed that students are well behaved, which is a direct impact of his interaction with students. In addition, 47(81.0%) students and 41(70.7%) parents revealed that he is interested in how much they have learnt at school, while 44(78.9%) students and 43(74.1%) parents confirmed that he cares for them as students and parents, although 4(6.9%) parents disagreed.

Pst. Ame's daily routine of classroom visits is sometimes directed towards supervision for evaluation through: (1) teaching observation and classroom organization; (2) periodic statutory records inspection and; (3) lesson observation to monitor and evaluate reported pedagogic lapses:

> *Apart from inspecting the lesson notes, I go around to make sure they are teaching correctly and maintaining classroom management, on a daily basis … I sit in to observe them for few minutes … not really planned inspection to observe teaching but when I have a teacher that's having problems with a certain subject, I plan supervision, specifically if my assistant notices that teacher struggling, since she does the teaching observation … (HT2).*

Moreover, Pst. Ame's role as the Head Teacher is in line with successful school leadership practices in the literature (Mulford & Edmund, 2009; Day & Sammons, 2016). These include: (1) caring for the wellbeing of pupils, students and staff; (2) supervising staff, ensuring compliance with school rules and regulations on punctuality and regularity and (3) managing staff-staff and staff-parent relationships, which encouraged and developed collegiality and trust. Thus, during supervision, he focuses on the teachers' body language and proper pronunciation of words. He also checks and corrects handwriting and the

margins in students' notebooks. In addition to feedback from parents, he gives feedback immediately to the teachers after meeting with the deputy:

> *Supervision is his number one passion… he would say to teachers: 'as a teacher you stand up to teach; he makes corrections on the pronunciation of words… Parents also give us feedback… and after my evaluation, he would request for students notes of certain classes… to check and correct their handwriting. He gives instant feedback to the teacher to correct specific mistakes, even if it is the margin. He is part of our teaching and learning… (DHT2).*

The supplementary staff survey responses (N=6 of 8) revealed that Pst. Ame is passionate about teacher supervision and evaluation for quality pedagogy and teacher effectiveness, with his deputy's assistance. He has accomplished this through strategies such as: (1) spontaneous questioning of students on the topic being taught, which encourages students' learning readiness; and (2) organizing essay writing, inter-class spelling and quiz competitions. These strategies have directly impacted on high teacher productivity and high student outcomes:

> *EU: He supervises teaching… visits the classroom when inspecting the school, and asks the children questions about their work, depending on the topic being taught. In the primary section, he can ask spelling questions. He gets into a class and says, I know you are learning but can you spell this for me? He does it at random and unannounced... He makes sure teachers organize internal essays, inter-class spelling competitions and quizzes… This has been very helpful under his close supervision with the support of the deputy HT… (T2).*

The survey responses of 46(79.3%) students suggest that teachers expect high student performance in class, as most teachers assist in the learning of most students 47(81.3%) as much as they can, which has directly impacted high student outcomes. Thus, teachers are recognized, appreciated and rewarded for maintaining highly effective pedagogy in the following categories; 'best teacher of the year for hard work,' along with other criteria such as classroom management, neatness and orderliness, pupil and student comportment and performance:

> *'Best teacher of the year,' … hardworking… It starts from classroom management, neatness and orderliness (arrangement of children's text books, exercise books, and children's classroom comportment and performance). Sometimes he will ask me to suggest someone with reasons and sometimes he suggests a teacher for certain reasons (DHT2).*

The choice of awardees may be subjective if the selection criteria are not strictly followed by Pst. Ame and his deputy. The survey responses of all the staff respondents (N=7) interviewed confirm that Pst. Ame chooses awardees for recognition based on the same

criteria, but with the addition of punctuality, probably to encourage and develop teacher commitment. He also motivates staff with inspirational messages to influence quality pedagogy and high productivity:

> *KA: 'Best teacher of the year,' 'best hardworking teacher of the year,' 'best in punctuality,' 'best classroom management'… inspirational messages, incentives and rewards i.e. financial and material (T1).*

5.7 Consequences of School Leadership Strategies and Practices

This study has identified that the key consequences of Pst. Ame's leadership practices that conceptualise his success are teacher commitment and retention, consequent upon low teacher turnover and the role of culture.

Teacher Commitment and Retention

The teachers in this study, according to employment records (N=16) (N=17), are long-serving staff. Consequently, a significant low teacher turnover rate has been established due to job satisfaction and equality. Teachers are appreciated, commended and awarded for their commitment and hard work. For example, the deputy, a Muslim, had worked in LFP for two years and was offered the position of deputy. Long-standing parents also appreciate teachers, which influences their commitment and support for school growth:

> *I came on board in 2009, as a teacher… after working for 2 years, I a Muslim, was appointed deputy in 2011. Teachers are happy... We have teachers who have spent over 10 years in this school. We have parents that all their children passed through LFP… and they really appreciate us. The school supports the staff during celebrations as a strategy to win the support and commitment of staff (DHT2).*

A major intrinsic factor for teacher commitment and retention is the financial support and material rewards that teachers receive at different times for their hard work. The survey responses confirmed that most of them were long-standing staff of five to 13 years, except for one teacher who had worked there for just one year, for the same reasons.

> *EU: I'm still in LFP close to 11 – 12yrs… Sometimes at the end of the week, the Admin officer comes around to give incentives, and that has been very encouraging… I remember I and my colleague were given items that related to Home Economics, cutleries, plates and so on …he assists with interest-free loans, you just pay the Principal from your salary (T2).*

Another teacher, who had spent over 10 years at the school, left at one point, but subsequently returned because of the job satisfaction there, as regards the financial aspects, professional assistance and the generosity of Pst. Ame to the entire school community, but especially in terms of the teachers' children, who receive a 50% tuition fee discount:

> *ED: I have taught here over 10 years. I left and came back because it was not the same… I'm happy here as a teacher… our Head has been very inspiring, always helping people, students, teachers and parents, both financially and emotionally… whenever we are in any financial problems, you go to him, he assists with interest-free loans, you just pay the Principal from your salary, and teachers children also pay half tuition fee (T3).*

However, Pst. Ame applies general end-of-term teacher performance appraisal indices such as academic, spiritual, social and personal contributions to school growth. This determines the necessary areas for improvements, and they are recorded in the staff meeting minutes' book. Nevertheless, low teacher turnover is motivated by financial incentives:

> *By the end of each term, teachers meet for appraisal during the last meeting; general performance, academically, spiritually, socially... We discuss and appraise ourselves… we record it in our minutes' book. If anyone has personal problems, they fix a meeting to discuss it, and where the school needs to support them financially, we do so; some request for a loan, we give them one, and they repay gradually…Interest-free (HT2).*

Pst. Ame, as previously discussed and evidenced, has gained teacher relational trust by being caring and tolerant, and through the prompt payment of salaries, a collective decision-making process, investing in CPD and financially assisting teachers. He has also used recognition awards, teacher material appreciation and verbal commendation to encourage teacher commitment and retention. Teacher commitment can be defined in terms of retention of quality teachers with the moral purpose of making a difference to student learning and achievement over a long period of time (Day et al., 2007; Day & Gu, 2010, 2014), as identified in the LFP teachers in this study.

Teacher commitment and retention in Nigeria is characterized by factors such as intrinsic satisfaction, job satisfaction with pay and benefits (Ladebo, 2005). Teacher attrition, on the other hand, occurs due to a lack of material rewards and progress, poor working conditions, intrinsic dissatisfaction, job apathy and professional commitment. Teachers who are committed to staying in the job record higher commitment levels, and therefore it may be concluded that increased financial expenditure would reduce teacher attrition (Ladebo, 2005, p. 355). Another study suggest that teacher commitment and retention can be influenced by satisfactory working conditions, respected teacher status, CPD and more financial benefits and rewards (Peretomode & Peretomode, 2002). A more recent

study (Oredein & Awodun, 2013) has identified similar findings on the effect of motivational incentives on science teachers to improve students' performance. They find that intrinsic and extrinsic factors, such as adequate payment of allowances and salaries, study leave with pay, the availability of teaching materials and CPD influenced teachers' productivity and improves student performance in science.

The Western literature on this subject concludes that successful school leaders can influence teachers' commitment and retention by providing adequate instructional materials and financial benefits. This impacts on their 'professional role and organisational identities, well-being and sense of vocation in enabling them to meet the daily challenges of the job' (Day & Gu, 2014). Moreover, job satisfaction, commitment and effectiveness (Gu, 2014) rise. Another study (Grissom & Gu, 2014, p. 504) concludes that low teacher turnover is more likely to be evident in advantaged schools, with supportive, successful school leadership, than in disadvantaged schools with less supportive and ineffective Heads.

Role of Culture

Teacher retention is also affected by the African culture of moral support and friendliness. The leader is not considered indifferent and uncaring if he puts on a ready smiling face for both teachers and parents, as a sign of friendliness and accessibility. Notwithstanding this, SL culture is more important to Pst. Ame's success than African culture:

> *We Africans believe that whatever happens to any staff you must show 'moral support.' Africans believe real friendliness cannot exist without money. You need to put on a smiling face for your staff and parents. This shows if they are welcome or not… Spiritual culture is more important… because if you allow African culture to supersede spiritual culture, you can't make it (HT2).*

The staff survey responses (N=7 of 8) revealed that Pst. Ame's leadership is influenced by conceptualised African (Ghanaian and Nigerian) culture in terms of inculcating the moral value of discipline. For example, the elder is always right, and the older generation is meant to impart knowledge and ideas to the younger generation - from teacher to student and leaders to teachers – for all to exist in the external African society:

> *TM: He combines both the Nigerian and Ghanaian culture, and this has helped the pupils, students and staff to fit into any external African culture… We believe, we should maintain a level of discipline, an elderly person is always right, an elderly person should impact knowledge and ideas into the younger ones (SMT).*

A culture of respect for elders and other people's opinions, as well as a desire to add value to others, was also evident. Pst. Ame models a combination of different cultures, the English style of greeting and the Ghanaian culture of dedication to duty, with a strong awareness of his environment:

> *EU: Pst. Ame recognizes he is in the Nigerian environment with Nigerian children. He mixes both the Ghanaian and Nigerian culture to be able to carry everybody along. He is dedicated to duty... He ensures his staff and the students also imbibe it. …The culture of greeting … when he sees an elder around, I have observed him, he greets 'good morning, sir' and bows… (T2).*

Pst. Ame's multi-cultural relationship strategy has created a sense of belonging in both sets of teachers, in terms of his ability to carry everyone along. The survey responses of 40(69%) parents affirm that he is well-respected in the community.

5. 8 Summary of Findings

Pst Ame, in his social context, demonstrates practical acts of service (Luckcock, 2007) and care for the welfare and well-being of students, teachers and parents in the community. He also listens to teachers and parents, and attends to their needs with visible generosity and integrity towards all. These are findings in line with the antecedents of transformational leadership embedded in spiritual and servant leadership of the Christian faith (Higginson, 1996). Thus, the school leader cannot be successful if he or she is only focussed on spirituality and prayers, without applying other leadership strategies and practices that lead to success.

This study of Pst. Ame's success story has identified similar antecedents of the context and time-sensitive application and combination of qualities, values, skills and practices peculiar to successful international primary school Head Teachers/Principals, as detailed in the literature (Leithwood et al., 2004, 2006; Day et al., 2009, 2016; Mulford & Silins, 2011; Drysdale & Gurr, 2011, Jacobson, 2011).

The teachers describe Pst. Ame as a people-person, inspired by SL, as described in the literature (Van Dierendenock, 2011), and able to set directions and lead staff and school programmes. He shares his vision with all other school members, with clear expectations at different phases, based on socio-moral academic performance, in order to influence student outcomes directly and indirectly. Pst. Ame's 29 years of teaching and personal

experience are highly significant to the low socio-economic context that he initially found himself in – a successful teacher with an excellent track record of high student academic performance in secondary school entrance examinations and higher institutions, factors which characterize successful private school owners in Nigeria.

The debate on accountability in the international perspective goes beyond financial and quality control to sustainable educational standards and how schools can contribute to the development of their communities (Gu & Johansson, 2013). This study supports the literature (Oni, 2011, Tooley and Dixon, 2006, Harma, 2011a, b, 2013; Harma & Adefisayo, 2013) as regards the notion that leadership accountability to parents in a private school context is such that parents place a demand on leadership to ensure quality pedagogical delivery.

Harma (2013), however, suggests that accountability to parents, though direct, is 'short-lived' (p, 552) in most LFP schools in Lagos. Thus, successful school leaders encourage parental involvement in the decision-making process of the school, as it impacts positively and directly on student performance. Although most of the teachers in LFP schools are described as unqualified and poorly paid, resulting in high teacher attrition due to lack of job satisfaction and security (Harma, 2013), Pst. Ame's strategy of accountability to parents is akin to that identified in the Nigerian literature, a strategy that can cause increased teacher commitment, regularity and engagement (Tooley, 2009; Oni, 2011; ESSPIN 2011; Heyneman & Stern, 2013). This is perceived to have directly influenced high student moral-academic performance, which may be due to the relatively plentiful resources available to both teachers and students, and the employment of qualified and committed teachers who are not likely to be fired. This is inconsistent with the literature (Oni, 2011), as teacher retention in Pst. Ame's school was remarkably high.

Pst. Ame has gained teacher trust and commitment through the strongest qualities associated with spirituality, based on his Christian values and attributable to his transcendent source of sustaining success – prayer. Pst. Ame uses his personal beliefs dispositions and qualities for the purpose of whole-school development. He has applied phased practices that have influenced pedagogy; he has also established strong relationships with staff, parents and board members in order to achieve high student outcomes, as described in the literature (Day et al., 2009, 2016). He monitors school and classroom activities daily and maintains a moral sense of purpose through his personal commitment to the care and trust of his staff, in line with the literature (Mulford & Edmunud, 2009), via the African culture of moral support and friendliness.

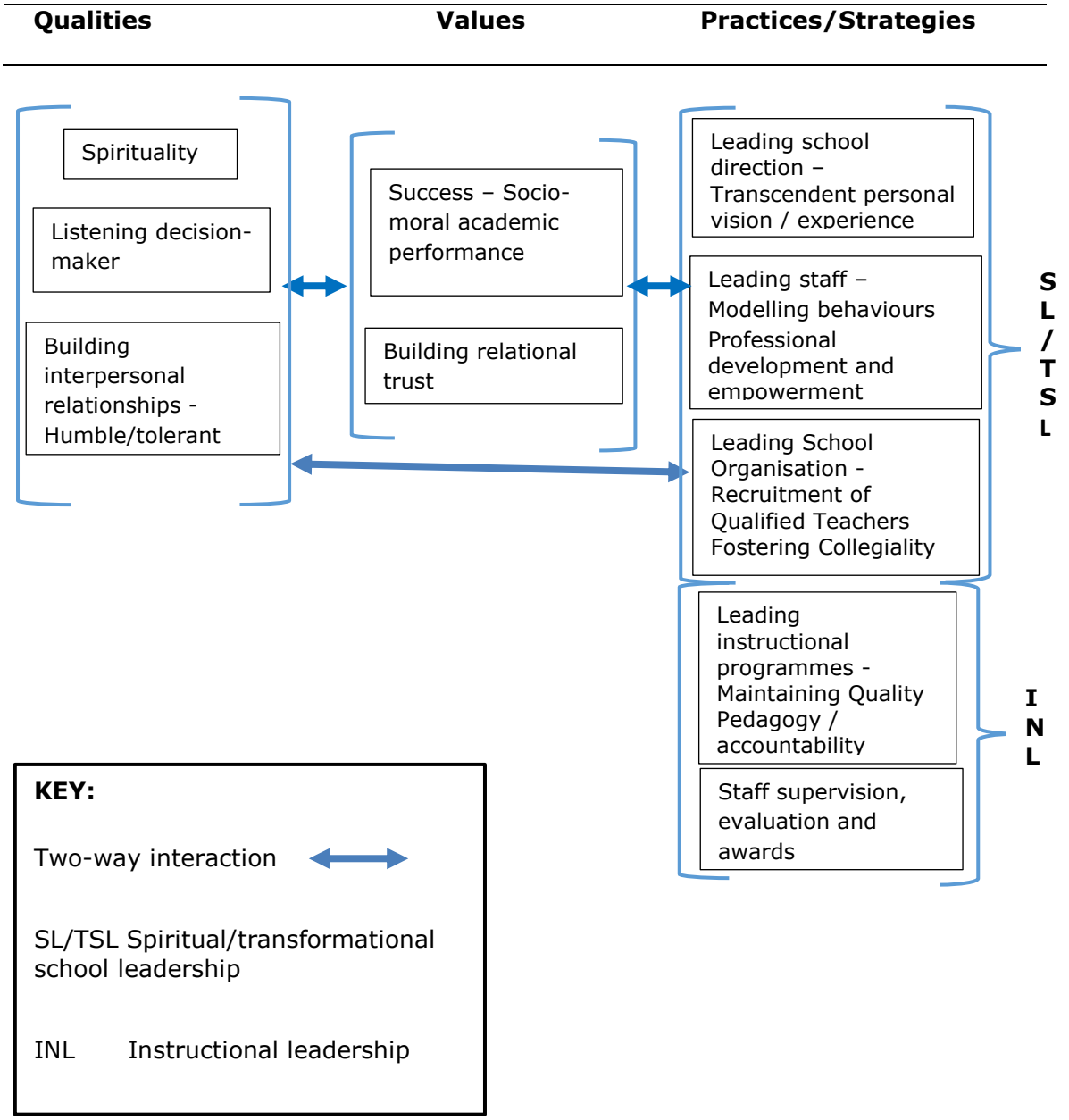
The leadership model below (Figure 5.3) shows an interconnected interaction between Pst. Ame's qualities and values, as well as his practices and strategies. Hence, the use of the two-way interactive arrow. The model below provides a summary of the qualities (on the left) that are highly interactive and have impacted on Pst. Ame's values (in the centre) and practices (on the right), which have enabled him to succeed as a proprietor/Head Teacher of a low SES LFP school. The model in Figure 5.3 illustrates similar spiritual and transformational leadership dimensions of developing strong, socio-moral academic values as the foundation of the school's vision. These values have directly influenced and impacted on his strategies in setting school direction. Whilst his spirituality has directly impacted on his educational values, his other qualities – the ability to build interpersonal relationships, being a listening decision-maker and his humility and tolerance – have directly interacted with the other value of building relational trust, and vice versa. Consequently, his values, which directly impacted on his leadership practices and strategies, have led to his sustainable school leadership success in terms of teacher commitment and retention.

These qualities have also directly impacted on his spiritual, transformational and instructional leadership practices and strategies, which have indirectly influenced high student socio-moral and academic outcomes, and have directly and positively influenced teachers' working conditions, which has resulted in his success. These practices and strategies are evidence of his caring and trustworthy character, as he has maintained his integrity regarding staff welfare, which has directly influenced teacher productivity. However, some of his practices might have been based on subjective criteria, as previously discussed.

Therefore, his qualities correlate with high teacher commitment, retention and low teacher attrition. Pst. Ame's spirituality has fostered his ability to build spiritual, interpersonal relationships in a family-like working atmosphere, which has directly influenced his ability to build relational trust. This has fostered collegiality with and amongst staff. Furthermore, his generosity and appreciation of teacher commitment, coupled with his supervision of staff, has directly impacted on the values of socio-moral academic student outcomes. His listening and decision-making skills have directly influenced his ability to lead instructional programmes, which have directly impacted on maintaining quality pedagogy and accountability to self and other school members, especially parents and students. Thus, these qualities have indirectly impacted on student performance, which then directly and positively impacts on teachers' working conditions in the quest for high productivity.

The discussion chapter will present a cross-case analysis, highlighting the similarities and differences between the two cases, the school improvement phase and the conceptual contributions that can make a difference to the knowledge of successful school leaders and the knowledge and understanding of successful school leadership in Nigerian public and private primary schools.

Figure 5.3 Pst. Ame's Leadership Model



Chapter Six

Discussion and Cross-case Analysis

6.0 Introduction

Research has shown that successful school leaders are focused on impacting teachers' working conditions, professional development, commitment and well-being as part of their focus on, and means of, improving student outcomes (Day & Gu, 2010; Gu, 2013; Day & Gurr, 2014; Day et al., 2016). Thus, the leadership models of this study are centred on several issues which influence the dynamics of the Head Teachers-teacher and the Head Teacher-student relationships. The consensus in the literature that successful school leadership is second to teachers' influence on student outcomes (Leithwood et al., 2004, 2006) is one of such considerations discussed in this study. More importantly, the analysis of how the Head Teacher integrates qualities, skills, values and strategies to achieve success in their social context is a priority of this study.

This chapter will discuss how the two Head Teachers in this research applied strategies conceptualised within three key school leadership dimensions in order to influence the socio-moral and academic success in schools operating within challenging contexts. The two Head Teachers discussed in the case studies improved student outcomes and positively impacted teachers' working conditions in their respective schools by applying strategies which align with transformational (TSL), spiritual (SL) and instructional (INL) leadership concepts. This study found no significant evidence of transactional and distributed leadership concepts in the Head Teachers' leadership strategies and actions in terms of impacting teachers' working conditions and student outcomes. Interestingly, the findings indicate that the Head Teachers in this study had not acquired their knowledge of these leadership concepts nor how to apply them through formal training, which is consistent with the literature (Day and Gurr, 2014; Day et al., 2016).

Rather, the Head Teachers in this study prepared for leadership while 'on the job' through government-sponsored and personal professional development. They were aware of the challenges peculiar to their respective schools and applied familiar strategies and practices acquired from their previous experiences in similar contexts. They also applied new practices consistent with the literature both in Nigeria and internationally; furthermore, there is credible evidence which shows that these strategies and methods

impacted teachers' working conditions, which in turn improved the academic performance of their students (details in Chapters Four and Five).

This study has shown how the values held by the selected Head Teachers successfully impacted on the leadership strategies and practices in their schools in both similar and different ways. In the next section of this chapter, the similarities and differences regarding the qualities, values, skills and strategies/practices of the two Head Teachers will be discussed.

The findings of this research also indicate that the Head Teachers and other school members in the two respective schools understood and implemented successful school leadership in Nigeria. Furthermore, the findings of this study indicate that the two Head Teachers developed symbiotic and collaborative relationships at different levels with the other school members to achieve success, findings which are not altogether consistent with the literature. The discussion will also reflect on how the two Head Teachers developed the pedagogical skills of their teachers. As well as the subsequent impact of this strategy on improved student performances in their respective schools. The chapter ends with a discussion of the school improvement phases that the two Head Teachers implemented to achieve success.

6.1 Similarities and differences

Similarities

It was found in this study that the qualities, values, skills and practices identified in these two Head Teachers positively influenced the working conditions of their teachers and, as a consequence, student outcomes, regardless of their demographic and school context. This finding is supported by international studies (Day et al., 2009, 2016; Leithwood, et al., 2006; Drysdale & Gurr, 2011; Hallinger & Lee, 2012; Yilmaki et al, 2011; Day & Gurr, 2014). For example, it was found that the two Head Teachers in this study positively influenced the motivation of their staff and students to learn through strategies, which goes beyond merely creating conditions for relationships. Thus, it can be argued that achieving success as a Head Teacher goes beyond the claim in the Nigerian literature

that school leaders must develop interpersonal and intrapersonal relationships with other school members – teachers, students and parents (Oredein, 2010). The two Head Teachers' interpersonal relationship with other school members were built on pastoral care and a family-like working atmosphere that fostered trust, which in turn led to success for both teachers and students.

Oredein (2010), in her quantitative study involving six states in south-west Nigeria, defines school leadership as the ability of a good leader to initiate 'actions among people, guiding activities in each direction; maintaining such activities and unifying efforts towards a common goal' (p. 62). She emphasizes the importance of the school leader's decision-making ability in influencing followers, as long as the leader possesses good interpersonal relations that are not domineering or controlling. Her research finds a significant relationship between secondary Principals' quality of decision-making (in times of crisis) and teachers' performance in school improvement. Consistent with my study is the quality of the decision-making process, which significantly influenced teachers' working conditions, which impacted on high student outcomes, which was a similar factor found, amongst others, in the Head Teachers in my study.

There is evidence in this study that reveals that the two Head Teachers have involved teachers, students and parents in the participatory decision-making process in their schools. This fosters trust in the Head Teacher-teacher relationship. However, Pst. Ame was more effective in involving teachers and parents through a clear, participatory decision-making process, which meant being accountable to parents for quality service delivery (Oni, 2011) that has generated success. Their decision-making process was not based on distributed leadership among teachers, as suggested by the literature (Day, 2014), but due to the transformational leadership concept, through developing collaborative relationships (Sun & Leithwood, 2012, discussed later). Other successful school leadership literature (Notman and Henry, 2011) also suggest that these practices, including the power of praise, recognition and appreciation, are used to bring out the best in their teachers, a point identified in the practices of the Head Teachers in this study.

A level of effectiveness can be identified in the significant impact that the Head Teacher's strategies and practices have had on teachers' working conditions and student academic performance, which has resulted in success amidst prevailing challenges. For example, Ms Kenny's decision-making strategies were less effective than those of Pst. Ame as regards gaining the trust and collaboration of teachers, while Pst. Ame's peer-mentoring/collegiality strategies were less effective than Ms Kenny's in terms of developing leader-teacher interpersonal relationships. Effectiveness in this context was evaluated in terms of the expectation that students were being well-taught, and they

learnt as much as they could, which is consistent with the literature (Edmonds 1979). Effectiveness was also evaluated in terms of the relationships between the leadership qualities and values that positively impacted the above-mentioned practices, as suggested in the literature (Blasé and Blasé 1999). Finally, effectiveness was evaluated in terms of the extent to which other school members (and especially teachers) are involved in the school system, and their degree of collaboration in a family-like working atmosphere, as suggested in the literature (NCSL, 2012).

The highly-effective practices of the two Head Teachers in this study has meant a greater impact than the other practices, as regards their direct influence on teachers' working conditions and student outcomes. For example, the practice of supervision for teacher evaluation, to Ms Kenny, means structured lesson observations and demonstrative teaching to correct pedagogic anomalies. To Pst. Ame, this means unplanned, unexpected classroom visits to monitor pedagogy. However, Pst. Ame developed a strategy whereby his deputy inspected the classrooms every morning and gave feedback to him as a second opinion before his own multiple daily classroom visits. This supervision strategy, though not intended for teachers' evaluation, was effective in monitoring the pedagogic challenges of the teachers. The report of such supervision is noted and referred to at the end-of-year general teacher evaluation assessment (Chapter Five). Thus, Ms Kenny has been more effective than Pst. Ame in the supervision and evaluation of teachers because she has achieved this through lesson observations to assess and evaluate quality pedagogy.

Ms Kenny's effectiveness is consistent with the findings of Arong & Ogbadu (2010), who, in their empirical study on the major causes of the declining quality of education in Nigeria, highlight the importance of supervising and monitoring educational activities in order to improve pedagogy. They suggest that it 'promote(s) effective teacher performance and learning in school' (p. 185). The supervision and observation of teaching and learning for school improvement and development is consistent with the conceptualisation of successful school leadership research (Robinson, 2010; Fancera & Bliss, 2011; Tan, 2012) on the effects of instructional leadership practices on student outcomes.

Another key point established in this study is that the effective supervision and monitoring of pedagogy encourages peer-mentoring and collegiality among teachers, which means teachers talk and learn from each other's specialised areas of practice (Lieberman & Miller, 1984). Teachers are concerned with each other's success, as experienced teacher leaders observe the lessons of less-experienced teachers to foster professional development (Blasé, 1991; Drysdale, 2011) and positive change (Leithwood

& Jantzi, 2007). The consistency of this study with these international studies resides in the emphasis placed on similar instructional leadership capabilities, dimensions and predictors applied that can positively influence student outcomes, which this study seeks to illustrate.

Similarly, in studies of school effectiveness, collegiality is described in terms of a participatory decision-making system (Mortimore et al., 1988). In comparison to the cases in Australia, USA and Sweden, collegiality, amongst other factors such as collaboration, trust and support, was applied to develop the schools through collective decision-making. However, in the case of Norway, according to Drysdale (2011), collegiality develops the school as a social learning community. Day & Sammons (2016), in their reviews of international literature on school improvement and other related topics, conclude from the IMPACT study that encouraging collegiality with care and trust is vital to promoting student engagement in learning and improving student achievement levels (p. 41).

The two Head Teachers share more similarities than differences. Both are within the same age bracket, practising Christians and ensure collective fairness for all their staff by working successfully with staff members of other faiths e.g. Muslims. They both care about the welfare of their students, teachers and parents. Furthermore, they have both been able to bring about high parental involvement and enrolment in their respective schools.

The Head Teachers have shared their vision of academic performance through social and moral development with other school members and have emphasised the need to build a strong connection and interactive support for school improvement and development respectively. To Ms Kenny, leading school direction through a vision shared with other school members means consistently explaining her expectations for success and excellence. It means supporting and motivating the students and teachers as much as she can to overcome challenges, and to influence them directly to excel. Examples of this include the collaboration with teachers to engage Primary 6 students in extra classes in preparation for the Common Entrance examination without extra pay and soliciting teaching materials and entrance examination textbooks, both of which have been highly effective in improving student performance.

To Pst. Ame, the shared vision, influenced by his personal experience, has meant working directly with his teachers and parents to maintain quality pedagogy. This is in line with the literature (Ylimaki & Jacobson, 2011), which suggests that successful school leaders

are focused on enhancing academic performance by improving pedagogy based on their social life experiences.

Another quality common to the two Head Teachers is that they both exercise and share social and moral values, which has had a significant impact on the improvements in their respective schools. For example, Ms Kenny has shared her values on social development and Pst. Ame his values on Christian moral development. These values have been found to be instrumental to improving the academic performance of students in their respective schools. This similarity is broadly consistent with recent studies by Day et al., (2016), which find that indicators for successful school leadership in the UK are positively correlated with those Principals who 'clearly articulated and shared their moral and ethical values with their colleagues' (p. 31).

This study has identified similarities between the practices of the two Head Teachers, which are consistent with the literature on successful leadership qualities required in challenging circumstances (Goleman, 1995, p. 85). For example, both Head Teachers have demonstrated sustained commitment and dedication to the value of hard work. The value of hard work to Ms Kenny means being committed to transforming the attitudes of students, teachers, parents and the external community towards the importance of education (Chapter Four). Likewise, Pst. Ame established high Christian moral standards that inspired both the students and the teachers to work hard (Chapter Five). They both applied these strong moral values to achieve success through effective connection and interaction with their qualities, strategies and practices. The dedication to hard work by the two Head Teachers, amongst other virtues, is one of the qualities which Mulford and Johns (2004); Gurr (2015) have identified as being important in achieving success as a school leader.

Lastly, it is commonly acknowledged in the literature that 'lack of instructional materials is a major (drawback) of the UBE program in Nigeria' (Usman, 2008, p. 65-66). However, as noted during the interview, Ms Kenny personally purchased writing materials without seeking a refund from the government. This had a positive impact on the teaching and learning process, and immensely enhanced student outcomes and improved teachers' working conditions in the school. Ms Kenny's personal financial investment ensured teaching resources were available in the school.

In contrast, Pst. Ame had challenges with retrieving fees from debtor-parents, which had a negative impact on the administrative planning of the school. However, Pst. Ame did not allow this challenge to affect the payment of teachers' salaries. As regards these examples, the findings of this study are consistent with the literature (Day and Gu, 2014,

Gu and Day, 2007, 2013; Gu and Li, 2013; Gu, 2014) on how successful Heads can alleviate the key factors which contribute to 'teacher attrition and stress' (Gu, 2014, p. 502 – 503; Bryk, et al., 2010). These researchers indicate how key factors such as a lack of leadership support can discourage teachers from maintaining their passion for teaching. Furthermore, the findings of this study substantiate the views in the literature that supportive, strong leadership creates favourable working conditions for teachers, promotes their commitment, retention and most importantly, has a positive impact on student learning. It is now necessary to discuss the major differences in the actions of these two Head Teachers.

Differences

Context

The differences between the two Head Teachers begin with the school contexts in which they operated: one is a public turnaround school, government-administered, and the other is a well-developed, privately-managed school that was also government-supervised. They also differ in terms of funding and administration, which is consistent with Oni (2011, refer to Chapter Two). Meanwhile, the public school is free and government-funded, but the private school is low-fee financed. Although they are both located in a low SES, they have recorded high socio-moral and academic success. The public school Head Teacher was government-appointed and took over the school, while the private school Head was self-appointed, as the school was set up and owned by him. The population of both schools also differs. The public school has almost a thousand pupils and students, with inadequate staff and infrastructure for that number, whilst the private school has over two hundred students with adequate staff and facilities. Thus, the private school differs in terms of a lower teacher-student ratio which has resulted in quality pedagogic delivery.

Importantly, Ms Kenny, whilst professionally qualified, did not need to market the school but had to engage the external community (churches, mosques and the Baale – Community leader) to increase school enrolment and to project the image of the school as a successful turnaround school. This is slightly inconsistent with the literature (Leithwood et al. 2010; Meyers & Simyle, 2017; Meyers & Hitt, 2017), which suggests that turnaround schools require exceptional and talented leaders to set a new direction

for general students' examinations, Maths and English scores to improve. Overall, Ms Kenny has achieved this milestone. Pst. Ame's qualifications and experience as a successful business administrator and entrepreneur have influenced his ability to maintain the financial management of the school. There is no strong evidence to show that this has influenced school enrolment; rather, it has been his qualities, values, pedagogic skills and spiritual leadership practices that have positively and directly influenced teachers' working conditions and student outcomes. This is consistent with Harma's (2013) study on low-cost private schools in Lagos, which argues that 'responsiveness to parental concerns and complaints is a benefit, while the relationship with the proprietor can also play a role' (p. 516) in terms of gaining parents' trust, and not for his administrative or marketing skills.

Second, both Head Teachers also differ in terms of their nationality. Ms Kenny, the public school (BES) Head, is female and Nigerian, and Pst. Ame, the private school (LFP) Head, is male and Ghanaian. This permits a comparison of the qualities, values, skills, strategies and practices of two different nationalities within Sub-Saharan Africa in challenging school contexts. This study has found no significant impact of their nationality on student outcomes. However, it has identified a significant impact of the Head Teachers' nationality on engaging the community and teachers' working conditions, respectively. Whilst Ms Kenny has relied on her shared ethnicity with the community to gain acceptance and support of the community, Pst. Ame, conversely, who is a foreigner, has focused more on upholding his moral integrity and contribution to the welfare of the community as a way of gaining the acceptance and support of the community. It would be interesting to extend research in this area, since the aspect of nationality was not considered in this study.

Focus

Third, in leading staff, the Head Teachers engage their teachers at different levels. Whilst, Ms Kenny empowers her teachers by delegating administrative duties, Pst. Ame empowers his teachers to foster collaboration with the parents. Ms Kenny fosters teacher trust by being honest and transparent in her dealings in school, while Pst. Ame cares for the welfare of his teachers to foster trust with them (detailed discussion in the next section).

Fourth, in leading the organisation of the school, Pst. Ame is more organised administratively than Ms Kenny. Nevertheless, Ms Kenny has engaged her parents and community extensively to achieve school improvement projects, which Pst. Ame did not have the opportunity to do, due to the fee-paying nature of the school, although parents have been engaged in major school development projects.

Fifth, as previously discussed, this study has revealed that Pst. Ame's planning and supervision are unstructured and sometimes spontaneous e.g. his adoption of random visits to directly influence teacher effectiveness. He utilises a less scientific evaluation strategy, whereby the end-of-year general evaluation is jointly carried out with all staff present. Therefore, his independent choice of the awardee may not necessarily correspond to an established evaluation process. By contrast, Ms Kenny applies strategically planned school supervision to foster teacher effectiveness in compliance with government regulations, which may be focused on teacher and Head Teacher promotion, rather than the key purpose of improving teachers' pedagogical skills. The notion of a planned and organised school by leading the instructional–management process does not match their international counterparts in other studies (Day & Gurr, 2014; Ylimaki et al., 2011). These studies document stories of Principals who intentionally understood and assimilated instructional-management processes that motivate teacher commitment and retention, as well as, sustainable success.

Finally, a comparison of the three years' annual performance trajectory of the three core subjects, as shown in the charts below reveals progressive academic growth during at the take-over phase from 2009–2010, and outstanding growth at the development phase and beyond from 2011–2012 in BES. This could be attributable to the initial challenge of low school attendance and lateness (2009–2010), which Ms Kenny and her teachers overcame by 2011. Therefore, the fluctuation in the LFP result may be attributable to the untimely withdrawal of students in the middle of a term, due to either delays in, or non-payment of, fees.

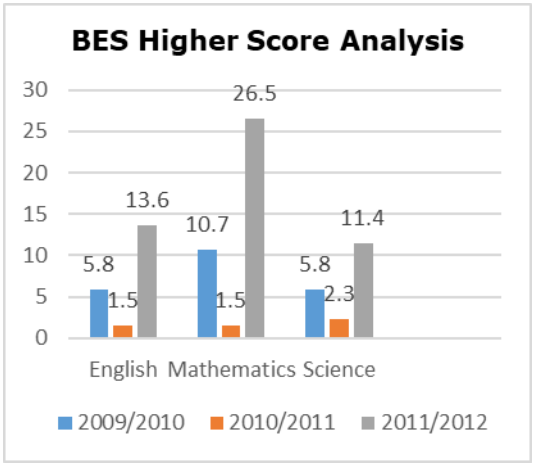
It is unexpected and interesting to find that a public school outperformed a private school in English and Mathematics, as seen in the 2012 result, in spite of the challenges identified. Tooley (2007, p.137) finds that private schools in Lagos that outperform public schools, with predicted Mathematics scores of 53.5% to 57.6% and English scores of 54.4%. However, in this study, the scores in English showed an outstanding growth in three years, from 5.8% per cent in 2009 to 55.3% in 2012 of BES. However, in 2009, LFP recorded a 44.4% higher score in English than BES, and a slightly lower English score (52.9%) in 2012 than BES.

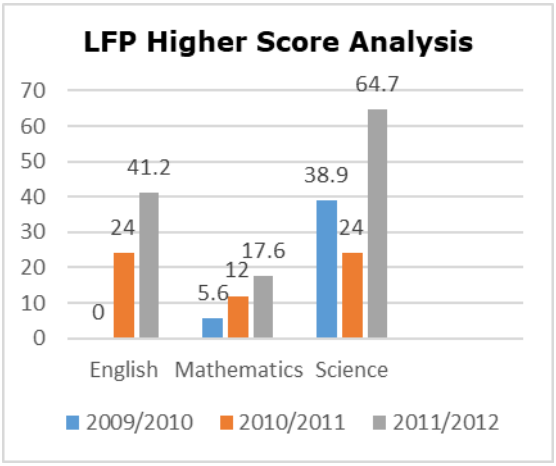
Table 20 - Comparison of academic score analysis

Categories/Scores		2012-2011		2011-2010		2010-2009	
		BES	**LFP**	**BES**	**LFP**	**BES**	**LFP**
English:	**79 – 70**	55.3%	52.9%	18.2%	36%	5.8%	44.4%
	100 – 80	13.6%	41.2%	1.5%	24%	5.8%	00.0%
Math:	**79 – 70**	52.5%	41.2%	21.2%	24%	9.7%	38.9%
	100 – 80	26.5%	17.6%	1.5%	12%	10.7%	5.6%
Science:	**79 – 70**	50%	11.8%	24.2%	4.8%	17.5%	22.2%
	100 – 80	11.4%	64.7%	2.3%	24%	5.8%	38.9%

The higher score analysis shown in the charts below suggests that, while BES recorded a higher score in Mathematics in 2012, LFP recorded higher scores in English and Science. This is partially consistent with the literature (Tooley, 2007: 137; Dixson, 2015), which states most private schools academically outperform public schools in the three core subjects, as shown in Table 20 and Figure 6.1 (below) in the higher score analysis.

Figure 6.1 – Higher score charts





The reason for this superior student performance in Pst. Ame's school is due to the impact of the quality instructional programmes applied by effective and caring teachers (see more in Chapter Five). It might also be attributable to his spirituality, which has made

prayers a transcendent school practice that has helped them to overcome school challenges. Consequently, this study has identified practices that describe the impact of successful leadership on student outcomes on the three levels noted in the literature (Gurr, 2015) – the impact from teaching and learning, leadership and context (p. 143). The first level relates to teachers' pedagogical skills, curriculum, assessment and direct leadership intervention on teachers' work and the learning environment. The second level focuses on leaders' work on teacher development, as documented in the studies of (Gurr and Drysdale, 2011; Mulford and Silins, 2011; Day et al., 2016). The third level is the school's internal and external organisational communities that the leader influences.

In summary, this study has found factors which are consistent with findings in the Western literature to the effect that successful school leaders not only develop personal values and visions, but also strategies, skills and competences. It is these combinations that influence student outcomes (Leithwood & Day, 2007; Day et al., 2009, 2016). The influence on student performance is usually indirect but sometimes direct, and teachers' working conditions were directly influenced in the two case studies. It is, however, important to discuss how the Head Teachers' successful school leadership practices align with the theory and practices in the literature.

6.2 Linking school improvement findings to theory and practice

There are common and different dimensions of knowledge (identified in the study of these two Head Teachers) in our understanding of the theory and practice of successful school leadership in Nigeria: (1) spirituality and role of culture; (2) a symbiotic relationship; (3) a collaborative relationship; (4) teachers' pedagogic skills and organisational commitment; and (5) school improvement phases.

Spirituality and role of culture

This study has identified findings that are not consistent with most of the literature, whose findings can generally be regarded as Anglo-American in focus, and are 'without much consideration for other theories and frameworks, such as the influence of culture and

spiritual leadership' (Law, 2013, p. 295). Law (2013), criticizes existing school leadership studies with reference to culture and spirituality (Dimmock & Walker 2000, 2010, 2011; Law, 2013, p. 296) for underemphasizing their influence on school leadership, in line with what this study has identified.

SL, to Pst. Ame, means developing values and organisational practices that express transcendence and connectedness with his teachers through daily prayers, and monthly fasting and students' assembly. Pst. Ame's spiritual leadership culture is based on love, tolerance and appreciation of his teachers, who are treated as partners in the school business. These factors are consistent with the qualities of SL described in the literature (Fry, 2003), and can be divided into the three components of the intrinsic motivational cycle – altruistic love, reward and hope/faith. His SL started with creating a vision preceded by a sense of calling which motivated him to establish a culture that internally motivates the other school members to find transcendental meaning in their work.

SL, to Ms Kenny, means motivating herself, teachers and students through daily prayers at the assembly and at different times whenever the need arises, especially as an intervention for the purpose of personal staff counselling. Gibson (2014) suggests these features of the educational leadership literature (Fenwick, 2005; Leithwood et al., 1999; Southworth, 2002) are identified in SL in the workplace; nevertheless, they are not mentioned as such.

Pst. Ame's ability to set the direction for the school through a shared vision had a significant influence on teachers' working conditions. Consequently, the LFP school experienced low teacher turnover and high teacher retention, as well as, increased motivation, performance and organisational commitment due to his effective reward system. This study shows that he does not allow selfishness to compromise the organisational commitment and productivity of the school. This may be attributed to the prayers that transcend the peaceful, family-like atmosphere described by the teachers.

The literature (Fry, 2003; Malone & Fry, 2003; Gibson, 2014) suggest that SL is criticized as selfish for the achievement of higher organisational commitment and productivity. Notwithstanding this, according to the studies of Sorakraikitikul and Siengthai, (2014, p. 188) SL contributes knowledge to how workplace spirituality provides practical solutions and learning outcomes to an organisation, which leads to retention and commitment. These researchers further argue that individual spirituality should be 'respected, recognized, nurtured and consistent with organisational values' (p. 179). The findings in this study are consistent with Reave (2005) in her review of 150 studies, which reveals that spiritual values and daily traditional practices influence effective leadership. Her

study concludes that values such as humility, integrity and honesty are spiritual ideals that impact on leadership success.

Moreover, a study by Bryk and Schneider (2002) suggests that 'teachers who perceive benevolent intentions on the part of their Principals are more likely to feel efficacious in their jobs' (p. 29). The literature on successful urban schools (Bryk et al., 2010; Day et al., 2011) supports the study (Gu, 2014) on teacher resilience, which suggests that the leader is responsible for creating a sense of common moral purpose. This presents a trusting relationship, in which supportive leadership recognises and appreciates the efforts of teachers who assist them to make a difference through their effectiveness. The teachers are more likely to be committed despite the challenging situation, and students of such teachers are more likely to perform well academically (Gu, 2014).

Therefore, SL shows a positive impact on teacher commitment through the effect on teachers' working conditions, which the role of culture also impacted directly. Hence, the argument emerges that a combination of school leadership concepts is what drives success in a challenging context, as SL alone may not be sufficient to bring about the required turnaround or improvement needed in such schools. However, Fry et al. (2005) argue that SL can integrate other leadership theories such as transformational, charismatic, ethics and value-based (authentic and servant) theories into a measurable and specific model that extends the support for SL as a paradigm of leadership theory, research and practice.

The role of culture means different things to each Head Teacher and can be seen to be applied differently in this study. Pst. Ame's understanding of culture is based on care for his staff, fostered by moral and financial assistance to gain the trust and commitment of teachers. Ms Kenny's understanding of culture may have had the same effect on her teachers, but perhaps not as significantly as Pst. Ame's. This is probably the effect of certain uncontrollable factors such as limited funding and the transfer of teachers every five to seven years in the public-school system. A study by Law (2013) suggests that the role of culture in school leadership is universally practised to varying degrees (Hofstede 2007, 2013) and that culture is not static. Similarly, in this research, Ms Kenny's understanding of culture signifies tribal sentiment, which increased her ability as an indigene to gain external community support, which then influenced punctuality and increased attendance in terms of high student outcomes.

Furthermore, the effect of her maternal care, which fosters family-like working conditions is also consistent with the literature (Klar & Brewer, 2014), which argues that illustrated context-response school leadership and how Principals exercise their leadership is

congruent with community needs, norms, cultures and values. This study is broadly consistent with their study on how Principals change the negative image of a school through whole school improvement, and in terms of the four core leadership practices. Furthermore, this study is slightly consistent with Alubo's (2012) study on the role of culture in successful school leadership. Alubo illustrates how cultures can be mixed to produce a unique hybrid culture (2012, p. 2), and stresses the importance of the traditional African family as a social unit

These are consistent factors that increase teachers' job satisfaction, commitment and effectiveness, according to the literature (Day & Gu, 2010, 2014; Gu, 2014; Grissom & Gu, 2014). Thus, financial assistance has a significant effect on high teacher productivity. In addition, this study corroborates the views in certain studies (Alubo, 2012; Kabiru, 2014; Klar & Brewer, 2014) which suggest that communal relationships between school leaders and other school members is improved when respect for the community is highly regarded. This study has also identified the symbiotic relationship between the school and the home as an important factor that impacts on high student outcomes.

Symbiotic relationships

Both Head Teachers have worked at creating a symbiotic relationship between the home and school, an aim which may not have been readily achievable due to the prevailing challenges that faced each school. They created a symbiotic relationship between school, home and community, with the school members placing value on what was deemed important. The literature (Yilmaki et al., 2011) suggests that 'what is important' means: a learning place, punctuality and aspirations for success. Thus, Ms Kenny has worked hard to increase student attendance and punctuality, which has directly impacted on student achievement and engagement.

The challenging context of student truancy and lateness was therefore overcome. For example, developing a school culture of punctuality means that Ms Kenny and Pst. Ame, from inception, modelled behaviour for other school members to emulate, as previously mentioned. They encouraged teachers to imitate through own personal setting of examples; attending and leading daily teachers' devotion, school assembly and classroom visits. ETC (2009) argues that saving teaching and learning time impacts positively on student achievement. Ms Kenny implemented this strategy by ensuring that teachers kept to the time allotted for switching classes to achieve these aspirations for success.

The student outcomes identified in this study are that they have high social skills such as self-confidence, fluent self-expression and critical thinking, and they take responsibility for their own learning. This is attributable to Ms Kenny's focus on the development of student's social skills through literary competitions – for example, at school sporting activities, at the LEA level and at the state level, amongst other leadership practices.

Meanwhile, Pst. Ame focused on the moral and social development of students through daily prayers and similar dimensions that have impacted students' academic performance, which is consistent with the literature, which suggests that student–teacher and teacher–leader relationships are strengthened with the focus of leadership on students' social and moral development. Mulford and Silins (2011) suggest that successful school leaders enhance student social development to improve their academic performance. In their five-year mixed-method study on successful school Principalships that improved student outcomes, they report that school leaders can create a synergic effect of success by encouraging teachers to apply all success factors to achieve high students' social, and academic achievement over a period. They find that these factors can directly impact on student academic achievement through effective teacher professional development, accountability and an evaluation system with structures that promote collaborative decision-making within the school.

The Head Teachers in this study established a drive to collaborate with and engage parents to improve the school for the good of their children through increased parental involvement in the parents' forum and SMBC. For example, the chairman of the school building committee (an ex-parent) walked in during the research interview to discuss the infrastructural renovation project of the office area where the school library was to be situated. Pst. Ame similarly engaged about half of the parents who attended the PTA and open days in school development projects and activities, which enhanced the socio-moral academic outcomes of their children. This is consistent with the literature (Gu and Johansson, 2013), which recognises the crucial nature of a symbiotic relationship between the schools and the community in the attainment of social capital enhancement.

Likewise, in this study, the staff, parents and whole community of each school were found to be working together for students to connect to the local community, which strengthens relationships. Community social capital according to Leithwood et al., (2006) consists of networks or connections, along with prevalent norms of trust, collaboration and a sense of obligation among the individuals in that organisation (p. 90). Other researchers describe this in terms of outcomes of productive purposes (Mulford, 2007) and the need to embrace community (Drysdale, 2011).

Furthermore, Ms Kenny improved the social activities of BES and networked with those in the local government office who are ex-students, and with the community leaders to improve the socio-academic outcomes of the school. Networking with the external community means strengthening the parent–school relationship and parents' engagement in school improvement. Parents have provided basic learning materials for their children and wards; parental involvement has increased in the decision-making process, and parents have acted as advocates to secure community support for school infrastructural development and the procurement of teaching materials.

However, parents' allegiance to their community leader and their interaction with the schools seem stronger than their willingness to comply with government policies. Parents' respect for their community leader is probably guided by the avoidance of community sanctions. Thus, parents are in favour of collaboration with the Head Teachers, which directly and positively impacts on school improvement and development.

Hence, this study is partially consistent with both Nigerian and international findings that report the significant effect of a relationship between the school and external community. According to various scholars, the relationship between the school and external stakeholders fosters continuing sponsorship for improved infrastructure and social activities (Duze, 2012; Marsh et al., 2013; Day & Gurr, 2014). The findings of international research suggest that collaboration with the external community has a direct influence on successful school leadership dimensions generally, and specifically in leading school organisation and instructional programmes. The interaction between other school members (students, teachers and parents) working together to prepare for literary and sporting competitions within the community, teachers working together to maintain high pedagogical standards along with an effective assessment system have all fostered a collaborative relationship that has led to success in both cases.

Collaborative relationships

In Nigeria, the expectation of state governments and private school boards that all Head Teachers and school proprietors should shoulder the sole responsibility of leading school organisation makes the attainment of success problematic. Ms. Kenny and Pst. Ame could not have achieved success without the support and collaboration of other school members as stakeholders. The evidence from all the teachers, most students and parents, has verified that the two Head Teachers have involved them in school improvement and

development plans and strategies. The findings of this study are consistent with studies that suggest that public school Principals can achieve high student outcomes (Akomolafe, 2011, 2012; Olorunsola & Olayemi, 2011; Duze, 2012; Ige, 2013) through collaboration with other school stakeholders. These studies argue that the Principal's collaboration with other school members will encourage commitment to the school organization through trust and respect between the leadership and teachers (Nakpodia, 2011). Furthermore, Akpan and Achibong (2012) argue that, although it is the assumed that Nigerian school leaders have sole authority and are in control of all school activities, collaboration with other school members is nevertheless important.

Building collaborative relationships, to Ms Kenny signifies, teacher development, where the step-down process of the ESSPIN training was implemented to improve students' reading fluency. It also means social networking and participation in activities within the school and LEA, which has influenced the school culture with a direct effect on student outcomes. To Pst. Ame, building interpersonal relationship with teachers means a transcendental relationship and professional development to maintain and improve students' moral-social academic outcomes. A recent research report carried out in the UK demonstrates how 'collaborative dimensions' (NCTL, 2015, p. 6) of professional development can impact on classroom practices. Thus, the students' classroom needs and teachers' training needs are not just put into consideration but reflected upon when determining professional development for teachers.

Various empirical studies (Mortimore et al., 1988; Leithwood et al., 2006; Day et al., 2009; Hallinger and Heck, 2010, p. 2; Sammons et al., 2011; Day, Gu & Sammons, 2016) suggest that the effects of positive collaborative relationships impact on student outcomes in terms of engagement, motivation and achievement. Similarly, the findings in these case studies reveal that, in the case of public schools, there is a direct effect of collaborative relationships on students' academic capacity and an indirect effect on students' reading fluency. Other studies (Hallinger & Heck, 2010b; Klar, 2012, p. 367) have recorded similar findings regarding how collaborative leadership can influence academic performance over a period, with an indirect impact on students' reading proficiency.

Collaborative relationships were further strengthened through the Head Teachers' strategy of delegating leadership to key teacher leaders. Delegation in this study means involving their deputies and other school members in daily school organisation through clear and specific duties, a practice which is consistent with the literature (Day et al., 2009; Harris, 2010; MacBeath, 2009, 2010; Day, 2014). Distributed leadership, according to western literature (Jackson, 2000; Mulford and Silins, 2003; Day et al.,

2011; Leithwood, et al., 2011; Day et al., 2016), encourages capacity building and teacher succession plans (Klar, 2012). In this model, all the teachers participate in a leadership role with full responsibility for their actions, a state of affairs that produces a positive school and student success in a collaborative atmosphere. The delegation of duties to teachers in this study means that teachers are not responsible for the actions of success without the input of the Head Teachers. Such delegation of duties strengthens the Head Teachers' accountability to the government, parents and self, as required by inspections from government functionaries. For example, the LEA, State and ESSPIN inspectors visit BES regularly. Their visits foster the Head Teachers' support for teachers' CPD to improve their subject knowledge and teaching styles, which raise the quality of pedagogy and has directly impacted on student achievement.

Moreover, this study is consistent with the international literature (Gu et al., 2008; Sammons, et al., 2011; Mulford & Silins, 2011), which states that successful leadership strategies impact on schools. The Head Teachers in this study, however, distinguish between the instructional leadership (INL) practices and transformational school leadership (TSL) practices, as previously mentioned, due to the quality of the professional development that they have experienced. They are not informed about how to intentionally apply current leadership dimensions to achieve school success. Thus, the need emerges to categorize their transformational concept of setting school direction in developing a shared school vision that motivates staff and parents.

Bush (2010) argues that school leaders in the UK with a teaching certificate are not fast-tracked into headship positions, but possession of this qualification is used as a succession strategy in preparation for headship. West African school leaders, on the other hand, are not formally trained before being appointed (Bush & Oduro, 2006, Ofoegbu et al., 2013), hence their limited formal knowledge of current leadership concepts and school improvement phases. This gap is bridged by years of teaching and administrative experience (Oredien, 2010) and their knowledge of how to achieve high student academic performance, which is consistent with these case studies. However, the appointment of untrained Head Teachers is not a norm, but reported as a gap-bridging practice in Africa (Bush and Oduro, 2006, p. 362; Bush et al., 2010; Bush and Glover, 2016) and in Nigeria (Nakpodia, 2009).

Nevertheless, the Head Teachers in this study are well-trained and knowledgeable about administrative leadership strategies and practices for school improvement and development. This is expressed through the strategies and practices they have engaged in whilst solving and managing their prevailing school challenges and achieving whole school success. They possess adequate knowledge of their schools' challenges,

communities and other school members, and intend to succeed in the midst adversity. Thus, a positive collaborative relationship that informs the social, moral and academic success as a shared school culture has been developed.

Thus, this study finds a need to strengthen our understanding of TSL effects on teachers' working conditions and student outcomes in a non-Western school context in sub-Saharan Africa. The leadership model in Chapter four revealed that Ms Kenny shares the vision of success with all the students and teachers on a weekly basis, and adopted the strategy of publicly acknowledging and celebrating school ambassadors (students, their teachers and parents), which has directly impacted on student outcomes.

The study of schools with low SES has found certain practices and strategies that match the factors identified in certain international studies: 'among the 31 studies, 24 examined the direct moderate effects of TSL on student achievement' (Sun & Leithwood, 2012, p. 418; 2015) and teachers' working conditions (Leithwood & Sun, 2009). These researchers, in their synthesised review of unpublished papers on TSL over a period of 14 years, suggest that TSL within the school organisational context has a small but significant effect on student achievement (p. 418). Sun & Leithwood (2015; 2012) suggest that different 'leadership practices through different means can improve student outcomes' (p. 441). For example, their study identifies two leadership practices that directly impact on student achievement – 'building collaborative structure and providing individualized support to teachers' (p. 439). They conclude that, theoretically, setting school direction through a vision should have an indirect effect on students through the direct effect that it has on teachers' motivation (p. 441), as the effect improves pedagogy and teachers' working conditions. Individualized counselling has an indirect effect on students through the direct effect on individual teachers' intellectual capacity and commitment.

Both Head Teachers model behaviours that have a directly motivating effect on individual teachers, which is consistent with the literature (Leithwood et al., 2010) on school improvement. Day et al. (2016) equally suggest that successful school leaders motivate other school members to 'define their level of success' (p. 33). Thus, an effective and indirect impact on student outcomes and whole school improvement through collaborative relationships practised by these successful school leaders have resulted in improved teachers' pedagogical skills and organizational commitment.

Teachers' pedagogic skills and organizational commitment

The Head Teachers engaged in personal CPD to improve teachers' new pedagogic skills, which, when implemented, directly impacted on student outcomes. The implementation of new pedagogic techniques impacted on student engagement in the classroom through specific positions.

First, the Head Teachers were consistently motivated by improved student academic achievement and social development, which encouraged them to engage teachers through CPD, to communicate current teaching and learning practices that can bring about high student performance in tests and student outcomes. Hence, Instructional leadership to the Head Teachers means, effective teaching and learning practices that impact on student academic performance through social and moral development. This is in line with international studies (Mulford & Edmund, 2009; Day et al., 2009, 2016; Robinson, 2010; Tan, 2012; Mulford & Silins, 2011) that have reviewed findings on the direct effect of the Instructional leadership concept if the Head Teacher is focused on teachers' pedagogic skills. Specifically, Gurr (2007, 2015) and Ylimaki et al. (2011) cited Principal Martinez, who worked directly with her teachers to improve instruction, while other Principals worked with other school leaders to improve classroom instructions. These scholars argue that soliciting other school members' support leads to success.

Furthermore, all the teachers in both schools in this study, have embarked on self-sponsored professional certification programmes while on the job; that is, they are in the process of completing their teacher training or degree programme due to government directives under the UBEC scheme that decrees that all their teachers must be certified at the minimum level of NCE to be primary school teachers. The teachers were therefore not proactive in sponsoring themselves for CPD; probably their priority was to conclude higher certification programme. For example, those with the lowest teaching certificate (Teacher grade 11) are engaged in the next level of certification (NCE), while those with NCE, are enrolled in an education degree programme.

However, it is important for non-Western teachers to develop an ability to assess themselves and determine their training needs for self-development, as do their Western counterparts, if they are to attain the full capacity of resilience as defined in the literature (Gu, 2014). Gu describes teacher resilience as the ability to create a balance between pedagogic requirements with 'a sense of commitment and agency in the everyday worlds in which teachers teach' (Gu and Day, 2013, p. 26), which fosters teachers' professional development. Webber et al (2013), further assert that successful school leaders lead

assessment practices that produce accountability, positive decision-making and CPD within the school community to create good student outcomes (p. 4). Most of the teachers in this study have been motivated to develop themselves professionally with a consistent aim of motivating students' learning towards higher achievement, as suggested in the literature (Gu, 2014). Thus, the teachers are ready to improve their teaching skills if the government or school authority fund the training.

Second, contrary to most Nigerian studies that suggest that teacher commitment is a major challenge in Nigeria (Arong & Ogbadu, 2010; Ibukun, Oyewole & Abe, 2011; Akomolafe, 2011; Ereh, et al., 2012, Nakpodia, 2011, Olorunsola & Olayemi, 2011, Ige, 2013), this study has in fact identified high teacher commitment, which has directly impacted on high student performance. This study is partially in agreement with a certain international study (Gu, 2014) that suggest that most teachers are resilient because they are driven by 'vocational commitment' (p. 503). This means teachers maintain high-quality teaching and learning for high student outcomes. In both cases, the teachers have been employed for over five years in the public school and over ten years in the private school. For example, the effect of high teacher commitment and retention recorded at LFP may be responsible for the increased academic performance as regards upper grade scores, regardless of the fluctuation in the performance trajectory of the three core subjects. In this study, teacher commitment means that teachers stay long enough to overcome the school's challenges, which has enabled them to make a difference to students' learning. The teachers are inspired to be committed, skilful and resilient regarding school improvement and development.

Teacher commitment in the international literature (Day & Gu, 2014; Gu & Day, 2007, 2013; Gu, 2014) comprises three key indices, which include: (1) making a difference in student learning; (2) self-motivating interactions between their vocation, efficacy and commitment; and (3) the quality of external working conditions, which can affect the social context in which they find themselves. The teachers in their studies experienced job satisfaction, commitment and effectiveness, due to the influence of direct leadership, which has impacted their daily professional identities in meeting their aspirations of fulfilment in the classroom (Day and Gu, 2014; Gu, 2014). Teacher commitment and retention 'foster organisational success' (Rosenholtz and Simpson 1990, p. 241), and Head Teachers must provide quality support to sustain teachers' professional lives.

Thus, successful school leadership's positive effects on teachers working conditions result in a low teacher turnover rate (Grissom 2011; Gu, 2014) in schools where leaders provide instructional materials and financial incentives, as per the findings in this study, than in a school which lacks leadership support. Other researchers (Boyd, et al., 2011; Ladd,

2009) also indicate strong interactions between a positive leader's administrative skills and low teacher retention rates. Two Nigerian researchers (Oni, 2011) report that the level of teacher commitment is considered by parents in their choice of private school for their children. Furthermore, Okobia (2012) reports that the provision of instructional materials impacts teacher commitment in the teaching of Social Studies, which then leads to higher student achievement. Thus, it takes resilient teachers to stay and be committed to the profession amidst challenges. Recent studies (Day and Hong, 2016) support the suggestion made by Gu (2014) that teacher resilience is not an innate quality, and can fluctuate (p. 503).

Third, this study has found that BES teachers and SMT are diligent at what they do best to achieve results. The findings from the study confirm that Ms Kenny's lesson observation strategy, in line with the literature (Day et al. 2016) was effective in 'promoting better measurable outcomes for students' (p. 8), since the most important aspect of the Head Teachers' responsibility is to supervise pedagogy. Effective lesson observation means that each teacher is supervised thrice annually by three different people: herself, the deputy and designated SMT members.

Documentary evidence via the visitor's book of each school revealed that the LEA and state inspections are merely routine checks, not pedagogic supervision. The inspectors do not sit in classes long enough to observe teaching meaningfully, especially in private schools. This might also indicate that the inspectors are familiar with Ms Kenny's excellent work and thus trust that her teachers are complying with government policies.

This study confirms those empirical studies which suggest that successful school leadership affects classroom practices by monitoring and mentoring quality teaching and learning in the quest for quality student outcomes (Day et al., 2009, Mulford & Edmund, 2009; Ylimaki & Jacobson, 2011; Day & Gurr, 2014). For example, Ms Kenny passes on all the new teaching and relationship strategies learnt from ESSPIN to her teachers to meet students' classroom needs that were pre-considered by the government and training organizers. Pst. Ame similarly organizes INSET regularly (quarterly/bi-monthly), having identified teachers' needs at the pre-employment stage and students' needs during his multiple daily classroom monitoring visits and supervision of pedagogy. This study is consistent with certain practices identified in the international successful school leadership literature as regards the supervision and monitoring of pedagogy through lesson observation.

Fourth, the teachers experience job satisfaction because of the value of trust exhibited by the Head Teachers. Such trust meant that the Heads have influenced their teachers

to achieve their vision by being supportive. This means that the Head Teachers have been willing to be open to their staff, and that the teachers have confidence in them, as they are caring, educational, honest, transparent, tolerant, reliable, benevolent and competent.

The teachers describe both Head Teachers in similar terms to those found in the literature (Okogun, 2012; Merchant, 2012; Day, 2009; Tschannen-Morgan, 2014), which suggest that successful school leaders can maintain school improvement performance goals and establish positive relationships in their school by being wise and listening (Day, 2009; Tschannen-Morgan, 2014, p 14), as exhibited by Pst. Ame. He created positive working conditions by partnering with his teachers in the mission of school development. However, the negative effect is that teachers work long hours without extra pay, but this has not affected their productivity, probably because of the transcendental effect of prayers that the Head Teachers applied, especially Pst. Ame. He ensures that before they are employed, teachers accept the school's code of conduct, which includes a clause regarding their attendance at the prayer sessions, since it is a religiously-inclined school. The teachers' trust in their Head Teachers strengthened collaboration and productivity, impacting better student outcomes.

Similarly, Ms Kenny fosters trust by imparting her vision of success and excellence, which changed the behaviour of the teachers and has encouraged collegiality, trust and collaboration. She has created sustainable working conditions for teachers, which strengthened trust through her strong moral values of care, respect for all, honesty and transparency. Her teachers describe her in similar terms to those in the literature (Tschannen-Morgan, 2014, p 14): committed, with no hidden agenda; a hard worker and a distinguished educational leader. Trust, according to this researcher can be defined in terms of the leader's tools for conflict resolution, which should be developed and maintained by the Head and other school stakeholders.

This study has found the value of trust evident in both Head Teachers because they were willing to be vulnerably transparent. International studies (Day, 2009; Tschannen-Morgan, 2014) also illustrate how successful school leaders involve their teachers as part of the decision-making process in order to gain their trust, but state that the Heads should take the final decision, with or without the collective input of staff.

Finally, one effect of instructional leadership has been the improved reading and speaking proficiency of the students, which was a direct effect of the Spelling Bee (public school) and Literary and debating (private school) competitions. This strategy is consistent with the literature, which finds that successful school leaders encourage social development

in order to improve academic achievement (Mulford & Silins, 2011), though in their study in a secondary school. This may have had an indirect effect on the population explosion of the school, as reported by all the teachers and recorded in the weekly school attendance analysis book. Similar studies in the UK, (Gu et al., 2008) have found Head Teachers of schools in a challenging context are likely to introduce strategies to improve teaching and learning. Sammons, et al. (2011) identify leadership practices that have led to improved learner motivation and increased attendance, which indicates that both the direct and indirect effects of successful school leadership strategies impact on student outcomes. Therefore, successful school leaders can apply strategies from leadership dimensions, such as those applied in this study, but in a layered pattern specific to their own school context and school improvement phases (Day et al., 2016, p. 33), a strategy that was not consciously applied in these case studies.

Nevertheless, the Head Teachers in this study, have been shown to clearly understand the needs of their schools, and have unconsciously applied shared organisational and educational values over many years on a layered basis, as proposed in the literature (Day et al., 2016). Ms Kenny applied school improvement strategies for over five years at BES, while Pst. Ame applied them for 14 years at LFP. However, this research is not consistent with those empirical studies (Sun & Leithwood, 2012; Day et al., 2016) that illustrate how successful school leadership directly and indirectly influences school improvement through a combination of transformational and instructional leadership strategies. Certain Nigerian researchers (Arong & Ogbadu, 2010; Akomolafe, 2012) suggest that successful school leaders influence teacher motivation and commitment due to their trust in the teachers in order to make significant differences to school improvement. The Head Teachers in this study were supportive of a culture of continuous school improvement strategies that were unintentionally phased.

School improvement phases

This study is partially consistent with the international literature and empirical studies (Day et al., 2009; Day & Gurr, 2014; Day & Sammons, 2016; Day et al., 2016), which suggest that successful school leaders build and sustain success through school improvement and development phases. This study has found evidence from the data - the respondents' information on when and how they achieved success in their specific school context that confirms Tables 21 and 22 below, showing three improvement phases over a period of five and fourteen years for Ms Kenny and Pst. Ame, respectively.

Ms Kenny concentrated on socio-moral improvement strategies that improved students' academic performance with the introduction of state-unified placement examinations in 2011, at the development phase. This impacted on the outstanding student outcomes at the enhancement phase, evidenced in Chapter Four, when she focused on social development that influenced instructional programmes.

There is an interaction between her ability to lead school direction and increasing and maintaining student socio-moral academic achievement. This strategy interconnects and interacts with her practice of involving other school members in leading school organisation and staff at the development phase. For example, she intensified staff meetings to encourage teachers to comply with state expectations on new unified examinations and parental demands, leading to high student outcomes, consistent with the literature (Garza et al., 2014).

Ms Kenny's school improvement took longer than expected to move from the take-over phase to the development phase, which is consistent with the literature (Day et al., 2016). This suggests that some schools may take longer to move from one phase to the other. Furthermore, there was an overlap of movement from one phase to the other.

Table 21 - School improvement phases of Ms Kenny over five years

Categories of Strategies	**Take-over Phase 2009-2011**	**Development Phase 2011-2012**	**Enhancement Phase 2012-2014**
Leading School direction	Vision introduced – Success and excellence	Vision established - Social-moral development to improve academic performance	Vision accomplished – improved student outcomes with high academic performance
Leading Instruction	Raised student expectations through homework	Inter-school and inter-class spelling competitions	After-school classes to prepare students for external exams
	Supervision of classroom activities for assessment	Delegated supervision duties to deputy and SMT	Introduction and supervision of specialised teaching – subject teaching
	Introduction of staff meetings to deliberate on teacher expectations	Intensified meetings to meet expectation of new state placement/screening and unified exams	Regular staff meetings – thrice a term with improved process
	Identified teachers' and students' needs	Implemented step-down from ESSPIN training in the classroom	Improved curriculum – introduced teaching Phonics to improve

			spelling/reading proficiency
	Provision of teaching and learning materials	Solicited for upgrade of teaching and learning materials from Donors	Improved social development - career talk/health talk/ co-curricular clubs/inter-house sports
	Planned schedule for lesson observation	Frequent lesson observations	Improved pedagogy – inspectors' visits for evaluation /
		Demonstrative teaching to improve pedagogy / peer-mentoring and collegiality	supervision of statutory records / Well-prepared lesson plans
Leading staff	Improvement of interpersonal relationship with teachers	More staff CPD through ESSPIN training / Developmental meetings	More ESSPIN training to improve pedagogy
		Raising staff self-esteem	Brain-storming sessions for improved pedagogy
		Execute conflict resolution between teachers	Raising teacher motivation through care and trust
		Delegated club duties to teachers	
Leading school organisation	Established adequate management - planning	Scheduled supervision and monitoring of school activities	
	Engaged parents and community leader	Establish SBMC for school improvement through donors	Increased SBMC school improvement activities
	Established parents' forum	Increased parental involvement at open days and all social activities	
	Operation eroded student truancy and lateness and staff irregularity and lateness	Operation improved student punctuality/ attendance and teachers' regularity and punctuality	Organised symposium to educate community on importance of punctuality, regularity and attendance in school
		Introduction of decision-making process	Implementation of participatory decision-making process
Leading school environment		Clean school environment	Infrastructural improvement

Pst. Ame also concentrated on leading school direction by caring for the well-being of students, leading both instruction and staff. He provided teaching and learning materials,

supervised pedagogy and he established a spiritual family working atmosphere in the set-up phase. He established a more focused vision that required intensified teacher professional development. He concentrated on the employment of more experienced teachers with expectations contained in the teachers' spiritual code of conduct and the improvement of language skills of transferred students. He increased parental involvement in the assessment of the curriculum, service delivery and improvement of the school environment at the development phase, as this was important to increase enrolment. It took over five years to move from the development phase to the enhancement stage, due to the prevailing challenges discussed in Chapter Five. Pst. Ame has focused on a complete school improvement plan, engaging all the school dimensions to benchmark the competition, which was already a major challenge.

During the enhancement phase, Pst. Ame engaged all dimensions to increase student performance in external examinations, quizzes and competitions. He developed teachers' pedagogic skills by conducting a teachers' employment test to determine the knowledge base and training needs of all new teachers, despite multiple daily supervision sessions. The teachers have also attended external seminars. He has established a multidimensional decision-making process that has impacted on the drive to increase enrolment and the expansion to secondary school level.

Table 22 - School improvement phases of Pst. Ame over 12 years

Categories of Strategies	**Set-up Phase 2002-2005**	**Development Phase 2005-2011**	**Enhancement Phase 2011-2014**
Leading school direction	Vision at set-up – spiritual well-being of students and Staff	Vision established - moral and academic performance	Vision with new expanded strategies - moral, social and academic performance
Leading instruction	supervised teaching and learning	Operation to improve English and comportment of transferred students	Academic success – state / federal exams
	Provision of teaching and learning materials		Frequent staff meetings – thrice a term with improved processes
			Increase of student attainment - debate/quiz competitions; 2nd position reading competition

		Introduction of after school clubs	State French competition Developed teachers' pedagogic skills - inspect teachers' statutory records weekly. Correction of teaching presentations
Leading staff	Developed spiritual, friendly and family-like working conditions with teachers	Intensified staff CPD with INSET at all meetings	Introduced teachers' employment test – to discover competency level and training needs of teachers
	Staff supervision to assess punctuality, regularity	Employed teachers with zeal to teach and have passion for high student performance Introduced teachers' spiritual code of conduct to raise expectations	Teachers attended external seminars and other needs-based seminars
		Teacher empowerment to increase school funds	Double supervision strategy for improved teacher assessment process
Leading school organisation		Delegated duties to deputy and SMT	Operation increase enrolment / community collaboration Improve interpersonal relationships among staff and between staff and parents
		Introduced PTA meetings to raise parental involvement	Raised parental and community involvement at school programmes
		Introduced open days to assess curriculum and service delivery	
			Multi-dimensional decision-making process that involves all other school members
Leading school environment		Improved school environment	School expansion to Junior secondary school

The Head Teachers' reports on their work suggest that they used a combination of transformational, spiritual and instructional leadership strategies in a phased school improvement model to achieve sustainable success, which is consistent with the literature (Yilmaki et al., 2011). Day et al., (2009, 2016) argue that a layered or phased leadership pattern of achieving success is how leaders retrospectively identify and phase their success strategies. For example, both Head Teachers improved pedagogy by focusing on developing teachers' pedagogic skills through internal and external professional development in the first phase of their leadership journeys. They focused on providing strong supervision, as well as introducing and implementing social and moral development strategies such as the Spelling Bee and sporting competitions at the development and enhancement phases.

Although the first phase differed in terms of structure – a 'take-over' phase for Ms Kenny and a 'set-up' phase for Pst. Ame – the other two phases were the same: 'development and enhancement.' Ms Kenny focused more on overcoming school challenges at the take-over phase, leading school direction by establishing the vision of success and excellence. This implies successful school leaders of turnaround schools are most likely to initially focus on the shared vision than the other practices, which is consistent with Day and Leithwood, 2007).

Furthermore, the Head Teachers focused on strategies that foster symbiotic relationship between the home and school at the first phase of school improvement and development respectively. For example, the provision of teaching materials was made available by engaging parents to provide them for the children and wards. Meanwhile, parents of students in the LFP school were familiar with the payment of fees that include school supplies. The Head Teachers have also focused on improving and maintaining teachers' attitude to work by modelling the appropriate behaviour as regards punctuality and regularity in a family-like working atmosphere.

At the development and enhancement phases, both Head Teachers focused on establishing and expanding their vision by applying new socio-academic strategies to improved academic performance. For example, Ms Kenny concentrated on inter-school and inter-class spelling competitions to improve students' language proficiency, and intensified after-school classes in preparation for external examinations. Pst. Ame focused on the improvement of the English language skills and comportment of transferred students, and improved student attainment through participation in external debates and quiz competitions.

Interestingly, the Head Teachers focused on school improvement at the development and enhancement phases. However, Ms Kenny had more challenges to overcome at the take-over phase than Pst. Ame, who focused on spirituality and leading instruction at the set-up phase. Whilst Ms Kenny applied more TSL strategies as regards school turnaround throughout the three phases in a shorter time frame, this took Pst. Ame longer due to the different type and size of schools, as previously discussed.

6.3 Summary

This study has acknowledged the organisational context in which both Head Teachers work - in a non-Western culture associated with practices that are not consistent with the integrated model suggested by certain researchers (Marks & Printy, 2003; Robinson et al., 2009; Day et al., 2016). Thus, this study has identified TSL that has focused on establishing organisational structures and cultures to promote quality pedagogy, leading school direction, leading staff and instructional programmes. Both Head Teachers in this study have expressed and exhibited clear educational values and carried out planning and supervision of the curriculum, teachers and pedagogy, findings which are consistent with recent studies (Day et al., 2016).

This study, however, has found no evidence of transactional and distributed leadership concepts that would be consistent with the international literature. Rather, this study suggests a consideration for the interconnectedness of the multidimensional leadership practices of TSL, INL and SL with the qualities and values of the Head teachers, as revealed in their leadership models in Chapters Four and Five. For example, the purpose of developing the shared vision of success motivated Ms Kenny to work hard, which she has modelled this to both students and staff as part of a school culture in order to achieve socio-moral and academic success. Pst. Ame's quality of spirituality has influenced his character, integrity and respect for people, which he has modelled as a school culture that has produced moral-social and academic success. Furthermore, his background in administration may have contributed to the school's financial/welfare strategy. For example, offering discounts and scholarships to encourage growth in student enrolment, interest-free loans and a reward system that has fostered teacher retention in order to achieve success and sustainability.

Lastly, this study has identified the ability of the Head Teachers to mentor teachers in preparation for headship, which is consistent with the literature (Day, 2014; Day & Gurr, 2014) on succession in sustainable successful school leadership. The strategies in this study have encouraged succession plans and human capacity building, as the deputy took over from Ms Kenny after her retirement in late 2014, while the first teacher in LFP took on the position as the Principal of the Junior Secondary school section. Preparing teachers for succession and headship means that the Head Teachers developed a strong relationship with their deputies and SMT members, whom they had purposely selected or employed.

Chapter Seven

Conclusion

7.0 Introduction

The purpose of this multi-perspective research was to identify the qualities, values, skills, strategies and practices of two Head Teachers in low SES primary schools in the public and private sectors in Nigeria to show the results of the vital role teachers and students play in school success. The study has focused on four main areas:

Firstly, it has examined the Head Teachers' profile and experience, as well as the reasons for, and the ways in which, they influenced their personal and school visions and values within the effectiveness interface.

Secondly, it has investigated how other school members (teachers, students and parents) perceive the Head Teachers and their practices, the schools' organisational structure as well as the reasons for, and the ways in which, all three aspects influenced school improvement and development.

Thirdly, this study has described the schools' profiles, challenges and the strategies adopted by the Head Teachers to tackle the challenges that significantly influenced teacher commitment and high student outcomes.

Finally, this research has explored the key leadership strategies, practices and their indirect and direct, positive and negative impacts on student outcomes and teachers' working conditions.

This chapter will re-visit the research questions on which this study was based and discuss the study's contributions to knowledge about successful primary school leadership in a non-western context. The strengths and limitations of the study will be discussed and suggestions for future research will be made. The chapter ends with a personal reflection on this doctoral journey.

7.1 The Research Questions and Answers

This study sought to address four empirical research questions:

How was successful school leadership perceived by two successful primary school Head Teachers of schools serving demographically-different pupil populations in Lagos, Nigeria?

This study has revealed that the two Head Teachers perceived successful primary school leadership as the collective effort of the entire school community. They created a similar culture of academic success, shaped by their different personal educational visions and values that influenced their care and relational trust systems with the other school members. Both Head Teachers were highly motivated, which influenced their practices considerably and enabled them to collaborate with other school members to work together as a family towards the achievement of successful school turnaround and improvement, despite the prevailing challenges of their demographically-different pupil population and school.

How was successful school leadership perceived by other school members of the two primary schools?

The other school members (teachers, students and parents) though from different SES, regarded successful school leadership as the sole effort and responsibility of their Head Teachers, but their own attitudes and actions demonstrated their active involvement and their significant role in the school improvement and development process. They supported and collaborated with their Head Teachers to make a positive impact on teachers' working conditions and student progress. As far as the respondents of the public school were concerned, students developed a positive attitude towards schooling, teachers changed their attitude towards their profession and parents started realising that education is an important factor in their children's future. On the part of the private school members, they were committed to maintaining the high moral-academic standards they had jointly created over a period of fourteen years.

How did the two successful primary school leaders impact on teachers' working conditions in their schools?

This study has identified similarities and differences between both Head Teachers in the application of transformational, spiritual and instructional leadership

strategies and practices that directly impact teachers' working conditions. The similarities in strategies and practices include a shared school vision of academic performance and commitment to developing teachers' pedagogic skills through CPD. Both Head Teachers who participated in this study modelled similar behaviours such as regularity, punctuality, accountability, the ability to work long hours and developing collaborative relationships, friendliness and collegiality. Their role also involved supervising teachers, offering individualised counselling as well as organising and participating in peer-mentoring activities.

How did the qualities, values, skills and strategies of the two successful primary school leaders impact on student outcomes?

Finally, this study has found similarities and differences in the qualities, values, skills, strategies and practices of the two Head Teachers which directly and indirectly impacted on student outcomes. More specifically, Ms Kenny's strong profile in the community and her interpersonal relationships, motivation and discipline, as well as her cultural and motherly care towards students and teachers directly impacted on student outcomes. Pst. Ame's calling and training as a clergy influenced his spiritual leadership, and his active listening and decision-making qualities led to his success. The two Head Teachers valued their students' academic achievement, and this interacted with their vision for success and excellence through the social and moral development of the students. The qualities, values and skills that were believed to have had an indirect impact on student outcomes include: previous work experience, personal experience, commitment, planning skills, hard work, the ability to build trust through honesty and transparency and fostering care through building relational trust at their schools.

The different practices identified in this study were categorized in terms of school context and leadership conceptualized dimensions. The school contextual differences included structure and context. The Head Teachers focused on practices in four aspects of their work: – leading school direction through shared visions; leading staff through CPD and delegation of duties to foster trust; leading school organisation through empowering employees and engaging parents and the external community and, finally, leading instructional programmes through a different kind of supervision and monitoring which emphasized teacher appreciation/awards and the role of culture.

The different ways, times and different combinations in which these were carried out can be found in their school's improvement Tables 21 and 22 in Chapter Six. The two Head

Teachers worked directly with their teachers, applying these strategies and practices, which had mostly positive but sometimes negative effects on the school teachers. For example, when teachers worked overtime, the type of schools they worked for determined the kind of reward that they received. Public school teachers were not compensated financially, but received verbal praise from the Head Teacher. Unlike the public school teachers, the private school teachers were compensated for their overtime work at the end of the school year, as well as receiving a bi-annual salary increase. The verbal appreciation, awards and financial incentives offered to teachers directly motivated them, increased their commitment and improved teacher retention in both school types.

7.3 Contribution to Knowledge

The focus of this research itself is not new. However, this study has sought to confirm, support and add to the knowledge base of the qualities, values, skills, as well as strategies and practices of successful primary school Head Teachers in Nigeria. This study neither presents a broad interpretation of the western and non-western research, nor does it claim to be a comprehensive representation of public and private schools in areas of low SES in Nigeria. Rather, it offers an overview of the knowledge acquired about successful Head Teacher leadership in the Nigerian public and private school context. At the end of each case study (Chapters Four and Five), it provides a leadership model that systematically describes the similarities and differences in Head Teacher leadership practices across the public and private school sectors. In addition, the forms of evidence provided are reliable and were accurately recorded. This study supports much of what is already known about those successful school leadership practices that positively impact on teachers' working conditions and student outcomes.

However, it is worth noting that this study provides evidence that supports the five basic successful school leadership practices, which include transformational and instructional leadership dimensions that were previously discussed in the literature review (Chapter Two), as well as additional evidence for spiritual leadership. The five leadership actions illustrated through spirituality focus on the following aspects: (1) leading school direction; (2) leading staff, (3) leading school organisation, (4) leading instructional programs and (5) leading the environment. Each of these categories includes specific strategies and practices that the literature on both the Nigerian and international contexts examined in

detail in Chapter Two. This research also confirms the suggestion by Day and Leithwood (2007) that all five categories of successful school leadership actions are practised differently by each Head Teacher in their specific school context.

Thus, the originality of this context-specific study can be found in the additional knowledge it offers, with evidence of spiritual leadership and the role of culture. It confirms that the shared qualities, values, skills, strategies and practices implemented by successful school leaders found in the Nigerian and international literature can also be found in the actions of the two Head Teachers in this research. This section will, therefore, discuss the research contributions by examining three parts: the Nigerian perspective, the international perspective and the additional knowledge contributed to the study of successful school leadership.

The Nigerian Perspective – Public and Private School Context

This study's originality resides in it being the first empirical research in the Nigerian context conducted solely with primary Head Teachers in public and private schools in a challenging context. The originality of this study is further strengthened by the fact that, in Nigeria, research on this topic has been mainly conducted on secondary school Principals; indeed, a few public primary school Head Teachers appeared in the sample used in Arong and Ogbadu (2010). A review of the existing literature also shows that most research in Nigeria has focused almost exclusively on effective leadership strategies and practices. Only a limited number of the existing studies have examined the Principals' or Head Teachers' qualities, values and skills, and the ways in which they impacted on teachers' working conditions and student outcomes (Akomolafe, 2011, 2012 and Njoku, 2011).

The results of this present study could be of immense relevance to practitioners who seek to enrich their knowledge of practices about the topic. It is also useful as a basis for future, more in-depth research in this field, for example, on the correlation between gender and effective leadership in Nigerian secondary schools. Policy-makers in Nigeria, Ghana and other non-western countries can use these research findings to develop specific key criteria for recruiting and appointing primary school Head Teachers, especially for schools in challenging contexts. Moreover, other researches conducted on private schools in Nigeria, would qualify as international literature.

This study has confirmed that school leadership qualities, values, skills, strategies and practices enhance leadership effectiveness in Nigeria (Akomolafe, 2012; Oredein, 2010; Anka & Khashelli, 2011; Momoh & Ogonor, 2015). In addition, the Head Teachers in this research study directly impacted the working conditions of their teachers; this, in turn, indirectly impacted the students' social, moral and academic development.

It should be noted that this study does not support Nigerian studies (Nakpodia, 2009) previously discussed in the literature review, which claim that school leaders in Nigeria are controlling, autocratic and impose a lot of restrictions on teachers and students. Rather, the evidence available from this study reveals that there might be public school leaders in Nigeria who may not be as autocratic as described by certain Nigerian studies (Ibukun, Oyewole & Abe, 2011; Okendu, 2006, 2011) since generalization cannot be suggested based on a small-scale study such as this.

This study supports the view that teachers' and students' needs are taken into consideration and cared for by the Head Teachers. Furthermore, the findings from this study are not in line with the report of some researchers in the Nigerian literature that public Head Teachers or Principals (Arong & Ogbadu, 2010) are inexperienced and are unable to lead school direction. Contrary to those studies, this research supports the view that some public Head Teachers can assume a supervisory role in order to influence quality pedagogy, much like their private school and Western counterparts. This study, therefore, concludes that the leadership of public schools can be defined beyond the terms of the collaborative management of a school's human and material resources (Nakpodia, 2011b; Akomolafe, 2012; Duze, 2012; Ige, 2013).

This research provides empirical evidence that it is possible for public school Head Teachers to achieve success in the specific turnaround context in which they find themselves. These exceptional school leaders, according to the literature, 'set the turnaround agenda, while leading teachers, involving the community and building general capacity' (Murphy and Meyer, 2008, p. 321; Leithwood et al., 2010), as Ms Kenny did for BES to achieve success within the space of three to five years. These school leaders, like those in this study, are hard-working, motivational, active listeners and decision-makers, taking actions that work towards the success of their schools. However, there is no 'formula' for achieving success, and whilst this study adds to the findings of others which focus on the improvement of schools in challenging socio-economic and cultural contexts internationally (Dimmock & Walker, 2000c; Bush & Oduro, 2006), generalisation is not possible. Most of these findings need to be explicated on a larger scale across the six geopolitical zones of Nigeria for a more rounded generalized perspective, which is the way such findings are examined internationally.

International Perspective

Most developed countries, such as the UK, the USA, Australia, Canada and South Africa, have extensively researched successful primary or elementary school Head Teachers. For example, Garza et al., (2014) examine four books on the ISSP project (Leithwood & Day, 2007; Ylimaki & Jacobson, 2011; Moos et al., 2011 and Day & Gurr, 2014; Gurr, 2015), which include over 100 multi-perspective case studies in twenty-four countries. The study explores the important role and the required qualities of secondary and elementary Principals for a successful school. These Principals need to be committed to setting school directions, promoting and supporting personal and professional teacher development and influencing pedagogy by demonstrating resilience in order to sustain their success over a period (Day & Gurr, 2014, p. 798).

Similar qualities, values, skills, strategies and practices have been found in the two Head Teachers in this study. This study further strengthens our knowledge of how successful spiritual school leaders apply their personal experience to develop school direction through moral development, as described in the literature (Ylimaki et al., 2011; Day & Gurr, 2014: Day et al., 2016).

This study confirms that successful Head Teachers of low SES are influenced by their human, socio-moral and professional values when resolving their school's specific challenges (Leithwood & Steinbach, 1995; Robinson et al., 2008; Mulford & Edmund, 2009; Moos & Johansson, 2009; Drysdale & Gurr, 2011; Day et al., 2016). This study also supports the suggestion that successful school Head Teachers have a positive direct impact on teachers' working conditions, which, in turn, has a direct impact on student outcomes through collaboration with parents and the external community (Leithwood et al., 2008; Day et al., 2009). For example, the next section discusses in detail how successful school Head Teachers can creatively solve specific school challenges in collaboration with the external community. Some of the mediators listed by Day and Leithwood (2007, pp. 193-195), can also be found in this study. The schools adopt the Lagos State Government curriculum but implemented differently. The Head Teachers were interested in saving teaching time and providing quality pedagogy to students. Other school members were involved in the decision-making process, and there is evidence that shows that teachers' organizational commitment has a positive impact on student performance.

In addition, this study extends our knowledge and understanding on how primary school Head Teachers can phase school improvement strategies that fosters the sustainable success of schools in challenging contexts, without formal knowledge of how to achieve success through layered leadership (Marks & Printy, 2003; Robinson et al., 2008; Day et al., 2009; Mulford & Silins, 2009; Hallinger & Heck, 2011; Gu & Johansson, 2013). A recent study by Day et al., (2016), provides 'empirical evidence of how successful Principals directly and indirectly achieved (their aim) and sustained improvement over time through combining transformational and instructional leadership strategies' (p. 2).

The results in this study confirm the evidence described in the research by Day et al., (2016). The Principals in their study understood how to apply 'clearly articulated, organizationally-shared educational values through multiple combinations and accumulation of time and context-sensitive strategies that are 'layered' (or phased) and progressively embedded in the school's work, culture and achievement' (Day et al., 2016, p. 2). For example, the Head Teachers in their study applied distributed leadership strategies and practices to prepare their colleagues for leadership by building trust.

The primary Head Teachers in this study applied delegation of duties without accountability structures, or knowledge of the application of data and research that can impact on student learning. However, they had similar qualities, values and skills as those identified in the literature (Day et al., 2016, p. 31) which are required for success in a challenging school context. This study confirms how primary school Principals can apply combined leadership concepts to achieve sustainable school success over time by applying similar strategies. Moreover, this study also supports the claim that Head Teachers must understand and identify their school's needs. Finally, this study provides additional evidence confirming an earlier observation by Leithwood and Day (2007) that successful school leadership shares many similarities, irrespective of any differences in national or cultural contexts.

Additional Knowledge: SPIRITUALITY

This study contributes to our knowledge and understanding of how successful school leaders apply spiritual leadership practices of transcendence and connectedness with other school members through the efficacy of prayer (Gibson, 2014; Luckcock, 2007, 2010). Spiritual leadership emphasizes organisational values with a 'sense of meaning' at the work place rather than financial benefits (Luckcock, 2007, 2010; Pawar, 2008, Fry

& Slocum, 2008; Van Dierendonck, 2011; Gibson, 2014). For example, the efficacy of prayer fostered trust between the leaders and other school members, as the teachers observed daily prayers and monthly fasting practices, and the students also engaged in daily prayers in assembly. The private school Head Teacher applied this practice to deal with most of the school's challenges, and the results were either evident to all or shared with the teachers.

Moreover, attendance at daily prayers and monthly fasting formed part of the code of conduct signed by every member of staff before accepting employment. Thus, due to such spirituality in the work-place, teacher commitment and retention fostered high productivity, which directly and positively impacted on student outcomes. Consequently, the vision of training students for future nation-building, along with the specific spiritual leadership practices, strengthened the educational value of high moral, academic and social student outcomes.

Furthermore, some of the identified spiritual leadership qualities of the private school Head Teacher include spirituality, active listening, humility and tolerance. These qualities were seen to have fostered a peaceful, transcendent, family-like working atmosphere and encouraged teacher retention. Spirituality, nonetheless, is not a new concept. However, its importance to the Head Teachers in this study as an underpinning cultural value suggests that further research into its relationship with 'successful' leadership in the Nigerian context could be useful.

This study has confirmed that successful school leaders are spiritual. This is a consequence of their intrinsic motivation to create a vision of spiritual survival, hope/faith and altruistic love through a sense of calling and membership to make a difference through high organisational commitment, the productivity (Fry et al., 2003) of teachers and students' academic performance. Likewise, other key qualities identified in the literature similar to those evident in the Head Teachers in this study are: tolerance, empathy, patience, humility, perseverance, courage, generosity, excellence and reward and/or appreciation through cash or kind, equally supported by the African cultural value of moral support. These key qualities align with a similar transformational leadership theory, which focuses on the leader-follower relationship (Burns, 1978; Luckcock, 2007; Gibson, 2014), previously discussed in Chapter Five.

The additional spiritual leadership qualities identified in this study that are akin to those presented earlier in Chapter Two by Moos and Johansson (2009) include willingness to be active listeners and encouragement to others to get involved. These qualities foster care with consistent practices of goodwill and generosity to the less privileged and staff.

Thus, this study supports an Australian study (Gibson, 2014) on how certain practices identified in transformational leadership are like those identified in spiritual leadership, although, they are not described as such in the literature. For example, in leading school direction, the importance of a shared personal and school vision is emphasised in inspiring the leader-follower relationship.

This study also contributes to the literature on successful spiritual private school leaders in Nigeria, and how low fee-paying schools affect increased growth rate and high student moral and academic outcomes without being profit-driven. Most of the literature on private schools in Nigeria (Tooley & Dixon, 2005; Oni, 2011; Dixon, 2012, 2015; Heyneman & Stern, 2013) suggests that most fee-paying private schools are profit-driven in order to deliver quality teaching. Although the latest unpublished ESSPIN (2012, 2013) reports on the assessment of private schools in Nigeria suggest that funding is in fact a major challenge for 75% of private school proprietors.

This aspect did not negatively impact on teachers' working conditions and student outcomes in the private school examined in this study. Notwithstanding the difficult challenges that limited finances and poor infrastructure posed to Pst. Ame, was able to maintain the learning environment by providing adequate learning and teaching materials in order to achieve success, thereby overcoming this challenge. The implication is that government and private school boards should consider appointing Head Teachers with knowledge of current leadership concepts, as well as possessing basic administrative and financial management skills, who are able to achieve sustainability by motivating themselves as well as leading other school stakeholders.

This study has also contributed to the knowledge and understanding of how successful school leaders combine different cultures (Nigerian and Ghanaian) to achieve and sustain success. For example, this study confirms that successful Head Teachers creatively deal with specific challenges. The public-school Head Teacher (Ms. Kenny) applied tribal sentiment to network with and engage the external community in order to resolve critical challenges such as student truancy and lateness. She collaborated with the community youths to establish a student vigilante intervention scheme to report students found wandering in the community during school hours to the school authorities (Chapter Four).

Ms. Kenny also networked with the community leader to increase parental involvement, a strategy, that positively impacted on the relationship between parental homes and the school. These interventions improved punctuality, the provision of learning materials and classroom attendance, which in turn impacted on students' socio-academic outcomes. On the other hand, Pst. Ame, the private school Head Teacher, who is a foreigner, used the

multi-cultural profile of his school staff as leverage to gain the trust and collaboration of teachers and parents (Chapter Five). He was able to foster a sense of belonging for everyone through his spiritual leadership practices.

The study extends our knowledge of how successful school leaders create family-like working atmosphere through effective pastoral care, as well as through fostering collegiality, trust and the collaborative support of other school members. This aligns with the views in certain western (Klar & Brewer, 2014) and Nigerian (Kabiru, 2014) studies. The literature on this phenomenon does not seem to examine the application of the strategies analysed here in such a way. For example, the Head Teachers in this study provided moral and financial support (e.g., cash gifts and interest-free loans), which significantly impacted on teachers' working conditions. The implication of this study is that leaders' care for their teachers' well-being fosters teacher commitment and improves retention. More importantly, the role of culture was crucial for creating a symbiotic relationship between the school and parental homes, which in turn indirectly impacted on students' academic performance. The Head Teachers used culture to harness the collaboration and trust of other school members in order to achieve turnaround success, school development and the improvement processes of the different school contexts respectively. This study contributes to our knowledge of how culture and spirituality are vital mediating factors which influence the leadership and management of schools (Dimmock & Walker, 2000b-c; Law, 2012). Thus, this research supports the suggestion that successful school leadership strategies and practices are influenced by organisational and cultural context in which the leaders work (Dimmock and Walker, 2005). In addition, the school leader's ability to manage a collaborative relationship with other school members 'can be socio-culturally specific' (Law, 2012, p. 279).

7.4 Research Strengths and Limitations

A key strength of this study's methodology is that it can be applied to a non-western context. In terms of transferability to other non-western contexts, it should be emphasized that most cases of empirical research on successful school leadership in Nigeria have mainly been carried out by using quantitative research designs with generalizable conclusions. However, this study has adopted a multi-perspective qualitative approach, which is transferable to other non-western cultural contexts and

can be compared with international studies on the topic. Transferability is evident in this study because of its clear, detailed and in-depth description (Schofield, 1990 in Cohen et al., 2009) of the case studies used.

Furthermore, data were obtained from three different sources to achieve triangulation and enhance the robustness of the findings. In addition to the triangulation of data sources, this study was able to test the research questions, utilising appropriate and sufficient data collected over a period of two years. What is more, all collected data were regularly checked (Briggs, 2007; Cohen et al., 2009) to ensure there was rich, detailed and correct information that could help in the attempt to understand the strategies of the two successful school leaders selected for this study.

The triangulation of multiple sources of data, the careful examination of the different perspectives, the interpretations of respondents during the interviews and the supplementary survey for the teachers interviewed all strengthened the trustworthiness of the sources. The Head Teachers' perspective on the phenomenon was confirmed by the responses from the other school members (students, teachers and parents) about their school, their school Head, their strategies and practices, as well as their impact on teacher working conditions and student outcomes.

The multi-perspective approach of the study made it possible to observe the Head Teachers in their natural setting, examine their intentional and unintentional behaviours and see how they created success within their social environment. The implication for applying this approach, is that the data collection process was strengthened by securing the required average number of respondents, continuously checking the data with sources and accurately interpreting the events observed and recorded (Briggs, 2007; Cohen et al., 2009). In this regard, the triangulation of data sources (Chapter Three) was a useful tool for achieving what is described above.

A major limitation of the qualitative research strategy is that 'events and individuals are context-specific and largely non-generalizable' (Cohen et al., 2009, p. 20). The samples selected may not be representative of the population, or the findings of this strategy may not be generalizable. Generalization can be used to refer to the theory but not the population sample (Bryman, 2008). According to Mitchell (1983, p. 207), 'it is the quality of the theoretical inferences made out of qualitative data that are crucial to the assessment of generalization' (cited in Bryman, 2008, p. 392). Bryman (2008, p, 392) considers this position as limiting and cautious. The aim of this study is not to generalize findings, but to be authentic.

Notwithstanding this, the approach used for the interpretation of data has general features that are beneficial to the study. As the researcher, I was pleasant and receptive to the changes in respondents' behaviour and maintained interactions consistently to collect evidence and interpret their behaviour in their social context. I was ready for surprises, yet there was a certain degree of unbiased objectivity on my part in dealing with various assumptions and preconceptions (Bryman, 2008), as explained earlier (Chapter Three). Initially, the private school Head Teacher was suspicious of my study because he felt the state government may want to use it to investigate his school. He relunctantly agreed to participate and grew increasingly relaxed as the interview progressed. I identified this as indicative of 'gatekeepers' interests' (Ahern, 1999 in Robson, 2002, pp. 173-174). However, these interests initially led to difficulties in the interaction with the private school Head Teacher, although they were eventually resolved. These limitations, however, make it possible to identify key areas for future research.

7.5 Implications for Future Research

This study has identified five areas for future research in the following related areas: (1) the effect of transformational school leadership (TSL) on student achievement in a non-western context, (2) spiritual leadership's (SL's) impact on LFP schools, (3) the interconnection of multi-dimensional concepts and successful school leadership, (4) the importance of planning supervision in order to evaluate pedagogy in LFP schools, and (5) the role of culture in successful school leadership.

Further large-scale research for the purpose of generalisability is required for an in-depth understanding of TSL's effect on student achievement in a non-western school context. It would be interesting and enlightening to investigate the effectiveness of TSL on student outcomes in many public schools. It is suggested that TSL and other current school leadership concepts be included in the CPD curriculum for public and private school Heads, and in Higher Education in Nigeria or similar non-western contexts.

A more comprehensive study is required to determine the effectiveness of SL on teachers' working conditions and student outcomes, as this was an unexpected finding of this study. This would improve our understanding of the reasons why, and ways in which, SL directly impacts on student engagement and motivation. Both students and teachers can provide their own perspective of its effectiveness on their commitment and retention in

LFP schools, especially if the study is conducted with a large sample of religious LFP schools across cultures and countries.

Further research is required to assess the effectiveness of the interconnection of multi-dimensional concepts on successful school leadership practices and the attributes of primary school Head Teachers, and its effect on student outcomes in schools in challenging contexts. In my study, I designed a leadership model that reveals an interaction between the qualities, values, strategies and practices of the Head Teachers. It would require an in-depth, large scale, mixed-method investigation to determine the effectiveness of the interactions and the interconnections described above. For example, this would provide a more nuanced understanding of the effectiveness of financial compensation on teacher commitment and retention in a non-western context, and in Nigeria particularly, by comparing public and private schools in challenging contexts.

Since the findings in this study have confirmed the importance of planning in the success of TSL and instructional leadership, a detailed study is required to determine how TSL and SL strategies directly impact on the planning of supervision for the purpose of the evaluation of teaching and learning in more religiously-inclined LFP private schools. A larger comprehensive research would enhance our understanding of the reasons for, and the ways in which, structured supervision in teacher assessment through lesson observations in LFP schools in western and non-western contexts can impact on higher student achievement. This study, in line with international findings, supports, the importance of planning for successful school leadership (Day et al., 2016) and sustainable success (Day, 2014). A more effective supervision process is recommended for the State and Federal governments in Nigeria with a view to maintaining quality teaching and learning, instead of merely conducting routine checks, which seem to be considered by policymakers as best practice.

This study has also focused on the role of culture in schools in challenging contexts, and the findings have revealed the benefits of the leaders' care for their teachers' well-being fosters teacher commitment and improves retention in a non-western context. It would be interesting to investigate in detail, across cultures and countries, on a larger scale and using a mixed-method research design the ways in which culture can be adopted to influence teacher commitment and retention in order to increase productivity. This would broaden our knowledge of the important role that culture plays in the success of school leaders in diverse social contexts. I will now conclude on a personal note, and reflect on this doctoral journey.

7.6 Personal Reflection on the Doctoral Journey

During my undergraduate studies in History and my postgraduate studies of two Masters' degrees in Nigeria, I never anticipated that I could ever complete such a journey as that of a doctoral degree. I encouraged myself to think deeper to discover my abilities to contribute to the knowledge of the topic that I was researching. My supervisors influenced me in various ways, and their immense support and constant encouragement challenged me to think 'outside of the box' and to write in a way I could not previously have imagined.

However, I was not prepared to deal with the loss of three loved ones within a space of five years (my mother in Dec. 2010, my father in Aug. 2015 and my uncle in Nov. 2016). Nor was I prepared for the economic recession in Nigeria during my studies, which almost forced me to consider interrupting my studies. Moreover, I had to retire earlier than I expected from my position as a private school Head in order to join my husband as a student-spouse in the USA, where I'm not eligible to work. As a result, I considered dropping out of the PhD programme three times, also due to the financial and health challenges I was facing and the emotional stress I was experiencing after my relocation. The importance of a student's emotional well-being to academic success became evident to me during the completion of this process. However, I was thankful that I had uninterrupted electricity and internet access, which increased the speed of my work and guaranteed the accuracy of the information I needed to complete this research.

The ability to complete the process as expected was because of my supervisors' continuous encouragement and confidence in me and their belief that I was sufficiently resilient to achieve it. Although I realised that it would only be by the grace of Almighty God that I would complete this process, I decided to apply the knowledge of 'spiritual resilience' and the practice of transcendence and connection to my own situation. I realised that I could apply this knowledge, which had also been used by the two school leaders and other doctoral students in similar circumstances. Thus, it was this journey of spiritual resilience that encouraged me to complete my study. It is hoped that this work will pave the way for a brighter future for educational research in Nigeria.

Finally, as I reflected on my understanding of educational research and the first five weeks of orientation and research methods classes of this course, which took place twelve years after my previous quantitative research class, I realised I needed to handle the

subsequent chapters with assiduity. Thus, the chapters on research methodology, data analysis and data presentation took me over two years to complete. I remember challenging myself for over two years to ensure I had mastered the act of referencing almost every literature source that I had read and including them in my writing to avoid plagiarism. The additional CELE classes were valuable because they helped me confirm academic expectations about the application of referencing guidelines, and they improved my dexterity in academic writing. All the online Graduate School research classes equipped me with the tools I needed for qualitative research data collection, such as individual and group interviews, as well as observations. The online class on preparing for a VIVA provided me with knowledge and communication skills that made my Confirmation of Status (CoS) VIVA a positive experience. Face-to-face classes, such as shut-up and write and those about interviewing and transcribing skills, were extremely useful. The NVIVO application class was also very informative, even though I did not have the opportunity to use this software. These classes, as well as the lecturers, contributed significantly to the successful completion of this journey, which began on October 5th, 2009.

More importantly, the process of understanding the theoretical and practical aspects of qualitative research design, data coding, analysis and manual presentation, which were completely new to me have, despite the difficulties involved, given me confidence as a researcher. This confidence in the quality of my research was further enhanced after I studied the work of Mile, Huberman and Saldana (2014).

However, I would like to learn how to undertake a mixed-method approach in a group empirical study of the phenomenon on a larger scale. In addition, the findings of this study have developed my understanding and confirmed my stance that, if one purposefully combines multiple appropriate leadership dimensions with leadership antecedents, in terms of qualities, educational values and skills, then one can achieve success, despite the social context one finds oneself in as a school Head. Although I was not a participant researcher, I benefited from the practices of the two successful Head Teachers who participated in the research. The knowledge of qualities and values such as spiritual resilience, developing trust with other school members through the building of relationships of care and the role of culture applied by successful school Head Teachers have contributed to my professional development as a Head of school.

Thus, this study has achieved the purpose set out at the beginning. First, it supports and confirms that the qualities, values, skills and strategies of the two successful primary school Head Teachers in Nigeria, can make a difference in improving and promoting learning. It also adds to the knowledge base that the practices of SSL can also impact on

teachers' working conditions and student outcomes. Second, it has broadened our understanding of how Head Teachers' moral and socio-academic values can impact on their practices in order to overcome specific school challenges, and how understanding a school's needs can impact on Head Teacher leadership strategies in the quest for school improvement over a long period of time from one phase to the next. It has also been a journey worth undertaking in order to provided and described appropriate criteria for the recruitment, selection, assessment, promotion and succession plan of successful school Head Teachers in both the public and private sectors of education in Nigeria. It has provided adequate information about other, more positive, nationally-relevant empirical research for more current context-specific forms of evidence for policymakers and school boards in a non-western context.

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Appendices

Appendix 1 - Head Teacher's interview Schedule

Personal Profile

Teaching experience, previous and present; personal visions and values.

1. How would you describe yourself? What are your personal values and visions? What major experiences have helped to shape your opinion of life in terms of your values, visions and general/specific philosophies of life that have influenced your educational values? Do they change over time or are they static? What are the important qualities and skills of your work that affect your success?

2. How long have you been a Head Teacher? Briefly describe your journey to headship. How did you prepare for headship? How long have you been the Head Teacher of this School? Do you enjoy your position as Head?

3. How would you describe your role as a Head Teacher?

4. How do you sustain your continuing professional development? Are you proactive with it or do you wait for the government to maintain it for you? Do you belong to any Head Teacher support group?

THE SCHOOL

5. How often are Head Teachers transferred? How does this affect your leadership practices and the general climate of the school system?

6. Describe your present experience as Head Teacher in this school vis-a-vis the teaching staff, non-teaching staff, students, parents and general school community?

7. How would you rate this school academically and socially? Are there any challenges facing the school presently? What has the school achieved since you took over as Head?

8. What are your greatest achievements and challenges in your journey in school improvement? What are the strategies you used to overcome the challenges (if they can be overcome at all) since you took over? How and what would you have done differently?

9. How would you define success within the educational context? How have you achieved success as a Head Teacher over the years? What have been your successful leadership strategies over the last 3 – 5years? What have been your successful leadership practices that are evident to all over the last 3 – 5years? Which of the successful leadership strategies and practices has affected student outcomes?

10. Do you have a vision for this school? If yes, then do you review it, how often and why? How did you get the entire school community to buy into your vision? How have these visions and values affected the school generally and specifically towards success? What does successful leadership mean to you?

11. How have you successfully assisted teaching and learning within your school? What is the learning environment of your school? How do you develop teachers' professional development needs? How do you maintain high-quality teaching in your school?

LEADERSHIP PRACTICES

12. How have you maintained parental and community collaboration and organization that fosters success within and outside your school? Do you maintain a cordial relationship with teachers, students, parents, community and the governing body? How?

13. What leadership qualities do you possess, and which ones have you applied consistently in your interactions with staff, students, parents and governing body over the years? What successful leadership strategies are you practising that are fostering improved academic and social student outcomes? How do you foster teacher commitment and trust in your school? How do you engage students in the teaching and learning process? What strong moral values do you encourage within your school?

14. What leadership skills do you possess? What decision-making system do you apply in your school? Are staff involved in the decision-making process? Do you delegate roles to your deputy and other key teachers and administrative staff? How do you run your staff meetings? Are you data-wise? If yes, do you use it to evaluate staff and predict student's future achievement levels? How do you assess both students and staff to maintain excellence? Does your school have a disciplinary policy, and who heads the committee? How do manage your time? How have you motivated your staff to influence teaching and learning over the years?

15. What role has culture played in your leadership practices over the years?

Appendix 2 - Letter of approval to visit schools from Lagos State Government

LAGOS STATE GOVERNMENT

STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB)

Maryland Schools Complex
Maryland,
P.M.B. 21676, Ikeja

E-mail: basiceducation@lgsubeb.gov.ng
basiceducation.subeb@gmail.com
lasubebbasic@yahoo.com
website: lgsubeb.gov.ng

LSUBEB/GEN/949
Our Ref. No:.....

24th January, 2014
Date:.....

The Education Secretary,
L. G. E. A.,
Eti/Osa

EDUCATION SECRETARY
ETI-OSA L. G. E. A.

PERMISSION TO VISIT PRIMARY SCHOOLS IN ETI/OSA LGEA

I am directed to inform you that the bearer Mrs. Ireremena Felix-Otuorimuo is on Educational Research into Primary Educational System in the State, please accord her your total support and co-operation.

Thank you.

[redacted]

FOR: EXECUTIVE CHAIRMAN

Mission Statement

Lagos SUBEB, in collaboration with Stakeholder, will create a Conducive Environment for Quality Teaching and Learning Throug the Provision of Infrastructure, Capacity Building and Support for LGEAs.

APPENDIX 3a - Questionnaire for Senior Management and Teaching Staff

I am a PhD student, conducting a study that aims to explore the interpretations of what success means to successful primary school Head Teachers amid the educational challenges in Lagos State, Nigeria, using a public and a private school each as case study.

Strongly Agree; Agree; Disagree; Strongly disagree

Please answer all the questions.

Teaching/Work experience, previous and present

Personal Profile

1. Are you a male or female? Male [] Female []

2. How old are you? 25 - 35yrs [] 36 - 45 yrs. [] above 46 yrs. []

3. What classes do you teach?

_____

4. Where do you live? _____

5. What are your educational values & vision?

   _____

   _____

6. Do they align with those of the school?

   _____

7. How would you define success within the educational context?

   _____

   _____

8. Would you describe this school as a successful school? Why?

   _____

   _____

9. How long have you been working in this school under the leadership of the present Head?

   _____

10. Do you enjoy working with him/her? Why?

_____

_____

The first question is an example

NO-ONE AT SCHOOL WILL KNOW YOUR ANSWERS

THE SCHOOL

	Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
I like children movies. (Sample question)	✓			
I'm happy to be part of this school				
Students, teachers, other staff members, parents and the community are happy to be part of this school				
The Head Teacher is a successful school leader				
Has the school experienced changes since the present Head took over? Please specify below				
The school strengths:				
The school weaknesses:				
Parents are involved in their children's learning and general school process				
Parents feel welcome in the school and like to visit it.				
Parents see and sign their child's school homework folder/diary each week.				
Parents attend PTA meetings and all school events.				
Head teachers are frequently transferred				
This school is academically successful What %?				
This school is socially successful What %?				
The school has achieved a lot under this Head Teacher. Be specific.				

THE HEAD TEACHER

	Strongly agree	**Agree**	**Disagree**	**Strongly disagree**

He or she has managed the challenges of the school efficiently with less resistance. Explain				
He or she has managed the successes of the school with humility. Explain				
The Head Teacher has a vision for the school				
He or she empowers teachers				
I like the Head Teacher.				
The Head Teacher likes to talk to students sometimes.				
The Head Teacher makes sure the school is very clean and tidy.				
The Head Teacher is someone I feel I can talk to.				
The Head Teacher seems to be interested in us as teachers and staff.				
I often see the Head Teacher around the school				
The Head Teacher makes sure he/she knows and interacts with all staff members.				
The Head Teacher acknowledges teachers of students who work hard.				
The Head Teacher is very popular in the area.				
The Head Teacher speaks nicely to the teachers				
The Head Teacher is very nice to parents and visitors generally				
The Head Teacher organizes and attends PTA meetings.				

LEADERSHIP PRACTICES

12. What leadership qualities does he or she possess, and which ones has he/she applied consistently in interacting with staff, students, parents and the governing body over the years?

_____

_____

_____

13. What successful leadership strategies does he/she practice that foster improved academic and social student outcomes?

_____

_____

_____

14. How does he/she foster teacher commitment and trust in your school?

_____

_____

_____

15. How does he/she engage students in the teaching and learning process?

_____

_____

16. What strong moral values does she encourage within the school?

_____

_____

17. What leadership skills does he/she possess?

_____

_____

_____

_____

_____

18. What decision-making system does he/she apply in your school?

_____

_____

19. Are you involved in the decision-making process?

_____

20. How does he/she manage staff meetings (No of times per week/month/year)?

_____

_____

_____

21. How does he/she assess both students and staff to maintain excellence?

_____
_____
_____
_____

22. Does this school have a disciplinary policy, and who heads the committee?

_____
_____
_____

23. How has he/she motivated the staff to influence teaching and learning over the years?

_____
_____
_____

24. What role has culture played in your leadership practices over the years?

_____
_____
_____
_____

Appendix 3b – Student Questionnaire

C/O SCHOOL OF EDUCATION, UNIVERSITY OF NOTTINGHAM

QUESTIONNAIRE FOR PRIMARY 6 PUPILS

TO BE FILLED BY PRIMARY SIX PUPILS UNDER TEACHERS SUPERVISION

1. Are you a boy or girl? Boy [] Girl []

2. How old are you? 10 yrs. [] 11 yrs. [] above 12 yrs. []

3. What does your father do?
   _____

4. What does your mother do?

_____

5. Where do you live?
   _____

Please answer all the questions. The first question is an example

NO-ONE AT SCHOOL OR HOME WILL KNOW YOUR ANSWERS

1. ALL ABOUT YOUR SCHOOL

	Strongly agree 	**Agree**	**Disagree**	**Strongly disagree** 
I like my movies. (Sample question)	✓			
I like my School.				
I have many friends in my school.				
Most of my teachers are interested in me as a person.				
I get along with most of other students at my school.				
Most of my teachers make me feel happy in class.				
I am popular in my school.				
I can talk to my teacher easily.				
I like my class mates.				
Most of what I learn at school is interesting.				
I like my schoolwork.				

It is important to me that I learn and develop skills at school.				
I am proud of my school.				
I really enjoy school most of the time.				
I usually feel safe in school at lesson time.				
I usually feel safe at school during break and lunchtimes.				
This school is a friendly place.				
People in the local area like this school a lot.				
Students get good results at this school.				
Students behave well at this school.				
My school is a good school.				

2. My Head teacher

	Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
I like my Head Teacher.				
The Head Teacher likes to talk to students sometimes.				
The Head Teacher makes sure the school is very clean and tidy.				
The Head Teacher seems to be interested in us – the students.				
I often see my Head Teacher around the school.				
The Head Teacher makes sure pupils behave well.				
The Head Teacher punishes students for bad behaviour.				
The Head Teacher is interested in how much we learn at school.				
The Head Teacher praises pupils when we work hard.				
The Head Teacher is very popular in the area.				
The Head Teacher speaks nicely to the teachers				
The Head Teacher is very nice to parents and visitors generally				
The Head Teacher talks to students to find out how they are doing.				
The Head Teacher likes our school.				
The Head Teacher has introduced new things into the school in the last 12months				

3. My teacher and work

	Strongly agree	Agree	Disagree	Strongly disagree
My teacher is pleased when we work hard.				
My teacher is always there at the start of lessons.				
My teacher is not pleased if students are late for lessons or school.				
My teacher helps me with my work when I ask.				
My teacher tells us off when we make mistakes in our work.				
My teacher makes lessons interesting.				
My teacher is good at explaining if we make mistakes in our work.				
My teacher tells us when we've done good work.				
My teacher gets the class to behave well.				

4. Other Teachers

	Strongly agree	Agree	Disagree	Strongly disagree
There is a lot of fighting at this school.				
I have been beaten at this school.				
Teachers make sure we work hard in lessons.				
Teachers are only interested in the pupils who do well in tests and exams.				
Teachers make sure that pupils behave well in lessons.				
Teachers in this school seem to like teaching.				
Teachers in this school show respect for the pupils.				
Teachers in this school treat the pupils fairly.				
There is extra work or extra classes after school.				
Most of my classes are well taught.				

5. Your role in the classroom and school

	Strongly agree	Agree	Disagree	Strongly disagree
Teachers listen to what pupils say about their lessons.				
I have helped to decide the rules for our class and I try to comply.				
In our school, pupils' opinions and interests are listened to and taken into consideration when decisions are made.				
Taking part in school events (e.g. plays, sport and concerts) is a very important part of my life at school.				
Being a member of school groups (e.g. sports teams, clubs, newspapers) is a very important part of my life at school.				

6. Your learning

	Strongly agree	Agree	Disagree	Strongly disagree
My teacher is preparing me well for my exams at the end of the year.				
A student who works hard or makes good progress is noticed and praised.				
I think I will do well in my exams at the end of the year.				
Students who get good marks and work hard get noticed and envied by other students.				
Most students at this school are interested in learning.				
Teachers notice students who are not working as well as they could and				
Teachers help students who are not working hard to work harder.				

7. My parents

	Strongly agree	Agree	Disagree	Strongly disagree
My parents often talk to me about what I have been doing at school.				
My parents help me with my homework.				
My parents think I am good at learning in school.				
My parents believe working hard is important.				

	Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
My parents know how I am doing at school because my teachers talk to them during Open Day.				
My parents are interested in the marks I get at school.				
My parents feel welcome at school and like to visit it.				
I have a school homework folder/diary				
My parents must see and sign my homework diary each week.				
My teacher checks that my parents have signed off my homework.				
My parents come to PTA meetings and all school events.				
I often discuss my schoolwork with my parents.				

List 3 things you like most and 3 things you like least about your school.

_____
_____
_____
_____
_____
_____
_____
_____

THANK YOU VERY MUCH FOR FILLING IN THIS QUESTIONNAIRE
PLEASE HAND IT TO THE RESEARCHER

Appendix 4 - Bio-data Table for Students and Parents

BIO-DATA SUMMARY TABLE

		STUDENTS									PARENTS									
		LFP Primary School (Private)					BES Primary School (Public)					LFP Primary school (Private)					BES Primary School (Public)				
		Boy	Girl	Total	Age %		Boy	Girl	Total	Age %			Dad	Mum	Total	Age %		Dad	Mum	Total	Age %
AGE	below 10yrs	6	16	22	37.9						AGE	20-30yrs	1	3	4	9		1	11	12	12
	10yrs	8	15	23	39.7		7	10	17	12		30-40yrs	9	15	24	52		17	21	38	37
	11yrs	5	3	8	13.8		19	18	37	27		Above 40yrs	12	6	18	39		29	23	52	51
	Above 12yrs	4	1	5	8.6		34	49	83	61											
												Total	22	24	46			47	55	102	
	Total	23	35	58			60	77	137			**%**	48	52		100		46	54		100
	%	40	60		100		44	56		100											
				Dad %	**Mum %**				**Dad %**	**Mum %**			**Dad**	**Mum**	**Total**	**%**		**Dad**	**Mum**	**Total**	**%**
CLASSIFICATION	Professionals	17	9	29.3	15.5		38	15	28	11	CLASSIFICATION	Professionals	6	4	10	22		9	7	16	16
	Non professionals	41	49	70.7	84.5		99	122	72	89		Non professionals	16	20	36	78		38	49	87	84
	Total	**58**	**58**	**100**	**100**		**137**	**137**	**100**	**100**		**Total**	22	24	46			47	56	103	
												%	48	52		100		46	54		100

Appendix 5 – Students' Survey Analysis

	LFP SCHOOL - PRIVATE SCHOOL					%	REMAR	BES PRY SCHOOL - PUBLIC SCHOOL					REMAR
THEMES	STRONGLY AGREE - P++	AGREE -	DISAGR	STRONGLY DISAGREE - N++	NIL			STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NIL	
ALL ABOUT YOUR SCHOOL													
I like my School.	48	10	0	0	0		P++	105(76.6	30(21.9)	0(0.0)		0	P++
I have many friends in my school.	42(72.4)	12(20.7)	1(1.7)	0(0.0)	3(5.2)		P++	53(38.7)	77(56.2)	5(3.6)	0(0.0)	2(1.5)	P+
Most of my teachers are interested in me	43(74.1)	11(19.0)	1(1.7)	0(0.0)	3(5.2)		P+	95(69.3)	46(33.6)	3(2.2)	0(0.0)	3(2.2)	P++
I get along with most of other students a	36(62.1)	18(31.0)	2(3.4)	0(0.0)	2(3.4)		P+	63(46.0)	63(46.0)	8(5.8)	0(0.0)	0(0.0)	P+
Most of my teachers make me feel happy	43(71.3)	13(22.4)	0(0.0)	0(0.0)	2(3.4)		P++	92(67.2)	40(29.2)	0(0.0)	0(0.0)	5(3.6)	P++
I am popular in my school.	35(60.3)	17(29.3)	5(8.6)	0(0.0)	1(1.7)		P+	49(35.8)	79(57.7)	8(5.8)	0(0.0)	1(0.0)	P+
I can talk to my teacher easily.	34(58.6)	18(31.0)	3(5.2)	3(5.2)	0(0.0)		P+	86(62.8)	42(30.6)	8(5.8)	0(0.0)	0(0.0)	P++
I like my class mates.	48(82.8)	9(15.5)	0(0.0)	0(0.0)	1(1.7)		P++	77(56.2)	54(39.4)	3(2.2)	1(0.7)	0(0.0)	P++
Most of what I learn at school is interestir	52(89.7)	4(6.9)	1(1.7)	1(1.7)	0(0.0)		P++	94(68.6)	43(31.4)	0(0.0)	3(2.2)	0(0.0)	P++
I like my schoolwork.	45(77.6)	10(17.2)	0(0.0)	1(1.7)	3(5.2)		P++	97(70.8)	35(25.5)	5(3.6)	0(0.0)	0(0.0)	P++
It is really important to me that I learn a	41(70.7)	12(20.7)	2(3.4)	2(3.4)	1(1.70		P++	91(66.4)	40(29.2)	3(2.2)	0(0.0)	0(0.0)	P++
I am proud of my school.	49(84.5)	8(13.8)	1(1.7)	0(0.0)	0(0.0)		P++	105(76.6	25(18.2)	5(3.6)	3(2.2)	0(0.0)	P++
I really enjoy school most of the time.	43(71.3)	9(15.5)	5(8.6)	0(0.0)	1(1.70		P++	73(53.3)	58(42.3)	4(2.9)	2(1.5)	2(1.5)	P++
I usually feel safe in school at lesson time	36(62.1)	17(29.3)	2(3.4)	1(1.7)	3(5.2)		P++	79(57.7)	53(38.7)	5(3.6)	0(0.0)	0(0.0)	P++
I usually feel safe at school during break	41(70.7)	12(20.7)	3(5.2)	1(1.7)	1(1.7)		P++	100(73.0	35(25.5)	2(1.5)	0(0.0)	0(0.0)	P++
This school is a friendly place.	36(62.1)	14(24.1)	6(10.3)	1(1.7)	1(1.7)		P++	89(65.0)	45(32.8)	2(1.5)	3(2.2)	1(0.7)	P++
People in the local area like this school a	30(51.7)	21(36.2)	2(3.4)	3(5.2)	2(3.4)		P+	63(46.0)	62(45.2)	6(4.4)	1(0.7)	0(0.0)	P++
Students get good results at this school.	38(65.5)	16(27.6)	3(5.2)	1(1.7)	0(0.0)		P++	91(66.4)	41(29.9)	1(1.0)	1(1.0)	3(2.2)	P++
Students behave well at this school.	35(60.3)	18(31.0)	3(5.2)	0(0.0)	2(3.4)		P++	54(39.4)	72(52.6)	7(6.6)	4(2.9)	1(0.7)	P++
My school is a good school.	49(84.5)	8(13.8)	2(3.4)	0(0.0)	1(1.7)		P++	118(86.1	19(13.9)	0(0.0)	0(0.0)	0(0.0)	P++
MY HEAD TEACHER													
I like my head teacher.	50(86.3)	6(10.3)	1(1.7)	0(0.0)	1(1.7)		P++	102(74.5	35(25.5)	0(0.0)	0(0.0)	0(0.0)	P++
The head teacher likes to talk to students	50(86.3)	8(13.7)	0(0.0)	0(0.0)	0(0.0)		P++	96(70.1)	41(30.0)	0(0.0)	0(0.0)	0(0.0)	P++
The head teacher makes sure the School	52(89.7)	3(5.2)	0(0.0)	0(0.0)	3(5.2)		P++	111(81.0	26(19.0)	0(0.0)	0(0.0)	0(0.0)	P++
The head teacher seems to be interested	44(78.9)	12(20.7)	1(1.7)	0(0.0)	1(1.7)		P++	91966.4	46(33.6)	0(0.0)	0(0.0)	0(0.0)	P++
I often see my head teacher around the s	42(72.4)	10(17.2)	2(3.4)	4(6.9)	2(3.4)		P++	99(72.3)	30(21.9)	2(1.5)	5(3.6)	1(0.7)	P++
The head teacher makes sure pupils beha	53(91.4)	5(8.6)	0(0.0)	0(0.0)	0(0.0)		P++	115(84.0	22(16.1)	0(0.0)	0(0.0)	0(0.0)	P+
The head teacher punishes students for b	42(72.4)	9(15.5)	0(0.0)	3(5.2)	4(6.9)		P++	98(71.5)	31(22.6)	0(0.0)	7(5.1)	1(0.7)	P++
The head teacher is interested in how mu	47(81.0)	8(13.8)	0(0.0)	2(3.4)	1(1.7)		P++	100(73.0	37(27.0)	0(0.0)	0(0.0)	0(0.0)	P+
The head teacher praises pupils when we	44(75.9)	9(15.5)	2(3.4)	2(3.4)	1(1.7)		P++	98(71.5)	32(23.4)	4(2.9)	0(0.0)	3(2.2)	P++
The head teacher is very popular in the a	38(65.5)	14(24.1)	2(3.4)	4(6.9)	0(0.0)		P+	69(50.4)	64(46.7)	4(2.9)	0(0.0)	0(0.0)	P++
The head teacher speaks nicely to the tea	47(81.0)	9(15.5)	0(0.0)	1(1.7)	1(1.7)		P++	102(74.5	33(24.1)	1(0.7)	0(0.0)	1(0.7)	P++
The head teacher is very nice to Parents a	48(82.8)	9(15.5)	0(0.0)	1(1.7)	0(0.0)		P++	107(78.1	29(21.2)	1(0.7)	0(0.0)	0(0.0)	P++
The head teacher talks to students to find	46(79.3)	10(17.2)	1(1.7)	1(1.7)	0(0.0)		P++	80(57.6)	55(40.9)	2(1.5)	0(0.0)	0(0.0)	P++
The head teacher likes our school.	53(91.4)	4(6.9)	0(0.0)	0(0.0)	1(1.7)		P++	110(80.3	27(19.7)	0(0.0)	0(0.0)	0(0.0)	P++
The head teacher has introduced new thir	36(62.1)	12(20.7)	5(8.2)	3(5.2)	2(3.4)		P+	66(48.2)	51(37.2)	18(13.1	2(1.5)	0(0.0)	P++
MY TEACHER AND WORK													
My teacher is pleased when we work hard	51(86.4)	7(11.9)	0(0.0)	1(1.7)	0(0.0)		P++	121(88.3	16(11.7)	0(0.0)	0(0.0)	0(0.0)	P++
My teacher is always there at the start of	44(74.6)	10(17.0)	2(3.4)	2(3.4)	1(1.7)		P++	102(74.5	35(25.5)	0(0.0)	0(0.0)	0(0.0)	P+
My teacher is not pleased if students are	29(49.2)	22(37.3)	3(5.1)	5(8.5)	0(0.0)		D	84(61.3)	46(33.6)	6(4.4)	1(0.7)	0(0.0)	D
My teacher helps me with my work when	43(72.9)	12(20.3)	3(5.1)	1(1.7)	0(0.0)		P++	93(67.9)	40(29.2)	3(2.2)	1(0.7)	0(0.0)	P++
My teacher tells us off when we make mis	40(67.8)	16(37.3)	0(0.0)	2(3.4)	0(0.0)		P++	106(77.4	26(19.0)	3(2.2)	1(0.7)	0(0.0)	P++
My teacher makes lessons interesting.	46(78.0)	11(18.6)	0(0.0)	2(3.4)	0(0.0)		P++	112(81.8	23(16.8)	1(0.7)	0(0.0)	1(0.7)	P++
My teacher is good at explaining if we ma	50(84.7)	7(11.7)	0(0.0)	0(0.0)	2(3.4)		P++	122(89.1	15(11.0)	0(0.0)	0(0.0)	0(0.0)	P++
My teacher tells us when we've done goo	45(76.3)	11(18.6)	1(1.7)	1(1.7)	1(1.7)		P++	100(73.0	32(23.4)	5(3.6)	0(0.0)	0(0.0)	P++
My teacher gets the class to behave well.	45(76.3)	13(22.0)	0(0.0)	0(0.0)	1(1.7)		P++	114(83.2	21(15.3)	1(0.7)	0(0.0)	1(0.7)	P++
OTHER TEACHERS													
The teachers in my school care about me	33(58.9)	22(37.9)	1(1.7)	2(3.4)	0(0.0)		P+	78(57.0)	55(41.1)	1(0.7)	3(2.2)	0(0.0)	P++
There is a lot of fighting at this school.	9(15.5)	12(20.7)	14(24.1)	21(36.2)	2(3.4)		P++	25(18.2)	45(32.8)	40(29.2	21(15.3	1(0.7)	N++
I have been beaten at this school.	26(44.8)	13(22.4)	7(12.1)	11(19.0)	1(1.7)		P++	52(38.0)	52(38.0)	18(13.1	14(10.2	2(1.5)	D
Teachers make sure we work hard in less	46(79.3)	10(17.2)	1(1.7)	1(1.7)	0(0.0)		P++	104(76.0	32(23.4)	1(0.7)	0(0.0)	0(0.0)	P++
Teachers are only interested in the pupils	32(55.2)	8(13.8)	7(12.1)	10(17.2)	1(1.7)		D	54(39.4)	33(24.1)	30(21.9	19(13.9	1(0.7)	N++
Teachers make sure that pupils behave w	46(79.3)	5(8.6)	1(1.7)	4(6.9)	2(3.4)		P++	118(86.1	9(6.6)	10(7.3)	0(0.0)	0(0.0)	P++
Teachers in this school seem to like teach	41(70.7)	12(20.7)	2(3.4)	2(3.4)	1(1.7)		P++	101(73.7	35(25.5)	0(0.0)	0(0.0)	1(0.7)	D
Teachers in this school show respect for t	38(65.5)	16(27.6)	2(3.4)	0(0.0)	2(3.4)		P++	76(55.5)	55(41.1)	0(0.0)	6(4.4)	0(0.0)	P++
Teachers in this school treat the pupils fa	29(50.0)	10(17.2)	7(12.1)	10(17.2)	2(3.4)		D	59(43.1)	37(27.0)	25(18.2	14(10.2	2(1.5)	D
There is extra work or extra classes in the	26(44.8)	22(37.9)	2(3.4)	5(8.6)	3(5.2)		D	49(35.8)	42(30.6)	38(27.7	8(5.8)	0(0.0)	D
Most of my classes are well taught.	33(56.9)	23(39.7)	1(1.7)	1(1.7)	0(0.0)		D	91(66.4)	40(29.2)	4(2.9)	2(1.5)	0(0.0)	D
Most of my teachers try to help students	47(81.3)	10(17.2)	0(0.0)	0(0.0)	1(1.7)		P++	107(78.1	30(21.9)	0(0.0)	0(0.0)	0(0.0)	P++
My teachers often discuss my work with r	36(62.1)	15(25.9)	7(21.1)	0(0.0)	0(0.0)		P++	89(65.0)	38(27.7)	8(5.8)	2(1.5)	0(0.0)	D
Most of my teachers expect me always to	46(79.3)	9(15.5)	2(3.4)	0(0.0)	1(1.7)		D	96(70.1)	24(17.5)	1(0.7)	0(0.0)	16(11	D

Appendix 6 – Parents' Survey Analysis

	LFP SCHOOL - PRIVATE SCHOOL						BES PRIMARY SCHOOL						
TITLE	STRONGLY AGREE - P++	AGREE - P+	DISAGREE - N++	STRONGLY DISAGREE - N+	NIL	REMA	STRONGLY AGREE		DISAGREE	STRONGLY DISA		NIL	REMARK
ALL ABOUT YOUR CHILD SCHOOL													
I like my child's school	42(72.4)	14(24.1)	1(1.7)	0(0.00)	1(1.7)	P++	77(74.0)	25(24.0)	1(1.0)	0(0.0)	0(0.0)	1(1.0)	P++
my child likes his/her school	39(67.2)	15(25.9)	1(1.7)	0(0.00)	3(5.2)	P++	85(81.7)	17(16.3)	1(1.0)	0(0.0)	0(0.0)	0(0.0)	P++
most of my teachers are interested in me as a pare	25(43.1)	24(41.4)	5(8.6)	3(5.2)	1(1.7)	P+	55(52.9)	41(39.4)	6(5.8)	1(1.0)	1(1.0)	1(1.0)	P++
I get along with other parents at my child's school	24(41.3)	25(43.1)	7(12.1)	2(3.4)	0(0.00)	P+	59(56.7)	40(38.5)	1(1.0)	2(1.9)	2(1.9)	2(1.9)	P++
most of my child's teachers treat me the same as c	30(51.7)	24(41.4)	3(5.2)	1(1.7)	0(0.00)	P	59(56.7)	33(31.7)	10(9.6)	2(1.9)	2(1.9)	2(1.9)	P++
most of my teachers make my child feel happy in c	38(65.5)	17(29.3)	2(3.4)	0(0.00)	1(1.7)	P+	74(71.2)	26(25.0)	1(1.0)	2(1.9)	2(1.9)	1(1.0)	P++
I like the teachers and staff	40(69.0)	17(29.3)	0(0.00)	0(0.00)	1(1.7)	P++	78(75.0)	25(24.0)	0(0.0)	0(0.0)	0(0.0)	1(1.0)	P+
I like the physical environment of the school	31(53.4)	16(27.5)	10(17.2)	2(3.4)	1(1.7)	D	66(63.5)	29(27.9)	4(3.8)	4(3.8)	4(3.8)	1(1.0)	P++
I am popular in my child's school	25(43.1)	16(27.5)	15(25.9)	1(1.7)	1(1.7)	D	31(29.8)	43(41.3)	23(22.1)	3(2.9)	3(2.9)	4(3.8)	D
I can talk to my child's teacher easily	36(62.1)	18(31.0)	2(3.4)	1(1.7)	1(1.7)	P++	63(60.6)	29(27.9)	7(6.7)	1(1.0)	1(1.0)	4(3.8)	P++
my child likes his/her class mates	43(74.1)	13(22.4)	1(1.7)	0(0.00)	1(1.7)	P++	67(64.4)	34(32.7)	2(1.9)	0(0.0)	0(0.0)	1(1.0)	P++
most of what your child learns is interesting	38(65.5)	12(20.7)	3(5.2)	0(0.00)	5(8.6)	P++	75(72.1)	29(27.9)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	P++
I like my child's schoolwork	40(69.0)	17(29.3)	0(0.00)	0(0.00)	1(1.7)	P++	71(68.3)	31(29.8)	0(0.0)	1(1.0)	1(1.0)	1(1.0)	P++
it is really important that my child learns and deve	43(74.1)	13(22.4)	0(0.00)	0(0.00)	2(3.4)	P++	72(69.2)	26(25.0)	2(1.9)	2(1.9)	2(1.9)	2(1.9)	P++
I am proud of my my child's school	39(67.2)	15(25.9)	2(3.4)	1(1.7)	1(1.7)	P++	67(64.4)	31(29.8)	1(1.0)	4(3.8)	4(3.8)	1(1.0)	P++
my child really enjoys school most of the time	42(72.4)	14(24.1)	1(1.7)	0(0.00)	1(1.7)	P++	63(60.6)	36(34.6)	4(3.8)	1(1.0)	1(1.0)	0(0.0)	P++
my child usually feel safe in school	38(65.5)	19(32.8)	0(0.00)	0(0.00)	1(1.7)	P++	61(58.7)	35(33.7)	5(4.8)	2(1.9)	2(1.9)	1(1.0)	P++
this school is a friendly place	42(72.4)	14(24.1)	1(1.7)	0(0.00)	1(1.7)	P++	60(57.8)	30(28.8)	8(7.7)	3(2.9)	3(2.9)	3(2.9)	P++
people in the local area like this school a lot	30(51.7)	18(31.0)	5(8.6)	0(0.00)	5(8.6)	P++	49(47.1)	49(47.1)	6(5.8)	0(0.0)	0(0.0)	0(0.0)	P++
students get good results at this school	31(53.4)	18(31.0)	4(6.9)	0(0.00)	5(8.6)	P++	51(49.0)	43(41.3)	7(6.7)	0(0.0)	0(0.0)	3(2.9)	P++
students behave well at this school	31(53.4)	18(31.0)	2(3.4)	2(3.4)	5(8.6)	P++	42(40.4)	47(45.2)	6(5.8)	4(3.8)	4(3.8)	5(4.8)	P+
my child school is a good school	40(69.0)	12(20.7)	2(3.4)	0(0.00)	4(6.9)	P++	75(72.1)	28(26.9)	1(1.0)	0(0.0)	0(0.0)	0(0.0)	P++
THE HEAD TEACHER													
I like the head teacher	46(79.3)	10(17.2)	0(0.0)	0(0.0)	2(3.4)	P++	80(76.9)	20(19.2)	0(0.0)	0(0.0)	0(0.0)	4(3.8)	P++
the head teacher likes to talk to the students some	42(72.4)	15(25.9)	0((0.0)	0(0.0)	1(1.7)	P++	75(72.1)	21(20.2)	3(2.9)	1(1.0)	1(1.0)	4(3.8)	P++
the head teacher makes sure the school is very cle	47(81.0)	9(15.5)	1(1.7)	0(0.0)	1(1.7)	P++	77(74.0)	20(19.2	2(1.9)	3(2.9)	3(2.9)	2(1.9)	P++
the head teacher is someone I feel I can talk to	38(65.5)	18(31.0)	0(0.0)	1(1.7)	1(1.7)	P++	72(69.2)	29(27.9)	2(1.9)	0(0.0)	0(0.0)	1(1.0)	P++
the head teacher seems to be interested in us pare	43(74.1)	9(15.5)	4(6.9)	0(0.0)	2(3.4)	P++	65(62.5)	32(30.8)	2(1.9)	2(1.9)	2(1.9)	3(2.9)	P++
I often see the head teacher around the schoolwhe	36(62.1)	19(32.8)	2(3.4)	0(0.0)	1(1.7)	P++	62(59.6)	27(26.0)	12(11.5)	0(0.0)	0(0.0)	3(2.9)	P++
the head teacher makes sure she knows most pare	31(53.4)	23(39.7)	3(5.2)	0(0.0)	1(1.7)	P++	66(63.5)	32(30.8)	2(1.9)	0(0.0)	0(0.0)	4(3.8)	P++
the head teacher acknowledges parents of student	40(69.0)	14(24.1)	3(5.2)	0(0.0)	1(1.7)	P++	68(65.4)	25(24.0)	3(2.9)	3(2.9)	3(2.9)	4(3.8)	P++
the head teacher is very popular in the area	31(53.4)	19(32.8)	4(6.9)	3(5.2)	1(1.7)	P++	51(49.0)	39(37.5)	10(9.6)	1(1.0)	1(1.0)	3(2.9)	D
the head teacher speaks nicely to the teachers	35(60.3)	20(34.5)	1(1.7)	1(1.7)	1(1.7)	P+	75(72.1)	21(20.2)	3(2.9)	1(1.0)	1(1.0)	4(3.8)	P++
the head teacher is very nice to parents and visitor	41(74.5)	14(24.1)	1(1.7)	1(1.7)	1(1.7)	P++	71(68.3)	29(27.9)	0(0.0)	0(0.0)	0(0.0)	4(3.8)	P++
the head teacher attends PTA meetings	45(81.8)	12(20.7)	0(0.0)	0(0.0)	1(1.7)	P++	81(77.9)	20(19.2)	0(0.0)	0(0.0)	0(0.0)	3(2.9)	P++
the head teacher listens to other peoples opinion	40(69.0)	15(25.9)	2(3.4)	0(0.0)	1(1.7)	P++	67(64.4)	31(29.8)	4(3.8)	0(0.0)	0(0.0)	2(1.9)	P++
the head teacher participates at the meeting	45(77.6)	11(19.0)	0(0.0)	0(0.0)	2(3.4)	P++	75(72.1)	23(22.1)	0(0.0)	2(1.9)	2(1.9)	4(3.8)	P++
the head teacher talks to parents to find out how t	34(58.6)	20(34.5)	3(5.2)	0(0.0)	1(1.7)	P++	68(65.4)	29(27.9)	6(5.8)	0(0.0)	0(0.0)	1(1.0)	P++
the head teacher likes my child's school	47(81.0)	8(17.8)	1(1.7)	1(1.7)	1(1.7)	P++	73(70.2)	24(23.1)	1(1.0)	2(1.9)	2(1.9)	4(3.8)	P++
the head teacher has introduced changes in the las	30(51.7)	18(31.0)	4(6.9)	3(5.2)	3(5.2)	P	38(36.5)	39(37.5)	14(13.5)	5(4.8)	5(4.8)	8(7.7)	P++
the head teacher gets parents involved in school e	41(70.7)	15(25.9)	1(1.7)	0(0.0)	1(1.7)	P++	66(63.5)	31(29.8)	3(2.9)	0(0.0)	0(0.0)	4(3.8)	P++
the head teacher is well respected	40(69.0)	15(25.9)	1(1.7)	1(1.7)	1(1.7)	P++	74(71.2)	26(25.0)	1(1.0)	0(0.0)	0(0.0)	3(2.9)	P++
the head teacher is very influential in the area	27(46.6)	23(39.7)	6(10.3)	1(1.7)	1(1.7)	P+	47(42.5)	42(40.4)	8(7.7)	1(1.0)	1(1.0)	7(6.7)	P+
the head teacher listens to most complains	36(62.1)	19(32.8)	1(1.7)	1(1.7)	1(1.7)	P++	67(64.4)	37(35.6)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	P++
the head teacher is a lively and friendly person	34(58.6)	20(34.5)	1(1.7)	0(0.0)	3(5.2)	P++	74(71.2)	25(24.0)	1(1.0)	0(0.0)	0(0.0)	4(3.8)	P++
the head teacher is able to get everyone within the	39(67.2)	17(29.3)	2(3.4)	0(0.0)	0(0.0)	P++	70(67.3)	30(28.8)	4(3.8)	0(0.0)	0(0.0)	0(0.0)	P++
YOUR CHILD'S LEARNING													
my child can work on his/her own knowing exactly	41(70.7)	12(20.7)	4(6.9)	0(0.0)	1(1.7)	P++	68(65.4)	28(26.9)	4(3.8)	1(1.0)	1	3(2.9)	P++
my child teacher is preparing my child well for exa	40(69.0)	14(24.1)	1(1.7)	1(1.7)	2(3.4)	P++	75(72.1)	24(23.1)	2(1.9)	0(0.0)	0	3(2.9)	P++
a student who works hard or makes good progress	44(75.9)	10(17.2)	2(3.4)	0(0.0)	2(3.4)	P++	74(71.2)	27(26.0)	0(0.0)	0(0.0)	0	3(2.9)	P++
I think my child will do well in his /her exams at t	45(77.6)	12(20.7)	0(0.0)	1(1.7)	0(0.0)	P++	72(69.2)	32(30.8)	0(0.0)	0(0.0)	0	0(0.0)	P++
students who get good marks and works hard get	30(51.7)	20(34.5)	5(8.6)	2(3.4)	1(1.7)	P	56(53.8)	41(39.4)	3(2.9)	1(1.0)	1	3(2.9)	P++
most students in this school are interested in learr	41(70.7)	15(25.9)	2(3.4)	0(0.0)	1(1.7)	P++	54(51.9)	36(34.6)	8(7.7)	1(1.0)	1	5(4.8)	P++
there are lots of extracurricullar activities for stud	22(37.9)	22(37.9)	6(10.3)	2(3.4)	6(10.3)	P+	58(55.7)	28(26.9)	6(5.8)	4(3.8)	4	8(7.7)	P++
teachers notice students who are not as well as th	34(58.6)	22(37.9)	3(5.2)	0(0.0)	1(1.7)	P+	63(60.6)	28(26.9)	10(9.6)	1(1.0)	1	3(2.9)	P+
teachers help weak students to work harder	35(60.3)	17(29.3)	3(5.20	2(3.4)	1(1.7)	P	69(66.3)	30(28.8)	2(1.9)	0(0.0)	0	3(2.9)	P++
I am happy with my child's mark in most of his/he	35(60.3)	13(22.4)	6(10.3)	3(5.2)	1(1.7)	P+	71(68.3)	26(25.0)	7(6.7)	0(0.0)	0	0(0.0)	P++
most students at this school wants to do well in te	41(70.7)	16(27.5)	1(1.7)	0(0.0)	0(0.0)	P++	69(66.3)	33(31.7)	1(1.0)	0(0.0)	0	1(1.0)	P++
I often talk to my child about what he/she have be	35(60.3)	20(34.5)	2(3.4)	1(1.7)	0(0.0)	P++	66(63.4)	28(26.9)	10(9.6)	0(0.0)	0	0(0.0)	P++
I help my child with his/her homework	30(51.7)	25(43.1)	3(5.2)	0(0.0)	0(0.0)	P+	53(51.0)	36(34.6)	10(9.6)	2(1.9)	2	5(4.8)	D
I think my child is good at learning in school	39(67.2)	16(27.5)	2(3.4)	0(0.0)	1(1.7)	P++	77(74.0)	25(24.0)	1(1.0)	0(0.0)	0	1(1.0)	P++
I believe in working hard is important	46(79.3)	11(19.0)	0(0.0)	0(0.0)	1(1.7)	P++	84(80.8)	19(18.3)	0(0.0)	0(0.0)	0	1(1.0)	P++
I am interested in how well my child does in scho	42(72.4)	13(22.4)	1(1.7)	1(1.7)	1(1.7)	P++	75(72.1)	28(26.9)	0(0.0)	0(0.0)	0	1(1.0)	P++
I know how my child is doing in school because I t	40(69.0)	14(24.1)	3(5.2)	0(0.0)	1(1.7)	P+	60(57.8)	30(28.8)	12(11.5)	1(1.0)	1	0(0.0)	P+
if my child were to behave badly at school, the tea	36(62.1)	18(31.0)	2(3.4)	0(0.0)	2(3.4)	P+	64(61.5)	38(36.5)	1(1.0)	0(0.0)	0	1(1.0)	P++
I am interested in the marks my child gets at scho	40(69.0)	15(25.9)	1(1.7)	1(1.7)	1(1.7)	P++	69(66.3)	31(29.8)	2(1.9)	1(1.0)	1	0(0.0)	P++
as a parent, I feel welcome in the school and like t	38(65.5)	17(29.3)	2(3.4)	0(0.0)	1(1.7)	P+	64(61.5)	36(34.6)	2(2.1)	0(0.0)	0	2(1.9)	P++
my child has a school homework folder/diary whic	15(25.9)	15(25.9)	12(20.7)	13(22.4)	3(5.2)	D	60(57.8)	26(25.0)	7(6.7)	7(6.7)	7	4(3.8)	P+
my child teacher checks that I have signed off his/	23(39.7)	10(17.2)	13(22.4)	9(15.5)	3(5.2)	N+	46(44.2)	25(24.0)	23(22.1)	4(3.8)	4	6(5.8)	D
as a parent, I attent PTA meetings and all school e	27(46.6)	18(31.0)	7(12.1)	3(5.2)	1(1.7)	P+	60(57.8)	36(34.6)	5(4.8)	0(0.0)	0	3(2.9)	P++
my child often discusses his/her schoolwork with	32(55.2)	19(32.8)	2(3.4)	4(6.9)	1(1.7)	P+	69(66.3)	28(26.9)	5(4.8)	1(1.0)	1	1(1.0)	P+