Using the Full Range Leadership Approach to Interpret the Influence of Government Secondary School Heads on School Performance

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Abstract: The study sought to interrogate teachers and heads of secondary schools on the influence of school heads on school performance. The Full Range Leadership Model was used as the informing theory to the study. Mixed research methodology guided the study and purposive sampling was used to identify schools, heads and teachers to be the participants of the study. The perceptions of both heads and teachers were captured through use of the Multifactor Leadership Questionnaire (MLQ) Form 5-FX-Short. Comparison between teachers' and head ratings were analysed linked to the annual O'level pass rate. The study revealed that in cases where there was a mismatch between the teachers' and the head's ratings, pupil performance was low. In the cases where the two ratings synchronized, the pupil performance was high. It was concluded that heads needed to be aware of the Full Range Leadership model factors and expectations if they are to be effective in their leadership.
Keywords: school performance; Full Range Leadership Model; leadership.

INTRODUCTION

School leadership has been studied over the years and the main concern has been how the school leadership influences performance. The school head remains accountable at all times, particularly where issues of student performance are concerned.

This is mainly because education has been taken to be an issue of economic investment both at national and family level. This paper, therefore sought to fulfil the following objectives:

- To establish the link between O'Level academic performance and the teacher rating of their school head through the Full Range Leadership Approach.
- Establish the link between the school head's personal rating on the Full Range Leadership Approach and learner performance.
- Interpret the meaning of the negative relationship between the school head's personal rating on the Full Range Leadership score rating.
- Interpret the positive relationship between the head's rating on the Full Range Leadership score regarding O'Level performance.

REVIEW OF RELATED LITERATURE

In Zimbabwe, the school pass rate is measured by the number of subjects each candidate passes at 'O'Level. A pass is Grade C or better in any of the subjects registered for. The school pass rate is thus calculated using the number of candidates that score five subjects and above at O'level. Once the candidates and their symbols are compiled, the school percentage pass rate (candidates with Grade C or better) is calculated against the number of candidates that registered for the O'level in that year. That percentage is the one that reveals the performance of the school, in general. Hence this study sought to establish the link between school leadership and school performance, interpreted through the Full Range Leadership Model.

Defining leadership in general

The understanding of the concept of leadership has evolved over time, yet it becomes even much more important to understand its definition in this century of globalization and turbulence. Organizations currently exist in turbulent times and leadership for competitive advantage is the expected norm. Thus the understanding of what leadership entails becomes even more critical especially if all organisations have to be effective and efficient in achieving their stated function. Through lack of leadership, organisations have been observed to underperform. However, the meaning of the leadership concept has to be understood first because unless we get this fundamental understanding right, leadership training might be built on faulty foundations with an emphasis on skills that have very little to do with the function. Thus, the substance, not the style gets to be the core issue to be addressed in the study of leadership so that an authentic foundation for any organisation that seeks to attain its results is successfully built.

Finding one specific definition of leadership could be a complex task as the leadership concept has evolved over years. Burns [1] as summarized by Mora and Ticlau [2] acknowledges that leadership has been defined from many angles but it remains a phenomenon least understood. Understanding the complex concept of leadership would lead to a clear understanding of how organizations work, hence researchers continue seeking to come out with that element that remains unknown in leadership. It is as a result of this that Mora and Ticlau [2] conclude that, "there are almost as many definitions of leadership as there are persons who have attempted to define the concept". The confusion and the complexity of defining leadership is usually brought out by the interacting concepts like power, authority, management, control, influence and supervision [3]. The measure of these concepts is viewed differently by different researchers hence the variation in the leadership definitions.

Marturano and Gosling [4] observe that in the early years of the twentieth century leadership was observed from the leader's perspective, concentrating mainly on the activities of the leader. However, towards the middle of the century, leadership got to be viewed as a rational process of influence. This, therefore, meant that in studying leadership got to be viewed as a relational process of influence. The perspectives of the followers had to be considered too. This means that in any given leadership situation there is a leader, followers and communication between the two [5]. In between the leader and the followers is an invincible force that either draws the two together or apart as goals are sought to be achieved. How the two parties communicate will bring about the different leadership styles. Researchers have come out with these varieties of translations as they seek to understand the invincible force behind leadership and these studies can be traced from as far back as the 19th century.

Studies by Van Seters and Field [3] trace the stages of the leadership theory from the nineteenth century. The first phase was perhaps the personality era which could be subdivided into the Great man period and the Trait period focusing on great men and women in leadership according to their personalities. Studying their lives would result in one understanding what leadership meant. The second phase was the influence era where leadership is not understood only by studying the individual but by analysing the relationship process involved. Van Seters and Field, 1990 in Sadler [3] identify the third phase as the 'behaviour period' era where focus was on what the leaders actually did. There was a change of focus after this to realise the context under which leadership was performed. Yet the rise of the 'situational era' took note of the 'environment', 'social status period' and the 'socio-technical period'. After this era came the 'contingency era' led by Vroom and Fiedler to show that there was no universal form of leadership but leadership was dependent on factors like

personality, situation and influence. The sixth phase was the 'transaction phase' which emphasized on role differentiation and social interaction. Next was 'the role development period', followed by, the culture era' which was then followed by the 'transformational' era. The transformational era is all about the building of positive expectations into the future. This could be the latest perception of leadership but the development on the concept of leadership continues, making leadership an elusive concept, controversial and very difficult to define. Reading any of the definitions given should thus be understood into the context of time [6]. A researcher who believes in the attribute era of leadership will define leadership with an emphasis on exemplary behaviour whereas a researcher whose view point is on the contingency approach will show that emphasis in his or her definition. It is in this light that a few definitions of leadership will be analysed.

Sadler [3] defines leadership as; 'the process of persuasion or example by which an individual (or a leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers'. The emphasis in this definition is on the leader who has to direct his/her followers towards attainment of goals. The performance of the organisation will in this case be linked to the quality of its leadership. The success and downfall of a particular organisation is therefore being linked to that one great man or woman who should create followership through persuasion. A leader is also a leader in this case because of the existence of followers whom he/she would have persuaded or influenced through his or her example to pursue certain goals. Hence the application of the old Chinese proverb that, 'if anyone thinks they are leading, but has no one following them, they are merely taking a walk'. Gary Yukl in Sadler [3] states that; "Leadership involves influencing task objectives and strategies, influencing commitment and compliance in task behaviour to achieve these objectives, influencing group maintenance and identification and influencing the culture of an organisation."

Yukl in Sadler [3] brings another dimension of leadership as influence. To him leadership is complete when there is influence of task objectives, influence of commitment, influence of the group and influence of the culture of the organisation. Those are the four dimensions that have to be influenced if the organisation has to achieve its objectives. It is, however, not clear in this definition how one has to successfully influence his or her followers. Evans [7] defines leadership as "influence or the art, skill or process of influencing people to work towards the achievement of group or larger organisational goals". Evans brings in 'art and skill' as a control of influence which is also a process. According to him followers have to be motivated to follow the leader. The leader should thus influence, persuade and inspire his followers. The element of art shows that leadership is a highly creative

activity [8]. Successful leaders encourage the creativity and initiative of their followers through effective, supportive or coordinative behaviour. Domination is not a necessary skill of leadership hence Stone and Parker [9] say: "Leadership is not domination but the art of persuading people to work towards a common goal". According to Coleman, cited in Stone and Parker [9], leaders need to employ a combination of professional, personal and political skills in order to persuade and influence others. The leader should exhibit the ability to create and share the meaningful vision, each time motivating their followers and constantly improving the existing systems so that satisfaction with a prescribed status is non-existent. In other words in the leadership process the organisation is constantly changing with no established state of equilibration. The word 'art' brings in the element of creativity and innovativeness of the leader during the persuasion process. The leader has to be creative and not just ordinary and mundane.

Sadler [3] brings in an interesting issue of leadership and formal positions and authority. According Sadler [3] leadership is, "An activity-an influence process in which an individual gains that trust and commitment of others and without reliance on formal position or authority moves the group to the accomplishment of one or more tasks". One can conclude that leadership can be found in any levels of the organisation and one does not need to be in authority to lead but all the same, power of one kind or another is needed for one to successfully influence his or her followers to perform their duties productively. Hence Smit and Cronje [10] conclude that:

Power, or the ability to influence the behaviour of others, has nothing to do with a manager's position in the hierarchy and is not acquired through a title, or an entry in an organisational diagram. A leader has to earn it.

Once earned, this leader gets to be more influential than a manager who has all the authority vested upon him or her. Perhaps of great importance is also the fact that leadership should be understood as a process. According to Smith and Cronje [10] "Leadership is the process of directing the behaviour of others towards the accomplishment of certain objectives". Defining leadership as a process facilitates an understanding of all group dynamics linked to the achievement of objectives. It also facilitates an understanding of all the activities linked with formation of plans and objectives and the necessary steps taken to achieve those objectives. The leadership process, among other things would include activities like motivating people, giving orders, managing conflict, communication and managing resistance from followers. As a result the leadership concept is widely encompassing and thus remains an elusive concept for one to define specifically and precisely. Though the case might be so, perhaps as a conclusion to this section one might choose to consider Smit and Cronje's [10] definition of leadership as "influencing and directing the behaviour of individuals and groups in such a way that they work willingly to pursue objectives and goals of the organisation".

This same idea is developed by North house [11] who defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal". According to Northouse [11] the three core elements in leadership are; process, influence group and goal. On the same note, studies by Nahavandi [12] also identify the core element of leadership as the group phenomenon, goal and the leadership presence. The leader and the followers are involved in an interactive occasion that is not linear but communicative between the two. This makes leadership available to everyone instead of being a preserve of one identified individual. The influence aspect is key and according to Northouse [11] "without influence leadership does not exist". The influence gets to be the invincible force in the leadership process. Groups are influenced towards the achievement of a goal or goals. The major conclusion from this, therefore, is that both leaders and followers need each other if goals are to be achieved [11]. The two partners both play an important part in the leadership process without one being more superior to the other. Despite this being so it must be understood that the onus is on the leader to;

- initiate the relationship
- Create the communication linkages.
- Carry the burden of maintaining the relationship [11].

This, therefore, means that in any group situation there is a leader either assigned or emergent [11] who has to ensure that the goals are achieved. The leadership concept remains widely encompassing thus remaining an elusive concept demanding further research. Hence the study of school leadership in government schools in relation to school performance was in pursuance of questions asked by Mora and Ticlau [2] which include questions like:

"What is a successful leader? How does a successful leader behave?"

"How does leadership lead to (sterling) organizational performance?"

The school leadership concept

Schools can be said to be pure service providers on one hand and producers of products on the other hand. Services are intangible acts whilst products are tangible things that one can handle and drop [13]. Considering that the school services the community educating the community's children, the school can be said to be a service provider yet if one considers the fact that pupils come out as an output from the school then schools can be said to be product producers. The pupil

can be a client or customer accessing a service from the school while at the same time the same pupil gets to be the end product. This makes the schools a special type of organisation whose success is measured by both the interaction during the service and by the assessment of the end product. School leadership thus needs to ensure both immediate customer satisfaction and long term reception of the goods/products both as an outcome and as an output. Hence Nelson, Carlson and Palonsky [14] reiterate the fact that, "schools are complex institutions that seek to maximise student achievement and well-being".

Whilst the achievement in terms of examination results can be immediate, the well-being and school outcome could be measured in the long run. Parents, in the long run, look back and view the long term benefits from the school through making an analysis of either positive or negative future roles exhibited by the former school's students. It is on this line that parents then demand accountability from the head expecting him to manage and lead the whole school community into measurable success. The parents demand to see the head's control over both the teachers and the pupils. This is because the community sees the quality of both the teaching and learning being based on the effect the teacher has on the pupils' learning experiences and the effect the head has on the teachers. As a result of this, each school gets to be a unique entity whose demands vary according to the community values and the type of the head leading the school. How the head influences both the culture and the structure of the school is seen to affect the schools' efficiency and effectiveness. Rukanda in Rukanda et al. [15] observe that, "Efficiency is taken to mean using minimum resources to get maximum results on time and effectiveness to mean achieving set objectives on time". How the human and material resources are utilised under the leadership of the head gets to determine the fruits of that particular school.

A school, like all organisations is made up of individuals set to achieve specific objectives. Activities are grouped into departments and sub-departments and arranged in a specific order. It is this arrangement that establishes the authority in the school set up. The departments and sub-departments are all linked together through the existence of the school leadership. The school leadership comes in the form of the head of school, the deputy head, teacher in charge, head of department or the teacher in the classroom. Despite the number of persons in the school leadership team, the head of each school remains accountable to the authorities and the community on the day to day running of the school.

Like any organisation, the purpose of the school is to make sure that its main objectives are met. The school head is responsible for making sure that the set objectives are met. How the school objectives are

met has led to the main thrust of the head's function to evolve from administration and management into leadership hence the reference of the head as an instructional leader. The term 'school leadership' has been widely used in the 20th century where higher levels of pupil achievement has come to be the main emphasis in the existence of schools. Hence Rukanda et al. [15] state that:

Let it be noted that schools exist primarily to give instruction to its pupils and if it fails in this regard then it (sic) fails to justify its existence. The role of the head as an instructional leader should therefore take precedence over others.

For schools to be successful it, therefore, means that they are expected to move with the changing times and to adapt to the demands of the current context. Growth and improvement has to be observed within the institution if the school has to meet its main objectives. Both material and human growth anchors on the attentive leadership. The ever alert leadership adapts quickly to change as a way of facing new challenges. Previously the emphasis of school leadership was on management and administration. In those years the main focus was on the maintenance of the status quo in order to achieve objectives. The head was expected to control, monitor and supervise operations within the organisation in order to achieve set objectives. In the 20th century the monitoring and supervision became supporting roles and dynamism and pro-activity became the key roles [1]. The new functions were, therefore, opposed to stability and conformity to the status quo but based on the head's convictions about the education of the particular school in the near future. The head thus had to be adaptable to the demands of the environment in a way that brought forth tangible results both in terms of the output in the short term and the outcomes in the long term.

The leadership function of the head is infused in the three main tasks done by the head. These are the administrative tasks, the curricular tasks and the instructional tasks [16]. A successful leader will be able to perform these tasks in a way that exhibits future meaning in them. Administrative tasks to a school leader would not be only about securing resources, setting standards and organising for instruction but would go beyond to include how leadership does that function. Who is involved? What targets are set? What resources are to be used to attain good results? In the same way curricular tasks would not be about providing information on curricular but mainly about how and for what purpose. All schools compile instructional plans and schemes but effective leadership goes further into ensuring that the purpose for which the plans are set is known and achieved. It is in this light that Whitaker [17] identifies four areas of strategic interaction that would lead a school to greater heights. The four identified areas are being a 'resource provider',

'instructional resource', 'a communicator' and being a 'visible presence.' Resource provision is attained through acknowledging the fact that the teachers are the greatest resource in the school. This is done through creating a community that works together sharing ideas and acknowledging each other's worth. Communication therefore, becomes the key factor. Feedback has to be provided and positive attitudes and beliefs entrenched through open channels of communication.

Added to the areas identified above, an effective school leader also involves members of staff in decision-making. The decision making of the school forms the core and foundation on which the school is anchored. Decision making brings forth the mission and the vision of the school through sound strategic planning. The whole school reasons together in setting out the school objectives and on how the school objectives are to be met against the available resources. Once the whole school is involved in the strategic planning it gets to be easy to sell the school's ideas to the outside community. Conflicts are also resolved early amongst staff members because one major reason why there are conflicts in the organisation is because of disagreements over super-ordinate objectives and over the unfair distribution of resources. On the overall working together creates positive environment and a climate that is conducive towards the achievement of set objectives. The climate will be positive to both the working task and the learning task and as a result organisational objectives will be achieved.

According to Barbuto et al. [18] instructional leadership which tended to be top down and prescriptive was used in the early 1980s. There was a change in focus as the model was built on the assumption that the heads of schools were educational experts[1], however, observed that the heads had less subject expertise than the teachers they supervised. Furthermore, heads were found to be interested in managerial and administrative duties than curricular tasks. Hence the move towards more participative approaches and Stewart [1] attempting to call this 'shared' instructional leadership.

The participative approach practised by the school leadership creates a sense of ownership to ideas created. When everyone is involved in the creation of ideas, positive relationships are therefore created. The positive relationships show support and consideration of divergent views from the members of staff. However, for all these to succeed, it starts with the leadership that has a dedication towards the objectives of the school. This dedication is supported by the head's insight into the future. What is the head's view of the schooling the five years? Hence the emphasis on the heads' ability to adopt new policies into the school's existing programme so that a new product, unique to a particular school emerges. When a new policy arises or when circulars with new ideas circulate, successful schools will be those with well calculating leaders that would infuse new policies and instructions with skill and creativity into the school's existing plan instead of being inflexible, secure and satisfied about the original norm. In other words the new order should not come as a threat but as an opportunity to face future challenges creating high expectations on the results. Thus Bennet, Glatter and Levacic [19] say "... today's leaders who make things happen are transformational, they revitalize entire organisations".

It is in this regard that Full Range Leadership model in schools was explored as the informing theory to school leadership considering that leadership is an essential quality in any school head. Leaders have to transform their schools into something unique which, according to Rehfeld [20], could also be described as "the alchemy of a leader". Rehfeld [20] defines the alchemy of a leader as "the art of transforming something common into something special". The school head is challenged to transform a common government school into a unique and special school. The question is discovering what works for the school in given times, how best the change can be interpreted, sold and assimilated into the school norms without disturbing the school harmony of business. It is in this light that the features of the Full Range Leadership Model were analysed in relationship to the school situation.

The Full Range Leadership Approach

The Full Range Leadership Model has nine leadership factors. When studying one's leadership style, it is observed which factors from the list of nine factors, are exhibited more than the others. From the identified leadership factors exhibited then the style used by the leader can be identified. The nine factors are identified in Table 2.1.

Table-2.1: Leadership factors in the Full Range Leadership Model

Transformational leadership	Transactional leadership	Laissez faire leadership
Factor 1 Idealized influence (attributed)	Factor 6 Contingent reward/constructive transactions	Factor 9 Laissez faire
Factor 2 Idealized influence(behaviour)	Factor 7 Management-by-exception (active)	
Factor 3 Inspirational motivation	Factor 8 Management-by-exception (passive)	
Factor 4 Intellectual stimulation		
Factor 5 Individualized consideration		

Source: Adopted from Northouse [11].

Transformational leadership can thus be studied and understood through the analysis of the Full Range Leadership Model above. The Full Range Leadership Model places transformational leadership at a certain position within the continuum of the whole range of leadership styles; namely laissez faire, transactional and transformational leadership [6]. These styles each have factors or behaviors that characterize them as seen in the table above. Michael, Lyons and Cho [21] observe that some versions of the Full range leadership do not include the laissez faire behavior as it represents absence of leadership. This study, however, included laissez faire as a leadership factor at the far end of the full range leadership continuum. Hence the study viewed the laissez faire; the transactional behaviors of management-by-exception-passive, management-by-exception-active, and contingent reward; and the transformational behaviors of inspirational motivation, individualized consideration, idealized influence and intellectual stimulation.

The Meaning behind the nine factors of the Full Range Leadership Model

Factors 1, 2, 3, 4 and 5 fall under transformational leadership and these factors are discussed below:

Factors 1 and 2 of idealized influence (attributed) and idealized influence (behavior) describe leaders who are seen as role models [6]. The followers build confidence in the leader and the leader is seen as an individual to be trusted. These leaders display high level of morals and ethical conduct and they exhibit personal characteristics or charisma. As a result of this, the followers seek to imitate and identify with them [22, 23, 11, 6]. It is therefore, easy for a leader with idealized influence to introduce change in an organization. According to Simic [22] because the leader is "honored, trusted and appreciated, the leader gains confirm and support even when radical changes are introduced". Confirmation means that the leader is given authority to influence the group.

According to Ali *et al.* [24], "in the idealized influence dimension of transformational leadership, leaders are highly respected, admired and trusted by followers". This is exhibited in the description of their leaders when the followers want to associate with their leaders; they take pride to be associated with them. The idealized influence can be divided into two factors, namely; idealized influence-attribute and idealized influence-behavior. Idealized behavior- attribute is based on the exhibited traits of trust and respect accorded to the leader. The idealized influence-behavior is observed when the leader sacrifices their needs for the good of the group [25, 26]. Collective sense of mission is thus emphasized if the needs of the group are to be achieved. Hence, teachers led by an idealized influence head would more likely trust the head and emulate positive behaviors just as Barbuto *et al.* [28] found to be the case with students and their idealized influence advisors.

Factor 3: is inspirational motivation. Inspirational motivation is about arousing enthusiasm, optimism and team spirit in followers so that they feel motivated. Simic [22] observes that "such behavior includes implicitly showing enthusiasm and optimism of followers, stimulating team work, pointing out positive results, advantages emphasizing aims, etc." This creates a sense of commitment in the followers causing them to approach their task as a team. The followers get to be motivated towards a single and well understood vision, making it easy to achieve results [21].

Kirkbride [6] thus observes that a leader exhibiting inspirational motivation will do the following;

- Present an optimistic and attainable view of the future;
- Mould expectations, shapes and meaning;
- Reduce complex matters to key issues using simple language; and
- Create a sense of priorities and purpose.

Teachers on the receiving end will show a willingness to co-operate and excel [18].

Factor 4: concerns intellectual stimulation which is about challenging followers to be creative and innovative. Old assumptions are questioned and re-examined and new ideas formulated and welcomed [23]. As a result of re-examining issues deeply, followers are able to think out issues on their own as a means to problem solving [11].The followers are encouraged to "view problems from new perspectives and to take risks" [21]. Thus, instead of telling teachers what they are supposed to do, the head lets them explore possibilities and find solutions. Seemingly foolish answers are entertained as a new mind set of idea change is created [6] leading to an achieved 'willingness to think for themselves' [18].

Factor 5: involves individualized considerations. Followers in organizations are treated as individuals with independent needs and interests. Each individual is recognized as having special talents hence personalized challenges are given so that personal growth is promoted. Individual needs are listened to carefully. A head that recognizes this factor will use a lot of delegation, and that delegation will be given with full trust and authority so that the teachers gain confidence. The head also uses personalized coaching as a way of empowering the teachers [21, 26].

Factors 6, 7 and 8 fall under transactional leadership factors. The transactional leadership factors in The Full Range Leadership model are theorized to have the contingent reward, the management-by-exception-active and the management-by-exception-passive. Emphasis is on the leader follower exchanges. Instructions are given in exchange of positive compensation. The leader aims for efficiency through avoiding risks. Efficiency is achieved through contractual agreement about what has to be done and what is to be gained after following the instructions. This therefore, needs clear explanations on task and on the role to be played by the follower [25, 24].

Factor 6: of contingent reward is thus about exchange of specified rewards between leaders and followers after completion of tasks. It follows contractual agreement and negotiation on the level of expected performance [11, 24]. Kirkbride [6] observes

that the contingent reward is a 'classic transactional style' because goals and targets are openly set and rewards to be achieved upon completion of a task clearly agreed upon. Rewards could be monetary, a mere verbal recognition or a promotion. The leader then has to be alert and monitor any expected, observable achievements so that rewards are given. Research, however, shows that this leadership factor only produces the expected results. It is difficult to get followers to walk an extra mile or to go beyond the call of duty when this factor is the core of leadership [6, 18].

Factor 7: is management-by-exception-active. In management-by-exception-active, the leader actively monitors followers for mistakes, errors and deviation from set rules and regulations through a strong and accurate monitoring system [23, 6]. Corrective actions are immediately administered when standards are not met. However, Kirkbride [6] observes that, "followers subjected to this style often learn to avoid mistakes by 'burying' them". As a result of this, creativity within individuals and in an organization is stifled and the teachers in this case would become frustrated due to over insistence of rules and regulations [18].

Factor 8: is management-by-exception-passive. In the management-by-exception-passive, the leader only acts when mistakes have occurred. It is only when standards have not been met that the leader intervenes [11, 23]. Although standards are set, the leader waits for problems to occur before he/she intervenes. Attention is paid to the exceptional problems and the normal problems are ignored making them the norm. The leader therefore, avoids committing herself or himself to coming up with clear agreements and expectations for actions and this lack of guidance frustrates the teachers [26, 27].

Factor 9: is the laissez faire leadership. This is considered to be a non-leadership factor. In this type of leadership there is no relationship at all. The leader gives a blind eye on all the occurrences in the organization and Sadeghi and Pihie [26] refer to this as "passive indifference towards their followers". As a result of this leader indifference there is no chance for growth. Northouse [11] observes that: "The leader abdicates responsibility, delays decisions, gives no feedback and makes little effort to help followers satisfy their needs. There is no exchange with followers or any attempt to help them grow". This could lead to chaos and conflict within the organization as there are no clear rules and regulations on tasks and roles. Due to the lack of direction and lack of a clear vision the followers might attempt to usurp power from the leader. In some cases they might seek direction from other sources instead of pursuing the organizational goals. The growth of an individual thus occurs according to the individual's own effort and not because one is a member of a team[6, 18]. Relationships of the nine Full
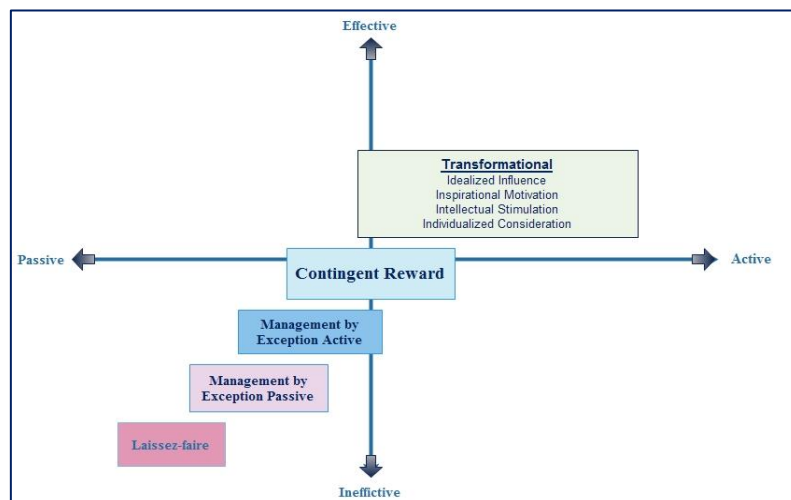
Range Leadership Model factors are depicted in Figure 2.3.

Fig-2.3 Relationship of the nine Full Range Leadership factors.
Source: Adopted from Barbuto and Cummins-Brown [18].

METHODOLOGY

Mixed method methodology involves the use of both qualitative and quantitative research methodologies. This could involve the use of both methodologies in all stages of the research (implementation, interpretation, and presentation) or at particular stages, culminating in fully integrated mixed method or partially integrated mixed methods research within a single project [28, 29].

For the purposes of this study, the population comprised only government secondary schools in the three provinces. The number of government secondary schools in Matabeleland Region as at the time of the study was as shown in Table 3.1.

The percentage population of government secondary schools per province in Matabeleland region are shown in relation to each other in Figure 3.1.

Table 3.1: Number of Government Secondary Schools in Matabeleland Region.

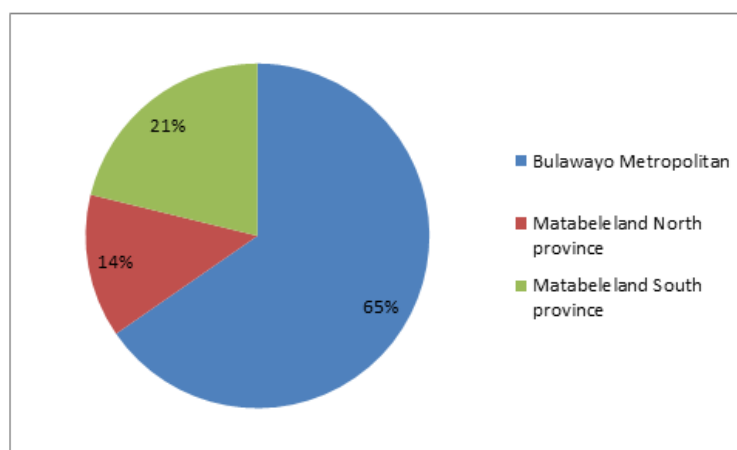| PROVINCE	NUMBER OF GOVERNMENT SCHOOLS
Bulawayo Metropolitan	34
Matabeleland North province	7
Matabeleland South province	11
TOTAL	52

Fig-3.2 Numbers of Government Secondary Schools in Matabeleland Region

Purposive sampling was used to sample the actual schools from each province. Purposive sampling is a non-probability sampling method where the researcher makes a deliberate effort to identify the participants for the study. The researcher was guided by her judgement based on the objectives of the study and

based on the knowledge gained about the topic under study. According to Tongco [30] "the strength of the method actually lies in its intentional bias." This is because once the criterion is set the researcher was able to include the very units that were needed in the study even if they were dotted across the region regardless of distance. Purposive sampling was also used because it identifies experts in the field; people knowledgeable about the area under study. Both the inclusion and the exclusion criteria were set as follows:

Exclusion criteria included the following
- Non-government schools
- Government schools with secondary education up to form 4.
- Government schools with a head that had less than five years in that same school.
- Government schools outside Matabeleland region

The inclusion criteria included the following characteristics:
- Government high schools in Matabeleland region
- Government high schools with one substantive head in the past five years
- Government high schools offering secondary education to A'level
- High schools offering a balanced curriculum

The purposive sampling based on the criteria above resulted in the five schools from the province being identified for the study. Teachers from the identified government high schools were then drawn using purposive sampling. This time the inclusion criterion was as follows:
- Teachers who had been in the same school for five years and above.
- Qualified teachers with a diploma in education, a degree or a post graduate diploma in education.
- Teachers who were not appointed school deputy heads.

The exclusion criterion for teachers was as follows:
- Unqualified teachers in the schools.
- Temporarily employed teachers
- Teachers with less than five years in a particular school.
- Deputy heads
- Teachers who met the criteria but did not wish to participate in the study.

The second group of respondents were school heads. The heads qualified to be respondents by virtue of their schools being included in the sample. This meant that there were five heads in the sample. The schools were coded as follows:
BM – Bulawayo Metropolitan government high schools
MNR- Matabeleland North rural government high schools

The Multifactor Leadership Questionnaire (MLQ) Form 5X-Short was used after getting the permission to use it from Mind Garden, Inc.(Appendix 5). The questionnaire sought to reveal how the heads of the sampled schools exhibited the following nine factors of The Full Range Leadership factors:
- Factor 1: Idealised influence (Attributed)
- Factor 2: Idealised influence (Behaviour)
- Factor 3: Inspirational motivation
- Factor 4: Intellectual Stimulation
- Factor 5: Individualised consideration
- Factor 6: Contingent reward
- Factor 7: Management by exception (active)
- Factor 8 : Management-by-exception (passive)
- Factor 9: Laissez Faire

The questionnare had thirty six items. Each leadership factor had four items related to it and these items were in a mixed order. Each item had a scale score of 0-4. As follows:
0- Not at all
1- Once in a while
2- Sometimes
3- Fairly often
4- Frequently, if not always.

The score from the four items per factor were then added and given a qualitative rating as follows

0-4 points	5-8 points	9-12 points	13-16 points
Low	Moderate	Good	High

The results obtained from data collected showed the frequency with which heads used the non leadership laissez faire, the routine transactional leadership, or the additive transformational leadership.

RESEARCH FINDINGS

The collected data was analysed to show how teachers in selected government secondary schools identified with their school heads' leadership style. Tables 4.1 to 4.5 show how teachers from specific schools identified with their school heads' leadership styles.

Table 4.1: School BM01 n=16 (1 head, 15 teachers). 2013 O' level pass rate: 31%
A.School head's rating. B- Teachers' rating

		Factor	Ratings %				
A			Low	Moderate	Good	High	Total
	1	Idealized Influence (attributed)				√	
	2	Idealized Influence (b)				√	
	3	Inspirational Motivation				√	
	4	Intellectual Stimulation				√	
	5	Individualized Consideration				√	
	6	Contingent Reward				√	
	7	Management-by-exception (active)				√	
	8	Management-by-exception (passive)	√				
	9	Laissez-faire	√				
B	1	Idealized Influence (attributed)	0	6.7	6.7	86.7	100
	2	Idealized Influence (behaviour)	0	6.7	6.7	86.7	100
	3	Inspirational Motivation	0	6.7	20.0	73.3	100
	4	Intellectual Stimulation	0	13.3	46.7	40.0	100
	5	Individualized Consideration	6.7	13.3	0	80.0	100
	6	Contingent Reward	0	6.7	20.0	73.3	100
	7	Management-by-exception (active)	6.7	40	46.7	6.7	100
	8	Management-by-exception (passive)	86.7	6.7	6.7	0	100
	9	Laissez-faire	86	13.3	6.7	0	100

The BM01 school head awarded self a rating of 'high' in the first seven factors of idealized influence (attributed), idealized influence (behavior), Inspirational motivation, intellectual stimulation, individualized consideration, contingent reward and management-by-exception(active). A 'low' rating was scored in management-by-exception (passive) and laissez-faire leadership.

A similar trend was observed with the teachers' ratings of their school head. The teachers' indications were that 6.7 percent indicated that their head exhibited the idealized influence attributed at a moderate scale, 6.7 percent also indicated exhibition of this factor at a scale of 'good' and 86.7 percent gave their head a 'low' scale rating. The same percentages were observed in the idealized influence (behavior).

In inspirational motivation none gave a 'low' rating, 6.7 percent gave a moderate rating, 20 percent 'good' and 73.3 percent 'high', indicating a high frequency in the exhibition of this factor by their head.

In intellectual stimulation, none gave their head a 'low' rating, 13.3 percent gave a moderate rating, 46.7 percent 'good' and 40 percent 'high' the lower score of the high rating on this factor is to be noted for discussion in the next chapter. In individualized consideration 6.7 percent gave this head a low rating. 13.3 percent moderate, none a good rating and 80 percent a high rating.

6.7 percent of teachers gave their head a 'moderate; rating on the contingent reward factor. 20 percent gave their head 'good' rating and 73.3 percent a 'high' rating. A change in the rating was observed in management-by-exception- active factor where 6.7 percent gave a low rating, 40 percent moderate, 46.7 percent good and 6.7 percent high.

The ratings of two factors showed a similar trend. 86.7 percent of the teachers indicated low frequency of this factor. 6.7 percent indicated moderate, 6.7 percent good and non-indicated high frequency. Similarly with the laissez-faire factor 86 percent indicated a low frequency, 13.3 percent moderate, 6.7 percent good and zero percent high.`

Table-4.2: School BM05. n= 14 (head + 13 teachers). 2013 O' level pass rate: 13.4%
A.School head's rating. B- Teachers' rating.

			Factor	Ratings %				
				Low	Moderate	Good	High	Total
A	1		Idealized Influence (attributed)			√		
	2		Idealized Influence (behaviour)				√	
	3		Inspirational Motivation			√		
	4		Intellectual Stimulation				√	
	5		Individualized Consideration			√		
	6		Contingent Reward				√	
	7		Management Active				√	
	8		Management Passive	√				
	9		Laissez-faire	√				
B	1		Idealized Influence (attributed)	7.7	23.1	38.5	30.8	100
	2		Idealized Influence (behaviour)	15.4	23.1	38.5	23.1	100
	3		Inspirational Motivation	7.7	7.7	46.2	38.5	100
	4		Intellectual Stimulation	46.2	15.4	23.1	15.4	100
	5		Individualized Consideration	23.1	30.8	23.1	23.1	100
	6		Contingent Reward	7.7	15.4	38.5	38.5	100
	7		Management-by exception (active)	0	53.8	30.8	15.4	100
	8		Management-by exception (passive)	38.5	30.8	23.7	7.7	100
	9		Laissez-faire	53.8	231	15.4	7.7	100

The school head in Table 4.9 was not emphatic on his ratings and the first seven factors giving himself a 'good' rating in three factors and 'high' rating in four factors. The factors where the school head rated himself to be good were idealized influence (attributed), inspirational motivation and individualized consideration. The school head rated himself highly on the head idealized influence (behavior), intellectual stimulation, contingent reward and management-by-exception active. The school head gave himself a low rating on the management by exception passive and the laissez-faire leadership factors.

The teachers were quite divided in rating their school head. 7.7 percent gave their head a low rating in idealized influence attributed, 23.1 percent moderate, 38.5 percent good and only 30.8 percent high. 15.4 percent gave their school head a low rating on idealized influence behavior, 23.1 percent moderate, 38.5 percent good and only 23.1 percent high.

In inspirational motivation 7.7 percent of the teachers gave their head a low rating, 7.7 percent moderate, 46.2 percent good and 38.5 percent high. 46.2 percent indicated that their head exhibited the intellectual stimulation factor at a low level which was a high figure for this factor. 15.4 percent gave a moderate rating, 23.1 percent good and 15.4 percent gave their head a rating for this factor. In individualized consideration, 23.1 percent gave their head a low rating, 30.8 percent moderate and 23.1 percent in both good and high exhibition of the factor.

7.7 percent gave their head a low rating on the contingent reward factor, 15.4 percent gave a moderate rating, 38.5 percent good, and 38.5 percent high. None of the teachers gave their head a low rating on the management by exception active. 53.8 percent gave a moderate rating, 30.8 percent good and 15.4 percent high. 38.5 percent gave their head a low rating on the management by exception passive. 30.8 percent gave a moderate rating, 23.7 percent good and 7.7 percent high. 58.3 percent gave their head a low rating on the laissez-faire leadership factor, 231 percent gave a moderate rating, 15.4 percent good and 7.7 percent high. Under normal circumstances zero percent should have been observed in the rating of the last two factors. This will be discussed in the next chapter.

Table 4.3 shows that the head was consistent in rating his or her performance giving himself or herself a 'high' rating in the first six factors of idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration and contingent reward. The head rated him to be good in exhibition of the management by exception active, moderate in management by exception passive and low in the laissez-faire leadership factor.

The teachers on the other hand had mixed feelings on the performance of their head. 15.8 percent gave their head a low rating on the exhibition of the idealized influence attributed, none rated them moderately, and 42.1 percent rated the head good and high respectively. 15.8 percent again rated them low in idealized influence (behavior), 36.8 percent gave the

head a 'good' and 47.4 percent a high rating on this factor. The same 15.8 percent continued to give the head a low rating inspirational motivation. None gave a head moderate rating. 26.3 percent indicated that the head was good in exhibiting the inspirational motivation factor and 57.9 percent indicated a high rating on this factor.

Table-4.3: School BM08. n= 20 (1 head + 19 teachers). 2013 O' Level Pass rate: 24%
A.School head's rating. B- Teachers' rating.

		Factor	Ratings %				
A			Low	Moderate	Good	High	Total
	1	Idealized Influence (attributed)				√	
	2	Idealized Influence (behaviour)				√	
	3	Inspirational Motivation				√	
	4	Intellectual Stimulation				√	
	5	Individualized Consideration				√	
	6	Contingent Reward				√	
	7	Management-by exception (active)			√		
	8	Management-by-exception (passive)	√				
	9	Laissez-faire		√			
B	1	Idealized Influence (attributed)	15.8	0	42.1	42.1	100
	2	Idealized Influence (behaviour)	15.8	0	36.8	47.4	100
	3	Inspirational Motivation	15.8	0	26.3	57.9	100
	4	Intellectual Stimulation	10.5	10.5	63.2	15.8	100
	5	Individualized Consideration	15.8	21.1	36.8	26.3	100
	6	Contingent Reward	15.8	2.0	21.1	63.2	100
	7	Management-by-exception (active)	5.3	31.6	52.6	10.5	100
	8	Management-by-exception (passive)	63.2	31.6	5.3	0	100
	9	Laissez-faire	57.9	36.8	0	5.3	100

In intellectual stimulation, 10.5 percent gave their head a 'low' rating, another 10.5 percent were moderate, 63.2 percent 'good' and 15.8 percent rated their head as high on this factor. 15.8 percent again rated their head to be low on individualized consideration, 21.1 percent indicated that their heads were moderate, 36.8 percent gave their head a 'high' rating.

Table-4.4: School BM09. n = 18 (1 head +17 teachers). 2013 O' Level Pass rate: 14.2%
A.School head's rating. B- Teachers' rating

		Factor	Ratings %				
A			Low	Moderate	Good	High	Total
	1	Idealized Influence (attributed)				√	
	2	Idealized Influence (behaviour)				√	
	3	Inspirational Motivation				√	
	4	Intellectual Stimulation				√	
	5	Individualized Consideration				√	
	6	Contingent Reward				√	
	7	Management-by-exception (active)				√	
	8	Management-by-exception (passive)	√				
	9	Laissez-faire	√				
B	1	Idealized Influence (attributed)	11.8	29.4	52.9	5.9	100
	2	Idealized Influence (behaviour)	0	17.6	64.7	17.6	100
	3	Inspirational Motivation	0	23.5	35.3	4.2	100
	4	Intellectual Stimulation	0	29.4	58.8	11.8	100
	5	Individualized Consideration	17.6	52.9	23.5	5.9	100
	6	Contingent Reward	5.9	23.5	52.9	17.6	100
	7	Management-by-exception (active)	0	47.1	41.2	11.8	100
	8	Management-by-exception (passive)	5.9	35.3	11.8	0	100
	9	Laissez-faire	47.1	47.1	5.9	0	100

15.8 percent continued to give their head a low rating in the contingent reward factor too. 21.1 percent gave a 'good' rating 63.2 percent 'high' and none gave their head a moderate rating. In management by exception (active) 5.3 percent gave their head a 'moderate' rating, 52.6 percent a 'good' rating and 10.5 percent a high rating.

The rating trend changed in the last two factors. 63.2 percent gave their heads a low rating on management by exception (passive). 31.6 percent gave their head a 'moderate' rating 5.3 percent a 'good' rate. None gave their head a 'high' rating in this factor. 57.9 percent gave their head a low rating in the laissez-faire leadership factor. 36.8 percent gave moderate rating, none gave a 'good' rating and 5.3 percent gave a 'high' rating on this factor.

Table 4.4 shows a head who rated himself accordingly in all the nine factors. The head rated himself to be high on the first seven factors and low on the last two factors. This was a normal rating for an effective leader. On the other hand the teachers had a totally mixed feelings on their head's performance.

11.8 percent of the teachers indicated that the head exhibited a low performance of the idealized influence (attributed) factor. 29.4 percent were moderate, 52.9 percent good and only 5.9 percent of the teachers indicated that the head had a high frequency in idealized influence attributed. None gave their head a low rating in the idealized influence (behavior). 17.6 percent gave a moderate rating, 64.7 percent good, and 17.6 percent gave a high rating.

In inspirational motivation, none gave their head a low rating. 23.5 percent gave a moderate rating, 35.3 percent moderate and 41.2 percent high. A similar trend was observed in the intellectual stimulation factor where none of the teachers gave their head a low rating. 29.4 percent gave a moderate rating, 58.8 percent gave a 'good' rating and 17.6 percent indicated that their head was high in the exhibition of this factor.

In individualized consideration the 17.6% of the teachers gave their head a low rating. 52.9 percent gave a moderate rating, 23.5 percent a good rating and 5.9 percent a 'high' rating. In the contingent reward factor 5.9 percent indicated low frequency in the head's exhibition of this factor. 23.5 percent gave a moderate indication, 52.9 percent were moderate and 17.6 percent gave a high indication.

In management by exception (active) none of the teachers gave their heads a low rating. 47.1 percent were moderate, 41.2 percent good and 11.8 percent were high. In the management-by-exception (passive) 52.9 percent gave their head a low rating, 35.3 percent indicated that their heads were moderate in the exhibition of the factor, 11.8 gave a good indication and none indicated their heads to be high in the exhibition of this factor. On the same note, in the laissez-faire factor, 47.1 percent gave their heads a low rating. Another 47.1 percent also gave their head a moderate rating. 5.9 percent indicated that their head was good on this factor and none gave a high indication on this factor.

Table-4.5: School MNR04. n= 12 (1 head + 11 teachers). 2013 O' Level Pass rate: 4%
A.School head's rating. B- Teachers' rating

		Factor	Ratings %				
			Low	Moderate	Good	High	Total
A	1	Idealized Influence (attributed)			√		
	2	Idealized Influence (behaviour)			√		
	3	Inspirational Motivation			√		
	4	Intellectual Stimulation			√		
	5	Individualized Consideration			√		
	6	Contingent Reward				√	
	7	Management-by-exception (active)			√		
	8	Management-by-exception (passive)			√		
	9	Laissez-faire			√		
B	1	Idealized Influence (attributed)	0	9.1	72.7	18.2	100
	2	Idealized Influence (behaviour)	0	0	72.7	27.3	100
	3	Inspirational Motivation	0	27.3	54.5	18.2	100
	4	Intellectual Stimulation	0	9.1	72.7	18.2	100
	5	Individualized Consideration	0	18.2	54.5	27.3	100
	6	Contingent Reward	0	54.5	27.3	18.2	100
	7	Management-by-exception (active)	0	36.4	63.6	0	100
	8	Management-by-exception (passive)	9.1	9.1	81.8	0	100
	9	Laissez-faire	9.1	36.4	54.5	0	100

Table 4.5 shows a head who rated himself to be consistently 'good' in the eight factors except for the contingent reward factor where the head gave himself a high rating. The head's performance was supported by the teachers' ratings with the high percentage number of teachers giving the head a good rating in all the nine factors even where behavior exhibition is not supported to be good.

In idealized influence (attributed) none rated their head to be low on this factor, 9.1 percent gave a moderate rating on this factor and 72.7 percent gave their head a good rating, 18.2 percent indicated that their head was 'high' on this factor. In the idealized influence (behavior) none of the teachers indicated that their head was both low and moderate on this factor. 72.7 percent again indicated their head to be good and 27.3 percent indicating their head to be high.

In inspirational motivation, none indicated their head to be low on this factor, 27.3 percent were moderate, 54.5 percent good and 18.2 percent high on this factor. In intellectual stimulation, none also indicated their head to be low on this factor, 9.1 percent gave a moderate indication, 72.7 percent giving a 'good' indication and 18.2 percent giving a high indication of the head's performance on this factor.

In individualized consideration, 18.2 percent indicated that their head was moderate in exhibiting this factor. 54.5 percent indicated that their head was good and 27.3 percent indicated that their head exhibited high frequency in this factor. 54.5 percent indicated that their head was moderate in the contingent reward factor, 27.3 percent gave a 'good' indication and 18.2 percent indicate their head to be high on this factor. In management by exception (active) none of the teachers indicated their head to be low on this factor, 36.4 percent gave a moderate indication and none of the teachers gave a high indication. 9.1 percent of the teachers indicated that their head was low in practicing the management by exception (passive) factor. 9.1 percent again gave a moderate indication. 81.8 percent indicated that their head was good in practicing this factor and none gave a high indication. In the laissez-faire factor, 9.1 percent indicated that their head was low in the exhibition of this factor, 36.4 percent gave a moderate indication and 54.5 percent gave a good indication. None of the teachers rated their head to be high on this factor. Being good in the exhibition of management by exception (passive) and laissez-faire is not a normal act of practice in school leadership.

DISCUSSION AND CONCLUSIONS
School BM09 ratings
Transformational leaders highly exhibit the five full range factors of idealized influence attributed and behavior, inspirational motivation, intellectual stimulation and individualized consideration. The same leaders can score high on contingent reward and

management-by- exception (active) as these are transactional leadership factors essential in giving a strong foundation to transformational leadership. The BM09 leader identified with high scores in the first seven factors and had a low score in both management-by-exception (passive) and laissez faire. This was a normal exhibition of leadership factors according to this school head's rating. However, it is interesting to note that the teachers had a different rating altogether for their school head. No leadership factor had the highest score on the 'high' rating. Idealized influence had only a 5.9 percent idealized influence (behavior) had 17.6 percent, inspirational motivation had 4.2 percent, intellectual stimulation had 11.8 percent, individualized consideration 5.9 percent, contingent reward 17.6 percent and management-by-exception (active) 11.8 percent. This shows that, according to the teachers, this head was far below being a transformational leader. There were low numbers of teachers who wanted to be associated with the school head, who had the respect of the head and who had confidence in the head. The school head talked about the vision and values at a minimal level. The school head neither talked enthusiastically about the future nor emphasized a collective sense of mission. Only 5.9 percent felt that the school head highly exhibited the individual consideration factor. This is a key factor to empowerment. If the school head fails to take note of individual differences in his or her staff members then he or she will miss out on their individual contributions and their individual needs.

In this school the absence of leadership is 'moderate' with 47.1 percent. This shows that absence of leadership is highly exhibited since it has a low mark of 47.1 percent. This is not surprising considering that the teachers gave their head a low of 11.8 percent and 17.6 percent in individualized consideration. This number of teachers who do not take pride with their leadership and who feel that their school head does not care of their needs is high. Thus, even if the school head gave himself or herself a rating that makes him or her to be viewed as a transformational leader the teachers contradict the head's view. To them their head is someone whom they do not wish to be associated with. There is evidence of lack of teamwork in this school. This is against the transformational leadership definition by Northouse [11] that, "transformational leadership refers to the process whereby an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. "The teachers might be united and in need of a leader to empower and transform them to greater heights. Then the question that remains is, "What should be done with such a school head who thinks that he/she is performing accordingly yet the teachers disagree with that?"

School BM01 ratings

On the same note is the school head of the school BM01 who scored highly on all the transformational and transactional leadership factors. The same school head has a low exhibition of management-by-exception (passive) and laissez faire and this is normal behavior [11]. What is interesting about this school is that the teachers endorse the school head's ratings in all the factors except in intellectual stimulation and management-by-exception (active). The teachers in a way take pride in being associated with their leader. They have witnessed their head emphasizing a strong sense of purpose. The school head articulates a compelling vision and identifies with their individual needs. The school head also clearly sets rules and regulations and specifies who is responsible for each task. 86 percent of the teachers endorsed the fact that their head was never absent when needed. Whilst the school head scored high on individualized consideration, he or she needed to give the members of staff challenging tasks so that they are intellectually motivated. This shows a school that works together as a team. One can feel the high school quality climate where both teachers and pupils are protected [31]. There is also evidence of 'good' authority where the teachers accept the head's authority as a symbol of strength, solidarity and commitment [32]. The school head, however, needs to empower the teachers to think for themselves and explore possibilities [18] so that more is achieved.

School BM05 ratings

The school head of this school was not sure of his or her transformational leadership prowess. The good ratings indicate that the school head has some leadership gaps on the factors of idealized influence (attributed), inspirational motivation and individualized consideration. On a similar note the teachers have their views spread about their leader. The teachers show minimal respect for the school head as all the five transformational leadership factors have very low rating on the 'high' score. Idealized influence (attributed) has a high of 30.8 percent, idealized influence (behavior) a high of 23.1 percent, inspirational motivation 38.5 percent, individualized consideration 23.1 percent and intellectual stimulation only 15.4 percent. According to the teachers' ratings this particular head is not a transformational leader at all. This is further endorsed by the high ratings on the minimal side. The school head scored a 46.2 percent 'low' on intellectual stimulation 15.4 percent low on idealized influence (behavior) and 23.1 percent low on individualized consideration. This means that there were many teachers in this school who thought that the school head did not think enthusiastically about the future. They thought the school head did not instill pride in them and did not clearly lay down rules and regulations to be achieved. The same school head did not actively correct teachers when mistakes occurred as 53.3 percent thought the school head was moderate in management-by-exception active. In such a scenario the school head is likely to be absent when needed and also to refrain from making decisions on time. It is not surprising, therefore, when the teachers endorsed a higher than normal exhibition of the management-by-exception (passive) and laissez faire factors by the school head. Whilst the school head should exhibit all the nine factors, it should be reiterated that, the frequency of exhibition is the one that distinguishes one leader from the other [11]. This leader is not sure of his or her strength as a leader and this endorsed by the teachers. It is obvious that in this case something should be done to the leader to shift his or her mind as to engage in a leadership style that would assist the followers "to reach a higher level of moral responsibility and appeal to them to participate in the process of generating and maintaining a shared vision" [4] resulting in a much productive organisation. Perhaps these are the school heads that Stewart [1] proposes that they need training and preparation if they are to understand their tasks as leaders.

School BM08 ratings

This shows a school where the school head according to his or her ratings displayed a normal exhibition of the nine leadership factors. The school head rated him or her as being moderate in management-by-exception active and this is normal because at times a high exhibition of this factor leads to an organization where members bury their mistakes. The members would be avoiding being corrected all the time as this might cause teacher frustration [6]. Due to this, a moderate score could also be considered to be a fair distribution of the factor. However, one wonders why the school head rated himself or herself as being moderate in laissez faire. Does it mean that the school head at times lets the teachers do as they wish? What would be the rationale for that? When officers were interviewed, they were all in agreement that the laissez faire could not be recommended for use in schools as it had no clear direction. They also felt that giving teachers excessive freedom could only make the industrious and self-focused teachers to work whilst others 'rot'.

The teachers are divided in the rating of their head. There are a 15.8 percent of the teachers who are adamant that their school head is low on most of the leadership factors. These teachers consistently insist that their school head has a low exhibition of idealized influence, (behavior and attributed), intellectual stimulation, individual consideration and contingent reward. As a result of this insistence the high exhibition of the seven factors is lower than the norm with only the contingent factor getting a high of 63.2 percent and intellectual stimulation going as low as 15.8 percent. Having such school heads leading the schools provided a recipe for low performance and the question that remains is that of on the strategies that could be put in

place so as to ensure that the head positively aligns with his or her members of staff most of the time.

School MNR04 ratings

In this school the school head decided that he or she is good in everything except in contingent reward when he or she rates himself or herself as being 'high' on that factor. The question that immediately comes to mind is that "How can someone rate himself to be good on laissez faire and management-by-exception (passive)?" The person is in a way saying that he or she avoids getting involved when important issues arise, is absent when needed, avoids making decisions and delays responding to urgent questions. Further to that the same person is endorsing that he or she fails to interfere until problems get serious; waits for things to go wrong before taking action, demonstrating that problems have to become 'chronic' before action is taken.

The teachers support what the school head says about himself or herself. Although the school head's ratings are not the norm, it is interesting when the teachers too are in agreement that the head is good in all the nine factors. This particular school head gets all the high scores in the good category for the nine factors. 81.8 percent rated their school head to be good in the management-by-exception passive and 54.5 percent rated their school head to be good in laissez faire. This comes as a surprise rating of the head and the fact that teachers are in agreement provides a unique situation. One could then conclude that perhaps that is why the school 'O' Level pass rate in 2013 was only 4 percent.

When research studies spell out that those leaders should exhibit all the nine factors if they are to be effective, the limit on the frequency gets to be the guiding principle. A school head obviously cannot be said to be effective if he or she is good in laissez faire and management-by-exception (passive). Whilst it is good that teachers witnessed no display of low exhibition of the other seven factors, the recommended score is a 'high' on these factors and not just a 'good'. This shows a leadership skills gap on this particular school head where instead of being good in everything one has to be clearly high on transformational factors and low on non-leadership factors. Again if such school heads surely exist in schools then immediate strategies have to be put in place to reverse such situations. Perhaps these are the situations where officers indicated that leadership needed to be changed in order to boost the performance culture and the performance structure. These school heads would have been appointed by the Ministry of Primary and Secondary education. What possibility is there that they can be changed? How do they come to be appointed in the first place especially considering the rigorous selection exercise as revealed by policy analysis and interviews with Provincial Education Officers and Directors?

The interviews and analysis of selection documents revealed that all heads of government secondary schools were first degree holders and in some cases holders of a Master's Degree. An administrative degree was enough for 'O' Level secondary schools but a first degree in any of the subjects offered in the secondary school curriculum was a prerequisite for 'A' level secondary schools. All school heads were required to have a teacher qualification from a recognised university either as a Diploma/Certificate in Education or as a Post Graduate diploma/certificate in education. Graduate holders without a teacher qualification were not considered during any selection process for headship. The selection was done on free competition basis with three applicants short listed per post. A first degree was thus a pre- requisite and the applicants were to have no misconduct charge. Performance approval forms were used in the selection process and all applicants were to have a rating that was above a 3 on a 1 to 5 rating scale.

During the selection interviews, the interviewers revealed that it was the applicant who displayed full knowledge of the job who got the post. The applicant would display professional knowledge as he/she would have been a deputy head before, giving the applicant the needed professional experience and the knowledge of school administration. The interviews revealed that the key qualities that the applicants were expected to display during their interviews were; initiative, intelligence, maturity, creativity, innovativeness, communicator, articulacy, assertiveness and firmness amongst many others. Whilst some key informants felt that rural experience was an essential experience, others were of the view that the applicant could actually be a school head in the urban situation after only graduating from being a deputy head in the urban schools; without necessarily having the rural experience. These were the key informants who felt that a leader needed to grow and mature in a certain environment over time if he/she had to perform well.

Placed in any of the government secondary schools, the school head was, therefore, expected to excel, especially after going through the competitive selection process. The regional offices revealed that the appointed head was expected to produce good results, to have good public relations with the community, and ever remain bold and focused. Whilst all schools were governed by national government policy, the implementation of the policy was to reveal the innovativeness of the school head. The Provincial Director for one region reiterated the fact that policy merely gave guidelines but the "how" depended on the school head. According to that Provincial Director, "policy was not meant to kill individual flair." Policy merely provided framework within which the school would operate, under the leadership of the school head as the driver. As revealed earlier on this study the secondary school curriculum in Zimbabwe offered

about 38 subjects at 'O' Level. The selection of the subjects, of course guided by the Policy Circular No P77 of 2006 for Two Pathway Education Structure in Zimbabwe, would show the head's initiative as he/she explored both the local and national environment in terms of relevance and future use. All the policy provided was a framework of operation but the selection would depend on the school head's understanding of the expectations of the surrounding tertiary institutions and the industry at large. From the interviews carried out, therefore, it was revealed that after the meticulous selection, the school head was not placed in the school just to maintain and implement policy but to create a unique school under the framework of the given policies.

It is against these expectations that the performance of secondary school heads was assessed as a way of finding out the leadership factors that they displayed. Display of transformational leadership factors on a high level would be a spell out development and effective growth whilst low exhibition of the transformational factors would call for urgent leadership reforms.

The extent to which identified factors had an effect on school performance
The analysis of the school heads' ratings in specific schools revealed that the way the teachers identified with the leadership factors exhibited by their school heads had varying effects on the school performance. The cases where a head of a school revealed himself or herself as exhibiting high transformational leadership factors contrary to the teachers' view, had negative effects on school performance. The cases where the teachers supported their school head's view about his or her high performance in transformational and transactional factors and low performance in laissez-faire had positive effects on school performance. This would be due to a strong sense of purpose shared by all and the pride instilled for being associated with their head.

It also emerged from the study that staff divisions on the school's sense of purpose existed and could be detrimental to school performance. In one particular school (School BM08) although the head was confident as indicated by his or her self-evaluation, there was a group of 15.8 percent of the teachers who were continuously negative about the heads' purpose and vision about the future. Such division impacts negatively on the school performance as observed in this school.

It also emerged that there were instances where the heads of school did not know where they stood in as far as their exhibition of leadership factors were concerned. Such a school head would give himself or herself good scores only even on laissez-faire and management-by-exception passive where according to

research the normal score would be low. In such cases, like School MNR04, it got to be interesting when teachers endorsed the school head's self-evaluation ratings giving a 'good' in laissez-faire and management-by-exception (passive) too. This obviously had a negative effect on the school performance with the school observed to score 4 percent pass rate in the 2013, 'O' Level results.

CONCLUSIONS
- Heads should exhibit both transformational traits and transactional leadership traits if they are to be effective. Whilst the school head should exhibit all the nine factors, the frequency of exhibition is the one that distinguishes one leader from the other [11].Hence, from this research study, effective school heads would be those considered to highly display or exhibit the transformational behaviors of idealized influence (behavior and attributed), inspirational motivation, intellectual stimulation and individualized consideration.
- The school heads do not only need to rate themselves appropriately in their exhibition of leadership factors but teachers need to identify with the leadership factors exhibited by their school heads if schools are to be successful.
- Identification with positive leadership factors exhibited by their heads improved school performance and identification with the negative leadership factors exhibited by their head had a negative impact on school performance
- Heads of schools need to be trained on the Full Range Leadership Factors so that they improve performance yet according to Moorosi and Bush [33]:

Although there has been growing demand for effective school leaders and some connections made between leadership and preparation and school development [1], we still do not know the type of leadership training that leads to more effective schooling experience and to higher learning outcomes.

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