



## The forgotten organisational development roles of school leadership for classroom learning efficiency

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### Abstract

School leadership is a critical pillar in enriching all learning experiences. The quality of school leadership plays a fundamental and critical role in shaping classroom experiences and the learning efficiency in schools. Knowledge of various theories of leader-follower relations is not enough without knowledge of how school leadership makes a difference to learning efficiency and penetrates the classroom discourses that result in student improvement. School leaders such as head, deputy, senior teacher, teacher in charge, in the Zimbabwean context, have the role to transform classroom experiences yet they are seen leaning more to administrative duties. The study sought to explore the forgotten roles of school leadership that enrich classroom experiences and improve the learning efficiency in schools. It goes deeper to look at organisational development function played by school leadership in improving the quality of classroom discourses. House's path-goal theory undergirded the study. Path-goal theory's focus on leadership behaviours in achieving goals was examined through an interpretive lens, hence, the interpretivist paradigm was used. The qualitative methodology was employed with open-ended questionnaires and semi-structured interviews employed as data generation tools. School leaders in Masvingo urban primary and secondary schools were purposefully sampled to get information-rich cases. The study found out that school leadership lacks the dexterity and skills to help teachers not to teach from the margins, build teaching capacity and shift from theory to practice. The study recommends that professional development sessions and workshops that focus on classroom discourse need to be instituted.

**Keywords:** Leadership, organisational development, learning efficiency, classroom experience

### Introduction

Although school leadership has a significant influence on how children learn in the classroom (Culduz, 2024), their priorities tend to be administrative tasks rather than actual classroom instruction. School administrators establish an atmosphere that nurtures learning, encourages student accomplishment, and raises the standard of education by giving strategic guidance, cultivating a positive school culture, and putting instructional best practices into practice. Students' classroom learning experiences are greatly influenced by the caliber of school leadership because the quality of school leadership plays a crucial role in shaping the learning experiences of students in the classroom (Culduz, 2024).

The entire quality of teaching and learning is influenced by school leadership, which also makes sure that instructional strategies and learning preferences are adapted for successful classroom instruction. It is argued that "The capacity to be inspiring and competent are the pillars of a leader's credibility" (Nahavandi, 2015:316). School leadership affects the overall quality of teaching and learning and makes sure that teaching methods and learning styles are tailored towards effective classroom instruction. Broad-based expectations for teaching and learning in schools are occurring, and it is important that school leadership takes an organisational development role and lead institutional changes in bringing about learning efficiency (Weston, Ferris & Finkelsteil, 2017). The goal of organisational development is to foster a better institutional environment for teaching and

learning, but even though the relationship between effective teaching and learning and organisational development may still exist in literature, it may have waned in actual practice (Schroeder, 2011:17). These concepts have become disconnected and there is now a “missing prong” for learning efficiency in the classroom.

### ***Background to study***

In Zimbabwe, the Ministry of Primary and Secondary Education outlines roles and standards for school leaders in documents like the School Leadership Handbook and the Curriculum Framework for Primary and Secondary Education. The key aspects of school leaders in the classroom include, among others, classroom observations, teacher performance management using Results Based Management (RBM), creating a child friendly school and enabling a learning environment (Mupa & Moyo in UNESCO, 2024; Education Act 1987 as amended in 2020). Lip service is being paid during the implementation of these school leadership roles and standards. The question is whether the given roles enrich classroom experiences.

School leadership makes the classroom. School principals influence classroom conditions through actions they take (Hallinger & Heck, 1996a). Classroom instruction and student learning in schools are significantly impacted by school leadership (Leithwood, Louis, Anderson, & Wahlstrom, 2004). By adhering to organisational objectives, using instructional leadership through their knowledge of pedagogy and subject, and indirectly by encouraging effective teaching methods, school leadership has an impact on classroom activities (Hallinger, 2005). It is argued that:

There is no such thing as a high performing school without a great principal. It is impossible. You simply cannot overstate their importance in driving student achievement, in attracting and retaining great talent to the school (U. S. Secretary of Education Arne Duncan as cited in Connelly, 2010:35). Research has not found a single case of a school improving its student achievement record in the absence of talented leadership (Louis, Leithwood, Wahlstrom & Anderson, 2010:9).

It is argued that:

The inside of most African organisations is characteristically overcrowded and improvising in a number of ways. Jobs are narrowly defined, and all the important decisions are made by senior management and communicated down through the chain of command. Facilities, equipment, machinery, and buildings would look overutilised and in need of repair and maintenance. There is an atmosphere of management by crisis as events would seem to take everybody by surprise (Kiggundu, 1988:224-225).

Schools are not spared from the above scenario made by Kiggundu (1988) and this has serious implications towards the effectiveness of teaching and learning. School leadership is the signpost that gives the whole school direction to follow and clears the stumps and blocks for teachers and learners to travel smoothly. School leadership is tasked with the responsibility of clearing roadblocks that hinder quality teaching and learning and effective classroom instruction. Merely because there is a school leader does not guarantee learning efficiency. What is critical are the skills of organisational development. It is acknowledged that organisational development is a unique and all-encompassing strategy for intentional organisational change. According to Cummings and Worley (2014), organisational development is a top-down, planned, organisation-wide endeavor that aims to improve organisational effectiveness by addressing attitudes, beliefs, and structures. Such leadership takes a “vision from its birth to a new way of doing business” (Ready & Conger, 2008:76) in a school.

The study's concept of learning efficiency is predicated on the premise that school administrators must enhance their own and teachers' competencies by establishing a system that facilitates learning to advance and share experiences. The way an educational leader "sees" the difficulties, events, and circumstances determines how well they perform. Since "leadership for change requires pioneering steps into unknown territory in the external world," the concept of organisational development involves examining our minds through the mental prisms we have put in place and scrutinising them (Jentz,

2006:237). The use of organisational development in schools should help schools cope with forces for change in their environments while simultaneously improving their internal problem-solving capabilities. The success of organisations such as schools is often touted through the prism of leadership (Nsoedo, 2016). Organisational development is an essential foundation for which an educational leader constructs his or her practice, as Jentz (2006) notes:

... a lot of what we do not know is crucial to our success, and we are unaware of what we do not know. Only by being willing to examine within and make our minds the focus of our investigation can we learn what we do not know (Jentz, 2006:237).

The citation highlights the importance of recognizing the unknowns for success. The need for school leadership in fostering a culture of self-examination and learning among teachers is considered a key role for organizational development. School leaders who do not foster the role of inquiry, a culture of growth, self-reflection, among others, create a vacuum of knowledge of 'what teachers do not know' for effective teaching.

### ***Statement of the problem***

School administrators in many nations, including Zimbabwe, prioritize administrative responsibilities over reinforcing their classroom instructional and pedagogical functions. Fostering teacher growth, encouraging student accomplishment, and creating a supportive learning environment all depend on effective school leadership. Nevertheless, school leadership frequently overlooks its responsibility to improve classroom experiences, and learning effectiveness in favour of administrative duties, despite its significance. Research on school leadership and management challenges in South Africa note that school leadership remains focused on administrative rather than teaching and learning (Bush & Glover, 2016; Lumadi, 2023). In Zimbabwe, despite the promulgation of policy frameworks to capacitate school leadership, there exists a gap between policy and practice. Reduced student learning outcomes, static teaching methods, and low teacher morale can result from this neglect. The capacity of schools to adjust to

shifting educational environments may be hampered by the absence of school leadership's role in organisational development. Thus, with an emphasis on organisational development, this study aims to explore the underappreciated contributions of school leadership to improving learning outcomes and classroom experiences. Despite replete research on successful leadership in the field of school leadership, few of these studies have traced or thoroughly examined the connection between organisational development knowledge and learning efficiency in schools, hence, this study. The need for improvement in classroom practice is the concern for learners, stakeholders and all of society. The quality of interaction in the classrooms is key for student performance.

### ***Research questions***

How do school leaders employ organisational development knowledge to bring about learning efficiency in schools?

What is the classroom role of school leadership in schools?

### **Conceptual framework**

This study is premised on two conceptual frameworks which are organisational development and learning efficiency.

### ***Organisational development***

This study was undergirded by organisational development conceptual framework. With the help of a change agent or catalyst and the application of the theory and technology of applied behavioral science, including action research, organisational development is thought of as a long-term endeavor to enhance an organisation's problem-solving and renewal process, especially through a more efficient and cooperative management of organisational culture, with a particular emphasis on the culture of formal work teams (French & Bell, 1978).

Organisational development, according to Beckhard (1969:9), is an endeavour that is planned, organisation-wide, and top-down approach to improve the effectiveness and health of the organisation by deliberate process changes

that make use of behavioural scientific expertise. The definition denotes a situation where a school leader plans improvement in teaching involving the entire or significant parts of the school using behavioural science techniques. The overall functions and well-being of the school are improved through the leader's expertise from fields such as psychology, sociology, psychotherapy, among others. Such knowledge helps school leaders understand teachers and motivate them through recognition and feedback, students and staff behaviours. Burke & Bradford (2005:12) note that based on a set of values, largely humanistic, application of the behavioural sciences and open systems theory, organisational development is a system wide process of planned change aimed towards improving overall organisational effectiveness by way of enhanced congruence of key organisational dimensions such as work culture, strategic planning, communication, professional development, among others. Issues to do with change in the work culture of the school like time management, managing processes, enhancing skills and abilities of teachers, among others, are the key caveats raised in the definitions. These enhance teacher effectiveness, leading to more engaging and efficient learning experiences in the classroom.

### ***Learning efficiency***

The efficacy and productivity of the learning process in accomplishing learning goals, as well as the seamless transfer of knowledge from instructors to students, are referred to as learning efficiency. It entails having the capacity to absorb knowledge rapidly, retain it over time, and use that knowledge in real-world contexts (Munna & Kalam, 2021). Efficient learning is characterised by good understanding, intelligence, perseverance, and the ability to adapt and apply learned information in daily life. It is influenced by various factors such as the quality of classroom experiences, the application of innovative methods, as well as the availability of learning tools. For learning to be effective and knowledge to be successfully applied in a variety of contexts, learning efficiency is essential.

### **Theoretical framework: House's Path-Goal Theory**

The path-goal theory of leadership underpins and serves as the foundation for the study. Robert House created the path-goal theory of leadership in 1971, which holds that a leader's actions are influenced by the contentment, drive, and output of their team members. House established four guiding principles for the path-goal theory: defining objectives, removing roadblocks, offering assistance, and adjusting leadership style (Dixon & Hart, 2010). In order to provide the team with a feeling of direction and purpose, school leaders must properly express the team's goals and expectations. School administrators can match individual efforts with overall goals by making sure team members are aware of their responsibilities and the results they hope to achieve. School administrators should recognize and remove any barriers that impede team advancement as part of the obstacle removal process. This could entail resolving resource shortages, offering the required chances for training and growth, or standing up for the group inside the company. By reducing obstacles, school administrators foster a positive atmosphere that boosts team members' drive and output, increasing the effectiveness of instruction and learning efficiency in classrooms. Leaders should provide support by offering guidance and coaching to the teachers in the classrooms. This involves providing feedback, facilitating skill development, and offering assistance when needed. Supportive leaders build trust and foster a positive working relationship, in turn enhancing team members' confidence and motivation. School leaders should tailor their leadership style. They should adapt their leadership style to meet the needs of their team members and the specific situational context.

According to House, school leadership must adopt directive, supporting, participative, and achievement-oriented leadership philosophies. By using path-goal leadership styles, school administrators can help teachers understand and stay on course, remove obstacles, and offer rewards and encouragement for reaching goals (Dixon & Hart, 2010). To maximise team motivation and performance, leaders need to be adaptable and responsive in their leadership style

(Farham, 2018). Robert House's path-goal theory offers a framework for comprehending how school administrators might impact, remove restrictions of quality classroom experiences and motivate their teachers to improve learning efficiency in schools.

### Literature review

Research has proved that there is power in coaching in the professional learning and development of school leaders and teachers (Collins et al, 2025). Leadership coaching in the context of education describes a dyadic relationship in which the coach and the coachee/client work together towards the coachee's goals. The interplay arises between feedback and reflection (Hayes & Burkett, 2021). In this case, the coach is the school leader and the coachee is the teacher who needs skills to improve classroom practices. School leadership has been shown to have a profound influence on students' experiences and outcomes following successful coaching of teachers. Leadership effectiveness is measured by the application of organisational development knowledge and skills where the school leader employs diagnostic assessment of areas that need attention and provide the requisite support. School leadership should look for "hot button issues" and identify problems and work for strategic opportunities that bring about effective teaching and learning (Schroeder, 2011). School leadership must rethink in terms of extended education and how collaborative development drives organisational quality. Access to instruction should be included in the invitation to spearhead the redesign of classroom areas, not only to environments in which teachers and learners learn but to "influence strategic direction of teaching and learning" in the classroom (Jamieson, 2003:123).

According to Wen (2014), school leadership should consider the following three factors in order to transform a school into a state of learning efficiency: supporting the organisation's learning theory and goals; listening to and respecting members' voices; creating a truly shared vision and goals; and increasing funding and time for learning, which will enable members to enhance their abilities, competitiveness, and

personal mastery (Wen, 2014:295). In line with the observations above, Marinda & Mornel (2021) carried out a qualitative study on utilizing action learning to bridge the theory-practice gap divide. The results show that teachers must be conscious of the need to close the practice gap as well as use their knowledge to develop theories.

Shava, Maradze & Ncube (2021) conducted a study on the role of school leadership in enhancing learning outcomes of a cohort of schools in a rural setting in Zimbabwe. The findings show that the school leader plays a crucial role in classroom observation, planning lessons, evaluating teaching curriculum, influencing teaching, and learning through face-to-face interaction and through stimulating the way teachers perform teaching and learning activities. The roles identified for school leadership in this study are organisational development activities that are crucial in bringing about learning efficiency. The current study illuminates the importance of school leadership's organisational development role in promoting learning efficiency in classrooms.

### Methods

The study was qualitative informed by the interpretivist paradigm (Creswell & Creswell, 2018).

The interpretivist paradigm's primary goal is to comprehend the subjective realm of human experience, it was used for this study (Guba & Lincoln, 2005). This approach attempts to, in a sense, "get into the head of the subjects being studied" to comprehend and interpret the subject's thoughts or the meaning that the subject is constructing of the situation. Semi-structured interviews and open-ended questions were employed to generate data. The semi-structured interview has the benefit of being neutral "while still permitting a more thorough understanding of the respondent's opinions," (Borg & Gall, 1989:452). They also contend that semi-structured interviews are typically the best choice for educational interview studies. They offer the ideal balance of impartiality and depth and frequently make it possible to collect important data that would be impossible to obtain using any other method. The school leaders who were sampled

were subjected to semi-structured interviews while the interview proceedings were recorded on a phone. This research used purposeful sampling to get participants to answer open-ended questionnaires and semi-structured interview questions. Purposeful sampling was used to select cases with a wealth of information to take part in the study. "Selecting information-rich cases for study in depth" is what this procedure entails (Patton, 1990:169). The selected information-rich participants were informed and had knowledge about the phenomenon under investigation (Creswell & Creswell, 2018).

### Findings and Discussion

This section presents findings from the emergent themes and provides discussion of findings as it is informed by literature.

#### *Helping teachers not to teach on the margins*

Participants raised the issue of teachers who should be helped by school leadership to resurrect from teaching on the margins and go deeper. They had this to say:

*Teachers must be helped to teach beyond the cover page. Scratching on the surface does not help students in any way. Students must be satisfied with what they get from every lesson. This brings change in behaviour. Students cannot learn all unless they are given a chance to dig deeply into the content and give it to their attention for an extended period of time.*

School leadership with knowledge of organisational development must create such conditions. It is argued that the richness, depth and breadth of what students learn depends on the quality and initiatives of school leadership (Land et al, 2005; Mainali, 2024). Barber et al (2010:28) found that "a thorough knowledge of teaching and learning on behalf of leaders is essential if teachers are to be developed and supported to be able to move forward the learning of every student in their care". In line with the guiding theoretical framework for this study, without clear guidance, teachers might lack structure or depth in planning leading to superficial lesson planning if school leadership does not engage them. Less directive leadership might lead to varied levels of reflection

among teachers, with some teachers failing to engage deeply in effective teaching and learning.

#### *Building teaching capacities in the classroom*

Participants raised concerns on the necessity for school leadership to consistently develop teachers' teaching abilities. They made the case that school leadership should shift its attention from managerial responsibilities, which are mostly technical, to curriculum and instruction, as well as building and developing teachers' teaching abilities. One participant had this to say:

*It is important to regularly reflect on the teachers' teaching practices and the students' outcomes. There is a need to assess their instructional strategies and identify areas for improvement. The school leader can then make necessary adjustments to meet the evolving needs of students. Teachers' capacities to embrace a growth mindset and that of being open to trying new approaches should be built.*

Research indicates that school leadership helps to enhance classrooms by offering helpful criticism on standards, pedagogy, and content (Hitt & Tucker, 2016). Similarly, it is suggested that teaching is a process of pedagogical thinking and action that requires the ability to understand, investigate, and comprehend an idea, as well as to flip it around in one's mind and perceive it from other perspectives. The concept is modified or molded until pupils can grasp and understand it. To handle challenging, unclear teaching situations and cultivate wisdom of practice, teachers must also acquire strategic knowledge and build wisdom of practice in handling classroom experiences (Shulmen, 1987). All this can be attained through building capacities of teachers in the classroom. School leadership that does not clarify the path renders teachers ineffective in goal achievement. Teachers whose capacities have not been developed cannot operate efficiently.

#### *Shifting from theory to practice*

The need for school leadership to equip teachers with skills of shifting classroom learning from theory to practice was evident in the participants' open-ended questionnaire responses. The following ideas were raised.

*School leadership needs to help teachers to shift from theoretical teaching and engage in real practice. Shifting from theory to practice seems to carry with it two connotations. The first fold is that learning must be made active where the teacher brings real world media to move from abstraction to reality. The second fold is that teachers must be assisted in how to take a concept or idea that has been learned and apply it in a real-world situation, putting knowledge into action. This involves moving from conceptual understanding to actively implementing it in practice.*

Participants are raising one of the most important strategies for enhancing classroom practice which is moving from theory to practice. Research indicates that teachers must be assisted in recognising the links and differences, connections and disconnections between theory and their own classroom practices (Falbe & Smith, 2022). This process is steeped during critical reflection. To identify areas and uncover gaps that require development and improvement in classroom discourses, school leadership should assist teachers in identifying gaps between theory and their own practice (Brinegar, Harrison & Hurd, 2022).

### ***Moving student learning from labels to levels***

The need for school leadership to equip teachers with skills of differentiated instruction was considered as having the potential to move learners from class labels to a higher level of concept formation and understanding in one of the discourses. Participants raised very pertinent observations which are critical in the process of teaching and learning. School leadership should not just sit in ignorance thinking that all is well in the classrooms. In one of the detailed open-ended questionnaires, participants expressed that:

*There is a need for school leadership to transform the performance of both teachers and students in the classroom arena. The school leader should build teachers' skills of diagnosis during lesson delivery, identifying problems areas for students so that they walk in a clear path. Remedial instruction during the lesson can transform the students from lower levels to higher levels of understanding. It is not important to get a*

*class label but a class level as this gives a true picture of what is happening in the classroom.*

Without skills to move from labels to levels of understanding and proficiency, teachers might struggle to differentiate instruction. This limitation could affect tracking student progress and tailoring instruction to varying levels of mastery. The above findings clearly point to the role school leadership should play in enhancing the quality of classroom interaction. Research suggests that to make sure that every child has the chance to learn in ways that open, rather than close doors to future chances, school leadership should apply a lens to the corpus and body of their work and approaches (Datnow & Park, 2018). This helps to ensure that opportunity to learn is provided to every learner in class, leaving no-one behind. It is argued that “the major challenge in improving teaching is not so much in identifying and describing quality teaching, but in developing structures and approaches that ensure widespread use of successful teaching practices, to make best practice common practice” (Dinham, Ingvarson & Kleinhenz, 2008:14). School leadership should thus build teachers' capacity to understand and apply levels of proficiency to enrich classroom experiences.

### ***Clinical teaching***

Clinical teaching skills are considered very important for student improvement in class. School leadership as thus expected to equip teachers with such skills as was reiterated by one of the participants who had this to say:

*Effective teachers can help students during the lesson delivery process; in this way, they are able to attend the teaching of the entire class while also attending to the learning of each individual student. This method represents the fact that qualified teachers with clinical knowledge can differentiate instruction and meet each student's unique learning needs in a full class setting.*

It has been noted that “There has been growing recognition that teachers need to be able to ‘diagnose’ individual students’ learning and provide appropriate prescriptions for improvement, that is, to be clinical, evidence-based, interventionist practitioners in health

professionals. Teachers have been told for decades that they need to cater for individual student differences and personalise learning but generally have not been shown or taught how to do this in effective ways” (Hattie, 2009:198).

According to Fuentes & Jimerson (2020), school leaders cannot be experts in all subject areas, but they can try to close this gap. The argument advanced for this thinking is that “the most important factor affecting student learning is the teacher...The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor” (Wright, Horn & Sanders, 1997:57). School leadership that does not capacitate teachers with skills to shift from theory to practice causes teachers to be less effective in concept formation and concept development which are the foundation for improved performance in the classroom. School leadership should thus remove obstacles for teachers so that they can achieve their goals.

### **Active learning**

The idea of crossing the borders from theory to practice was emphasised by participants. They highlighted the need of crossing the theory-practice divide to make learning active. Participants told this story in open-ended questionnaires:

*While teachers do likely have a depth of understanding that students do not possess, learning happens best when students feel like they are active parts of the process. Students need to dive deeply into the pool of content that makes them different. Teachers should invite them to a conversation. School leadership should equip teachers with such skills.*

This urges school leadership to encourage teachers to become reflective practitioners moving from theory to practice making theory more authentic (Starr-Glass, 2013:69). This is consistent with John Dewey's (1938) observation that learning necessitates interaction with and adjustment to the outside world rather than being only an internal cognitive process. Learning is viewed as an ongoing process that includes active exploration, abstract conceptualisation, reflection

on one's experiences, and concrete experience. For students to be actively involved in lessons, school leadership needs to build instructional skills among teachers because lack of it results in lower student engagement. Active learning strategies are critical so that students become active participants throughout the learning process.

### **Teaching for quality learning-what learners gain from classroom discourse**

Participants raised the need for school leadership with organisational development skills to help teachers teach for quality learning and improve classroom discourse. They raised the need for quality feedback to improve classroom practice.

*Teaching for quality learning and what learners gain from classroom discourse depends on the quality of school leadership feedback.*

School leaders today are expected to be well-informed, well-organised, and committed to enhancing classroom instruction. Yet, it is noted that, “specific leadership practices required to establish and maintain a focus on classroom practice are poorly defined” (Louis et al, 2010:11). The authors note that:

The main underlying assumption is that instruction will improve if leaders provide detailed feedback to teachers, including suggestions for change. It follows that leaders must have the time, knowledge and the consultative skills needed to provide teachers in all the relevant grades and subjects, with valid, useful advice about their instructional practices. While these assumptions have an attractive ring to them, they rest on shaky ground, at best, the evidence to date suggests few principals have made the time and demonstrated the ability to provide high quality instructional feedback to teachers (Leithwood et al, 2010:11).

School leadership coaching of teachers can significantly impact what learners gain from the classroom discourses. Coaching helps teachers manage discourses effectively and thus enhances learner outcomes. Lack of such coaching results in reduced student engagement.

### *Designing more effective teaching and learning*

Participants clearly sun the point that school leadership should be concerned about the problem of making sure teachers create and design efficient teaching and learning plans. The participants had this to say:

*The importance of teachers' subject-matter expertise is well acknowledged in the field of education and classroom learning. Students' learning abilities are linked to their past knowledge in a certain subject, and it is the duty of the school administration to determine whether a teacher is qualified for their position. Their ability to learn is significantly influenced by their prior knowledge even in the same subject area. Teachers should link assumed knowledge with the content for the current lesson. It is essential for school leadership to ensure that teachers are equipped with the necessary skills, expertise, and pedagogical approaches to effectively build on students' existing knowledge and promote deeper learning.*

School leaders need to clarify the paths to goals by building the teacher. The argument being advanced is that the development of understanding of content by learners is deeply rooted in the teachers' skills of making matter palatable. School leadership needs to provide guidance to teachers rather than remaining silent when things are going wrong.

There is a need for teachers to have good grounding in the epistemologies of specific subject matter, and it is in the job description of school leadership to see to it that teachers know what they teach. Literature points to the fact that teachers' dispositions towards and knowledge of the subjects they teach exerts a strong influence on the quality of instruction they provide (Ayebo & Assuah, 2017), so powerful that in educational research, subject matter expertise has been dubbed the missing paradigm (Shulman, 1986). Since leaders have a critical role in establishing a nurturing environment that promotes learning and success in schools, school leadership should provide teachers with these kinds of abilities to foster rich classroom experiences (Sideridis & Alghamdi, 2024).

### Conclusion

The research paper has explored several key issues. The conclusions are that school leaders seem not to be designing and providing teachers with experiences that make them cater for the diverse needs of learners. School leaders lack the skills to pollinate teachers with clinical teaching methods and rather concentrate on other financial issues. Teachers cannot help students to move beyond labels because they have not received adequate staff development on such matters. The issues of individualised instruction are not on the school leadership agenda; hence, teachers are not capacitated to do that. To that end, students experience marginality and orphanage because of lack of competent teachers. Professional development sessions and workshops that focus on classroom discourse need to be instituted, guided by the need for school leadership accountability for learning. The need to be accountable to the learning community, to the faculty of knowledge, and to the standards of reasoning that make classroom discourse effective are critical issues for professional development among school leadership. In line with House's Path-goal theory, the study recommends that school leadership needs to clarify goals and provide training support to build teacher capacity. School leaders can guide teachers in designing instruction aligned with goals, removing obstacles. It is fundamental for school leaders to provide feedback to help teachers achieve goals efficiently. School leaders could adapt to a leadership style based on behavioural needs of teachers and students. It is recommended that school leaders use behavioural science knowledge to gather data to inform decisions that improve interaction between teachers and students in the classroom. School leadership needs to arrange coaching clinics identifying problems each student experiences in the classroom. Coaching teachers by providing useful feedback and correcting students' mistakes leads to goal achievement in the classroom.

### Disclosures

**Conflict of interest:** The authors declare no competing interests.

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