

Professional Development of School Leaders in Supporting Effective Teaching and Learning in the Shiselweni Region, Eswatini

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Abstract:

The study investigated how professional development of school leaders may support effective teaching and learning in the Shiselweni region of Eswatini. This was achieved through the following research objectives; to identify skills that school leaders have gained through professional development in their efforts to support teaching and learning activities; to determine how teachers perceived school leaders support as a result of their professional development for quality teaching and learning; to examine the challenges faced by school leaders as they transfer the skills gained through professional development and; to ascertain strategies for effective professional development which in turn supports teaching and learning. Using the mixed method approach, data were collected through interviews and questionnaires. Content analysis was used to analyse qualitative data and SPSS version 20 package was used to calculate frequencies and percentages which were used to analyse quantitative data. The findings of the study revealed the following; (1) School leaders acquire relevant managerial skills through professional development like instructional leadership, financial, personnel and organizational management. (2) There is a general agreement that school leaders empower teachers through in house and teacher training workshops. (3) School leaders are challenged in many ways such as financial constraints, limited resources and teachers' resistance to change. (4) If properly trained and using a more structured approach, schools would benefit from instructional leadership, peer supervision of school leaders, performance appraisals and wellness programmes. The study recommended that (1) MoET should develop a policy on professional development of school leaders and teachers for more accountability on what has been gained. (2) There is need for a content-focused curriculum linked to effective teaching and learning. (3) Schools must develop their own capacity to learn through coaching, mentoring, adopt to change and SLOs approach. (4) Shared leadership and collaboration at different levels of the school system should be encouraged as strategies for enhancing effective teaching and learning. Finally, it is recommended that INSET should conduct a needs assessment to ensure that the training is not ad-hoc and that the personnel should further their studies in institutions of higher learning.

Key words: *Professional development, school leaders, effective teaching and learning.*

I. Introduction

There is a general agreement that professional development (PD) of school leaders is a vehicle to a better school and a path to effective teaching and learning (Geyer, 2013 & Lonesco, 2014). Professional development of school leaders is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students (Botha, 2012). Actively pursuing professional development ensures that educational leaders develop their professional capacity and those of school personnel in order to expand knowledge and skills which will also promote students' academic success and well-being (Lunata, 2012). The term professional development does not usually mean a formal process such as a conference, seminar, workshop, collaborative learning among members of a team or a course at a college or university (Leithwood, 2006) but it can also refer to informal contexts such as discussions among work colleagues, independent reading, observations of a colleague's work and through research (Mizell, 2010).

Professional development through better preparation, recruitment and hiring, induction and mentoring, compensation and performance is listed among the key strategies for attracting and retaining high quality leaders (Pont et al., 2018) and such effective school leaders may be the linchpin of a successful school system. The quality of school leadership may be transferred to teacher quality through influence which may result on better student achievement (Hao & Rashad, 2015). The contribution of school leadership is very significant to school success as Bush (2013) argued that there are virtually no documented instances of troubled schools being turned around without the intervention of talented leaders. Botha (2011) made the observation that in order for school leaders to be successful in their roles, they need to lead the way in supporting teaching and learning activities. Moroosi (2012) attested that professional development involves setting expectations about the school learning practices and ensuring that the school values and behaviours aim at improving student success. Botha (2011) further opined that school leaders should do their own self – assessment to ascertain the need for extra knowledge, skills and attributes to enhance effectiveness and efficiency within their schools. Nowadays, effective leadership in schools is associated with instructional leadership which capacitates school leaders with the ability to mentor and collaborate well with the teaching staff for the overall benefits of the school and its learners (Miller, 2019). The school leader needs to be an educational visionary, offering direction and expertise to ensure that students learn effectively (Lonesco, 2014). This is because the term school leader assumes that the individual has more skills and knowledge than anyone in the school and should guide teachers on how to teach. This is only possible if the school leader engages in continuous professional development more especially in this era of the fast changing technological world (Geyer, 2013).

School leaders are expected to be effective instructional leaders (Evans, 2008; Miller, 2019; Moloi & Bush, 2006). In order for them to achieve this, they should engage in professional development. In line with this, Evans (2011) noted that the ability to engage in practices that help develop people depends on leaders knowledge of the “technical core” of schooling as this is what is required in order to improve the quality of teaching and learning. In this regard, instructional leaders are expected to have knowledge to support effective teaching and learning (Bush, 2012).

In today’s highly competitive education climate, a school leader’s accountability for students’ achievement, improvement and narrowing students’ performance gap in diverse society has gained great importance (Botha, 2011). When conducted properly, professional development has a great impact on a school improvement, setting school targets and focusing on student’s behaviour that has an influence on learning such that school leaders should grow professionally in order to execute their duties efficiently (Geyer, 2013). School leaders need professional development in order to meet the ever changing demands of technology, curriculum and the environment in which schools operate. They also need to be equipped with the ability to address their specific roles and responsibilities (Bush & Clover, 2013).

II. Statement Of The Problem

In the kingdom of Eswatini, school leaders are not sufficiently prepared for their leadership roles even though there are few professional development opportunities to educate them with the skills and knowledge they require. Furthermore, they still lack professional development to bring effective changes within institutions of learning (Simelane, 2015). It has been a decade that The World Bank report (2010) made an observation about professional development of school leaders in the Kingdom of Eswatini that it is very shallow and has limited opportunities for life-long learning. Such a problem has not been addressed. Most school leaders in the kingdom of Eswatini are promoted to leadership positions without skills such as technical, conceptual and leadership (Vilakati, 2011).

III. Objectives Of The Study

The objectives of the study were to:

- a) Identify skills that school leaders have gained through professional development in their efforts to support teaching and learning activities;
- b) Determine how teachers perceived school leaders support as a result of their professional development for quality teaching and learning;

- c) Examine the challenges faced by school leaders as they transfer the skills gained through professional development; and
- d) Ascertain strategies for effective professional development which in turn support teaching and learning activities.

IV. Review Of Related Literature

In most developed countries like America, England, Sweden and Australia preparation and development of school leaders is formally institutionalized with colleges offering training for principals before and after appointment and then continuously develop them after appointment (Nzeli, 2013). For Nzeli (2013), the preparation and development of school leaders is well structured and systematic in the sense that aspiring principals are prepared for school leadership before and after appointment to enhance performance of their duties. Preparation and development of principals in these countries is mandatory and a requirement for anybody wishing to be a school leader. The National College Leadership of Schools and Children Services (formerly the National College for school Leadership) in England, the Centre for Leadership and Learning in Ontario, Canada, the Massey Principal and Leadership Centre in New Zealand and the Chicago Leadership Academy in the United States of America are examples for such institutions where aspiring school leaders are prepared through for headship programs.

There have been broad international agreements about the need for school leaders' professional development in order to obtain the capacity required to improve teaching, learning, pupil's development and achievement (Drage, 2010). However it has been noticed that the type of leadership style also played a significant role, for example, the authoritative style was found to produce results that were not good since the teachers will be teaching in fear (Pont et. al, 2018).

Evans (2008), noted that internationally, there is an ever increasing responsibility of school leaders in ensuring quality teaching and learning such that leadership had recently become one of the central concerns of educational policy makers globally. Evans (2011) argued that in many countries worldwide such as Germany, England, Denmark to mention but a few, professional development and leaders' self-assessment is rated highly resulting in school leaders' self-assessment being a communication channel that helps them to uncover their strength and areas of weakness on a regular basis. This became a reflective practice as it was an eye-opener to school leaders to see as to how far they are from achieving school goals and objectives. Furthermore, such a reflection was able to acknowledge their capabilities in terms of training requirements and areas of improvement. Most leaders are developed professionally but the challenge is when they have to implement the things that they have learnt (Antonion, 2013).

School-based professional development activities involving the entire staff or significant groups of teachers were becoming more common, while teacher-initiated personal development was becoming less so, at least in terms of programmes supported through public funds (Scotland, 2011). According to Antonion (2013), countries like Australia, New Zealand as well as Malaysia link professional development to the developmental priorities of the school and co-ordinate in-service training in the school accordingly such that school leaders and local school authorities play an important role in planning professional-development activities. With some countries, such as England, are ensuring that teachers identify their own professional-development needs.

Countries like Hong Kong and Singapore have been in the fore front of developing their institutions and programmes for the preparation of school leaders. Wong (2004) noted that newly appointed school leaders undergo a nine – day mandatory induction course offered by the Education department. This course provides them with basic knowledge of school management theory and practice. These countries also use workshops and international trips as other means of professional development for school leaders. Singapore for example, introduced a Certification for Principalship (CEP) during the year 2002. This was meant to be a quality assurance mechanism to ensure that future school leaders are capacitated with the necessary skills and knowledge (Wong, 2004).

In South Africa, professional development of principals is not as pronounced and systematic as it is in the developed countries. In most cases, it is either lacking or not formal (Bush & Oduro, 2006). In order to improve leadership in schools, the South African Department of Basic Education (DBE) established the

Mathew Goniwe School of Leadership and introduced an Advanced Certificate in Education for school leadership in during the year 2007 (Botha, 2012). Bush (2009) also stated that the department of Education in collaboration with 14 Universities introduced the Advanced Diploma in School Leadership and Management to provide continuous professional development for principals. However, despite having taken this diploma, it is difficult for them to adjust because they have been in headship for a long time and have their own methods of running the schools. Instead of running the schools in line with the new knowledge and skills gained they continue to run them using their own ways (Botha, 2012).

According to Msila (2012), apartheid affected both education and infrastructure resulting in poor leadership and management practices of public schools. New professional development initiatives for principals and aspiring principals were not covered within the policy framework for leadership education and management development in South Africa. The South African government had laid down stipulated policies that strongly emphasises professional development of school leaders since there had been a great diversity of school context in South Africa as a result of apartheid (Moroosi, 2012). As such, Botha (2011) opined that legislation and policies in South Africa should strongly influence school leadership professional development in a bid to support effective teaching and learning.

In the kingdom of Eswatini, professional development of school leaders is typically divided into two stages namely; induction and in-service training and these programs addresses four critical elements which are financial management, personnel management, organizational management and instructional leadership (Gule & Makina, 1993). The World Bank (2010) noted that professional development of school leaders in the kingdom of Eswatini is very shallow and has limited opportunities for school leaders' life-long learning. The World Bank (2010) further noted that the induction program is not institutionalized and not associated with a certification thus it may not be easy to establish readiness for headship positions.

The Eswatini National Curriculum Framework of Education (2018) states that, the mandate of school leadership education is to prepare teachers for the transmission of knowledge, independent thinking, organizational skills and development of teacher's personalities in preparation for their contribution to the society. School leader's development include taking into consideration crucial factors in improving the quality of life experiences for learners, teacher's learning processes and professional development of teachers to facilitate high quality and relevant learning outcomes (Ministry of Education, 2018).

The Eswatini Education and Training Sector Policy (2018) emphasises that in order to maintain high levels of service, school leaders as the mainstay of any educational system need to be provided with knowledge and skills related to the teaching and learning process on a continuous basis. As a result, a highly productive management and teaching force is a result of an effective In-service Education and Training (INSET) system that also contribute to the capacity development of education and training establishments (Ministry of Education, 2011). Again, The Eswatini Education and Training Sector Policy (2011) indicated that professional development was very crucial for teachers and school leaders since knowledge weakens over time and requires re-modelling, upgrading and re-shaping. As a result, the Teacher In-Service Education and Training Sector Policy (2018) provided a variety of objectives which include providing school principals, deputies and heads of departments with an ongoing support and managerial skills in order to improve the quality of curriculum delivery. It also promoted cooperation and collaboration among all stakeholders entrusted with assuring that learners received education and training of the highest quality.

Although attempts have been made to develop school leaders academically and professionally, most of them did not attend induction programmes such that they continued to perform poorly in their administrative work (Vilakati, 2011) but those who availed themselves for training developed self-confidence, knowledge and were willing to practice the newly learnt management systems. The education system of Eswatini is changing gradually (Vilakati, 2011) and education institutions worldwide are challenged by the rapid changing socio-economic environments and to meet these challenges, teachers need to keep abreast with new developments in education (Evans, 2011). Professional development is increasingly regarded as critical to creating more effective schools. As such, the quality, of teaching in educational institutions depended on the professional growth of education leaders.

Currently, school leaders encounter numerous challenges within the education system and these ranges from; monetary support from the Government, education sector policies, school cultures and the changing curriculum. In spite of all these challenges, the school leader should remain the cornerstone of the school and maintain the stability of the school culture (Bush, 2013). According to Sebastian et al. (2016), the school leader should be the middle manager who decodes educational policies from MoET to the school system and endorse large scale school initiatives and to unravel daily problems. According to the Eswatini Education for All Review Report (2015), the Eswatini government pumps huge amounts of money in education such that school leaders are entrusted to ensure that these funds are adequately used within the schools for the benefit of Eswatini.

V. Theoretical Framework

The researcher selected Kolb's (1984) Experiential Learning Cycle as the theoretical framework for this study. Experiential Learning Cycle comprises of four elements: a concrete experience, observation and reflection on that experience (reflective observation), formation of abstract concepts based upon the reflection (abstract conceptualization), and then testing the new concepts (active experimentation).

In a concrete experience each learner engages in an activity or task. The key to learning is involvement as it is not enough for learners to just read about something or watch it in action. In order to acquire knowledge, learners must actively engage in the task. After engaging in the concrete experience, the learner steps back to reflect on the task. This is called the reflective observation (Kolb, 2015). This stage in the learning cycle allows the learner to ask questions and discuss their experiences with others. Communication at this stage is vital, as it allows the learner to identify any discrepancies between their understanding and the experience itself. Good vocabulary allows a solid review of the events that occurred.

The next step in the learning cycle is the abstract conceptualization. In this stage, the learner attempts to draw conclusions of the experience by reflecting on prior knowledge, using ideas which the learner is familiar with or discussing possible theories with peers where the learner's move- from the reflective observation to abstract conceptualization begin to classify concepts and form conclusions about the events that occurred. This involves interpreting the experience and making comparisons to their current understanding on that concept. Learners can analyse new concepts or information and modify their conclusions on already existing ideas (Kolb, 2015).

The last stage according to Kolb (2015) is the active experimentation. Learners in this stage, return to participating in the task, this time with the goal of applying conclusions to new experiences. In this stage, learners are able to make predictions, analyse tasks and make plans for the acquired knowledge in the future. The learners must be allowed to put their knowledge into practice and show how it is relevant to their lives to ensure that the information is retained for future. However, learners can enter the process at any cycle but the cycle should be completed in entirety to ensure that effective learning has taken place. Each stage is fully dependent on the others and all must be completed to develop new knowledge.

VI. Research Methodology

Researchers are normally guided by a certain paradigm. The term 'paradigm' refers to the philosophical assumptions or the basic set of beliefs that guide the actions and it defines the worldview of the researcher (Cresswell & Clark, 2011). In this study, the researcher adopted a pragmatic paradigm. This refers to a worldview that focuses on 'what works' to answer research questions rather than what may be considered absolutely and objectively true or real (Cresswell & Clark, 2011). That is to say, pragmatism is based on the proposition that researchers should use the philosophical and methodological approach that works best for a particular research problem under investigation and this paradigm is often associated with mixed methods where the qualitative and quantitative data are not regarded as contradictory but seen as different perspectives that complement each other for the researchers to fully see their own world (Cresswell & Cresswell, 2018).

The term pragmatism means 'action' and knowledge comes from taking an appropriate action whereas learning comes from experiences (Morgan, 2014). Professionally developed school leaders in the study, will

action through transferring their skills to teachers and the teachers transfer their knowledge to the learners during curriculum implementation. The study used a mixed method and the pragmatic paradigm fits well and also aligns the study to the theoretical framework.

A. Sample And Sampling Procedures

Seventy three (73) participants comprising of ten (10) school leaders, sixty (60) subject teachers and three (3) in-service personnel were chosen. The seventy (73) participants were distributed in ten schools (six rural, two urban and two semi-urban) out of fifty public high schools in the Shiselweni region. This provided balanced views about the value of professional development of school leaders in supporting effective teaching and learning. Lieblich (2013) defined a sample as a portion or a part of the population. Six teachers were selected from each school using probability sampling to collect quantitative data. Probability sampling give everyone in the study an equal chance of getting selected. In this case any teacher in the 10 selected schools had an equal chance to be selected. The teachers were given papers with no/yes. There were only six yes and the rest were nos. Those who picked yes became part of the sample.

To select school leaders, purposive sampling was employed. In a population of fifty school leaders, ten were purposively selected for this study. The researcher consciously selected participants that provided rich information on certain aspects to promote a deep understanding of the phenomena under investigation (Lieblich, 2013). Purposive sampling, according to Leedy (2009), is applied to include direct and deliberate selection of specific elements of population as the invited sample. If within a population there were some elements which the researcher believed were particularly crucial, then the only way to assure this will be to deliberately select the participants (Creswell & Creswell, 2018). Also, non-probability sampling had a place in the research, because the goal was not to generalize (Crosky, 2011). In terms of producing believable descriptions, the following criterion was used;

1. Schools were identified in relation to their performance gathered from external examinations produced by the Examination Council of Eswatini (ECO).
2. Some of the schools selected in this study had performed poorly in some examinations.
3. Data were gathered from the R.E.O office.

School leaders, teachers and in-service personnel were also selected to take part in this study. This was because they were believed to have vast experience in the teaching field as well as greater understanding of professional development and how it can support effective teaching and learning activities in schools.

B. Research Instruments

The researcher collected quantitative data from 60 teachers and qualitative data from 10 school leaders and 3 in-service personnel from the Ministry of Education and training. The questionnaires were hand delivered by the researcher to the teachers while face to face interviews were conducted by the researcher with the school leaders in the respective schools and in-service personnel in the Regional Education Office. The purpose of using different data collection instruments in the study was to ensure triangulation as a central aspect in the research design.

C. Data Presentation

Skills gained by school leaders through professional development

This section presents an analysis of the data on four major themes of the study which are: skills gained by school leaders through professional development, how teachers perceive school leaders support as a result of their professional development, challenges faced by school leaders as they transfer the skills gained through professional development and strategies for effective professional development which, in turn, supports teaching and learning activities.

The study sought out to find out the skills gained by school leaders through professional development. Following the design and model of the selected mixed method approach, the presentation of the data starts with the quantitative data from the teachers. Knowing how teachers perceive the professional development of school leaders is important because they are the main beneficiaries of school leaders professional development which in turn should support effective teaching and learning. For this theme, the researcher

formulated sub-themes which enabled a comprehensive discussion. The sub-themes included relevant managerial skills, vision for school development, teaching and learning passion, ability to motivate teachers, working closely with teachers, teacher motivation, managing resources and creating an inclusive environment. The teachers responses are indicated in the table that follows;

Table 4.2 : Skills gained by school leaders through professional development as perceived by teachers

Sub-theme	SA n (%)	A n (%)	DA n (%)	SD n (%)
1. Relevant managerial skills.	n=15 31.3%	n=28 58.3%	n=4 8.3%	n=1 2.1%
2. Development of a school vision.	n=24 50.0%	n=23 47.9%	n=1 2.1%	n=0 0.0%
3. Passionate in teaching and learning.	n=23 47.9%	n=21 43.7%	n=4 8.3%	n=0 0.0%
4. Monitoring for effective teaching and learning	n=12 25.0%	n=31 64.5%	n=5 10.4%	n=0 0.0%
5. Team building	n=13 27.1%	n=32 66.7%	n=3 6.3%	n=0 0.0%
6. Motivation of teachers	n=12 25.0%	n=28 58.3%	n=7 14.6%	n=1 2.1%
7. Management of school resources	n=18 37.5%	n=23 47.7%	n=6 12.5%	n=1 2.1%
8. Creation of an inclusive learning environment.	n=17 35.4%	n=23 47.9%	n=6 12.5%	n=2 4.2%

Source: Field data, June (2021)

The teachers were asked to indicate whether school leaders that have gone through professional development acquire relevant managerial skills or not. It was important to ask this from the teachers because they are the main beneficiaries of school leaders' professional development. The results on the questionnaires showed that 15(31%) strongly agreed 28(58%) agreed, 4(8.1%) disagreed and 1(2.1%) strongly disagreed. When the teachers were asked on whether professional development of school leaders helps them to develop a school vision, about 47 (97.9%) agreed and only 1 (2.1%) disagreed. The majority of the teachers 44 (91.6%) were of the view that school leaders become passionate in supporting teaching and learning in schools after their professional development and only 4 (8.3%) disagreed. About 43 (89.5%) teachers indicated that school leaders that have gone through professional development programmes become able to monitor teachers during lesson delivery whereas 5 (10.5%) disagreed to this notion. Again, 45 (93.8%) teachers indicated that professionally developed school leaders understand the importance of working closely with teachers for the improvement of teaching and learning in schools while 3 (6.3%) disagreed with this idea. The results from the questionnaires also showed that 40 (83.3%) teachers were of

the view that professionally developed school leaders have the ability to motivate their teachers to teach effectively. An observation made by 41 (85.2%) teachers was that through professional development, school leaders were able to manage school resources whereas 7 (14.6%) disagreed. Finally, 40 (83.3%) teachers viewed professional development as a tool that enabled school leaders to create a collaborative and inclusive learning environment but 8 (16.7%) disagreed.

Managerial skills

During the interviews with school leaders one of the themes that emerged was managerial skills. When school leaders were asked about the skills they have gained through professional development, their responses indicated that they had gained varied skills. Some of them had this to say;

I have gained a number of skills and these include financial management, personnel management, instructional leadership and organisational management after going through professional development programmes (school leader 9, 17 years' experience, 12 professional development workshops attended, first degree holder, June 2021).

On a similar vein, two school leaders also expressed the skills gained and had this to say;

From the professional development course, I obtained skills such as strategic planning, implementation and evaluation, communication and motivation, human and conceptual skills (school leader 6, 5years' experience, more than 5 professional development workshops attended, first degree holder, June 2021).

Through professional development seminars and workshops I have been equipped with skills such as strategic planning, motivation, communication and conceptual skills (school leader 10, 14years experience, 10 professional development workshops attended, first degree holder, June 2021).

When In-service training (INSET) personnel from the Ministry of Education and Training were asked about what they included as part of the induction programmes on newly appointed school leaders, they stated that;

Newly appointed school leaders are equipped with skills such as Instructional leadership, clinical supervision, personnel management, finance management, support staff management, school committee and parents management teaching and learning material management and organisational management (Instructor 1, R.E.O Master's degree holder).

Development of a school vision

Schools as organisations need to have a vision as a guide towards the school goals and objectives. In view of this, the researcher asked the school leaders on how they were able to develop a vision for their schools. They responded by saying;

I normally engage relevant stakeholders including officials from MoET, parents, teachers and learners and together we look at the values, goals and plans for the future of my school. From this exercise, we get a clear school vision (school leader 1, 12years experience, 10 professional development workshops attended, first degree holder, June 2021).

When creating the vision for my school we held a staff meeting, considered our strategic plan and aligned our vision with the mission statement, values and our projections for the future (school leader 4, 3years experience, 1 professional development workshop attended, first degree holder, June 2021).

Teaching and learning passion

Since the success of a school is achieved through effective teaching and learning, school leaders were asked how they assisted their teachers to have a passion for teaching and learning, and the school leaders had this to say;

It is my duty as a school leader to cultivate a good working relationships with staff members so that they may execute their duties to the best of their abilities. In view of this, I provide them with full support on teaching and learning materials so that the teachers

may be inspired to teach (school leader 9, 5years experience, more than 5 professional development workshops attended, first degree holder, June 2021).

I treat my teachers as professionals and appreciate them for their good work that they do as well as encourage them where necessary. I also involve them in various school activities like drafting the time table so that they may be hands on (school leader 9, 7years experience, 12 professional development workshops attended, Master's degree holder, June 2021).

Monitoring the teachers to ensure effective teaching and learning

Another theme that emerged during the interviews was monitoring teachers in schools to ensure effective teaching and learning. The researcher wanted to know how school leaders were able to monitor their teachers during lesson delivery and they said;

In addition to monitoring lesson delivery, I also monitor progress through the scheme of work, lesson preparation book, and the time book (school leader 10, 14 years' experience, 10 professional development workshops attended, first degree holder, June 2021).

Another school leader mentioned that;

I constantly supervise my teachers through observations during lesson delivery and checking their daily lesson plans (school leader 9, 17years experience, 12 professional developments workshops attended, Master's degree holder, June 2021).

In-service personnel were also asked on how they monitored school leaders to check if they implemented what they were taught during their professional development and they had this to say;

INSET normally makes follow up visits. We work closely with the inspectorate to help school leaders where necessary (Instructor 2, R.E.O, first degree holder, June 2021).

Creation of an inclusive learning environment

Again, the researcher wanted to find out from school leaders how they were able to work closely with the teachers to create an inclusive environment. Some of them had this to say;

I normally organise workshops within the school where we share knowledge as staff members particularly on teamwork (school leader 1, 12years experience, 10 professional development workshops attended, first degree holder, June 2021).

At school level, I normally arrange workshops for training on various topics such as team work, assessment, preparation and lesson delivery of instruction and communication (school leader 6, 5 years' experience, more than 5 professional development workshops attended, first degree holder, June 2021).

Team building

In a school system, it is very important that the members of the staff work as a team for effective teaching and learning. In this regard, school leaders were asked how they assisted teachers to work jointly as a team. They mentioned that;

I create a strong working relationship with staff members through open dialogue in staff meetings, involve them on decision making and encouraging shared leadership. Sometimes, I organise refreshments during our staff meetings (school leader 1, 12years experience, 10 professional development workshops attended, first degree holder, June 2021).

I create a collaborative environment in my school staff meetings, departmental meetings and sometimes working together with cluster schools and share knowledge for effective teaching and learning. In some instances we organise educational tours and end of year

parties as staff members (school leader 6, 5years experience, more than 5 professional development workshops attended, first degree holder, June 2021).

Management of school resources

Properly managed schools results in smooth operations and good performance of the learners. In line with this view, the researcher wanted to establish how school leaders were able to manage resources for the school and they had this to say;

I am able to manage human resources through the use of a time book, lesson preparation book and the school time table. Physical resources are managed through the school inventory (school leader 4, 3 years' experience, 1 professional development workshop attended, first degree holder, June 2021).

VII. Discussion Of Findings

The findings of this study revealed that school leaders acquire number of skills through professional developments. The skills that the school leaders gained include: managerial skills, development of a school vision, passion in supporting teaching and learning, monitoring for effective teaching and learning, motivation of teachers, management of school resources and creation of an inclusive learning environment. The findings were consistent with findings from the qualitative data which also indicated the same skills gained by school leaders in professional development.

To establish whether the school leaders understood the subject of the study; they were asked to share their understanding of professional development and they indicated that they understood the concept and thus their responses can be trusted. They understood professional development as the improvement of skills, any training, and knowledge development which is not far from how professional development is defined this study. These attest to findings by Lunata (2012); Holloway et. al (2018) who also discovered the same skills that are attained through professional development.

VIII. Conclusions

The findings of the study concluded that school leaders that have gone through professional development programmes acquire relevant managerial skills. School leaders mentioned that the Ministry of Education and Training normally conducts workshops to capacitate them on relevant skills. In-service personnel said newly appointed school leaders were normally inducted on instructional supervision, clinical supervision, personnel management and financial management.

IX. Recommendations

The Ministry of Education and Training should have a policy on professional development of school leaders and teachers in all schools. This has a potentials to ensure that all the teachers are equipped with necessary skills to improve the quality of teaching and learning and accountability on what has been gained through professional development. Most school leaders have been trained but the training seems to have been conducted on one and done workshops. There is need for a content-based curriculum linked to effective teaching and learning and how acquired skills during professional development programmes are implemented and managed in the schools. Based on the challenges, schools must develop their own capacity to learn through coaching, mentoring, adopt to change and SLOs approach. Shared leadership and collaboration at different levels of the school system should be encouraged as strategies for enhancing effective teaching and learning in schools.

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