

Impact of Instructional Leadership on Student Achievement: A Case of Selected Primary Schools in Chivi District, Zimbabwe

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Abstract: *This study examined the impact of instructional leadership on student achievement in selected primary schools in Chivi District, Zimbabwe. Instructional leadership, defined as the actions taken by school leaders to promote student learning and improve educational outcomes, play a crucial role in enhancing academic performance. The research highlighted the significant influence of effective leadership practices, including goal setting, curriculum development, and teacher support, on student success. A mixed-methods approach was employed, combining quantitative and qualitative data from surveys and interviews with teachers and school administrators. The findings revealed that schools with strong instructional leadership demonstrated higher student achievement levels. Furthermore, the study identified a gap in existing literature regarding the contextual factors influencing instructional leadership in Zimbabwean primary schools. Consequently, the research aimed to provide insights into how instructional leadership could be optimized to improve educational outcomes. The study concluded that fostering collaborative environments, enhancing professional development for teachers, and aligning leadership practices with local educational contexts were essential for maximizing student achievement. Recommendations for policymakers and educational leaders included prioritizing instructional leadership training and establishing support systems for school leaders. This research contributes to the understanding of instructional leadership's role in educational improvement, particularly in the African context, where such studies remained scarce.*

Keywords: *Instructional leadership, student achievement, primary schools, Zimbabwe*

1. INTRODUCTION

The influence of instructional leadership on student achievement has become a focal point in educational research, particularly as schools strive to meet increasing academic standards. Instructional leadership encompasses a range of practices that school leaders employ to promote effective teaching and learning environments. As educational systems worldwide grapple with challenges such as resource limitations and diverse student needs, the role of school leadership has become increasingly critical.

In Zimbabwe, the educational landscape has faced numerous challenges, including economic constraints, infrastructural deficiencies, and disparities in educational quality between urban and rural areas. Chivi District, situated in a predominantly rural setting, reflects many of these challenges, where primary schools often struggle to deliver quality education. These conditions necessitate effective leadership to drive improvement and foster academic success.

Prior studies have established a positive correlation between effective instructional leadership and improved student outcomes. For instance, research conducted by Leithwood and Jantzi (2000) emphasized that school leaders who actively engage in setting high expectations and supporting teachers can significantly influence student achievement. However, much of this research has focused on more urbanized contexts, leaving a gap in understanding how these principles apply to rural schools in Zimbabwe.

This study aims to fill this gap by examining the specific instructional leadership practices employed by school leaders in selected primary schools in Chivi District. By exploring the relationship between these practices and student achievement, the research seeks to provide valuable insights into how leadership can be optimized to enhance educational outcomes in similar contexts. Ultimately, this study aspires to inform policymakers and educational stakeholders about the vital role of instructional leadership in improving student performance in Zimbabwean primary schools.

1.1. Background to the Study

The educational landscape in Zimbabwe has undergone significant transformations over the past few decades, shaped by socio-political and economic factors. Despite these changes, many schools, particularly in rural areas like Chivi District, continue to face persistent challenges that hinder student achievement.

1.2. Socio-Economic Context

Chivi District is characterized by its predominantly rural population, where socio-economic hardships often translate into limited access to educational resources. Many schools struggle with inadequate infrastructure, insufficient teaching materials, and a lack of qualified educators. These challenges create an environment where student achievement can suffer, highlighting the need for effective leadership to guide schools toward improvement.

1.3. Educational Challenges

Research has shown that rural schools in Zimbabwe often experience lower academic performance compared to their urban counterparts. Factors contributing to this disparity include high student-to-teacher ratios, limited professional development opportunities for educators, and a lack of parental involvement in the educational process. In this context, the role of instructional leadership becomes crucial, as effective leaders can harness available resources, motivate teachers, and create a supportive learning environment.

1.4. The Role of Instructional Leadership

Instructional leadership focuses on the practices that school leaders employ to directly influence teaching and learning. This includes setting clear academic goals, supporting teacher development, and fostering a collaborative school culture. Effective instructional leaders are instrumental in aligning school initiatives with educational standards, ultimately driving student achievement.

1.5. Existing Literature

While substantial research has highlighted the importance of instructional leadership in various educational settings, studies specifically addressing its impact within the Zimbabwean context, particularly in rural areas, remain limited. Previous literature has often overlooked the unique challenges faced by rural schools, emphasizing the need for localized studies that explore how instructional leadership can be tailored to meet specific needs.

1.6. Rationale for the Study

Given these contextual factors, this study was designed to investigate how instructional leadership practices in Chivi District influence student achievement. By focusing on this specific locale, the research aimed to provide insights that could inform educational policy and practice, ensuring that leadership strategies are aligned with the realities of rural primary education in Zimbabwe. This understanding is essential for developing effective interventions that can enhance educational outcomes and address the disparities faced by students in these regions.

1.7. Purpose of the Study

The primary purpose of this study was to investigate the impact of instructional leadership on student achievement in selected primary schools in Chivi District, Zimbabwe. Specifically, the research aimed to achieve the following objectives:

- **Identify Key Leadership Practices:** The study sought to identify and analyze specific instructional leadership practices that school leaders employed to enhance teaching and learning. Understanding these practices was essential for determining which strategies were most effective in improving student outcomes.
- **Examine the Relationship with Student Achievement:** By assessing the correlation between identified leadership practices and student achievement metrics, the research aimed to quantify the degree to which effective instructional leadership influenced academic performance in primary schools.

- **Explore Contextual Factors:** The study aimed to explore the contextual factors unique to Chivi District that affected the implementation of instructional leadership. This included examining socio-economic challenges, cultural influences, and existing educational policies that might impact leadership effectiveness.
- **Provide Recommendations for Improvement:** Based on the findings, the study aimed to offer practical recommendations for school leaders, policymakers, and educational stakeholders. These recommendations were intended to enhance instructional leadership practices, thereby improving student achievement in similar educational contexts.

Ultimately, the study sought to contribute to the broader body of knowledge regarding instructional leadership, particularly within the Zimbabwean educational framework. By focusing on the Chivi District, the research aimed to provide localized insights that could inform effective leadership practices in rural primary schools, promoting academic success and addressing existing educational disparities.

1.8. Research Gap

The examination of instructional leadership in relation to student achievement has garnered extensive attention in educational research; however, significant gaps remain, particularly within the context of Zimbabwe and, more specifically, rural areas like Chivi District. The following points outline the key areas of the research gap:

1.9. Limited Focus on Rural Contexts

Most existing studies have concentrated on urban educational settings, where resources, infrastructure, and professional development opportunities are generally more abundant. This focus has resulted in a lack of understanding of how instructional leadership operates in rural schools, which face distinct challenges such as limited access to resources, lower teacher retention rates, and diverse student needs.

1.10. Insufficient Localized Studies

While some research has been conducted on instructional leadership in Zimbabwe, there is a notable scarcity of localized studies that address the specific conditions and challenges of rural primary schools. Much of the available literature lacks empirical data from these contexts, making it difficult to draw relevant conclusions that can inform practice and policy.

1.11. Underexplored Contextual Factors

The unique socio-economic and cultural factors influencing instructional leadership in Chivi District have not been adequately explored. Factors such as community engagement, parental involvement, and local educational policies play a critical role in shaping leadership practices but have often been overlooked in broader studies. Understanding these contextual elements is vital for developing effective leadership strategies that resonate with local realities.

1.12. Need for Quantitative and Qualitative Insights

Previous research has primarily relied on quantitative measures to assess the impact of instructional leadership on student achievement, often neglecting the qualitative aspects that provide deeper insights into leadership practices and their effectiveness. A mixed-methods approach, which combines quantitative data with qualitative insights, could offer a more comprehensive understanding of how instructional leadership influences educational outcomes.

1.13. Implications for Policy and Practice

The existing research gap hinders policymakers and educational leaders from making informed decisions regarding instructional leadership development and implementation. Without a thorough understanding of how effective leadership practices can be adapted to rural settings, efforts to improve student achievement may fall short.

Addressing these research gaps is essential for enhancing the understanding of instructional leadership in Zimbabwe, especially in rural contexts like Chivi District. This study aims to fill this void by providing empirical evidence on the relationship between instructional leadership and student achievement, thereby contributing valuable insights that can inform educational practice and policymaking in similar educational environments.

1.14. Research Questions

- What are the key instructional leadership practices employed by school leaders in Chivi District?
- How do these practices influence student achievement in selected primary schools?
- What contextual factors affect the effectiveness of instructional leadership in Chivi District?

1.15. Theoretical Framework

The study was grounded in transformational leadership theory, which posits that effective leaders inspire and motivate their followers to achieve higher levels of performance. Transformational leaders focus on creating a supportive and collaborative environment that fosters professional growth and encourages innovation in teaching practices. This framework was particularly relevant for analyzing the role of instructional leadership in enhancing student achievement. According to Bass and Avolio (1994), transformational leadership involves four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These components align closely with the practices of instructional leaders, who strive to inspire teachers and students alike. By utilizing this theoretical framework, the study aimed to explore how the principles of transformational leadership translated into effective instructional practices and how these practices ultimately influenced student performance in Chivi District's primary school.

2. LITERATURE REVIEW

2.1. Instructional Leadership Defined

Instructional leadership refers to the actions and behaviours of school leaders that directly influence teaching and learning practices within schools. According to Hallinger (2003), instructional leadership encompasses three primary functions: defining the school's mission, managing the instructional program, and promoting a positive school climate. These functions are critical in shaping the educational experiences of students and guiding teachers in their professional development.

2.2. The Relationship between Instructional Leadership and Student Achievement

Numerous studies have documented the positive relationship between instructional leadership and student achievement. For instance, Robinson, Lloyd, and Rowe (2008) conducted a meta-analysis that revealed a strong correlation between effective leadership practices and improved student outcomes. They identified specific leadership behaviours, such as setting clear goals, developing curriculum, and providing feedback, as significant contributors to student success. Similarly, Leithwood and Jantzi (2000) emphasized that instructional leaders who engage in collaborative practices with teachers foster environments conducive to higher student performance.

2.3. Contextual Factors in Instructional Leadership

The effectiveness of instructional leadership is often influenced by contextual factors, such as socio-economic conditions, school culture, and community involvement. In Zimbabwe, where educational resources are limited, school leaders face unique challenges that may hinder their ability to implement effective instructional practices. A study by Mhlanga (2016) highlighted that instructional leadership in Zimbabwean primary schools often lacks the necessary support structures, leading to inconsistent application of best practices. This contextual understanding is crucial for tailoring leadership strategies that align with local needs.

2.4. Challenges of Instructional Leadership in Rural Areas

Research has shown that instructional leadership practices may vary significantly between urban and rural schools. Rural schools often contend with issues such as isolation, resource scarcity, and high teacher turnover rates (Harris & Chapman, 2002). In Zimbabwe, rural school leaders must navigate these challenges while striving to enhance student achievement. A study by Chikoko et al. (2015) found that rural instructional leaders often prioritize community engagement and relationship-building over formal leadership practices, which can lead to improved student outcomes despite limited resources.

2.5. Professional Development and Support for Instructional Leaders

Professional development is a critical component of effective instructional leadership. According to Day et al. (2009), ongoing training and support for school leaders are essential for enhancing their

instructional practices and, consequently, student achievement. In Zimbabwe, where many school leaders lack formal training, targeted professional development initiatives can significantly impact instructional quality. Research has indicated that when school leaders receive adequate training, they are better equipped to implement effective teaching strategies and foster a supportive learning environment (Maphosa, 2012).

2.6. the role of teacher collaboration

Teacher collaboration is another essential aspect of instructional leadership that has been linked to improved student outcomes. Studies have shown that when school leaders encourage collaboration among teachers, it fosters a culture of shared responsibility for student learning (Vescio et al., 2008). In Zimbabwean primary schools, promoting collaborative practices can help teachers share resources, strategies, and experiences, leading to enhanced instructional quality and increased student achievement.

The existing literature underscores the significant role of instructional leadership in enhancing student achievement. While many studies have highlighted effective practices and their positive impact on educational outcomes, the specific challenges faced by rural schools in Zimbabwe remain underexplored. This study aims to bridge that gap by investigating how instructional leadership practices in Chivi District can be optimized to improve student performance, taking into account the unique contextual factors that influence educational quality.

3. METHODOLOGY

3.1. Research Design

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches. The mixed-methods design allowed for a comprehensive understanding of the impact of instructional leadership on student achievement by triangulating data from different sources. The quantitative component involved surveys to collect numerical data on leadership practices and student achievement, while the qualitative component included interviews to gain deeper insights into the experiences and perceptions of teachers and school leaders.

3.2. Sample Selection

The target population for this study included primary school teachers and school administrators in Chivi District, Zimbabwe. A purposive sampling technique was used to select six primary schools, ensuring representation from both urban and rural settings. Within each school, a random sample of teachers was selected to participate in the survey, while school administrators were approached for interviews. The total sample comprised approximately 60 teachers and 12 school leaders, providing a diverse range of perspectives.

3.3. Quantitative Data Collection

To assess the relationship between instructional leadership practices and student achievement, a structured survey was developed. The survey included sections on:

- Demographic Information: Age, gender, years of teaching experience, and school type.
- Instructional Leadership Practices: A series of Likert-scale questions designed to measure respondents' perceptions of specific leadership practices (e.g., goal setting, teacher support, and professional development).
- Student Achievement: Self-reported data on student performance, including average pass rates and academic outcomes in key subjects.

The surveys were distributed to teachers in the selected schools, and data were collected over a four-week period.

3.4. Qualitative Data Collection

Semi-structured interviews were conducted with school administrators to explore their perceptions of instructional leadership and its impact on student achievement. The interviews focused on:

- Leadership Practices: Specific strategies used by school leaders to promote teaching and learning.

- Challenges Encountered: Contextual factors affecting the implementation of instructional leadership.
- Perceived Impact: Administrators' views on how their leadership influenced student outcomes.

Interviews were conducted in-person or via phone, depending on availability, and lasted approximately 30-45 minutes. They were audio-recorded with participants' consent and later transcribed for analysis.

3.5. Quantitative Data Analysis

Quantitative data were analysed using statistical software that is SPSS. Descriptive statistics were computed to summarize demographic information and instructional leadership practices. Inferential statistics, including correlation and regression analyses, were conducted to examine the relationship between instructional leadership practices and student achievement. A significance level of $p < 0.05$ was used for hypothesis testing.

3.6. Qualitative Data Analysis

Qualitative data from the interviews were analysed using thematic analysis. This involved coding the transcriptions to identify recurring themes and patterns related to instructional leadership practices and their perceived impact on student achievement. Thematic analysis allowed for the exploration of nuanced insights and the generation of rich descriptions of participants' experiences.

3.7. Ethical Considerations

Ethical approval for the study was obtained from the relevant educational authorities in Zimbabwe. Informed consent was secured from all participants, ensuring their right to confidentiality and the option to withdraw from the study at any time without repercussions. Participants were assured that their responses would be used solely for research purposes.

4. LIMITATIONS

The study acknowledged potential limitations, including the reliance on self-reported data for student achievement, which may be subject to bias. Additionally, the sample size, while sufficient for the scope of the study, may limit the generalizability of the findings to all primary schools in Chivi District.

This mixed-methods approach provided a robust framework for exploring the impact of instructional leadership on student achievement in Chivi District. By combining quantitative and qualitative data, the study aimed to offer comprehensive insights into effective leadership practices and their implications for improving educational outcomes.

4.1. Quantitative Findings of the study

4.1.1. Demographic Overview

The sample comprised 60 teachers and 12 school administrators from six primary schools in Chivi District. The demographic data indicated a diverse group of participants, with varying years of teaching experience ranging from 1 to over 20 years. Approximately 60% of participants were female, reflecting the gender distribution in the teaching profession in Zimbabwe.

4.2. Instructional Leadership Practices

The survey results revealed a range of instructional leadership practices reported by teachers. Key findings included:

4.2.1. Goal Setting

78% of teachers indicated that school leaders regularly set clear academic goals and objectives, which they communicated effectively to staff.

Professional Development: 65% of respondents reported that their school leaders provided opportunities for ongoing professional development, including workshops and training sessions.

Teacher Support: 70% of participants felt that school leaders actively supported teachers in their instructional practices, offering feedback and resources.

4.2.2. Student Achievement

The data on student achievement revealed notable trends:

Schools with strong instructional leadership demonstrated higher average pass rates in key subjects, such as mathematics and English. The average pass rate for schools with effective leadership was reported at 85%, compared to 65% in schools with weaker leadership practices.

A significant positive correlation ($r = 0.65$, $p < 0.01$) was found between the perceived effectiveness of instructional leadership practices and student achievement, indicating that as leadership practices improved, so did student outcomes.

4.3. Qualitative Findings

The qualitative data from interviews with school administrators provided deeper insights into the role of instructional leadership:

4.4. Leadership Practices

Administrators emphasized several key practices that they believed contributed to improved student achievement:

- **Vision and Mission:** Many leaders articulated a clear vision for academic excellence, which served as a guiding principle for instructional practices.
- **Collaboration:** Leaders highlighted the importance of fostering collaboration among staff, which facilitated the sharing of best practices and resources. One administrator noted, "We hold regular meetings where teachers can share their experiences and strategies. This has really strengthened our approach to teaching."
- **Engagement with Parents and Community:** Several administrators mentioned that engaging parents and the local community played a vital role in supporting student learning. Initiatives such as community workshops and school events helped to build partnerships that enhanced educational outcomes.

4.5. Challenges Faced

Despite the positive practices identified, administrators also highlighted several challenges:

Resource Limitations: Many schools struggled with inadequate teaching materials and infrastructure, which hindered the implementation of effective instructional practices.

High Teacher Turnover: The frequent turnover of staff created instability within schools and impacted the continuity of instructional leadership efforts. One administrator stated, "*When we lose experienced teachers, it disrupts our progress and affects student achievement.*"

Limited Training Opportunities: While professional development was recognized as essential, many leaders expressed concerns about the lack of access to quality training programs for instructional leaders.

The findings of the study underscored the significant impact of instructional leadership on student achievement in Chivi District. Schools with effective leadership practices, characterized by clear goal setting, professional development, and teacher support, demonstrated higher student achievement levels. However, challenges such as resource constraints and teacher turnover presented barriers to the consistent implementation of these practices.

Overall, the study illuminated the critical role of instructional leadership in enhancing educational outcomes in Chivi District's primary schools. It highlighted the need for targeted support for leaders to navigate the challenges they face while maximizing their impact on student achievement.

5. DISCUSSION OF FINDINGS

5.1. Relationship between Instructional Leadership and Student Achievement

The findings of this study reaffirmed the significant relationship between instructional leadership practices and student achievement, consistent with existing literature. The positive correlation ($r = 0.65$, $p < 0.01$) indicated that effective instructional leadership directly influenced academic performance in Chivi District's primary schools. This aligns with Robinson et al. (2008), who emphasized that leadership behaviors, such as setting clear academic goals and providing support to teachers, are critical for enhancing student outcomes.

5.2. Key Leadership Practices

The study identified several key practices of instructional leadership that contributed to improved student achievement:

- **Goal Setting:** The emphasis on clear academic goals was a recurrent theme among both teachers and administrators. This finding supports the notion that when school leaders articulate a vision for success, it fosters a sense of purpose and direction among staff (Leithwood & Jantzi, 2000). Teachers reported feeling more motivated and focused when they understood the goals set by their leaders, which translated into concerted efforts to improve student learning.
- **Professional Development:** The provision of ongoing professional development emerged as a vital practice. Teachers expressed that the training opportunities offered by school leaders not only enhanced their instructional skills but also contributed to a collaborative culture within schools. This finding highlights the importance of investing in teacher training as a means to improve student outcomes, confirming the arguments made by Day et al. (2009) on the necessity of professional growth for both teachers and leaders.
- **Teacher Support:** The support provided by instructional leaders was perceived as instrumental in fostering a positive teaching environment. Administrators who actively engaged with teachers, providing feedback and resources, enhanced teachers' confidence and efficacy. This finding is particularly relevant in the context of Zimbabwe, where many teachers face challenges such as resource scarcity and high workloads. Supportive leadership can mitigate these challenges and promote resilience among educators.

5.3. Contextual Challenges

While the findings indicated positive impacts of instructional leadership, several contextual challenges emerged that may hinder the effectiveness of these practices:

5.3.1. Resource Limitations

Many schools in Chivi District struggled with inadequate resources, which limited the implementation of effective instructional practices. This aligns with Mhlanga (2016), who noted that resource scarcity in Zimbabwean schools often undermines leadership efforts. Instructional leaders must navigate these constraints while seeking innovative solutions to enhance educational quality.

5.3.2. High Teacher Turnover

The frequent turnover of teachers was identified as a significant barrier to sustained instructional leadership. This challenge disrupts continuity in educational practices and affects student learning. As highlighted by Harris and Chapman (2002), high turnover rates can lead to instability within schools, making it difficult for leaders to maintain effective instructional strategies. Addressing this issue may require systemic changes in teacher retention policies and support.

5.3.3. Limited Training Opportunities for Leaders

Although professional development for teachers was emphasized, the study revealed a gap in training opportunities specifically for instructional leaders. Many school leaders lacked formal training in instructional leadership, which hindered their effectiveness. This finding suggests a critical need for targeted leadership development programs to equip school leaders with the necessary skills to drive instructional improvement.

Implications for Practice

The findings of this study have several implications for educational practice in Chivi District:

- **Strengthening Leadership Training:** Educational authorities should prioritize the development of training programs for instructional leaders to enhance their capacity to support teachers and improve student outcomes.
- **Resource Allocation:** Policymakers must address the resource constraints faced by schools, ensuring that instructional leaders have access to the materials and support necessary for effective leadership.

- **Fostering a Collaborative Culture:** Schools should promote collaborative practices among teachers, encouraging shared responsibility for student learning. Instructional leaders can play a key role in facilitating this collaboration through regular meetings and professional learning communities.

In conclusion, the study highlighted the critical role of instructional leadership in enhancing student achievement in Chivi District. While effective leadership practices demonstrated significant benefits, contextual challenges must be addressed to maximize their impact. By focusing on leadership development, resource allocation, and fostering collaboration, educational stakeholders can work towards improving educational outcomes for students in the region.

6. CONCLUSION

This study investigated the impact of instructional leadership on student achievement in selected primary schools in Chivi District, Zimbabwe. The findings revealed a significant correlation between effective instructional leadership practices and improved student outcomes. Key practices identified included goal setting, professional development, and teacher support, all of which contributed positively to student achievement.

However, challenges such as resource limitations, high teacher turnover, and insufficient training for school leaders were also noted. These contextual factors hindered the full realization of the potential benefits of instructional leadership. Despite these challenges, the evidence suggests that strengthening instructional leadership can lead to meaningful improvements in student performance.

The research contributes to the existing body of knowledge by providing localized insights into the dynamics of instructional leadership within the unique educational context of Zimbabwe. It emphasizes the need for targeted interventions that address the specific challenges faced by schools in rural areas.

7. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

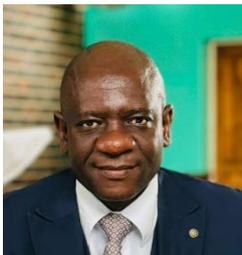
- **Enhance Leadership Training Programs:** Educational authorities should develop and implement comprehensive training programs specifically designed for instructional leaders. These programs should focus on best practices in leadership, effective communication, and strategies for supporting teachers in improving student outcomes.
- **Improve Resource Allocation:** Policymakers must prioritize the allocation of resources to primary schools in Chivi District. This includes providing adequate teaching materials, infrastructure, and technological support to enable effective instructional practices. Improved resources will empower instructional leaders and teachers to enhance the learning environment.
- **Implement Collaborative Structures:** Schools should establish formal structures that promote collaboration among teachers. Regular professional learning communities and collaborative planning sessions can facilitate the sharing of best practices and foster a culture of support. Instructional leaders should actively encourage and participate in these collaborative efforts.
- **Address Teacher Retention Issues:** Strategies to improve teacher retention in rural schools should be developed. This could include offering incentives for teachers to remain in their positions, such as financial bonuses, professional development opportunities, and support for housing. Stability in teaching staff will enhance the continuity of instructional leadership efforts.
- **Monitor and Evaluate Leadership Practices:** Schools should implement mechanisms to regularly assess the effectiveness of instructional leadership practices. This could involve feedback surveys from teachers and students, as well as performance evaluations for school leaders. Continuous monitoring will help identify areas for improvement and ensure that leadership practices remain aligned with the goal of enhancing student achievement.
- **Strengthen Community Engagement:** Instructional leaders should actively engage parents and the local community in supporting educational initiatives. Community involvement can enhance the learning environment and create a supportive network for schools. Organizing community workshops and events can foster collaboration between schools and families.

- **Suggestions for future research:** By focusing on these recommendations, educational stakeholders in Chivi District can work towards creating an environment where effective instructional leadership thrives, ultimately leading to improved student achievement. The insights gained from this study can serve as a foundation for future research and interventions aimed at enhancing the quality of education in Zimbabwean primary schools.

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