Abstract: School principals function as instructional leaders along with all relevant stakeholders: teachers, learners and parents. The study established the strategies that may be used by the principals in ensuring high academic performance at grade seven level in the Shiselweni region of Eswatini. A qualitative research approach was used in this study, and a phenomenological research design was employed. The study participants were 6 instructional leaders who are school head teachers (n=6) from the worst performing schools in the Shiselweni region of Eswatini. Data were collected through in-depth interviews, focus group discussions and documents analysis. The major findings from the research revealed that the strategies used to ensure high level performance were not different from all the participants. The findings were those related to the education system and those related to the learners themselves. The recommendations were that the government should deploy qualified teachers to the rural areas as well as organise in-service workshops to equip both teachers and school principals with pedagogical skills in order to curb the high failure rate and ensure high levels of academic performance at grade seven level in Shiselweni primary schools. Parents have to be encouraged to care for their children.

Keywords: Academic Performance, Strategies, Instructional Leaders, Grade Seven, School Principals

1. INTRODUCTION

The school principals have a mandate to help create an appropriate working culture and environment that will ensure high performance of teachers and learners in schools. They need to prevent school failure and promote high academic success. Shiselweni region has been one of the worst performing regions in the Kingdom of Eswatini. School failure usually penalises a child for life. In 2011 the Swaziland Ministry of Education and Training drafted The Swaziland Education and Training Sector Policy, which was the first
document in the country to holistically address education and training issues. The policy highlighted that its goal is to provide accessible, affordable and relevant education of high quality.

The low performance of learners in Eswatini especially at primary school has been a concern for the government. Unfortunately, the effort exerted by the government to remedy the situation has produced minimal results because statistics suggest that the education system has acclimatised to learners repeating grades. According to the Ministry of Education (2011) the transition rates from primary to secondary school stands at above 80%. The Education Management Information System (2012) states that completion rates in primary schools stands at 88%. The findings from the Swaziland Government (2012), indicates that the total number of repeaters in the country was 37 075 (about 16%). This number was almost equivalent to one national grade, almost equivalent to the total number of children enrolled in grade five. The 16% failure rate (Swaziland Government, 2012) needs drastic and immediate attention. Students’ failure reprimands them for life. Statistics suggest that the highest repetition rates were observed in the Lubombo and Shiselweni region of Eswatini. Table 1 shows the statistics; Lubombo and Shiselweni have the highest failure rate compared to their counterparts, the Manzini and Hhohho region. In the table Shiselweni and Lubombo region seem to have small numbers because their enrolments are also low.

<table>
<thead>
<tr>
<th>Information</th>
<th>Hhohho</th>
<th>Lubombo</th>
<th>Manzini</th>
<th>Shiselweni</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade7 Female</td>
<td>207</td>
<td>149</td>
<td>187</td>
<td>152</td>
<td>695</td>
</tr>
<tr>
<td>Grade7 Male</td>
<td>230</td>
<td>150</td>
<td>246</td>
<td>177</td>
<td>803</td>
</tr>
<tr>
<td>Total</td>
<td>437</td>
<td>299</td>
<td>433</td>
<td>329</td>
<td>1498</td>
</tr>
</tbody>
</table>

Children from low income homes are more likely to perform low or drop out of school more frequently than children that come from better-off families (OECD, 2010). Sibandze (2012) revealed that one of the causes of low academic performance is the serious impact of HIV on Swazi families which has deeply eroded traditional community “safety nets” thus, placing extremely high stress on families, communities and schools particularly in high poverty and drought-stricken areas like Lubombo region.

Instructional leaders are expected to manage performance of teachers and learners, manage indiscipline, and manage high dropout rate as well as appraise teachers. This study was set to establish the strategies that may be utilised by the instructional leaders to ensure high academic performance at grade seven level in the Shiselweni region of ESwatini. Comprehending the strategies that the instructional leaders employ might be beneficial in coming up with some facilitating programmes to fully support their tactics.

Learners in primary schools especially in the Shiselweni region of Eswatini perform low academically at grade seven. Those learners who attain a low academical achievement may in some cases drop-out of school without qualifications, thus, attain weaker job prospects, lower income throughout working life and a smaller pension in retirement (OECD, 2010). The same child is also less likely to take up any other learning opportunities and less able to participate on an equal basis in the civic and social aspects of modern society. High failure rate imposes very high costs to society. It limits the capacity for our economies to produce, grow and innovate, damages social cohesion and imposes additional costs on public budgets to deal with the consequences of the high failure rate. It increases criminality, higher public health spending and public assistance. Therefore, what tactics do instructional leaders employed to ensure high academic achievements and curb high failure rate in the Shiselweni region of Eswatini? The following research question guided the study; “What are the strategies used by the primary school heads in curbing the high failure rate at grade seven level in the Shiselweni region of Eswatini?”
2. LITERATURE REVIEW

In reviewing literature, the researchers took a global perspective to find out about other studies have been done on strategies to curb the high failure rate. Finding ways to curb the high failure rate is critical for the school principal because the factors that cause school failure are deeply intertwined: factors within the education system, such as curriculum structure, quality of teaching, school-level factors, and individual student factors, notably the student’s family socio-economic background.

3. FACTORS WITHIN THE EDUCATION SYSTEM

In the United States of America, according to Rouse (2005), putting into place policies in schools on teaching and learning has paid in reducing the failure rate. The challenge that the policy makers are facing is to take action and to implement the right policies to prevent children from falling out of the system. In Portugal, studies conducted in schools that had confronted and reduced failure rates, highlighted the importance of variables such as (a) school organization, including a collaborative environment with parents (Fonseca, 2003). To promote quality education and to resolve the poor academic achievement of students from rural basic schools, the Government, through its Ministry of Education and the Ghana Education Service (GES), implemented a series of education reform schemes, for example, the 1987 education reform. The reduction of school failure has been promoted through various types of policies and practices, directed to specific schools and to specific student populations, or to specific individual students (remedial policies). The school instructional leaders need to deal with these factors in order to promote educational success in their schools and in the country as a whole. This confirms that the school principal is pivotal to school excellence and any effort of the school community to create productive schooling (Khoza, 2012). In Eswatini, the school instructional leaders are in a paradoxical position. Eswatini has invested a significant amount of public resources in pursuit of education provision in years (Hamid, Bisschoff & Botha, 2015). The Eswatini government through the Education and Training Sector Policy (2011) states that its objective is to reduce the national primary school repetition rate to 5% and develop a policy on repetition.

Contrary to the above statement the government introduced the Free Primary Education which started in 2010 and stipulated that no learner is to repeat a class. The school administration should make a deliberate effort to supervise the teaching and learning process to achieve the conflicting goals. However, there is no or few supervision going on in the schools and so the teachers are at liberty to do whatever they want. Most teachers are unwilling to be deployed to schools in remote rural areas and positions can lay vacant for years. In 2004, it was estimated that 20 percent of teachers in rural areas were unqualified relative to a national average of less than 10 percent (Marope, 2010). According to the World Bank (2010) the remote areas limit the visits by school inspectors and other cadres that are supposed to professionally support and mentor teachers. Throughout the research in this article it is evident that the Ministry of Education has been unable to meaningfully provide the management and leadership to effectively respond to the demand of education and its supply. It is evident in the research findings by Hamid, Bisschoff & Botha (2015) that the reasons for the poor performance are limited financial resources, inadequate training opportunities for teacher and professional development, supply of skilled teachers, management of performance, quality assurance capacity, inability to manage conflict and indiscipline as well as truly transform the education system from its former colonial education system. Optimal academic performance and active participation in extramural activities were considered as indicators of a positive culture of teaching and learning prevailing in the school (Khoza, 2012). The findings by Ndlela (2011) suggested that in Eswatini, the heads of schools role model what they want their teachers to do, especially in the classrooms. It is the duty of the heads of schools to provide adequate teaching and learning resources to enable meaningful teaching to take place.

4. STUDENTS FACTORS

Walker and Dimmock (2002) developed cross-cultural perspectives that could curb the high failure rate in schools. They acknowledged that the community, its culture and values influence school and
student achievement. Leithwood, Louis, Anderson and Wahlstrom (2004) emphasised that when principals are able to redesign their school organisation through collaborative cultures and structures within and outside the school and build productive relations with parents and the community, they strengthen the effectiveness of the school. In Zimbabwe, parents make an effort to know what the school aims to achieve in relation to the education of their children and how it seeks to achieve its goals. They then engage their children in discussions aimed at making the children appreciate the value of education. They go on to help children to develop strategies to take charge of achievement outcomes and organize learning experiences in a manner that facilitates the development of various skills (Chindaya, 2011).

Socio-economic constraints impacting on the school environment in Eswatini include the poverty scourge in many areas which directly affect pupils’ learning as some come to school without having eaten and therefore fail to perform as expected (Coombe, 2000). Mazibuko, (2005); Mazibuko, Gathu, Mkhatswa & Manyatsi (2008) researched the significant role played by community partnership in the successful management of schools in Eswatini in promoting academic standards. This explains why every dynamic community, does not only comprise people who live in the same area but most essentially, people who also have common background and shared interests who all work together in promoting students achievement. Positive child outcomes as a result of parental involvement have included improved school readiness, greater motivation and a more positive attitude to school, fewer years of special education, lower rates of grade retention, lower school drop-out rates, better school attendance and, fewer behaviour problems (Monadjem, 20). Despite the difficulties faced by Swazi education and the extraordinary benefits of parental involvement, the involvement of Swazi parents in their children’s education is being neglected.

School principals face challenges in their leadership and management practices: children coming to school hungry, travelling long distances, poverty as well as a large percentage of the learners who are orphans. Marope (2012) and Swaziland government (2012) stated that the Shiselweni region is the poorest region of Eswatini, has rural areas. Statistics say that more than half of the region is rural. The poverty scourge in many areas directly affects pupils’ learning as some come to school without having eaten and therefore fail to perform as expected. There is therefore a challenge of travelling far distances to get to school, (Hamid, Bisschoff & Botha, 2015). In some instances, rural students have to travel far distances on foot to fetch water and sometimes food from the farm to prepare their breakfast before attending school (Kormla Norviewu-Mortty, 2012). However, in less-effective advantaged rural schools, although the professional and personal attributes of the principal might be acknowledged, these hardly influenced the behaviour and attitudes of staff and students (Kormla Norviewu- Mortty, 2012).

5. METHODOLODY RESEARCH DESIGN

The study used a qualitative method whereby a phenomenological research design was employed. The phenomenological research design was used to acquire experiences and perceptions of instructional leaders with non-interference from the researcher (Van Manen 1990). It helped the researcher to get in-depth information on the topic under study. The qualitative method was appropriate for the study as it enabled the researcher to gain insights about the perception of teachers on the causes of high failure rate.

6. PARTICIPANTS OF THIS STUDY

Participants were a judgmental sample of six school heads from the worst performing primary schools in the Shiselweni region of Eswatini (rural [n=5] and semi-urban primary schools[1]). They were the key informants about the topic under study. Marope (2012) studied the Education System in Eswatini and found out that the Shiselweni region is the poorest region of Eswatini, has rural areas. Statistics say that more than half of the region is rural. Hence, the large number of rural school compared to the semi-urban schools. Table 2 shows the demographic characteristics for the participants.
7. DATA COLLECTION INSTRUMENTS

The use of multiple data collection techniques, and a variety of data sources and types (Figure 1) facilitated cross-checking and triangulation of data within a case (Creswell, 2006; Patton, 2002) which ensured the credibility of data and the confirmability of research findings (Burns, 2000; Guba & Lincoln, 1989). Semi-structured (interview guide approach) interviews were conducted individually with the school principals on date convenient to them. The interview guide approach was convenient because the topics were selected in advance, but the sequence and wording of the interview were decided by the researcher (McMillan and Schumacher, 2010). The school principals responded to focus group discussions. Two focus group discussions of three people each, were probed to gain an understanding of the strategies they use to curb the high failure rate at grade seven level in the Shiselweni region of Eswatini. A tape recorder was used for the focus group discussions in order to capture the participants’ response. Permission to use the tape recorder was granted by the participants by signing a consent form.

![Figure 1. Variety of data collection techniques](image)

Preliminary meetings were held with the school principals of the selected schools to obtain their support and to arrange for the appropriate time for the interviews. The school principals were first issued with a cover letter which notified them on the purpose of the research and the ethical considerations where they signed as an indication that they agreed to take part in the study. Participants were informed that the study was voluntary and in that case they could withdraw if they felt that they were not comfortable to take part in the study or if they felt that their rights were tempered with. Pseudo names were used to ensure confidentiality. Documents such as the school policy, composite time table and time book, were used to scrutinize the themes that emerged from data gathered from interviews and focus group discussions. Documents are used to support or validate data collected from interviews and focus group discussions. Documents in this study were regarded as data in their own right not to be regarded as secondary data (Atkinson & Coffey, 2014). In the current study the documents helped to identify the link between what some principals actually do and what they planned to do as reported in their vision statements and strategic plans.
plans. A school vision is the philosophy or motto that expresses the long-term, clear aspirations and desires of an educational institution (Kormla Norviewu-Mortty, 2012). A rubric was utilized to analyse the data from each document in Table 3 below.

<table>
<thead>
<tr>
<th>Documents selected</th>
<th>Data analysed</th>
</tr>
</thead>
<tbody>
<tr>
<td>School policy</td>
<td>Availability of the vision of the school, general administration and facilities development.</td>
</tr>
<tr>
<td>Composite Timetables</td>
<td>Availability, no lesson clash and its practicality.</td>
</tr>
<tr>
<td>Time Book</td>
<td>Teachers absenteeism, leave, punctuality</td>
</tr>
</tbody>
</table>

8. DATA ANALYSIS APPROACHES

Data were analysed thematically. Usually, some kind of categorization is utilized to organize the information (McMillan & Schumacher, 2010). Categorization refers to dividing the data into smaller units to identify emergent patterns or themes (Ntinda, Thwala & Dlamini, 2016). The approach involves six steps: familiarization with the data, generation of tentative codes, elucidation of themes, delineation of themes and production of the written report (Thwala, Ntinda & Mabuza, 2014). The research findings were based on analysis from in-depth interviews, focus group discussions and documents analysis. With the in-depth interviews and focus group discussions data were presented according to themes. For the documents analysis the researchers utilised the content analysis (Maphalala & Makondo, 2016). The specific documents were examined for specific meanings they had in relation to the phenomenon.

9. CREDIBILITY AND DEPENDABILITY

Credibility of the instruments was determined through field testing on primary school principals in the neighboring schools as well as where the researcher was teaching. In other words the description of events should accurately capture effective instrument use, data collection, findings reached and explanations of what was claimed. For instance, credibility in this study should have revealed whether or not there was a significant relationship between the school principal’s strategy and the pupils’ academic performances. These pilot tests helped address ambiguities, bias and blind spots in the original drafts of the interview and focus group questions. Mason (1996), states that dependability involves the accuracy of the research methods and the techniques which are used. In this study a thematic approach was used to test dependability. A thematic approach according to Best and Kahn (2006), is a projective instrument which enables participants to unconsciously reveal themselves by projecting their internal feelings, attitudes, needs, values, or wishes to the external object. The use of the thematic approach was relevant for the study because it particularly helped in countering the tendency of participants to try to appear in their best light, to respond as they believe they should.

10. RESULTS

The results in this study are presented through the themes and sub-themes that emerged from the thematic analysis. In the presentation of data participants were quoted verbatim, pseudo names were used to maintain confidentiality.

Theme 1: Factors within the Education System

Listening to the school heads showed the researchers that all the principals (100%) have a clear vision for the school. They show that their main focus was to help the learners through every means possible to be well prepared and confident to write the Swaziland Primary Certificate (SPC) examination. The academic aspect was highly valued by the principals. However, some blamed the education system and the lack of proper teaching and learning facilities, for example: lack of toilets, library, water, incentives as well as preschools as the cause for the high failure rate as some of the challenges they face in the schools. Despite the challenges they encounter, the school principals work hard to curb the high failure rate in the schools.
According Dumsani (pseudo name), the principal of School B, “The vision of the school is to excel both academically and socially.” Despite being concerned about the academic performance of the learners, some principals considered well-built infrastructures as vital for improving the academic performance of the learners. Faro responded:

*This school exists to provide a self-reliant child academically and mentally in a well-built infrastructure and safe environment.*

Three of the interviewed participants revealed that they sit down to discuss how the classroom allocation should go about. Two other participants mentioned that they look for dedicated teachers who are well versed with the content to be taught to the learners. One participant asserted that a teacher who teaches the grade seven class must be someone who is qualified. Some participants commented thus:

*We sit down as a team and work out the allocation of classes together. If one of the teachers is unhappy with the results, we sit down and try to solve the problem by coming to a compromise.* (Dumsani, rural school 46 years)

*It has to be an experienced teacher. It must be someone who is dedicated, committed and workaholic. I know that it is very hard at times to pick such an individual from a number of people but as a principal, you need to work very close to the teachers so that you may know them.* (Bernard, rural school, 44 years).

The findings from the focus groups discussions revealed that the school principals pushed the blame to the parents who neglect their children’s basic needs like school uniform and food. It was discovered that a majority of learners come to school because they want food not that they want to learn. The school principals provide a meal during the day for all the learners in the schools. The study also showed that all the principals who were interviewed were providing the learners with some books to read in order to improve their English speaking. According to all the principals who were interviewed, their schools were experiencing high failure rate because English speaking was lacking in their schools. The school principals were in the process of establishing libraries to help in improving English Language speaking, writing and comprehension so as to curb the high failure rate.

Four of the principals revealed that they try to model what they want their teachers to do. They teach when one of the staff members is absent, monitor the classrooms and try to cultivate leadership and monitoring to other teachers. The findings from the focus group discussions revealed that all the schools were having a problem of unqualified teachers who were there as temporary teachers. Five of the instructional leaders interviewed asserted that they let these teachers to teach only the lower grades not the completing class, grade seven. It was only one principal who mentioned that he has a teacher working on contract and teaching grade seven. Moreover, it was revealed by the principal that the teacher was producing far better results than the qualified teachers. The principals blamed the school inspectors for limiting visits to their schools citing poor road conditions and shortage of transport as the reason. They try to curb the high failure rate though by making class visits themselves as a way of assisting the teachers to effectively teach the learners.

In analysing the documents it was clear in all the schools that there were school policies with clear school mission and vision. The principals mentioned that they were in the process of fulfilling those visions. The researchers found that the schools frequently hold staff meetings to discuss issues concerning the school. They have established some subject panels to curb the high failure rate. They have committees who are responsible for the different departments of the school. They call parents to meetings to discuss issues pertaining to their children but it was revealed that a minority of the parents show up in such meetings. They established open-days to try and collaborate with the parents but all these have deemed to fail as a few of them come to school. The researchers revealed that in the six composite time tables that were viewed only two of them presented complete information. The other two had some gaps which the principals failed to justify what the learners do at that time. The last two timetables had a problem of lessons clashing which showed maximum practicality. The last document to be analysed was the time book. There were numerous problems with this document because according to it, no teacher has ever been absent yet the researchers found a total of five teachers absent in School A. In the same school one of the
teachers was on maternity leave but her signature appeared daily in the time book. In all the schools the time book indicated that teachers were always punctual, i.e. they arrive 15 minutes before the bells rings for the morning assembly (see Table 4).

<table>
<thead>
<tr>
<th>Participant</th>
<th>School name</th>
<th>School policy</th>
<th>Composite timetable</th>
<th>Time book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernard</td>
<td>School A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Dumsani</td>
<td>School B</td>
<td>A</td>
<td>A-</td>
<td>A</td>
</tr>
<tr>
<td>Faro</td>
<td>School C</td>
<td>A</td>
<td>A-</td>
<td>A</td>
</tr>
<tr>
<td>Happy</td>
<td>School D</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>James</td>
<td>School E</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Leonard</td>
<td>School F</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

- A, Available with clear information
- A-, Available but with gaps
- A⁺, Available but not practical

**Theme 2: Students’ factors**
The school principal is responsible for all aspects of school administration and for the welfare and supervision of all personnel, including teachers, pupils, and ancillary staff. All the principals who took part in the study did not complain about the teachers and the ancillary staff, however, the students’ laziness, illiterate and unemployed parents, students who do not value education were listed among the factors perpetuating the high failure rate in schools. All the school principals were doing something to minimize the challenges in order to improve the academic performance in their respective schools. All the participants mentioned:

> The school provides lunch for the learners because the parents seem to neglect the basic needs for a majority of the learners, especially food and proper school uniform. There is also extreme poverty in the area. Children come to school on empty stomachs and that causes high failure rate because they cannot learn when they are hungry. (Leonard, rural school, 59 years)

> The school is in the rural area; therefore, no one cares about education. The learners do not value education. (Happy, rural school, 48 years).

Two of the interviewed school principals revealed that distance was a challenge to the learners, because they walked very long distances and got to school weary and hungry. They solve the problem of hunger by providing breakfast to those learners. However, the problem of distance was not possible for them to solve so they mentioned that they are still to meet with the parents in order to come out with a solution.

> The children stay far away from the school and they come in the morning very tired because of the long journey. We provide them with breakfast though to calm the situation. There is no way therefore to assist with the too long distances they walk to and from school. Fortunately, we are still waiting for their parents so as to talk about the way forward in assisting the learners (Happy, rural school, 48 years).

The researchers found that the issue of absenteeism was also mentioned by four of the six principals as a challenge in the school. A majority of children are often absent on certain days, especially when they had
to drive the cattle into the dip tank. The school principals revealed that they do remedial work for the learners so as to cover up the lost time and content. One of the school principals revealed:

**Another challenge is absenteeism due to dip-tanks. There is a day in every week where almost all the boys are not at school because they are driving their cattle into the dip tank, and then because of the long distance it becomes impossible for them to come to school on that same day. Moreover, the problem in the school is that a majority of the learners are orphans, and this affects their academic work because there is no one at home to assist them with their school work.** (James, semi-urban school, 58 years).

All the school principals complained about the lack of English speaking in the school. Learners were refusing to speak in English. They do not take school work seriously, but on weekends they are seen loaded in trucks to go and play soccer. The findings of the researchers showed that the learners do not want to attend extra classes whether in the morning, weekends, afternoon even on holidays yet the school is willing to go an extra mile in helping the learners so as to curb the high failure rate.

**11. DISCUSSION OF FINDINGS**

The findings of this study are consistent with Marope (2012) & the Swaziland Government (2012) that the Shiselweni region is the poorest region of Eswatini, and there are rural areas. On top of that, statistics say that more than half of the region is rural. Hamid, Bisschoff & Botha (2015) also found the challenge of learners having to travel long distances to school in the Shiselweni of Eswatini.

During the research it was clear that the school principals were aware of the school vision which according to Kormla Norviewu- Mortty (2012) it is a central goal that the entire school community acts collectively to achieve. The vision for all the six schools was to achieve the best academic results. They were eager to work towards their vision by becoming top achieving schools. The interviewed principals were applying different classroom allocation strategies in their schools. The aim of those diverse strategies was trying to curb the high failure rate. This coincides with Khoza, (2012) findings that school principals are pivotal to school excellence and any effort of the school community to create productive schooling.

Most areas in the Shiselweni region are rural and there is also poverty which can disturb the academic performance of the learners. However, in less-effective disadvantaged rural schools, although the professional and personal attributes of the principal might be acknowledged, these hardly influenced the behaviour and attitudes of staff and students. The region has a majority of children who are orphans mainly due to the HIV pandemic this impacts on learning as most learners have no one caring for them, but living in child headed homes. Parents must prepare their children for school and continue parenting throughout childhood and adolescence. These findings agree with those of Sibandze (2012) which revealed that the cause of poor academic performance is the serious impact of HIV on Swazi families.

School principals in all the schools were found to provide a meal for all the learners in order to boost learning and curb the high failure rate. It was clear that the school principals allow both the learners and their teachers to put learning at the centre of their daily activities. It was found that the participant school principals were preventing time wastage. They avoided less trivial meeting and caucus and frequent assembling to discuss not-so-important issues. All the participants engage the learners in extra-curricular activities which according to the study by Khoza (2012) there is a link between optimal academic performance and active participation in extramural activities. The documents that were analysed helped the researchers to corroborate what the principals revealed and the data collected from the documents. The findings of the documents clashed with what the school principals portrayed. It was found that documents can mean different data from what is taking place in the school. Up-to-date documents do not guarantee the effectiveness of teaching and learning in the schools.

**12. CONCLUSION**

The conclusion for the study was not different from the other similar studies. The school instructional leaders portrayed a conducive environment for teaching and learning. They allow the learners and teachers to place learning at the centre of their daily activities in order to curb the high failure rate in
the schools. The school principals were in a paradoxical position because of the introduction of different educational policies which sing different tunes, therefore creating a state of confusion in the schools. Despite all the confusion and high failure rate, they provide food for the learners, build libraries, build preschools, and collaborate with teachers as well as providing some teaching and learning materials to curb the high failure rate.

13. RECOMMENDATIONS

The government should close the gap in supplying resources for urban and rural schools. Schools in the rural areas experience resource inefficiencies and insufficient delivery capacity. There should be incentives package and allowances for personnel to be attracted to teach in the rural schools and to motivate them to stay there and teach effectively. There are financial barriers especially in Shiselweni which is the poorest region. Moreover, the government should have child grants to cater for the neglected orphans. Qualified teachers should be deployed to rural areas as well. Parents should be forced by the government to care for their children. The government should organise in-service training to help mentor the teachers in effective teaching. Meals should be provided in the morning, break and in the afternoon when the learners go home. School principals should show the teachers how to teach by allocating themselves subjects to teach. Furthermore, the school principals should be called for workshops on the school official documents so that they can identify from them the false information.

14. REFERENCES


