



School Leadership Practices and Their Impact on School Improvement in Malawi: An Ethnographic Exploration

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Abstract

This study explores school leadership practices within Malawi's education system, focusing on their impact on educational improvement. An ethnographic approach was employed, involving participant observation, interviews with educators, administrators, and students, as well as document analysis to gather data from multiple sources within selected schools across Malawi's education zones. Leadership styles that prioritise inclusivity and community involvement have been found to significantly enhance student engagement and academic performance, particularly in rural areas where resources are more limited. The study concludes that effective leadership is crucial for school improvement but highlights the need for tailored strategies considering local contexts and resource constraints. Recommendations include training programmes focused on inclusive leadership models. Training programmes should be developed to promote inclusive leadership practices among Malawi's educators, focusing specifically on rural schools where impact could be most significant. School Leadership, Educational Improvement, Ethnography, Malawi Education

Keywords: *African geography, Leadership studies, Ethnography, Educational reform, Culture, Contextual analysis, Community engagement*

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