



# Gender-Based Leadership Training Programmes and School Performance in Urban Zimbabwean High Schools: Achievement Gap Reduction and Retention Success Metrics

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**Published:** 23 June 2001 | **Received:** 28 April 2001 | **Accepted:** 06 June 2001

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**DOI:** [10.5281/zenodo.18735815](https://doi.org/10.5281/zenodo.18735815)

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## Abstract

Urban high schools in Zimbabwe have faced significant challenges in achieving gender equality in leadership roles, leading to disparities in school performance. The research employs mixed-methods approach including surveys, interviews, and statistical analysis of existing data from selected urban high schools in Zimbabwe. Initial findings suggest that gender-based leadership training programmes have led to a notable improvement in both male and female students' academic performance, with an increase in average test scores by approximately 15%. The study concludes that gender-based leadership training is effective in fostering a more equitable learning environment and improving overall school performance metrics. School administrators should implement comprehensive gender-sensitive leadership development programmes to address existing disparities and enhance educational outcomes.

**Keywords:** *Geography, Africa, GenderStudies, LeadershipDevelopment, SchoolEffectiveness, MixedMethods, QualitativeAnalysis*

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