



# Leadership Styles and Their Impact on School Improvement in Malawi: A Qualitative Exploration

Sakala Chituwo<sup>1</sup>, Chidoziwa Kachipira<sup>2,3</sup>, Ngoni Nimba<sup>1,4</sup>

<sup>1</sup> Mzuzu University

<sup>2</sup> Department of Interdisciplinary Studies, Malawi University of Science and Technology (MUST)

<sup>3</sup> Department of Advanced Studies, Lilongwe University of Agriculture and Natural Resources (LUANAR)

<sup>4</sup> Malawi University of Science and Technology (MUST)

**Published:** 03 October 2007 | **Received:** 12 July 2007 | **Accepted:** 19 August 2007

**Correspondence:** [schituwo@outlook.com](mailto:schituwo@outlook.com)

**DOI:** [10.5281/zenodo.18852276](https://doi.org/10.5281/zenodo.18852276)

## Author notes

*Sakala Chituwo is affiliated with Mzuzu University and focuses on Education research in Africa.*

*Chidoziwa Kachipira is affiliated with Department of Interdisciplinary Studies, Malawi University of Science and Technology (MUST) and focuses on Education research in Africa.*

*Ngoni Nimba is affiliated with Malawi University of Science and Technology (MUST) and focuses on Education research in Africa.*

## Abstract

School leadership is a critical factor influencing educational outcomes in Malawi's schools, where under-resourced environments often exacerbate challenges faced by leaders. The research employs a qualitative approach, utilising semi-structured interviews with school leaders and focus group discussions with teachers and parents as data collection methods. Data analysis involves thematic coding for pattern recognition. Leadership styles varied significantly across schools, with some demonstrating strong collaborative approaches while others relied more on directive management. A notable finding was the significant role of supportive leadership in fostering positive school climates. Findings suggest that effective leadership is essential for driving school improvement efforts, particularly when it involves providing support and encouragement to teachers and students. School leaders should focus on developing a more collaborative approach, emphasising the importance of building strong relationships with staff and fostering an inclusive environment. This could be achieved through regular training and mentorship programmes.

**Keywords:** *African contexts, leadership styles, qualitative methods, school improvement, transformative leadership, educational policy, cultural adaptation*

## ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

**Email:** [info@parj.africa](mailto:info@parj.africa)

Request your copy of the full paper today!

## SUBMIT YOUR RESEARCH

**Are you a researcher in Africa? We welcome your submissions!**

Join our community of African scholars and share your groundbreaking work.

**Submit at:** [app.parj.africa](http://app.parj.africa)



Scan to visit [app.parj.africa](http://app.parj.africa)

**Open Access Scholarship from PARJ**

Empowering African Research | Advancing Global Knowledge