

**PARTICIPATION OF HEAD TEACHERS IN THE EDUCATION LEADERSHIP
AND MANAGEMENT TRAINING PROGRAMME IN LUSAKA DISTRICT,
ZAMBIA.**

BY

PHANETY MWEETWA SIAMOONGWA

**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF MASTER OF EDUCATION IN ADULT EDUCATION**

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**UNIVERSITY OF ZAMBIA
LUSAKA
2016**

DEDICATION

To the almighty God for His faithfulness in fulfilling His promise to me, and to my husband, John Munkombwe and children Choolwe, Chileleko and Chabota Munkombwe for their love, support and encouragement.

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AUTHOR'S DECLARATION

I, Phanety Mweetwa Siamoongwa, do solemnly declare that this dissertation represents my own work and that it has neither in any part nor whole, been presented as substance for the award of any degree at this or any other university. Where other people's works have been used, acknowledgements have been made.

Signature:

Date:

Supervisor's signature

Date :

CERTIFICATE OF APPROVAL

The University of Zambia approves the dissertation of Phanety Mweetwa Siamoongwa as fulfilling part of the requirements for the award of degree of Master of Education in Adult Education.

EXAMINERS

Examiner's Signature:..... Date:.....

Examiner's Signature:..... Date.....

Examiner's Signature:..... Date.....

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ABSTRACT

The purpose of this study was to determine participation of head teachers in Education Leadership and Management (ELM) training programme in selected primary and secondary schools of Lusaka District. The objectives were to; investigate the views of head teachers regarding their participation in Education Leadership and Management training programme; establish whether or not the head teachers who had done education leadership and management training programme would recommend the programme to their colleagues who had not yet trained and; determine the relevance of education leadership and management training programme offered to school head teachers.

The study adopted a mixed methods approach in which data collection methods were triangulated.

The study sample was 103 which comprised 100 head teachers and 3 Education Leadership and Management Training Programme Providers. Qualitative data were analysed through a thematic approach where it were categorized, tabulated and arranged under themes while quantitative data were entered in excel, analysed using Micro soft excel and presented using graphs, bar and pie charts.

The findings established that the trained head teachers (44 =44%), would recommend the programme to their colleagues who had not yet been trained in Education Leadership and Management (ELM) to do so. The majority of the respondents (89=89%) reported that Education Leadership and Management (ELM) is a relevant programme for head teachers because it trains proper management of human and non-human resources to head teachers.

The study concluded that the head teachers were not participating into the programme as expected. This was due to various challenges cited as; lack of information about the programme, lack of time to attend and lack of funds to enable them pay.

The study therefore recommended that; the government and the institution (Chalimbana University) should put more effort in advertising and marketing the programme to all provinces; the government should consider sponsoring all head teachers including those in private schools; the government and the institution must introduce the programme online to cater for those who cannot manage to attend either during the holidays or during the term; the government should introduce fast track programme for ELM..

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ACRONYMS

ACE	Advanced Certificate in Education
ADEM	Agency for the Development of Educational Management
CFP	Certification for Principalship
DRGS	Directorate of Research and Graduate Studies
EHP	Early Headship Programme
ELM	Education Leadership and Management
KESI	Kenya Education Staff Institute
KIA	Kenya Institute of Administration
MOE	Ministry of Education
NCSL	National College for School Leadership
NGOs	Non-Governmental Organisations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNZA	The University of Zambia

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides background information to the study on participation of head teachers in the educational leadership and management training programme offered by Chalimbana University in Lusaka District. It also highlights the statement of the problem, purpose of the study, general objective, specific research objectives, research questions, and significance of the study, study site/delimitation of the study, theoretical framework, operational definitions and ethical consideration.

1.2 Background of the study

Ngandu (2013) defines background of the study as a brief overview of the problem the researcher aspires to study. It helps to clarify what has brought about the need for the study and demonstrates the researcher's view of the research problem. Hence, the following is the basis for the study.

Gunter (1997) postulates that there has been a large measure of agreement by scholars and policy-makers about what should be the priorities of school leaders. Education reforms in many countries have resulted in substantial changes in the roles of head teachers and principals. School leadership and management, as vested in the senior staff in schools and especially the head teacher or principal, is regarded by policy-makers and practitioners alike as a key factor in ensuring a school's success. Thus, there is a widespread, strongly held belief that school leadership makes a difference and that head teachers should be supported and trained to raise educational standards.

MOE (1996) confirms that the Ministry of education has over the years been grappling with ways to improve the quality of teaching and learning to schools which would subsequently raise the standard of education in nature. It is widely recognised and agreed that one of the factors influencing school effectiveness is the nature and quality of the school leadership and management provided by each school head teacher. Thus, improving school effectiveness means supporting head teachers to improve their skills as instructional leaders.

In trying to support the head teachers understand and appreciate their critical role in enhancing delivery of quality education at school level, Ministry of Education has worked with cooperating partners to fund various forms of school management training programmes for head teachers. However, the prevailing situation in most of the schools is far from the Ministry of Education expectation of excellence in the way that schools are run. Educating Our Future policy notes that "...excellence is not something that happens to a school; it is something that must be deliberately and painstakingly created and maintained..." (MOE, 1996:159).

The policy further identifies Educational Leadership and Management training for heads and deputy heads as a priority for making schools effective and raising standards of education in Zambia.

Despite the educational leadership and management training programme that is offered to school head teachers in Zambia, there was still not much participation from those untrained head teachers. Changes must be made in what is taught and how it is taught.

1.3 Statement of the problem

Statement of the problem is defined by Clapham and Nicholson (2005) as a succinct statement of the dilemma that the research questions are intended to resolve. It can also be defined as an intellectual puzzle that the researcher wants to investigate (Bell, 1993). Therefore, this part of the chapter presents the problem that this study is investigating.

Without the necessary skills, many head teachers are overwhelmed by many tasks. In rapidly expanding systems, inexperienced and unskilled teachers are customarily appointed to run complex schools without adequate preparation, training and back-up support. In Africa, the situation is particularly acute. There are convincing reasons for authorities to actively identify, select, prepare and ensure the continuing development of teachers who see themselves as future school leaders.

The training programme has been going on at Chalimbana University, nonetheless participation of those untrained head teachers is still low. Authorities are doing everything possible to encourage capable people to take their first leadership steps in terms of training.

Despite all these efforts, we do not know whether or not the training provided for serving head teachers is having the desired effect to motivate those untrained to participate (Ozigi 1997; Bolam, 1999).

1.4 Purpose of the study

Rozney (2013:25) views purpose of the study as a statement that explains to the reader what the goal of the study is. It is an intention, goal or what the research strives to achieve (Kasonde-Ngandu, 2013).

Thus the purpose of this study was to determine the participation of head teachers in Educational Leadership and Management (ELM) training programme in selected primary and secondary schools of Lusaka district. In addition, the study was designed to find out whether or not the head teachers who had undertaken the training in the area of Educational Leadership and Management would recommend their untrained colleagues to train in the area.

1.5 General Objective

Rozny (2013) views research objectives as a descriptive of what is to be achieved by the study. The general objective of this study was to investigate the participation of head teachers in the Education Leadership and Management training programme in Lusaka District.

1.6 Specific Research Objectives

The specific objectives of this study were:

1. To investigate the views of head teachers regarding their participation in education leadership and management training programme;
2. To establish whether or not the head teachers who had done education leadership and management training programme would recommend the programme to their colleagues who had not yet been trained; and
3. To examine the relevance of education leadership and management training programme offered to school head teachers to the Ministry of General Education.

1.7 Research Questions

Creswell (2012:110) defines research questions as ‘questions in quantitative or qualitative research that narrows the purpose of the statement to specific questions that researchers seek to answer’. Research questions are statements that identify the phenomenon to be studied. They are related to the research objectives (Kombo and Tromp, 2014). This study attempted to answer the following research questions:

1.8 General Research Question

How is the participation of head teachers in the Education Leadership and Management training programme in Lusaka District?

1.9 Specific Research Questions

1. What are the views of head teachers regarding the education leadership and management training programme?
2. What are some of the practices that would make you recommend a colleague who has not yet trained in education leadership and management programme to enrol? And;
3. What is the relevance of education leadership and management training programme offered to school head teachers to the Ministry of General Education?

1.10 Significance of the study

According to Kasonde-Ngandu (2013), the significance of the study elaborates on the importance and implications of a study for researchers, practitioners and policy makers. Hence, the findings of this study may provide useful information to the Ministry of General Education, Chalimbana University, key donors, education policy makers and school managers/administrators on the relevance of education leadership and management. The findings may also contribute to the knowledge pertaining to Education Leadership and Management as experienced by school head teachers.

1.11 Delimitation of the study

Creswell (1994) postulates that delimitations are factors that affect the study over which the research generally does have some degree of control. Delimitations describe the scope of the study or limits for the study. Thus, the study was restricted to selected public and private primary and secondary schools within Lusaka District.

1.12 Theoretical framework

The study was based on the theory of Fredrick Taylor's Scientific Management Theory (Taylor 1911, in Bush 2007) which advocates for training of staff for better performance. Adding to this theory, Squires (2001) reports that "The most important object of both the workman and the establishment should be the training and development of each individual in the establishment, so that he can do the highest class of work". Frederick Taylor proposed the following four principles of scientific management; Firstly, replace guesswork methods with a scientific study of the tasks. Secondly, select, train, and develop each worker rather than

leaving them to train themselves. Thirdly, ensure that the scientifically developed methods are being followed and lastly, make sure the managers apply scientific management principles to planning the work and the workers actually perform the tasks. The theory goes on and spells out the need for motivating staff and a need for establishing a friendly cooperation between the management and the men, as a factor for high production which is tantamount to good school performance. The study also adopted the adult learning theory of Malcolm Knowles who hold a view that adults learn differently from younger students. Adults have special needs as learners and these needs should be taken into consideration when planning training for adults. By using combinations of adult learner techniques and strategies, Chalimbana University educators can create training experiences that will enhance the learning of participants/head teachers.

In this case, a theoretical framework is the application of a theory, or a set of concepts drawn from one and the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem.” Once data are collected and analysed, the framework is used as a mirror to check whether the findings agree with the framework or whether there are some discrepancies; where discrepancies exist, a question is asked as to whether or not the framework can be used to explain them (Imenda, 2014). The management theory was used as a guide in the formulation of research questions so that they are asked from a management theory point of view.

1.13 Operational definitions

These are terms used with a precise meaning to the study (Locke et al, 2000). Hence, the following terms were used throughout the study.

Head teacher - also known as school principal, headmaster, headmistress or the head, is the most senior teacher, leader and manager of a school. <http://www.collinsdictionary.com/dictionary/english/head-teacher> accessed on 19th May 2016

Participation -Joint consultation in decision making, goal setting, profit sharing, teamwork, and other such measures through which a firm attempts to foster or increase its employees' commitment to collective objectives.

In this study, participation will be defined as the act of taking part in an activity, event, or situation or the process of becoming involved in a situation or the action getting involved into something.

Educational management

Bolam (1999) defines educational management as ‘an executive function for carrying out agreed policy’.

Management

This could be defined as a set of activities directed towards efficient and effective utilization of organizational resources in order to achieve organizational goals (Sapre, 2002)

Educational leadership is a phrase used to describe the process of managing an educational institution.

Other terms that may be used for the same concept are school leadership and educational management

(www.questia.com/library/education/educational-administration/educational-leadership).

Academic performance

According to Odubaker (2004), and Kaggwa (2003), academic performance is defined as the quality and quantity of knowledge, skills, techniques, positive attitude behaviour and philosophy that students acquire.

1.14 Organisation of the Study

The general organisation of this dissertation is as follows; Chapter one focuses on the introduction and the background of this study. In addition, the problem that prompted the study has also been stated. Furthermore, research objectives, research questions, significance of the study, study delimitation, study limitations, operational definitions, organization of the dissertation and chapter summary are all covered by chapter one.

Chapter two reviews what other scholars have written pertaining to the subject under study. It further gives an overview of preparation and development of principals/heads for School leadership. Additionally, it provides the impact on training of head teachers. Chapter three delineates the study methodology. It discusses the process through which the research explored the participation of head teachers into the Education Leadership and Management in Lusaka District. The chapter begins with research design, study population, study sample, sampling techniques, and data collection procedures and ends with data analysis instruments and procedures.

Chapter four covers a presentation and analysis of the findings from head teachers drawn from different angles of Lusaka District for this study. The presentation was guided by research questions. Chapter five discusses the findings using the theoretical framework, research objectives and reviewed literature.

Finally, chapter six consists of conclusions and suggested recommendations meant to improve the provision of Educational Leadership and Management training programme in Lusaka and other Districts in Zambia. This chapter will be followed by references and appendices.

1.15 Summary of the Chapter

This Chapter presented the background information for this study as well as the problem for the study, the purpose for conducting this study, the research objectives and the research questions. Furthermore, the chapter highlighted the significance of the study, its delimitation and its limitations. The chapter also defined the key words and concepts to avoid ambiguity. The next chapter comprises a review of related literature to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter presented the background information for this study, the problem for the study, the purpose for conducting this study, the research objectives and the research questions. The chapter also highlighted the significance of the study, its delimitation and its limitations.

This chapter provides literature review on the participation of head teachers in the Education Leadership and Management training programme from the global studies, African and then narrowed down to Zambia. A review of these studies will provide an insight of information that will provide guidance to the research questions in line with how other studies were administered.

Fink (1998:3) postulates that literature review is “a systematic, explicit and reproducible method for identifying, evaluating, and interpreting the existing body of recorded work produced by researchers, scholars, and practitioners”. Similarly, Hofstee (2006), holds a view that literature review provides *the reader with a theory base, a survey of published works that pertain to your investigation, and an analysis of that work. It is a critical, factual overview of what has gone before.* Literature review is not an end in itself, but a means to an end. O’Neil (2010) argues that, the end is to evaluate, synthesise, analyse and represent how your research emerged from previous studies.

Wiersma (1995: 406) postulates that “The review of literature provides the background and context for the research problem. A comprehensive review of literature also justifies the need for research and signifies that the current researcher is knowledgeable about their study area.” Not only does literature review demonstrate to the reader that the researcher has a comprehensive grasp of their study area but also shows that the researcher is knowledgeable about the methodological developments in their study area.

The review of studies on Education Leadership and Management helped the researcher to formulate a topic so as to fill in the research gap which was participation of head teachers into the education leadership and training programme offered by Chalimbana University.

In addition to this, reviewing relevant literature did not only help the researcher to identify a research gap but also to avoid repetition of the same study, as Kasonde-Ngandu, (2013) points out. It also reviewed literature on overview regarding the chronology of educational leadership and management in various countries.

2.2 Preparation and Development of Principals/head teachers for School Leadership

In most developed countries like America, England, Sweden and Australia, preparation and development of principals is formally institutionalized with colleges offering training for principals before and after appointment to school leadership.

Preparation and development of principals is also well structured and systematic in the sense that aspiring principals are prepared for school leadership before appointment and then continuously developed after appointment to enhance performance of their duties. Preparation and development of principals in these contexts is mandatory and a requirement for anybody wishing to be a principal. The National College for School Leadership (NCSL) in England is an example of such institutions where aspiring principals are prepared through the National Professional Qualification for Headship (NPQH) Programme (Fink, 2005). They are also inducted through Early Headship Programme (EHP) on ascension to principalship. Those in service are continuously developed through Head for the Future programme (Brundrett & Cuevas, 2007).

Asia, Hong Kong and Singapore have been in the forefront of developing institutions and programmes for preparation and development of principals. Most of their programmes are based on institutions and programmes in the developed world countries. For example, in Hong Kong the conceptual foundations for leadership education for principals were established by Hong Kong Education Department in 1999 after study visits to similar programs in England, Scotland, Austria and Singapore (Wong & Chung-Chi, 2004). Newly appointed school leaders undergo a nine day mandatory induction course offered by the Education Department.

This course provides them with basic knowledge of school management theory and practice. Other forms of development of school leaders include use of workshops and overseas study trips (Huber 2004).

Certification for Principalship (CFP) was introduced in 2002 for aspiring principals as a quality assurance mechanism to ensure that future principals will have met certain leadership requirements in preparing themselves for principalship (Wong, 2004).

Studies in the developed world have also shown that apart from formal preparation for school leadership, principals argued that most of their preparation and development mainly occurs when they are in the field or while on the job.

For example, Restine's (1997) study on *experiences of principals in their preparation for school leadership in America* found that apart from formal preparation for school leadership, principals admitted that classroom experiences, principals' support, being principals in multi-settings and prior experiences in making difficult solutions prepared and developed them for school leadership. Similarly, a study by Thody et al, (2007) on selection and training of principals in five European countries reveal that though principals are formally prepared and developed for school leadership, the same also happens informally through apprenticeship, unionism, research and personal initiatives.

In the developing world especially Africa, preparation and development of principals is not as pronounced and systematic as it is in the developed world. In fact, in most cases it is either lacking or not formal (Bush and Oduro, 2006). Nonetheless, most studies on principals in Africa concentrate on the problems facing principals in the performance of their duties (Harbey & Dadey, 1993; Oduro & MacBeath, 2003; Kitavi and Van Der Westhuizen, 1997; Njeri, 1996). This means that not much has been done to assess whether head teachers are given necessary training before and after appointment.

With passage of time, there are efforts being made by some countries in introducing programmes for preparation and development of principals. In South Africa, for example, Moloï and Bush (2006) argue that apartheid affected both education and social infrastructure. These effects included ineffective leadership and management practices of public schools. New professional development initiatives for principals and aspiring principals are now covered in the Policy Framework for Leadership Education and Management Development in South Africa.

As a result, the Department of Education has developed Advanced Certificate in Education (ACE) in collaboration with 14 universities, unions, and the Professional Association of Principals to train aspirant school principals and develop those in service already. The aim is to create a pool of trained school managers.

In Seychelles, the University of Lincoln in partnership with the Ministry of Education, provides training at Master's level to principals and senior managers while Tanzania's Agency for the

Development of Educational Management (ADEM) offers training for educational managers and administrators as well as serving principals in primary and secondary schools.

In Kenya, the need for preparation and development of not only principals but also other professionals in the civil and teaching service can be traced back to The Training Review Committee of 1971-72 which discovered that there was no regular systematic programme to train administrators and managers. According to the Wamalwa Report (1971) there was need to train professional officers in administrative and managerial aspects of their work.

Currently, in service training to principals, deputy principals and heads of departments in school management is done but does not prepare teachers aspiring to be principals. These courses are offered mostly during April or August holidays for two weeks (Olembo et al, 1992). However, Njeri (1996) argues that this duration is so short to satisfy the requirements for the complex functions of school headship. School leadership vested in the hands of the principals is so demanding in so many areas such that if principals have to be in-serviced properly, then it should be done over some considerable period of time.

“Though leadership preparation and development is a recent phenomenon” (Coles & Southworth, 2005), studies (Bush & Jackson, 2002; Commonwealth Secretariat, 1996; Fink, 2005; Huber, 2004; Kitavi & Van Der Westhuizen, 1997) indicate that preparation and development of school principals can lead to school effectiveness and improvement. As a result, many countries especially in the developed world have created institutions and programmes for preparation and development of school principals/heads.

Conversely, not so much in terms of principal preparation and development in the developing countries has been brought to the fore though this should not be mistaken for complete lack of principal preparation and development. Most studies carried out on principals in Africa (Harbey & Dadey, 1993; Oduro & MacBeath, 2003; Kitavi and Van Der Westhuizen, 1997; Njeri, 1996) focus mainly on problems facing principals in various contexts”. One of the ways of ensuring that such a role is effectively carried out is through preparing and continuously developing those principal/head teachers. There is need for preparation and development of head teachers for school leadership.

This was to enable them get the skills, knowledge and attributes (Bush & Oduro, 2006; Walker & Dimmock, 2006) to run schools in a professional and effective manner to ensure good teaching and learning practices. Subsequently, it can lead to achievement of the goals and objectives of education which includes improved learning.

The Commonwealth Secretariat (1996) cited in Bush and Jackson (2002) refers to the connection between quality leadership and school effectiveness stating that, “the head ... plays the most crucial role in ensuring school effectiveness” (p.417). One of the ways of ensuring that such a role is effectively carried out is through preparing and continuously developing those head teachers.

In Zambia, from independence in 1964 to the end of the 1970s, education policy was directed towards steady expansion of education facilities and improvements in quality. Against this background, the Ministry of Education recognized that the efficiency and effectiveness of the educational system depended to a large extent on enhancing its capacity in various areas. In particular, there was need to build capacity for the management of the system and for research and development on educational issues.

The policy indicated that the effectiveness in the delivery of education depended heavily on the quality of educational administration, School heads, education officers, and inspectors and that they needed training in educational management and supervision (MOE 2006).

Educational planners and similar officers needed special skills in data generation, analysis and interpretation, planning, resource management, monitoring and evaluation. However, the majority of those occupying supervisory and management positions in the sector had not received relevant training for their posts.

Neither had the Ministry had any facility or mechanism for ensuring that those appointed to managerial or supervisory positions could receive relevant training.

The few managers who were trained received their training either abroad or from local institutions that offered general programmes not specifically directed towards Educational Management.

This state of affairs led to inefficiencies and poor performance in the management and supervision of the system. Educational managers at all levels needed training in various skills, both technical and social. The required skills included management functions of organizing, staffing and leading; human resource development or staff training; completion of confidential and statistical reports; computer skills; managing change; research skills and writing up project proposals; control of physical resources and assets; industrial law; visionary leadership and the ability to communicate the vision to staff; decision making; organizing and chairing meetings; and personnel management skills, including record keeping and staff appraisal.

To improve on this situation, the Ministry of Education was to train its educational managers and supervisors to enable them to carry out their functions effectively. Education management training was to be linked to the needs of the sector, as identified periodically through needs assessment studies. Specifically, the Ministry was to make appropriate training a pre-condition for appointment or promotion to managerial and supervisory positions (MOE 1996).

Following the above argument, the National-In-Service Training College (NISTCOL), now Chalimbana University, was one of the few institutions that started offering Diploma in Education Leadership and Management, commonly known as ELM, by distance learning. The programme has been running from 2005 to date as Education Leadership and Management course.

Despite the in-service training at Chalimbana University for the head teachers, up to now, there is no solid base of empirical research to inform the providers of the training on the head teachers' participation into the programme.

Various researches such as In-service training for Head teachers and its effects on their leadership practices by Maliwatu was conducted. The researcher focused on the leadership practices of head teachers. The study was an attempt to investigate the effects of the training programme designed for the head teachers with the view to establish whether or not learning opportunity provided by the programme enabled the head teachers to improve in their leadership practices. The researcher utilised Kouzes' and Posner' (2003) Leadership Practices (LPI) to examine the Leadership practices of the head teachers.

Mbobola (2013) conducted a comparative study which focused on the effectiveness of trained management head teachers with those untrained. The study was carried out in Chongwe District. His study focused much on establishing factors that contribute to effective, efficient and qualitative management of schools. He was also finding out managerial and leadership skills that should be seen in head teachers of public institutions as well as establishing the characteristics of a well-managed institution with a vision of preparing learners for national development.

Both researchers have indicated in their findings that majority head teachers who are serving still lack relevant training in their positions. For example, in her recommendations to the government of Zambia, Maliwatu (2011) indicated that,

“The importance of relevant training for the head teachers cannot be over emphasized. There is evidence, however, in the available literature in Zambia that the majority of the head teachers lack relevant training for their posts. Therefore, the Ministry of Education in Zambia should support training programmes for head teachers such as the one offered at Chalimbana university, and should ensure that all the head teachers are given the opportunity to take such kind of training” (pp. 148-149).

The researcher did not come across any research related to the participation of head teachers in the education leadership and management (ELM) training programme in Zambia, hence the attempt to study in the area.

The justification for researching on the head teacher participation is that; the head teacher is the most important facilitator of school improvement. Head teachers are also change managers who plan for the betterment of their schools on regular bases. Also, the Head teacher is a bridge between the school, the community and the education authorities.

Managing the school in a context in which an increasing amount of responsibility is delegated to head teachers requires new skills and knowledge. Head teachers must also demonstrate ability to explain the goals of the school, make these clear, and transform them into concrete actions, demonstrate ability to communicate the national goals, demonstrate ability to use different tools and methods to follow up and evaluate results of their own school, demonstrate ability to compile, analyse and interpret the school’s results.

The head teacher must demonstrate good knowledge of the national goals, their background, and the role of the school in society, demonstrate good knowledge of the principles of the central regulatory system and their interaction, as well as the conditions governing work in a politically steered organisation, demonstrate knowledge of the scientific foundations for follow up and evaluation, demonstrate good knowledge of the tools and methods used for analysis and assessing both pupils and the results of various activities, demonstrate knowledge of the different methods for quality monitoring and quality development, demonstrate knowledge of the conditions affecting pupils’ development and learning processes, as well as strategies for promoting these aspects (Levin and Lockheed, 1991). This observation suggests that all those serving as head teachers must go through relevant training.

Educational Leadership and Management has a critical role in the transformation of society, and for change to happen, effective leaders are key. Along with the widespread belief that the quality of leadership makes a significant difference to school and student outcomes, there is

also increasing recognition that effective school leaders and managers have to be developed if they are to provide the best possible education for their learners. It is further strongly believed that education management has to be strengthened by enhancing leadership and management skills of functionaries within the public education system if quality universal education is to be achieved. Thus, building expertise in the area of Educational Leadership and Management (ELM) has been a priority (Day et al, 2010).

According to Locke (2010), technical skill is the competence in knowledge, methods and techniques of a particular discipline or subject. It includes the understanding and ability to perform effectively specific tasks as required on jobs (Okumbe, 1998). Various personnel in a school have various technical skills, for instance teachers have the pedagogical skills, the accountant or bursar has accounting skills, the watchman has security skills among others. Head teachers and the departmental heads are supposed to have the ability and knowledge to supervise others (Lunenburg, 2010) as an additional technical skill to their subjects of specialization.

The technical skills for head teachers are twofold namely; subject experts and instructional supervisory. As subject experts they acquired the skills during training and enhanced them through practical teaching for many years. On the other hand, the instructional supervisory skills are acquired through experience and ad hoc in-service courses.

The head teacher must be a competent teacher in a particular subject, able to organize the staff, acquire relevant resources, and able to evaluate performance. He/she should also be able to relate well to the community and wider stakeholder of the school. The head teachers need technical skills, although the amount of time spent performing technical activities (Lunenburg, 2010) is limited compared to other teachers. The headteacher closely monitors the teaching of the students/pupils. He/she may often have to observe, guide and develop teachers and sometimes respond to work performance related questions.

School head teachers carry out a number of tasks including being responsible and accountable to; the Ministry of Education and its agents on the interpretation of educational policies and objectives as well as curriculum implementation. He/she provides instructional leadership, supervision and inspection; the model for his staff and pupils to emulate; the community as a public relations officer; human resource management and welfare; School finance and facilities and discipline (Okumbe, 1998).

Stakeholders expect head teachers to ensure that schools provide quality education and achieve other school objectives. Provision of quality education requires effective use of resources through sound leadership hence conceptual, human and technical skills are critical. The Primary Education certificate and Diploma qualifications which most school teachers have only equipped them with adequate technical skills. Those who are selected for headship require additional training before they assume office. It should be noted that once appointed, the head teacher has an opportunity to influence change beyond the classroom (Adan & Orodho, 2014). However, Balanskat and Gerhard (2005) observe that training of head teachers differs from country to country, depending on the policy of that particular nation. Globally, the majority of the school leaders were not trained as school leaders but they assumed offices because of their experience.

According to Odubaker (2007), experience means familiarity with a skill or a field of knowledge acquired over months, or years of actual practice and which presumably has resulted in superior understanding or mastery. In the field of secondary and primary school leadership, experience is given a priority. This is seen when the government is appointing head teachers to the position in the education sector.

In Uganda, the Ministry of Education and Sports set a standard whereby, every head teacher in Government secondary school must be a degree holder. This degree is not specified whether it should be in education management or in a particular field. But still some head teachers hold diplomas especially in private schools, others have first degrees while others have masters, and very few with PhDs (D'souza, 2009). However, Nsubuga (2003) observes that Government occasionally organises induction courses for the newly appointed head teachers, and refresher courses for serving head teachers, but he notices that a good number of head teachers hardly received any induction in management training.

The head teacher is expected to provide expert leadership in all areas of the school programmes to ensure quality education despite being selected from among classroom teachers who have no training at all in school administration (Waweru and Orodho, 2014).

Literature on school improvement and school effectiveness suggests that effective leadership creates effective schools. To be effective, school leaders need professional development to enhance their knowledge and to improve their skills. School improvement efforts largely depend on the motivation, interest, commitment and competencies of the head teachers, (UNESCO, 2009).

Taking into account of the centrality of the role of head teachers in school improvement, Chalimbana University in collaboration with the University of Zambia School Of Education, conducts ELM training for the head teachers of secondary and primary schools. This includes both government and private schools. The purpose of this programme is to professionally develop practicing head teachers as pedagogical leaders so that they are in a position to contribute effectively in the whole school improvement activities related to teaching, learning and management practices. But they do these important tasks without having any special management and leadership skills and proper training. Therefore, leadership and management training becomes important in order to enable them to perform their duties effectively.

The head teacher being the chief administrator of the school is responsible for the following main administrative task areas; curriculum and instruction; student/pupil personnel; staff personnel; the school facilities; business management; staff development; school community relations and monitoring and evaluations of the programme. As an instructional leader the head teacher is also involved in many activities such as; improving teaching and learning; developing supervisory strategies, executing strategies for improvement, maintaining the school system; improving curriculum and library materials; evaluating students' progress and timetabling. The head teacher therefore is expected to provide expert leadership in all areas of the school programmes to ensure quality education despite being selected from among classroom teachers who have no training at all in school administration (Waweru and Orodho, 2014).

Educational leadership has a critical role in the transformation of society, and for change to happen, effective leaders are key. Along with the widespread belief that the quality of leadership makes a significant difference to school and student outcomes, there is also increasing recognition that effective school leaders and managers have to be developed if they are to provide the best possible education for their learners http://www.azimpremjifoundation.org/Education_LeadershipandManagement Accessed on 13th April 2016. Furthermore, Harvey et al (2003:4) opine that leadership is a key issue in education leadership and management. Effective Schools and effective district education offices are characterized by effective leadership. Leaders are needed especially in times of rapid change. Many changes in the education sector in the past 10-15 years necessitate the development of strong educational leaders who can chart a course for those that they supervise, make sense of an often unpredictable environment and provide vision for how to harness change in order to improve the quality of education.

Policy changes such as the introduction of free primary education, school re-entry policy, education for all, decentralisation among others, have dramatically changed the educational environment. This is a major achievement in terms of access and a major challenge in terms of quality. Head teachers, Deputy Head teachers, Education officers, Inspectors and Heads of Departments all have important roles to play in improving quality. The Education leadership and Management aims to equip these education managers with the skills they need for the challenging tasks. The importance of training head teachers cannot be over emphasized, be it in private schools, or public schools as their quality to a large extent determines a school's success or failure. Ngithi (2013) emphasizes that head teachers are central to successful management of educational institutions. She further points out that in spite of their performance, head teachers were appointed from among serving teachers most of whom had no prior training in institutional management.

According to Ngithi (2013) he observes that training of educational managers is indispensable for effective and efficient administration of schools. He emphasises that appointing authorities in Third World Countries needs to reconsider the wisdom of appointing school administrators on the basis of their teaching experience and not on administration. Mbamba (1992) asserts that socio-economic changes and emergent needs within the African continent have among other things made education more complex. Consequently, the management of educational institutions demands sophisticated skills that would enable managers to steer the schools effectively and efficiently. Taken together, there are convincing reasons for authorities to actively identify, select, prepare and ensure the continuing development of teachers who see themselves as future school leaders.

Pragmatically, there is a concern about a less-than-adequate pool of possible applicants for leadership posts, concern over the pathways offered to aspiring leaders and a need to respond to the knowledge that good leaders make a difference for teachers and students. If the quality of school leadership is to be ensured, it is essential that authorities do everything possible to encourage capable people to take their first leadership steps, and to support the continuous learning and development of existing leaders, hence the prompt to research on the participation of head teachers into Education Leadership and Management training programme.

Both leadership and management in the 21st Century are becoming increasingly more complex. Typically, organisations in both the public and private sectors are facing changes driven by political, economic, sociological, technological, legal and environmental issues. In order to

successfully meet these challenges school organisations, need to ensure that their education providers and managers (head teachers) at all levels have a comprehensive understanding of their roles, goals and required competencies. The range of 21st Century competencies include;

- a) the need to think strategically
- b) the principles of managing change
- c) how to approach and solve problems creatively
- d) critical aspects of teamwork
- e) the process of motivating yourself and others
- f) methods for managing conflict
- g) techniques for dealing with difficult staff

Goodlad (1984) alluded to that critical thinking and problem solving, for example, have been components of human progress throughout history, from the development of early tools, to agricultural advancements, to the invention of vaccines, to land and sea exploration. Such skills as information literacy and global awareness are not new, at least not among the elites in different societies.

In the early 1970s Malcolm Knowles introduced the term "andragogy," describing differences between children and adult learners (Knowles et al 2005). Andragogy focuses on special needs of adult learners of which head teachers are. Knowles identified six assumptions about adult learning: (1) need to know, (2) self-concept, (3) prior experience, (4) readiness to learn, (5) learning orientation, and (6) motivation to learn.

The Need to Know. Adults want to know why they need to learn something before undertaking the learning process (Knowles et al., 2005). Facilitators must help head teachers become aware of their "need to know" and make a case for the value of training in ELM.

The Learners' Self-Concept. Adults believe they are responsible for their lives (Knowles et al., 2005). They need to be seen and treated as capable and self-directed. Facilitators should create environments where head teachers develop their latent self-directed learning skills (Brookfield, 1986).

The Role of the Learners' Experiences. Adults (head teachers) come into an educational activity with different experiences than do youth (Knowles et al., 2005; Merriam & Caffarella,

1999). There are individual differences in background, learning style, motivation, needs, interests, and goals, creating a greater need for individualization of teaching and learning strategies so that all those head teachers who come to enrol for ELM should benefit (Brookfield, 1986; Silberman & Auerbach, 1998). The richest resource for learning resides in adults themselves; therefore, tapping into their experiences through experiential techniques (discussions, simulations, problem-solving activities, or case methods) is beneficial (Brookfield, 1986; Knowles et al., 2005; McKeachie, 2002; Silberman & Auerbach, 1998).

Readiness to Learn. Adults become ready to learn things they need to know and do in order to cope effectively with real-life situations (Knowles et al., 2005). Adults want to learn what they can apply in the present, making training focused on the future or that does not relate to their current situations, less effective.

Orientation to Learning. Adults are life-centred (task-centred, problem-centred) in their orientation to training/learning (Knowles et al., 2005). They want to learn what will help them perform tasks or deal with problems they confront in everyday situations and those presented in the context of application to real-life (Knowles et al., 2005; Merriam & Caffarella, 1999).

Motivation. Adults are responsive to some external motivators (e.g., better job, higher salaries), but the most potent motivators are internal (e.g., desire for increased job satisfaction, self-esteem). Their motivation can be blocked by training and education that ignores adult learning principles (Knowles et al., 2005).

Andragogy urges training providers to base curricula on the learner's experiences and interests. Every group contains a configuration of idiosyncratic personalities, differing past experiences, current orientations, levels of readiness for learning, and individual learning styles. Thus trainers should be wary of prescribing any standardized approach to facilitating learning (Brookfield, 1986). Understanding the six assumptions in andragogy prepares facilitators to create successful training.

Teaching and Learning Strategies for head teachers

In line with Knowles' theory of andragogy, trainers should recognize that the richest resources for learning reside in adult learners themselves; therefore, emphasis in adult education should focus on experiential techniques that tap into the experience of learners, such as group discussion, problem-solving, case methods, simulation exercises, games, and role-play, instead

of primarily using transmittal techniques such as lecture (Brookfield, 1986; Knowles et al., 2005). Using a combination of the following teaching strategies will have the greatest impact on the head teachers.

Lecture

Lecture, a transmittal technique, is the method most widely used in teaching adults (McKeachie, 2002). Lectures should be used in 15- to 20-minute sections spaced with active learning activities to reenergize participants for the next wave of information (Middendorf & Kalish, 1996). Lectures are useful for presenting up-to-date information; summarizing material from various sources; adapting material to the background and interests of a group at a particular time and place; helping learners read more effectively by providing orientation and conceptual framework; and focusing on key concepts or ideas (McKeachie, 2002). Lectures can create interest in new topics, motivate learners to research further, or challenge ideas they have previously taken for granted.

Problem-Based Learning

Problem-based learning is an instructional strategy that encourages critical thinking and problem-solving skills. Participants confront contextualized, ill-structured problems and strive to find solutions. The trainer is in the role of a facilitator to stimulate, guide, integrate, and summarize discussions. Strategies for problem solving with adults include games, simulations, and role play (Knowles & Holton 2005).

Case Studies

Case studies are narratives, situations, data samplings, or statements that present unresolved and provocative issues, situations, or questions. Cases challenge adults to analyse, critique, make judgments, speculate, and express opinions (Indiana University Teaching Handbook, 2004). Case studies bring real-world problems into the training. They ensure active participation and may lead to innovative solutions (Indiana University Teaching Handbook, 2004). Use of case studies can result in better retention, recall, and use of learning outside the training (McKeachie, 2002).

Educational Games

Educational games involve students in competition or achievement in relationship to a goal; the game teaches and is fun (McKeachie, 2002). Many games are simulations with the goal of modeling real-life problems or crisis situations. One advantage of games and simulations is they encourage participants to confront their own attitudes and values (Silberman & Auerbach, 1998) through involvement in making decisions, solving problems, and reacting to results of their decisions (McKeachie, 2002).

Role Play

Role play is used to assist participants in experiencing feelings and practicing skills (Silberman & Auerbach, 1998). Role play is defined as an experience around a specific situation that contains two or more different viewpoints or perspectives. Situations can be written as a prepared brief, and different perspectives or roles are handed out to different people who discuss the situation. The situations should be realistic and relevant. The most successful scenarios develop a skill.

Discussion

Discussion is the prototypic teaching method for active learning (McKeachie, 2002). Discussion encourages students to discover solutions and develop critical thinking abilities (Teaching Concerns, 1993). Discussion allows learners to be active and experience personal contact (Indiana University Teaching Handbook, 2004; McKeachie, 2002). Trainers using discussion pose a problem, monitor discussion, and summarize when completed (Indiana University Teaching Handbook, 2004). Discussion methods are superior to lectures in adult learners' information retention; transfer of knowledge to new situations; problem solving, thinking, or attitude change; and motivation for further learning (McKeachie, Pintrich, Lin, & Smith, 1986).

2.6 Summary of the chapter

This chapter has reviewed relevant literature on the preparation and development of head teachers for school leadership by various countries. The literature reviewed provided a basis for this study. Education leadership and management plays a critical role in the transformation of society, and that for change to happen, effective leaders are key. Studies related to education leadership and management in Zambia were reviewed. Head teachers are central to successful management of educational institutions. There are no studies conducted in Zambia on participation of head teachers in the education leadership and management training programme. The following chapter discusses the methodology employed in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter reviewed relevant literature on the preparation and development of head teachers for school leadership by various countries. This chapter gives the procedure that was employed by the researcher in order to achieve the objectives of the study. The chapter covered the following subdivisions: research design, universe population, study sample, sampling techniques, data collection instruments, data collection procedure, limitation of the study and data analysis instruments and procedures.

3.2 Research Design

De Vaus (2006) views research design as the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring effective address of the research problem, while Burns and Grove (2011:195) view it as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Parahoo (2014) describes a research design as “a plan that describes how, when and where data are to be collected and analysed”. In more clear and vibrant view, Alise, and Teddlie (2010) opine that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

Research design can be thought of as the logic or master plan of a research that throws light on how the study is to be conducted. It shows how all of the major parts of the research study– the samples or groups, measures, treatments or programmes work together in an attempt to address the research questions. Research design is similar to an architectural outline. The research design can be seen as actualisation of logic in a set of procedures that optimises the validity of data for a given research problem. According to Crotty (1998), the research design serves to "plan, structure and execute" the research to maximise the "validity of the findings". It gives directions from the underlying philosophical assumptions to research design, and data collection. The function of a research design is to ensure that the evidence obtained enables for effective address of the research problem logically and as unambiguously as possible.

There are many research designs. Some of the common ones are; descriptive survey design, case study design, experimental design, ethnography design, phenomenology design and mixed methods design (Orodho, 2003).

The research approach used in this study was a mixed methods approach. Onwuegbuzie et al (2010) observe that, generally speaking, in social sciences there are three main research types, qualitative, quantitative and mixed methods.

Mixed methods research is a methodology for conducting research that involves collecting, analysing and integrating quantitative, for instance, experiments, surveys and qualitative, focus groups and interviews. This approach to research is used when this integration provides a better understanding of the research problem than either of each alone.

Mixed methods research is a methodology for conducting research that involves collecting, analysing, and integrating (or mixing) quantitative and qualitative research (and data) in a single study or a longitudinal program of inquiry. The purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either research approach alone.

Johnson and Onwuegbuzie (2004:17) defined mixed methods as:

“The class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study”.

Like its two predecessors, qualitative and quantitative research, the mixed methods research methodology has its own advantages and disadvantages. The advantages were highlighted by Johnson and Christensen (2004), who stated that it has a high capability to respond precisely to the aims of the research. In addition, it results in a high level of research reliability, and the integration of the two methods strengthens the research by making it possible to overcome the weaknesses arising from using a single approach.

Use of mixed methods approach variation in data collection leads to greater validity, answers the question from a number of perspectives and ensures that there are no ‘gaps’ to the information/data collected <http://onlinelibrary.wiley.com/doi/10.1002/j.2055-2335.2013.tb00203.x/abstract> accessed on 14th April 2016.

Mixed-methods research designs has three categories namely; exploratory, explanatory and triangulation mixed designs (Hanson and Creswell, 2005). In this study the researcher has used a Concurrent Triangulation Mixed-Methods design. This was due to the fact that the researcher wanted to collect and analyse both qualitative and quantitative data simultaneously.

According to Hanson and Creswell (2005:229) as quoted in Phiri (2015),

...in concurrent triangulation designs, quantitative and qualitative data are collected and analysed at the same time. Priority is usually equal and given to both forms of data.

Data analysis is usually separate, and integration usually occurs at the data interpretation stage. Interpretation typically involves discussing the extent to which the data triangulate or converge....

3.3 Targeted Population

Polit and Hungler (1999:37) refer to the universe population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In this study the targeted population was head teachers from all government and private schools in Lusaka District.

3.4. Study Sample, eligibility criteria and Sampling techniques

3.4.1 Study Sample

A sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research project (Brink 1996:133; Polit & Hungler 1999:227). In this study, a subset of 100 school head teachers from primary and secondary schools, government and private, were selected out of the entire population of head teachers in Lusaka District. The Acting Deputy Vice Chancellor of Chalimbana University, the Director of Distance Education and Deputy Director of Distance Education from the same institution were also sampled. The total population sample was 103.

3.4.2 The eligibility criteria

These criteria specify the characteristics that people in the population must possess in order to be included in the study (Polit & Hungler 1999:278). The eligibility criteria in this study were that the participants had to be serving head teachers from primary or secondary school within Lusaka District.

3.5 Sampling techniques

Orodho and Kombo (2002) define sampling techniques as procedures that are used by a researcher to gather people, places or things to study. Sampling refers to a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

Further, Burns and Grove (2003:31) refer to sampling as a process of selecting a group of people, events or behaviour with which to conduct a study.

There are two major types of sampling namely; probability and non-probability sampling. The major distinction between the two is that probability sampling relies on chance while non-probability sampling relies on human judgment. This study used purposive sampling design.

3.5.1 Non-probability sampling

Kasonde-Ngandu (2013) contends that, non-probability sampling is a method that aims to be theoretically representative of the study population by maximising the scope or range of variation of the study. This method is mainly applied to find out how a small group, or representative group, is doing for the purpose of illustration. Non-probability sampling methods include: quota sampling, convenient sampling and purposive sampling.

In this study, a non-probability sampling method was adopted which, according to LoBiondo-Wood and Haber (1998:249), is less vigorous and tends to produce less accurate and less representative samples than probability or random samples. Non-probability sampling implies that not every element of the population has an opportunity for being included in the sample, such as convenience (accidental), quota, purposive and network sampling procedures (Burns & Grove 2001:804).

In this study the sampling to schools was purposive. According to Parahoo (1997:223), in non-probability sampling researchers use their judgment to select the subjects to be included in the study based on their knowledge of the phenomenon. He further describes purposive sampling as “a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data”. The rationale for choosing this approach was that the researcher was investigating the participation of head teachers into the Education Leadership and Management training programme offered by Chalimbana University.

Purposive was the most practicable in this study because there is just one head teacher at every given school, one Acting Deputy Vice Chancellor, one Director and one Deputy Director of distance Education at Chalimbana University. Hence purposive sampling technique.

3.6 Data collection procedures

Bloomberg and Volpe (2008) as cited in Phiri (2015) contends that data collection section in research is the section that describes and justifies all data collection methods, tools, instruments, and procedures, including how, when, where, and by whom data were collected.

It is the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observation, focus group discussion, narratives and case histories (Burns & Grove 2003:373). Data collection procedure refers to the process through which data are collected from the respondents through the use of necessary instruments.

In this study data were collected by using self-administered questionnaires to collect data from 100 head teachers. Unstructured type of interviews were also employed to collect data from the Acting Deputy Vice Chancellor and Director Distance Education as well as the Deputy Director of Chalimbana University. The researcher personally administered both the questionnaires and the interviews to respective respondents. Interviews were recorded using a tape recorder.

Data were gathered during the third term of the 2015 school year calendar. This was September-December 2015.

3.7 Data Collection Instruments

Nalzar (2012) describes research instrument or a tool as a device used to collect the data. The type of instrument used by the researcher depends on the data collection method selected. The instruments used for capturing data in this study included questionnaires and interview guides.

3.7.1 Questionnaire

According to Brown (2001:6), a questionnaire is:

...any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.

It is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents.

3.7.2 Interviews

Interviews are methods of gathering information through oral quiz using a set of pre-planned core questions. According to Shneiderman and Plaisant (2005), interviews can be very productive since the interviewer can pursue specific issues of concern that may lead to focussed and constructive suggestions.

The main advantages of interview method of data collection are;

- a) direct contact with the users often leads to specific, constructive suggestions;
- b) they are good at obtaining detailed information;
- c) few participants are needed to gather rich and detailed data.

Depending on the need and design, interviews can be unstructured, structured, and semi-structured with individuals, or may be focus-group interviews (Genise, 2002; Shneiderman and Plaisant, 2005).

This study employed the unstructured type of interviews that allowed the interviewer to pose some open-ended questions and the interviewee to express his/her own opinion freely. This type of interview requires that both the interviewer and the interviewee be at ease because it is like a discussion or brainstorming on the given topic. The direction of the interview is determined by both the interviewee and interviewer, not predetermined. However, it is possible to generate rich data, information and ideas in such conversations because the level of questioning can be varied to suit the context and that the interviewer can quiz the interviewee more deeply on specific issues as they arise; but it is time consuming and difficult to analyse the data. The two instruments were preferred because of their nature of yielding descriptive, quantitative and interpretative data.

3.8 Data Analysis

Bazeley (2013) defines data analysis as the process of extracting, compiling, and modelling raw data for purposes of obtaining constructive information that can be applied to formulating conclusions, predicting outcomes or supporting decisions in business, scientific and social science settings. It is analysing information that involves examining it in ways that reveal the relationships, patterns and trends that can be found within it. This may mean subjecting it to statistical operations that can tell you not only what kinds of relationships seem to exist among variables, but also to what level one can trust the answers he/she is getting.

Kombo and Tromp (2006) postulate that data analysis is the critical examination and scrutiny of the coded data in order to make deductions and inferences. This activity involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions

Since this study adopted a mixed method study in which both qualitative and quantitative data were collected, qualitative data were analysed through thematic approach where data were tabulated,

categorised and arranged into themes and sub themes. On the other hand, quantitative data were analysed in three phases. First, data were entered in Microsoft excel. Secondly, software known as Statistical Package for Social sciences (SPSS) was employed to analyse the data. Finally data were presented in form of bar charts, pie charts and frequency and percentage tables. This type of analysis enabled the researcher to generate conclusions about the phenomenon under study by critically examining the frequencies of numerical data percentages.

3.8.1 Qualitative data Analysis

Bogdan and Biklen (2003) views qualitative data analysis as “working with the data, organising them, breaking them into manageable units, coding them, synthesising them, and searching for patterns”. The aim of analysis of qualitative data is to discover patterns, concepts, themes and meanings. The process of data analysis begins with the categorisation and organisation of data in search of patterns, critical themes and meanings that emerge from the data.

According to Groman and Clayton (2005, p. 3), qualitative research is:

“A process of enquiry that draws data from the context in which events occur, in an attempt to describe these occurrences, as means of determining the process in which events are embedded and the perspective of those participating in the event, using induction to derive possible explanations based on observed phenomena”.

In this study, the interviews, were recorded and transcribed. Open-ended questions were posed to which the Acting Deputy Vice Chancellor and the Directors were required to respond to. The individual responses were analysed, compared, categorised and interpreted to draw conclusions.

3.8.2 Quantitative Data Analysis

This is the information that is collected as, or can be translated into, numbers, which can then be displayed and analysed mathematically. In this research, quantitative data were analysed using the Statistical Package for Social Sciences (SPSS). The researcher used to run descriptive statistics which appeared in frequency tables, charts and graphs. This type of analysis enabled the researcher to generate conclusions about the phenomenon under study by critically examining the frequencies of numerical data percentages.

3.9 Ethical Considerations

Much has been written about research ethics in social science research. Cohen et al (2003) contend that the principle of informed consent should be apparent at the initial stage of the

research study. This means that once the informed consent has been obtained it then allows the particular researcher to be able to visit the institutions. Kombo and Tromp (2006:106) in their contribution on ethical consideration state that, “researchers whose subjects are people or animals must consider the conduct of their research and give attention to the ethical issues associated with carrying out their research”.

Therefore, Cohen et al (2003) advise that an official permission to undertake one’s research in a certain community must be obtained first. Thus, before data collection commenced, the researcher collected an introductory letter from UNZA Directorate of Research and Graduate Studies (DRGS).

The researcher briefed every participant on the value of the research and the procedures to be used. Head teachers were never forced or coerced into helping with the research. Participation was voluntary and participants had sufficient information about the research to arrive at a reasoned judgment about whether or not they wanted to participate.

It was further explained that participants had the right to withdraw at any stage of the research if they so wished and that their rights were protected.

3.10 Limitations

The study focused on the head teacher participation into Educational Leadership and Management training programme in Lusaka District. The major challenges encountered were call backs. This is because data collection was done at the time when examinations were going on in both primary and secondary schools. It was not easy to chance the head teacher and carry out the exercise. The common trend was, “come next week” and sometimes after two weeks. Missing of questionnaires was the order of the day too. As a researcher, I exercised a lot of patience and kept on going back until my work was done as well.

3.11 Summary of Chapter

The chapter discussed the methodology which was used to collect data in order to establish the participation of head teachers into the Education Leadership and Management training programme in Lusaka District. The study adopted a mixed method and a rationale for using it was discussed.

The sample was 103, comprising 100 head teachers and 3 ELM programme providers from Chalimbana University. The researcher also triangulated data collection and analysis methods in order to obtain credible information regarding participation of head teachers in the

Educational Leadership and Management training programme in Lusaka District. Unstructured interviews as well as questionnaires were employed to collect data. The study further indicated that qualitative data were analysed by tabulating, categorizing and arranging it into themes and sub themes whilst quantitative data were analysed using Microsoft Excel and presented it using bar and pie charts, frequency and percentage tables. Limitations to the study were also indicated as well as ethical considerations outlined. The next chapter presents the findings of this study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1. Introduction

The preceding Chapter discussed the methodology that was employed in this study on participation of head teachers in the Education Leadership and Management (ELM) training programme in Lusaka District. This Chapter presents the findings of the study. The presentation will be based on the following research questions:

1. What are the views of head teachers regarding the educational leadership and management training programme?
2. What practices would enable you recommend a colleague who has not yet trained in Education Leadership and Management training programme to do so?
3. Explain the relevance of education leadership and management training programme offered to school head teachers?

The first part of this chapter presents the social- demographic characteristics of participants in the Education Leadership and Management training programme.

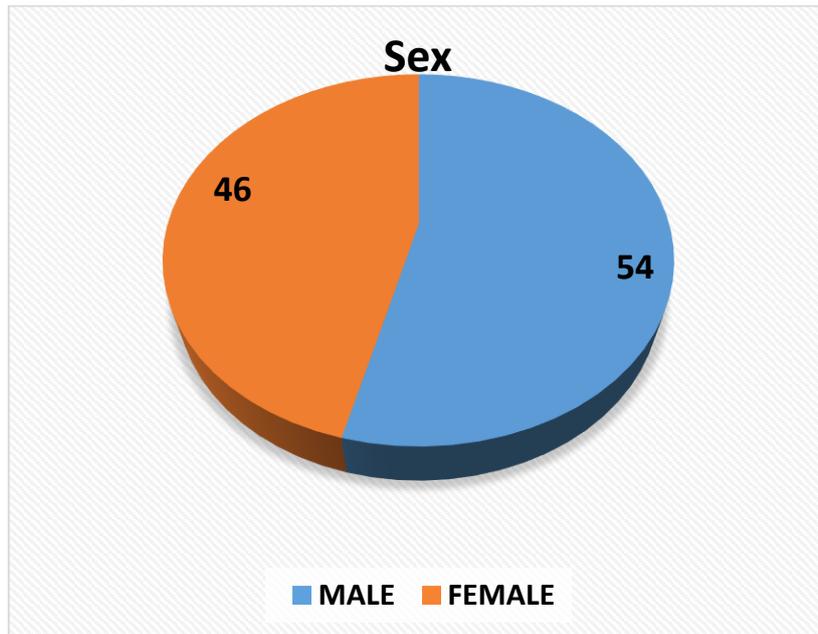
The findings are presented using bar graphs and pie charts. The second section presents both qualitative and quantitative findings obtained from respondents according to the research questions. The findings from respondents in relation to research questions are presented using frequency and percentage tables. Bar graphs and frequency and percentage tables were used to distinguish respondents' bio-data from research findings. This allows the reader to cross check reported figures with percentages in the table. Qualitative data were obtained through the use of interview guides with the administrators of Chalimbana University. Quantitative data on the other hand were collected using a questionnaire which was distributed to head teachers.

4.2. Socio-demographic characteristics of respondents

This section presents the Socio-demographic characteristics of respondents which were obtained from 100 head teachers in Lusaka District. Data were collected using questionnaires and were analysed and presented quantitatively in form of bar charts and pie charts.

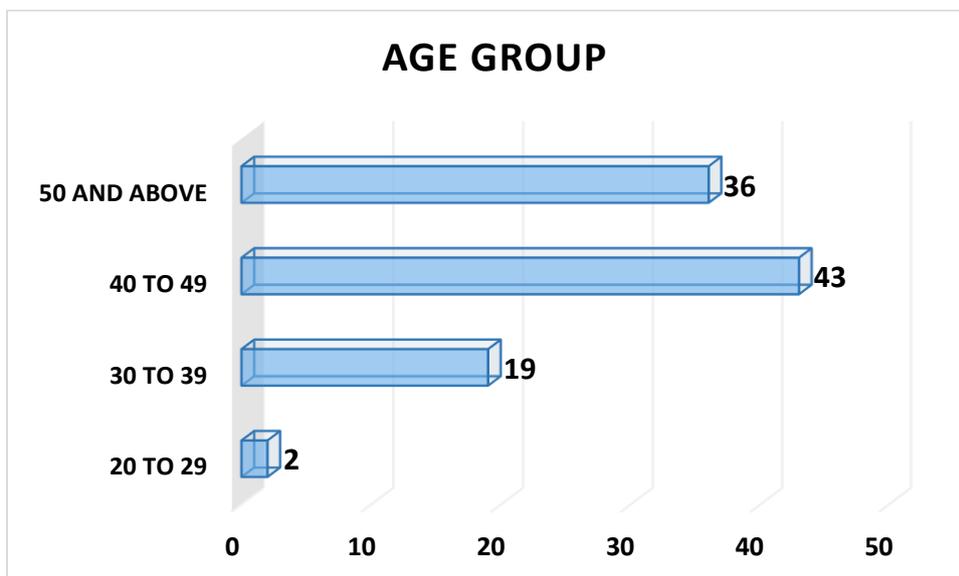
The first on socio-demographic characteristic to be presented was the sex of the respondents. Findings are presented in the bar graph in figure 4.1 below.

Pie chart 1: Percentage distribution of respondents by their sex



The findings in figure 4.1 above revealed that (54=54%) of the respondents in the education leadership and management were male while (46=46%) were female.

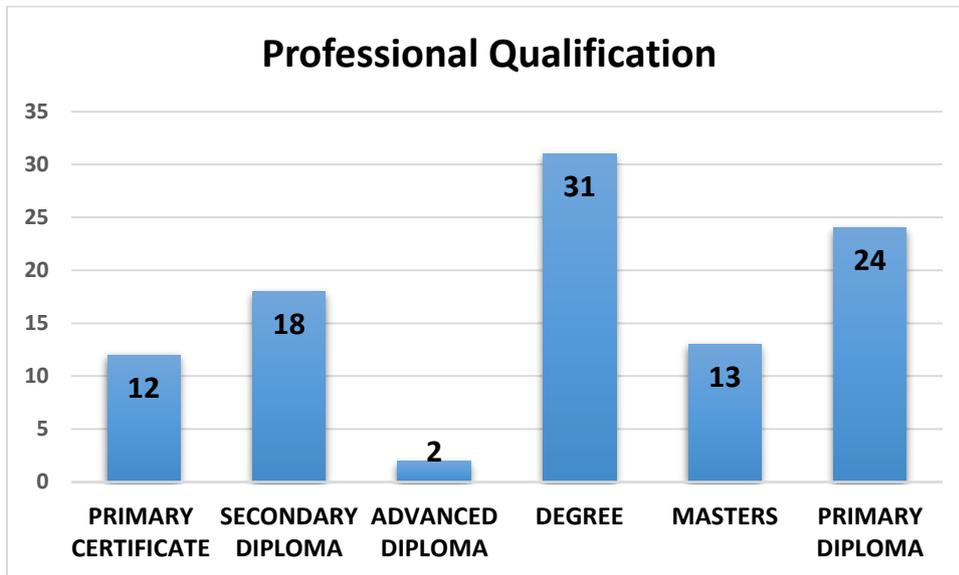
Bar chart 1: Percentage distribution of respondents by age group



The findings in bar chart 1 above revealed that 43 (43%) respondents were aged 40 to 49, 36 (36%) were aged 50 years and above, 19 (19%) were aged between 30 and 39 while 2 (2%)

were aged 20 to 29. This indicates that there is a variety of representation in terms of age groups where leadership and management in schools is concerned.

Bar chart 2: Percentage distribution of respondents by their highest professional qualification



The findings in bar chart 2 above revealed that 31 (31%) of the head teachers were degree holders, while 24 (24%) held primary diploma. 18 (18%) had secondary diploma, 13 (13%) had masters. 12 (12%) held primary certificate and 2 (2%) had advanced diploma as their professional qualifications. This indicates that schools were headed by people with variety of qualifications.

Figure 1: Percentage distribution of respondents by service as school head

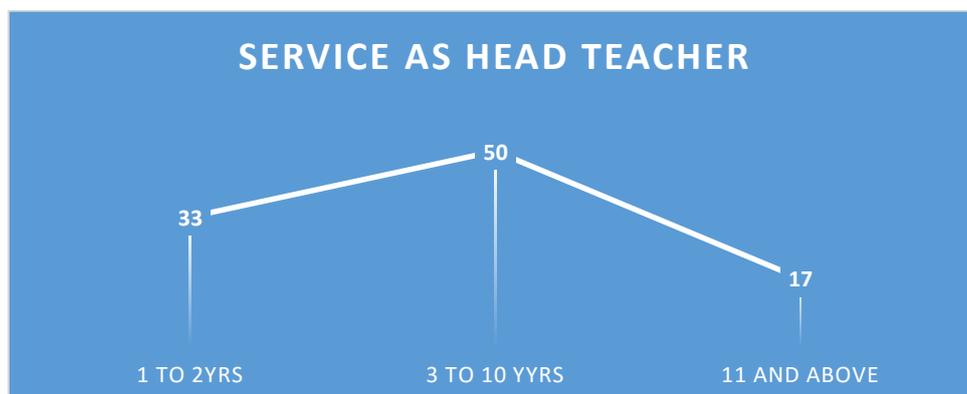


Figure 1 above distributes the number of years the head teacher had served. 50 (50%) revealed that they had served between 3 and 10 years. 33 (33%) revealed that they had served as head teachers between 1 to 2 years while 17 (17%) revealed that they had served 11 years and above.

4.3. Summary of findings on social-demographic characteristics of head teachers

According to the findings, more male teachers were appointed heads than female teachers. The findings further revealed that 43 (43%) of the respondents were aged between 40 to 49, 36 (36%) were aged 50 years and above, 19 (19%) were aged between 30 and 39 while 2 (2%) were aged between 20 to 29, an indication that there was a variety of representation in terms of age groups where leadership and management in schools is concerned. 31 (31%) of the head teachers were degree holders, while 24 (24%) held primary diploma. 18 (18%) had secondary diploma, 13 (13%) had masters. 12 (12%) primary certificate and 2 (2%) had advanced diploma their professional qualifications. This indicates that schools were headed by people with variety of qualifications. The findings on social demographic characteristics of respondents also revealed that the majority of the head teachers had served between 3 to 10 years. 33 (33%) revealed that they had served as head teachers between 1 to 2 years while 17 (17%) revealed that they had served 11 years and above.

4.4. Research findings from head teachers and ELM training programme providers

This section presents findings obtained from questionnaires and interviews. In order to elicit data regarding the participation of head teachers in the Education Leadership and Management training programme in Lusaka District, 100 questionnaires were distributed to 100 head teachers and interviews using an interview guide were conducted with 3 ELM training providers.

4.5. What are the views of head teachers toward the education leadership and management training programme?

The first research question sought to determine the views of head teachers towards Education Leadership and Management training programme. Quantitative data were collected using a questionnaire. It was entered in excel and presented using pie charts, frequency and percentage tables.

Qualitative data on the other hand, were collected from 3 programme providers who included the acting Deputy Vice Chancellor, Director of Distance education and the Assistant Director of Chalimbana University. The data were analysed thematically by categorising, tabulating and arranging it into themes and sub themes.

a) Findings from head teachers

In order to respond to the first research question which sought to determine the views of head teachers towards Education Leadership and Management training programme in Lusaka District, data were collected from 100 head teachers using questionnaires.

First, the respondents were asked to state whether or not they had attended any workshop/seminar on Education Leadership and Management since appointment as head. Responses are presented in table 4.1 below.

Table 1: Distribution of respondents on whether or not they had attended a workshop/seminar on ELM since appointment as head teacher.

Response	Frequency	Percentage (%)
Yes	44	44
No	56	56
Total	100	100

The study objective sought to establish whether or not head teachers had attended a workshop/seminar on ELM since they had been appointed to their position. The results in Table 1 above revealed that 44 (44%) had attended a workshop/seminar whereas 56 (56%) had not attended. For this reason, 56 (56%) respondents who had not attended workshop/seminar did not proceed to answer the next question based on the reasons for attending the workshop.

A follow up question was asked in order to establish the relevance of the workshop/seminar in relation to the position of head teachers.

Table 2: distribution of views of respondents by their responses on relevance to the attended workshop/seminar in ELM since appointed as head teacher

Responses	Frequency	Percentage (%)
Very relevant	38	38
Relevant	6	06
Not applicable	56	56
Total	100	100

The findings in table 2 above revealed that 38 (38%) respondents indicated that the programme was very relevant to their position as head teachers while 6 (6%) indicated that the programme

was relevant. 56 (56%) did not take part on this question since they had not attended any workshop/seminar since they were appointed as head teachers.

4.5.1. In your view, explain how relevant the ELM seminar/workshop you attended was?

Table 3: Relevance of ELM seminar/workshop attended

Responses	Frequency	Percentage (%)
Shared specific information pertaining headship	9	9
Introduced to managerial and leadership skills	17	17
Smooth entry to the new position	7	7
Good orientation to the new responsibility	11	11
Not attended	56	56
Total	100	100

The findings in table 3 above revealed that 9 respondents representing 9% viewed the workshop/seminar as beneficial in the sense that specific information pertaining to headship was shared. 17 respondents representing 17% revealed that the seminar/workshop was relevant because it introduced them to managerial and leadership skills. 7 respondents representing 7% indicated that the seminar/workshop was relevant and beneficial to them in the sense that they were introduced to smooth entry to the new position. 11 respondents representing 11% indicated that the seminar/workshop was important because it was a good orientation to the responsibility of being a head teacher while 56 respondents representing 56% had not attended any seminar/workshop since appointment as head teachers.

4.5.2 Were you inducted into the new job upon your appointment as a head teacher?

Table 4: Respondents on whether or not inducted into the new job upon appointment as a head teacher?

Table 4: Induction into the new job

Response	Frequency	Percentage (%)
Yes	11	11
No	89	89
Total	100	100

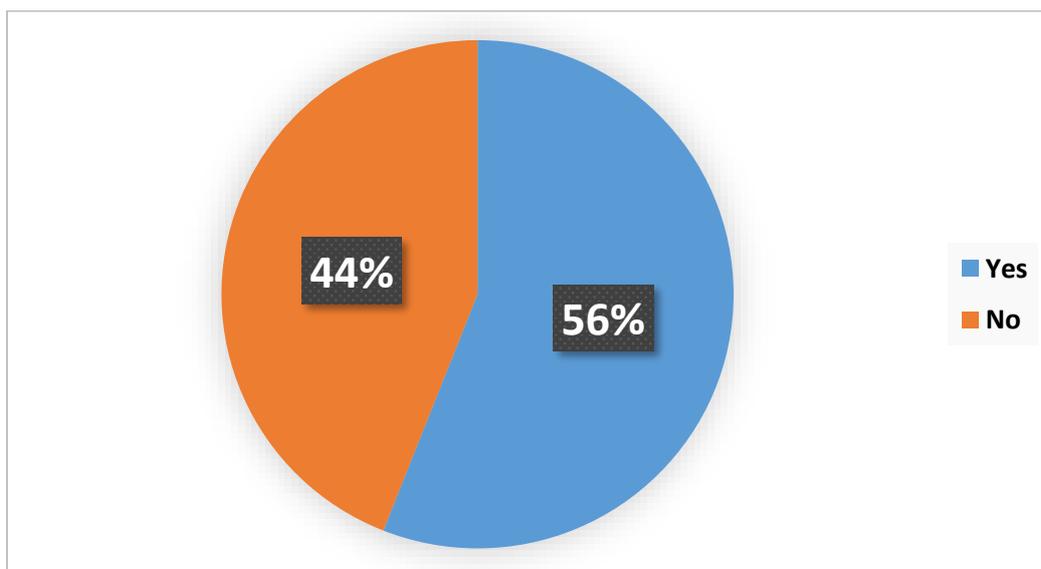
Table 4 above indicates that 11 respondents representing 11% were inducted while the majority, 89 respondents representing 89% were not inducted into their new job as head teachers.

4.5.3 Whether or not head teachers feel like something is standing in their way, inhibiting them from attending Education Leadership and Management training programme

Do you sometimes feel like something is standing in your way, inhibiting you from attending Education Leadership and Management training programme?

The responses were provided below

Pie chart 2: Something inhibiting to do ELM or not



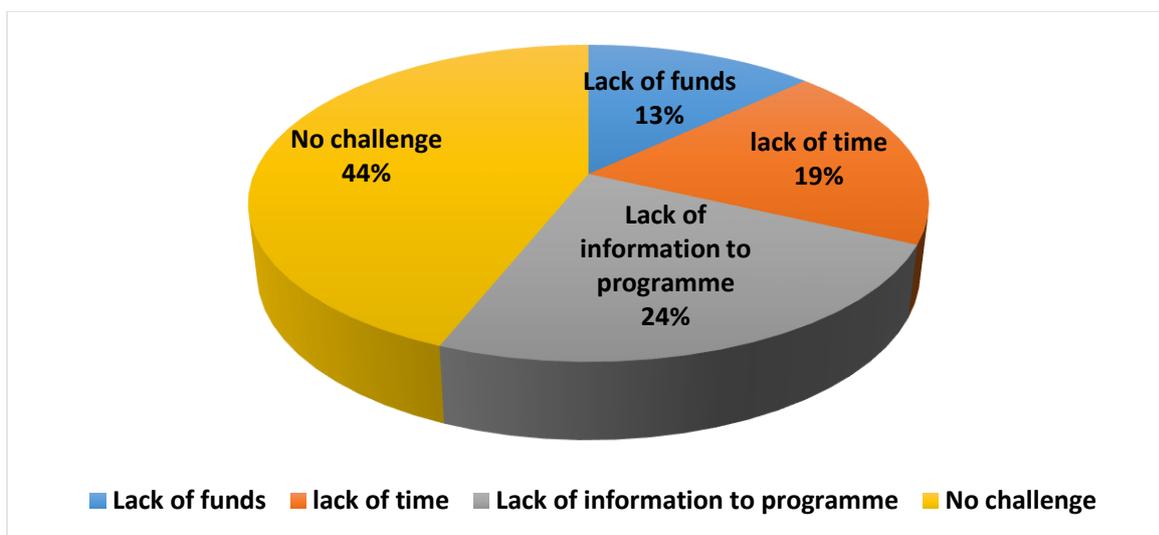
Pie chart 2 above revealed that 56 respondents representing 56% indicated that their participation into education leadership and management was inhibited while 44 respondents representing 44% indicated that nothing inhibited them from attending.

A follow up question on justification revealed the following responses:

4.5.4 If yes, justify your answer

Pie chart 3: Respondents by challenges that inhibited head teachers from participating in Education Leadership and Management training programme.

Pie chart 3: Challenges inhibiting participation



The findings in pie chart 3 above revealed that 24 respondents representing 24% indicated that they lacked information to the programme while 19 respondents representing 19% indicated that they lacked time to attend. 13 respondents representing 13% indicated that they lacked funds to enable them do the training. 44 respondents representing 44% revealed that they had no challenge to participate in the programme.

a) Findings from Interviewee 1

Qualitative data were collected from interviewee 1 using an interview guide in order to answer the first research question with regards to the views of head teachers towards their participation into the Education Leadership and Management training programme in Lusaka District. The interviewee said that, *“Since inception, head teachers from all corners of Zambia have participated into the education leadership and management programme and appreciated it. Such heads have recommended their friends to attend as well.”*

She added that head teachers have shared different experiences during training and this has helped them improve their performance especially that some issues may not be addressed by the modules”.

On whether the programme received the best participation from the public, Interviewee 1 indicated that it was not really best participation, because in the past head teachers thought that since they already had a degree or master’s degree, then they needed no more training especially education leadership and management. *“It is only now when head teachers have realised that education leadership and management is purely a professional course where they needed to attend. Coming for a diploma in ELM did not make sense”.* When asked who the programme targeted, Interviewee 1 said, *“Initially the programme targeted everyone who was in management. Afterwards the Ministry of Education decided to adjust the material to suit the teaching profession and targeted head teachers, deputy heads, Head of departments and senior teachers in all public and private schools”.*

b) Findings from Interviewee 2

The findings from Interviewee 2 were that, *“from inception, 2004, the programme has never failed to run because there were no participants. From initiation of the programme head teachers have been coming to train, for instance, in 2007/2008, Lusaka Province sent all head teachers to come and train, showing that participation has been good. Of course many have not come forth to train, may be due to lack of information on the programme or accessibility. Some receive information late when the programme will have already started.*

By the time they pass through the DRCC’s office, it would be too late. Some may have no sponsorship while others may have busy schedules even during holidays, especially our friends from private schools.

However, untrained head teachers have been asking about the programme wanting to come and train. *We have those in rural areas who may find it difficult to access information over the programme. Most of the untrained head teachers are those just appointed/promoted. “Participation may not be best but we have always had people on the programme who appreciate the programme”.* On the targeted group, Interviewee 2 indicated that, school heads from private and public institutions were targeted. This was upon realisation that most of the heads were assuming office without any formal training in leadership and management. Other targeted people are deputy head teachers, heads of department, senior teachers and DEBS, (District Education Board Secretaries). *“DEBS are targeted so that they have a full understanding of what teachers come to learn of in ELM and be able to support them once they*

complete their study". If the DEBS is not trained, it becomes difficulty for him or her to follow issues. Class teachers are also given opportunity to train especially those who have served the government for more than 10 years. He also added that, the programme is also open to non-teachers, for instance, there are currently participants from ZESCO (Zambia Electricity Supply Company) and there are also DCs (District Commissioners).

c) Findings from Interviewee 3

The findings from Interviewee 3 on the same question were as follows: ELM programme is good for head teachers because if the head was not sure of how to manage the school, then this is the right programme. *"Participation is 40% if we were to rank it. It is not very good, but still more those heads who have come here to train have appreciated the programme. They cover a lot of issues especially to do with leadership and management".* He continued to say, *"The programme is not receiving its best participation due to lack of sensitization to the public. We need to work together with the government concerning the best way forward in bringing the untrained head teachers on board".* The findings further revealed that the target are all head teachers from both private and public institutions, deputy heads, heads of department, senior teachers, Provincial Education Officers (P.E. Os).

4.5.5. Summary of findings on the views of head teachers regarding their participation into the Education Leadership and Management training programme in Lusaka District.

The findings of the research question one, views of head teachers regarding their participation in the Education Leadership and Management training programme, established that 44 respondents representing 44% attended a workshop/seminar on education leadership and management and that the programme was relevant to their position as heads. 56 of respondents representing 56% did not attend any workshop/seminar since appointment as head teachers. The findings in table 3 revealed that various respondents had various views towards the relevance of the seminar/workshop that they attended. Some viewed the workshop/seminar as beneficial in the sense that specific information pertaining headship was shared. Others revealed that the seminar/workshop was relevant because it introduced them to managerial and leadership skills while others indicated that the seminar/workshop was relevant and beneficial to them in the sense that they were introduced to smooth entry to the new position as well as that it gave other a good orientation to the responsibility of being a head teacher.

Pie chart 3 revealed that 56 respondents representing 56% indicated that their participation into Education Leadership and Management was inhibited while 44 respondents representing 44% indicated that nothing inhibited them from attending.

The qualitative the findings from Interviewee 1 indicated that head teachers have participated into the programme although it was not the best participation the programme deserved.

Further, findings revealed that the programme has never failed to run since inception. Even though participation may not be the best but there has always been people on the programme.

Participation of head teachers was at 40% if it were to be ranked. It was further revealed that the programme did not receive the best participation due to lack of sensitization to the public. This therefore entails that both qualitative and quantitative findings indicated that head teachers did not give the best participation to the programme.

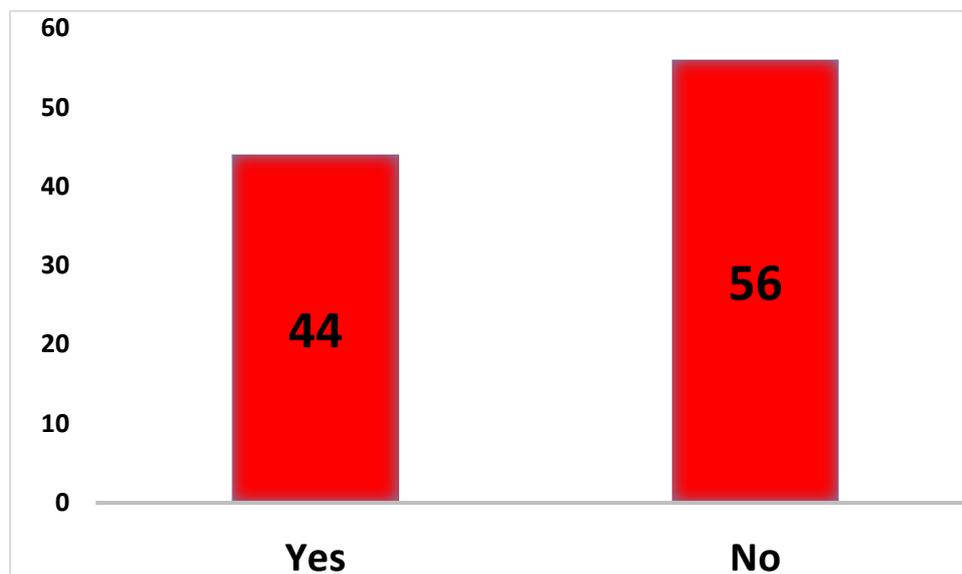
4.6. What practices would enable you recommend a colleague who has not yet trained in education leadership and management training programme to do so?

The second research question was to establish whether or not the trained head teachers would recommend their untrained colleagues to take up the ELM training, the researcher collected data from both head teachers and the ELM training programme providers.

The first part presented was quantitative data obtained from head teachers using a questionnaire while the second part presented qualitative data obtained from the service providers using an interview guide.

4.6.1 Distribution of respondents on whether or not they are trained in education leadership and management themselves.

Bar chart 3: Trained in ELM

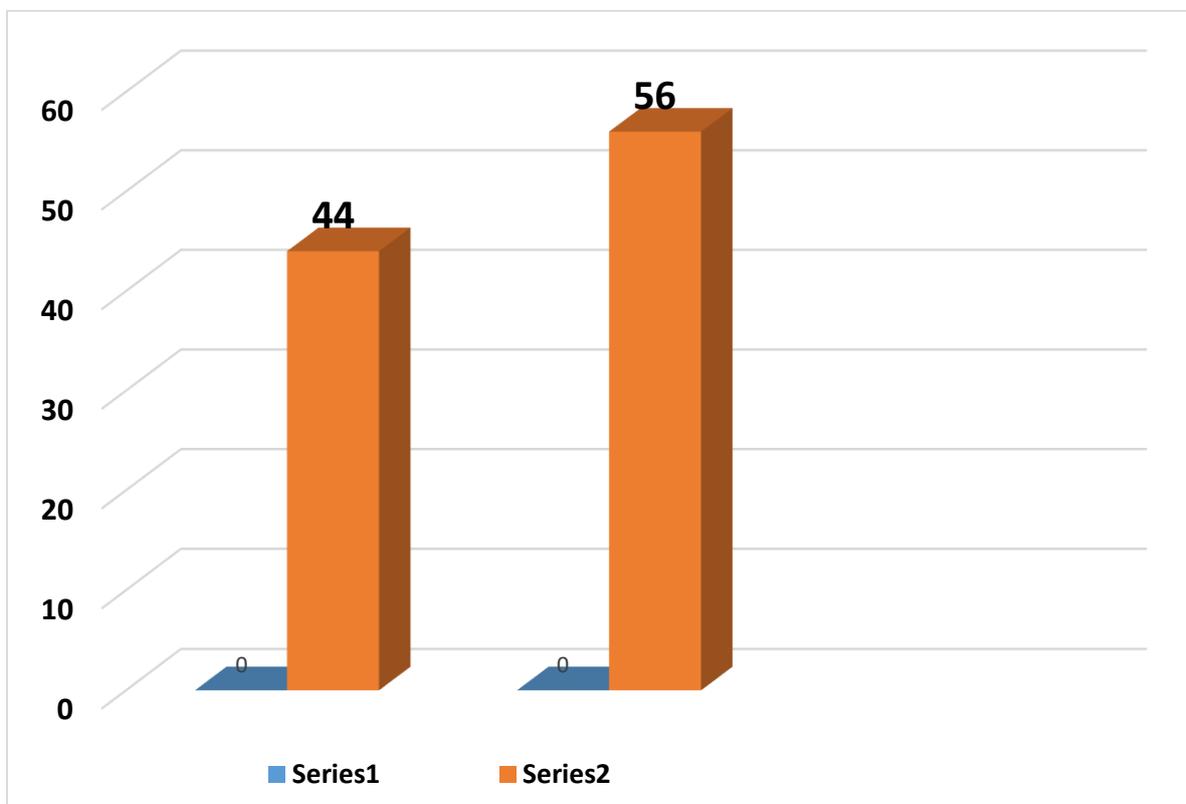


The findings in bar chart 3 above revealed that 44 respondents representing 44% are trained in Education Leadership and Management while 56 respondents representing 56% were not trained.

a) Findings from head teachers

4.6.2: Distribution of respondents on whether or not would recommend a colleague to train in ELM

Bar chart 4. Percentage of trained head teachers who would recommend their colleagues to undergo training.

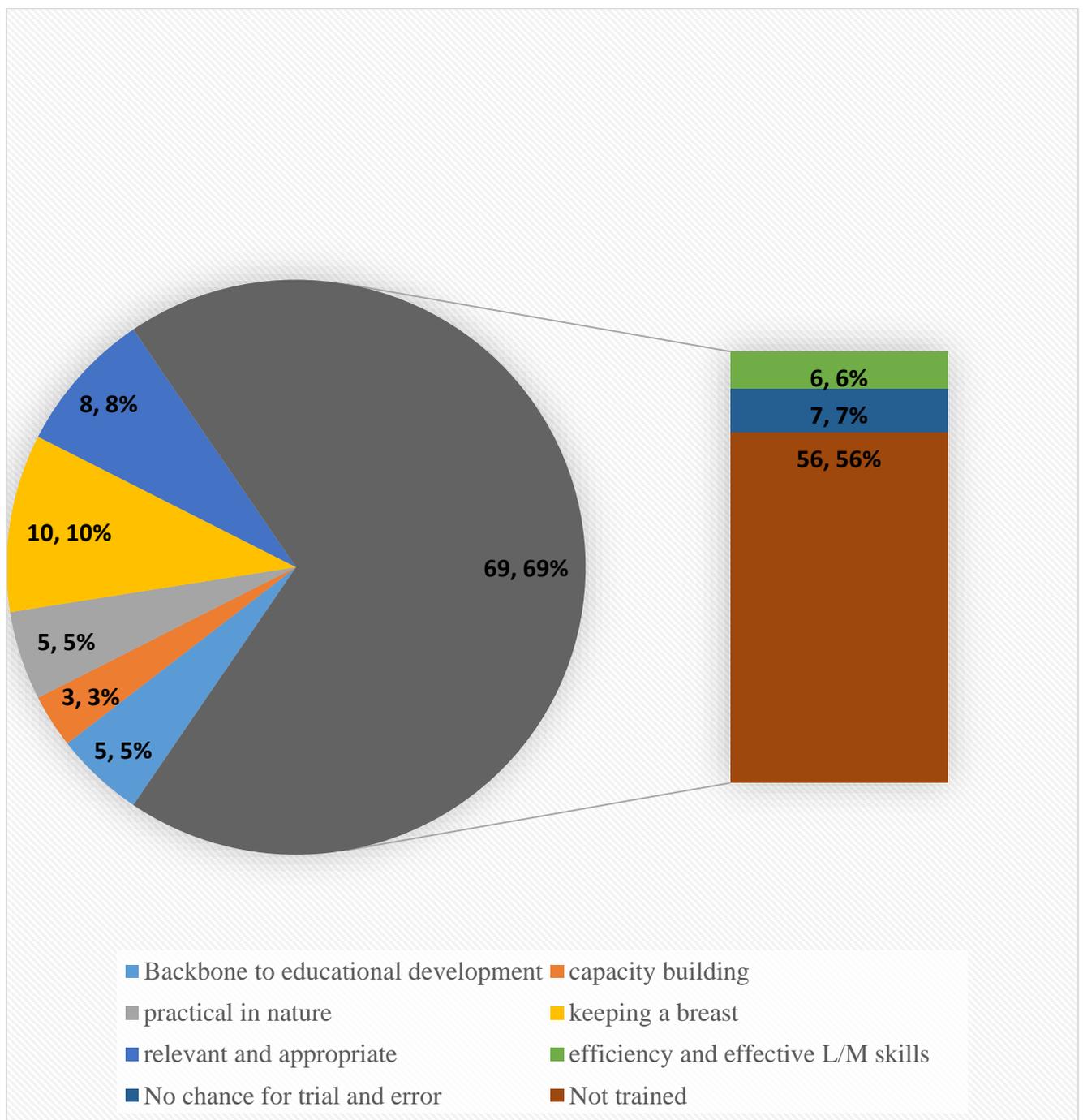


The findings in bar chart 4 above indicated that 44 respondents representing 44% of the trained head teachers in ELM would recommend the programme to their colleagues who had not yet trained to carry out the training. While 56 respondents representing 56% who indicated that they were not yet formally trained in ELM did not take part in this question.

The trained head teachers were further asked to give justifications for recommending colleagues to train.

4.6.3: Justification for recommending colleagues

Pie chart 4: Justification for recommending colleagues



The findings in pie chart 4 above revealed that the trained head teachers would recommend their colleagues who are untrained in ELM to do so. The justification for recommending colleagues varied. 5 respondents representing 5% would recommend a colleague because Education Leadership and Management was the backbone for educational development. 3 respondents representing 3% would recommend a colleague because ELM was a must attend programme for capacity building; 10 respondents representing 10% would recommend a colleague to train in ELM for keeping abreast;

8 respondents representing 8% indicated that they would recommend a colleague to train because the programme is relevant and appropriate; moreover, 6 respondents representing 6% indicated that the programme equip them with efficiency and effective leadership and management skills, while 7 respondents representing 7% indicated that the training allow no chance for trial and error. Yet another 5 respondents representing 5% indicated that the training programme was practical in nature. This indicates that the trained heads valued the programme for various reasons. However, 56 respondents representing 56% were not captured because they were not trained.

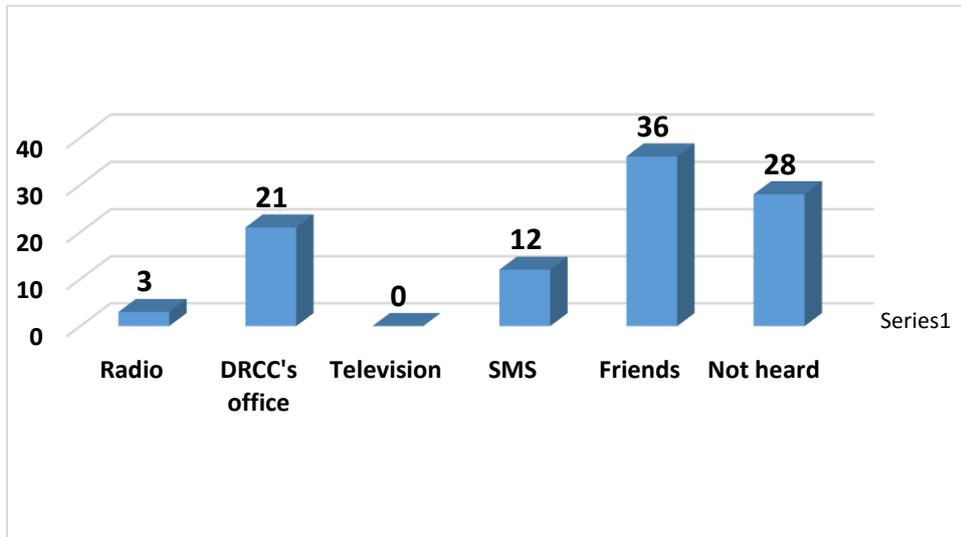
b) Findings from ELM programme providers

The ELM programme providers had this to say, *“Head teachers have now realised that education leadership and management is purely a professional course where they needed to attend. Those head teachers who graduate from the training encourage their colleagues to apply as well when they go back to their stations”*. Another interviewee had this to say, *“Many untrained head teachers have been asking about when the next intake shall be especially those that were our students before, and had interacted with their friends who came for ELM during their training. “If we are to have better schools, we definitely have to have leaders who have skills on how to manage schools properly. The same trained head teachers network and have encouraged one another in their groups to take up the training in education leadership and management”*. He added that ELM is a programme that is bringing uniformity in the way schools are managed. *“Head teachers have confessed before that they managed schools as if they were personal homes where when they went out, they carried office keys and no one else had access to the office. Through ELM training, head teachers have learnt to operate in a transparent manner where offices are treated as public offices. ELM has given confidence to head teachers and those who went through the training link their untrained friends to the programme.*

4.6.4. Distribution of respondents based on their response to the question: How did you learn about the education leadership and management training programme?

a) Findings from head teachers below

Bar chart 5: Communication strategies used to reach out to head teachers



The findings in bar chart 5 above revealed that 3 respondents representing 3% learnt about the Education Leadership and Management training programme through radio. 21 respondents representing 21% learnt about the programme through the District Resource Center Coordinator’s (DRCC) Office. None of the participants learnt of the programme through television. 12 respondents representing 12% learnt of the programme through Short Message Service (SMS), whereas majority (36%) of the respondents indicated that they learnt about the programme through friends. 28 respondents representing 28% were not reached by any of the mentioned tools.

b) Findings from ELM programme providers based on the question: What communication strategies do you use to reach out to possible participants into the ELM training programme?

To determine the most prevalent communication strategy used by Chalimbana University in reaching out to prospects participants, interviewee 2 had the following to say:

From the inception of the programme, resource centres have been used to advertise the programme.

“Resource centres are closer to the people than media, though the institution has once advertised on media but the response was not encouraging especially for those in rural areas.

Radio and television may not be that effective once one misses it at the time of airing". People from Chalimbana have travelled out before taking adverts to DRCCs. Bulk SMS has also been used before, though this has its own challenges as well.

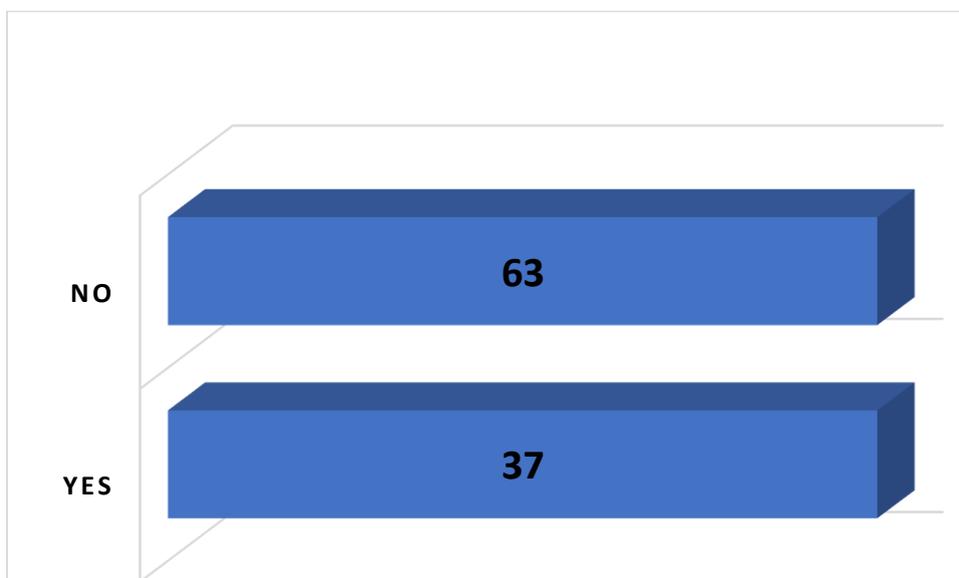
Another respondent stressed the importance of the word of mouth. *"Word of mouth has been used and has worked well, especially student to student"*.

Further findings as to whether or not the cited strategies were yielding the best results, this was what interviewee 3 had to say, *"No at all. Up to now we have people who have never heard of ELM programme especially the hard to reach places in the rural areas. Most of them just have scanty information about the programme. There is need to employ more strategies than what is being used"*. However, one had a different view. The findings from him were that, *"the communication strategies are yielding best results since DRCCs are dotted around the country. The advantage is that, once in a while, head teachers converge at DRCCs office for update"*.

4.6.5. Distribution of respondents based on their response to the question: As head teachers, are you given equal opportunity to pursue Education Leadership and Management training programme?

Bar chart 6: Given equal opportunity to train in ELM

a) Findings from head teachers



The findings of bar chart 6 above revealed that 63 respondents representing 63% indicated that they were not given equal opportunity while 37 (37%) indicated that they were given equal opportunity.

b) Findings from ELM programme providers

An interview that was conducted with the ELM programme providers to ascertain whether or not head teachers were given equal opportunity to train in Lusaka District, one of the interviewees said that, *“the head teachers were not participating as expected.*

This is because the government through various schools has only managed to sponsor a few at a time. Except for those schools that manage to sponsor themselves. Which is a different story in private schools who may not even be willing to pay for their head teacher unless where the head happens to be the owner of the school. Otherwise, all head teachers are encouraged to participate regardless of where they are based. It could be government or private, they are eligible to train”.

4.6.6. Summary of findings on practices that would enable head teachers to recommend a colleague who has not yet trained in education leadership and management training programme to do so.

The findings revealed that 44 respondents representing 44% were trained in Education Leadership and Management while 56 respondents representing 56% were not trained. It was also revealed that 44 respondents representing 44% of the trained head teachers in ELM would recommend their colleagues to take up the training. It was further revealed that the trained head teachers would recommend their colleagues who were not trained in ELM to undergo the training. This was because ELM was considered to be a backbone for educational development, a must attend programme for capacity building, keeping abreast, the programme being relevant and appropriate, efficiency and effective leadership and management skills and to allow no chance for trial and error. This indicates that the trained heads valued the programme. Qualitative findings obtained from programme providers indicated that those head teachers who went through the training linked their untrained friends to the programme.

Bar chart 6 revealed that 3 respondents representing 3% of the respondents learnt about the Education Leadership and Management training programme through radio. 21 respondents representing 21% learnt about the programme through the District Resource Center Coordinator’s (DRCC) office.

None of the participants learnt of the programme through television. 12 respondents representing 12% learnt of the programme through Short Message Service (SMS). The 28 respondents representing 28% were not reached by any of the mentioned communication strategies.

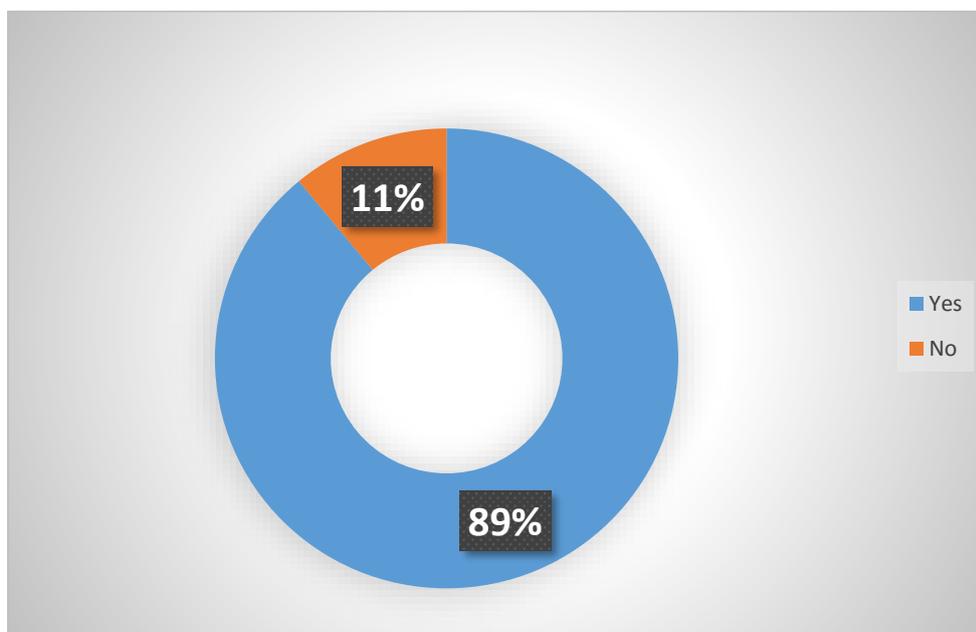
The findings further revealed that 63 respondents representing 63% indicated that they were not given equal opportunity to train in ELM while 37 respondents representing 37% indicated that they were given equal opportunity. The ELM programme providers also indicated that head teachers were given equal opportunity to train though the government would only select a few at a given time. This may be due to financial constraints. Trained head teachers in ELM indicated that they could recommend their untrained colleagues to do so, whereas the ELM programme providers indicated the same; “those *head teachers who went through the training link their untrained friends to the programme*”.

4.7. Determining the relevance of education leadership and management training programme offered to school head teachers?

The third research question sought to obtain views from the respondents on the relevance of Education |Leadership and Management training programme. To address the research question a questionnaire was administered to 100 head teachers. This was with a view to obtain quantitative data. Interviews were conducted to the 3 ELM programme providers to obtain qualitative data. To elicit information from head teachers, the following questions were asked.

4.7.1: Distribution of respondents based on their response to the question: In your view, do you recommend that Education leadership and management is a relevant programme for head teachers?

Pie chart 5: Relevance of ELM



Pie chart 5 above revealed that 89 head teachers representing 89% respondents indicated that ELM was a relevant programme while 11 head teachers representing 11% of respondents indicated that ELM was not a relevant programme for head teachers.

4.7.2: If so how is it a relevant programme?

Table 5: Relevance of the programme

Responses	Frequency	Percentage (%)
Trains on proper management of human and non-human resources	3	3
Enhances effective and efficient way of handling matters	6	6
Relevant managerial and leadership skills	21	21
Empowers head teachers with new techniques, knowledge and skills in the field of education	19	19
ELM is key to school leadership	4	4
Heads understand their roles in their school and community in an updated manner.	3	3
It provides good platform for every head to acquire skills in leadership and management	16	16
Broadens understanding in leadership and management	3	3
Creates uniformity in the way schools are operated as well as running schools in a coordinated manner	11	11
Practical programme for all heads	3	3
Not sure	11	11
Total	100	100

The findings in table 4 above revealed that 3 head teachers representing 3% of respondents indicated that the ELM programme was a relevant programme for head teachers because it trained proper management of human and non-human resources. 6 head teachers representing 6% of respondents indicated that it enhanced effective and efficient ways of handling matters in schools. 21 head teachers representing 21% of respondents indicated that the programme provided relevant managerial and leadership skills.

Further, 19 head teachers representing 19% of respondents revealed that the programme was relevant because it empowered head teachers with new techniques, knowledge and skills in the field of education. 4 head teachers representing 4% indicated that the programme was key to school leadership. 3 head teachers representing 3% of respondents pointed that it enabled head teaches understand their roles both in their school and community in an updated manner.

Still 16 head teachers representing 16% of respondents indicated that the programme provided a good platform for every head to acquire skills in leadership and management. 3 head teachers representing 3% revealed that the programme broadened understanding in leadership and management. 11 head teachers representing 11% of respondents added that it created uniformity in the way schools were operated as well as running schools in a coordinated manner. 3 head teachers representing 3 head teachers representing 3% indicated that ELM was a practical programme for all heads while 11 head teachers representing 11% of the respondents were not sure.

4.7.3. Findings from programme providers

Interviewee 1

In order to establish how relevant ELM training programme was, the programme providers were interviewed using an interview guide. Interviewee 1 had this to say,

“ELM is a programme that introduces head teachers to their roles of develop, motivate and lead all staff to achieve the highest professional standards, maintain and develop the already existing community links, manage change effectively, among other things. To me I think it is relevant because if the head was not sure of how to manage the school, then this is the right programme for him/her”

The interviewee continued by mentioning that *“if we are to have improved teaching and learning standards in schools, then visionary heads are a must”*.

Interviewee 2

Interviewee 2 remarked that, *“ELM programme is relevant to head teachers and to the Ministry of Education, though a lot of sensitisation should be done. There are still many untrained head teachers out there may be due to lack of knowledge about the programme.*

A lot of head teachers may still not be aware of their programme being offered here, but otherwise, those head teachers who came here for training attach a lot of meaning and value to the programme. The programme is relevant because it gives specific training to head teachers”.

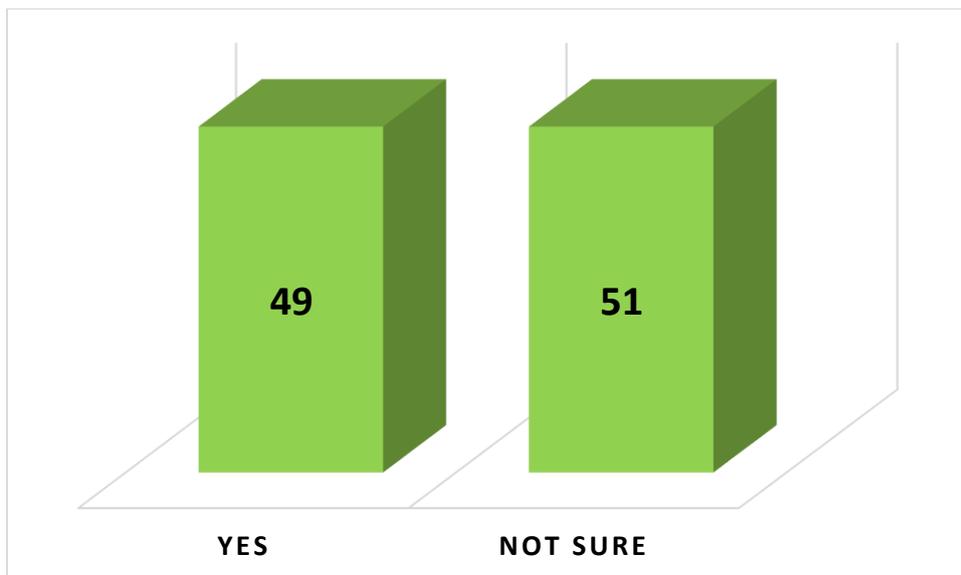
Interviewee 3

Interviewee 3 responded to the same question as follows, *“in my view, I think this programme is okay because it gives confidence to head teachers. Without training, some heads have abused delegation before just because they were not sure of what to do.*

I think head teachers should undertake the course so that they all benefit. After all, teachers are leaders in nature. Again you find that there are a lot of changes in the ministry, such changes are to be implemented immediately without resisting. It becomes very easy for a trained head teacher under ELM to adopt and move on. It is also worth noting that for the government to allow this programme to continue, it means they have seen value in it. It should be supported to allow the newly appointed heads to come through for training. Educational development is best achieved through head teachers who are well informed about what to do in their day to day responsibilities”.

4.7.4: Do you think Chalimbana University is doing her best to deliver the required information and education to head teachers?

Bar chart 7: Required information and education



The finding in bar chart 7 above revealed that 49 respondents representing 49% agreed that Chalimbana University delivers the required information and education to the head teachers while 51 respondents representing 51% revealed that they were not sure.

4.7.5. Why do you think it is the right information and education?

A questionnaire was administered to head teachers in order obtain suggestions on why they think Chalimbana University was delivering the right information and education

a) Findings from head teachers

The following were the various responses (common themes) that were given by the head teachers:

- 1) Detailed and tailored lessons are delivered.
- 2) Trained head teachers seem to be doing very fine in their schools.
- 3) The course content is rich for instance, self-management and interpersonal skills, managing change in education and other things.
- 4) Its specific objectives just allow presenters to be straight and to the point.
- 5) The programme is time-bound.

b) Findings from programme providers on the relevance of the information and education given to the head teachers.

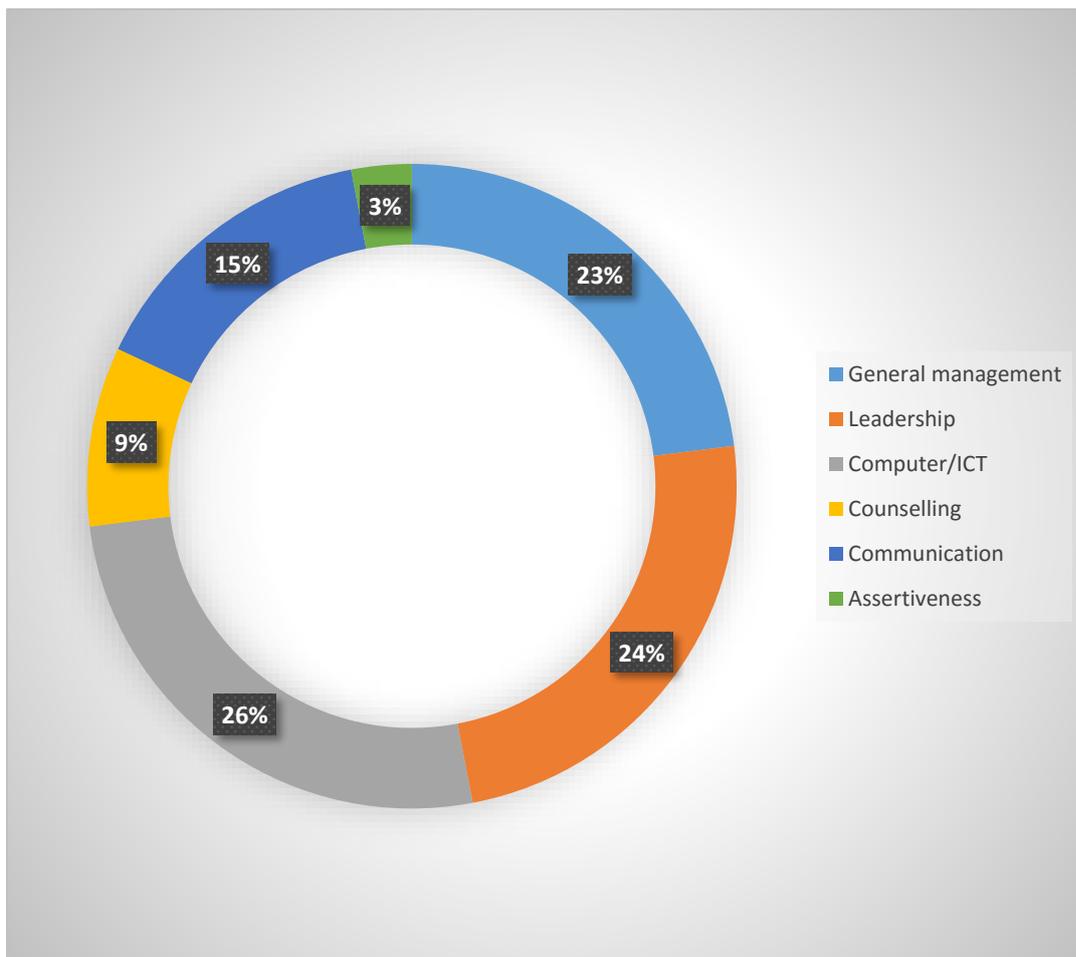
When interviewed, one interviewee revealed that the right information and education was delivered to the head teachers because *“their work was gazetted. There’s a curriculum specifically for head teachers whose content is rich and tailored for heads. For instance, in Theme 1: Instructional Leadership has 4 modules. Module 1: The role of Education in National Development, module 2: Organisation and Administration, module 3: Introduction to Management and module 4: Managing Change in Education. Theme 2: Module 5: Education Leadership and Management and Module 6: Curriculum Management. Theme 3 among other themes also has 2 modules, Module 7: School and Community and module 8: Self-Management and Interpersonal Skills. As an institution, we ensure that we do not depart from the overall goal which states that “education leadership and management course is to equip schools in the broader sense, with values, skills and knowledge for their professional development and institutional empowerment. In the long term the programme aims to contribute to school improvement and the raising educational standards in Zambia”.* The education given to head teachers is practical in nature.

During the term they are implementing what they learnt and on holidays they come back to learn more skills and continue just like that until they graduate. *Most of them have appreciated the programme, meaning that they find it to be relevant.*

4.7. 6. What new skills do you think head teachers need in order to lead a school in the 21st century?

a) Findings from head teachers

Pie chart 6: Required skills in the 21st Century



Pie chart 6 above revealed that 26 head teachers representing 26% suggested that computer/ICT skills were required in the 21st Century. 24 head teachers representing 24% of respondents indicated leadership skills were required. 23 head teachers representing 23% of respondents indicated general management skills. 15 head teachers representing 15% of respondents indicated that communication skills were required in the 21st Century.

9 head teachers representing 9% of respondents revealed that counselling skills were required while 3 head teachers representing 3% added that assertiveness skills were as well required in the 21st Century.

b) Findings from ELM service providers

One interviewee had this to say; *“the management of educational institutions demands sophisticated skills that would enable managers to steer the schools effectively and efficiently. ICT skills are unavoidable in this era.*

The importance of training head teachers in the 21st century cannot be over emphasized, be it in industry, public service or in educational institutions as their quality to a large extent determines an organization’s success or failure. They need to have skills on how to manage change in institutions, how to communicate effectively to teachers, parents and as well as to the pupils. Generally, a lot of skills are required”.

Another interviewee responded *“in fact, the skills head teachers need in the 21st century are not new. Critical thinking and problem solving, for example, have been components of human progress throughout history. Schools vary considerably in size, but “even in medium-sized schools head teachers can be responsible for up to 1,000 pupils and hundreds of staff. The role requires an ability to understand a complex organisation while also being able to resolve sometimes highly emotional and personal conflicts and challenges of staff and pupils. The skills required are many, and often difficult to specify. However, some of the skills required by most head-teachers include the following: Leadership skills, strong interpersonal skills, academic ability as well as an ability to understand and communicate with those who struggle in education, a desire to work with children and/or young adults, prioritisation, planning and organisation skills, being able to work as part of a team, an ability to work under pressure and to meet deadlines, effective communication skills and many other skills.*

4.7.7 What are the most frequently used teaching techniques by Chalimbana University to deliver information to learners/head teachers?

a) Findings from head teachers

Table 6: frequently used techniques to deliver information to ELM students

Responses	Frequency	Percentage (%)
Group discussions	19	19
Lecture method	17	17
Question and answer	5	5
Demonstration	3	3
Not sure	56	56
Total	100	100

The findings of table 6 above revealed that 19 respondents representing 19% indicated that group discussion technique was the frequently used while 17 respondents representing 17% indicated that the lecture method was frequently used. 5 respondents representing 5% indicated question and answer and 3 respondents representing 3% indicated that demonstration was the most frequently used technique by Chalimbana University to deliver information to ELM students.

4.7.7: What should the Ministry of General Education do to enhance head teachers' participation in ELM training programme?

a) Findings from head teachers

Table 7: How the Ministry of education shall enhance ELM training

Frequency	Frequency	Percentage (%)
Make it mandatory for all heads to train	14	14
The government should consider sponsoring all heads including those in private schools	32	32
The government should ensure the programme is affordable to allow those on self- sponsorship manage	6	6
The government should open more institutions offering the same programme	7	7
ELM to be offered on full time basis	9	9
The government to make it a policy that only trained teachers should be appointed heads	10	10
Government to partner with Non-Governmental Organisations (NGOs)	7	7
Market and sensitise teachers about the programme	7	7
Disseminate information to all heads in public and private schools.	8	8
Total	100	100

The findings of table 7 above revealed that the 14 respondents representing 14% indicated that the government should make it mandatory for all heads to train in ELM. 32 respondents representing 32% indicated that the government should consider sponsoring all heads including those in private schools whereas 6 respondents representing 6% indicated that the government

should ensure the programme is affordable to allow those on self- sponsorship manage the payments.9 respondents representing 9% indicated that the ELM programme should also be offered on full time basis. 10 respondents representing 10% revealed that the government should make it a policy that only trained teachers should be appointed head teachers to manage schools. Moreover, 7 respondents representing 7% indicated that the Government should partner with Non-Governmental Organisations (NGOs) to support the running of the programme.

Another set of 7 respondents representing 7% indicated that the government should market as well as sensitise teachers on the importance of undertaking ELM programme while 8 respondents representing 8% indicated that information should be disseminated to all heads in public and private schools when the programme is starting.

b). Findings from programme providers

In order to establish what the ministry of General Education should do to enhance the head teacher's participation in ELM training programme, the researcher collected qualitative data from ELM programme providers using an interview guide. One interviewee had the following to say, *"The newly appointed head teachers should be sent for an orientation course while waiting to enrol for a full programme"*.

Another interviewee stressed much on the sensitisation programme to all provinces. He indicated, *"Apart from the traditional DRCC way of communicating to the public, the radio and television can also be utilised to reach those who may not be in the already existing networks. This will strengthen the already existing communication strategies to reach the prospective participants. In addition, the government should have a deliberate policy on ELM training programme. No teacher should be appointed to head a school without prior training."*

The interviewee further suggested, *"The government should make it mandatory for all teacher education colleges to train ELM from initial stages so that everyone is captured"*. Other views from another interviewee were, *the government must sponsor all the newly appointed heads to encourage them attend. It should be made a requirement that all head teachers are trained in their position as heads.*

4.7.8. What suggestions would you make to improve ELM training programme?

a) Suggestions from head teachers

A questionnaire was administered to head teachers in order to obtain suggestions on how education leadership and management training programme should be conducted so as to capture all the untrained head teachers. The instrument was designed to gather both qualitative and quantitative data from the respondents. To gather suggestions an open ended question was designed to capture as much suggestions as possible.

The following suggestion were qualitative responses by the head teachers.

- I. “The government should publicize the programme widely, using different media, not only to government heads but all schools”. *All head teachers are school torch bearers and need training to provide uniformity in the way schools are managed”.*
- II. “Minimum qualification for heads should be diploma in ELM”
- III. “Compulsory training to all heads”
- IV. “Introduce full time training as well than just distance learning of 2 weeks face to face and 3 months distance learning for 18 months”.
- V. Decentralize the programme to other education centers
- VI. Give award to head teachers who improve in managing their schools after ELM training, just to motivate others to attend”.
- VII. “Introduce fast track programme for ELM”
- VIII. “Make it a Policy to train all head teachers
- IX. “Sponsor all heads including those managing private schools”.
- X. “Introduce ELM online to cater for those who cannot manage to attend either on holidays or during the term”.

b). Suggestions from ELM programme providers

Interviews were conducted to ELM programme providers in order to capture required data. The following themes were their responses, separately:

- I. “Let government upgrade those who have the education leadership and management training in terms of salary”.

- II. “Statutory instrument through Parliament so that all head teachers have the background of ELM for the benefit of the children and nation at large”. *If we are to have better schools we definitely have to have leaders who have skills on how to properly manage schools”.*
- III. “Plan to set up tuition centers in all provinces where head teachers, deputy heads, senior teachers, heads of department and others may come for training. *This may help in decongesting Chalimbana University”.*
- IV. “Make it a policy that all appointed head teachers possess the professional qualification of ELM”.
- V. “Reach the unreached through different media”.

4.8. Summary of research question 3

Research question number 3 sought to determine the relevance of education leadership and management training programme offered to school head teachers. The majority, 89 respondents representing 89%, indicated that ELM was a relevant programme for head teachers while 11 respondents representing 3% indicated that the ELM programme was relevant for head teachers because it trained proper management of human and non-human resources. 6 respondents representing 6% indicated that it enhanced effective and efficient ways of handling matters in schools.

21 respondents representing 21% indicated that the programme provides relevant managerial and leadership skills. Further, 19 respondents representing 19% revealed that the programme was relevant because it empowers head teachers with new techniques, knowledge and skills in the field of education. 4 respondents representing 4% indicated that it is key to school leadership. 3 respondents representing 3% pointed that it enables head teaches understand their roles both in their school and community in an updated manner. Still 16 respondents representing 16% indicated that the programme provided a good platform for every head to acquire skills in leadership and management while others indicated that the programme broadened understanding in leadership and management and also that it created uniformity in the way schools were operated as well as running schools in a coordinated manner.

Qualitative findings indicated that ELM programme was relevant for head teachers and the Ministry of Education, even though a lot of sensitisation should be done. ‘There are still many untrained head teachers out there, may be due lack of information about the programme. A lot of head teachers may not be aware of the programme being offered for them’.

Another interviewee said that, the programme was relevant because it gave confidence to head teachers. ‘Without training, some heads have abused delegation before because they were not sure of what to do’.

The findings from programme providers indicated that, the Ministry of General Education should send the newly appointed head teachers for an orientation course while waiting full enrolment. Another one stressed that *sensitisation of the programme should be done in all Provinces. The use of radio and television was also suggested for their wide coverage to masses. This can strengthen the already existing communication strategies to reach the prospective participants.*

4.8.1 Summary on what the Ministry of General Education should do to enhance head teachers’ participation in ELM training programme.

14 respondents representing 14% indicated that the government should make it mandatory for all heads to train in ELM. 32 respondents representing 32% indicated that the government should consider sponsoring all heads in ELM, including those in private schools whereas 6 respondents representing 6% indicated that the government should ensure the programme is affordable to allow those on self- sponsorship manage the payments. 9 respondents representing 9% indicated that the ELM programme should also be offered on full time basis while other contributions were that the government should make it a policy that only trained teachers should be appointed head teachers to manage schools.

4.8.2 Summary of suggestions made to improve ELM training programme?

Respondents suggested a number of measures such as, the government should publicize the programme widely, using different media, make the training programme compulsory to all heads, decentralize the programme to other education centres and sponsor all head teachers. The government should also plan to set up tuition centres in all provinces where head teachers, deputy heads, senior teachers, heads of department and others may come for training.

4.9. Summary of Chapter Four

The chapter presented on the findings pertaining to participation of head teachers in the Education Leadership and Management (ELM) Programme in Lusaka District. These were presented based on the research objectives. On each research objective, the findings were presented in two sub-sections.

The first section under each research objective dealt with quantitative responses from the head teachers that were gathered through closed ended and open ended questions in the questionnaire. The second section were for qualitative responses from ELM programme providers through an interview guide. Summaries of findings were provided at the end of each research question. The next chapter shall discuss the findings presented in this chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the findings of the study which sought to establish the participation of head teachers into the Education Leadership and Management Training Programme in Lusaka District. The findings were presented using research objectives. This chapter discusses the findings using research objectives, literature review and the Fredrick Taylor's Scientific Management Theory which advocates for training of staff for better performance. The discussion of findings was guided by three study objectives which were:

1. to investigate the views of head teachers regarding their participation in education leadership and management training programme;
2. to establish whether or not the head teachers who had done education leadership and management training programme would recommend the programme to their colleagues who had not yet been trained; and
3. to examine the relevance of Education Leadership and Management training programme offered to school head teachers.

5.2 Objective 1: To investigate the views of head teachers regarding their participation in education leadership and management training programme

The first objective sought to investigate the views of head teachers regarding their participation into the education leadership and management training programme in Lusaka District. The study established that more than half of the head teachers representing Lusaka District had not attended any seminar/workshop in Education Leadership and Management training programme since appointment as head teachers.

For instance, to the question: Have you attended any workshop/seminar on school leadership and management since appointment as a head teacher?

The findings established that only 44 (44%) respondents had attended a workshop/seminar on Education Leadership and Management and that the programme was relevant to their position as head teachers. 56 (56%) did not attend any workshop/seminar since appointment as head teachers. Facilitators must help adults become aware of their "need to know" and make a case for the value of learning in their positions as head teachers.

The findings in table 3 revealed that those respondents who attended seminar/workshop had various views regarding the relevance of the seminar/workshop that they attended.

Some respondents viewed it as beneficial in the sense that specific information pertaining headship was shared. Others viewed that the seminar/workshop was relevant because it introduced them to managerial and leadership skills. Still others viewed the seminar/workshop as relevant and beneficial to them in the sense that they were introduced to smooth entry to the new position of leadership. It gave others a good orientation to the responsibility of being a head teacher. Adults want to learn what they can apply in the present, making training focused on the future or that does not relate to their current situations becomes less effective.

It was evident that some head teachers did not attend seminars/workshop if not facilitated, yet it is advantageous to them in terms of knowledge and skills which enhance better performance as advocated by Kayiwa (2011), that school head teachers should crave for new skills.

The study further established that majority respondents were not inducted in their new job as head teachers. For example, table 4 (p.37) revealed that 89 (89%) were not inducted while 11 (11%) were inducted. This means that most of the head teachers use their experience to run their schools. Odubaker (2007) states that experience means familiarity with a skill or a field of knowledge acquired over months, or years of actual practice and which presumably has resulted in superior understanding or mastery.

On the other hand, Nsubuga (2003) observes that government occasionally organises induction courses for the newly appointed head teachers, and refresher courses for serving head teachers, but he noticed that a good number of head teachers hardly received any induction in management training. However, his observation does not apply here in Zambia because the government does not hold any induction courses to newly appointed head teachers.

In Hong Kong the conceptual foundations for leadership education for principals were established by Hong Kong Education Department in 1999 after study visits to similar programs in England, Scotland, Austria and Singapore (Wong & Chung-Chi, 2004). Newly appointed school leaders undergo a nine day mandatory induction course offered by the Education Department.

This course provides them with basic knowledge of school management theory and practice. Other forms of development of school leaders include use of workshops and overseas study trips (Huber 2004). Certification for Principalship (CFP) was introduced in 2002 for aspiring

principals as a quality assurance mechanism to ensure that future principals will have met certain leadership requirements in preparing themselves for principalship (Wong, 2004).

Pie chart 3 (p.37), revealed that 56 (56%) respondents indicated that their participation into education leadership and management was inhibited while 44 (44%) indicated that nothing inhibited them from participating. The respondents who reported that their participation was inhibited cited reasons such as; lack of information to the programme, lack of time to participate and, lack of funds to enable them carry out the training as major hindrances. Adults are life-centered (task-centered, problem-centered) in their orientation to learning (Knowles et al., 2005). They want to learn what will help them perform tasks or deal with problems they confront in everyday situations and those presented in the context of application to real-life. However, various schools should be able to sponsor their head teachers to enable them train in such important programme.

i) Lack of information to the programme

It was evident that most of the head teachers did not receive information about education leadership and management on time. Information to the programme should be made available to all schools so that school leaders make decisions whether or not to participate. Besides DRC's and the text messages, radio may also be utilised to a greater extent for its wider coverage to the masses. For instance, bar chart 6 revealed that only (3=3%) respondents learnt about the Education Leadership and Management training programme through radio. Yet in Zambia and Africa, radio is still the dominant mass-medium, reaching further than SMS, DRCC's, newspapers and television, both in terms of audience numbers and geographical reach. (21=21%) learnt about the programme through the District Resource Center Coordinator's (DRCC's) office. None of the participants learnt of the programme through television. (12=12%) learnt of the programme through Short Message Service (SMS). The (28=28%) were not reached by any of the mentioned communication strategies and these happen to be the majority. Many people learn about these programmes through friends. Therefore, there was a possibility that these messages could only reach the people who were already in the Chalimbana data base leaving out all those not in the system. Those who may receive may be misinforming each other hence the need to promote and utilise better strategies.

ii) Lack of time to participate

The study findings further revealed that (19=19%) respondents indicated that they lacked time to attend the education leadership and management programme.

Lack of time is hindering development of some head teachers who are so much engulfed in school matters that getting to even attend some seminars or registering for post graduate studies is not possible. When ELM courses are on, mainly during school holidays, most of the head teachers are normally busy supervising projects in their schools.

Yet, most studies carried out on principal's/head teachers in Africa (Harbey & Dadey, 1993; Oduro & MacBeath, 2003; Kitavi and Van Der Westhuizen, 1997; Njeri, 1996), though focused mainly on problems facing principals in various contexts; in these studies, preparation and development of principals is said to be recommended as one of the ways of solving problems faced by head teachers. This was to enable them to get the skills, knowledge and attributes (Bush & Oduro, 2006; Walker & Dimmock, 2006) to run schools in a professional and effective manner so as to ensure good teaching and learning practices.

Subsequently, this could lead to achievement of the goals and objectives of education which included improved learning outcomes. Therefore, head teachers should be given opportunity to train in ELM.

iii) Financial Constraints

The study discovered that lack of finances was a deterrent to participation in the education leadership and management training programme. (11= 11%) respondents indicated that they lacked funds to enable them do the training. Literature reveals that education management has to be strengthened by enhancing leadership and management skills of functionaries within the public education system if quality universal education is to be achieved http://www.azimpremjifoundation.org/Education_LeadershipandManagement assessed on 24th June 2016.

Generally, the findings are in tandem with Balansikat and Gerhard (2005) who postulated that, globally, the majority of school leaders were not trained as school leaders but they assumed offices because of their experience. Yet head teachers are the most important facilitators of school improvement. Head teachers are change managers who plan for the betterment of their schools on regular bases. The head teacher therefore is expected to provide expert leadership in all areas of the school programmes to ensure quality education despite being selected from among classroom teachers who have no training at all in school administration (Waweru and Orodho, 2014).

Programme providers also confirmed in their views that head teachers have participated in the programme although it was not the best participation the programme deserved. The findings also revealed that there had always been people on the programme. Further revelations of the findings were that participation of head teachers was at 40% if it were to be ranked.

This, therefore, entails that both the head teachers and the programme providers confirmed that participation to the programme was below par, a gap that the current study has attempted to fill.

Adan & Orodho (2014) observe that those who are selected for headship require additional training before they assume office. It should be noted that once appointed, the head teacher has an opportunity to influence change beyond the classroom.

The study adopted Fredrick Taylor's Scientific Management Theory (Taylor 1911, in Bush 2007) which advocates for training of staff for better performance. In line with this theory, Squires (2001) observes that the most important object of both the workman and the establishment should be the training and development of each individual in the establishment, so that he can do the highest class of work.

However, the facts gathered from the field were indicating that more head teachers were still lacking training in the Education Leadership and Management, a professional training.

5.3 Objective 2: To establish whether or not the head teachers who had done education leadership and management training programme would recommend the programme to their colleagues who had not yet trained

The second research objective sought to establish whether or not the head teachers who had done education leadership and management training programme would recommend the programme to their colleagues who had not yet trained in Lusaka District.

The findings established that the trained head teachers, (44 =44%), would recommend the programme to their colleagues who had not yet trained in Education Leadership and Management (ELM) to do so. The trained head teachers cited among other reasons for recommending the programme to their colleagues as; ELM was considered to be the backbone for educational development.; a must attend programme for capacity building; keeping abreast; the programme being relevant and appropriate on how to manage teachers and learners; efficiency and effective leadership and management skills and; allowing no chance for trial and error. This indicates that the trained heads valued the programme for various reasons.

i) Education leadership and management training a backbone for educational development

Katz (1974) and Okumbe (1998) point that, it is not in dispute that Head teachers are administrators, managers and leaders of a school, hence it is important to analyse the skills and competencies required for the job. The research findings are in line with the position of the two writers that all administrators must first and foremost have conceptual, human and technical skills. These skills are necessary for the roles played by head teachers namely planning, organizing, facilitating and monitoring and evaluation. A conceptual skill is the ability to obtain, analyse and interpret information in a logical and meaningful manner (Okumbe, 1998).

It is the ability to see the diverse perspectives of school programmes and activities, and how they are related or affect each other. He further points that head teachers must understand both the internal and external environment in which they operate. They need to understand the effects of the changes in one or more of the school programmes and activities. It is imperative that all school leaders possess conceptual skills, particularly head teachers (Bjork and Kowalski, 2005; Lunenburg, 2010). The good news is that through further training and staff seminars the conceptual capacities of head teachers can be enhanced.

ii) Education leadership and management relevant and appropriate for managing teachers and learners- Human skills

The findings on the trained head teachers revealed that they could recommend a colleague to do the programme because education leadership and management was relevant and appropriate for the training of how to handle teachers and learners. To this extent, Arnett (2010) contends that human skills refer to the ability to understand the teachers, students and school stakeholders and interact effectively with them. He further pointed out that head teachers will use human skills for motivation, facilitation, and communication as well as for management of conflicts among teachers, students and other school stakeholders. It, can, therefore be concluded that human skills are important to the head teacher and other leaders since they are required at all levels for dealing with teachers and students as individuals and as groups. Lunenburg (2010) also adds that effective human relations enable school leaders to unleash staff potential and assist them to achieve their maximum performance. Head teachers must use human skills to manage school committees, teachers, students, support staff and other stakeholders.

iii) Efficiency and effective leadership and management skills

The findings further revealed that ELM enables head teachers to be efficient and effective in their leadership and management skills. In view of this, Locke (2010) opines that technical skill is the competence in knowledge, methods and techniques of a particular discipline or subject. It includes the understanding and ability to perform effectively specific tasks as required on the job. For instance, personnel in a school have various technical skills, such as; teachers have the pedagogical skills, the accountant or bursar has accounting skills, the watchman has security skills among others. Head teachers are supposed to have the ability and knowledge to supervise others (Lunenburg, 2010). He further contends that the head teacher closely monitors the teaching of the students. He/she may often have to observe, guide and develop teachers and sometimes respond to work performance related questions. According to Lunenburg (2010), effective Head teachers create effective and efficient schools through designing policies and procedures that support a culture of excellence. To acquire these skills the head teachers require both a planned deliberate training as well as experience.

iv) Education leadership and management- no chance for trial and error

The findings revealed that ELM trained head teachers would recommend the programme to their colleagues to avoid trial and error in their leadership.

According to Kirui (2012) he noted that a school, like any other organization, requires effective administration and management in order to achieve its objectives. Primary and secondary school head teachers carry out a number of tasks including being responsible and accountable to; the Ministry of General Education and its agents on the interpretation of educational policies and objectives as well as curriculum implementation. Head teachers provide instructional leadership, supervision and inspection; the model for his staff and pupils to emulate; the community as a public relations officer; human resource management and welfare; School finance and facilities and discipline. He further points out that stakeholders expect head teachers to ensure that schools provide quality education and achieve other school objectives as expected. At the school level, the Head teacher is regarded as an agent of supervision and translation of educational policies and objectives into programmes within the school. Even if head teachers are appointed from among teachers with similar training and experience, yet once appointed the head teacher is expected to offer leadership in the provision of quality education.

The findings from service providers also revealed that the trained head teachers in ELM are also able to recommend the programme to their colleagues;

citing that head teachers have now realised that education leadership and management is purely a professional course where they needed to attend. Those head teachers who graduated from the training encouraged their colleagues to apply as well when they went back to their stations. The foregoing finding is consistent with the Fredrick Taylor's Scientific Management Theory to the effect that the most important object of both the workman and the establishment should be the training and development of each individual in the establishment, so that he/she can do the highest class of work. Frederick Taylor proposed the four principles of scientific management of which one is, 'replace guesswork methods with a scientific study of the tasks' and the second one being, select, train, and develop each worker rather than leaving them to train themselves'. However, the programme may not be achieving the intended objectives as only 44=44% respondents were trained in ELM. Therefore, it can be concluded that the findings are not fully in tandem with the Fredrick Taylor's Scientific Management theory which emphasises on select, train, and develop each worker rather than leaving them to train themselves. Despite the stipulated roles of the head teacher, chances for trial and error may still be experienced.

New skills head teachers need in order to lead a school in the 21st century

Pie chart 6 above (pg.54) revealed that different new skills are required in the 21st century. These included; computer/ICT skills, leadership skills, general management skills, communication skills, counselling skills and assertiveness skills. It was further revealed that, "the importance of training head teachers in the 21st century cannot be over emphasized, be it in industry, public service or in educational institutions as their quality to a large extent determines an organization's success or failure. They need to have skills on how to manage change in institutions, how to communicate effectively to teachers, parents and as well as to the pupils. Generally, a lot of skills are required".

This is in concord with the revealed literature that also emphasised that, both leadership and management in the 21st Century are becoming increasingly more complex. Typically organisations in both the public and private sectors are facing changes driven by political, economic, sociological, technological, legal and environmental issues.

In order to successfully meet these challenges school organisations need to ensure that their education providers and managers (head teachers) at all levels have a comprehensive understanding of their roles, goals and required competencies <http://www.britannia->

training.com/venues/kuala-lumpur/leadership-and-management-skills-for-the-21st-century accessed on 20th June 2016.

The range of 21st Century competencies according to literature include, the need to think strategically, the principles of managing change, how to approach and solve problems creatively, critical aspects of teamwork, the process of motivating yourself and others, methods for managing conflict and techniques for dealing with difficult staff. Once the head teacher is equipped with the necessary skills, to a large extent, success in educational institutions could be assured.

The findings are also in consonant with Frederick Taylor's scientific management that emphasises ensuring that the scientifically developed methods are being followed in order to achieve the expected results. Application of rightful skills by head teachers in their day to day running of schools can also help in yielding the best results. This would motivate both head teachers and staff as a factor for high production which is tantamount to good school performance. However, the fact that the majority of the head teachers are not trained in Education Leadership and Management leaves much to be desired as to whether or not the rightful skills are possessed by the serving head teachers.

5.4 Objective 3: To examine the relevance of education leadership and management training programme offered to school head teachers

The third objective was to determine the relevance of education leadership and management training programme offered to school head teachers in Lusaka District.

Majority respondents (89=89%) reported that Education Leadership and Management (ELM) was a relevant programme for head teachers. The following were some of the cited reasons for agreeing that ELM was a relevant programme: ELM programme was relevant for head teachers because it trained proper management of human and non-human resources; it enhanced effective and efficient ways of handling matters in schools; the programme provides relevant managerial and leadership skills; the programme was relevant because it empowered head teachers with new techniques, knowledge and skills in the field of education; it was key to school leadership; it enabled head teaches understand their roles both in their school and community in an updated manner; the programme provided a good platform for every head to acquire skills in leadership and management; it broadened understanding in leadership and management; it created uniformity in the way schools were operated and it helped the running of schools in a coordinated manner.

i) proper management of human and non-human resources

The study findings established that ELM was deemed as a programme that prepared head teachers on how to manage human and non-human resources. The finding is in tandem with Madu (2006) who viewed human resources as abilities and characteristics of individual and other resources. These could not be utilized independently of people while non-human resources as the usable things found outside the people and in the environment which could help to achieve goals.

ii) Relevant managerial and leadership skills

The study findings further revealed that ELM was a relevant programme for it gave tailored managerial and leadership skills to head teachers. Okumbe (1999) adds that the key functional word that describes well the head teacher was that of a manager and a leader in educational dimensions. The head teacher combined management and leadership. Managerial functions including planning, organizing, motivating, and controlling while Leadership or instructional leadership functions in this case, involved all the beliefs, decisions, strategies, and tactics that head teachers used to generate instructional effectiveness in classrooms. Although the role of the head teacher as instructional leader was very vital in developing an effective school, head teachers cannot be effective instructional leaders if they are not good managers. The head teacher therefore, has the overall responsibility for the leadership and management of the school.

Fullan (1991) propounded that as the leading professional in the school, the head teacher should ensure that the school is well managed and organized, providing leadership and direction. In order to support teachers and other staff, they should ensure there were appropriate policies and procedures in place, and ensuring resources were used effectively and efficiently and good relationships fostered within the whole school community.

The foregoing research objective, with its finding, was in line with the MOE (2006) policy document that contends that the effectiveness in the delivery of education depended heavily on the quality of educational administration, School heads, education officers, and inspectors and that they needed training in educational management and supervision.

The findings from the ELM programme providers also revealed that the programme was relevant for head teachers and the Ministry of Education, even though a lot of sensitisation was

to be done. It was further revealed that if we were to have improved teaching and learning standards in schools, then visionary heads were a must”.

However, the findings of this study, Participation of head teachers in the Education Leadership and Management Training Programme were not in tandem with the theory employed, scientific management that **advocated** for training of staff for **better performance**. Not all the serving head teachers were trained in Education Leadership and Management programme.

The findings on the frequently used teaching techniques by Chalimbana University to deliver information to the ELM students indicated that group discussion and lecture methods were frequently used. According to McKeachie (2002) discussion is the prototypic teaching technique for active learning. It encourages students to discover solutions and develop critical thinking abilities. It also allows head teachers who are the adult learners to be active and experience personal contact with other learners. Discussion methods are superior to lectures in adult learners' information retention and transfer of knowledge to new situations (McKeachie, Pintrich, Lin, & Smith, 1986).

The finding therefore is in tandem with Malcolm Knowles' theory of adult learning and his principle 'the **Role of the Learners' Experiences**', which stresses that adults who are in this case head teachers come into an educational activity with different experiences than do youth (Knowles et al., 2005; Merriam & Caffarella, 1999). This allows them to share their individual life experiences, learning style, motivation, needs, interests, and goals, creating a greater need for individualization of teaching and learning strategies. It is further noted that the richest resource for learning resides in adults themselves; therefore, tapping into their experiences through experiential techniques (discussions, simulations, problem-solving activities, or case methods) is beneficial (Brookfield, 1986; Knowles et al., 2005). When adult learners (head teachers) participate in a positive learning experience that follows the assumptions of andragogy, they are more likely to retain what they have learned and apply it in their work environments.

5.5 Summary of the Chapter

The chapter presented the discussion of the study findings regarding the participation of head teachers in the Education Leadership and Management training programme in Lusaka District, Zambia. Responses of participants were analysed using themes to address the three objectives.

It was established that head teachers mainly accessed information through DRCC's office (i.e.21=21%) while the majority (28=28%) had no access to the Education Leadership and Management Training Programme.

The findings also established that the trained head teachers, (44 =44%), would recommend the programme to their colleagues who had not yet been trained in Education Leadership and Management (ELM) to do so. The majority respondents (89=89%) reported that Education Leadership and Management (ELM) was a relevant programme for head teachers.

The chapter also demonstrated how reviewed literature and the theoretical framework were related to the objectives of this study. The next chapter presents the conclusions and recommendations made in light of the findings.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 | Overview

The previous chapter discussed the findings. This chapter presents conclusions and recommendations of the study based on the findings and the discussions of the study on the participation of head teachers into the Education Leadership and Management training programme in Lusaka District.

6.2 Conclusions

The study was based on three objectives.

The study concluded that the head teachers were not participating into the programme as expected. This was due to various challenges cited. (56=56%) respondents did not attend any workshop/seminar since appointment as head teachers. Further conclusions were that (56 =56%) of respondents felt that their participation in Education Leadership and Management was inhibited. They cited reasons as; lack of information to the programme, lack of time to attend and lack of funds to enable them to pay. This implied that the Chalimbana University and her advertising strategies did not reach out to most potential participants. It was further concluded that the programme did not receive the best participation due to lack of sensitization to the public.

However, the study findings on the other hand, revealed that head teachers who attended seminar/workshop in Education Leadership and Management viewed the programme as beneficial since the information given was tailored to their positions as head teachers.

In terms of practices that would enable head teachers to recommend a colleague who had not yet been trained in Education Leadership and Management training programme to do so, it was concluded that the (44=44%) trained head teachers would recommend the programme to their friends. This was because ELM was considered to be a backbone for educational development, a must attend programme for capacity building, keeping abreast, the programme being relevant and appropriate, efficiency and effective leadership and management skills and to allow no chance for trial and error. It was further concluded that the trained head teachers valued the programme.

The third objective on determining the relevance of education leadership and management training programme offered to school head teachers, study findings revealed that the majority of the respondents (89=89%) indicated that the ELM was a relevant programme for head teachers citing various reasons as; it trains proper management of human and non-human resources; it enhances effective and efficient ways of handling matters in schools; provides relevant managerial and leadership skills; empowers head teachers with new techniques, knowledge and skills in the field of education; key to school leadership; enables head teachers understand their roles both in their school and community in an updated manner; provided a good platform for every head to acquire skills in leadership and management, teaches transparency and accountability; broadens understanding in leadership and management, among other reasons. Therefore, these findings concluded that the programme was relevant for head teachers and the Ministry of Education, even though a lot of sensitisation was to be done. It was finally concluded that a lot of head teachers were not aware of the programme being offered for them.

6.3. Recommendations

The findings of this study concluded that participation of head teachers in the Education Leadership and Management training programme in Lusaka District was not up-to-date due to; lack of information about the programme, lack of time to attend and lack of funds to enable them pay. Arising from the findings, the following recommendations were made:

1. the government and the institution (Chalimbana University) should market the programme to all provinces. The use of radio and television was recommended because of their wide coverage to masses. This can strengthen the already existing communication strategies to reach the prospective participants;
2. other recommendations from the findings were that the government should make it mandatory for all head teachers to train in ELM;
3. the government should consider sponsoring all head teachers including those in private schools. The government should also ensure that the programme is affordable by subsidizing the fees to allow those on self- sponsorship to manage the payments;
4. the ELM programme should also be offered on full time basis to allow those who can get leave to pursue than waiting for holiday programme alone;

5. the government should make it a policy that only trained teachers should be appointed head teachers to manage schools. No teacher should be appointed to head a school without prior training;
6. the Government should partner with Non-Governmental Organisations (NGOs) to support the running of the programme and widen it;
7. the government should decentralize the programme to other education centers for accessibility to all head teachers;
8. give award to head teachers who improve in managing their schools after ELM training, just to encourage and motivate others to attend;
9. the government should introduce fast track programme for ELM so that as many head teachers as possible were captured;
10. Chalimbana University to introduce ELM online learning to cater for those head teachers who may not manage to attend learning sessions either on holidays or during the term. ; and
11. government to upgrade the salaries of those head teachers who have the Education Leadership and Management training to motivate those who have not yet trained.

6.4 Summary of the Chapter

This chapter presented the conclusions and recommendations of the study. The conclusions were based on the research objectives of the study, while the recommendations were drawn from the findings. The study concluded that majority head teachers did not participate in the education leadership and management programme due to lack of information, time and funds. Another conclusion was that the head teachers who attended the training would recommend the programme to their colleagues.

The study concluded that ELM was a relevant programme for head teachers. The study recommended that sensitization of the programme should be done to all Provinces through the use of radio and television because of their wide coverage to masses and strengthening the already existing communication strategies to reach prospectus participants. Government to upgrade the salaries of those who complete the education leadership and management training to motivate them and others to train.

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APPENDICES

Appendix 1

Questionnaire for head teachers

Appendix 2

Interview guide for ELM programme providers

Appendix 3

Research Budget

Appendix 4

Schedule of activities

Appendix 5

Informed consent form

Appendix 6

Permission Letter

Appendix 1: Questionnaire Number.....of 100

The University of Zambia
Directorate of Research and Graduate Studies
Department of Adult Education and Extension Studies

Dear Respondent,

I am a postgraduate student at the University of Zambia carrying out research for the award of the degree of Master of Education in Adult Education. The title of my research is participation of head teachers in the Educational Leadership and Management (ELM) programme in Lusaka District. You are purposively selected to answer this questionnaire intended to capture data with regard to my research topic. The information provided will be used purely for my academic research, and will be treated anonymously and with high confidentiality. So, I humbly request you to participate in this research exercise by responding to the questionnaire.

Thank you in advance.

SECTION A: Bio data

PERSONAL DATA

INSTRUCTIONS: please tick the correct answer or fill in the appropriate space.

1. Sex

a) Male []

b) Female []

2. Age range

a) [20-29]

b) [30-39]

c) [40-49]

d) [50 and above]

3. Number of years as a head teacher

a) 1 - 2 years []

b) 3 - 10 years []

c) 11 years and above []

4. Highest professional qualification

a) Primary teachers' Certificate []

b) Secondary Teachers Diploma [] c) Advanced Diploma d) University degree [] e) Masters [] f) others (specify)

Section B -Views of head teachers towards the participation in the educational leadership and management

5. Have you attended any workshop/seminar on school leadership and management since appointment as a head teacher?

a) Yes []

b) No []

6. If yes to no.5, how would you rate the workshop/seminar that you attended?

a) Very relevant []

b) Relevant []

c) Very poor []

d) Poor []

e) Not applicable []

7. In your view why do you think the workshop/ seminar was relevant to your position as a head teacher?

.....

8. Were you inducted into the new job upon your appointment as a head teacher?

a) Yes []

b) No []

9. Do you sometimes feel like something is standing in your way, inhibiting you from attending education leadership and management training programme?

If yes, justify your answer

.....
.....

Section C -Whether or not the trained head teachers would recommend their colleagues to train

10. Are you trained in education leadership and management programme?

a) Yes []

b) No []

11. If yes to no. 10, would you recommend your fellow head teacher to attend the ELM training programme?

a) Yes []

b) No []

12. Give reasons for recommendation

.....
.....

13. How do you receive information concerning education leadership and management training programme in your various locations?

.....
.....

14. As head teachers, are you given equal opportunity to pursue education leadership and management training programme?

a) Yes []

b) No []

Section D -Relevance of education leadership and management training programme

15. In your view, do you recommend that Education leadership and management is a good programme for head teachers?

a) Yes []

b) No []

16. Justify your answer in the space provided

.....
.....

17. Do you think Chalimbana University is doing her best to deliver the required information and education to head teachers?

Yes []

No []

Justify your answer

.....

18. What are the most frequently used teaching techniques by Chalimbana University to deliver information to learners/head teachers?

19. What should the Ministry of Education, Science, Vocational Training and Early Education do to enhance head teachers' participation in ELM training programme?

.....
.....

20. What suggestions would you make for the ELM training programme to improve ELM training programme among head teachers?

.....

END

Thank you for your co-operation and participation in this study, for any information kindly contact me on cell: 0966452242 or 0955920462

Email: munkombwe@gmail.com

Appendix 2: Interview guide for ELM Programme Providers (Chalimbana University)

Dear Respondent,

I am a postgraduate student at the University of Zambia carrying out research for the award of the degree of Master of Education in Adult Education. The title of my research is Participation of head teachers in the Educational Leadership and Management programme in Lusaka District. You are being requested to answer the questions intended to capture data with regard to my research topic. The information provided will be used purely for my academic research, and will be treated anonymously and with high confidentiality. So I humbly request you to provide the information requested as candidly as possible.

1. In your views, how would you describe the head teacher's participation towards education leadership and management training programme offered by your institution? How do they view the programme?
2. From your observation, do you think education leadership and management programme is receiving the best participation from the public especially those untrained head teachers?
3. In your view, do you think there is any relationship between the ELM trained head teachers and the untrained? Give details
4. What communication strategies do you use to reach out to possible participants to the ELM training programme?
5. Do you think the strategies used are yielding the best results in reaching out to the masses who have not yet received the training? Justify.....
6. What would be your comment on whether or not head teachers are given equal opportunity to pursue ELM training?
7. What factors may hinder school head teachers from participating in education leadership and management training programme?
8. Would you say ELM is relevant or not for head teachers? Explain
9. What new skills do you think head teachers need in order to lead a school in the 21st century?
10. What do you think the Ministry of Education, Science, Vocational Training and Early Education should do to enhance head teachers participation on ELM training programme?

11. What recommendations would you make to ensure the expansion of the programme to all parts of the country so that many untrained people may take advantage?
12. What improvement would you want to see in the way education leadership and management training programme is done?

End of Interview, thank you very much for participating.

Appendix 3: Research Budget

S/N	CATEGORY	DETAILS	QTY	COST (ZMK)	TOTAL COST (ZMK)
1	Stationery	Reams of paper, pens, note books, box files	02	60.00	120
			03	1.00	3.00
			02	10.00	20.00
			02	20.00	40.00
2	Equipment	Flash disks	03	80.00	240.00
3	Transport	Schools		1,000.00	1,000.00
4	Cell phone calls and E-mailing			500.00	500.00
5	Editing and proof reading			500.00	500.00
6	Printing costs	Printing and binding	04	1,000.00	1,000.00
7	Allowances	Lunch during data collection		500.00	500.00
8	Contingent fund (10%)			1,000.00	1,000.00
				Grand Total	4,923.00

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Appendix 4: Schedule of activities

Research Time Schedule: 2015 – 2016

CORE ACTIVITY	DETAILS OF ACTIVITY	DURATION	DATES
Proposal writing	Review of literature Problem formulation identification Design of research instrument	4 months	January to April
Data Collection	Questionnaire interview	3 months	September to December
Data analysis	Preparation, presentation, organisation and analysis of data	3 months	February to April
Report preparation	Report writing, typing and editing	1 month	May
Report production	Proof reading, production and submission of first draft	1 month	June
Oral presentations	Presentation to the University of Zambia and submission of final report.		June 27 th to -1 st July

Appendix 5: Informed consent form

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

INTRODUCTION

My name is Phanety Siamoongwa. I am a University of Zambia student who is currently pursuing a Masters of Education degree in Adult Education. I am conducting a research study on participation of head teachers in the Education Leadership and Management training programme in Lusaka District, Zambia. This research is a major requirement for the completion of my programme.

You have been purposively selected for this study. I am kindly requesting you to answer the questions freely and honestly. The information that will be obtained from the questionnaire will be used only for academic purposes.

INFORMED CONSENT

My participation in this study is voluntary. However, I am not assured of any benefit at the end of my participation. The information gathered from me will only be used for academic purposes. All traces of information gathered from me during this study will be destroyed after the study. I am also assured of anonymity and confidentiality. Should I feel uncomfortable with participating in this study, I am free to withdraw.

Declaration

I have read and understood the content above. Therefore, I agree/ not agree to participate in the study.

Signature

Date.....

Appendix 6: Permission Letter



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

=====
Date: 27/07/15

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS / PhD STUDENTS

The bearer of this letter Mr./Ms..... Computer number..... is a duly registered student at the University of Zambia, School of Education.

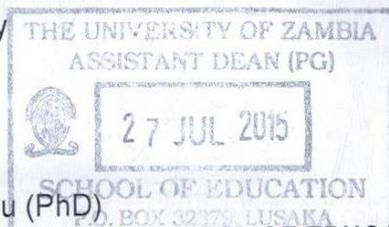
He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/

Yours faithfully

Ed *Dnr.*

Daniel Ndhlovu (PhD)
ASSISTANT DEAN (PG)- SCHOOL OF EDUCATION



cc. Director, DRGS
Dean, Education