THE STUDY ON EFFECTIVE   IMPLEMENTATION OF SCHOOL LEADERSHIP
IMPROVEMENT PROGRAM IN SELECTED SCHOOLS OF LUSAKA DISTRICT.

BY

ACKIM STEVEN BANDA

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 Educational Management.

THE UNIVERSITY OF ZAMBIA

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DECLARATION

I, Ackim Steven Banda, do hereby declare that this dissertation represents my own work and has not previously been submitted for the degree at the University of Zambia or any University. All scholarly work and materials used in this dissertation have been duly acknowledged.

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Date………………………………………….

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APPROVAL

This dissertation of Ackim Steven Banda is approved as partial fulfilment of the requirements for the award of the degree of Master of Education in Education Management by the University of Zambia.

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DEDICATION

To my wife Fanny Nyirenda Banda, my children – (Tiza, Temweka, Taze and Tionge), friends and relatives for your love, encouragements, support, cooperation and care have seen me this far and never will it be forgotten.

ACKNOWLEDGMENTS

ABSTRACT

School leadership, as the name itself suggests is managing the ability, competency and power of employees within an Organisation. This is a study on the implementation of School Leadership Improvement program in some selected schools in Lusaka district. This dissertation benefited in data collection from a project which was being implemented by the British Council on the provision of School Leadership Course for school management teams. The project was premised on equipping targeted recipients with School Leadership knowledge, skills and values. However, the study focused more on the effective implementation of school leadership improvement program in selected schools in Lusaka. The purpose of this study was: to investigate the effective implementation of school leadership course in selected schools in Lusaka district.

This study was qualitative in nature and employed a narrative research design . The study involved selected public schools including Highland Secondary, Munali Boys Secondary, New Mtendere School and Hillside Primary Schools. Participants being the head teachers, deputy head teacher, head of departments and senior teachers from these schools also Senior Standards Officers in charge of Teacher Education at Lusaka Provincial Education Office as the main respondents. The data was collected using semi- structured questionnaires, interviews and document review. The analysis consisted analysing content themes called thematic analysis. In the findings, it was noted that all participating schools received the training materials despite some receiving them. School leadership course was found to be effectively implemented in schools. It was discovered that monitoring and evaluation of school leadership course was uncoordinated in some ways due to lack of effective monitoring by the monitoring team. The study reveals that effective implementation of school leadership improvement program has impacted some school leaders to be able to start raising funds beyond school levies, schools are able to budget in collaboration with their communities.

The study recommended the continued School Leadership Improvement program to more school leaders. It was also recommended that Ministry of General Education should get involved in the monitoring and evaluation of the trained school management teams to ascertain the impact on the effectiveness of the implementation of school leadership programme.

ACRONMYS

CPD – Continuous Professional Development

DFID – Department for International Development

EAP – Education Administrative policy

ELM – Education Leadership and Management

MOGE – Ministry of General Education

MOE – Ministry of Education

NISTCOL – National In-Service Teachers College

SLC– School Leadership Course

UNZA – University of Zambia

ZESSTA – Zambia Education Sector Support Technical Assistance

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CHAPTER ONE

1.1. Introduction

School leadership is now an education policy priority around the world. Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders to (Pont, B., et. al., 2008),. There is much room for improvement to professionalise school leadership, to support current school leaders and to make school leadership an attractive career for future candidates. The ageing of current head teachers and the widespread shortage of qualified candidates to replace them after retirement make it imperative to take action. The concepts of leadership, management and administration overlap and have been accorded different emphases over time and in different contexts. Their usage varies across countries and professional cultures. Pont, B., et. al., (2008) compares the study in English-speaking countries such as Australia, Canada, New Zealand, the UK and the USA, the role of leader is seen as of prime importance in raising standards and promoting school improvement, but this is not so in other countries, for example the Netherlands and Scandinavian countries (Educational Development Trust 2016). This difference in emphasis reflects variations in the functioning of education systems and their historical, national and regional policy contexts that will exert different degrees of influence on institutions' work and therefore on the role of leaders in schools.

We live in a leadership era. Over the last few years research and evidence has shown that a majority of education systems around the world are not equipping education leaders with the skills they need in this rapidly changing environment. D'Souza (2011) highlights that there has been widespread recognition of the importance of leadership by governments, corporations, businesses and organizations of all kinds. He further states that few aspects of education are as fascinating, provocative and controversial as leadership, particularly as it pertains to schools. Leadership as a field of educational research, policy and practice has attracted burgeoning attention over the last 20 years. On the one hand, governments set increasing store by school leadership to raise the quality of schools and schooling, seeing both as essential contributors to the quality of their future human capital and their global competitiveness

This chapter gives a synopsis of the background to the current study, the statement of the problem, the purpose, objectives and research questions of the study. It also highlights the

significance, the scope, delimitations and limitations of the study. The study also reviews some theories related to the study and ethical considerations.

1.2 Background

Education is central to the wellbeing of any society and very cardinal for sustained economic development. The World Bank underscores this in its Africa Action Plan where it emphasizes the importance of not only expanding primary education but also secondary and tertiary education in development efforts. Indeed it can actually be seen across the world and more especially sub Sahara Africa that education has moved up the priority gender for both social and economic advancement (OECD, 2001b). This propping of education on the development agenda of the country can be seen from the prominence education has been given in the subsequent National Development Plans (NDPs). In 2017, Zambia launched the Seventh National Development Plan 2017-2021 (7NDP), which followed the Sixth NDP (2011-2015) and the revised Sixth NDP (2013-2016). The 7NDP has taken an integrated approach across sectors and was structured around five main outcomes namely; Economic Diversification and Job Creation, Enhancing Human Development, Poverty and Vulnerability Reduction, Reducing Developmental Inequalities, and Creating a Conducive Governance Environment for a Diversified Economy.

However, for education to make real difference in development agenda, it has to be quality education. Quality education calls for proper self-application and involvement from the policy authorities all the way down the class teacher. This can best be achieved when there is effective leadership at every level of the education system

School leaders are the core influential aspect in students' learning and performance. Other essential contributors may include but are not limited to the school attended, the social and economic level of the pupils' families, as well as the pupils' abilities and characteristics. However, the most powerful and influential contributor to the pupils' academic performance will always remain to be the school leaders who are policy makers at school level. Accordingly, highlighting the importance of teacher's qualities and credentials as they shape and define the pupils' futures is a non-debatable topic. Effective teachers have many characteristics that recognize their quality. These characteristic include content knowledge, teaching experience, training and credentials, and overall academic ability (Policy Studies Associates, 2005).

It is common knowledge world over that quality education relies heavily on, among many other things, it's shaping by school managers and teachers entrusted with that responsibility. This entails that the school managers and teachers are pivotal of any country's entire education system. The rationale, the Zambian government has adopted on teacher education is that until the teacher is properly prepared, the desired end in the field of teaching and learning process cannot be achieved. Ministry of General Education, Teacher Education and Specialised Services, in the Zambian context, refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community (Chishimba, 1996). The shaping of teachers to develop such desired qualities depends on how they were prepared and oriented into the teaching profession long before they left Colleges of Education.

School leadership is an important component of any educational system charged with the training of leaders to acquire the knowledge and skills needed to lead in the classroom (Lamb, 1995; Roberts, 1998). The education system in Zambia has, however, been performing this task within the limits of training leaders as generalists. In other words, a trainee upon completing the Diploma programme, which is the minimum requirement for teachers in primary schools, would be expected in some cases to attain higher position in schools as head teachers. Good school leadership demands that head teachers know a lot for example, the subject content knowledge and the pedagogical knowledge. Much of the current research posits that specialist teachers bring a number of important dimensions to a subject. Hennessy, (2000) for example, argues that specialist teachers bring greater confidence to the classroom, while Wilson, et. al., (2008) contend that subject specialists use their specialized content knowledge to empower students to produce a higher quality of work. This is key to school head teachers which could contribute to effective school management.

In Zambia, efforts to enhance effectiveness of the implementation of School Leadership Improvement program can be seen in various policy documents dating way back to the Educational Reforms of 1977 [29]. The efforts have over the years continued and can be traced through the Focus on Learning of 1992 [30], Educating Our Future in 1996 [29], and the United Nations' Millennium Development Goals [43], now the Sustainable Development Goals. The 1996 policy 'Educating our Future' categorically identifies instructional leadership by head teachers as being central to teacher performance and pupil achievement. However, Kabeta,

Manchishi, and Akakandelwa (2015) concluded that the instructional leadership was not being practiced in most basic schools of Lusaka. However, despite the efforts made to improve school leadership, there is still a gap. According to Ministry of General Education's (MoGE) Education and Skills Sector Plan (MoGE/MoHE 2017-2021), there is need to increase performance of the education workforce through developing national professional standards for teachers and leaders. Individuals in positions of leadership lack the leadership and managerial skills needed to supervise teachers effectively. This has resulted in many educational institutions failing to perform to the expected standard. There is also evidence that secondary school teachers do not have sufficient subject knowledge and all teachers require further pedagogical development, including through Continuous Professional Development (CPD). Current professional development programmes are uncoordinated, unsustainable and do not adequately address the specific needs of teachers.

UNESCO (2016) attributes the small number of studies to the habit of waiting on the government or donors to drive study. It observes that 'over the years, a number of teachers professional growth initiatives in Zambia have been government-driven and donor-funded'. Therefore, it is evident that there is need for a lot more research in school and instructional leadership as the area has not been fully explored.

The National Policy on education, educating our Future, Ministry of Education (1996) spells out instructional leadership by head teachers as a priority in enhancing the quality of teaching and learning. It places emphasis on quality and effectiveness, recognising the teachers as key players. According to the Ministry of Education and Ministry of Higher Education (2017), from the way the policies were developed, there is no cycle of update. However, Zambia has been working through five-year strategic plans at various levels of education. Operationally, the Education and Skills Sector Plan (ESSP) provide the roadmap for attaining the aspirations outlined in the National Development Plans and the global agenda.

The importance of leadership in education provision is a given and the apparent absence of which a concern for many stakeholders in the country. The Ministry of General Education in Zambia has been making strides in building capacities in schools, particularly in school leadership. MoGE is on track in introducing and accommodating a number of cooperating partners to support and strengthen access to quality education in Zambia (Global Partnership for Education (GPE), 2018). For example, with the financial assistance of the Department for

International Development (DFID) and Global Partnership for Education (GPE) and working with the British Council, MoGE implemented the Zambia Education Sector Support Technical Assistance (ZESSTA) Project that ended in 2018. The project was implemented within the framework of the wider Education Sector Budget Support (SBS) Programme. The project introduced tools to support school leaders with management skills (ZESSTA 2018 Report). One of the project outputs or objectives was Improved leadership and Management Systems and Capacity at all levels.

In its 2016-2021 Strategic Plan for Lusaka Province, the Ministry of General Education had targeted at effectiveness of the implementation of School Leadership Improvement program and improving leadership skills for school leaders through the introduction of Education Leadership and Management (EML) programme. To actualize this, they sort partnerships and the British Council came on board through a project that was to train 2000 participants from 500 schools in seven districts in Lusaka province in order to impart skills and knowledge to enable them to manage institutions of learning efficiently and effectively. The British Council was to provide training materials and trainers while the Ministry of General Education facilitated venues and selection of participants

Nonetheless, the British Council had been implementing a project aimed at improving leadership in schools through the 'Connecting Classrooms Program' that had been delivering a School Leadership Course to various schools in Zambia since 2006. The Connecting Classrooms was a global education programme delivered by British Council with the support from the the Department for International Development (DFID). The programme was aimed at ultimately facilitating for the effective development of young people's knowledge, skills and values to live and work within a globalised economy. It trained teachers and school leaders to use new interactive approaches and techniques in school leadership, management and teaching to ensure that young people were equipped with the essential core skills needed in the 21st century. However, this report provides an evaluation of effective implementation of the five years of Connecting Classrooms since 2012.

The Connecting Classrooms agenda of core skills was highly relevant to both policy makers, educators and young people alike. Flexibility in the delivery model allowed the programme to be tailored to different country contexts. The school leadership courses delivered by the British Council had been running for several years in Lusaka province and with an expected good number of those in management to have benefited from the course. However, there had been

no evidence of evaluating its implementation in schools. Henceforth, it was important to carry out this research to study the effective implementation of the school leadership course. A review conducted by EU indicated that although Continuous Capacity Development was provided both at ministry level as well as through the private sector, a key element noted was that there seemed to be a challenge in attaining the expected results from capacity development efforts in general (EU Final Report – Draft 2018).

The MoGE recognizes that efficiency and effectiveness of the educational system depend to a large extent on enhancing its capacity in various specific areas. In particular there was need for capacity building for management and leadership of the education system in schools. MoE (1996) indicates that, effectiveness in the delivery of education depends heavily on the quality of educational administration. School head teachers, Education Officers and Standard Officers needed training in educational Management and Supervision.

Therefore, this study looked at evaluation of effectiveness of the implementation of School Leadership Improvement in selected schools of lusaka district. Further, this study would try to synthesize the link among the recommendations in the policy document of 1996, "educating our future", SNDP, Vision 2013 and the Strategic Plan for 2017-21 for the Lusaka Province in the Ministry of General Education in line with the provision of quality education through professional development. This synthesizing would help establish whether the set goals of the policy documents are actually being aided and what gaps may exist.

1.3. Statement of the Problem

Reports on national examination results by MoGE shows that Lusaka province ranked number eight as of 2017 and number four as of 2018. The 2018 results were coming post five year school leadership course training period. There could be other contributing factors to such improvement in Lusaka's ranking on learner performance however, it was a supposition that well effectiveness of the implementation of School Leadership Improvement program through Connecting Classrooms in some schools may have also contributed in the provincial ranking of Lusaka. Given the importance national development policies have attached to human development and education, education management and leadership have been elevated in importance. With the recognition of the key role that management and leadership pays in improving education, it becomes imperative that any efforts to impart the skills of management and or leadership in school value chain be well implemented and monitored through employing

programmes such as effectiveness of the implementation of School Leadership Improvement program. This study focused on the effectiveness of the implementation of School Leadership Improvement course which was delivered over the 5 years (2012-2017) to school leaders in Lusaka and sought to establish if the materials for School Leadership Course were delivered, if the training was conducted, and whether the Monitoring and Evaluation took place. The problem that may emanate from failure to effectiveness of the implementation of School Leadership Improvement in tune to education management and leadership skills programs the implication would be that improving education provision and quality would remain a pipe dream in Lusaka district. At the same time any such program required proper checks to ensure it was being implemented properly to the right targets and was actually making an impact. Therefore, there was not enough literature that had been written on the effectiveness of the implementation of School Leadership Improvement program which was the backbone on which the researcher opted to undertake this research.

1.4. Purpose of the study

The purpose of the study was to investigate the effectiveness of the implementation of School Leadership Improvement program as a way of improving quality of education delivery in some selected schools in Lusaka district.

1.5. Objectives of the study

The following objectives directed the study

(i)   To establish the effectiveness of the implementation of School Leadership Improvement program in the improvement of leadership skills among target groups in Lusaka district.

(ii)   To ascertain how the training of the effectiveness of the implementation of School Leadership Improvement program where conducted in selected schools in Lusaka district.

(iii)   To assess any conducted monitoring and evaluation of the effectiveness of the implementation of School Leadership Improvement program carried out in selected schools in Lusaka district.

(iv)   To profile achieved results of the training of the effectiveness of the implementation of School Leadership Improvement program in some selected schools in Lusaka.

1.6. Research questions

The study was guided by the following research questions.

(i) Were training participants provided with adequate and relevant training materials?

(ii) Which schools were the actual participants drawn from?

(iii) How often and at what stage was Monitoring and Evaluation of the effectiveness of the implementation of School Leadership Improvement program done?

(iv) What were the results and impact of the effectiveness of the implementation of School Leadership Improvement program?

(v) What challenges were encountered in the effectiveness of the implementation of School Leadership Improvement program?

1.7. Significance of the Study

It was hoped that the study would help MoGE to appreciate and work on the benefits that the school head teachers, teachers and learners had gotten from Connecting Classroom program which was believed to reflect in the ranking of the province in terms of learner performance. Furthermore, the study shows that it is important for stakeholders in education such as the government and other partners to continue investing in leadership training because of the essential role it plays in improving learner performance. The evaluation of the effectiveness of the implementation of School Leadership Improvement program would help in understanding what has been done or needs to be done by school leaders, policy makers in the Ministry of General Education and sponsors of the programme in the spheres of making the course effective. The gaps and weaknesses in the implementation can be identified as a way of strengthening the current practice and future prospects. Furthermore, an evaluation on the implementation of effectiveness of the implementation of School Leadership Improvement program was to be undertaken thus springing a board of knowledge that possibly would give insights on the challenges being faced in the effectiveness of the implementation of School Leadership Improvement program and would culminate into lasting solutions.

1.8. Limitation of the Study

The study was restricted to Lusaka district because the School Leadership Improvemnet programme was being implemented in all the schools in Lusaka Province. The major limitation was that funds and other material resources were inadequate to reach out to rural schools in the

district. The other limitation was that only a few were validated facilitators were available to conduct the training thus limiting the number of training to be delivered in good time.

1.9. Theoretical Framework

When considering the effectiveness of any training program it is necessary to evaluate the evidence presented in support of the program. One approach to the measurement of the effectiveness of training is that developed by Kirkpatrick (1996), who presented a 4-level model to evaluate training which comprised the following reaction (1), learning (2), behaviour (3), and results (4). Therefore, this study was based on Kirkpatrick's model - Evaluation of Training which used the second and forth levels of the model. The second level, learning, involved measuring what;

Participants learned in terms of both knowledge and/or skills. The fourth level, described as results, measured the impact that the training has had overall, including financial or morale impacts. This might included improvement in school leadership styles. Phillips (1997) defined training as a systematic process of examining the worth, value, or meaning of an activity or a process. Since no single method of evaluation can be applied in all cases there is the need to develop several methods of measurement. While there are several models and formats developed for measuring human development and training effectiveness, the most accepted model is that developed by Kirkpatrick. Therefore, this model was used in this study to imagine the outcome of the school leadership improvement in schools in Lusaka District.

1.10. Conceptual framework for school leadership improvement

Fundamentally, Figure 1 below representing the conceptual framework, posits that effectiveness of the implementation of School Leadership Improvement program, being key to a progressive learning environment, is stimulated by strategically developing a network of training of trainers (ToT); training delivery supported with leaning materials; monitoring, evaluation and learning; using practice and self-assessment to inform leadership development; and further feeding into a fresh cycle of leadership improvement.
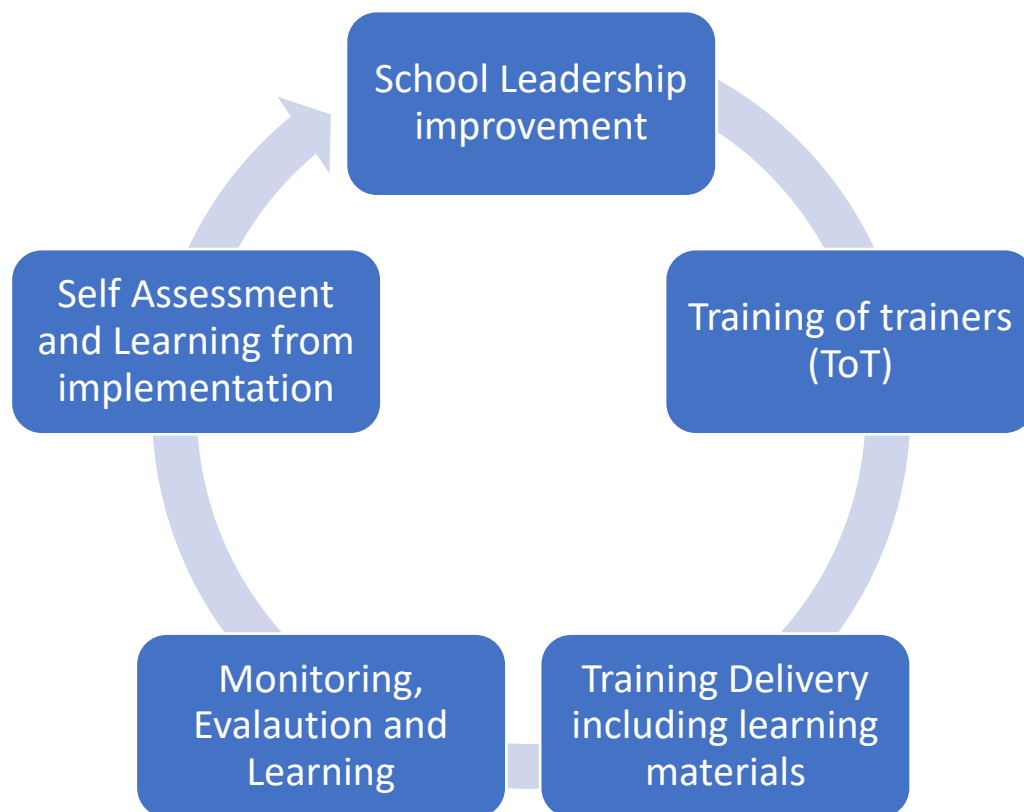
Figure 1: Conceptual framework for school leadership improvement

The key components of Figure 1 above are explained as follows:

(i) **School Leadership Improvement**,

The main thrust of the conceptual frame work is that leadership improvement is key to creating an effective learning environment. As Day and Sammons (2016) argues, that School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. Therefore, leadership is stimulated by strategically developing and plays an operational role in public and private schools across the country. Education managers oversee and execute critical programs designed to teach skills and knowledge that students will use throughout their lives (MA in Education Guide, 2018 cited in ZESSTA (2018).

(ii) Training of Trainers (ToT)

Training – Flippo, 2012: defines training as the act of increasing the knowledge and

skill of an employee for doing a particular job." According to Dale Yoder, "Training is the process by which man-power is filled for the particular jobs it is to perform."

(iii) Monitoring, Evaluation and Learning

This monitors the implementation plan and provides further direction on what needs to be worked on and done (Scott, Derue, Sim and Joelm, 2011).

(iv) Learning from Practice and self-assessment

The emotional reaction, achievement of objectives, behavioral changes and organizational impact (Kamla-Raj 2014).

(v) Fresh cycle of leadership improvement.

Figure 1 above outlines key components leading to improved school leadership that happens in a cycle. Therefore, it illustrates that for school leadership to take place, there must be training of trainers, delivery of training, morning, evaluation and learning. In turn, self-assessment learning from implementation leading to school leadership improvement and delivery system . This paper, therefore, argues that a well-trained school management team not only improves the school managers but also contributes to improved learner performance in school.

1.11. Summary

This chapter has carried out the introduction, background and highlights to the effectiveness of the implementation of School Leadership Improvement program. It has further highlighted the theoretical and conceptual framework of the study. In chapter two will focus on review of literature, chapter three discusses methodology of the study, chapter four reviews the discussions, chapter five analyses the findings and chapter six concludes with summary and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

This Chapter attempts to review different and relevant literature on the impact of effectiveness of the implementation of School Leadership Improvement program on school leaders and will present literature on the Leadership training programmes, application of leadership programmes by school leaders, challenges encountered in implementing School Leadership Improvement and the impact it has had on the recipients of the School Leadership Improvement training. A summary of literature review will be provided at the end of this chapter.

2.1. School Leadership Improvement

Leadership is defined as the ability to influence a group towards the achievement of a vision or set of goals. Leaders can emerge from within a group as well as by formal appointment. Organizations need strong leadership and strong management for optimal effectiveness. Leaders are needed to challenge the status quo, create visions of the future, and inspire organizational members to achieve the visions (Stephen and Timothy, 2015). School leadership had become a priority in education policy agendas across many cpuntries in the world and partner countries because it plays a key role in improving classroom practice, school policies and connections between individual schools and the outside world.

It contributes to improved student learning

According to Pont, B., et. al., (2008), there was increasing evidence that within each individual school, school leaders can contribute to improved student learning by shaping the conditions and climate in which teaching, and learning occur. A large body of research on school effectiveness and improvement from a wide range of countries and school contexts had consistently highlighted the pivotal role of school leadership in making schools more effective (Scheerens and Bosker, 1997; Teddlie and Reynolds, 2000; Townsend, 2007 cited in Pont, B., et. al.,2008). An important finding emerging from the research was that the relationship between school leadership and student learning was mostly indirect. As school leaders work mainly outside the classroom, their impact on student learning was largely mediated through other people, events and organisational factors such as teachers, classroom practices and school climate (Hallinger and Heck, 1998). The finding that the relationship between leadership and

student learning was mediated through such factors underscores the powerful role of the school leader in helping to create the conditions for effective teaching and learning. School leaders influence the motivations, capacities and working conditions of teachers who in turn shape classroom practice and student learning. Moving a step further, the research on school leadership effects had revealed a number of leadership roles and responsibilities that are particularly conducive to enhancing student learning. Findings of the research on leadership effects had recently been consolidated in a number of reviews and meta-analyses.

It bridges educational policy and practice

School leadership also plays a major role in education reform. Much has been written about top-down versus bottom-up strategies for school improvement and there is widespread agreement that the two need to be combined and synchronised (Fullan, 2001; Hopkins, 2008; Moos and Huber, 2007). While higher levels of the educational system can provide policy directions for schools, their success often depends on the motivations and actions of leaders at the school level. For centrally initiated reforms to become meaningful to all school-level stakeholders, they need to be associated with internal school improvement activities in a coherent way (Stoll *et al.*, 2002). Successful implementation and institutionalisation of reform requires

Scotish Education Department (2007) as quoted by Schleicher, (ed.) (2012:27) scotland has two national training programs for aspiring headteachers both of which are accredited against the standard for headship. The standard for headship defines the professional actions required of effective headteachers. These training programs will result in successful participants being awarded the standard for headship. These training programs are not mandatory. However, we expect local authorities, who appoint headteachers, to ensure that those teachers appointed to their first headteacher posts meet the standard for headship. This can be done through the formal national routes or by other local interview and assessment procedures. There is no national induction program for new school leaders. Each local authority will have their own arrangements which can include coaching and mentoring support. In 2003, it introduced a new framework for leadership development that includes learning opportunities for those involved in leadership teams as well as more senior staff.

According to the Zambian education system, both primary and secondary school heads in public schools are referred to as head teachers and those leading Colleges of Education are called Principals (MOE, 1996). Private schools are at liberty to choose any title they wish to use for their school leaders. The National education policy document, educating our future, of 1996 which is still in effect, directs that, 'before anything else the school head should be an instructional leader who enthuse teachers and learners' (MoE, 1996). Reviewed literature clearly identifies all the other school leaders in the Zambian education system. In a school set up, those identified as school leaders are the head teacher, deputy head teacher, heads of departments (HODs) for secondary schools and senior teachers for primary schools (MoE, 1996). School leadership improvement is essential in the delivery of he effective school systems not only with the aim of achieving the desired goals but also to keep on making efforts in school improvement. School leaders are expected to create a vison for their school and communicate their vision to key stakeholders. Further, the importance of the vision should be explained and how that could be attained.

2.2 History of School Leadership

According to Yukl (2001), extensive research has been undertaken on leadership behaviours since the 1950s. This has been divided into three areas: task-oriented, relation-oriented and participative leadership. Yukl further states that the thousands of studies undertaken over this 50-year period, mostly through questionnaires, has given rise to a number of taxonomies which Yukl proposes might be refined into the three jointly inter-reacting categories of task-, relations- and change-oriented behaviours. While Bogotch (2011) stated that the history of school leadership in schools is largely based on three recognized masterpieces: education and cult of Efficiency, the One Best System and The Managerial Imperative and the Practice of Leadership in Schools. School leadership improvement programs can be traced back in the first century 1800 as away of coordinating schools and learner performance. Moura (2017) postulated that a School Leadership Course enables leaders of being a student or learner at any time in their lives and reminds us what it is like to learn how to do something. Thus, help in the implementation of learner centered approach in schools.

Studies by (Pont, B. et al., 2008) highlights the findings in some of the Organisation for Economic Co-operation and Development (OECD) countries, explains why school leadership has become a key policy priority and sets out four policy levers which, taken together, can

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contribute to improve school leadership and school outcomes. The book was based on an OECD study of school leadership around the world, with the participation of Australia, Austria, Belgium (Flemish and French Community), Chile, Denmark, Finland, France, Hungary, Ireland, Israel, Korea, The Netherlands, New Zealand, Norway, Portugal, Slovenia, Spain, Sweden and the United Kingdom (England, Northern Ireland and Scotland).

The concept of school leadership

According to Pont, B. et al., (2008), there is a vast amount of literature exploring generic leadership issues. The report concentrated on school leadership, accepting that there are common elements and trends in leadership practice across sectors and lessons can be learned from non-educational environments as well. A central element of most definitions of leadership is that it involves a *process of influence* (OECD, 2001a). As Yukl has phrased it, "most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organisation" (Yukl, 2002). The term *intentional* is important, as leadership is based on articulated goals or outcomes to which the process of influence is expected to lead. Depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. Although the three concepts overlap, we use them with a difference in emphasis. An often-quoted phrase is "managers do things right, while leaders do the right thing" (Bennis and Nanus, 1997) cited in Pont, B., D. et al., (2008). Bush and Glover (2003) also cited in Pont, B., D. et al., (2008) highlighted while leadership involves steering organisations by shaping other people's attitudes, motivations and behaviours, management is more closely associated with maintenance of current operations. Dimmock (1999) cited in Pont, B., D. et al., (2008) provides a distinction between school leadership, management and administration while also recognising that the responsibilities of school leaders often encompass all three:

Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration). The report considered that successful schools need effective leadership, management *and* administration. It focused on leadership, this term may encompass managerial and administrative tasks as well. The three elements are so closely intertwined that it is unlikely for one of them to succeed without the others. The emphasis of this report was on

school leaders, including but not confined to school principals. The concept of *principalship* is rooted in the industrial model of schooling, where one individual bears the prime responsibility for the entire organisation.

Leadership is a broader concept where authority to lead does not reside only in one person but can be distributed among different people within and beyond the school. School leadership can encompass people occupying various roles and functions such as head teachers, deputy head teachers, school management teams, school governing boards and school-level staff involved in leadership tasks.

In the Zambian context, the Ministry of General (MoE 2005) provided a conducive environment for improved performance and democratic management of schools. According to Chafwa (2010) historical evidence in education has shown that undemocratic administration and management of education and authoritarian leadership styles have persisted since the colonial period. The British South African Company had huge influence on the establishment of education in Zambia's western province. This spread to the entire Zambia soon after independence with many stakeholders supporting education.

Reviewed literature reveals that both the collaborative and coaching approaches are advocated for use in school leadership in Zambia. This is evident in the standards of practice for the teaching profession document which demands the use of teamwork and staff member support as some of the school leadership standard measures. When monitoring, evidence of collaborative and coaching activities is sought in establishing how school leaders sustain effective teacher/ learner relationships to improve learner progress (MoE, 1996).

Private institutions in Zambia are not obligated or bound by any policy or act of Law to run schools in the same way as Public schools. Section 103 (3) of the amended Education act, guides on the curriculum to be followed by Public, Grant aided and community schools. However, it gives liberty to Private institutions to either follow the Public curriculum or any other of their choice (GRZ Education Act 2011, p.465).

The difference in approaches in public and private schools is as a result of the education act and the education policy giving freedom to private schools to follow their own curriculum and determine their own standards. The policy limits the professional support to advisory, training

and evaluation services (MoE, 1996). Furthermore, in substantiating the difference, the 2016 policy review reveals that the 1996 Zambian national policy on education included, among the general principles of education governance, liberalization and decentralization. Liberalization in this sense means that private organizations, individuals, religious bodies, non-governmental organizations (NGOs), faith-based organizations (FBOs), community-based organizations, and local communities have the right to establish and control their own learning institutions (UNESCO, 2016).

Effective implementation of School Leadership Improvement programme

Pont, B. et. al., (2008) stated that we need to contrast these trends with the current practice and shape of school leadership in OECD countries. Traditionally in many countries there has been only one individual – the principal – holding a formal leadership position in schools. While the roles and responsibilities of principals have varied in different contexts and over time, the existence of principals remains a common feature of OECD education systems. In many countries there were a growing concern that the role of principal designed for the needs of a different time may not be appropriate to deal with the leadership challenges schools are facing in the 21st century. Even as countries were adopting more distributed and collaborative approaches to leadership, on average across OECD countries, it was the principal who carried the largest bulk of school-level leadership responsibilities (OECD, 2004b). This was the case in the Zambian education system where the head teacher was a policy maker at school level and carried a lot of command among the teachers. As earlier stated in chapter one, the deputy head teacher supported the head teacher followed by head of departments in a secondary school and senior teachers in primary schools. According to (MoGE, 2018), for the day-to-day running of primary schools, there was an administrative structure which was established by the Government. Ideally each primary school had a headteacher, deputy headteacher and senior teachers. Below the senior teachers there are several class teachers.

Principals work in a variety of contexts

Depending on the school contexts in which they work, school leaders face very different sets of challenges. School-level differences or contextual factors have important implications for their leadership practice. Leithwood (2005), in a review of the findings of case studies in seven countries, found features of the "organisational or wider social context in which principals work" that impact on their practices. These features include student background factors, school

location (*e.g.* urban, rural), school size, government or public versus non-government designation of schools, school type and school level (elementary, middle, secondary). In other studies, the level of schooling has been found to influence the type of leadership practices required. Primary schools tend to be smaller and involve different leadership challenges than large secondary schools. Small primary schools provide more opportunities for school leaders to spend time in the classroom and closely monitor teachers, whereas leaders in large secondary schools tend to influence teaching more indirectly and may rely on teacher leaders or department heads to engage in curricular issues (Leithwood *et al.*, 2004) cited in Pont, B., D. et al., (2008). In many primary schools, head teachers are also classroom teachers, which may lead them to envisage their leadership in a more collegial and participative way. Heck (1992) cited in Pont, B., D. et al., (2008) for example, found that principals in effective primary schools are more directly involved in instructional issues than principals in effective secondary schools.

From principalship to leadership

According (MoGE/MoHE, 2017), at the school level, Ministry of General Education prioritized strengthening the capacity of head teachers to provide effective oversight of teaching and learning. Globally, evidence shows that head teachers are influential in the running of schools. Schools that do not have strong supervisors suffer teacher absenteeism, poor preparedness and wastage of learning time. Various studies have shown that absenteeism is high in Zambian schools and even the teachers that are present are not always focused on their work (MoGE/MoHE, 2017). Low contact times in primary education require that every effort is made to ensure that effective teaching and learning is taking place.

In the OECD countries the position of principal remained an essential feature of schools in all participating countries, but it was facing a number of challenges (Pont, B., D. et al., 2008). As the expectations of what schools should achieve have changed dramatically over recent years, countries need to develop new forms of school leadership better suited to respond to current and future educational environments. In order to do so, they need to address two sets of challenges simultaneously according to (Pont, B., D. et al., 2008).

First, they need to support and retrain the school principals who are currently on the job. Most of them were hired into schools in educational environments that were fundamentally different from today. Over time the rules of engagement for principalship/leadership have changed. As

the roles and responsibilities of principals have evolved, the terms and conditions of service also need to be revised. Today's principals need to learn to adopt new forms of more distributed leadership. They need in-service training to develop and update their skills and they need more adequate rewards and incentive structures to stay motivated on the job and provide high quality leadership.

Second, countries need to prepare and train the next generation of school leaders. Especially at a time of high demographic turnover in leadership, thinking about and caring for the future is an essential aspect of system leadership. Lasting improvement depends on a clear definition and better distribution of leadership tasks within schools, planned succession mechanisms, professionalised recruitment processes, preparatory training, mentoring of new leaders, working conditions that attract high quality graduates to educational leadership and a commitment to greater leadership density and capacity within schools from which future high level leaders can emerge. At the same time, it is important to contextualise school leadership policies. There is no single model of leadership that could be easily transferred across different school-level and system-level contexts. The specific contexts in which schools operate may limit school leaders' room for manoeuvre or provide opportunities for different types of leadership. Depending on the school contexts in which they work, school leaders face very different sets of challenges. Approaches to school leadership policy need to be based on careful consideration of the context in which schools operate and their particular challenges.

In the Zambian state of affairs, school leaders in both rural and urban schools need to be more innovative. It is thought that one cause of this disparity relates to the low motivation of teachers to work in rural areas. The Zambian government has tried to address this by implementing a rural hardship allowance which has taken several forms since the 1990s (Chelwa, G. et al.,2018). For the rural set ups challenges including lack of electricity, network and suitable infrastructure demoralise teachers to teach despite the government providing hardship allowances which is still not enough to motivate the teachers and school leaders to carry out their work effectively. For urban schools, school leaders face the challenges of large population in their schools and this affects quality performance.

This is in line with Pont, B., D. et al., (2008) who indicated that school leadership impacts all facets of education: teacher motivation, shaping the conditions and the environment in which

teaching and learning occurs, and interaction with the broader community. As a result world over there has been increase in school leadership training. Different organizations and universities are offering courses in school leadership to aid teachers and school managers. For example the University of Chichester in United Kingdom offers training in school leadership programme.This programme is designed for Headteachers and School Leaders, seeking to extend their career development. The programme will address key aspects of School Leadership, Educational Management, Quality Assurance and Curriculum Development in schools with a view to broadening participants' management and pedagogic experience (Malisa, 2016).

The School Leadership Course is aimed at enabling school leaders acquire knowledge and skills of giving effective feedback as part of instructional leadership. Specifically School Leadership Course has wider understaking which focuses firstly on areas of enabling participants to achieve the ability to use the discussion about school projects to continue making progress with their own projects. Secondly on understanding the value, significance and purpose of feedback. Thirdly on the knowledge on how to give effective feedback. Forthly on the understanding how to use feedback to improve the quality of teaching and learning. And also on the ability to facilitate appropriate follow-up and professional development to build on feedback.

According to Pont, B., D. et al., (2008) in many school systems, effective school leadership is far from the norm. It is often simply assumed that school leaders, irrespective of capacity, will discharge responsibilities and initiatives assigned to them. Moreover, programs to prepare and or support school leaders are either lacking or ineffective. However, Jamaica illustrates good practice aspects in effective school leadership training that can help to equip school leaders with skills to transform schools they run. The government of Jamaica instituted the National College for Education Leadership (NCEL) program in 2011. The program has several good practice features all geared towards nurturing school leaders. NCEL has, over the short period of its existence, established a reputation in the Caribbean as an incubator of effective school leaders with sharpened focus on turning around schools through effective teaching and learning. School systems in the region are eying the program with interest. The Jamaica school leadership program has changed the behaviors and practices of school principals and resulted in greater focus on improved instruction and student performance, better school climate,

motivated teachers, and more collaboration in planning for overall school improvement. The immediate result has been improved student outcomes.

Effective implementation of school leadership training requires continuous training of human resource. For example Schleicher, (ed.) (2012) states that in order to ensure that singapore has the best school leaders, young teachers are continuously assessed for their leadership potential and are given the opportunity to develop their leadership capacity. Future school leaders are chosen from successful teachers already in the education system. Moreover, all education leadership positions are part of the teaching-career structure. Potential school leaders can serve on committees, be promoted to middle-level leadership positions (e.g. head of department), and be transferred to the ministry for a period. Successful potential school leaders are selected to attend the Management and leadership in schools program at Singapore's National Institute for Education, based on interviews and leadership-situation exercises. Once accepted, aspiring school leaders can attend the four-month executive leadership training. Potential vice principals attend a six-month leaders in education program. Candidates in both programs are paid during their training. only 35 people are selected for the executive leadership training each year. More experienced school leaders mentor recently appointed leaders; and principals are periodically transferred among schools as part of Singapore's continuous improvement strategy. Experienced school leaders are offered the opportunity to become cluster superintendants, which is the first step toward a system-level leadership role (Mourshed, Chijioke and M. Barber (2010); oecd,2011a) cited in Schleicher, (ed.) (2012).

UNESCO (2015, p. 271) appreciates that school leaders in Zambia support the improvement of teaching and learning through Continuing Professional Development (CPD) activities and initiatives. It argues that, focus is on curriculum content for examination and certification purposes. Furthermore, it argues that little attempt is made to use CPD programmes to enable teachers make a proper use of monitoring achievement and learning achievement data and results in order to improve learners' performance. School-based continuing professional development (SBCPD) has been conducted in Zambia by schools as an effective means to enhance educational quality. It is designed for self-development, as well as for group and institutional development. The idea is to improve teaching and learning through activities in the classroom using teacher groups in Primary schools and lesson study in secondary schools. Therefore, well organised effectiveness of the implementation of School Leadership Improvement program is widely regarded as a key factor in accounting for differences in the

success with which schools foster the effectiveness of their leaders. The contribution of school leadership training is largest when it is needed most; there are virtually no documented instances of troubled schools being turned around in the absence of intervention by well skilled leaders. There could be other factors within the school that could also contribute to such turnarounds, well trained and informed leadership is the catalyst. Different studies show that well trained school leadership in core skills is crucial in promoting continuous profession development, teamwork, child protection, community engagement and school finance management all aimed at promoting teaching and learning with a view of improving learner performance (Spillane, 2003).

School Leadership CPD training as offered by the British Council in Zambia was designed for all professionals who had leadership responsibilities, including those in middle leadership positions (e.g. Heads of Department) as well as those in senior roles (e.g. Head Teachers or Principals). The training was grounded in coaching, mentoring and reflective learning, encouraging new approaches and a more inclusive and participatory style of school management. We focus on developing the ability of school leaders to deliver improved learning outcomes and implement their school development plans, with a focus on internationalising their school (Leithwood, Pathen & Jantzi, 2010) cited in Pont, B., D. et al., (2008).

2.3. Training Materials for School Leadership Improvement

Materials are key in school leadership training. Material includes field experience and other practical aspects. According to Nannyonjo (2017) his is effectively done in the case of Jamaica and exposes principals to strategies which help them to improve practices at the schools they lead. This helps the trainees to reflect on what they have been taught in the context of their own school and provides an opportunity to implement some of the innovative ideas shared during the training. The content of the Jamaican material is aligned with professional leadership standards. This provides common expectations for knowledge, skills and dispositions of school leaders. It also strengthens the focus on improving instruction. The standards are used for performance appraisal of the school leaders which further strengthens the role of the standards in leadership development.

According to Zambia National Union of Teachers (ZNUT, 2017) survey reveals a number of gaps that could hinder the systematic and holistic development of knowledge and skills in

learners, including inadequate teaching and learning materials and equipment to cater for all learners and support classroom instruction across all learning focus areas. The survey further reveals that despite the introduction of computer studies, schools lack adequate computers or do not have any at all, creating another gap. Walter (2018) observes that even if Zambia has made a lot of progress in access to education, allocation of resources within the system still remains a challenge. The study showed evidence that training materials among the school leaders were not equitably distributed. Materials were provided by the British Council and printed by the Ministry of General Education for the participants who attended the effectiveness of the implementation of School Leadership Improvement program. Among the modules delivered included the ones in the table below.

Modules used during the training.

Module	Main objective
Creating and Communicating a Vision	To train school leaders on how to create a vision for their school and communicate the vision to key stakeholders.
Building and Sustaining effective Teams	To equip school leaders with skills to build and sustain a team that can work to achieve the school's goals
Planning, Monitoring, Evaluation, Reviewing and Self-evaluation	To equip leaders with appropriate skills to priorities activities, track performance, obtain and use information (from monitoring and evaluation) for management and planning
Leading, Management and Leadership style	To equip trainees with skills to balance their roles as leaders and managers; and secondly enable them identify and use different leadership styles

Leading school Finances	To enable trainees acquire financial management skills.
The Power of Coaching	To ensure that school leaders are able to coach members of staff much like sports coaches do with professional sports men and women.
Understanding Staff Motivation	To get school leaders to reflect on how they can create work environment that are motivating to members of staff
Leading Effective Teaching and Learning	To enable school leaders acquire skills and knowledge on how to facilitate teaching and learning as the core business of the school.

Table 1. Modules used during the training

2.4. Monitoring and Evaluation

This study's monitoring and evaluation (M&E) framework is guided by the global education discourse based on the SDG4. At local level the M&E framework is also linked to the 7NDP with the explicit purpose of contributing to the attainment of national development goals. The 7NDP, particularly, takes a combined approach to ensure that there is a balance across the work undertaken by various sectors. Therefore, this undertaking to address a broader context requires new efforts towards measuring progress made in the education sector. It includes addressing the diverse nature of education challenges that incorporate varying aspects addressing management of schools by school leaders at different levels including early childhood education, primary and secondary schools. This M&E framework provides the means to monitor and evaluate progress towards the achievement of the targets at all levels. It sets out an approach that balances information needs on effective implementation of school leadership progress and the actual ability to retrieve this information in the Zambian context.

The study carried out in the participating schools indicates that teacher monitoring and evaluation is an important responsibility carried out by school leaders. Although the nature and consequences of evaluation vary widely across the participating schools, there are formal

provisions for teacher evaluation. Studies by (Pont, B., D. et al., 2008) suggests that purposes of evaluation distribute rather evenly over formative, performance appraisal, professional development planning and support for promotion. In general, regular teacher evaluations involve the school principal and other senior school staff, but in some countries such as France and Belgium (French Community), they also involve a panel with external members (OECD, 2005). Different criteria for evaluation may involve assessment of teaching performance, in-service training and in some cases measures of student performance. Classroom observation, interviews and documentation prepared by the teacher are the typical methods used in the evaluations.

As highlighted in chapter one of this study, the effective implementation of school leadership improvement program foresees the funding of activities that produce a number of outputs which, in turn, trigger various pathways of change towards expected outcomes in the areas of access, quality, equity and efficiency school leadership leading to better quality results in the education system. As the targets and expected results are achieved at each level, this study will be seen to have contributed to an overall impact, namely 'quality and relevant lifelong education for all'.

Implementation of the effective implementation of school leaderships improvement program will be subject to M&E exercises at regular intervals. In this situation, Monitoring entails to the collection of routine data to measure progress towards the school leadership objectives set out in this study. Monitoring is especially important for tracking the effective implementation of school leaderships improvement program's performance over time and, through effective monitoring, this framework will support stakeholders to make informed discussions regarding the effective implementation of school leaderships improvement programme and the efficient use of resources therein.   Evaluation is intended to assess how well the effective implementation of school leaderships improvement program is performing in meeting its expected objectives, and the extent to which the outcomes may be associated to the activities of the effective implementation of school leadership improvement programme.

Comparrissons in OECD countries by (Pont, B., D. et al., 2008) indicates that weight placed on principal observation or monitoring varies from considerable (Slovenia) to slight (Chile, where the principal's input counts for only 10% of the total). Principals can rely almost

exclusively on their observations (Slovenia) or on a wide range of other data, such as reviewing teachers' plans, observing in teacher meetings, reviewing teacher communications with parents, pupil performance data, peer review and teacher self-evaluations, among others (for example, Denmark, England, Korea, Scotland and New Zealand). Frequency of observations ranges from as often as three to six times per year in England to once every four years in Chile, with several countries seeming to settle on annual observations. Where teacher evaluation is conducted it almost always entails some form of annual formal meeting between leader and teacher.

However, the OECD (2005) activity on teacher policy revealed that professional development is often fragmented, unrelated to teaching practice and lacking in intensity and follow-up. Evidence from that study shows that in several countries there is a lack of coordination between teacher preliminary training and in-service training and often there are concerns about the quality of teacher induction and professional development opportunities. Although in most OECD countries there are many possibilities of in-service training programmes, such training is often patchy and not sufficiently sequenced and aligned. School leaders can play a key role in providing and promoting in-service professional development programmes for teachers. It is essential that school leaders understand this aspect of leadership as one of their key responsibilities. They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs. To enhance school leaders' capacity to promote staff development, policy makers should emphasise the core responsibility of teacher professional development and consider devolving discretion over training and development budgets to the school level so that school leaders can offer and coordinate meaningful professional learning opportunities for all their teachers.

School leaders are increasingly being asked to promote organisational learning that enhances schools' ability to pursue intelligent learning processes in a way that increases the organisation's effectiveness and capacity for continuous improvement (Mulford, 2003). While teaching has traditionally been practised as a solo art behind closed classroom doors, a large body of convincing research in the last two decades favours teaching that is collegial and transparent, cooperative and collaborative and conducted in teams and larger professional learning communities (Little, 1982; Louis and Kruse, 1995; Louis *et al.*, 1996; Stoll and Louis, 2007) cited in Pont, B., D. et al., (2008). Research has shown that school leaders supporting

teacher professional learning communities use norms of collegiality, collective responsibility and shared goals (Louis and Kruse, 1995), professional development, reflective practice and quality improvement processes. They promote trust among teachers by helping to develop clarity about common purposes and roles for collaboration and they foster continuous dialogue among school staff and provide adequate resources to support collaboration (Leithwood *et al.*,2006).

In line with MoGE, (2017), M&E in the education sector in Zambia is characterized by a variety of arrangements (i.e., a multitude of data collection methods for a wide range of stakeholders, which produce information on the implementation of education policies and programmes as well as whether education sector objectives are being achieved), including the different arrangements that currently support planning, budgeting, management and communication activities of both MoGE and MoHE. M&E information is used by a diffuse and diverse group of stakeholders in the education sector.

These stakeholders include:

- Within the MoGE, the Directorate of Planning is the key coordinating actor in the M&E field, but all MoGE Directorates have a role to play in terms of both generating and using M&E data;
- Within the MoHE, the Department of Planning is the key point of engagement, although here too other departments have an important role to play;
- Universities such as University of Zambuia (UNZA) are another key stakeholder group given their expertise in the M&E field and ability to supply research services to the MoGE and its affiliates;
- The MoF, Cabinet Office and MoNDP are all key stakeholders in M&E given their active engagement in broader GRZ-wide initiatives to strengthen M&E structures, systems and capacities;
- External cooperating partners are also involved in the M&E process through various current and planned projects and have an important broader role to play insofar as they require M&E systems to be developed as preconditions for their financial support;
- NGOs and civil society organizations are important 'consumers' of M&E information and also provide skilled M&E expertise into the labour market.

MoGE, (2017) indicates that there are a number of evaluation tools within the education system including the Teacher Education specialised Systems (TESS) Directorate which has assorted monitoring instruments on teacher training (preservice training, teaching practice, and CPD) and teachers' delivery of lessons (implementation of lesson plans, teaching materials) as well as performance of school administrative staff and teachers. The Directorate of Standards and Curriculum, moreover, has developed the National Assessment Survey (NAS), which it plans to undertake biannually, as well as various instruments to monitor staff and institutions and instruments to monitor examinations that are linked to different evaluation schedules (e.g., GSC and Grade 7, 9 and 12 exams).

There is no doubt that education programs are compound. They involve resources, time, and expertise from a multitude of stake-holders and often require clear and detailed communication on program results. When planning a program, it is important to clearly define goals and objectives, document required resources and activities, and articulate expected outcomes. According to Raveev, Madan and Jayarajan (2009) there is ample evidence to show that evaluation and objective assessment of the effectiveness and outcomes of training programs being implemented by organisations are not given due importance as that of their planning and implementation. Jaimaica, presents a different case because monitoring and evaluation by more seasoned or even retired principals recognized to have done well as school leaders.

Supporting school leadership autonomy

Much current and emerging national education policy rests on the assumption that increased school autonomy can play a positive role in the implementation of education reform and provision of leadership for improved learning (Pont, B., D. et al., 2008). According to reports by their principals, a substantial proportion of students in OECD and partner countries attend schools in which school leaders have a high degree autonomy in different areas of decision making (OECD, 2007a).

On OECD average, around 90% or more 15-year-old students were in schools with considerable responsibility in disciplinary policies, student admission, choice of textbooks and budget allocations within the school and around 70% or more of these students were enrolled in schools with considerable responsibility for formulating the school budget, establishing

student assessment policies, deciding which courses were offered and determining course content. Of course, the OECD average masks important differences between countries. While in countries such as the Czech Republic, Hungary, the Netherlands, New Zealand, Sweden, the United Kingdom and the United States, school leaders' responsibility tended to be high in most domains, it was much more limited in countries such as Greece, Poland, Portugal and Turkey (OECD, 2007a). Moreover, in some countries, there were high variations between the different domains of decision making (Pont, B., D. et al., 2008). Looking at cross-country relationships, analysis from OECD's Programme for International Student Assessment (PISA) indicated that school autonomy in the areas surveyed was positively correlated with student performance. The data suggested that in those countries in which principals reported, on average, higher degrees of autonomy in most of the aspects of decision making surveyed, the average performance of students tended to be higher (OECD, 2007a).

Pont, B., D. et al., (2008) suggests that school autonomy alone does not automatically lead to improved leadership. On one hand, in increasingly autonomous schools, it was important that the core responsibilities of school leaders were clearly defined and delimited. School leaders should have an explicit mandate to focus on those domains that were most conducive to improved school and student outcomes. Otherwise, school autonomy may lead to role overload, by making the job more time-consuming, increasing administrative and managerial workloads and deflecting time and attention away from instructional leadership. On the other hand, effective school autonomy required support. School leaders needed time and capacity to engage in the core practices of leadership that contribute to improved teaching and learning. It was therefore, important that the devolution of responsibilities comes with provisions for new models of more distributed leadership, new types of training and development for school leadership and appropriate support and incentives.

According to Pont, B., D. et al., (2008) there seems to be ample evidence from research and country practice on which to encourage country, provincial and local policy to use new understandings of core leadership dimensions as a basis for designing the core domains of responsibility of their future leaders. Pont, B., D. et al., (2008) focused on four broad groups of interrelated leadership responsibilities that have consistently been identified as associated with improved student outcomes.

First, *leadership focused on supporting, evaluating and developing teacher quality* is widely recognised as a core component of effective leadership. Teacher quality is perhaps the most important school-level determinant of student performance (OECD, 2005). The leadership responsibilities associated with improved teacher quality include coordinating the curriculum and teaching programme, monitoring and evaluating teacher practice, promoting teacher professional development and supporting collaborative work cultures.

Second, school leadership that concentrates on *setting learning objectives and implementing intelligent assessment systems* has been found to help students develop their full potential. Aligning instruction with national standards, setting school goals for student performance, measuring progress against those goals and making adjustments in the school programme to improve individual and overall performance are the dynamic aspects of managing curriculum and instruction. School leaders' purposeful use of data is essential to ensure that attention is being paid to the progress of every student.

Third, with increased school autonomy policies, school leaders have more and more discretion over human and financial resource management. The *strategic use of resources and their alignment with pedagogical purposes* are key to focusing all operational activities within the school on the objective of improving teaching and learning.

Fourth, the benefits of *school leadership beyond the school borders*. Various leadership engagements beyond the school, in partnerships with other schools, communities, social agencies, universities and policy makers can increase professional learning, enhance improvement through mutual assistance and create greater cohesion among all those concerned with the achievement and well-being of every child. While these domains have proved to be important leadership domains in many settings, there should be room for individualisation by size and type of school and by local, regional and country context. Complaints about "designer leaders" produced by highly uniform or central development programmes should be taken seriously (Ingvarson *et al.*, 2006), especially because much of the research on effective leadership stems from a few countries only and is not always easily transferable across contexts.

In Zambia, an important strategic interest under the Education Sector Skills Plan (ESSP) was to ensure that the management and oversight mechanisms in the education sector were improved to support the attainment of better learning outcomes (MoGE/MoHE, 2017). The goal was to ensure that various functions were well aligned to support learning, with appropriate accountability mechanisms. Beyond the mechanisms, the goal was to ensure that officers performing oversight functions have the appropriate skills to carry out their work. The other internal challenge to be addressed was how the different administrative and technical units filter down to the lower levels. By 2017 (MoGE/MoHE, 2017), there was a particular challenge of ensuring that there were checks and balances in the functions of offices. Institutionally, this challenge was a result of the MoGE's segregation of duties along managerial and academic lines. This segregation was found at all levels of the education system. At the school level, the head teacher is assigned a management role while the deputy is in charge of learning. At the district level, the District Education Board Secretary (DEBS) is the manager while the District Education Standards Officer (DESO) is head of quality assurance. At the provincial level, the Provincial Educational Officer (PEO) is the manager while the Principal Education Standards Officer (PESO) is head of quality assurance.

Core responsibilities of school leadership

Pont, B., D. et al., (2008) explores the four core responsibilities of school leadership presented above. The analyse the degree of autonomy school leaders have in these domains across participating countries and it provided evidence on the impact of each area of responsibility on school and student outcomes. Part of the picture becomes evident by looking at the latest available data from the OECD Programme for International Student Assessment (PISA 2006), which asked lower secondary school principals to report whether schools had considerable responsibility in different areas of school decisions (OECD, 2007a). The PISA data is complemented by more qualitative information from *Improving School Leadership* country background reports on school leadership in both primary and secondary schools.

Managing the curriculum and teaching programme

According to (Pont, B., D. et al., 2008) schools in OECD countries had a high degree of responsibility in decisions related to curricular issues. There were differences within the three domains measured by PISA (2006) cited in Pont, B., D. et al., (2008): determining course content, deciding which courses were offered and choosing textbooks. Most countries

participating in the *Improving School Leadership* activity establish a core curriculum or curriculum framework at the national level. Where this was not the case, some form of national curricula direction was often evolving. National policy was often further specified at the regional or municipal level. It was the school leader's job to implement school curriculum and instruction within these policy boundaries in a manner that achieved the policy makers' intent effectively and efficiently. School leaders generally had a range of discretion in how they designed curriculum content and sequencing, organise teaching and instructional resources and monitor quality. Since the curriculum core or framework does not usually specify the entire curriculum, local leaders usually have flexibility to add or give additional emphasis to content. However, in some countries including Luxembourg, Greece, Switzerland, Mexico, Slovenia and Turkey, a la *Supporting teacher professional development* School leadership also plays a vital role in promoting and participating in professional learning and development for teachers. OECD (2005) gave an overview of the extent of responsibilities schools have in establishing and funding professional development opportunities. Countries where there was more autonomy at the school level also had greater funding capacities to develop more individualised training programmes for teachers.

Most countries now link professional development to the developmental priorities of the school and co-ordinate in-service education in the school accordingly (Pont, B., D. et al., 2008). School management and in some cases local school authorities, play an important role in planning professional development activities. Some countries, including England, were also ensuring that teachers identify their own professional development needs. They underline the need to complement professional development programmes with less formal support such as individual consideration and intellectual stimulation. Several studies show that the role of school leadership in professional development is especially important in low-performing schools in challenging circumstances (Day, 1999; Gray, 2000; Harris and Chapman, 2002). In their meta-analysis on "school leadership that works", Marzano *et al.* (2005) identify leadership practices that recognise and reward individual accomplishments and demonstrate awareness of personal aspects of staff as core practices of successful leadership. Another recent study on leadership for organisational learning and student outcomes (LOLSO) also showed the importance of ongoing, relevant professional learning opportunities (Mulford *et al.*, 2004). It emphasised not only organisational learning, but a trusting and collaborative climate, a shared

and monitored mission, the capacity to take initiatives and risks and ongoing relevant professional learning opportunities.

Yet another study, in three European countries (Pont, B., D. et al., 2008), shows that schools with effective leadership were also found to be schools where teachers were motivated to participate in training, showing connections between school leadership, school climate and willingness to participate in professional development. However, the OECD (2005) activity on teacher policy revealed that professional development was often fragmented, unrelated to teaching practice and lacking in intensity and follow-up. Evidence from that study showed that in several countries there was a lack of coordination between teacher preliminary training and in-service training and often there were concerns about the quality of teacher induction and professional development opportunities. Although in most countries there were many possibilities of in-service training programmes, such training was often patchy and not sufficiently sequenced and aligned. School leaders can play a key role in providing and promoting in-service professional development programmes for teachers. It is essential that school leaders understand this aspect of leadership as one of their key responsibilities (Pont, B., D. et al., 2008). They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs. To enhance school leaders' capacity to promote staff development, policy makers should emphasise the core responsibility of teacher professional development and consider devolving discretion over training and development budgets to the school level so that school leaders can offer and coordinate meaningful professional learning opportunities for all their teachers.

In Zambia, as with other professionals, teachers and school leaders have a responsibility, to themselves and to their profession to continuously deepen their knowledge, extend their professional skills, and keep themselves up to date on major developments affecting their profession (MoGE/MoHE, 2017). In order to promote in-career development of teachers, the MoGE provides resource centres that offer all teachers the opportunity to undergo some continuing professional development (CPD) programmes. The MoGE has taken a number of other measures to enhance the capacity of serving teachers through CPD activities under the School Programme of In-service for the Term (SPRINT). CPD aims to upgrade teachers' capacity, and orient and train them to implement new interventions, such as the introduction of

a revised curriculum. Two forms of CPD programmes are offered: long-term and short-term. Long-term professional courses for schoolteachers are provided by colleges and universities. Short-term CPD, in the form of capacity-building programmes, are mostly provided through workshops and seminars in school or at teacher resource centres, with the aim of improving teachers' knowledge and pedagogical skills. According to Mubanga, R.M, (2012), highlights other interventions of CPD including the Action to Improve English, Mathematics and Science (AIEMS) project which was to improve the teaching and learning of English, mathematics and Science, through the establishing of a sustainable and well managed decentralised system of in-service teacher education. It was perceived that the in-service training would be achieved by providing the necessary resources to schools and training head teachers and teachers in methods of resourcing and better management of schools.

Results, impact and Challenges faced in the delivery of school Leadership Improvement

According to Deborah (2002) the challenge faced in having effective and the implementation of the School Leadership Courseis the leader's disagreements with its purposes and appreciating what is required to make it work. The other challenge is as considered by Chang and Ho (2001) that the training and implementation of leadership program is an expensive investment. They often stated that training is unnecessary because most schools are not sure about the actual contribution of training and development toward school performance due to lack of evaluation. As a mitigation measure in the implementation of school leadership course, leaders must for example, be able to help their colleagues understand how the externally-initiated course and skill acquired might be integrated into learner improvement efforts, provide the necessary supports for those whose practices must change and must win the cooperation and support of parents and others in the local community (Vito, 2015).

If a school course is thoroughly implemented and evaluated, it can boost the leadership styles in schools, Keegam, (2003) observed that skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job. Conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice. Teachers who work together in a meaningful and purposeful ways have been found to be more likely to remain in the profession because they feel valued and supported in their work. The leadership trained in core skills is one that appreciates the continuous development of its staff members

as a mitigation measure that enhances learner performance. This is an important goal for leaders in almost all schools aiming to improve student learning.

An effective implementation of School Leadership Improvement program has a capacity to build collaborative management styles to enable widening participation and ownership of school plans and, as far as possible, use existing continuing professional development systems. When the course is thoroughly executed it would immediately address challenges in the management of key systems in schools and the implementation of strategies to combat the weaknesses identified by learners, teachers and parents (Global partnership for education, 2018).

Connecting Classrooms School Leadership Course globally

The British Council (2016) global annual review showed some progress in SCL participants in implementing the Connecting Classrooms programme core skills in their schools as shown in the table below.
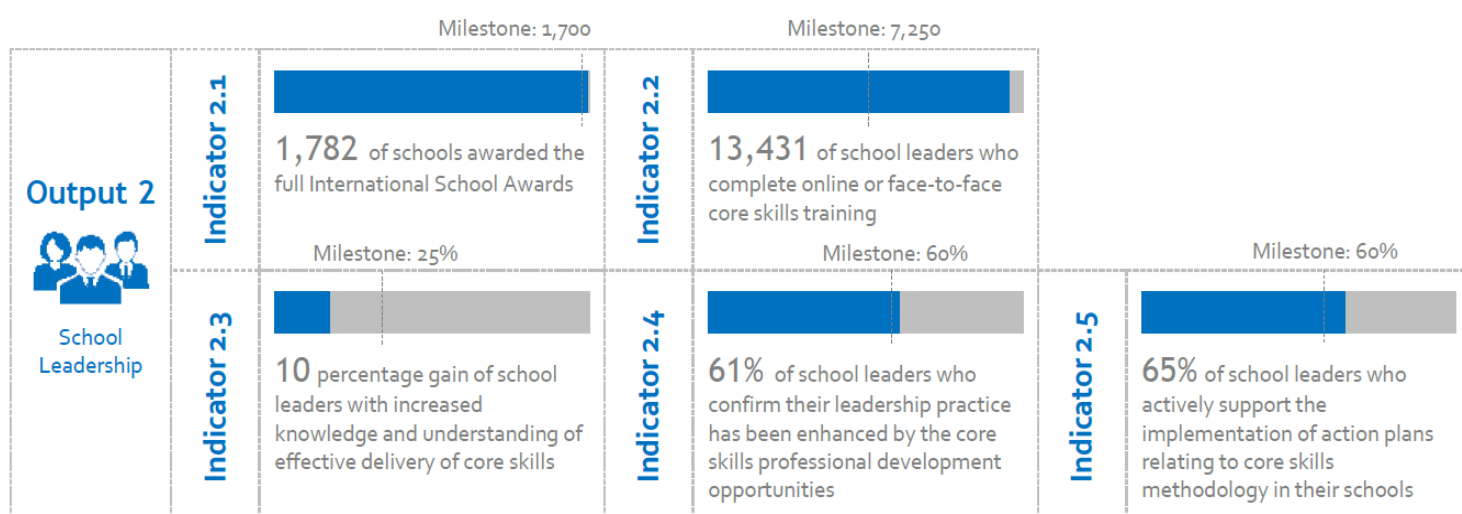
Figure 2 Ecorys (2017)

The above table shows progress against teacher development and school leadership output targets were also positive, with nearly all indicator targets exceeded. Agreement levels amongst school leaders that they had knowledge and understanding of the effective delivery of core skills increased by a smaller amount (10 percentage points). Finally, indicators for school leaders enhancing their leadership practice through core skills, and actively supporting the

implementation of action plans related to core skills, stood at 61% and 65% at the follow-up stage.

The impact and outcomes of school leaders trained in globally is illustrated in the figure below:
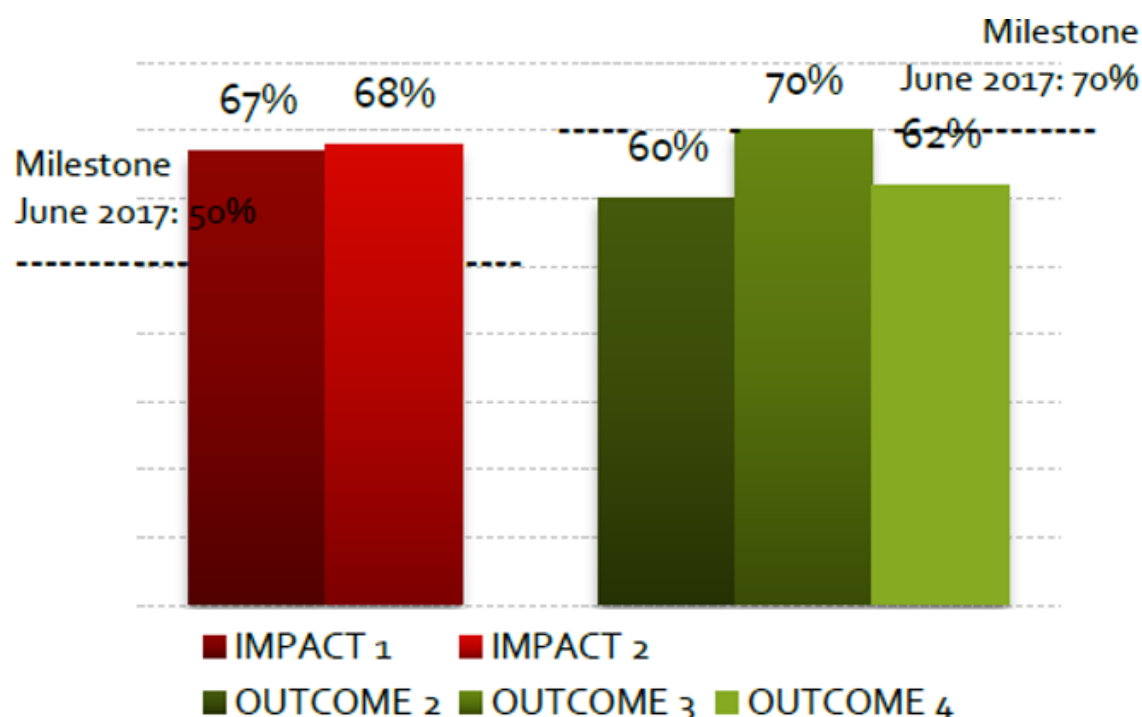
Figure 3Ecorys report (2017)

The above figure states that there was an **11 percent gain** in school leaders with increased knowledge and understanding of effective delivery of core skills, which was still below the target of a 25 percent gain for the June 2017 milestone. Investigations into data returns revealed the overall average scores were much lower than elsewhere in a handful of SSA and South Asia countries. **64%** of school leaders who confirmed their leadership practice had been enhanced and **65%** actively supported the implementation of action plans relating to core skills methodology in their schools and therefore the June 2017 milestone of 60% had been achieved. The above graph further shows that Zambia and South Sudan had exceeded their target of a 25 percent gain in leaders with increased confidence in teaching of core skills after the pre-course baseline. However, these results were to read with caution as there were insufficient number of surveys at the time from both countries to provide robust results.

Therefore, suffice to say that there has been evidence of training of school leaders in Sub Saharan Africa and Zambia made a significant contribution to the programme. The policy document MOE (1996) indicates that, because of the centrality of knowledge, skills and technology in shaping the organization and productivity of the economy, education is a productive investment. Since knowledge, skills and technology develop and change so quickly, this investment must be continually renewed. Individuals must learn continuously throughout their lives, acquiring new skills and technologies. Investment in education, therefore, is of crucial concern in the strongly competitive climate of the modern world. Hence, the Government strongly reaffirms the important role education plays in human resource development as the basis of all other development.

Application of leadership programmes by school leaders

Educational leadership is a term that has to do mainly with the duties and responsibilities of the leadership team in order to improve school management, as well as students' achievement. Deborah, (2002) observed that in order to enhance and improve school leadership, the persons in charge with school administration, comprising the principal, deputy manager, teachers, have to attend effective training, to be provided with updated and useful data that will allow them to identify the strong and weak points in learning and teaching, as well as the auxiliary activities leading to it.

The analysis of practice has shown that in increasingly decentralised and accountability-driven environments school leaders take on a much broader set of tasks than a decade ago. In many countries, school leaders report high levels of stress, role overload and uncertainty because many of these new responsibilities of school leadership are not explicitly accounted for in their job descriptions. In many settings, definitions or frameworks for school leadership are not explicitly focused on practices to improve teaching and learning but rather on the traditional tasks of head teacher or bureaucratic administrator (Pont, B., D. et al., 2008) who proves three frameworks below in applying school lership techinigues.

First, such frameworks are a way of setting boundaries and making it clear what school leadership does *not* include. Leadership frameworks provide a firm foundation for the profession and they can constitute a key point of reference both for those who consider entering the profession and for those who are in charge of recruiting them. Second, frameworks defining

the wide range of leadership tasks at school level make it clear that certain conditions need to be in place for school leaders to be able to perform effectively. For example, frameworks can be a crucial basis to improve the relevance and effectiveness of professional training and development provided to school leaders. They can be a starting point for the design of improved and consistent professional preparation and development. Third, frameworks for school leadership provide a reference to evaluate its effectiveness. Unless responsibilities are defined in a clearly confined and feasible way, it is impossible to evaluate leadership quality. Frameworks can serve leaders themselves in guiding their learning and evaluating their progress and/or they can help employing authorities in managing performance and assessing whether school leaders fulfil their contractual duties.

In line with (Pont, B., D. et al., 2008) leadership frameworks or standards can be developed with varying involvement of the profession. In the Netherlands, for example, Professional Standards for Educational Leaders in Primary Education (2005) were established by an independent professional body initiated by the Minister of Education, while in England the government commissioned the responsibility of developing and implementing National Standards for Headteachers (2004) to two non-departmental public agencies (the Training and Development Agency and the National College for School Leadership) and in Scotland it was the devolved government (Scottish Executive) that had responsibility for the development and review of their Standards for Headship (Ingvarson *et al.*, 2006). While standards provide common ground by which people can perform and evaluate performance, they do give rise to some concerns. If too prescriptive and detailed, they can contribute to increasing "intensification" of the school leader's role and discourage practitioners (Gronn, 2002, in Ingvarson *et al.*, 2006). Critics in the United States fault them for perpetuating dominant conceptions of power (English, 2000).

Morgan (2015) asserts that school leadership requires knowledge, preparation, training, and continued professional development to facilitate the interactive participation of students. Farr (2011) identified six leadership strategies that have proven successful in increasing students 'academic performance: setting big goals, getting students invested in their learning, planning purposefully, making adjustments as necessary, improving, and working tirelessly. An effective school system that supports the positive actions of leaders and teachers can help to decrease students' poor academic performance. Pont, B. D. et., al., (2008) gives a scenario in

Sweden where an effective monitoring and evaluation on school leadership training, for example, school leaders often spend much of their time giving feedback to teachers about their work. They also tend to frequently challenge the assumptions of their staff. By asking questions such as "how do we know that?", "could we test another way of doing it?" and "What do we know about how people in other schools do it?" they help to foster a learning atmosphere in the school.

The OECD's comparative review of school leadership finds that teacher monitoring and evaluation are increasingly important responsibilities of school leaders. in general, regular teacher evaluations involve the school leader and other senior school staff; but in countries such as france and Belgium, they also involve a panel with members from outside the school (Pont, B. D. et., al., 2008). While the nature and consequences of teacher evaluation vary widely across countries, there are now formal provisions for teacher evaluation in the majority of the countries studied. the form, rigor, content and consequences of evaluation vary greatly across countries – and sometimes within them. in most countries where teacher evaluation is carried out, it is conducted as a part of a larger quality review or school-improvement process. the purposes of evaluation are relatively evenly distributed among formative evaluation, performance appraisal, professional-development planning and support for promotion (Schleicher, (ed.) , 2012).

There is great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. However, there is recognition that schools require effective leaders and managers in many parts of the world if they are to provide the best possible education for their learners. As the global economy gathers pace, more governments are realizing that their main resources are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled labor force. This requires trained and committed teachers but they, in turn; need the leadership of highly effective leaders and the support of other senior and central managers, Chishimba (2017)

Challenges faced by school leaders in implementing school leadership improvement program

There has been a number of challenges in the implementation of effective School Leadership Improvement program in schools by school leaders. A study done in OECD countries (Pont,

B., D. et al., 2008) notes that in most countries the concerns about shortages in school leadership personnel actually refer to difficulties in filling the position of *principal*. While most participating countries have concerns about declining application numbers for the position of principal, hardly any country reports shortages of middle leaders, assistant or deputy principals. Out of the 22 education systems participating in the *Improving School Leadership* activity, 15 reported difficulties in finding enough suitable candidates for principalship. In Chile for example, various municipalities face difficulties in finding the required five suitable applicants for the second stage of the public contest for school leadership positions. In Hungary, it is estimated that only about 1.25 candidates apply per post on average, normally including the current principal. In England, almost one-third of principal posts are re-advertised because no suitable candidate comes forward. In Norway, the Netherlands and Scotland, principal posts have also been advertised for lengthy periods of time. Among the countries not experiencing difficulties in recruiting principals, Portugal reports that this is due to the fact that 80-90% of these positions have been occupied by teachers who had been elected as principals by their peers. Succession planning surveys in different countries have revealed that teachers and school-level management staff with high leadership potential are often not interested in moving up to principalship. For example, NCSL (2006a) reports that in England 43% of deputy heads and 70% of middle leaders express a desire not to move into headship. Another survey conducted in two English and Welsh local education authorities (James and Whiting, 1998a and 1998b) found that merely 18% of secondary deputy head teachers were actively seeking headship and only 25% were planning to do so in the future. In a study from the United States (Pounder and Merrill, 2000, cited in Norton, 2003), only 30% of 170 high school assistant principals and middle school principals indicated that they had a career goal to seek a high school principalship.

While the position of school leadership is attractive to many due to extended reposnsibiloities and authority, on the other hand it lacks movitation for the would be head teachers. In a comparative study of Australian and American principals, Su *et al.* (2003) reveal that in both countries principals are primarily motivated by intrinsic rewards, such as having a personally satisfying job, providing effective leadership and making a contribution to society. At the same time, a number of factors related to recruitment and working conditions of school leaders may act as barriers to potentially interested candidates. Pont, B., D. et al., (2008) highlighted three reasons. First, the procedures used may discourage qualified individuals. In Australia, for example, research from several states has shown that school-based selection processes are

widely seen as flawed. In a Western Australian survey, almost half of the respondents cited the selection process as the biggest deterrent to potential applicants (Pritchard, 2003). Second, potential future leaders may be hesitant to apply because of concerns about role overload and work-life balance. Beaudin *et al.* (2002) found that in the United States the longer working hours required by principalship were an important factor discouraging potential candidates. An Australian succession planning survey (Lacey, 2000) revealed that the strongest disincentives for promotion to principalship identified by teachers included negative effects on family, stress level of the job, impact of societal problems on the role and time required by the role. A case study from England (James and Whiting, 1998a) identified role overload and negative impact on the individual's family as two (out of six) important factors that had influenced the decision of deputy heads not to apply for headship. Third, the relatively low salary levels also seem to have an impact on the decision of teachers not to apply for principalship (Kimball and Sirotnik, 2000; Norton, 2003; Whitaker, 2001). In the United States, studies by Whitaker (2001; 2002) identify low salaries as the top factor discouraging potential applicants and ERS (1998, 2000) found that superintendents perceive insufficient salaries as compared to responsibilities as the most important barrier in applying for principalship. Studies from Australia (Lacey, 2002 in cited in Pont, B., D. et al., (2008) also cited salaries as a strong discourager for potential applicants.

In Zambia, MOE (2015) reviews reveals that, the Revised Sixth National Development Plan especially acknowledges the challenges facing educators and pupils in rural areas, and notes, "regional comparisons suggest that the quality of primary education in Zambia is one of the worst in Southern Africa". MOE (2014) describes that, the levels of learning achievement at the primary level in our country have not been satisfactory, and that improvements, if any, have been marginal. Chishimba (2017) shares an example of a report by the Zambia Daily Mail (2015) that revealed the challenges that were encountered at Ntindi primary school in Nakonde district in Muchinga Province. The school according to the author, catered for pre, primary and secondary school needs of the majority of the people of Nakonde district. The school comprised three classroom blocks, 31 pit latrines and a non-functional modern ablution block. In those three blocks were 21 class rooms that accommodated about 4,100 pupils comprising 3,400 pre and primary school pupils and 700 secondary pupils. Theoretically, this pupil population translated into class sizes of about 190 pupils per class room. However, in reality the school administration had devised a method of juggling space, time, pupils and teachers in a bid to

accommodate all the 4,100 pupils and hence this resulted in a class average of about 75 pupils. The 4,100 pupils were divided into four daily sessions for primary pupils and two daily sessions for the secondary pupils. Each session for primary pupils lasted approximately 3hours. Therefore, the school faced the challenges of classroom space; short class session of three hours per session meaning that there was compromise on teacher- pupil contact hours.

In Zambia, schools in Lusaka district although hosting a capital city, continued to face challenges in the effectiveness of the implementation of School Leadership Improvement. Most of the challenges included lack of adequate funding from the Ministry of General Education that affected the operation of the school. Moreover, some school leaders had not attended refresher courses to support their personal development making it difficult to manage the school in a way that would motivate the teachers and leaners. There is need for the Ministry of General Education to strength the tools and mechanism in providing school leadership systems.

The above stipulations are in line with what Leithwood, Pathen & Jantzi, (2010) stressed about two challenges faced in the implementation of School Leadership Improvement Plan that demand responses by all or many educational leaders if they are to be successful in improving teaching and learning. One common impetus to change faced by almost all educational leaders in the United States is believed to be the extensive set of state policies designed to hold schools more accountable. The second challenge, faced by fewer, but still large numbers of leaders, is the conditions associated with diverse student populations.

Literature by Masabila and Nalaila (2013) further reveal that the situation of head teachers, who are individually responsible for the functioning of their organizations without much knowledge of school leadership course, constitutes for them a challenge to create their own ideas of management and leadership. Chishimba (2017) in his study observed that the challenge faced on implementation of school leadership course was that it is residential and as such it takes headteachers away from their schools and also the program is expensive and can only be offered to small number of school leaders. Despite the challenges stipulated above the table below shows that overall there were currently a 10 percent gain in leaders with increased knowledge and understanding of effective teaching of core skills in Sub-Saharan Africa. Zambia had the highest score with an 86 percent gain in leaders increasing their knowledge and understanding of effective teaching of core skills. This was higher than South Sudan with a 79 percent gain and Ethiopia with a 17 percent gain. The graph below shows the results.
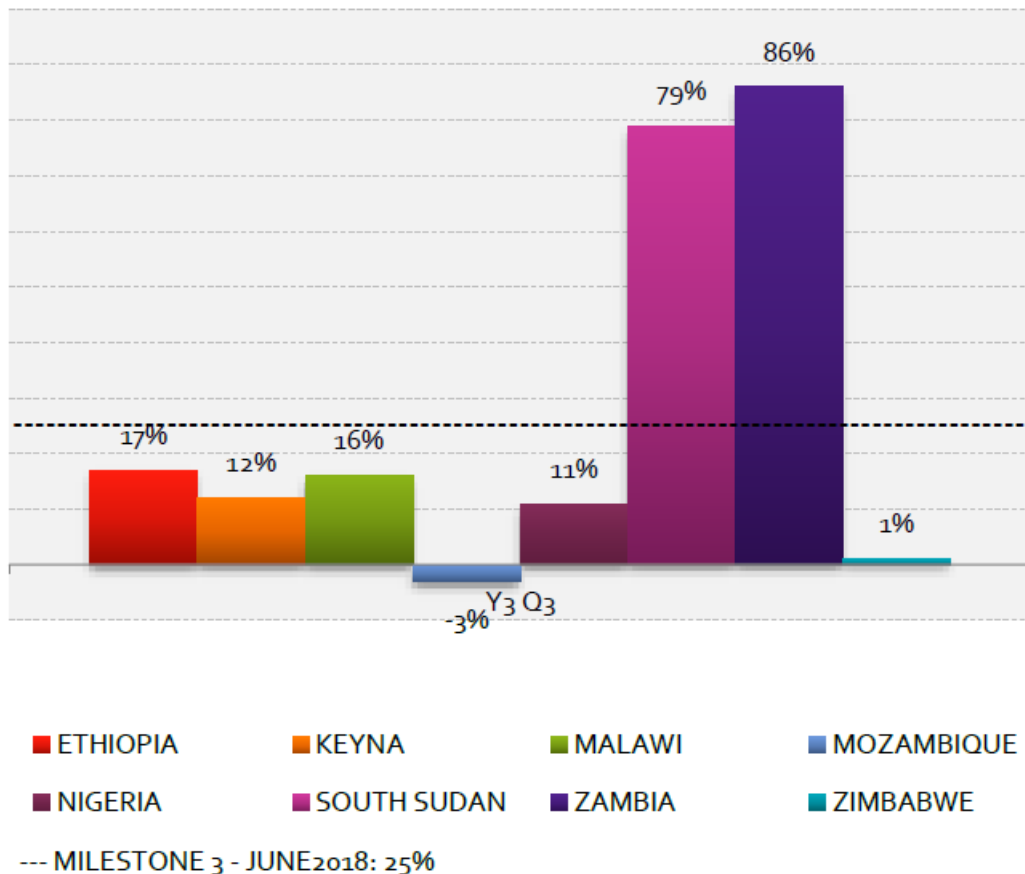
Figure 4 (Ecorys, 2017) Report

The above graph further shows that Zambia and South Sudan had exceeded their target of a 25 percent gain in leaders with increased confidence in teaching of core skills after the pre-course baseline. However, these results were to read with caution as there were insufficient number of surveys at the time from both countries to provide robust results.

2.5 Gaps in Literature

In this literature review, the researcher explored what the literature says about the benefits, challenges and implications on school leadership in schools. Many authors have labored much and acknowledged on the benefits and challenges of school leadership in schools. However, despite the many scholars, current studies on challenges and benefits of subject of school leadership and management do not bring out both the theoretical and empirical argument about the two themes and no one has written on the implications of subject specialisation basing on subject sharing, pupil performance, the policy and regulation guiding instructional leadership and the cost of re-training school leaders in a quest to prepare them for leadership roles. It is for this reason that this study intends to establish and brings out both the theoretical and

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empirical argument about the two themes. It was the researchers' hope to provide better solutions on the benefits, challenges and implications on school leadership and management to improve pupil performance in schools of Lusaka province in general. Additionally, most studies are relatively small scale and suggestive rather than conclusive.

Further, it appears that Zambia has not enjoyed a lot of research in Instructional leadership. It was not easy to find online published literature. Kalabo (2017) in his research confirms this when he reveals,

> One significant finding is the relatively small number of studies that have been done or published on school/educational leadership over the 51 years…. This may point to the fact that research on school leadership in Zambia has not been enjoying scholarly inquiry.

2.6 Summary on review of related literature

Effectiveness of the implementation of School Leadership Improvement training program can make a difference in schools and student performance if they are granted the autonomy to make important decisions. To do this effectively, they need to be able to adapt teaching programs to local needs, promote teamwork among teachers, and engage in teacher monitoring, evaluation and professional development. They need discretion in setting strategic direction and must be able to develop school plans and goals and monitor progress, using data to improve practice. Training also need to be able to influence teacher recruitment to improve the match between candidates and their school's needs. Leadership preparation and training are central and building networks of schools to stimulate and spread innovation and to develop diverse curricula, extended services and professional support can bring substantial benefits

It is evidently clear that no research seems to have been conducted in Zambia investigating the effective implementation of school leadership course in schools in Lusaka district. Most of the literature reviewed does not sufficiently discuss the delivery of training materials and effectiveness of school leadership course in Zambian schools. The literature reviewed established the gap for this study. The next chapter that follows is the discussion of methodology that was employed in this study. Therefore, this chapter has attempted to review different and relevant literature on educational and leadership management skills from other

countries. This chapter reviewed literature on school leadership training programmes, impact and outcomes, application of leadership training and challenges faced by the participants of the training globally, sub Saharan Africa and Zambia.

<center>**CHAPTER THREE**</center>

<center>**METHODOLOGY**</center>

3.0 Introduction

The previous chapter reviewed literature from different countries around the world related to effectiveness of the implementation of School Leadership Improvement training program and general educational leadership and management in schools. In this chapter, we explore the methodology used to conduct the research study. Critical among the areas highlighted include the research design used to answer the research questions, research tools employed to generate answers to asked questions, research process, research procedure, credibility and trustworthiness and finally ethical considerations.

3.1 Research Design

Creswell (2012), states that a research design is the specific procedure employed in carrying out a research process. It involves the collection of data, data analysis, and report writing. Chola (2016:31) also contends that "a research design is a framework in the whole process of research aimed at pointing the researcher in the direction of that research." Therefore, a research design is a systematic plan or procedure which would lead a researcher to successful study of a phenomenon. It is a design that highlights the methods the researcher will use in conducting the research and arrive at the intended results. A research design further describes how the study is conducted. It summarises the procedures for conducting the study, including when, from whom, and under what conditions the data were obtained (McMillan & Schumacher, 2006).

Qualitative Research

According to Malisa (2016) qualitative research allow the researcher to study issues in depth with data collection often occurring through open-ended questions permitting "one to understand and capture the points of view of other people without predetermining those points of view through prior selection of questionnaire categories". Results include a wealth of detailed information about a small number of people; therefore, leading to an increase in the depth of understanding of these select individuals. (Malisa, 2016) stated that the key characteristics of qualitative research are: (a) the researcher seeks to understand how people make sense of their experiences; (b) the researcher is the primary instrument of data collection;

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(c) the process is inductive; and (d) the final product is richly descriptive. A qualitative researcher attempts to understand and make sense of phenomena from the participant's perspective (Merriam, 2002 cited in Creswell, 2012).

Futher, qualitative research, according to McMillan and Schumacher (2006), is an inquiry in which researchers collect data in face to face situations by interacting with selected persons in their settings and in this study in was in schools. The qualitative research method describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. The qualitative research approach was the most relevant design for this study due to the fact that the researcher personally collected data in the field at the site where participants experience the problem under study in the schools. It also allows data collection through multiple sources (Creswell, 2009). The methodology has the advantages of gathering the views and opinions of teachers and school headteachers from the selected schools in Lusaka District who participated in the effectiveness of the implementation of School Leadership Improvement training program.

Researcher's Role

Amankwaa (2016) cited in Malisa (2016) postulated that the researcher plays an important role in qualitative research methodology because the researcher is the primary data gatherer. Creswell (2013:45) noted the researcher is a "key instrument". In his words, the qualitative researchers collect data themselves through examining documents, observing behaviour and interviewing participants. They may use an instrument, but it is one designed by the researcher using open-ended questions. They do not tend to use or rely on questionnaires or instruments developed by other researchers.

Since a researcher is a primary data collector, developing a bond with the participant becomes an inevitable task. For this study, the researcher did "establish a close bond with the participants" (Creswell, 2012: 502). With the researcher's background in education and the experience from his professional role in education and project management for many years and working with schools and MoGE, the researcher could relate to the participants' stories, establish credibility with participants, and understand the context when interpreting data. The researcher informed participants of his background and introduced himself as a male in the education field before the interview.

Collaboration between researcher and participants is also critical in collecting and analyzing narrative data (Creswell, 2012). The researcher actively collaborated with participants and carefully listened to their stories not only hoping to make them feel their stories were important and they were being heard (Creswell, 2012), but also to work with the participants to reduce the gap between the stories told and the narrative reported (Clandinin & Connelly, 2000). The researcher collaborated with the participants throughout the process of research from "formulating the central phenomenon to deciding which types of field texts will yield helpful information to writing the final restored story of individual experiences" (Creswell, 2012: 512). Although bonding and collaborating with participants are essential in qualitative research, the researcher needed to be cautious about the authenticity of the data. Data distortion may occur when the participants do not tell the real story for one or more reasons such as fear of telling the true story or simply because of memory errors (Creswell, 2012). The researcher's goal was to uncover stories told, but the researcher had to be careful about the possibility of data distortion.

To establish a relationship with participants, so they provided authentic and truthful responses, the researcher set up an initial ten-minutes interview prior to the actual interview to have a casual conversation with each participant. During the initial interview, the researcher explained participants' right to refuse to answer questions during the actual interview, the right to withdraw at any time during the study, and the anonymity of their identities; and informed participants about the usefulness of the research findings to other stakeholders implementing school leadership course.

3.2. Study Area

Creswell, (2013), describes the place where data is collected as a research site. In this case, the researcher conducted the study in Lusaka, a capital city of Zambia in the Lusaka province. The study was conducted in selected primary and secondary schools including Highland Secondary School, Munali Boys Secondary School, New Mtendere Primary School, Hillside Primary school and Senior Education Standards Officers in charge of Teacher Education at the Lusaka Provincial Education Office. The researcher selected Lusaka district because most of the participants, who had participated in then effectiveness of the implementation of School Leadership Improvement training program were located in Lusaka and were within reach for

the researcher to travel to the selected schools. A number of respondents were interviewed including head teachers, deputy head teachers, and head of departments in Secondary Schools and Senior Teachers in Primary Schools. In addition, a couple of Senior Education Standards Officers in charge of Teacher Education at Lusaka Provincial Education Office were reached.

Study Population

Msabila and Nalaila (2013) defines population as a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. The study population is the total group of individuals or things meeting the designated criteria of interest to the researcher. A population is further defined as a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalise the results of the research (McMillan & Schumacher, 2006). According to Gay (1992) the population is the group of interest to the researcher, the group to which the researcher would like the results of the study to be generalisable. It is the population from which the sample population will be randomly or purposively selected. Population can also be seen as a universe of units from which the sample is selected or chosen. As earlier indicated above, the population for this study consisted of head teachers, deputy head teachers, head of departments, senior teachers from selected schools and Senior Education Officers in charge of Teacher Education at the Lusaka Provincial Education Office. The targeted population of participants were selected on the basis of them implementing the effectiveness of the implementation of School Leadership Improvement program.

3.3. Study Sample Size

Goodwin (2006) defines a sample as a subset of a population that is used to represent the entire group as a whole. A study sample is preferred because it is often in particular to survey every member of a particular population due to the absolute number of people is simply too large. Literature by Ritchie, Lewis, & Elam (2003) suggests that the number of participants for qualitative studies is generally much smaller than that of quantitative studies because the purpose of qualitative research is not to generalize the results. Collecting and analysing qualitative data is a labour-intensive task.

Using a large sample in qualitative study is time consuming, costly, and impractical. In determining sample sizes, some scholars provided guidelines for the sample size (Creswell,

2013). Further, a sample is a group of subjects or participants from whom the data is collected (McMillan & Schumacher, 2006). Purposive sampling was used to select respondents.The method was used because in this type of sampling, the sampled schools were believed to be widely spaced were more advanced in the implementation of School Leadership Improvement program. The advantage of this method was that the researcher was allowed to use the respondents who had the required information regarding the objectives of the study. In this case, the researcher had respondents who were competent and with experience in the subject of study. The sample of this study consisted of 14 individuals selected from a population with the intention of investing on the benefits and challenges towards effectiveness of the implementation of School Leadership Improvement program.

3.4. Sampling Techniques

When designing sampling approaches, a researcher must remember, unlike quantitative research, qualitative research normally studies a few individuals or a few cases, because the purpose of a qualitative research is to gain an in-depth picture of each individual or site (Creswell, 2012). The intention is "not to generalize to a population, but to develop an in-depth exploration of a central phenomenon" (Creswell, 2012:206). Sampling approaches between quantiative and qualitative research are different in the sense that quantitative sampling approaches focus on random sampling, selecting representative individuals, and generalizing to population, while qualitative sampling approaches focus on understanding insights and learning from individuals (Creswell, 2012). Accordingly, purposeful sampling was used and the number of participants was small to gain insights into the phenomena under investigation. Sampling Technique is concerned with the selection of a subset of individuals from within a statistical population. (Boundless, 2016) the respondents from the selected schools were chosen through purposive sampling. Black (2010) defines purposive sampling as non-probability sampling method and it occurs when "elements selected for the sample are chosen by the judgment of the researcher. It was preferred because the researcher was purposely hand-picking individuals from the population based on the authority's or the researcher's knowledge and judgment, (Masabila and Nalaila, 2013). This type of sampling is also useful in situations where the researcher would need to reach a targeted sample quickly and will result in saving time and the cost is lower. In this study, when selecting participants, the researcher considered those who had attended the effectiveness of the implementation of School Leadership Improvement training program and those who would benefit from the implementation programme because

these were the best respondents to provide appropriate data required for this study. Additionally, the head teachers, deputy head teachers and other participants had first-hand experiences of implementing the School Leadership Improvement program in their schools and were purposely selected. The Senior Standards Officers at the Lusaka Provincial Education Office were also sampled purposefully as these were closely involved with the training programme in schools. The head teachers, deputy head teachers, head of departments and senior teachers where from the same sampled schools mentioned earlier.

3.5. Research instruments

McMillan & Schumacher, (2006) states that research involves gathering information about the variables in the study. The researcher chooses from a wide range of techniques and approaches to collect data from the subjects. Each method has advantages and disadvantages, and the specific approach adopted should be the best one for answering the research question. To find out the effectiveness of the implementation of School Leadership Improvement training program in schools and management practices among school leadership, the researcher in this study used interview schedule and open ended questionnaire. Through interviews, the researcher was able to explore participants' responses and examine their attitudes, feelings and values more easily. According to Creswell (2009), interviews allow the researcher control over the line of questioning. Creswell (2009) also indicates that, through questionnaire, the researcher has a series of questions and other prompts for the purpose of gathering information from respondents. The information pertaining to benefits and challenges of school leaders towards effectiveness of the implementation of School Leadership Improvement training program was collected using literature review, interviews method and a questionnaires. As this study focused on qualitative data collection these tools were suitable for the type of target audience.

3.6. Data Collection Procedure

Data was collected as follows: -

(i) Face to face interviews were administered to head teachers. It was preferred because the interviewer (researcher) was the one that had control over the interview and kept the interviewee focused and on track to completion. This type of interviews were important because the researcher ensured that all questions were answered as intended and this dispelled misinterpretation of questions. Most qualitative interviewers prefer a

conversational tone to indicate empathy and understanding while conveying acceptance to encourage elaboration of subtle and valid data. Interviews make it easy for both an interviewer and interviewee to make questions clear and answered with precision.

(ii) Interview was also administered to the deputy head teachers, head of departments, senior teachers and teachers. Interviews consisted of collecting data by asking questions. In this study; structured interview was administered because it was easy to collect data by listening to people and there was order in the way questions were scheduled. Structured interviews are non-standardized and are frequently used in qualitative studies to answer research questions in detail. it is noted that the researcher would have a list of key themes, issues, and questions to be covered. In this type of interview, the order of the questions can be changed depending on the direction of the interview and additional questions can be asked.

(iii) Document analysis was used, this was an important aspect in collecting qualitative data particularly from other authors for example MOE (2015) strategic plan, School Leadership modules and reports from facilitators who conducted the trainings. (Abawi, 2013) stressed that it is generally accepted that engaging multiple methods of data collection, such as observation, interviews and document analysis, will lead to trustworthiness.

Trustworthiness and Credibility

Trustworthiness, also called validity in qualitative designs, is the degree to which the interpretations have mutual meaning between the participants and the researcher (McMillan & Schumacher, 2006). According to Creswell (2009), validity is one of the strengths of qualitative research, and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participants or the readers of an account.

Issues of ensuring data trustworthiness in research have become very significant and a source of concern of many researchers. The trustworthiness of the research findings depends on the strategies a researcher employs as ways of ensuring accuracy and credibility. According to Joppe (2000) the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability or trustworthiness and if the

results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

Furthermore, trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014 in Malisa, 2016). In each study, researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers (Malisa, 2016). Although most experts agree trustworthiness is necessary, debates have been waged in the literature as to what constitutes trustworthiness (Leung and Chen, 2015). To establish credibility of this study, many relevant issues have been identified from others' research. Those issues are discussed in the paragraphs below as provided by Amankwaa (2016: 85 – 87).

Utilisation of the appropriate methodology for the inquiry
Adopting the correct method for the research problems is very important (Yin, 1994). The methodologies employed in this study were clearly stated and explained in the research methodology sections. An extensive literature review was conducted to ensure that the methods used in this study were utilized in previous comparable studies.

Prolonged engagement
Prolonged engagement between the researcher and the participants was established to allow the researcher to understand the culture of the context, to develop a relationship with the participants, and to gain their trust (Lincoln & Guba, 1985). The relationships were developed via email and telephone conversation. As partly highlighted in chapter two, the researcher introduced himself first through phone. During the recruiting process, the researcher conducted an initial interview to engage in casual conversation and answer the questions of the potential participants before the actual interview took place. The researcher was careful about such communication and did not attempt too much contact with the participants as the researcher knew of the danger of frequent contact, which may have deterred the participants from cooperation (Shenton, 2004:65). The researcher was careful to keep the contact at a professional level as the relationship between the participants and the researcher could have biased his professional judgment (Lincoln & Guba, 1985).

Triangulation
Triangulation involves the use of different methods and data sources or collection of data from informants from different organisations (Shenton, 2004). The individual interview, however,

was the main method used in this study because the study aimed to elicit the reflection or the thinking process of the participants that could not be uncovered by observation or other methods. However, in terms of data sources, the researcher collected data from multiple sources, including interview, transcripts, and the researcher's notes and journal. Regarding participants' educational and professional background, the researcher also checked this information with Standard Officers at Lusaka Provincial Education Office before the actual interview to help ensure the accuracy of the information. The participants were from different schools hence enabling the researcher to obtain different perspectives, a better and more accurate view of reality (Dervin, 1983)

Authenticity of the story told

To obtain the authentic story, the researcher needed to ensure that the participants "are genuinely willing to take part and prepared to offer data freely" (Shenton, 2004, p.66). All participants were informed that they could withdraw from the study at any time so that the data collection process involved only the participants who were willing to participate. The researcher also informed the participants that there was no right or wrong answer, and that the researcher held an independent status. Additionally, the researcher encouraged the participants to be honest and tried to reduce their fear of telling stories in the study by ensuring that their responses were confidential and that they would be identified only by pseudonyms. Besides the above techniques, to ensure the authenticity of the data, probes and iterative questions were used to uncover the story (Shenton, 2004). When discrepancies in the data emerged, the researcher discarded the suspect data.

Supervisor and peer scrutiny

The researcher had ongoing contact and discussion with his supervisor, who provided feedback and enabled the researcher to recognize the flaws of the study and his biases (Shenton, 2004). Similarly, the researcher's colleagues and peers were always welcome to provide feedback, which brought different perspectives to the study and helped the researcher develop a better study.

Member check

Besides receiving feedback from supervisor and peers, member check, also known as participant verification, was used in this study (Rager, 2005). Member check is "the most crucial technique for establishing credibility" (Lincoln & Guba, 1985:314). The participants

were asked to validate the data and provide feedback both on the spot and after the data collection was completed (Lincoln & Guba, 1985).

Reflective commentary

Besides taking advantage of outside scrutiny, the researcher critically reflected on his own work to monitor developing constructions (Guba & Lincoln, 1989). The researcher ensured that the findings resulted from the participants' experiences and worldviews, not the preferences of the researcher. The preliminary assumptions that did not emerge from the study was removed.

3.7. Data Analysis

In line with McMillan & Schumacher, (2006), qualitative data is analysed primarily in an inductive manner which involves organising data into categories and identifying patterns among the categories. According to Creswell (2009), the process of data analysis involves preparing data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data, and interpreting the larger meaning of the data. Analysis of data thetefore, is a process of inspecting, cleaning, transforming and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. It refers to the systematic way of organizing information collected in order to make sense out of it. McDonald & Headlam, (2008) stressed that the analysis of qualitative data involves seven key steps which include familiarization, compilation of answers from respondents, condensation or reduction, preliminary comparison or classification, naming of categories and constructive comparison of categories.

According to Creswell (2009), researchers must use the following steps to analyse data from the specific to the general: Organizing and preparing data for analysis. This involves transcribing interviews, typing field notes and arranging the data into different types depending on the sources of information.

In this study, data was mainly collected by using open ended questionnaires and interview schedule. The data that was obtained through interview schedule was analyzed by using content analysis to establish some themes. According to Cohen et al; (2007) content analysis is a research technique for making replicable and valid inferences from the meaningful matter to the contexts of their use. The researcher carefully went through the responses given by the

respondents to each question in order to understand the meaning that they communicated. It was from these responses, that the researcher developed broad understanding that reflected the the issues at hand. The researcher went through the transcripts of the interviews and questionnaires so as to classify the responses under the different themes. He further, read through the coded data and then interpreted the data in detailed discussions. The researcher integrated them into the text of the report by counting how frequently a theme occurred. A summary of all analysed data was compiled in sub-themes to come up with overall themes under each objective and used to report the findings of the study.

3.8. Ethical issues

McMillan and Schumacher (2006) argue that ethics generally deal with beliefs about what is right or wrong, proper or improper, good or bad. They further argue that the primary investigator of the study is responsible for the ethical standards to which the study should be adhered to. Further, there is much increased and still growing concern for ethical issues in social research today, stimulated by the growth in the use of qualitative methods (Punch, 2006). Researchers points out that, ethical rules like informed consent and confidentiality are the key rules to be followed during data collection process. When a study involves human participants, researchers are required to have their proposals reviewed by their college's ehtnical committeee, which will ensure that human subjects are protected and that vulnerable populations are not involved (Creswell, 2009). In this study verbal consents from all the participants before engaging them in interviews and focused group discussions were obtained. Further, the researcher disclosed his identity as well as avoided undue intrusion and stress during the interview sessions. The findings of the study were not linked to individual respondents as a way of maintaining their anonymity and confidentiality on sensitive matters. The recruiting process for this study was conducted to keep the participants' responses as confidential as possible. They were informed that participating in this study was by choice and were free to opt out any time. The research protocol, instrument, and communication materials were reviewed and approved by the Director Institute of Distance Education, University Of Zambia – Zimbabwe Open University.

Lastly, a final publication copy of this study and any subsequent related publications are to be provided to the participants upon request for review to ensure that their confidentiality is protected.

3.9. Summary on methodology

This chapter discussed the methodology that was used in this study. The researcher has also discussed the research design, study population, sample size, sampling procedure, data collection instruments and procedure, credibility and trustworthiness, data analysis and ethical considerations. In the next chapter the presentation of findings of the study are considered.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

In this chapter, findings of the study are presented. Also, a road map is established for future assessment of the effectiveness of the implementation of School Leadership Improvement program in improving quality of education. The researcher documented the respondents' knowledge, interpretation and application of the key issues affecting the effectiveness of the implementation of school leadership in some selected Lusaka district schools. Further, the researcher explored the skills, knowledge and practices of the school leadership team related to the promotion of local practices and conditions that improve and sustain school management systems and instructional leadership skills.

The findings were based on the following study research questions:

(i) Were participants provided with adequate and relevant training materials?

(ii) Did the training took place on schedule and according to the plan?

(iii) How often and at what stage was Monitoring and Evaluation of the effectiveness of the implementation of School Leadership Improvement program?

(iv) What were the results and impact of the effectiveness of the implementation of School Leadership Improvement training program and what challenges were encountered in its implementation?

4.1 Presentation of Findings

This section present findings for each research question. The data was collected from from head teachers, deputy head teachers, head of departments, senior teachers, teachers and some Senior Education Standards Officers in the teacher education unit at the Lusaka Provincial Education Office. Data collection instruments used were semi – structured questionnaire, interview schedule and focus group discussions and the responses to questions under each of the above three main questions were presented in frequency and percentage tables with narrations below each chart and table. Further, the chapter presents detailed findings for the qualitative data in line with the research questions. The presentations will be in order of the research questions as they have been stated.

The researcher wanted to know whether the participants were knowledgeable of the Connecting Classrooms modules on school leadership course and if they had enough copies during the training. What were the challenges if any relating to the distribution of the materials.

4.2 Findings on whether materials were delivered for School Leadership Course?

The first research question of the study was to establish if the participants training materials for the effectiveness of the implementation of School Leadership Improvement program were made available and if were delivered in time. The findings are presented in themes and verbatim. The results showed that various themes emerged from the interviews. One theme that emerged from the findings was, "late delivery of the training materials'. The researcher gathered information on participants views and perceptions of the school leadership course materials. In all the selected schools, participants confirmed to have received the training materials although they were delivered late. These were delivered by the team from the Lusaka Provincial Education Office.

It was noted during the research that there were eight modules which were to be used in the five days course. The British Council provided the materials to the Ministry of General Education, Lusaka Provincial Education Office to have them printed and delivered to participants in good time before the training.

One deputy head and two heads of departments indicated that there were some delays in receiving the materials. A head of department at Highland Secondary School said:

> *There were delays on the delivery of the materials as the Provincial Education Office brought the materials late and for some modules, we had to share owing to delays in printing by government printers (interview 2018).*

It was discovered that each participant received a copy of the Connecting Classrooms notebook and folder directly from the British Council. Participants were very impressed with these materials. A head teacher at Munali Secondary Schools stated that:

> *The quality of the materials that were printed by the provincial education office were in black and white which affected the visibility of the illustration initially in colour not to be see. When I compared the workbooks for Connecting Classrooms provided by the British Council, there were huge differences in quality (interview 2018)*

A head teacher at Highland secondary school had this to say:

The notebooks and folders are so colorful with important information in them about Connecting Classrooms. These have been delivered right on time and I wish the Provincial administration could learn from the British Council on the efficiency of delivering materials (interview 2018).

Commenting on the printing and late delivery of the materials, the Senior Education Standards Officer from Lusaka Provincial Office in charge of Teacher Education, highlighted the positives and challenges on the materials:

Soon after getting into a partnership with the British Council to deliver the school leadership course, the Connecting Classrooms School Leadership Course modules were delivered right on time by the British Council. The challenge was on printing the modules for every participant which took a bit of time. Printing of the modules was the responsibility of the province. Some were not adequately printed for instance, Child Protection module. Furthermore, the modules were very appropriate for school management teams. The topics touched on issues that effectively promote the smooth running of schools for example, team building, power of coaching, managing finances, leadership styles but to mention a few.(interview 2018).

Given the above scenario, the following themes emerged including the training materials being delivered to the participants late due to delays in printing of the materials by the Lusaka Provincial Education Office. Another, emerging issue was the quality of the materials that came through the Lusaka Education Provincial Office compared to those provided directly by the British Council. However, these challenges did not hinder the training programme from taking place.

4.3 Findings as whether the training conducted according to schedule and plan

The second research question was to find out if the training on the effectiveness of the implementation of School Leadership Improvement program was on schedule and as planned in the selected schools of Lusaka district. It was established that in Lusaka district alone, 650 school leaders were trained from the initial plan of 800 school leaders. Of those 650 trained they expressed satisfaction of the training materials and the course in general. For example, a head of department at New Mtendere School had this to say:

We were taught on various leadership styles that are sustainable in organisations and as a school we have adopted those that are relevant to our school depending on a given

prevailing situation that dictates what appropriate style to apply. This has led to improved working relations between management and the general staff in the school. (interview 2018).

At Highland Secondary school, the head teacher said:

The materials also helped us have an insight on how the school can move from being dependent on school fees levied from the pupils to run the school, to being resourceful in engaging collaborating partners like the community and other strategic organisations that can chip-in through donation of different teaching and learning materials (interview 2018).

Further emerging issue was the 'Unclaimed of Resources due to training not taking place as planned'. The school leaders complained that they wasted their contributions which was a requirement by the provincial office to attemd the training programme. A head of department at Munali Secondary School had this to say:

The Lusaka province made us pay for the materials and meals but we waited for the training to come, however, up to now we still waiting. Our colleagues have trained, and we have heard good stories from them (interview 2018).

Yet another senior teacher at New Mtendere School had this concern over undelivered sessions:

The province made us wait for the training for a long time but eventually it came when I had lost the appetite for it. The timing was also not suitable as we were rushing into end of terms exams for the pupils. I wish they had stuck to the original schedule (interview 2018).

Furthermore, another emerging issue was on the changes in scheduled training dates affecting the plans for the training. It was established that there were a number of reasons why the training did not take place according to the planned schedule. A Senior Education Standards Officer from Lusaka Provincial Office explained some of the challenges:

The plan was to train all the 47 x 50 (2350 school leaders) groups of school management teams by July 2017. However, about 7 groups of 50 were not trained. This was due to a number of circumstances beyond our control including overlapping of programmes in the province, a limited number of validated trainers limiting the number

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of trainings and inadequate funds/resources to reach out to rural schools (interview 2018).

The figures 5 and 6 below indicates the plans as per the Ministry of General Education Lusaka Province for the entire school leadership in the province.
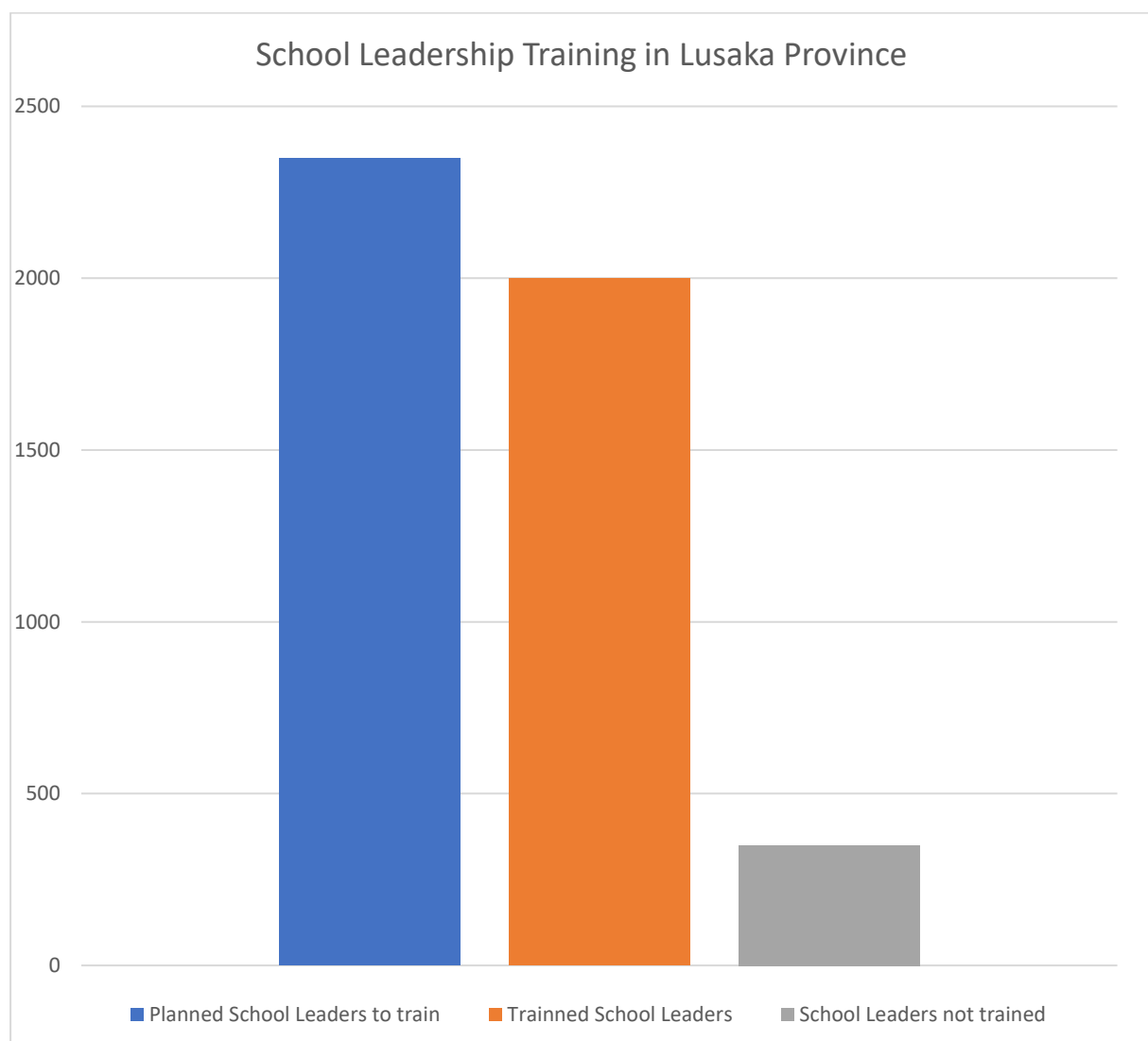

Figure 5 Showing figures of school leaders that were trained and those that were not for Lusaka province
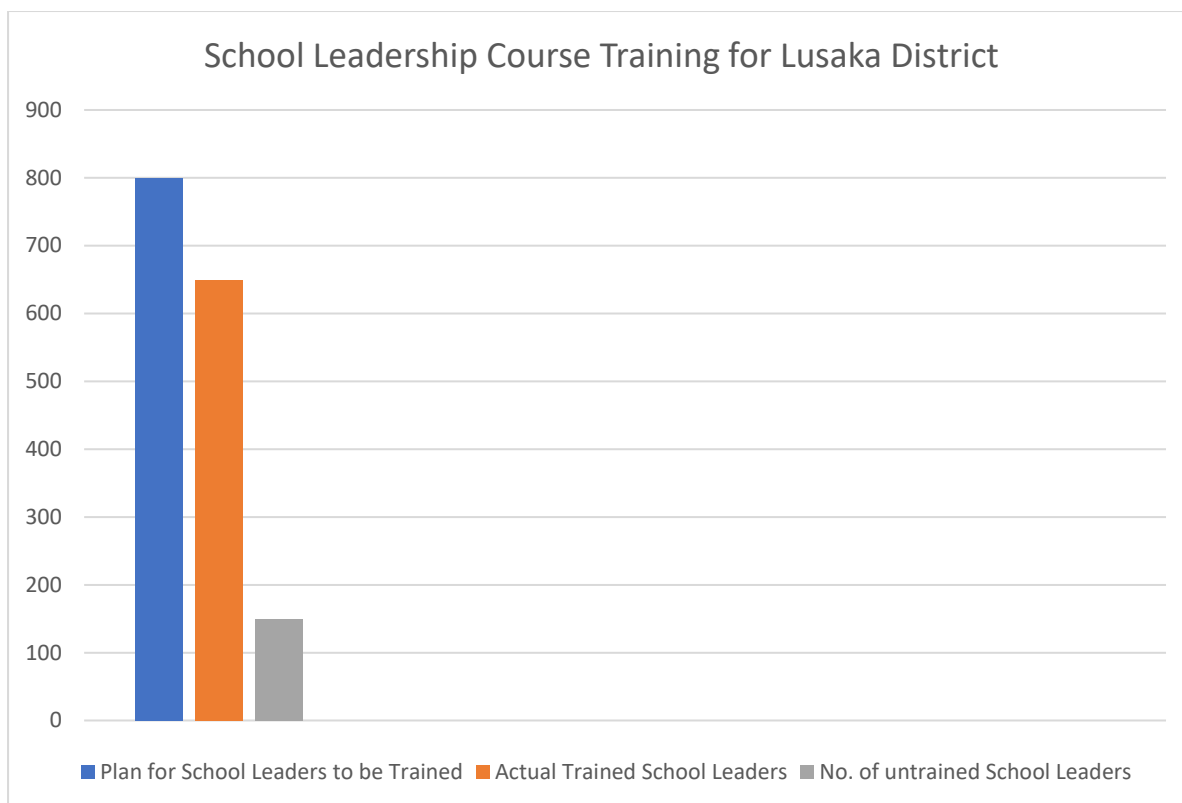
Figure 6 School Leadership training for Lusaka district by end of July 2017

The graph above indicates School Leadership training for Lusaka district by end of July 2017. The plan was to train 800 leaders, however, only 650 were trained, 150 were not trained.

The Fig. 7 below summaries the findings in percentage terms for both trained and untrained school leaders in Lusaka district.
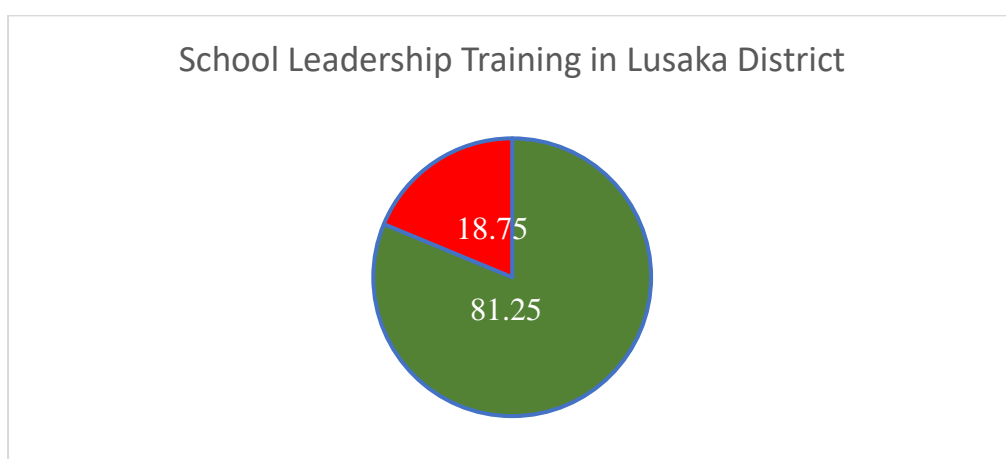

Figure 7 Showing findings in percentage terms for both trained and untrained school leaders in Lusaka district

4.4 Findings on Monitoring and Evaluation of the effectiveness on the implementation of School Leadership Improvement training programme

The third research question to find out if the monitoring and evaluation of the effectiveness of the implementation of School Leadership Improvement program was effective and had taken place. In an effort to get this data, the researcher reviewed documents of the previous evaluations done globally and regionally. Further, he compared the document from monitoring and evaluation done in selected schools in Lusaka district by external evaluators. It was clear from the Connecting Classrooms annual reports of 2016 and 2017 that School Leadership Course had an impact on the participants. Some of the impacts were that the course has helped school management trained to be working as a team and supporting each other for the benefit of the school. It has also helped in ensuring that key stakeholders such as learners, teachers and parents to be involved or consulted during planning for the school improvement plan.

4.5 Findings on effectiveness and challenges of the implementation of School Leadership

The fourth research question was to establish the results, impact and challenges in the delivery of the effectiveness of the implementation of School Leadership Improvement program. In order to come up with this data, the researcher compared the views of those who had attended and those had not participated in the school leadership course. For example, local policies to enhance learner performance at Highland Secondary School were in place to help implement the School Leadership programme at the school. This was supported by MoGE which has taken a number of measures to enhance the capacity of serving teachers through the CPD activities under the SPRINT (MoGE/MoHE, 2017). There are two main categories of CPD, namely, School-Based CPD and College-Based CPD. The Directorate of Teacher Education and Specialised Services (TESS) has collaborated with many stakeholders in implementing CPD programmes among teachers and lecturers. Teacher Resource Centres represent another avenue for providing professional development programmes. The MoGE has also introduced an education leadership and management training programme to strengthen effective school management. This initiative is now also supported through the provision of simple kits and tools.

The effectiveness of the implementation of School Leadership Improvement program provided additional knowledge to the participants which would improve the performance through monthly continuous assessment in schools. A head of department at Highland Secondary School observed:

After attending the course, I discovered that there were a number of things we did not implement at the school. For example, we have had challenges with monthly assessment at the school, we need to put measures in place to intensify this need. Also, all new learners to be given an aptitude test before enrollment is done (interview 2018).

Another area noted was that schools had started the programme of award giving to deserving pupils as away of motivating them and appreciating their good performance in certain subjects. Deputy head teacher at Hillside Primary had this to say:

We are putting in place a system to motivate our high performing learners by giving them awards. We want also to work closely with parents thereby coming up with family packs to encourage parent take part in the learning process (interview 2018).

At Munali Secondary School the head teacher mentioned that he saw change in the manner school management/leaders treated other members of staff.

Management team has since changed its approach in dealing with members of staff who at times behave in a delinquent manner with work related expectations. Previously, the stance taken on such teachers was that of surrendering them to the higher offices for onward discipline, but the training brought out the element of coaching of such individuals and drive them to a path of them feeling and knowing that they are actually valued hence their positive contributions being relevant (interview 2018).

New Mtendere Secondary School had a noticed some changed and improvement in the way they dealt with school programmes after the training. Deputy head teacher at the school commended:

After the training, there has been a change in leadership styles as we come out with leadership skills on how to coordinate amongst ourselves and others, due to the fact that we are able to view leadership from a common angle. There has been valuing and owning of the school vision by all and implementing it. I've seen improved management,

teacher and learner relations. There is change in lesson planning and lesson delivery in the school due to deliberate enhanced lesson plan monitoring by the rejuvenated management team (interview 2018).

A head teacher at the same school observed:

There is proper budgeting and adherence from departments and the school as a whole. Heightened collaboration with the community and other partners. The management team has since jelled and thus a strong unity of purpose as a result of having undertaken the training. Tasks are being performed much more easily due to the valuing and recognition of teamwork (interview 2018).

Just as much as there were some positive outcomes, some challenges were also noted during the monitoring of selected Lusaka district schools. The general aim of the monitoring visits was to learn from the school leaders, how they had applied the skills and knowledge obtained from the school leadership training. To achieve this aim, a combined visit with the Lusaka Provincial Education Office was arranged. The officers from the province were to organise and make appointments for school visit. However, this did not happen, resulting in a situation where the monitoring team did not meet with some of the leaders in the schools as they were out of station in most cases.

Another challenge was that the monitoring team did not have copies of the school improvement plans which the leaders developed at the end of the training. The planning process was facilitated by the Lusaka Provincial Education Officers. Therefore, it was difficult to determine whether the achievements reported by the school were in line with the plans.

Further, emerging issue was 'Staff Turn Over' in schools. It established that in schools where there were new leaders who were not trained, there had not been any hand over notes of the school improvement plans from the leaders who were trained. In some cases, other school leaders, namely senior teachers and heads of departments who were trained were not aware of the content of the school improvement plans.

A deputy head teacher at Hillside Primary School did not attend the training ad had this to say:

I just moved to this school and I've heard the good things from my colleagues who attended the Connecting Classrooms school leadership course. They have shared quite a lot on the school management, power of coaching, community engagement, managing

finances, to mention but a few. However, the issue was the school improvement plan was not left behind by my predecessor making very difficult to make follow up. We will have to come up with one as a team since we have some colleagues who received training (interview 2018).

Senior education standards officer from Lusaka Provincial office noted some of the impact from schools and also challenges:

School management drives the performance of the school. A visionary management team will always lead the school to higher heights. During training most schools had to rewrite their school vision, mission statements for they realised that they were too theoretical and were not attainable. This was the beginning of reflection. The course was designed in such away that on the it called for immediate intervention as a whole team realise the gaps together. On the last day of the training, the teams came up with work plans/action plans to address some of the challenges noticed. This was a great approach as everyone was involved. The training also promoted collaboration with other schools, community, NGOs and international collaboration in that Zambian schools would have an opportunity to partner with UK schools. Further, the training acted as an induction for the school leadership for the Ministry of General Education to not provide induction programmes when one was appointed to leadership position.(interview.2018).

It would be concluded therefore, that the main emerging issue was failure to continue to implement the school leadership programmes in some schools due to lack of handovers by the school leaders who left as a result of transfers and promotions. The new school leaders who took over had no idea of the school improvement plans from the leaders who were trained. Another challenge related to lack of close monitoring of the implementation of the improvement of school leadership by the Education Standards Officers at Lusaka Provincial Education Office.

4.6 Summary on findings

Therefore, this chapter has covered the emerging themes and the responses picked up from interviews. The interviews were carried out from schools as well as from the Lusaka Provincial Education Office. Further, the chapter indicated that monitoring and evaluation took place at

global, regional and country levels and in Lusaka district the monitoring team found at least one trained person in each school visited.

Chapter five will highlight the discussions from the findings of the study.

CHAPTER FIVE

DISCUSSIONS

5.0. Introduction

The previous chapter presented findings of the study on the effectiveness of the implementation of School Leadership Improvement program discussing both short and long term implications. This chapter discusses the findings presented in chapter four of the study based on the study objectives and emerging themes which were; materials delivered in a collaborative mode, late delivery of materials, training conducted with materials revised, uncoordinated monitoring and evaluation of the effectiveness of the implementation of School Leadership Improvement program, what were the results, impact and challenges encountered in its implementation.

The discussion has been done under the main themes derived from the findings and relating to the theoretical framework that guided this study. It also referred to the literature that was reviewed in chapter two and other literatures. In this chapter, effort has been made to explore current knowledge and thinking about the effectiveness of the implementation of School Leadership Improvement program in selected schools in Lusaka district. The researcher's aim was to learn what they had done as a team as well as in their individual capacities as leaders based on the emerging themes.

5.1 Materials delivered in a collaborative mode

The study established that materials were delivered in a collaborative mode. One of the themes that emerged under this research question was the issue of the delivery of quality training materials for the participants. This was important aspect of the school leadership training programme which was a continuous professional development for school leaders. This is in agreement with Coetzer, (2001) who stated that continued professional teacher development refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support. The development is also likely to affect attitudes, approaches and may therefore, contribute to the improvement of the quality of the learning and teaching process. Therefore, quality training were key to this process. Generally, participants from the selected schools in Lusaka district who took part in the effectiveness of the implementation of School Leadership Improvement program reported that they had received the materials during the training. These were delivered by the officers from Lusaka Provincial Education Office. It

was further reported that other materials were to be delivered directly by the funders, the British Council.

In this emerging issue, it was established that the Ministry of General Education Lusaka provincial team, were happy with the materials as they very appropriate for school management teams. The modules touched on issues that effectively promote and critical to the the smooth running of schools.

Participants including head teachers, deputy head teachers, heads of departments and senior teachers also expressed happiness on the relevance of the training materials to the effectiveness of improving their leadership skills as personal development but also the acquired knowledge would help implement the school improvement plans. For example, at New Mtendere School it was noted that teachers were applying the lessons learnt from the module on Leading School Finances, the school had established a storeroom for storing teaching and learning materials and had appointed a stores person. It was futher noted that those entrusted with the responsibility of leadership at school including the head teacher, deputy head teacher and senior teachers or head of departments, were closely monitoring teachers in classrooms fortnightly.

The findings are in line with Pont, B., D. et al., (2008) brings out several research studies which indicate that school leader involvement in classroom observation and feedback seems to be associated with better student performance. Robinson (2007) cites four studies showing that setting teaching performance standards and regular classroom observation helped to improve teaching (Andrews and Soder, 1987; Bamburg and Andrews, 1991; Heck, 1992; Heck *et al.*, 1990). Woessmann *et al.*(2007) using econometric analysis of PISA data showed that student achievement seems to be higher when teachers are held accountable through the involvement of principals and external inspectors in monitoring lessons. Another recent study on leadership for organisational learning and student outcomes (LOLSO) also showed the importance of ongoing, relevant professional learning opportunities (Mulford *et al.*, 2004). It emphasised not only organisational learning, but a trusting and collaborative climate, a shared and monitored mission, the capacity to take initiatives and risks and ongoing relevant professional learning opportunities (Pont, B., D. et al., 2008). Yet another study, in three European countries, shows that schools with effective leadership were also found to be schools where teachers were motivated to participate in training, showing connections between school leadership, school climate and willingness to participate in professional development (Rajala *et al.*, 2007).

The results further showed that most participants appreciated the effectiveness of the implementation of School Leadership Improvement programme as very relevant in management of schools. They indicated that management of their schools have become easier as a result of having undergone this training. The various aspects from which they felt had recorded notable improvements among them, financial management which was critical in school management. For example, head teachers were aware of what budgeting was and why it was important to come up with a budget before any expenditure was done. This was in line with the study by Kulbir (2013) who supports the financial aspect of the school administration as an important one. He emphases that the institutions should enjoy financial security. Therefore, priorities in school expenditure should be clearly laid down. It must ensure proportionate allocations for various requirements.

Proper financial management should be followed, and school managers should be compliant to the guidelines. At the same time, a school should not always be haunted by the idea of scarcity of funds. Kulbir (2013), further emphasized that supervisory skills will assist the school head teacher to scrutinize the accounts of all the government and students' funds. School head has to see that funds are not misused and misappropriated. He/she has to verify the school books of accounts, stocks of equipment and apparatuses.

5.2 Late delivery of materials

On of the emerging issue under this was the late delivery of the training materials for the participants. The researcher found that most participants although happy with the materials, expressed the challenge of not having them delivered on time. The Lusaka Provincial Education team indicated that there was a delay in printing the materials and that some modules were in short supply hence participants shared copies for example, Child Protection module was in short supply.

Further, another emerging issue that the researcher found was that the training did not start on schedule. For instance, Lusaka Province Education Office made participants wait for the training for a long time due to other commitments in the province but eventually it came when some had lost the appetite for it. In addition, the timing was also not suitable as participants were rushing into end of term examinations. The contributing factor to this was was due to change of schedule and plans by the education authorities at Lusaka Provincial Education Office but also unavailability of facilitators who would be busy with other commitments at the

time owing to communication breakdown between the Lusaka Provincial Education Office and the facilitators.

There could be other factors within the school that could also contribute to such turnarounds, well trained and informed leadership is the catalyst. Different literature shows that well trained school leadership in core skills is crucial in promoting continuous profession development, teamwork, child protection, community engagement and school finance management all aimed at promoting teaching and learning with a view of improving learner performance (Spillane, 2003).

It was therefore, felt that all school management teams should have received training as per plan. This is because an effective School Leader has a capacity to build collaborative management styles to enable widening participation and ownership of school plans and, as far as possible, use existing continuing professional development systems. When the course is thoroughly executed it would immediately address challenges in the management of key systems in schools and the implementation of strategies to combat the weaknesses identified by learners, teachers and parents (Global partnership for education, 2018).

5.3 Quality of materials

Another emerging issue regarding training materials was the quality. It was established that the quality of the materials were poor as modules printed by the Lusaka Provincial Education Office were in black and white posing challenge to read clearly the illustrations which would have appeared better in color prints. However, this did not hinder the training in anyway.

5.4 Financial contributions

The other emerging issue under this section was that participants were meant to make financial contribution for the training materials and meals to for the course to the Lusaka Provincial Education Office to go towards printing of modules. For instance, each school was to pay a certain amount of money for the entire management team to participate in the training course. This amount was not easy for some schools to find. Contending with this challenge Chang and Ho, (2001) in their literature indicated that delayed materials usually occurs in most training and that the training and implementation of leadership program is an expensive investment which may be delayed by different factors. However, further analysis of the literature by the due often stated that training was unnecessary because most schools were not sure about the

actual contribution of training and development toward school performance due to lack of evaluation.

Given the above situation, therefore, the school leaders complained that they made financial contributions to attend the school leadership training but the education authorities at Lusaka Provincial Education Office had not fulfilled their obligation to provide training for them in time. This would mean school managers trailing behind in providing quality and effective school management skills compared to those that had been trained. Therefore, a well implemented school leadership course is widely regarded as a key factor in accounting for differences in the success with which schools foster the effectiveness of their leaders. The contribution of school leadership training is largest when it is needed most; there are virtually no documented instances of troubled schools being turned around in the absence of intervention by well skilled leaders.

To counteract the above, mitigation measures in the effectiveness of the implementation of School Leadership Improvement program, leaders must for example, be able to help their colleagues understand how the externally-initiated course and skills acquired might be integrated into learner improvement efforts, provide the necessary support for those whose practices must change and must win the cooperation and support of parents and others in the local community (Vito, 2015).

5.5 Training conducted with materials revised on schedule as planned

An emerging issue here was not meeting the expectation of the participants as some were left out of the training. It was established from the findings that the Lusaka Provincial Education Office had planned to deliver training to 2350 participants in the entire province, however, only 2000 received the training and 350 did not train by end of July 2017. In Lusaka district alone, it was established that the plan was to train 800 leaders, however, only 650 were trained, whereby 150 were not trained. This was due to a number of circumstances owing overlapping of programmes in the province, a limited number of validated trainers limiting the number of trainings and inadequate funds/resources to reach out to rural schools. This plan was part of the Ministry of General Education Lusaka Province strategic plan for 2015 – 2021. This is in line with the observations by Kulbir (2013) which stressed that for most of the trainings our expected number of trainers always varies with the actual trained value.

Despite the fact that expectations were not met it was important to note that of those trained they expressed satisfaction of the training course in general. It was established that participants were trained in various leadership styles that were sustainable for the smooth running of the school. Some mentioned that it was their first time attending a course in school leadership especially newly appointed head of departments and senior teachers. The training sessions and topics were found to be very relevant in most cases for the participants. Some schools adopted topics those that were relevant to their school depending on a given prevailing situation that dictated what appropriate style to apply.

This finding also agrees with Bubb, (2004) who stated in his study that the successful implementation of new skills, such as the outcome based curriculum and inclusive education, will only be effective if teachers are adequately prepared and equipped by means of initial retraining and they realise the importance of improving their practice by means of continuous professional teacher development. Therefore, it was found that good school management skills acquired in the effectiveness of the implementation of School Leadership Improvement program led to improved working relations between management and the general staff in the school whose leaders attened the school leadership training.

5.6. Uncoordinated Monitoring and Evaluation of the School Leadership Course

The emerging issue on Monitoring and Evaluation of the effectiveness of the implementation of School Leadership Improvement program was not coordinated and ineffective. However, the findings revealed that the effectiveness of the implementation of School Leadership Improvement training program was being monitored despite the challenge of uncoordinated M & E by monitoring team. This is supported with literature by Raveev, Madan and Jayarajan (2009) who stressed that there is ample evidence to show that evaluation and objective assessment of the effectiveness and outcomes of training programs being implemented by organisations are not given due importance as that of their planning and implementation. It is paramount of institute a thorough and clear monitoring plan for key programs such as effectiveness of the implementation of School Leadership Improvement training program.

This is in line with a study done by Keegam, (2003) who observed that skilled and well-supported leadership team and training in schools with a coordinated Monitoring and Evaluation can help foster a sense of ownership and purpose in the way that teachers approach their job. Chishimba (2017) stated that teachers who work together in a meaningful and

purposeful ways have been found to be more likely to remain in the profession because they feel valued and supported in their work. The leadership trained in core skills is one that appreciates the continuous development of its staff members as a mitigation measure that enhances learner performance. This is an important goal for leaders in almost all schools aiming to improve student learning.

In this study, the researcher also established that quarterly monitoring and evaluation were conducted in Zambia by Ecorys (2016) and of interest Lusaka district was part of it. Findings indicated that during the training, the participants completed a baseline and end of course surveys. Furthermore, school visits to a couple of schools in Lusaka showed that the training was effective and had impact on the participants. However, based on the research conducted in the selected schools in Lusaka district for this study, it was evident that there was still a gap in Lusaka in establishing the effectiveness of the implementation of School Leadership Improvement program in the schools in Lusaka district.

Given the above studies on the importance of evaluation, the findings to this objective, it was established that there was a sample survey that was done in 10 selected schools in Lusaka district by external evaluators who wanted to know if there was any impact as a result of the course. The researcher further found out that during the training, the participants completed both baseline and end of course surveys before and after the training respectively. However, it is being recommended that further monitoring and evaluation should be conducted to learn the challenges school leaders are facing in the implementation of the effectiveness of the School Leadership Improvement program.

5.7. Applying new skills and challenges in implementing the School Leadership

The study revealed that some school leaders after attending the school leadership course had began to employ local policies to enhance learner performance in school. For example some school management had opted to ensure that before admitting learners they were subjected to aptitude test. These tests were important because they helped teachers to know the areas that a learner was lacking so that as they got a place at school, learner centered approach may be thoroughly employed. The above stipulations are in tandem with the finding by the global British Council, (2017) quarterly reports 2017 that discovered that School Leadership Course had an impact on the participants.

The impacts of effectiveness of the implementation of School Leadership Improvement training program cannot be over looked as established in most schools, school management teams were seen to have been implementing the skills learnt during the of the school leadership course. For example, it was reported in the findings that the management team at Hillside Primary School, had implemented some activities to improve the school's performance. For instance, the school had introduced activity that was to facilitate the formation of study groups for learners to promote commitment to learning even outside of the classroom. The study groups had been given portable boards that they used for peer teaching. Sometimes the groups were joined by a teacher who helped. This was the most popular intervention in the school for both pupils and teachers.

Establishing a school maintenance system involving all teachers and pupils and general workers to keep the school clean was another activity that New Mtendere School. The school also resolved to hold meetings with parents on public holidays to ensure as many parents as possible participated. This resulted in the school recording over 80% attendance at each meeting called. The activities also included the introduction of adult literacy classes for parents and currently there were 50 parents attending, the majority being women. It was noted that parents in the literacy class were challenging their children, this resulted in improved performance of pupils. Further it was interesting to note that due to the training course the school successfully engaged with the National Science Centre to construct a permanent science laboratory. Additionally, it was interesting during the study to note that one of the key modules on the course was child protection and community engagement. The head teachers were keen in forming partnerships with the community who were not impressive before they were exposed to School Leadership content. Most parents were happy to have been involved in the management of the schools and happy to know that schools would put in place measures to protect their children.

At Highland Secondary School, the school noted that there were a number of things that were not implemented at the school. For example, they had challenges with monthly assessment at the school, they needed to put measures in place to intensify this need. Further, at the same school, it was discovered that the management team were putting in place a system to motivate their high performing learners by giving them awards. Their goal was to work closely with

parents thereby coming up with family packs to encourage parents take part in the learning process.

At Munali Secondary School the head teacher mentioned that he, unlike before the school leadership training, saw change in the manner school management/leaders treated each other members of staff. It was found out that management team had since changed its approach in when dealing with members of staff who at times behaved in a delinquent manner with work related expectations. It was highlighted to the researcher that previously, the stance taken on such teachers was that of surrendering them to the higher offices for onward discipline, but the training brought out the element of coaching of such individuals and drive them to a path of them feeling and knowing that they are actually valued hence their positive contributions being relevant.

Just as much as there were some positive outcomes, some challenges were also noted during the study visits of selected Lusaka district schools. One challenge was that the researcher was not availed with the school improvement plans which the leaders developed at the end of the training. The planning process was facilitated by the Lusaka Provincial Education Officers on the last day. Therefore, it was difficult to determine whether the achievements reported by the school were in line with the plans.

The findings reviewed that during the visits to the selected schools in Lusaka district, it was established that some within the same management team did not attend the training while other did. This was due to transfers of those that had received training on school leadership to other schools. The researcher, therefore, spoke to both trained and untrained managers to compare the views and assess the impact of the school leadership course.

Further, it established that in some schools for example at New Mtendere School there were new leaders in management who were not trained, there were no any handovers of the school improvement plans from the leaders who were trained and transferred to other schools making it very difficult to make follow ups. In some cases, other school leaders, namely senior teachers and heads of departments who were not trained were not aware of the content of the school improvement plans.

Checking with the Lusaka Education Provincial Office Senior Education Standards Officer on the impact of the training, the office noted some impact from schools and also some challenges. Notable challenges included school management teams driving the performance of the school. A visionary management team lead the school to higher heights. During training most schools had to rewrite their school vision, mission statements after realizing that they were too theoretical and were not attainable. This was the beginning of reflection. The training also promoted collaboration with other schools, community, NGOs and international collaboration in that Zambian schools would have an opportunity for further engagements with other schools in the province and also the opportunity to partner with UK schools.

The finding in this study therefore, fits in with the theoretical framework that of Kirkpatrick's model - Evaluation of Training. The training of school leaders in selected schools in Lusaka district was effected. However, this is a process that school leaders will have to continue with as they carry out their daily routine responsibilities in improving school environment. This is an important aspect in human development therefore, ongoing refresher courses will enhance effectiveness in the school management. The impact of the training can only be felt with constant ongoing monitoring and evaluation.

5.8. Summary on discussions

The chapter dealt with discussion and data analysis according to the objectives in form of research questions, thereby, perpetuating discussion of the findings, highlighting major standing concerning information presented in chapter four. It has been observed that most participants to the effectiveness of the implementation of School Leadership Improvement program were aware of the Connecting Classrooms school leadership course. It has been established that the materials of school leadership course were delivered to all the participating schools. However, the materials were delayed to be delivered to some schools while others got them in time. The Monitoring and Evaluation of school leadership course has been uncoordinated due to failure by the monitoring team to use copies of school improvement plan as were used during the training. Thus, this presents a challenge to evaluate the schools to see if they are making progress after leaders received the training. Effectiveness of the implementation of School Leadership Improvement training program has been important to most schools because it has equipped school leaders to be able to plan beyond school levies. This training course also helped schools to improve the way they developed their lesson plans and delivery thereby adding quality to education. There has been improvement in budgeting by

schools were they are able to work in collaboration with the community. The introduction of effectiveness of the implementation of School Leadership Improvement training program has made school leaders learn to motivate learners and teachers by giving them awards. The challenges that are faced in the effectiveness of the implementation of School Leadership Improvement training program content was that school leaders were not trained due to the fact that they were new as a result of transfers and promotions.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0. Introduction

This chapter highlights conclusion and recommendations in line with research problem, objectives and questions.

6.1. Summary

So far, this dissertation has explained chapter one, which focused on explaining the background of the effectiveness of the implementation of School Leadership Improvement program which helped to justify the need to conduct this study. The dissertation has also explained chapter two which presented literature reviewed, chapter three showing the methods used to contact this study, chapter four presenting findings from the research field, and chapter five which focused on the discussion of the research findings. The final chapter six thus presents the conclusion of the study and recommendations drawn from the findings of the study. The chapter also gives suggestions for further research.

6.2. Conclusion

The purpose of this study was to establish and to investigate the impact of the effectiveness on the implementation of School Leadership program in some selected schools in Lusaka district. The study was purely qualitative in nature and employed a narrative research design. Over all, the study concluded on each paragraph giving the conclusion of an objective as follows;

The study findings established that the training materials were delivered to all the participating school. This implies that all the schools that participated had materials to lean on if they were to conduct training to educate others. With regards to provision of materials, it was found out that soft copies of the materials were availed to the Ministry of General Education, Lusaka Education Province who then printed and distributed to all the participants during training. The major challenge that some of the schools faced was that the materials delayed in being delivered.

The effectiveness of the implementation of School Leadership Improvement program was conducted and school leaders were trained. However, the number of trainees in Lusaka district was supposed to be 800 of which 650 were the only ones trained leaving 150 school leaders

untrained. Most of the participants that were trained appreciated the effectiveness of the implementation of School Leadership Improvement program to have been different from other courses they have attended before. It was also established that this course built on the successes of the previous knowledge and skills acquired from other trainings. Further, the study showed having all school management teams together was better for sustainability effective implementation of the programme than training a single head teacher who would be transferred, and the school does not benefit from the knowledge and skills acquired.

The Monitoring and Evaluation on school leadership course was conducted by the Ministry of General Education. Monitoring and Evaluation as the study revealed was conducted at global and regional levels with only sampled monitoring at school level in Lusaka district. However, it was noted that there was lack of coordination in the monitoring of effectiveness of the implementation of School Leadership Improvement program by the monitoring teams. This thus, pose a setback in evaluating the improvement of schools.

Under results, impacts and challenges in the implementation of school leadership course, it was noted that the course has resulted into positive influence among school leadership as can be traced on its impact. For example, the effectiveness of the implementation of School Leadership Improvement program has resulted into schools finding other ways of sourcing for money besides school levies. As a result of this leadership course, school leaders are able to formulate budgets in collaboration with the community and also award the best performing learners and members of staff. This training program has impacted school leaders to appreciate team work for example some participants established a school maintenance system involving all teachers and pupils and other support staff to keep the school clean. Some resolved to hold meetings with parents on public holidays to ensure as many parents as possible participated. This resulted in the school recording over 80% attendance at each meeting called. Others introduced adult literacy classes for parents and currently there were 50 parents attending, the majority being women. It was noted that parents in the literacy class were challenging their children, this resulted in improved performance of pupils. These are just a few examples to indicate the impact of School Leadership Improvement program in determining the effectiveness and implementation of the course.

6.3. Recommendations

Following findings of this study, a few recommendations on how to improve the program can be made as follows;

(i)   There is need to improve availing of materials by the Ministry of General Education to ensure participants have full and timely access to all the modules for effective learning.

(ii) The study recommended that there is need for follow up training sessions to provide more personal development for school leaders with new skills and knowledge. This would allow newly promoted leaders to acquire the leadership skills.

(iii) There is need to promote ownership of the program by the Government through the Ministry of General Education to ensure it is rolled out to all team members in the school to allow for effective and continued implementation of the programme even after some members have been transferred.

(iv) Ministry of General Education to get involved in the monitoring and evaluation of the trained school management teams to ascertain the impact on the effectiveness of the implementation of school leadership program. This should be enhanced.

Recommendation for for further research

1.   A similar research on the impact and evaluation of effectiveness of the implementation of School Leadership Improvement program should be done in future to measure the impact of the programme.

2.   The study covered selected primary schools in Lusaka district. A study should be conducted in other remaining districts of Lusaka province where a similar training program was delivered to establish whether the findings will be similar.

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APPENDICES

APPENDIX: A

Letter of Introduction

UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY (UNZA-ZOU)

Telephone:	26021-1-291777-78 Ext. 3500/ 0978/772249	P.O. Box 32379
Telegrams:	UNZA LUSAKA	LUSAKA, ZAMBIA
Fax:	26021-1-253952	
Email:	director-ide@unza.zm	

DATE: *A SEPTEMBER 2018*
LUSAKA PROVINCIAL EDUCATION OFFICER,
SELECTED SECONDARY AND PRIMARY
SCHOOLS IN LUSAKA DISTRICT.

Dear Sir./Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: *619520/11/1* and computer number *716814291* is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management and he will be carrying out a research on *AN EVALUATION OF EFFECTIVE IMPLEMENTATION OF SCHOOL LEADERSHIP IMPROVEMENT PROGRAM IN SELECTED SCHOOLS OF LUSAKA DISTRICT*

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

Prof. B. Namangala, PhD
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION

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THE UNIVERSITY OF ZAMBIA - ZIMBABWE OPEN UNIVERSITY

INSTITUTE OF DISTANCE EDUCATION

APPENDIX B
INTERVIEW GUIDE FOR SCHOOL LEADERSHIP COURSEPARTICIPANTS

SECTION A: PERSONAL DETAILS (Tick in the appropriate box)

1. What is your position at this school?

2. How has been your experience working in this position in relation to learner performance?

3. Have you heard of school leadership course commonly known as connecting classrooms?

4. Did you attend the taining?

5. Were all the materials for Connecting Classrooms School Leadership Coursedelivered?

5 Did the training for School Leadership Coursetake place in selected Lusaka district schools as planned?

6 Did the Monitoring and Evaluation of the School Leadership Coursetraining took place?

7 What were the results and impact of the School Leadership Coursetraining and what challenges were encountered in its implementation?

APPENDIX C

BASELINE SURVERY FOR SCHOOL LEADERS #

Baseline Survey for Core Skills Training: School Leaders

This survey is an important part of the evaluation for the British Council's core skills training programme. Your answers will be treated confidentially. The survey should take around 10 minutes to complete.

PLEASE ANSWER IN BLOCK CAPITALS

Your details

Please complete the following details about you and your core skills training.

1. Your name: First name _____

          Last name _____

It is essential that we have an email address or mobile / cell number for each participant Your email address _

Your personal mobile / cell phone number _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

2. Your school name _____

Please enter full school name without abbreviations

3. Country _____

4. School Type

Primary ☐ Secondary ☐ Combined ☐

Special Educational Needs ☐

Other ☐

5. School Status: Government/State ☐   Private/Independent ☐

6. School Gender: Mixed **[ ]** All Boys **[ ]** All Girls **[ ]**

7. Dates of training [dd/mm/yyyy]

Start date:

_ _ / _ _ / _ _ _ _   End date:

_ _ / _ _ / _ _ _

8. Training location

Please state the location of the training (e.g town or city) _____

Your experience of developing students' core skills

9. Apart from the British Council introductory course, have you received any previous training on core skills?

Yes   ☐

No   ☐

Not sure ☐

10. Please read the following statements and indicate the extent to which you agree or disagree with each. **Please indicate with an 'X'**

	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
A	I think I know a lot about core Skills					
B	I know why it's important for my students to develop core Skills					
C	Teaching core skills is a difficult challenge for my staff					
D	Teachers in my school have the necessary training to develop students' core skills					
E	My teachers feel confident in developing students' core skills					
F	My teachers include core skills in their teaching every week					
G	My school supports students to be leaders of their own Learning					
H	My school supports teachers to develop students' core skills					
I	My school has sufficient resources to develop students' core skills.					

Quiz

Here is a quick quiz to find out what you already know about this core skill. Answers will be used to evaluate the course, rather than to assess individuals.

11. For each of the following statements, please indicate **with an 'X'** whether you think it is true or false. If you don't know or are not sure, please indicate **with an 'X' in the box** 'not sure'.

#	Statements	True	False	Not sure
1	Learning new concepts in real world contexts or simulated practical situations promotes better student engagement			
2	There is little point in trying to engage parents in their children's learning			
3	Well structured collaborative group work helps students develop their understanding of curriculum content			
4	Any form of continuing professional development (CPD) is better than none			
5	CPD is an essential component of effective curriculum development			
6	The most effective form of CPD is delivered by an external expert			
7	The school curriculum includes both what to teach and how to teach it			
8	School leaders should actively involve staff in developing their school curriculum			
9	Learning about 'metacognition' (i.e. how to understand and influence your own thinking processes) is most suitable for more able students			
10	Challenging students means designing teaching and learning experiences which elicit their best efforts			

11	School leaders should model the innovation they want teachers to create for students			
12	Group work, enquiry and problem solving can all be used to challenge students			
13	The most effective thing a school leader can do to improve student success is to ensure an orderly and supportive Environment			
14	The best way to check the success of a new curriculum development is through informal monitoring			
15	Taking part in curriculum development can be a very effective form of CPD for teachers			
16	'Assessment for Learning' means using tests and other evidence to decide where students are in their learning, where they need to go and how best to get there			
17	To be effective, collaborative group work needs to be carefully planned and structured			
18	Teachers should focus most on challenging their most able students			
19	The best way to group students is in friendship groups			
20	When a student gives a wrong answer, the teacher should avoid discussing it in case it confuses other students			

Course expectations

12. The most important thing I want to gain from this training is:

Thank you very much for answering these questions. Your answers will be used to evaluate the core skills training.

We may want to use your information to send you details of British Council activities, opportunities, services and events (including social events) which you may find of interest. In addition we may share your details with 3rd parties working for the British Council who will be undertaking research activities on our behalf or will be working to support you in British Council Schools programmes.

Under UK Data Protection law you have the right to ask for a copy of the information we hold on you, for which we may charge a fee, and the right to ask us to correct any inaccuracies in that information. If you want more information about this please contact your local British Council office or the Data Protection Team dataprotection@britishcouncil.org, or see our website: http://www.britishcouncil.org/home-data- protection.htm.

CONNECTING
CLASSROOMS

End of Course Survey for Core Skills Training: An
Introduction to Core Skills for Leaders

This survey is an important part of the evaluation for the British Council's Core Skills training programme. Your answers will be treated confidentially. The survey should take around 15 minutes to complete.

PLEASE ANSWER IN BLOCK CAPITALS

Your details

Please complete the following details about you and your core skills training.

1. Your name: First name   _____

            Last name   _____

1. a. Your age: ☐ 16-20   ☐ 21-24   ☐ 25-34   ☐ 35-44   ☐ 45+

1. b. Your gender: ☐   Female

                     ☐   Male

                     ☐   Other

It is essential that we have an email address or mobile / cell number for each participant Your email address _____

Your personal mobile / cell phone number _

2. Your school name _____

Please enter full school name without abbreviations

3. Country _____

4. School Type

☐   Primary   ☐   Secondary   ☐   Combined

☐   Special Educational Needs   ☐   Other

5. School Status: Government/State ☐   Private/Independent ☐

6. School Gender: All Girls ☐   All Boys ☐   Mixed ☐

7. Date of training [dd/mm/yyyy]

Start date: _ _ / _ _ / _ _ _ _

8. Training   location

Please state the location of the training, e.g. town or city

Your knowledge of developing students' core skills

9. Please read the following statements and indicate the extent to which you agree or disagree with each. **Please indicate with an 'X'**

Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagr

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					ee
A	I think I know a lot about core skills					
B	I understand why it's important for my students to develop core skills					
C	I understand the difference between deep learning and surface learning					
D	Teaching core skills is a difficult challenge for my staff					
E	My teachers make use of core skills in their teaching every week					
F	My school has sufficient resources to develop students' core skills					
G	My teachers are confident in teaching Creativity and Imagination					
H	My teachers are confident in teaching Student Leadership and Personal Development					
I	My teachers are confident in teaching Citizenship					
J	My teachers are confident in teaching Critical Thinking and Problem Solving					
K	My teachers are confident in teaching Digital Literacy					

	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
L	My teachers are confident in teaching Collaboration and Communication					
M	Teachers in my school have the necessary training to develop students' core skills					

	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
N	My school supports teachers to develop students' core skills					
O	My school has sufficient resources to develop students' core skills.					

Course experiences

10. Please read the following statements and indicate the extent to which you agree or disagree with each. **Please indicate with an 'X'.**

Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
This training was appropriate for Me					
The information provided before and during the course was useful					
I feel I have achieved the stated learning aims and objectives of this course					
My time on the course was well spent					
The course material made sense					

The course leader was knowledgeable					
The course leader was helpful					
The course was poorly organized					
The training room was Comfortable					
The refreshments were good quality					
I enjoyed the training					
I will use this training in my school					

11. Please give an overall rating for the usefulness of this course on a scale of 0-10, where 0 = not at all useful and 10 = extremely useful. **Please mark an 'X' under one of the numbers in the boxes below.**

Not useful at all   Extremely useful

0	1	2	3	4	5	6	7	8	9	1 0

12. The most important thing I gained from this training is:

13. If you have any further comments about the British Council core skills training or any suggestions for improvement, please use the space below.

Thank you very much for answering these questions. Your answers will be used to evaluate the core skills training.

We may want to use your information to send you details of British Council activities, opportunities, services and events (including social events) which you may find of interest. In addition we may share your details with 3rd parties working for the British Council who will be undertaking research activities on our behalf or will be working to support you in British Council Schools programmes.

Under UK Data Protection law you have the right to ask for a copy of the information we hold on you, for which we may charge a fee, and the right to ask us to correct any inaccuracies in that information. If you want more information about this please contact your local British Council office or the Data Protection Team dataprotection@britishcouncil.org, or see our website: http://www.britishcouncil.org/home-data- protection.htm.

APPENDIX D

Some countries where Connecting Classrooms School Leadership Training has taken place in Sub Saharan Africa

Source: 2016, Quarterly Report by Ecorys for British Council.

Sub Saharan Africa constitutes the larger part of the Connecting Classrooms programme with at least 17 countries delivering the programme.

APPENDIX E

The table below shows the number of school leaders trained in 17 countries in Sub Saharan Africa

Participation data

COUNTRY	OUTCOME 1 UNIQUE SCHOOLS	OUTPUT 1.1 TEACHER DEVELOPMENT	OUTPUT 2.1 INTERNATIONAL SCHOOL AWARD	OUTPUT 2.2 SCHOOL LEADERSHIP	OUTPUT 3.1 SCHOOL PARTNERSHIP	OUTPUT 3.2 SCHOOLS REGISTERED	OUTPUT 3.3 SCHOOL COLLABORATION	OUTPUT 4.1 POLICY MAKERS & SENIOR PRACTITIONERS
DR CONGO	56	163	0	90	0	26	1	0
ETHIOPIA	1,281	3,901	0	1,185	2	958	4	27
GHANA	906	2,194	0	1,077	16	813	108	1
KENYA	521	736	0	744	31	608	64	31
LIBERIA*	23	36	0	34	0	4	3	1
MALAWI	260	644	0	397	11	93	14	3
MOZAMBIQUE	272	423	0	378	5	92	3	37
NIGERIA	526	3,098	8	605	2	1,211	125	49
RWANDA	386	775	0	418	5	352	41	0
SIERRA LEONE	266	871	0	208	27	11	8	0
SOUTH AFRICA	684	2,041	0	806	42	292	31	35
SOUTH SUDAN	96	243	0	154	0	12	0	9
SUDAN	712	2,052	0	821	0	320	6	78
TANZANIA	518	1,655	0	383	14	314	30	24
UGANDA	937	1,626	0	1,286	8	319	71	78
ZAMBIA	491	568	0	1,315	26	237	28	15
ZIMBABWE	310	1,180	0	173	6	308	30	6
TOTAL	8,245	22,206	8	10,074	195	5,970	567	394

(Ecorys Q. R., 2017) Source: Quarterly Report by Ecorys for British Council

According to Ecorys report (2017), **5,857** unique schools had taken part in Connecting Classrooms in Sub-Saharan Africa. **15,792** teachers had completed online or face-to-face core skills training (132% of June 2017 milestone). A further **7,410** school leaders had been trained (226% of June 2017 milestone).

Overall there were currently a 10 percent gain in leaders with increased knowledge and understanding of effective teaching of core skills in Sub-Saharan Africa. Zambia had the highest score with an 86 percent gain in leaders increasing their knowledge and understanding of effective teaching of core skills. This was higher than South Sudan with a 79 percent gain and Ethiopia with a 17 percent gain. The graph below shows the results.