AN EMPIRICAL EXAMINATION OF LEADERSHIP STYLES' CONTRIBUTIONS TOWARDS CREATION OF CONDUCIVE TEACHING AND LEARNING ENVIRONMENT IN SELECTED COLLEGES OF EDUCATION IN ZAMBIA

BY

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DECLARATION

I, **Sr. Trinity Rose Chikwanda**, do hereby declare that this thesis titled "An Empirical Examination of Leadership Styles' Contribution towards Creation of Conducive Teaching and learning Environment in Selected Colleges of Education in Zambia" represents my own work. It has never been submitted to any other university and that all the sources used and quotations have been indicated and acknowledged by means of presented references.

Signed -- Date----------------------------

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CERTIFICATE OF APPROVAL

This Thesis of **Sr. Trinity Rose Chikwanda** is hereby approved as fulfilling the requirements for the degree of Doctor of Philosophy in Educational Administration by the University of Zambia.

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Chairperson/ Board of Examiners	Signature	Date
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Supervisor	Signature	Date
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DEDICATION

This work is dedicated to my mother Mrs. Marian Kaimba and my late father Mr. Thomas Chikwanda who taught me to love school and the entire Chikwanda family for their encouragement and support in various angles of my life and during the course of study. I also dedicate this work

to the late Dr. Dennis Banda, who was my co-supervisor. His research expertise was appreciated. You were very proud of me as your student and wanted to see the final copy of my work. Since you did not live to see the end of it, I dedicate this work to you so that you read it wherever you are.

ABSTRACT

The study concretely dealt with leadership styles used by principals in government and private owned colleges in Zambia, and the influence such leadership styles have on the creation of conducive teaching and learning environments in colleges. The research adopted an explanatory mixed method design in which a survey was employed for quantitative research approach and

phenomenology for qualitative which required getting to know the lived experiences of participants more absolutely. Elements of correlation and narratives were employed to establish the relationship between leadership styles and conducive teaching and learning environments in colleges of study. Thus, four leadership styles, namely; autocratic, democratic, laissez-faire and instructional were investigated to determine the extent to which they contribute to the creation of conducive teaching and learning environments in colleges. The research engaged 372 participants randomly and purposively selected from principals, vice-principals, directors, Ministry of Education officials, staff and students. Data were generated using questionnaires, interviews, focus group discussion, observation and document analysis. Analysis of data was guided by positivism paradigm and phenomenology. Statistical Package for Social Sciences (SPSS) software version 23 helped to analyse quantitative data whilst qualitative was analysed thematically. The Pearson correlation and Chi square were used to assess the significance levels of the variables while Path-goal and Fiedler's contingency theories guided the study.

The findings highlighted that there was a strong correlation between leadership styles and the creation of conducive teaching and learning environments. Secondly, the findings suggest that there was poor to moderate teaching and learning environments existing in colleges under all the four leadership styles examined in this study. The statistical combining of these styles also showed poor to moderate environment with negative implications on teaching and learning. The findings further revealed that principals were predominantly using autocratic and to a small extent democratic, laissez-faire and instructional leadership styles which had repercussions on how colleges were run and on creation of conducive teaching and learning environments. It can, therefore, be concluded that the four leadership styles studied have not positively contributed to creation of conducive teaching and learning environments from the Zambian perspective. This has repercussions on teaching and learning taking place in colleges, as it implies that leadership styles are not universal but their results premise on the context and way the style has been applied.

The study, therefore, recommends that all principals should be made aware of the impact of their style of leadership on teaching and learning. This thesis proposes the usage and adoption of hybrid leadership style, which requires the blending of masculinity and femininity traits and understanding of subordinates' behaviour and attitudes in various situations to address the challenges of leadership being experienced in the colleges. The study has developed the Visionary leaders, Dialogue initiators, Cultural transformers, Interpersonal relationship builders, Transparent communicators, and Team builders and Resource provider (VDCITTR) framework as an innovation to the current leadership styles prevailing in colleges today. For further study, it is recommended that research be conducted on various colleges to analyse the suitability of hybrid leadership style and the impact the style might have on training being offered in Colleges of Education in Zambia.

Keywords: *Conducive environment, leadership styles, teaching and learning.*

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABBREVIATIONS AND ACRONYMS

ALS   Autocratic Leadership Style

CBC   Central Business Centre

CoE   Colleges of Education

DLS   Democratic Leadership Style

ELM	Educational Leadership and Management
EMA	Educational Management and Administration
ESSP	Educational Skills Sector Plan
FCT	Fiedler's Contingency Theory
FGD	Focus Group Discussion
HoD	Head of Department
HoS	Head of Section
ILS	Instructional Leadership Style
KRA	Key Result Area
LSL	Laissez-faire Leadership Style
MoE	Ministry of Education
MOGE	Ministry of General Education
ODL	Open and Distance Learning
PA	Principal Accountability
PEO	Provincial Education Officer
PGT	Path- Goal Theory
PS	Permanent Secretary
RSNDP	Revised Seventh National Development Plan
SRC	Students' Representative Council
SU	Students' Union
T/L	Teaching and Learning
TESS	Teacher Education and Specialised Services
TETRASA	Teacher Training Sports Association

VP   Vice-Principal

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents background information to the study. It discusses the importance of leadership in running institutions of learning in general and Colleges of Education in particular. It highlights, in general terms some, leadership styles used in Colleges of Education and their contribution towards creating conducive teaching and learning environments in selected Colleges of Education. The chapter gives the statement of the problem, purpose and significance of the study. It concludes by presenting limitations, delimitations, definitions of the key terms used in the study and the thesis structure.

1.2 Background

Leadership is one topic of management, which has been widely researched (Simango, 2016; Kabeta, 2015; Mureithi, 2012; Nsubuga, 2008; Oyetunji, 2006) among others and has raised a lot of debate in the academic arena. The topic has been studied from different angles suggesting that it is complex and sometimes, a contentious issue as Puni, Ofei and Okoe (2014) contend. This signifies that although the topic is widely researched, it still seems problematic. Various researchers have studied this topic using different dimensions with some researches being conclusive (Vrgovic & Pavlovic, 2014), and others not (Hoyle, 2012; Ibrahim & Al-Taneiji, 2013; Nsubuga, 2008). Studies by Smith (2016), and Vrgovic and Pavlovic (2014), tested leadership styles with job satisfaction, and their findings suggested that the type of leadership employed in an organisation determines subordinates' job satisfaction. While Chowdhury (2014) study aligned good leadership with motivation, Ibrahim and Al-Taneijis' (2013) study associated the use of good leadership style with efficiency and effectiveness but could not establish how leadership was connected to school academic performance. The study further highlighted that teachers' work was more directly related to student learning and academic performance than principal's work.

Other researchers include Chafwa (2012) whose research revealed that there is a relationship between management styles exhibited by school heads and teacher performance. Nsubugas' (2008) study also indicated that there was a strong relationship between leadership styles and school performance although the extent to which leadership styles contributed to student academic

performance was weak. Oyetunji (2006) and Nyeri (2015) analysed the principal's role in creating school climate. Their findings demonstrated that the principal is a key person in setting the tone and good working climate of an institution. Many of these researches have been conducted in schools and other organisations and few have been conducted on colleges to determine the kind of leadership prevailing in these institutions and how the type of leadership creates conducive T/L (teaching and learning) environments in these places. The research conducted in schools are mostly context specific thus, dissimilar from college context. Besides, Principals' roles in colleges are often programme specific hence, slightly disparate from head teachers' roles. The few researches on colleges create gaps on various aspects of college leadership thereby provoking an impetus to conduct this research with a view of addressing the gaps and determining the practicability of what has been found in secondary schools, basic schools and junior secondary schools to the college context.

It is imperative to state that every institution of learning including Colleges of Education(CoE) need to have good and effective leadership provided by their principals who are key persons in the management, administration and general operations of these institutions. The significance of good and effective leadership in any institution of learning, be it primary, secondary or college, cannot be over-emphasised (Wiza & Hlanganipai, 2014). The various definitions of leadership given, mostly gesture to leaders' functions in their various organisations like colleges. Armstrong (2010) defines leadership as the ability to inspire followers, influence them, guide, develop and communicate a vision as well as motivate the followers so as to gain their engagement. Management Study Guide (2019) also elucidates leadership as the process by which one person can direct, guide and influence the behaviours and work of others towards attainment of specific goals in a given situation. These definitions give a synopsis of various functions of a college leader, and foreground the necessity of leadership in every sphere of college life. As the definitions indicate, a leader is expected to influence, that is, to have an effect on subordinates' attitude or behaviour so as to stimulate the subordinates to work towards the realisation of institutional goals (Robbins & Judge, 2009; and Thungu, Wandera, Gachiel & Alumande, 2012). It is expected of a leader to inspire the subordinates, specifically to be a good example in the way one runs the institution. This step motivates members and makes them appreciative upon realising the leaders' adherence to their expectation.

The other significance of a leader is to direct others towards the final destination. Robbins and Judge (2009) opine that leaders establish direction in their work by developing a vision of the institution, and then align members of the institution to it by communicating this vision. This function is very crucial in an institution as it gives the leader the responsibility to drive the operations in a manner that will determine the destination of the institution (Umara, Munirat, Isyaka, Ifeyinwa, Bature & Kazeem, 2014). This destination can only be reached if the leader together with other stakeholders of the institution creates a vision to guide the operations of the institution. The vision serves as a blue print for both student teachers and teacher trainers in setting standards and attaining the outcomes of the institution (Nsubuga, 2008). This works well where the vision is clearly spelt out and is integrated in all college activities, and where all members of the institution are obliged and encouraged to be guided by the vision statement in their daily endeavours (Kakanda, 2013). In a college set up, doing so by the principal, would enhance college effectiveness, efficiency and good performance in various aspects of the institutional life.

Correspondingly, institutional effectiveness is reliant on how leaders, in this case college principals, perform their roles in their various institutions of learning. The Ministry of General Education (MoGE) has provided Principal Accountability (PA) and Key Result Areas (KRA) as yardsticks to measure principals' performance in their respective government colleges and this has been adopted by principals in private colleges. These guidelines direct principals in their effective operations and fulfillment of their roles as principals in the colleges. Hence, MoGE's (2003:3) job description manual tabulates roles of principals of colleges to meet the intended purpose of teacher training as presented in the next section.

i) Recruitment and selection: the principal is expected to coordinate the recruitment and selection of students effectively, to ensure that right candidates with appropriate qualifications are selected. This role is attainable by using one of the four leadership styles understudy. The principal is expected to give autonomy to the recruitment committee which is usually composed of experienced lecturers and members of middle management (HoDs of various study areas) who are well vested in the process of recruitment of the right candidates for training. This exercise demands the principal to apply laissez-faire leadership style to allow members of the recruitment committee who are trained in identifying fake certificates, age cheating and other areas to do their work

without interference from the principal on behalf of the institution. This step enables the principal to fulfill this role exceptionally.

ii) Training: the principal is obliged to manage the training of both pre-service and in-service teachers effectively, to enhance the provision of quality education. To attain this role, the principal applies instructional leadership where he or she ensures that standard teaching and learning is taking place and ensures all the logistics and other resources needed for effective training to prevail in the institution are put in place.

iii) Monitoring and evaluation: the principal is required to monitor and evaluate teacher training activities periodically, to ensure appropriate interventions. To do this he or she is expected to be directional and give guidance and reprimand where necessary. Thus, he or she is expected to use autocratic leadership style more to ensure that the needful is being done.

iv) Management: with regard to management, the principal needs to manage staff and the use of other resources effectively, to achieve the objectives of the institution. Management is not the work of one person. Thus, to carry out this role, the principal is expected to apply tenets of democratic leadership such as inclusive decision-making, consultation on the use of resources, teamwork inter alia. This would make the work easy and feasible.

Nonetheless, knowing ones' roles is not enough for colleges to operate efficiently. The colleges need to excel in all spheres of college life in order to create a conducive T/L environment. This situation is only feasible where the leader of an institution is able to run the institution in the most appropriate and acceptable manner. Literature has shown that the success and good performance of an institution is encumbered on the person leading the institution (Nsubuga, 2008; Kakanda, 2013; Puni et al., 2014). Allie (2014) and Nyeri (2015) recount that the principal sets the tone of the institution as well as the level of professionalism. This is because the principal, as the leader, determines values, culture, and change tolerance as well as employee motivation in the institution (Ojokuku, Odetayo & Saluyigbe, 2012). Besides, by virtue of the authority that has been bestowed on them, principals have the propensity and mandate to decide what should be done, and to drive the activities of the institution to success. Thus, Kochhar (2011) has pointed out that the efficiency of an institution depends on the ability and skills, personality and professional competence of the

leader. These ideas are suggestive of the roles of the leader in determining the success and effectiveness of the operations of an institution.

Admittedly, fair and effective leaders alone cannot guarantee thriving institutions. Success is not only premised on the person holding position of leadership alone, rather it is reflected in the leadership style employed by the leader. Leadership style is the consistent behaviour the leader portrays in handling issues of the institution under the leader's control (Ojokuku et al., 2012). This refers to how one consistently manages human, material and financial resources of the institution in relation to attainment of institutional goals. In other words, leadership style is simply the mode or method of management and administration of an institution adopted by a particular leader. However, it is imperative to state that there are as many and diverse leadership styles as there are definitions and concepts of leadership (Nsubuga, 2008). Therefore, leaders ought to know which leadership style(s) works well and heighten good performance in their places of operation. Jalilizadel, Abbasi and Mohammodi (2013) hold the view that choosing suitable and appropriate leadership style in various situations is a condition for enhancing efficiency and effectiveness of staff and the organisation leading to the effective attainment of organisational goals. But the question one would ask is do leaders, that is, principals in particular know their leadership style? Do they reflect on what leadership style (s) they use in their colleges and the impact of such styles on shaping conducive teaching and learning environments? Is it only leadership styles? These questions will be explored later in the chapter analysing the findings.

It has been observed that of late Colleges of Education have undergone a lot of transformation in terms of programmes they offer and expansion. They have diversified from certificate-oriented courses to offering diploma-oriented courses. Additionally, they have expanded programmes from primary to secondary, and early childhood, and in some cases, to degree programmes. This expansion also means an increase in enrollment of student teachers. These changes also require a change in the administration of colleges and a good choice of leadership styles, which will meet the ever- growing demands of the colleges. Nanjundeswaraswamy and Swamy (2014) state that today's organisations need effective leaders who understand the complexities of the rapidly changing global environment. This study examined four leadership styles, namely; autocratic, democratic, laissez-faire and instructional that are used in some selected Colleges of Education in

Zambia. The study further, interrogated how these styles theoretically and empirically influenced the creation of conducive teaching and learning environments in these colleges.

1.3 The Context and Articulation of Leadership Styles

The study probed four leadership styles to ascertain their positive contribution towards the creation of a conducive teaching and learning environment in the colleges understudy. Autocratic leadership as one style studied is a type of leadership where the focus of power is invested in one person who alone determines the policies of the organisation and assigns tasks to the subordinates without consulting them (Kakanda, 2013). This style is characterised by formal centralised structures, procedures, processes and mechanisms which are clearly defined and are enforced to ensure that subordinates perform their tasks efficiently within the rules (Puni et al., 2014). The style was analysed to establish how often it is used in colleges and its role in creating a conducive and appropriate teaching and learning environment in an institution of learning like a college.

The other style is democratic leadership style where the focus of power is more on the group and there is more significant interaction within the group (Mullins, 2007). Subordinates under democratic leaders are highly motivated by their full participation in the setting of goals, decision-making and appraising progress towards goal attainment of the organisation (Nyeri, 2015). It is characterised by co-operation, active participation, accountability and delegation of responsibilities and tasks (Al Rahbi, Khalid & Khan, 2017). The style was examined to determine its effectiveness in creating a conducive teaching and learning environment in the college context.

Laissez-faire leadership style is a permissive leadership whereby a leader uses very little power thus, giving subordinates exclusive independence in their operations (Thungu et al., 2012). It is a hands-off kind of leadership where the leader evades active participation in the responsibility of setting goals, clarifying expectations, organising priorities or getting involved when leadership direction is needed (Nyenyembe, Maslowski, Nimrod & Levina, 2016). The style was discussed in relation to its efficacy of creating a conducive teaching and learning environment in the college.

The last kind of leadership studied was the instructional leadership style that focuses on standardising teaching and learning. The leader in this style is more concerned with the learning of students. The leader does all that is needed to maximise learning in an institution. The style was

investigated in relation to its contribution towards making a conducive teaching and learning environment in the college context.

The four styles were assessed in relation to how they influenced the creation of a conducive teaching and learning environments in selected CoE. The positive influence of such styles as envisaged would lead to effectiveness, productivity, success and overall, good performance of the college in terms of teaching and learning, whilst the negative influence would lead to bad performance and ineffective operation of colleges. The study examined how the four leadership styles' influenced the creation of a conducive T/L environment in selected Colleges of Education.

1.4 Statement of the Problem

Leadership is a topic with many faces and facets, that has been widely researched locally and internationally (Simango, 2016; Mulundano, 2015; Chowdhury, 2014; Ibrahim and Al-Taneiji, 2013; Jalilizadeh et al., 2013; Mureithi, 2012; Nsubuga, 2008; Oyetunji, 2006) among others. Despite the many studies conducted, and the literature available on the topic, the issue of leadership is still problematic as deduced from the various researches conducted on the topic. The robust researches conducted predict that every organisation is looking for good and effective leadership that would take their organisations to greater heights.

In the Zambian context, knowledge on how institutions of learning particularly Colleges of Education are being run, and which leadership style produces good results, and lead to good performance of the institution, are scant owing to limited pieces of research conducted on these institutions. Some research conducted by Simango (2016) and Mulundano (2015) on the CoE in Zambia exposed gaps found on leadership prevailing on these colleges and the curriculum which did not address the topic of leadership adequately to prepare students for their future roles as leaders. These gaps stimulated interest and the need to conduct this research as a response to some of the leadership problems prevailing in colleges. While literature and researches conducted globally and locally have revealed that there is a correlation between leadership provided through particular leadership style and good performance (Nsubuga, 2008; Ibrahim & Al-Taneiji, 2013), it is not known which leadership style precipitate good performance, how such leadership style promotes the creation of a conducive teaching and learning environment in the college context and to what extent this occurs. This dearth of information on the topic of leadership in colleges

stimulated the study of four leadership styles to examine their suitability on college leadership and the extent to which these styles contribute towards creating a conducive teaching and learning environment in these places. Conversely, much of the research conducted whether globally, locally and regionally has concentrated in schools and other organisations rather than Colleges of Education which have a spillover effect on the education industry.

Thus, the problem this study investigated was the leadership styles used by college principals to run their institutions effectively and further examine the extent to which the leadership styles used in colleges influenced the creation of conducive teaching and learning environments in selected Colleges of Education in Zambia. Providing conducive teaching and learning environments in an institution of learning is cardinal as it facilitates effective teaching and learning, and acts as a catalyst for effective leadership as well as good academic performance of colleges. Additionally, it leads to the acceleration in the attainment of institutional goals. Issues of institutional leadership have a direct bearing on either the creation of a conducive or a non-conducive environment, and thus, affect positively or negatively the performance of the college in many ways.

The Educational Skills Sector Plan –ESSP (2017-2021), Revised Seventh National Development Plan (RSNP) and Vision 2030 are aimed at making Zambia a prosperous and middle-income economy where education with visionary leadership would be used as a vehicle to the attainment of these different aspirations and visions. The primary question investigated in this thesis was what bearing does leadership styles used in Colleges of Education have on the creation of a conducive T/L environment in these institutions?

1.5 Purpose of the Study

The purpose of this study was to examine empirically, how some leadership styles employed in CoE E impact the creation of a conducive T/L environment in the college.

1.6 Research Objectives

The following objectives guided the study.

1.6.1 Main Objective

The study's main objective was: To establish the relationship between leadership styles used in selected Colleges of Education and their influence in creating conducive teaching and learning environments.

1.6.2 Specific Objectives

The five specific objectives of the study were:

1. To investigate the teaching and learning environment existing in Colleges of Education in Zambia.
2. To establish the leadership style predominantly used by principals to run Colleges of Education in Zambia.
3. To analyse how leadership styles are related to conducive T/L environment in selected Colleges of Education.
4. To determine how leadership styles (autocratic, democratic, laissez-faire and instructional) influence the creation of conducive T/L environments in selected Colleges of Education in Zambia.
5. To propose an appropriate adaptive and contextual leadership style framework for Colleges of Education.

1.7 Research Questions

The following research questions guided the study.

1.7.1 Main Question

What is the relationship between leadership styles used in Colleges of Education and conducive T/L environments in these colleges?

1.7.2 Specific Questions

The study's five specific questions were:

1. What teaching and learning environment exists in Colleges of Education in Zambia?

2. What is the leadership style predominantly used by principals to run selected Colleges of Education in Zambia?

3. How are leadership styles related to a conducive teaching and learning environment?

4. How does the use of autocratic, democratic, laissez-faire and instructional leadership styles contribute to the creation of a conducive environment in selected Colleges of Education in Zambia?

5. What adaptive and contextual leadership style framework is suitable for Colleges of Education in Zambia?

1.8. Significance of the Study

The study conducted might serve as a valuable contribution to the existing insufficient body of knowledge and literature in the area of leadership prevailing in Colleges of Education in Zambia. It might serve as a basis for further studies in various aspects of leadership existing in Colleges of Education, which could enhance the effectiveness of the styles of leadership found in Colleges of Education in Zambia. The study might help principals as leaders of colleges to reflect on their styles of leadership styles and establish whether they influence the creation of a conducive teaching and learning environments. Such knowledge is very fundamental as it might help principals and teacher educators to identify gaps found in their leadership and work towards improving the styles of running their institutions. Most importantly, it is hoped that the information resulting from this study would inform MoGE policymakers and other stakeholders interested in the topic to come up with policies and best practices to address the leadership challenges being experienced, while universities and government leaders might wish to use the data to modify the existing curricular or prepare new leadership courses.

1.9 Limitations

Limitation in research refers to the shortcomings, restrictions or influences in research which the researcher cannot control and which have implications on methodology and conclusions to be drawn. Due to limited time and financial constraints, the study was restricted to four colleges training primary, secondary and early childhood school teachers. This situation limited the attainment of a broader understanding of the relationship between leadership styles used in colleges with the creation of conducive teaching and learning environments in the Colleges of

Education. Additionally, the inability to sample all primary colleges limited the study to a representative sample, which was limited in scope to enable the generalisation of the findings to all colleges, with different geographical settings and peculiar characteristics in terms of location, socio-economic status and culture. However, the use of questionnaires in data collection made the findings generalisable to other colleges with similar features in terms of location and socio-economic status. Besides, the use of multiple data collection strategies provided attainment of broader understanding of the correlation between leadership styles and conducive working environment.

Furthermore, collection of data was affected by programmes that were taking place in the samples colleges during data collection. In one college, the third years who were the target population during the visit were out for Teaching Practice (TP). This forced the researcher to go back to the site at a later stage and this led to financial constraints. In another college, the visit coincided with end of term tests which affected meeting of both students and teacher trainers at stipulated times. In most cases, respondents had to sacrifice their free time to be interviewed and participate in FGD. In addition, some key informants shunned to be interviewed. One principal refused to be interviewed because he felt the researcher knew him better since they had worked together in one college, though the interview was to be conducted in another college where he had been transferred. This forced the researcher to interview the VP in place of the principal and registrar in place of the VP. The study was also limited by using questionnaires where some who received questionnaires, whom it was reported and observed, to be close allies to the principal did not return them thereby reducing the response rate. However, the percentage was small and did not seem to affect the data collected. Moreover, the study experienced insufficient literature on Colleges of Education from the Zambian perspective thus, had to depend on research conducted in other countries although the information was applicable to the Zambian situation.

1.10 Delimitation

Delimitation refers to the choices made by the researcher which can be controlled and defines the parameters of investigations. The study was limited to four provinces and four Colleges of Education. This was due to distances between provinces which are far-flung to be covered. The sample choice of colleges was also restricted to two private and two government-owned colleges owing to too many colleges which are far apart from each other. The target population was

restricted to stakeholders dealing directly with the principal and who are directly involved with teaching and learning, and those who support these services in the colleges and ministry at large. The sample consisted of teacher trainers, student teachers and support staff who provide services to ensure that teaching and learning is taking place. The principals and vice-principals were the crux of the research as they provided leadership that was examined in the study while MOGE official make policies that guide teaching and learning. Other stakeholders, such as parents, and board members, while important, were left out because they were not direct beneficiaries of college leadership and had indirect influence on teaching and learning.

1.11 Operational Definition of Terms

Conducive Environment: The suitability of the atmosphere existing in the institution to meet the intended goals of the institution that is the general atmosphere in the place of work whether people feel satisfied or frustrated and whether things are done as expected or not.

Effective Leadership: Leadership which is responsive to the needs of the institution and is appreciated and admired by members of the group.

Leadership Style: The way the functions of leadership are carried out or the behaviour the leader adopts towards subordinate staff. It is the method or manner of administering the affairs of the institution that is adopted by the leader.

Leadership: The procedure, manner or way leaders run the affairs of an institution. It involves the way leaders deal with members of college community, the manner in which material and financial resources are managed and how programmes of the institution are operationalised.

Learning: The way learners acquire knowledge, skills, competencies, values from their educators.

Teaching: The passing on of knowledge and information to student teachers by teacher trainers.

1.12 Organisation of Thesis

This thesis is divided into seven chapters. Chapter one gives an overview of what the research is all about. It presents the background information to the topic from international and local perspectives and lays the foundation under which the study was undertaken. It further presents the statement of the problem, purpose of study, objectives and research questions. Additionally, provides the significance of the study, limitations and delimitations as well as operational terms in the study.

Chapter two presents the conceptual framework, theories related to the topic of study and the theoretical framework that informed the study. Two contingency theories namely; Path-Goal and Fiedler's theories have been used to inform the interpretations of the findings.

Chapter three analysed literature related to the study topic. The concept of leadership, and leadership styles being investigated have been discussed and reviewed in connection with creating a conducive teaching and learning environment. This step has facilitated the contextualisation of the topic to the college perspective using international and local studies.

Chapter four covers the methodology and/or research process used in the study. The chapter discusses the philosophical and research paradigms, research design and target population. It further presents sampling techniques, data collection techniques and data analysis procedures and ethical issues. It winds up by discussing methods of validity/credibility and reliability/dependability of research findings.

Chapter five presents research findings using explanatory sequential design to present quantitative and qualitative data. The presentation is in tandem with the research questions that guided the study.

Chapter six discusses the findings presented in Chapter five according to research questions and themes that emerged from the research findings. It, in addition, discusses the theoretical underpinnings, innovations and contributions of the research to the academic world and research implications.

Chapter seven gives the synopsis of the study, conclusion and recommendations based on what has emerged from the research and suggestions for future research.

1.13 Summary

The chapter has given a synopsis of what the research focused on. It has given the background information to the study, which is based on the importance of leadership in institutions of learning like colleges. The statement of the problem, the purpose of study, objectives and research questions as well as significance of the study has also been clearly stated. Lastly, limitations, delimitations, operational definitions of terms and organisation of the thesis have been given in this chapter.

CHAPTER TWO: CONCEPTUAL AND THEORETICAL FRAMEWORKS

2.1 Overview

This chapter presents the conceptual and theoretical frameworks of the study. It starts with the conceptual framework of the study. It then gives a synopsis of theories that have been provided by various researchers to give background to the theoretical framework of the study.

2.2 Conceptual Framework

The diagrammatic conceptual framework developed in this study is descriptive and explanatory lending key factors and concepts of the study, their relationship to each other. Specifically, the framework describes various leadership styles, which are the independent variables and their arrows indicate how they resonate with the creation of conducive teaching and learning environments in the college, which is the dependent variable.

Figure 2.1 Conceptual Framework


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                    ┌─────────────────────────┐
                    │     Leadership Styles    │
                    └─────────────────────────┘

   ┌──────────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
   │  Autocratic  │  │  Democratic  │  │ Laissez-faire│  │ Instructional│
   └──────────────┘  └──────────────┘  └──────────────┘  └──────────────┘

                      ╭─────────────────────────╮
                      │   Conducive Teaching     │
                      │  Learning Environment    │
                      │                          │
                      │    Non-Conducive         │
                      │    Environment           │
                      ╰─────────────────────────╯
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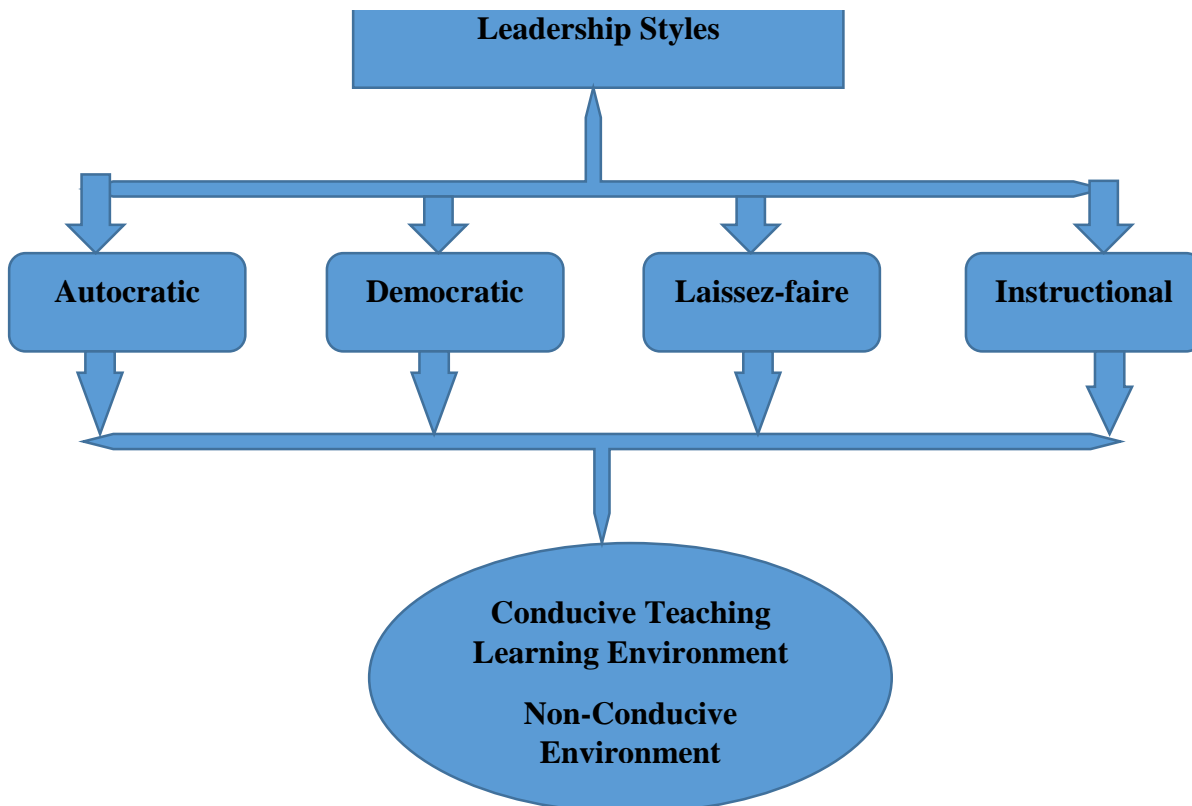
The conceptual framework model developed above explains what the research focused on and what it established. Leadership is described as the process of motivating other members of the organisation to operate in certain ways to achieve specific goals (Hanaagan, 2008). The purpose of any leadership, as reflected in this definition, is to ensure that the goals of an institution or group are reached and people fulfilling those goals are gratified with the leadership provided. Leadership is also defined as the art of transforming people and organisations for the purpose of improving the organisation (Sashkin & Sashkin, 2003). This transformation is only feasible if people are working in institutions with good leadership, making the places or environments friendly, trustworthy, peaceful, safe and conducive for the mission of that particular institution. This leadership is mirrored in the leadership styles employed.

The leadership style (s) chosen by the leader from numerous styles as Ojokuku et al., (2012) state, is a fundamental determinant of the successful or failure of the institution. Thus, good choice of leadership style (s) by principals would lay a good foundation upon, which the success of the colleges will be premised.

The use of the four leadership styles (see conceptual framework model) that were investigated in this research have an impact upon the creation of conducive teaching and learning environments as the basis for good performance in the colleges. Environment in this connotation entails the situation prevailing in the institution, the conditions put in place, support systems and safety found in the work place to entice people to work in or be sent away (Lumadi, 2014). Every leader of a learning institution is mandated to create a good atmosphere in the institution that accommodates all members of staff and allows them to feel welcome, free and love to work in that institution. Nyeri (2015) posits that a supportive and responsive institutional working environment attracts a sense of belonging and promotes resilience of both staff and students.

By employing the autocratic leadership style, the principal becomes more directive and runs the institution single-handed or with few loyalists (Puni et al., 2014). He or she further kills the spirit of dialogue when making decisions and runs the institution as personal property. The style to a small extent makes such leaders successful as they attain goals fast and in time of crisis help to solve the problem and achieve short-term goals. However, the style has a negative impact on the working environment. Lack of involvement of other stakeholders in college decisions inhibits creativity, progress and a good working relationship (Jerotich, 2013). The use of threats and punishment and selective rewards sour relationships between the administrators and other stakeholders such as teacher trainers and students, and results in lousy working relationships (Russell, 2011), demotivation of subordinates, lack of unison, and low productivity. This makes the work environment non-conducive. This situation sets in low productivity, tensions and unruly behaviour thereby affecting outstanding performance of the institution. Nyeri (2015) postulates that students are more likely to thrive when found in an institutional environment where they experience a sense of belonging, are more comfortable and feel appreciated by the institution. Absence of this atmosphere works against a conducive working environment.

Democratic leadership style encourages inclusive decision-making, team spirit, dialogue among students, staff and administrators, which heightens motivation in students and job satisfaction on the part of teacher trainers. The scenario also creates good neighbourliness in the institution. Chowdhury (2014) highlights that democratic leaders encourage collaboration, team-work and effective communication; a situation that generates a positive climate in the institution. These elements lead to an excellent working relationship, better academic performance and free

atmosphere leading to good working, teaching and learning environments. Nonetheless, the style works well where there is enough time to brainstorm before a decision is made. In cases of emergency, it leaves decisions elusive and often results in uncompleted projects, which jeopardise the performance of the institution in various angles of college life.

The use of laissez-faire leadership style allows principals to use the art of delegation more in which the leaders are hands-off and enable group members to take decisions, set goals and procedures without interference from the leader (Kumar, 2018). The leader provides minimal guidance to group members. This situation leaves group members sometimes, not sure of their job roles and responsibilities (Ebrahim, 2018) which has repercussions on how the institution operates and performs in various aspect of college life. This situation emanates from the leaders' fiasco to provide the leadership required. Additionally, it often lets subordinates make their own decisions and set their own goals, which may at times, not be in the interest of the institution. Further, the freedom given may lead to a lack of cohesiveness and unity of purpose hence, leading to chaos and low productivity in an institution and defeating the goal of every learning institution.

The instructional leadership style allows a leader to maximise teaching and learning at the institution, thereby, contributing to creating a positive teaching and learning environment. The principals' prioritisation of the students' learning above all other college activities, provision of resources needed, by monitoring and evaluation of learning programmes leads to a good teaching and learning climate. This, in the process, creates a conducive environment for teaching and learning, and contributes to the successful performance of the college academically and otherwise. However, the principals' ignominy to provide the needed resources for effective teaching and learning and lapses to monitor classroom practices may have impact on the creation of conducive teaching and learning environments in the institution.

2.3 Theories of Leadership

A theory is an assumption or set of ideas on a particular topic. In this context, leadership theories are a set of ideas, principles or variables used to better understand, predict and control successful leadership. A model on the other hand is a structure which contains the process or logic or a framework used, like a tool, in performing, understanding and teaching leadership. In discussing the topic of leadership, theory and model are mostly, used interchangeably by various scholars. In

this study, the two (theory and model) have also been used interchangeably since theory is a long text while model is a short text and are all aimed at explaining leadership and its variables. Thus, the topic of leadership has attracted numerous theories to contextualise it and make it more understandable. One such theory is:

The Trait Theory: The theory was advanced by Gordon Allport around the 1940's. It postulates that Great Leaders are born (not made) by virtue of having distinguished and inherited traits not possessed by other leaders (Mullins, 2007). The theory pivoted on the assumption that some individuals possessed certain physical characteristics, personality traits and intellectual abilities that make them natural leaders and differentiate them from other leaders. The theory has been criticised on ground that it has no scientific basis and empirical validity (Bhagwan & Bhustan, 2010) hence, it does not inform modern theories of leadership and is considered out-dated for the study.

The other theory is **Behavioural Theory** which focused on the behaviour of leaders as opposed to their mental, physical or social characteristics. This approach attempted to determine the types of leadership behaviours that resulted in successful task performance and employee satisfaction. The theory as Razin and Swanson (2010) put it endeavoured to determine what effective leaders did by identifying both the behaviour of leaders and the effects leaders' behaviour had on subordinate productivity and job satisfaction. From the various researches conducted, proponents of the theory, who included, Lewin Kurt, Skinner B.F and Watson concluded that leaders are not born but can be made through experience, training and education. They further established that leaders are either task-oriented (concerned with accomplishment of tasks) or people-oriented (concerned with having good relationship with subordinates). The task-oriented fit in autocratic leadership being investigated while people-oriented fit in democratic leadership.

The **Managerial Grid Theory** (MGT) premised on studying the impact of task-oriented and people-oriented as well as combining the two orientations on the subordinates and leaders themselves. The balancing of the two behaviours located in the theory, it was established, leads to job satisfaction of subordinates and leaders, and increased job performance which is needed in college leadership. This fits in the study and is expected to prevail in institutions of learning like colleges.

The other theory is **Situational Theory** of Hersey and Blanchard who argued that there is no effective leadership that suits every situation but that each situation requires a different leadership style. The proponents of the theory argued that leaders need to oscillate different leadership styles according to situations. To effectively do so, leaders need to possess the qualities of adaptiveness and flexibility as he or she switches from one style to the other. The leadership styles to choose from include: telling which is equivalent to autocratic style, delegation resonates with laissez-faire while selling and participative fits in democratic leadership styles. This theory gives a glimpse of what is expected and is prevailing in college leadership and thus, lays a foundation on the theories that informed the study as discussed below.

2.4 Theoretical Framework of the Study

The study was guided by two theories, path-goal and contingency theories. The two theories were chosen because they corresponded with what was prevailing in the colleges of study and informed the study well, based on their features.

2.4.1 Path-Goal Theory

The path-goal theory is one of the contingent theories developed by Robert House based on an early version of the theory by M.G. Evans published in 1971. The theory is called path-goal owing to its major concern of how a leader influences the subordinate's perception of their work goals, personal goals and paths to goal attainment (House & Mitchel, 1975). In other words, the theory attempts to explain how the behaviour of a leader influences the performance and satisfaction of the subordinates (House, 1996). This explanation fitted in the assumption in this research that the principals' behaviour has an impact on staff performance and job satisfaction, which made the theory significant to this study.

The theory is embedded in the expectancy theory which argues that individual attitudes or behaviour can be predicted from (i) the degree to which the job or behaviour is seen as leading to various outcomes (ii) The evaluation of these outcomes (House & Mitchel, 1975). The theory is, therefore, built on two propositions:

(i)   The behaviour of the leader is acceptable and satisfying to subordinates to the extent that they see such behaviour as either an immediate source of satisfaction or instrumental to future satisfaction.

(ii)   Leaders' behaviour is motivational if it increases effort, to the extent that (i) such behaviour makes satisfaction of subordinates' needs contingent on effective performance and (ii) Such behaviour complements the environment of subordinates by providing coaching, guidance, support and rewards necessary for effective performance (House, 1996).

The underlying meaning of the two propositions is that the leaders' behaviour, once it satisfies the expectations of the subordinates draws subordinates to oneself. This allows them to work as expected and attain personal and organisational goals, which in the process lead to good performance of the task at hand. What is just needed is for the leader to show direction of how to do the task and provide what is needed for the task to be effectively done. Thus, House (1996:326) opines that:

> The role of the leader is to provide the necessary incremental information, support and resources, over and above those provided by the formal organisation or the subordinate's environment, to ensure both subordinate satisfaction and effective performance.

These practices motivate subordinates and enable them to accept and appreciate their leader. In a college context, the practices contribute to the creation of an enabling environment for teaching and learning. Motivation is also accelerated by clarifying the followers' path to the rewards that are available as well as increasing the rewards that the subordinates value and desire. Motivation of subordinates is very important in organisations like learning institution. It accelerates subordinates' interest to work well with the leader and do their best in carrying out their duties. This fits in what is being investigated and makes the theory pertinent to the study. Hence, House and Mitchel (1975) intimate that people are satisfied with their job if they think it leads them to highly valued things and thus, work hard if they believe their efforts will connect them to highly valued things. Morduch (2013) also indicates that well motivated workers become self-directed and generate a creative team which is needed in institutions of learning for good results of the institutions. The creation of teams, which is linked to democratic leadership leads to job

satisfaction another tenet of the same leadership style and enables subordinates to put in the best thereby facilitating attainment of institutional goals and excellent performance of the institution. This kind of work is what is expected of the college leaders and correlates with my assumption and thus, make the theory applicable to the study.

The other work of the leader is to clarify the path to be undertaken by the subordinates to lead to good performance. Path clarification means that the leader coordinates with the followers to help them identify themselves with him/her and learn the behaviours that will lead to successful accomplishment of tasks and organisational rewards (Oyetunji, 2006). This is very cardinal in the college context and promotes creation of a conducive teaching and learning environment thereby making the theory relevant to the study. In clarifying the path, the leader works towards removing road blocks preventing attainment of the goals, communicates openly and effectively so that subordinates understand what is expected of them. In doing so, the leader may choose one of the leadership styles as a path to reach the destination. He or she may be directive where he or she would tell subordinates which way to go and remove all forms of obstacles to reach the ultimate goal. He or she may be supportive or participative where he allows subordinates' input in decision making (Okumbe, 1999). The oscillating of styles of leadership is often expected in colleges as it is believed that no single leadership style can be effective in all situations (Simango, 2016; Thungu et al., 2012; Nsubuga, 2008; Naidu, 1996).

However, the effectiveness of the theory is seen in the interaction taking place between the leader and the subordinates. The theory emphasises that effective leadership is the outcome of the interaction between the leader's behaviour and situational or contingent variables of subordinates' characteristics and environmental factors (Okumbe, 1999). This explanation implies that for effective satisfaction to prevail, the leader, in clarifying the path, needs to take cognisance of subordinates' situations and tasks to be done so as to induce performance and subordinates' satisfaction. The achievement of all these will be based on the leadership behaviour the leader opts to take. Moreover, the path-goal leadership model is used to select the leadership style appropriate to the situation in order to maximise both performance and job satisfaction. The four leadership styles are based on three attitudes exhibited by subordinates namely: (i) Subordinates satisfaction (ii) Subordinates expectations of their leaders (iii) Subordinates expectations of effective performance (Murdoch, 2013).

As Okumbe (1999) puts it, the fundamental principle of this model is that leadership behaviour should be motivating and satisfying to the extent that it increases goal attainment by subordinates and clarifies the behaviour that points to related rewards. The theory advances the argument that the appropriate path to high performance and high job satisfaction is dependent on employees, their abilities and the degree of structure of tasks to be performed, and the leadership style that is selected by the leader. This implies that the leader's major task should be to choose the leadership style that matches the prevailing situation in the institution to accelerate maximum performance and job satisfaction in the institution. The styles to be chosen from include:

a) **Directive Leadership Style**

This is the leadership style that involves the leader giving directives and instructions to subordinates on what is expected of them on an assigned task. This style is more task-oriented and requires the leader to issue specific guidelines, rules and regulations to subordinates with regard to planning, organising and performing of activities. It also entails giving specific guidance to accomplish the desired expectations based on performance standards and organisational rules (House & Mitchel, 1974; Murdoch, 2013). The style is deemed to be appropriate when the subordinates' ability to do an assigned task is low and the task to be performed is complex. It fits into the autocratic leadership style under investigation in this study and what is expected of a leader as the instructional leader. It demonstrates how the role of the leader in creating the path for goal attainment is fundamental, which makes the theory relevant to the study as it corresponds with what is being investigated.

b) **Supportive Leadership Style**

This is leadership behaviour, which focuses on the leader being friendly and approachable with a behaviour directed towards gratifying the needs of individuals (Cote, 2017). It is more relationship-oriented. A leader who uses this style displays concern for the personal needs of the subordinates (Robbins & Judge, 2009), and demonstrates respect and treats every one equally (House, 1971). The leader creates an emotionally and psychologically supportive work environment (House, 1996; Oyetunji, 2006) which encourages subordinates to put in the best and add value to creating of a conducive teaching and learning environment in an institution of learning. The style is appropriate when subordinates lack self-confidence, work is stressful and when work does not provide job satisfaction (House, 1971; Oyetunji, 2006). The leader revitalises the subordinates and

enable them to perform the given tasks well and produce expected outcomes. In the college setup, this aids the institution to excel in various aspects of college life because of support from the leader. The support is very necessary to make an institution of learning have an enabling environment for effective teaching and learning. This style falls under democratic leadership being examined in this study. Support is needed from both subordinates and leaders. They need to support each other to make work easier for each group to perform so as to reach the expected goals and rewards. The support agitates motivation which is the thrust of good performance in any organisation. This explanation makes the model significant to the study and fits in what the study is trying to establish.

c) Participative Leadership Style

In this leadership style, the leader allows subordinates to take part in making decisions that affect their work. The leader who employs this style shares responsibilities with subordinates by engaging them in planning, decision-making and execution phase (Murdoch, 2013).The participative leader is focused on encouraging and influencing individuals to take part in decision-making, providing suggestions and sharing ideas that are integrated in the organisation (Cote, 2017). The style is suitable when followers want to be involved in what is taking place in the organisation and this creates a good environment for work and encourages good performance on given tasks. The style fits in the democratic leadership style. Involvement of staff in decision-making improves implementation which results in good performance in different activities of the college and corresponds with what the study is trying to investigate thus, making the model imperative to the study.

d) Achievement-oriented Leadership Style

This leadership style is where the leader sets challenging goals for subordinates and emphasises high levels of job performance (Nsubuga, 2008). The leader sets difficult but achievable goals and expects followers to perform at the highest level and rewards them for doing so (House & Mitchel, 1974). The leader utilises both high directive (structure) and high supportive (consideration) behaviour to attain expected goals, which then lays the foundation for a conducive teaching and learning environment and thus, improves teacher trainers and student teachers' productivity, which is the essence of this study. For this theory to be effective, the leader needs to choose a leadership style that considers the characteristics of followers and the demands of the task. The style partly,

fits in autocratic leadership styles because of its emphasis on job accomplishment and relates to what is being studied and hence, upholds the significance of the theory to the study,

It can be concluded that the path-goal theory has a significant relationship with the following variables: (i) intrinsic job satisfaction which is the expectancy that culminates in effective performance; (ii) the expectancy that good performance leads to valued rewards; (iii) role clarity and; (iv) good performance and overall job satisfaction.

The theory was picked for this study because of its content, which fits in what the study aimed at establishing. The assumption in this study is that leaders' behaviour towards subordinates has either positive or negative impact on how the subordinates perform their routine tasks, which in turn, influences their job satisfaction. Besides, as Oyetunji (2006) and Murdoch (2013) have established in their research, that subordinates' perception of their leaders' behaviour does predict their (subordinate) commitment to their superiors. This in the process has effects on how they relate with their superiors and how they perform the assigned tasks.

The theory is advantageous to the study in the sense that it provides ground work for understanding situations under which a leaders' behaviour motivates subordinates or staff for good performance in an organisation. The theory helps leaders to understand the importance of clarifying goals, setting goals through coaching and direction to achieve goals of productivity (Cote, 2017). This theory informed the study by showing the link between leaders' actions and the outcome of their actions on subordinate satisfaction, motivation and response to designated tasks and results. It is clearly indicated that principals shape the image of an institution through their actions, practices and behaviour (Puni et al., 2014), which ultimately, impact on the positive or negative outcomes of the institution (Ojokuku et al., 2012; Kumar, 2018).

2.4.2 Fiedler's Contingency Theory

The second theory was advanced by Fred Fiedler in 1967 after a series of research on leadership. Fiedler hypothesised that there is no leadership style which is correct as a standalone style (Russell, 2011; Razin & Swason, 2010). He argued that there is no single best way for managers to manage or leaders to lead. He contended that situations create different leadership style requirements for a leader (Bolden et al., 2003). Fiedler and other proponents of this theory, argued that there was no one right way to lead because the internal and external factors of the environment require the leader

to adapt to the particular situation differently for effective performance of their organisation. This implies that a leader may be effective in one situation or organisation using one style (Bhagwan & Bhustan, 2010; Nsubuga, 2008) but may not be effective in another using the same style if the situation cannot correlate with the style of leadership. The situation may not be different from the college context. College leaders, therefore, need to change leadership styles when faced with a situation that may not fit in their usual leadership style if good performance has to be achieved. This implies that college operations cannot be dependent on one leadership style as situations differ and cannot be contained using one style.

Fiedler and his proponents of contingency theory postulated that what makes leaders effective is a good match between a leadership style used and the situation in which one works. Fiedler further, intimated that the leadership style of the leader is fixed thus, the leader is incapable of changing the style though he or she can change the situation. His theory is based on three variables he identified that contributed to effective leadership. He conceptualised situations in terms of their favourableness, ranging from highly favourable to highly unfavourable. The three variables which make up the contingency theory are illustrated in the diagram below.
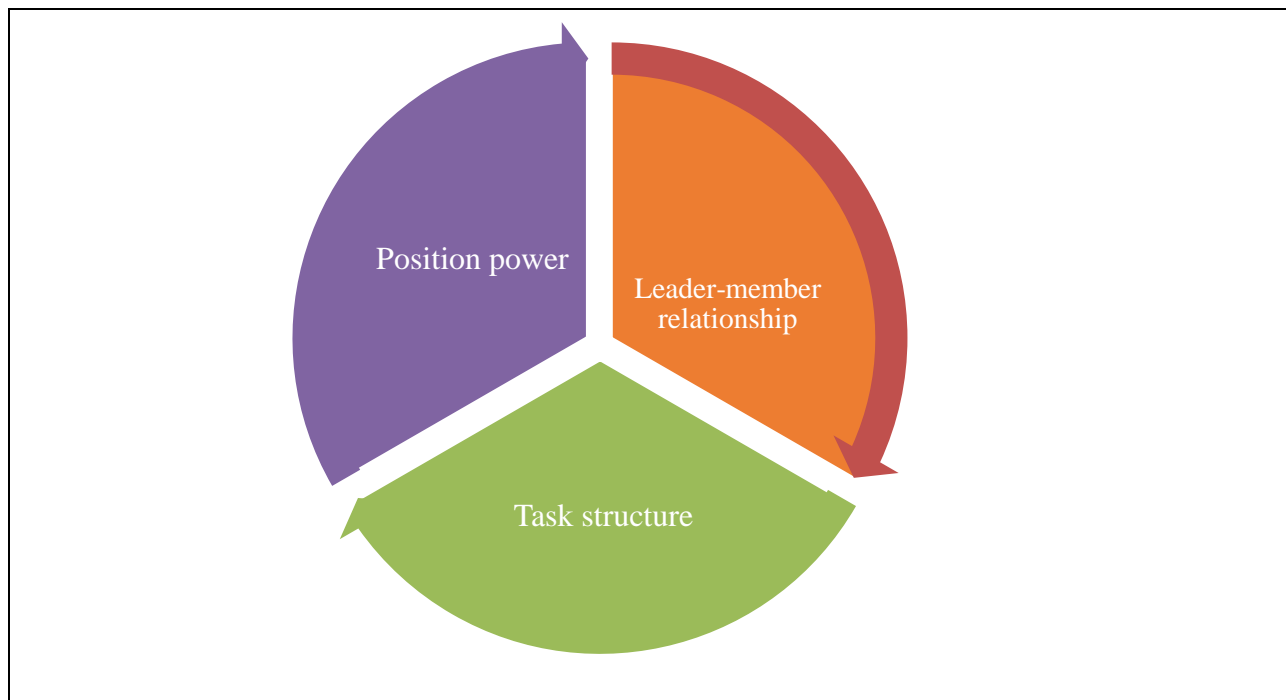
Figure 2.2: Fiedler's Contingency Theory Components

The first variable as indicated in Figure 2.2 above is the **Leader-member (follower) relationship**: This tenet looks at how well the leader and subordinates get along. The tenet considers the amount of loyalty, dependability, and support the leader receives from the followers (Hanaagan, 2008) as a result of enjoying good relationship. It is a measure of the kind of relationship existing between the leader and the led. This feature also refers to the degree to which the leader is trusted and liked by the group members and their willingness to follow the leaders' guidance (Mullins, 2007). It is arguably stated that when leader-follower relationships are strong, the situation is highly favourable for the leader to have a firm base from which to influence the behaviour of subordinates. The good relationship between the leader and led falls in democratic leadership styles where the leader is expected to interact well with subordinates and build teams for effective operations of the institution. A weak relationship between principal and other members of college community, makes the situation highly unfavourable and affects how much the leader would exercise the powers to influence others in an institution. This situation puts the variable under autocratic leadership and leads to sour relationships between the leader and the led. This sour relationship weakens the interaction expected to exist and negatively affects the performance of an institution.

In the college context, when the principal-subordinate relationship is good, the attitude of subordinates towards their duties and the leader is likely also to be good and an enabling environment will exist for teaching and learning. The atmosphere will be motivating leading to job satisfaction of members of the institution. But when the relationship is sour, it will inhibit good performance and thus, affect creation of a conducive working environment in the institution. The use of this theory helped to examine how well the principal-subordinate relationship impacts on what takes place in the institution. This makes the theory important for the study.

The second variable as indicated in Figure 2.2 **is the task-structure**: This is the degree to which the job assignments are organised, that is, structured or unstructured (Robbins & Judge; 2009). It deals with the extent to which work to be done is clear, so that the subordinates know what needs to be accomplished and how to do it and with what results. This element measures the extent to which the tasks clearly specify goals, procedures and standards of performance. It also determines the degree to which the task is clearly defined for the group and the extent to which the task can be executed by detailed instructions or standard procedures (Mullins, 2007). Leaders have

considerable influence where the employees' work is highly structured and routine, as it is easy for them in such circumstances to develop specific criteria that would enable them to induce a desired level of performance and, hence, create a good working environment (Hanaagan, 2008).

When structures are well utilised this variable falls under democratic leadership where each one knows what is expected of him or her and functions accordingly. This freedom given, permits followers to put in the best and provide motivation and job satisfaction since there is no interference in what one is doing. Subordinates feel satisfied knowing they are accomplishing what is due to them. On the contrary, when structures put in place do not function as required, it is a source of frustration to both staff and students and may thus; affect creation of a conducive work environment as well as the outcomes of the organisation. Avoiding using established structures is a feature of autocratic leadership and one way of frustrating subordinates so that when they do not perform their work as expected, they are punished by demotion or any other form of punishment. If college structures are not functioning as expected and according to laid down procedures, the working environment becomes unfriendly. This situation has an impact on the operations and level of performance of the institution. The study of structures put in place in colleges makes the theory significant to the study.

The other variable as shown in Figure 2.2 is **position power**: This tenet measures the amount of power or authority the leader perceives the organisation has bestowed on him for the purpose of directing, rewarding and punishing subordinates. Bolden et al., (2003), Mullins (2007) also exemplify position power as the power the leader acquires by virtue of their leadership position in the organisation and the degree to which they exercise this power to influence certain things such as rewards, punishment, promotions and demotions in the institution. The position power of leaders depends on the taking away or increasing the decision-making powers of subordinates. Position power is also referred to as social power theory of Fiedler. In this theory, Fiedler outlines the various powers a leader possesses because of attaining a leadership position as illustrated and discussed below.
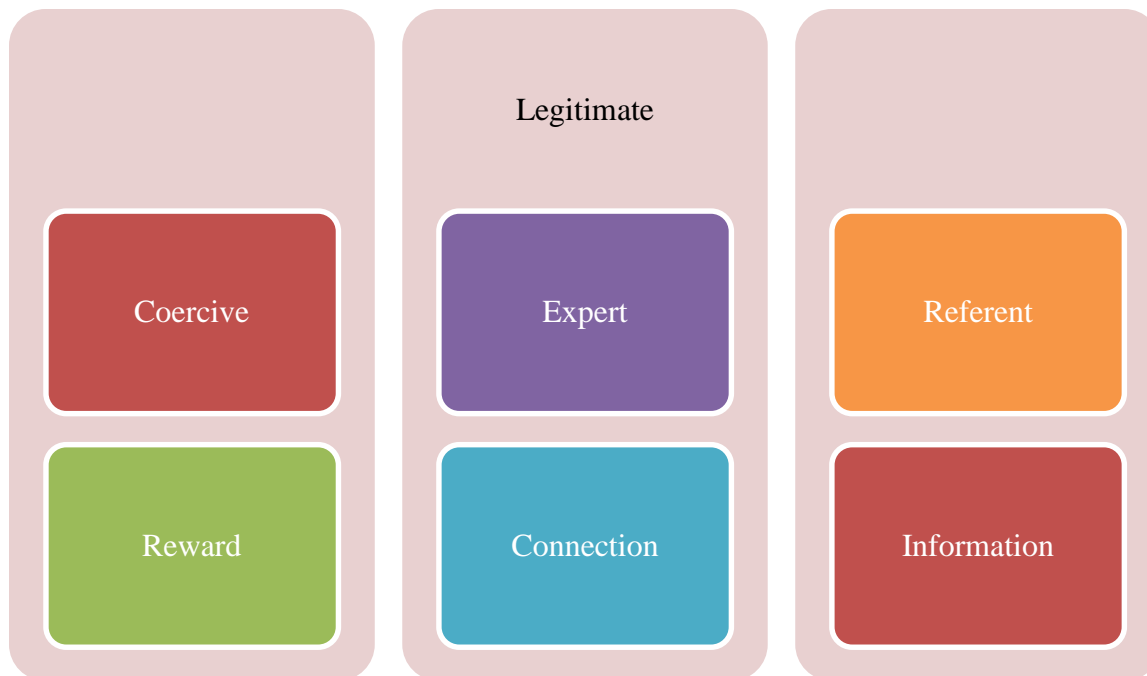
Figure 2.3: Power Position

Source: Hanaagan (2008:64)

Figure 2.3 above tabulates the type of powers principals, as leaders of colleges, possess by virtue of being leaders of these institutions. How these powers are utilised determines the type of the leader, which leadership style is predominantly used, and the environment created. These powers include:

Legitimate power: This refers to authority accorded to the leader, which enables followers to recognise the leader's rights to influence them and obligate followers to accept this influence (Razin & Swanson, 2010). The authority comes from the hierarchy of the organisation. It is the power that is exercised in accordance with organisational rules and authority. Principals have legitimate powers by virtue of being given that mandate and how they exercise that power will determine the working environment existing in the institution. Besides, their use of authority, which is the main thrust of the powers they have, defines the level of performance. Abuse of authority down plays good performance in the institution and thus, leads to creating a negative working environment while good use of authority enhances creation of a conducive working environment leading to good performance of the institution in many aspects of college life. This type of power is linked to democratic leadership style.

Coercive power: This is the form of power the leaders possess, which allows them to punish or issue threats to induce fear in the subordinates (Hannagan, 2008). It is power that reflects how much a leader can withhold desired rewards or administer punishment. This type of power falls in autocratic style of leadership. The principals' use of coercive powers to punish subordinates help them to achieve their aim but is likely to spoil relationships between him or herself and other college stakeholders such as academic and support staff and students within the college work environment. Coercive powers undermine subordinates' freedom to work freely on the tasks given for fear of punishment, and makes the work environment tense; a situation that leads to unfriendly atmosphere in an institution. Principals' abuse of powers falls in this type of power and that is what makes the theory paramount to the study.

Expert power: This is the leader's possession of expertise, skills and knowledge of certain things. It also includes the processes in the institution and the recognition of this by others, which empowers the leader to make decisions. It is also power based on the special knowledge, skills and expertise that a leader possesses (Robbins & Judge, 2009). The possession of expert powers would attract followers to the leader and enhance good relationship, which facilitates for the creation of a conducive teaching and learning environment, leading to good performance in many aspects of college life. College principals, by utilising this power, bring members of staff to themselves and prepare good grounds for collaborating, which heightens good performance. This type of power fits in democratic leadership style where a leader is expected to have knowledge of leading others and which requires possession of certain skills expected to take the institution to greater heights. Expert powers allow the leader to build teams, to collaborate with followers in many angles of his leadership, and to know when to delegate and what not to delegate. It enables the leader to communicate effectively and consult widely when need to do so arises. This makes the examination of such powers cardinal to the study.

Referent power: This is the charismatic power leaders possess which draws subordinates to them because they admire them and want to increase identification with them (Jones & George, 2003; Hanaagan, 2008). College principals' use of referent powers has the capacity to enhance team work, which is a tenet of democratic leadership style, and allows members of staff to cooperate with them, which ameliorates tension and promotes good performance because staff who admire their leader put in their best to please their leader and maintain a good relationship with them. The

maintaining of good relationship is also a feature of democratic leadership. This type of power enhances democratic leadership and when well utilised, it crystallises into a conducive environment and escalates productivity.

Reward power: This presents the leader's ability to reward good performance in form of pay, promotion or recognition. It entails power derived from the person's control over resources (Ranah & Paliwah, 2013). The rewards given in form of awards, and recommendation for promotions increase motivation in staff and thus, accelerates job satisfaction, leading to a good working culture in the institution. These powers fall under democratic leadership. However, when such an act is selective and not given to deserving staff members, it frustrates and de-motivates them thereby leading to autocratic leadership. This creates a negative working environment and ultimately, sabotages good performance of the institution. Whether principals award non-performing staff is what the study tried to establish and thus, qualified the theory for the study.

Information power: It is power based on the leaders' access to information that is viable to members of the institution. Followers want to share this access and be close to somebody who has such contact. Good communication and easy access by all, foster democratic leadership style. Principals' information power also improves their role as instructional leaders. This power enables them to get relevant information on new trends in teaching which they are expected to communicate to teacher trainers to improve their ways of teaching. Inability to disseminate information to the staff is a feature of autocratic leadership, de-motivates staff, spoils relationships between the principal and members of staff, and jeopardises a good work environment. College principals' failure to communicate important information to staff or their practice of selective communication, where some are informed and others not, is a feature of autocratic leadership style and brings friction, which negatively affects the work environment as well as achievement of institutional goals.

The three variables or situations resonate with the three leadership styles, namely; autocratic, democratic and instructional leadership styles. To be effective leaders, Fiedler suggested that the three variables, namely; leader-follower relationship, task-structure and position power should match with the leadership style and the situation. Fiedler (1971) and Oyetunji (2006) contended that a good relationship, structured tasks and either high or low position of power culminates into a very favourable situation for a leader to be effective and run an institution accordingly with

consequent good results. In the college context, a principal with good relationship with most members of staff, who put to good use the task structures in the college and who apply various levels of powers appropriately, creates a favourable work environment, which results in effective leadership. Conversely, a poor relationship, an unstructured task and either high or low position power creates very unfavourable working environments, which negatively affect leader effectiveness. Similarly, a principal who fails to maintain good relationship with most members of staff, who ignores task structures and abuses the powers bestowed on him or her in administering the institution, creates an environment for ineffective leadership.

This explanation entails that good leadership comes about when the leader-member relationship is good, organisational structures are clearly seen and utilised, and various powers are effectively and appropriately used. The above explanation makes the theory suitable for this study as it allows for critical examination of how the three variables are applied in the college context to add value to the type of leadership prevailing in Colleges of Education. Fiedler's contingency theory, according to what has been discussed above is based on the following points:

- There is no universal or one best leadership style to lead organisations;

- The design of an organisation and its sub-systems must fit the environment;

- Leadership effectiveness is the result of interaction between the style of the leader and the characteristics of the environment in which the leader works.

While Fielders' contingency theory has been upheld by many researchers, some of his ideas have been contested. First, his idea of leadership style being fixed or constant has been contested. Jones and George (2003) have argued that some leaders are able to diagnose the situation they are in and when their style is inappropriate for the situation, they are able to modify it and ground it with what the leadership situation demands. This implies that the style is not fixed in that its features can be changed to suit the environment. Second, it has been observed that it is often difficult in practice to determine how well the leader-member relations are as followers sometimes pretend. It has also been difficult to tell how structured the task is and how much position powers the leader has.

Whether the above observations are happening in Colleges of Education in Zambia is what this study hoped to establish and made the theory important to the study. Despite criticisms, Fiedler's

ideas are very valuable and applicable to college leadership, which makes the theory essential to the study.

2.5 Summary

The above chapter has presented the conceptual framework model of the study and discussed various theories on leadership connected to the topic of study. The discussion was based on describing what the theory states then connect it to the study. The theoretical framework guiding the study has also been presented. The two theories, namely; path-goal and contingency theories which form the theoretical framework of the study, have been discussed and connected to the topic of study.

CHAPTER THREE: LITERATURE REVIEW

3.1 Overview

This chapter reviews literature related to the study on leadership and how the different leadership styles relate to the creation of a conducive teaching and learning environment in a college. The chapter also presents some empirical and theoretical framework developed by other researchers locally and globally on the same topic.

3.2 Context of the Review

In the college context, the terms administration, management and leadership are used synonymously. They may be used interchangeably perhaps because of the interrelatedness of the work done by the principals who are often referred to as administrators, managers and leaders at the same time. This could be as a result of their positions embracing the work of administrators, managers and overall, that of leaders. However, it is imperative that the three terms be discussed to differentiate them.

Management is described as a variety of activities carried out by those members of the organisation who perform functions of a manager for the effective operation of the organisation. This implies that there are people who are assigned to carry out certain functions in an organisation for the good of the organisation. These people are referred to as the management or management team. Mullins

(2007) defines management as getting things done through other people in order to realise stated organisational objectives. This statement denotes that management is not a one persons' show but that it requires concerted efforts to attain institutional goals. Cole (2004) also exemplifies management as a process that permits organisations to set and attain their objectives by planning, organising and controlling their resources and gaining the commitment of the employees.

Management, in short, deals with the formulation of policies and objectives of the organisation at local level, and ensures that these policies are implemented and the objectives are achieved. Kochhar (2011) also describes management as a continuous process through which members of an organisation strive to co-ordinate their activities by utilising their resources to efficiently achieve various tasks of the organisation. This implies that management has to do with directing and coordinating activities and human resource in an organisation in order to attain the intended purpose of an organisation. The term management also refers to the person or a group of persons who perform the work of management (Thungu et al., 2012). The principal works as a manager when he or she formulates policies, participates in planning, directs the subordinates and controls institutional resources, which include human, material and financial resources to create a conducive T/L environment in the institution hence, the reference to the principal as a manager.

Administration is understood as the arrangement and direction of human and material resources to accomplish desired goals and aspirations of the institution (Cole, 2004). The term also refers to the activities done by the organisation to maximise utilisation of available resources to attain institutional goals. Thungu et al., (2012) describe administration as the universal process of organising people and resources efficiently in order to direct activities towards attainment of common goals and objectives. Kakanda (2013) recounts administration as the implementation of the already made policies, procedures, rules and regulations set up by management. This entails that an administrator is concerned with the day-to-day routine activities of the institution and ensures that the system is working. In view of this explanation, college principals work as administrators when they carry out the education policies made by the MoGE and when they apply or administer on the subordinates' rules and regulations already set by the management team.

The term leadership is a common concept found in almost all spheres of people's lives. Wiza and Hlanganipai (2014:135) contend that "leadership is a topic with a broad appeal as most of the people are consciously or unconsciously involved in the process of being influenced or influencing

others in the role of leadership." Smith (2016) and Alam (2017) also posit that leadership is a concept that has been widely studied and researched across a variety of domains. It is a concept which cannot be restricted to one definition because of its multi-dimensional nature. Often times, its definition is premised on the context and connotations in which it is used. Thus, Burns (1978) and Kumar (2018) have described leadership as one of the most observed phenomenon on earth and one of the least understood. This description is based on the complexities that leadership portrays. To understand it better, it is imperative to discuss what other researchers have written about this concept as discussed in the next section.

3.3 Contemporary Understanding of L eadership

In contemporary society, leadership has been defined in various ways and styles to substantiate the understanding of the phenomenon. Yukl (2006) has described leadership discourse as a process of influencing others to understand and agree on what needs to be done, and the procedure to follow, as well as the process of facilitating individual and collective efforts to achieve shared objectives. The definition suggests that leadership entails a correlation and co-existence of the leader and those being led for the successful attainment of set objectives. These ideas are supported by Kakanda (2013) who also intimated that leadership is no longer an individual matter but a group activity where the personal qualities of individual members of the group complement each other and some responsibilities delegated or shared. These ideas advocate for what is called shared or distributed leadership.

Similar to Yukl's definition is Cole's (2004:53) and Chowdhury (2014) definitions that assert leadership as:

> A dynamic process whereby one individual in a group is not only responsible for the group's results, but actively seeks the collaboration and commitment of the group members in achieving group goals in a particular context and against the background of a particular national culture.

The definition still highlights the networking which must prevail between leaders and the subordinates. Process also entails that what is involved in leadership cannot be achieved in a day as it is a continuous exercise. Bauleni (2005) defines leadership as the art of persuading others to do something one is convinced should be done through inspiration and shared vision with the

followers in any context, be it industry or institution of learning. Inspiring people and convincing them to have a shared vision are key elements in effective leadership.

Nanjundeswaraswamy and Swamy (2014) describe leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organisational goals. This definition entails that leadership is not intended to force people to follow the leader but rather to help or facilitate the attainment of the goals of the organisation freely, which in the process will culminate into good performance of that institution and will contribute to creating conducive teaching and learning environments. To do this, a leader is expected to give direction (Obama, Akinyi & Orodho, 2016) and make members feel motivated as they carry out their duties for better results and effective creation of good teaching and learning environment leading to positive performance of the institution as the study is seeking to establish.

Iqbal, Anwar and Haider (2015) also explain leadership as a process by which an executive can direct, guide and influence the behaviour and work of others towards the accomplishment of specific goals in a given situation. The definitions discussed above suggest that leadership is complex with many faces and facets, therefore, does not mean the same to all people. The definitions have, however, highlighted key elements expected in people who take up the position of leadership. The words influence, process, inspire, motivate, direction, achievement of institutional goals depict what is expected in a leader for the institution to excel in teaching and learning leading to high student productivity in their academic programmes.

Despite the many definitions of leadership, the thrust of this study was to understand that every institution needs good leadership for its effective operations and maximum performance in all aspects of college life. The effective leadership is precipitated by the leadership style employed; whether autocratic, democratic, lasses-faire or instructional as the study established. The right choice of leadership style to be used in an institution has significant impact on the operations and creation of conducive teaching and learning environments, which culminates into meritorious academic performance of the institution.

The above definitions have all concentrated on explaining what leadership entails, what roles leaders play in their organisations and the effects of leadership styles on institutional performance, job satisfaction of subordinates, commitment and motivation. Little has been said on the impact of leaders' behaviour on institutional leadership and performance. This is one dimension that has not

been covered in the definitions of leadership but which has repercussions on the operations of institutions as this study examined. Behavioural leadership entails management philosophy that evaluates leaders according to the actions they display in the work place (Mullins, 2007). This theory argues that the success of a leader is based on their behaviour rather than their natural attributes. This implies that leaders need to be aware of their behaviour and to recognise how it affects their performance, productivity and morale of their team. There are various behavioural leadership that normally manifests in leaders as they conduct themselves in running the institutions entrusted to them as indicated below.

a) **Dictatorial Leadership**: Leaders who have this kind of behaviour often value results more than people who produced such results. In their work, they put pressure on their team members to perform tasks assigned with excellence even in stressful and challenging circumstances (Razin & Swanson, 2010). Leaders with this behaviour are often successful in delivering high-quality results but may experience high-staff turnover rates owing to employee dissatisfaction and burn out. The behaviour of a dictatorial leader manifests in the leader setting inflexible deadlines, disregarding excuses, ignoring feedback and achieving short-term goals among others. These type of leaders fit into autocratic leadership that was investigated in this study as well as Task-Oriented leadership

b) **Indifferent Leadership**: Leaders in this category do not prioritise interaction or communication with their team. They habitually oversee progress from a distance and do not contribute to their team's daily effort. In their operations, they concentrate on personal success and advancement. Due to lack of co-operation, an indifferent leader is widely regarded as the most ineffective of the behavioural leadership. His or her behaviour are clearly seen in avoiding questions, procrastinating, self-preservation and assigning unwanted tasks to others. This behavioural leadership fits in laissez-faire type of leadership, which is one of the leadership styles explored in this study.

c) **People-Oriented Leadership**: It involves leaders whose behaviour allows them to meet the needs of the people they interact with, such as supervisors, employees and clients. Leaders under this behaviour are primarily driven by interpersonal connections and communication. They build relationship with their team members to motivate them so that they carry out their functions exceptionally (Jones & George, 2003). This behaviour is conspicuous in

encouraging collaboration, rewarding success, observing team's progress and mentoring team members inter alia. These features fit in democratic leadership studied in this research.

d) **Participative Leadership**: These type of leaders, favour participation of subordinates in their leadership. They make an effort to include their entire team in the decision-making process. Moreover, they prioritise active communication, collaboration and feedback. These leaders know their team's strength and weaknesses and thus, assign tasks accordingly. The leaders also allow every team member's voice to be heard and considered. Their behaviour is noticed in facilitating team meetings, asking for constructive feedback, taking suggestions for improvement and delegating tasks to other team members. This behavioural leadership corresponds with democratic leadership and shares the tenets as found in democratic leadership.

The behaviour of the leader as discussed above influences the choice of leadership style and the administration of the organisation. This is because the behaviour of a person, in this case, the leader, has a strong influence on what a person does and controls what the person does. A leader with dictatorial behaviour, for example, will find himself or herself behaving according to dictatorship sometimes, without even knowing and that cannot easily be changed. So, the behaviour of principals has impact on how they choose the style of leadership as well as its operation. Thus, leaders are usually prompted to choose a particular leadership style based mainly on their behaviour and in tandem with other factors as discussed in the subsequent section.

3.4 Determinants of Leadership Styles

In their day-to-day running of colleges, principals may oscillate the leadership styles but often have one type which is dominant (Simango, 2016) and thus, determines the operations of the principal in the college. The style chosen is premised on some factors as will be discussed below.

Firstly, a leader, in this case, a college principal, in employing a particular style is influenced by their behaviour and personal values on how to deal with people. Lester (1975:8) argued that:

> A person's most dominant leadership style is greatly determined by the values and beliefs he or she holds about the best way to treat people. These results from deep rooted personality characteristics that make a person choose one approach to leadership over another.

This situation is influenced by the behaviour of the leader that prompts him or her to be operating in a particular manner either as task-oriented or relationship-oriented leader. A task-oriented person will consider accomplishment of tasks more important than people doing the work. Thus, he or she will choose autocratic leadership style that is associated with serious work and calls for effective task accomplishments. Equally, a people-oriented person will choose democratic leadership style that upholds relationships, considers wellbeing of the subordinates and calls for the creation of a supportive environment more than task accomplishment. Secondly, a leader or principals' leadership style is influenced by the culture of an institution and the community around the college that he or she is serving. Mbiti (1974) asserts that the nature of leadership is mostly determined by the nature of the organisation and the society. The democratic society is likely to produce democratic leaders in most of its organisations. School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the "persona" of the institution (Shawn, 2009). The school culture, therefore, dictates what a leader should and should not do and hence, gives direction of what leadership style would fit in the institution's culture. The school culture has the capacity to influence the principals' operations in the institution, which predisposes the creation of a conducive teaching and learning environment either positively or negatively and thus, determines the success and performance of the institution.

The choice of which leadership to opt for is also determined by societal culture and the gender socialisation the leader received, which he or she always subscribes to and fall on, when running the affairs of the institution. Gender socialisation equips people with the knowledge of who they are and what it means to be male or female. Through this cultural socialisation, boys and girls and male and females acquire behaviour and attitudes appropriate for each sex (Henslin, 1996). Through gender socialisation males are taught what it means to be a man and they take up gender identities which enable them to see themselves as masculine and vice-versa with females (Fulcher & Scott, 2003). This implies that a person who has internalised masculine gender is likely to give external representation of gender identity considered appropriate to men such as domineering, leaders, decision makers and many more.

The masculine culture trains male folk right from childhood to be independent, leaders and have and use power to make decisions on their own (Putri, 2011). Thus, when in leadership, male leaders, it appears, are influenced by this training, on what leadership style to choose, that would

enable them to maintain what they have been socialised in. Female folk, who also under feminine culture are trained to be more concerned with interpersonal relationship, and value sharing power and information, as well as participatory decision-making (Putri, 2011). When in leadership, they too are influenced by such training when choosing the leadership style to employ.

The other determinant is the environment or context in which the principal is operating. Sefi (2012) postulates that effective leaders have "contextual literacy" which includes understanding the type of school behaviour, the reasons for its existence, and the values on which it is based. It also implies the physical setting of the institution; that is, whether the college is situated in an urban or rural setting. Urban settings are likely to have demands different from rural settings hence, would prompt the leader to choose the style friendly with the environment around in order for the institution to be successful in all its operations. The leadership style chosen should have the capacity to ignite members of the college community to put in the best for the college to excel in its operations. As to whether or not this was what was happening in the sampled colleges was what this study explored.

Additionally, the personality traits of the principal may have some impact on the leadership style used in the institution (Kumar, 2018). Some personality traits such as honesty, and team work might predispose a principal to adopt a leadership style which regards interpersonal relationships as cardinal in leadership and thus, accelerate good performance. On the other hand, the personality traits of the principal exhibited in acts such as abuse of power or coercive behaviour (Robins & Judge, 2009) is likely to make them choose the style which has no regard for interpersonal relationships and a source of frustration to members of the institution which lowers performance. The concept of personality traits can also be consolidated by the background of the leader. Mullins (2007) posits that leadership consists of certain inherited characteristics or personality traits, which distinguish leaders from their followers. This distinction should not make them be too distant from the followers as such a situation may undermine how they work in an institution and thus, influence the institutional undertakings as well as the core business of an institution which in this context is to produce well trained teachers needed by society.

Notwithstanding what has been discussed, the status of the leader may also contribute to the choice of leadership style. Studies (Faizan, Nair & Hague, 2018) have shown that gender determines the choice of leadership styles with female leaders aligning themselves more with democratic and

transformational leadership styles and male leaders being connected to task-oriented and authoritative leadership styles. Jones and George (2009: 464) postulate:

> A wide spread stereotype of women is that they are nurturing, supportive and concerned with interpersonal relations… such stereotype suggests that women tend to be more relationship-oriented as managers and engage more in consideration behaviours, whereas men are more task-oriented and engage more in initiating structures behaviour. These allegations though not proved have repercussions on leadership styles adopted by male and female principals.

This perception influences the choice of leadership styles adopted by males or females. Moreover, external and internal factors, it is argued, influence principals' leadership styles in institutions of learning. The local, regional and national policies sometimes, prompt principals to adopt a leadership style that they would not have chosen if such interference was not there. Sefi (2012) contends that the policy dictated by local, regional or district administration has more direct influence on leadership provided since such authority is designated to them. The choice of leadership style in that situation can even alter the performance of the institution either positively or negatively. Furthermore, the size of the college, type or status; that is, whether church or government owned, shape the leadership styles employed in Colleges of Education.

Above all, subordinates' readiness to assume responsibility for decision-making, degree of tolerance for ambiguities arising in the organisation, as well as their level of understanding and identification with the goals of the organisation may influence the choice of leadership style by their leader (Mullins, 2007; Cole, 2004). This, in the process, will affect strongly the operations of the institution in terms of creating conducive teaching and learning environments. When members identify themselves with the institution, they tend to develop positive attitudes towards the operations of an organisation and work towards boosting its good performance. Lack of identification with the institution by members on the contrary, undermines the institutions' good performance. In addition, the nature of subordinates, and task to be done also have an impact on which leadership style the principal would use. An institution with members who are argumentative, and uncooperative would force the leader to become authoritative for things or work to be done whereas an institution with members who are mature and willing to work and discuss issues calmly will attract the leader to use democratic leadership. These factors have acted

as catalysts for principals in choosing certain leadership styles they use in administering colleges. The subsequent section presents the four leadership styles being analysed in this study.

3.5 Leadership Styles

This section examined in details the four leadership styles, namely; autocratic, democratic, laissez-faire and instructional, and investigated their contribution to creating conducive teaching and learning environments in the respective Colleges of Education understudy.

3.5.1 Autocratic or Authoritative Leadership Style (ALS)

Autocratic Leadership Style (ALS) is one style studied to determine its contribution towards creating conducive teaching and learning environments in identified colleges to establish its suitability in enhancing conducive environment for standard training of trainee students. This style of leadership is where the focus of power is with the leader and all interaction within the group move towards the leader (Mullins, 2007). It is one style of leadership which places more emphasis on accomplishment of tasks and less on people doing the tasks. The person using this style determines all policies, activities and goals for the institution (D' Souza, 2007) and expects orders to be obeyed blindly and without question (Chafwa, 2012; Kakanda, 2013). Cole (2004) also describes authoritative leadership style as an exploitative-authoritarian system where power and direction come from the top, downwards, where threats and punishment are the order of the day and where communication is poor and teamwork is non-existent. His ideas are underpinned by Mureithi (2012) who also describes authoritative leadership style as a style characterised by the maximum centralisation of authority, close supervision of subordinates, unilateral decision-making and one-way communication pattern. In other words, the leader behaves like an absolute monarch with unlimited authority and ability to do things according to his own taste or likes. Leaders who embrace this style of leadership have the ability to enforce decisions made by the use of rewards, threats and punishment. Such actions have repercussions on the performance of the institution in terms of creating a conducive teaching and learning environment.

Puni, et al., (2014:178) to affirm the on-going conversation on the autocratic leadership style enunciate:

The basic assumption underlying autocratic leadership style is based on the premise that people are naturally lazy, irresponsible and untrustworthy, and leaving the functions of planning, organising and controlling to subordinates would yield fruitless results and so, such function should be accomplished by the leader without the involvement of people.

This assumption encourages autocratic leaders to disregard input from other stakeholders in the institution as the leader thinks he/she is the embodiment of wisdom and the only competent person in the institution (Adeleye, 2015). This action is prompted by the fact that autocratic leadership is characterised by a one-way communication pattern which is often from the leader to the subordinates. In this way, inputs from the subordinates are not entertained.

Autocratic leaders as stated by Jerotich (2013) take no part in the work except when conducting meetings, telling others what to do or when demonstrating how to do what needs to be done. D' Souza (2004) and Kumar (2018) describe authoritarian leaders as being generally, strong willed, domineering, aggressive and dictators who regard subordinates more as functionaries than persons. Their emphasis is always on high productivity and good performance. However, emphasis on high productivity without considering the people bringing that productivity frustrates the people working and reduces their efforts to put in the best which consequently, lowers productivity and makes the institutional environment too tense for effective teaching and learning to take place. Researchers (Nsubuga, 2008; Chafwa, 2012; Puni et al., 2014; Nyeri, 2015; Kumar, 2018) who conducted studies on the efficacy of this leadership style on institutional performance have showed low performance on these institutions, teacher (employee) dissatisfaction and demotivation of subordinates.

Nonetheless, the positivity of this leadership style comes in when the institution wants to maintain standards and discipline (Mureithi, 2012). The prompt action by a leader to punish or even suspend students planning a riot in the institution without waiting to consult members of staff will deter a riot from happening and thus, maintain discipline in the institution. This, in a way, will lead to creating an atmosphere which will facilitate teaching and learning in an institution. Besides, this type of leadership is effective in high stress situations requiring immediate action. The leader's quick action without waiting for input from others is likely to provide good leadership (Russell, 2011). A decision by the leader, for example, to withhold lecturers' allowances but instead use the money to buy students food when the institution has run out of food and is at the edge of closing will save the institution from closing haphazardly and enable the term to run normally. Such action

may contribute to good performance. Suffice to say, the leader can also be effective when using unskilled labour as they may be directed to do what is expected of them.

On the contrary, this style of leadership as Puni et al., (2014) stated, produces yes-men who lack creativity and innovation, in case they commit mistakes which are punishable. Adeleye (2015) opines that autocratic leaders always demand immediate obedience of orders and instructions where any negligence of the orders on the part of the subordinate would result in punishment. Such practice has the capacity to affect how teaching and learning is conducted in the college. The lack of contribution from other stakeholders on how training should be conducted and improved inhibits creativity and progress in the institution (Nyeri, 2015), thereby, affecting how classroom practices are performed, which in the end undermines good training. In addition, as D' Souza (2004) puts it, the authoritative approach may achieve temporary compliance from subordinates who may be compelled to carry out orders and produce expected results but may not build a permanent service of loyalty, commitment and responsibility towards the task being undertaken. This situation in the long-run overshadows the achievement of intended purpose of CoE, thereby, contributing to a poor T/L environment in the institution.

Correspondingly, the fact that subordinates are not part of decision-making process in whatever is taking place results in them developing hostile attitude towards work and the leader (Mureithi, 2012). This may, in turn, lead to high staff-turnover, especially in private colleges and absenteeism in government colleges and eventually, low productivity (Iqbal et al., 2015). Furthermore, the top to bottom communication structures also have some adverse effects. Hoyle (2012:2) alludes "when the communication pattern is top to bottom and ruled by the chain of command, teams become guided missiles for management…these missiles are told when to fire, how to fly and where to strike." The situation accelerates gossip and rumour mongering in institutions leading to tensions between the leader and followers. The use of power to control subordinates and all activities in an institution is often resented by members who want to be independent. This, in the process, hinders subordinates' creativity. The use of threats and punishment ruins relationships between administrators and other stakeholders such as teacher trainers, support staff and student teachers and good neighbourliness which is expected to exist where people are living and working. Mureithi (2012) opined that an autocratic leader is disliked because he/she does not give people scope for initiative and self-development. All these actions overshadow the creation of conducive teaching

and learning environments in institutions of learning where autocratic leadership is employed. Besides, it generates negative repercussions on the operations of the institution, and is likely to affect the success of training offered in colleges and other various activities taking place in the institution.

Despite the discussed shortcomings of autocratic leadership, it is still valued and applicable. In institutions of learning, the style is seen to help achieve institutional goals promptly and maintain the common practice among leaders (principals) which has positive effects on institutional performance (Nsubuga, 2008). Thus, the style can be made effective by using some of its tenets wisely to suit the situation at hand so as to contribute to creating conducive teaching and learning environments in colleges in order to enhance good training of student teachers in the institution. As to whether authoritative leadership style is practised in Colleges of Education, was established in Chapter Five. The next section examined democratic leadership style as it relates to creating conducive teaching and learning environments in Colleges of Education.

3.5.2 Democratic Leadership Style (Participative)

From the political perspective, Abraham Lincoln (former United States of America president) defined democracy as the rule for the people and by the people. This statement entails that people must have a say in the way they are ruled. From the educational point of view, democratic (participative) style of leadership is the system of leadership where the focus of power is more with the group as a whole and there is greater interaction within the group (Mullins, 2007). In other words, it is a type of leadership where members of the group take a more participative role in carrying out the responsibilities of an institution. In this style of leadership, the functions of a leader are shared with members of the group and the leader is part of the team (Mullins, 2007; Mureithi, 2012). Besides, group members have a greater say in decision-making, determining of policies, and implementation of systems and procedures (Mullins, 2007; Russell, 2011; Puni, et al., 2014). Thus, the one who chooses to use this style works as a coach who albeit having a final say, gathers information from staff before making a decision (Jerotich, 2013). McGregory (1960) described Democratic Leadership Style (DLS) as benevolent, participative and believing in people. He equated the democratic leader to theory, associated with increased follower' productivity, satisfaction, involvement and commitment. This is because democratic leadership allows subordinates to take part in decision-making and hence, they feel part of whatever takes place in

the institution, which has positive effects on institutional performance and contributes to promoting conducive teaching and learning environments in colleges.

The philosophical assumption underlying the democratic leadership style is that naturally, all people are trustworthy, self-motivated, like responsibility and challenging work which encourages organisational conditions to foster teamwork, high performance and satisfaction (Puni et al., 2014). This assumption encourages the democratic leader to strive to create a well-organised and challenging work environment with clear objectives and responsibilities, as well as get the job done by motivating and encouraging individuals and groups, to use their full potential in attaining organisational and personal objectives. Furthermore, the leader assists institutional members, through dialogue, to understand the steps needed in working toward the attainment of institutional goals while members respond to the style by taking greater responsibility for task performance and show interest in the work as they feel they have a stake in it (Lester, 1975).

Democratic leaders encourage collaboration, delegation of duties, teamwork and communicate effectively by using two-way communication patterns. These practices culminate in better ideas and more creative solutions to problems because of their features of encouraging ideas and thoughts from members on issues affecting the institution. Additionally, these practices, in the process, precipitate the creation of conducive teaching and learning environments which uphold productivity of trainee teachers. Needless to say, the involvement of subordinates in decision-making boosts their morale and support (Ranah & Paliwah, 2013). It also enhances development of competent and committed employees who are willing to give their best, think for themselves, communicate openly and seek responsibility (Puni et al., 2014). The use of two-way communication patterns, creation of teamwork, delegation of duties and trust inculcated in subordinates motivate subordinates and help to create a conducive working environment which facilitates effective teaching and learning in colleges of study.

Moreover, high performance by subordinates is recognised and rewarded fairly and this motivates subordinates and increases their sense of belonging to the institution run by a democratic leader. Conflicts, when they occur, are openly solved by addressing the causative factors and not based on personalities. In this way, a fair conflict resolution strategy is employed which does not leave the affected victim with hurtful feelings for a long period of time. In this style of leadership, power is decentralised and the leader respects individual thought, opinion and freedom (Thungu et al.,

2012) where subordinates are encouraged by their leaders to express their ideas and feelings because leaders believe that such a climate leads to greater creativity and commitment (D'Souza, 2007). This atmosphere which prevails where effective democratic leadership exists leads to higher productivity. The collaboration that is created and encouraged by the leader hastens a family atmosphere at the place of work and culminates in the creation of respect for the contribution of each member of the institution (Hoyle, 2012).

Democratic leadership results in improved job satisfaction, motivation and high morale of subordinates which is needed in institutions of learning. Chepkong et al., (2015) posit that the most effective and efficient educational climate is likely to be created in an institution where democracy is employed. Studies conducted by Umara et al., (2014), Jerotich (2013), Chafwa (2012) and Nsubuga (2008) have shown that institutions that are run by democratic leaders have good working environments and have recorded high performance in various areas of institutional life because of putting to good use the tenets of this leadership style.

Notwithstanding what has been said, although DLS seems to offer the most promise for achieving maximum results, it has some adverse effects. Firstly, it has been realised that DLS is outstanding in situations where group members are skilled and eager to share their knowledge (D' Souza 2007). Secondly, DLS works well where members have enough time to brainstorm, develop a plan, and then vote on the best course of action. In situations where roles are unclear or time is limited, DLS can lead to communication failures and uncompleted projects which may have direct adverse results on the operations of the institution (Russell, 2011). Suffice to say, lack of consideration of what has been suggested by subordinates, by a leader, may lead to frustration and can be a source of conflict between management and members of staff. Such a situation may eventually, lead to division and lack of cooperation, which can have negative effects on institutional operations.

Furthermore, the endless meetings where consensus remains elusive can lead to members of the organisation feeling confused and leaderless (Nsubuga, 2008). Additionally, this type of leadership works exceptionally well when the focus of what is being done is quality and not quantity or speed (Russell, 2011). In a situation where the issue needs agent attention, waiting to invite every person of the institution and listen to their views might jeopardise the outcome and delay urgently needed action. This situation may eventually, lead to failure to take immediate action to solve the problem at hand. Moreover, it may result in the lack of accountability for decisions made and compromise

in making decisions in a bid to please the majority (Ranah & Paliwah, 2013). This scenario may have negative repercussions on the performance of the institution. The style can nevertheless, be made effective by equipping the subordinates with working knowledge of the intricacies of the organisation so that all the time they are referring to what they know in order to accelerate good performance. This fits in the assumption of the current study that good leadership style influences teaching and learning environments in colleges positively. The next section will look at the laissez-faire leadership style.

3.5.3 Laissez-faire Leadership style (LLS)

Laissez-faire (also called delegation or genuine style) is another leadership style being considered in this study. The concept is derived from a French word which simply means "Let people do as they wish" (Kakanda, 2013). This is a style of leadership which has no rules and no code of regulations. It is a style of leadership where a leader consciously allows members to make decisions as they think best and does not interfere. In this style of leadership, there are no tenets to guide or direct the subordinates on what is expected of them in the organisation (Jerotich, 2013). The leader deliberately keeps away from the trouble spot and does not want to get involved (Mullins, 2007). Laissez- faire leaders leave too much responsibility with subordinates and set no clear goals thus, do not help the group to make decisions. This has repercussions on the creation of a conducive teaching and learning environment.

Leaders who embrace this style are known to burry themselves in paper work and avoid situations that may lead to any possibility of confrontation. The philosophical assumption underlying the style is that naturally, human beings are unpredictable and incorrigible; hence, trying to understand them is a waste of time and energy (Puni et al., 2014). The aim of laissez-faire leaders is to stay in good terms with everyone. Principals who undertake this style of leadership evade making decisions and solving problems. They make themselves unavailable when needed and fail to follow-up with requests for assistance (Goertzen, 2003; Shawn, 2009). This habit in the long-run affects the operations of the institution as well as the working environment in the college. This style of leadership is only effective if the subordinates are knowledgeable and experienced in what they are doing (Russell, 2011). Cole (2004) argues that the effective laissez-faire leaders may yield individuals who are self-motivated towards work with minimum supervision and guidance. They can also produce members who are capable of expressing themselves and make decisions freely;

members who are creative and responsible for their work. However, this happens in rare cases where subordinates are well versed in the work they perform. Otherwise, the style is retrogressive as subordinates' freedom affect the performance of the institution, which leads to lower productivity amongst the leadership styles.

Subsequently, the loose control by leaders over the group might lead to lack of group cohesiveness as well as unity of purpose, which can result in inefficiency (Ranah & Paliwah, 2013) and poor organisation of the institution. Besides, this style is associated with the highest rates of truancy and delinquency and slowest modification in performance which culminate in unproductive attitudes (Nyeri, 2015). In contexts such as colleges, the style is likely to instigate indiscipline in members of staff and students, and is fertile ground for anarchy and chaos in the institution (Kakanda, 2013). This negatively affects the creation of conducive teaching and learning environments. Nevertheless, the style can be made effective by putting to good use some of its positive tenets as situations arise.

3.5.4 Instructional Leadership Style (ILS)

Instructional Leadership Style (ILS) is one of the contemporary leadership styles. This leadership style developed during the Effective School Movement of the 1980's in the United States (Mark & Print, 2003). The movement viewed instructional leadership as the primary source of educational expertise, whose aim was to standardise the practice of effective teaching. In this vein, the principals' role was seen to maintain high standards of teaching and learning for teachers and students and to supervise classroom instructions. The leader was also expected to co-ordinate the school curriculum and monitor student progress (Mafuwane, 2011; Dongo, 2016).

In this study, instructional leadership is defined as leaders' concern with ensuring that teaching and learning is taking place in the institution. Other scholars like Murphy (1988) defined instructional leadership as the class of leadership functions directly underpinning classroom teaching and student learning. This refers to all functions that contribute to student learning. The National Association of Elementary School Principals (NAESP, 2001) also defined instructional leadership as leading learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their teaching and take responsibility for what students learn. All these are done to raise the quality of teaching and learning in an

institution. Hence, Southworth (2009:93) has described instructional leadership as "learning-centred leadership." This type of leadership involves leaders setting clear goals, managing curriculum, monitoring lessons, allocating resources and evaluating teachers (lecturers) regularly to promote student learning in order to maintain high academic performance (Prytula, Noonan & Hellsten, 2013). To do this, the instructional leader needs to fulfil four roles as outlined below:

(a) **A resource provider**: this entails providing resources needed for teaching and learning to take place.

(b) **Instructional resource**: this implies the leader being a resource of information on current trends and effective instructional policies passed on to the subordinates.

(c) **Good communicator**: here the leader needs to communicate new and essential beliefs regarding teaching and learning. He or she must develop interpersonal and personal skills.

(d) **Need to create a visible presence**: this includes focusing on learner objectives, modelling behaviours of learning and designing programmes, and activities on instruction. It also requires physical presence of the leader, most of the times, to be able to do all the outlined activities.

These roles need to be pulled together for high academic performance to be attained in institutions of learning. Besides, these roles need to function in tandem with some skills such as trust, providing motivation, giving empowerment to teaching and promoting collegiality. In this situation, developing shared instructional leadership, as explained by Prytula et al., (2013), is needed and this involves the active collaboration of principals and lecturers on curriculum, instruction and assessment. The principal is expected to seek out the ideas, insights and expertise of lecturers to enhance teaching and learning which may lead to the attainment of high academic performance of learners in the institution.

Instructional leadership is, therefore, anchored on four dimensions namely; (i) defining and communicating the school mission, (ii) managing the schools' instructional programme which is done by supervising and evaluating instruction, (iii) coordinating the curriculum and (iv) monitoring student progress (Hallinger, 2005). It is also demonstrated by the leader of an institution through creating a conducive learning climate such as protecting teacher instructional

time and providing incentives for learning (Murphy, 1990; Hallinger, 2005; Kabeta, 2015). Leaders are also expected to be modelling effective instructions, soliciting opinions, supporting collaboration, providing professional development opportunities and giving praise for effective teaching in order to uphold good academic performance in the institution (Blasé & Blasé, 2000). The style fits in what is expected of an institution of learning such as a college and the core business of every education institution. Nevertheless, the question is how many principals are instructional leaders?

While the work of instructional leadership seems to be very impressive, it has some pitfalls. Mainly, there seems to be a top-down communication pattern between the principal and the subordinates as the principal takes on the role of curriculum expert and supervisor of curriculum and instruction (Prytula et al., 2013). Inability to encourage bottom-top communication from lecturers who are experts in what is taking place in a classroom undermines high academic performance. Moreover, one principal is not capable of being a curriculum expert in all areas (Hallinger, 2005). Thus, if he or she does not involve those well versed in the curriculum, the institution is likely to perform badly in academic circles owing to limited expertise of the leader of the institution. This is espoused by Marks and Printy (2003) who contend that the challenge with instructional leadership is that in many schools, the principal is not the educational expert especially in issues to do with curriculum and often has less expertise than the teachers (lecturers) he or she supervises. This inhibits them from being effective in their work as instructional leaders and thus, affects academic performance of the students.

Kabeta (2015) also observed that lack of training in instructional leadership by institutional leaders has hampered and affected their roles as instructional leaders and impacted negatively on institutional performance academically. Mafuwane (2011) and Dongo (2016) have cited lack of time to execute instructional activities, lack of resources, overcrowded classes, devastating school infrastructure, frequent curriculum changes and a lot of paper work as hindrances to effective instructional leadership. Whether principals in Zambia's Colleges of Education are practising instructional leadership in their colleges, is what the study investigated.

The question one would ask is what leadership style(s) are principals using to run Colleges of Education and how effective are these styles?

Some researches on leadership conducted at Lead and Learn Training Centre in the United States of America came up with two other styles of leadership, which the researcher think are also important to the study. They believed leaders are either multipliers or are diminishers as will be discussed below. The two styles, although not part of the four, are significant to college principals.

3.5.5 Multiplier Leadership Style

Multiplier leaders are leaders who are genius makers and who bring out intelligence in others. Wiseman (2010) describes multipliers as leaders who use their intelligence to amplify the SMARTS (Specific, Measurable, Attainable, Realistic and Time bound) and capabilities of people around them. These leaders can be linked to relationship-oriented leaders. In institutions of learning like colleges, multipliers are known to be talent magnets, liberators, challengers, debate makers and investors. In being talent magnets, multiplier leaders attract talented people to them and utilise their talents to their highest point of contribution. This implies they identify talents in their followers and support them to maximise their talents for the benefit of the institution which adds to the creation of a conducive teaching and learning environment as well as good performance of the institution. As liberators, they create an enabling working environment for their followers to think and work to the best of their abilities. This entails giving people freedom to think about what is best for the institution and work accordingly. The leaders demand best work from followers. They (leaders) admit, share and learn from their mistakes and that of their followers for the betterment of their institutions. This step has a positive impact on the creation of a conducive T/L environment and the advancement of the institution in various aspects of institutional life.

Furthermore, as challengers, multiplier leaders provoke thought and define opportunities that cause people to stretch and work hard according to their abilities to bring out the best for the organisation. As debate markers, they encourage vigorous debate, discussions and dialogue before a decision is made. They frame a decision with "here are the key questions" then assemble brainpower and key players to weigh in on the topic. This is a very important element in institutions of learning like colleges and it opens doors for the creation of conducive teaching and learning environments. This element fits in democratic leadership style under investigation. As investors, they give subordinates ownership of performance results of the institution. They invest resources and hold people accountable for the results of their work. All in all, multiplier leaders are relationship-oriented leaders who motivate, inspire and challenge other stakeholders to do their best for the

institution. Additionally, they are critical thinkers, good listeners, role models, productive, tolerant and realistic in their dealings with subordinates, which helps the institution to develop and change for the better. Principals who invest in this style of leadership transform their colleges and score highly in terms of creating conducive teaching and learning environments which has a multiplier effect on good performance of the institution. Contrary to multipliers leadership is diminisher leadership which is discussed in the next section.

3.5.6 Diminisher Leadership Style

Diminisher leaders are the opposite of multipliers. These are leaders who are absorbed in their own intelligence, stifle others and deplete the organisation of crucial intelligence and capacity, a situation that wanes the good performance of an institution and leads to the creation of non-conducive teaching and learning environments. Their main concern is to have work accomplished hence, blend in the task-oriented paradigm. Diminishers are characterised as empire builders, tyrants, know-it-all, decision makers and micro-managers. As empire builders, they want to make names for themselves by underutilising talents. They also hoard resources for the institution and underutilise them hence, are called career killers (Wiseman, 2010), an element that works against the progress of the institution. As tyrants, they create a tense environment where other members of the institution are not free to do what is best for the institution and thus, suppress people's thinking and capacities. This situation has a negative impact on the creation of a conducive teaching and learning environment and good performance of the institution and fits in autocratic leadership.

As know-it-all, diminisher leaders do not seek advice but instead, give directives that show case how much they know. They assume that no one else will figure things out without them thus, are known to be telling subordinates what they want them to do. This is a feature of autocratic leadership, which usually is resisted by followers. As decision makers, such leaders make centralised and abrupt decisions which often backfire and bring confusion in the institution which again hamper the operations of the institution and hinder advancement of the institution. They make great strategic decisions that do not get implemented very quickly or effectively. Their element of micro-manager is seen in driving results through their personal involvement while leaving out other members of the institution in most of their undertakings. Such elements as mentioned above, have adverse effects on the functioning of the institution and its outcomes and

dissuade the creation of a conducive teaching and learning environment. The two styles though not part of the four styles, have features likely to be used by college principals in their institutions which may have positive or negative impact on the creation of a conducive teaching and learning environment. They have been included to examine how they may affect working environments of colleges in terms of teaching and learning.

3.6 Conducive Teaching and Learning Environment Discourse

In any institution of learning, a leader is obliged and mandated to promote the creation of a conducive teaching and learning environment for the members of staff so that through their work, learning for the students will take place effectively. Creating a conducive environment means setting an atmosphere in the institution which is friendly to both the staff and students. A friendly environment also means an atmosphere which is not tense, not frightening, and which has all the necessary resources among them human, material and financial needed for teaching and learning to take place. From 21st century (n.d) learning environment is described as support systems that provide the conditions in which humans learn best. It refers to systems that accommodate the unique learning needs of every student and supply the positive human relationships needed for effective teaching and learning to take place. Lumadi (2014) also describes conducive learning environment as an environment where the levels of cooperation, networking and collaboration among staff, students and administrators are high. Conducive learning environments commence with good physical space, and then embraces institutional climate or atmosphere that is accommodating, friendly, and where various stakeholders of the institution can freely interact, collaborate and co-operate for institutional objectives and goals to be achieved.

Whilst the physical space, to a large extent, cannot induce effective teaching and learning, to a small extent, it contributes to the success of what is taking place in an institution to both learners and their staff. 21st century (:7) again intimates that "while the building alone does not make 21st century school, common sense suggests that the qualities of where we learn affects the quality of how we learn." It can, therefore, be deduced that creating conducive teaching and learning environment should start with creating a physical space that is able to accommodate learners and staff and which permits all stakeholders to interact freely and sanction both teaching staff and students to do a variety of learning tasks without limitation. Besides that, the physical space needs

to be safe, where both staff and students feel secure and content with the much needed resources for effective teaching and learning, which culminates in good academic performance.

The other factor that contributes to the creation of a conducive teaching and learning environment is availability of resources. Lumadi (2014) upheld the need for requisite resources in institutions of learning. He argued that without resources, the learning takes place in a haphazard manner thereby disadvantaging the learners and jeopardising the learning process which is rendered ineffective. It is, therefore, the responsibility of the leader to take into consideration the physical environment of the institution by examining and establishing what is there for staff to operate in a conducive environment and students to learn in the most appropriate environment for effective learning to take place. Wiza and Hlanganipai (2014) contend that, the responsibility of education leadership is to facilitate the learning activities and provide an environment that is enabling and supportive for the requisition of knowledge and related institutional activities. Creating a conducive environment starts with the principals and is reflected in the relationship they develop with institutional members and the ethos of the school (Nyeri, 2015).

Nevertheless, it is not in creating a physical environment where the principals' role is appreciated but rather in how they direct the process of learning. Hallinger and Heck (1998) contend that the principals' influence on institutional outcomes is measured by how they shape the directions of the institutions they run. This is conspicuous in set visions, missions and goals and how they have maintained institutional culture and classroom practices put in place to facilitate effective teaching and learning. While principals may not be in class all the time to monitor what is taking place by developing a good institutional culture, articulating the college mission, vision and goals as well as putting in place classroom practices which meet the aspirations of both staff and learners, a conducive teaching and learning environment will prevail and will have repercussions on learners' academic success.

Most importantly, creating of a conducive teaching and learning environment will depend more on how the human resource in the institution is handled and motivated. To create a conducive climate and flexible atmosphere in an institution of learning depends on how the leader interacts, supports and collaborates with staff and students. Developing good interpersonal relationship between principal and staff, and staff and learners is an aid to creating a conducive learning environment. Bhatti et al., (2012:197) posit "People like to work in a free atmosphere where they

can share and exchange their views; employees tell their leaders fearlessly in case of anything wrong. This creates a sense of ownership among the employees that gives them satisfaction."

The good interaction creates an atmosphere where the majority of the institutional population feel free, motivated and feel a sense of belonging to the institution which encourages each member to be committed and to work to the best of their ability for institutional goals to be achieved. This situation results in good academic performance and successful conduct of other programmes in the institution. The conducive environment is shaped through some practices adopted by the leader, which among others, includes effective communication to all stakeholders in the institution. Robbins and Judge (2009) pointed out that good communication fosters staff motivation and helps to clarify what is to be done in the institution, and what can be done to improve the level of performance in the institution. By communicating, the principal is drawing members of staff and students to himself /herself and creating good rapport with them which makes them have a sense of belonging to the institution and owning the undertakings of the institution.

The other practice is inclusive decision-making, especially on issues pertaining to teaching. Allowing teacher trainers to take part in decision-making on matters affecting their teaching gives them a sense of ownership and encourages and motivates them to work towards attainment of college goals. Nyenyembe et al., (2016) opine that when educators are involved in decision-making they become more satisfied with their work. Nsubuga (2008) also postulates that, motivated staff are always looking for better strategies of performing their duties and are often concerned about accelerating the quality of their work. These practices proliferate productivity in an institution such as a college. Furthermore, engaging students in decision-making on matters concerning them also maximises their positive response to learning. Nsubuga (2008) again highlights that students are the epicenter of learning institutions thus, their involvement in decision-making on academic programmes is of paramount importance. This implies that when students take part in planning, organising and implementation of academic programmes, it motivates them and encourages them to work hard to attain positive academic performance.

The other practice is support that the leader renders to both staff and students. In order for college goals to be achieved, there is need for the principal to support both groups in their social, material and emotional needs. Students and staff work well when they realise that the leader of an institution is supporting them in their endeavours; that is, teacher trainers in their teaching and students in

their learning. Such a scenario creates a conducive teaching and learning environment and enables teacher trainers to feel satisfied in their work. Vrgovic and Pavlovic (2014) contend that teaching staff are more satisfied with their jobs if their leaders provide support, develop a positive climate in the institution and keep open communication with the subordinates, and treat them with dignity and respect.

It is only when teacher trainers do not feel supported in their work place that they develop a negative attitude towards work. Support is rendered in terms of providing resources and advice that teacher trainers need in their teaching and providing staff development seminars which help them to improve their lecturing skills. Student teachers also need support such as latest textbooks, computers, internet facilities, chemicals in the laboratories and other things deemed necessary for effective learning to take place. The support is also seen when principals are not selective in providing educational materials or social help to both students and members of staff. Gadot (2007) pointed out that it was the duty of the leader to create an organisational atmosphere that is reciprocal, fair and fulfills the expectations and needs of the individuals and that of the organisation at large.

Besides, conducive teaching and learning environment will prevail if the principal of the college maintains inclusive discipline in the institution. Having disciplined staff lessens absenteeism among lecturers and students, and minimise wasting time on unruly behaviour which emasculates the good performance of the college. Sidhu (1996:194) defines discipline as "the state of orderly conduct of an individual which is gained through training in self-control and in habits of obedience to socially approved standards of thought and action." When staff and students are disciplined, a conducive teaching and learning environment will exist in the institution as discipline directs people to what to do and not to do at the right time. Bauleni (2005) posits that the efficiency and effectiveness of staff in discharging their duties in institutions of learning is reliant on how disciplined they are at observing professional ethics. Equally, students who are disciplined perform well in many areas of college life and they can only do that if the college environment is conducive for them to work without disturbances or barriers. The study explored the relationship between a type of leadership and the creation of conducive teaching and learning environments in Colleges of Education.

3.6.1 Leadership verses Conducive Teaching and Learning Environment

The creation of a conducive teaching and learning environment in the college context is the exclusive responsibility of the principal and is dependent on the type of leadership employed by the principal in the college. This entails that the principal must take a lead in creating conducive teaching and learning environments before enlisting the collaboration of other stakeholders of the institution. Thus, leadership is critical in coming up with conducive teaching and learning environment. Umara et al., (2014) pointed out that one of the elements that determines the success of an organisation is the type of leadership provided in the organisation. This is because leaders have the power to influence what is taking place in their organisations and the influence exerted will determine the success of the institution. This idea has been underpinned by Ojokuku et al., (2012) who contend that the leader of a learning institution can be a determining factor in the success or failure of the institution.

The leader, it is observed, decides what should and what should not be done in the institution. So, what they decide may either bring success or the reverse of it in the institution. In this vein, one would say whatever happens in an institution has a reflection of the type of leadership existing in that institution. Naidu (1996) observed that leadership determines and creates the spirit of an organisation, such as a learning institution, which guides its operations. This implies that if a good spirit is created, there will be team spirit, workers will feel motivated and it will boost the morale of employees in the place of work which will lead to good functioning of the institution. From this explanation, it is clear that good and effective leadership is needed in institutions of learning such as colleges as it determines the level of success in various aspects of college life. Naidu (1996) again points out that leadership is the reason for differential levels of efficiency and performance of various institutions of learning. This implies that although colleges have the same core business and some have similar context, their different performance is dependent on the type of leadership employed in each college.

Colleges with good and effective leadership will find creating conducive teaching and learning environment their core-business and will do so willingly while others may find it difficult and not very necessary. The creation of a conducive teaching and learning environment will also depend on leadership styles dominantly in use in the college. Thus, the examination of this phenomenon

will be aligned to the four leadership styles under investigation in this study as discussed in the next section.

3.6.2 Conducive Teaching and Learning Environment under Autocratic Leadership

Almost every leader of a learning institution practices autocratic leadership style except that the level at which the style is used is what differs. Autocratic leaders, as Thungu et al., (2012) and Mullins (2007) describe, are leaders who make unilateral decisions with minimal consultation with staff. They have absolute powers to make decisions, to arbitrate, control, reward and punish as discussed earlier in this chapter under Section 3.5.1. They initiate, decide and issue instructions to subordinates, according to their taste. In relation to creating conducive teaching or learning environment, this style, to a large extent, does not seem to do well. The idea of making decisions unilaterally and single-handed deprives the institution of a variety of ideas from staff which can enhance creation of a conducive teaching and learning environment. The use of threats, punishments and rewards sours relationships between principals and their subordinates in an institution and leads to mistrust, which overshadows the existence of free and friendly atmosphere in the institution, which are ingredients of a conducive teaching and learning environment. Oyetunji (2006) intimates that effective learning is problematic to sustain in an atmosphere rife with mistrust.

Besides, the giving of instructions to both staff and students all the time deprives the two groups of stakeholders the right to contribute ideas which can make the institution thrive in many areas of college life. Puni et al., (2014:178) critiques thus:

> Autocratic leadership style breeds yes-men who lack creativity and innovation, and all they know is the adherence to rules, procedures, red-tape, and status seeking symbols and often afraid of taking responsibility because by doing so, they risk committing punishable mistakes that would lead to demotion.

The above ideas are detrimental to the creation of a conducive teaching and learning environment as well as the college's academic performance circles as only the principals' ideas, which might be devoid of needed academic expertise, would be taken. It has been observed that most principals spend more time in administrative work (Philip, 2009; Smith, 2016) rather than work related to teaching or learning of students.

Conversely, the all-the-time top-down communication and no communication at other times, frustrate teacher trainers who want to be part and parcel of what is taking place in the institution. The frustration leads to demotivation thereby affecting classroom work. The non-involvement of teacher trainers in what is taking place in the institution emanates from the principal's understanding that the college is theirs as put forward by Macbeath and Myers (1999:86) who state:

> All too often, the place called the school is seen by head teachers as 'theirs' and it bears their imprint. It is common place for heads to refer to 'my school' and 'my staff' and although, in some cases, this may be no more than a conventional short hand, for others, it is a literal expression of how they see themselves in relation to the school.

The above notion can be generalised to the college context where college principals feel they own the institutions and are mandated to decide what should be done single-handed. This practice by principals inhibits improvement of teaching and learning in an institution. But as Kakanda (2013:34) puts it, "leadership is no longer an individual matter but is to some extent a group activity, with the personal qualities of individual members of the group complementing each other." Usabiya and Inengu (2015: 194) take it further and argue:

> The old world was composed of bosses who told you what to do and think and made all decisions. In the new world, no manager can know everything or make every decision alone to be successful. A manager has to work in partnership and in collaboration with everyone in order to tap everyone's ideas and intelligence.

When the above ideas are adopted by autocratic principals, then conducive teaching and learning environments are likely to be created in their learning institutions. Research conducted by Nsubuga (2008), Chafwa (2012) and others on leaders who used autocratic leadership style had not been successful in the management of their institutions and recorded minimal good and effective institutional performance.

However, to a small extent, autocratic leadership style may help to create conducive teaching and learning environment. By issuing instructions to both teacher trainers and student teachers, that are necessary for teaching and learning to take place, a conducive environment is created. In time of crisis, when students become unruly and teacher trainers relax in carrying out their duties, autocratic leadership style, where the principal makes bold decisions and takes strict measures

alone to arrest the situation is appropriate and that would lead to good performance of the institution. Researchers (Nsubuga, 2008; D'Souza, 2004; Puni et al., 2014) have assented that autocratic leadership style is most suitable in times of stress or crises and Westhuizen (1995) has categorically stated that the autocratic style will never disappear completely as some situations that arise in institutions of learning may not need any other style of leadership to contain them except autocratic. This entails that autocratic leadership is a necessary style in some circumstances despite its short-comings especially in creating a conducive teaching or learning environment in Colleges of Education. The analysis chapter attempted to establish if principals use this style of leadership in their colleges.

3.6.3 Conducive Teaching and Learning Environment under Democratic Leadership

Democratic Leadership Style (DSL) is one form of leadership usually used to run institutions of learning such as colleges. This style of leadership is characterised by team spirit, group consultation which culminates in inclusive decision-making while the leader maintains power to make final decisions after wider discussion. The style encourages two-way communication system from top to bottom and bottom to top. Puni et al., (2014) recount that democratic leadership style, because of its characteristics, develops competent and committed workers (educators) who are ready to give their best, work independently, communicate openly and perform their duties wholeheartedly. These characteristics of DSL are spices for a conducive teaching and learning environment. The consultation, dialogue and involvement in decision- making give teacher trainers a variety of ideas on what will enable teaching and learning to take place in an appropriate manner.

Moreover, the involvement of members of staff in decision-making, in drawing up goals, vision and policies places ownership of the programmes in their hands which will enable them put in the best to make what they agreed upon successful thereby boosting student productivity and institutional performance in sundry areas of the college life. Nsubuga (2008) echoes that teacher involvement in decision-making creates ownership of the decisions and enables them work towards their achievement. Bhatti et al., (2012) describes DSL as a leadership style where teachers, always try to create such kind of environment in which all employees feel at easy to work, participate in decision-making on organisational matters, which create a sense of ownership among employees and enables them to work more enthusiastically. These features make DSL the most

preferred style for creating a conducive teaching and learning environment especially in the college context.

Furthermore, effective communication employed by democratic leaders empowers members to take part in all endeavours of college activities. Thus, Kochhar (2011) believes communication to be important in teaching and learning as it serves as the chief means by which the educator and the learner work together. Communication which trickles down to students creates conducive learning environment which is the crux of this study. Democratic leaders also have good skills in conflict management enabling them to solve conflicts calmly and amicably. This element assists in the development and maintenance of relationships in an institution which anchors the creation of conducive teaching and learning environments. Kochhar (2011:167) opines "no quality education is possible without good interpersonal relationship." By maintaining good relationship with both teacher trainers and student teachers, the principal is creating an enabling environment for progress and splendid performance. By creating rapport in the institution, the principal is making the teaching and learning environment friendly, encouraging both teacher trainers and students to be comfortable, at peace and own the programmes of the institution, which prompts them to put in more effort and precipitate meritorious performance in the institution.

Non-involvement of teacher trainers in decision-making and lack of consultation when drawing up programmes, policies, goals as well as when introducing new classroom practices would result in them objecting and silently resisting the new changes. This can lead to undesirable results. This in the long-run makes the college condition or environment non-conducive for teaching and learning. The study investigated whether college principals make their institutions conducive places for teaching and learning under democratic leadership. The other leadership style considered in this study is laissez-faire leadership.

3.6.4 Conducive Teaching and Learning Environment under Laissez-faire Leadership

Laissez-faire Leadership Style (LLA) is one style that is least preferred by most people in positions of leadership. It is a style of leadership where the leader waives responsibility and allows subordinates to work as they wish without interference from the leader (Puni et al., 2014). In this style of leadership, subordinates are allowed to make decisions or determine the course of action and structure their own activities with regard to teaching without interference from their leader.

Subordinates are given total freedom to select their own objectives and monitor their own work. Besides, the leader sets no rules or regulations and allows communication to flow horizontally among the group members. When contacted for direction, no direction is given but when possible, the leader is able to supply what members need. When lecturers are competent, skilled and motivated in what they are doing, it can lead to the creation of a conducive teaching and learning environment because the lecturers know what is needed in their classroom and how such can be resolved. Furthermore, when what is needed is supplied, it also creates a conducive teaching and learning environment.

However, the delegation of powers and allowing subordinates to make their own decisions and set their own goals cannot help to create conducive teaching and learning environments because some lecturers are not competent enough to set their own goals and activities without guidance. Others are weak in meeting deadlines and even in making decisions that can create good working environment in their classes (Jerotich, 2013); they need guidance, set rules which are being monitored and feedback on how they work. Moreover, the benevolent sharing of freedom to both students and lecturers weakens the system as some are likely to misuse this freedom which may result in creating non-conducive teaching and learning environments. The practice can also lead to lack of staff focus and sense of direction which, if not controlled, has the potential to lead to staff dissatisfaction and a poor institutional image.

The frequent absence of leaders from colleges heightens the tendency by lecturers of absconding from work and students absenting themselves from lessons. The outcome of this behaviour is non-productivity of the college in various aspects of college life and mediocre academic performance. This situation is a hindrance to the creation of a conducive teaching and learning environment in colleges. Thus, research conducted by Puni et al., (2014), Chafwa (2012) and Nsubuga (2008) have attributed laissez-faire leadership to low productivity and has thus, been labeled as a non-performing style of leadership (Mullins, 2007) which works against the creation of a conducive teaching and learning environment in the college context.

3.6.5 Conducive T/L Environment under Instructional Leadership Style

Every leader of a learning institution is expected to be an instructional (academic) leader. Instructional leadership is a type of leadership focused on standardising teaching and learning by

students. In this type of leadership, the leader, in this case, the principal, is concerned with the students learning to attain institutional goals. Firmaningsik-Kolu (2015:8) describes instructional leadership as "the actions principals take to develop a productive and satisfying work environment for teachers and desirable learning conditions and outcomes for learners." The style requires the leader to put in place measures that would help the teacher trainers to do their work in class effectively and learners to receive requisite knowledge appropriately. In his or her work as an instructional leader, a principal is expected to direct teacher trainers towards attainment of college objectives and goals by setting and explaining goals, managing the already set college curriculum, monitoring the preparation and implementation of lessons, giving feedback, providing teaching and learning resources and evaluating teacher trainers' work regularly to enhance student learning and training. While the principal cannot do all these alone, using organisational structures put in place to ensure that teaching and learning is taking place, cannot be over emphasised. Murphy (1990) outlined key activities of an instructional leader in an institution of learning which include:

a) Developing the school mission and goals;
b) Co-ordinating monitoring and evaluating curriculum, instruction and assessment;
c) Promoting a climate for learning; and
d) Creating a supportive work environment.

The four activities when effectively carried out contribute to creating a conducive teaching and learning environment in the college. The mission and goals direct the activities of teacher trainers in providing training to students whereas the coordinating provides quality control and assurance to the training offered to students. The promotion and creation of supportive institutional climate lead to the creation of a conducive environment for teaching and learning. This makes instructional leadership style the best style for creating a conducive teaching and learning environment in the college. But the question is: are principals doing this in their colleges?

Research conducted on this style (Phillip, 2009; Mafuwane, 2011; Kabeta, 2015; Dongo, 2016) has highlighted inefficiency in many principals in their duties as instructional leaders owing to lack of in-depth training. Most principals work well as managers and administrators not as instructional leaders. Others fail to be adequate in this area because of too much paper work in their offices and community expectations that view the principal as the manager and hence, expect him/ her to function in that way (Smith, 2016).

3.7 Theoretical and Empirical Studies on Leadership and Institutional Environment

Leadership is one topic that has attracted attention of so many people as well as research by many scholars locally and internationally. Within Zambia, some research has been conducted on leadership prevailing in different institutions of learning and its efficacy on such institutions.

Simango (2016) conducted a research on three Colleges of Education in Zambia using dual mode of delivery. The research was programme specific and aimed at establishing whether principals used the same leadership styles when dealing with distance students as with full-time students and the styles of leadership used to run colleges. His research findings highlighted that there is no single leadership style that may provide answers to all situations in institutions of higher learning, instead, a combination of leadership styles would be beneficial to college principals as they administered their colleges. Simangos' research served as an eye opener in understanding what leadership is prevailing in Colleges of Education to run college programmes and how the styles used facilitate the effective implementation of the programmes. It further contributed to information on college leadership based on the Zambian context. However, the research was restricted to leadership styles used in colleges to run programmes, and ignored the working environment created by using such styles. Good or conducive environment serves as a springboard for effective running of the institution. If the environment is good, it facilitates effective running of the institution through a particular leadership style while bad environment reverses effective operations of the institution in general and programmes in particular. This is the gap that this research is trying to bridge. Moreover, the study was qualitative in nature and concentrated on three colleges which were using dual mode of delivery. Now that all colleges are using this form of delivery, could the same leadership styles be useful in all colleges?

Mulundanos' (2015) research on all government colleges in Zambia was curriculum specific and brought to light the lack of a leadership course in the college curriculum. He affirmed that the college curriculum was not doing much to prepare pre-service trainees in leadership during their pre-service training. He noted that the curriculum had very little content on leadership, hence, was not preparing trainee teachers on leadership roles. His work confirmed that there were many dimensions of college leadership not known due to insufficient research on this type of organisations especially in the Zambian context. This finding revealed the gaps existing in college leadership and gave me as a researcher the impetus to conduct this research and address one such

dimensions missing in studies carried out on colleges. Mulundanos' study illuminated the discrepancies found in college curriculum which was deficient in inculcating leadership skills, competencies, and knowledge in trainee students to equip them with knowledge of running institutions as they go out to serve the nation. The current study tried to address one of the gaps in the college leadership dimensions not well addressed in the studies conducted by other researchers to address college leadership from the Zambian perspective.

Kabeta (2015) also conducted research on some head teachers of some basic schools in Central Province of Zambia and tried to establish how much they were working as instructional leaders. Her findings highlighted that head teachers in this part of the country practiced low levels of instructional leadership and that majority of them did not even understand what was involved in this style of leadership. The findings of this study revealed the shortcomings of institutional leaders in implementing instructional leadership although all feel they are doing that. This study was an eye opener to institutional leaders and to us researchers to understand challenges being faced by school leaders in practicing instructional leadership in their various institutions of learning. The findings of the quantitative study encouraged the researcher to carry out the mixed design research with the view of investigating the correlation of Kabetas' study to the college context. The current study aimed at establishing if Kabetas' findings could be applicable to Colleges of Education; that is, whether principals were also finding challenges in exercising their roles as instructional leaders due to insufficient knowledge on instructional leadership. Does this insufficient knowledge on instructional leadership prevail in colleges, which train managers of these schools or does it have a different stance on this type of leadership style?

Chafwas' (2012) research on two secondary schools in Luapula Province of Zambia illuminated that the leadership style a leader employed in an institution had an impact on job performance of teachers. His research highlighted that head teachers who used democratic style of leadership had positive teacher performance than those who used authoritative or laissez-faire leadership style. He demystified that democratic leadership style worked well in creating good working relations, in motivating teachers, improving work satisfaction which resulted in improved work performance. While the research was conducted in schools, it may have an impact on colleges. Thus, this research aimed at finding out whether Chafwas' qualitative research findings had bearings with college situations in terms of leadership provided in these institutions.

Other studies on various leadership and leadership styles employed in different organisations and institutions have been conducted outside the country. The research conducted by Ibrahim and Al-Taneiji (2013) on leadership practiced on Dubai Schools for example, affirmed that principals who used democratic style of leadership were more effective in their work. The leadership style boosted favourable performance of their teachers. The findings of the study corresponded with Mwanza (2005) and Chomba (1982) in that Ibrahim and Al-Taneiji's research associated good leadership style with efficiency and effectiveness although it failed to connect this to academic school performance. This is a gap that may be filled by this research. Any research on leadership found in institutions of learning must show the connection to the intended purpose of the school which is learners' achievement. The current research tried to demonstrate how the kind of leadership provided stimulates performance in learning institutions.

The findings on the *"Relationship between Principals Leadership Styles with Performance of Physical Education (PE) Teachers in Secondary Schools of Western Province of Iran"* in a study by Jalilizadeh et al., (2013) also revealed that the leadership style adopted determines the level of performance. Their findings indicated that leadership style was positively associated with Physical Education teachers' efficiency. The findings were also wanting as they ignored other factors which acted as catalysts to this effectiveness such as cooperation of learners, and the school environment among others. Kumar (2012) also conducted a research titled, *"Principals Leadership Styles and their Performance and Effectiveness in Schools of Dubai."* The findings highlighted that leadership styles of principals had a direct relationship with their efficiency and effectiveness. His findings confirmed Parry's (2003) findings. However, their findings ignored other factors that have a bearing on efficiency and effectiveness. Not only leadership but other factors also play a part.

Mureithi (2012) research titled "Effects of Leadership Style on Organisational Performance in Kenya, Nyeri Town" pointed out that leadership style was a major factor affecting organisational performance. Her findings further highlighted that there was need for the leaders to understand the employee's perceptions of their leaders' styles and to understand that not all employees are the same hence, not all styles can fit all levels of employees. Her findings denoted that leadership styles should be buttressed by other factors such as knowing subordinates' perception of the type of leadership so as to make leadership more meaningful. Nsubugas' (2008) mixed method research on "Leadership Styles Employed by Head Teachers of Secondary Schools in Uganda" highlighted

that leadership styles were a major factor in school performance although the extent was weak, denoting a Co- efficient of determination of 0.328. He argued that leadership style was a strong factor for improved school performance although its degree of influence might be limited if the school does not have good teachers, funding is limited; culture of the school is poor among others. Although his findings were on secondary schools, it is assumed that the findings might be applicable to colleges as well. His findings fit in what this research is trying to establish.

In 2006, Oyetunji conducted a quantitative research on "Leadership Roles in Creating a Good Climate in Schools." Her findings on Community Junior Secondary Schools in Botswana indicated that leadership was key to creating a good climate for learning in schools. The gap is that most leaders concentrate on administrative work in schools and forget about the climate prevailing in the institution. The role of the leader in doing so was not so much emphasised. This research intends to verify if the same scenario prevails in colleges and what impact such a situation creates in the same colleges. Marks and Printy (2003) studied 24 schools in the USA and found weaknesses on how school leaders performed their duties as instructional leaders. The findings established that instructional leadership style would not yield better fruits on its own unless blended with other leadership styles such as transformational leadership. They posit that when transformational leadership and instructional leadership co-exist in an integrated form, the influence on school performance, measured by the quality of its pedagogy and the achievement of its student was substantial. The gap is which other leadership styles, especially for colleges, need to be integrated with instructional leadership style to create conducive teaching and learning environments that would standardise students' learning and colleges' good performance.

3.8 Gaps Identified in the Literature Reviewed

Although a lot of research has been conducted on leadership prevailing in institutions of learning and other organisations, the issue of environment created by leadership provided in such institutions has not been seriously addressed. Most researches have tried to identify leadership styles used by institutional leaders and linked them to effectiveness and efficiency and sometimes, with good performance but the atmosphere prevailing in such institutions to bring about such results have not been addressed. In any learning institution, the climate existing in that institution influence either positively or negatively what takes place in that institution. Thus, not addressing the issue of the environment is a serious gap to be addressed in this study. The issue of the influence

of leadership on academic performance has not been well connected. This also borders on the environment that prevails in the institution which has not been dealt with in the various researches conducted. The environment created has a strong impact on how certain leadership style is applied. Even if a good leadership style is chosen, if the working environment is bad, the style will not produce the expected outcomes. This situation denotes that the effectiveness and efficiency is embedded in the environment created, which should be identified whenever leadership effectiveness is being assessed. Moreover, most researches have been conducted in schools and few in colleges. The leadership aspect in colleges has not been adequately addressed by the various researches reviewed in this study. This is a gap identified in this research, which it has attempted to fill. Furthermore, most studies conducted were either qualitative or quantitative and few have used mixed method. This was also a gap trying to be bridged in this study. They study of the topic using mixed method approach was hoped to produce different results and perspectives from the usual outcomes.

3.9 Summary

The chapter has endeavoured to highlight the meaning of the terms, administrator, manager and leader and how a college principal applies the three roles in his or her work. The chapter has also described the concept of conducive teaching and learning environment and its efficacy in institutions of learning such as colleges. The concept has been discussed in alignment with some leadership styles being investigated in this study, namely; autocratic, democratic, laissez-faire and instructional. The features of these leadership styles have been described and linked to the creation of conducive teaching and learning environments. Other researchers' works on the topic from within and outside the country have also been presented.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 Overview

This chapter endeavours to highlight the research design and research instruments utilised to generate data. It significantly presents the process of how data was collected, presented and analysed. The validity/credibility and reliability/dependability of research findings and ethical tenets of the study have also been discussed. The data collection process is illustrated below.
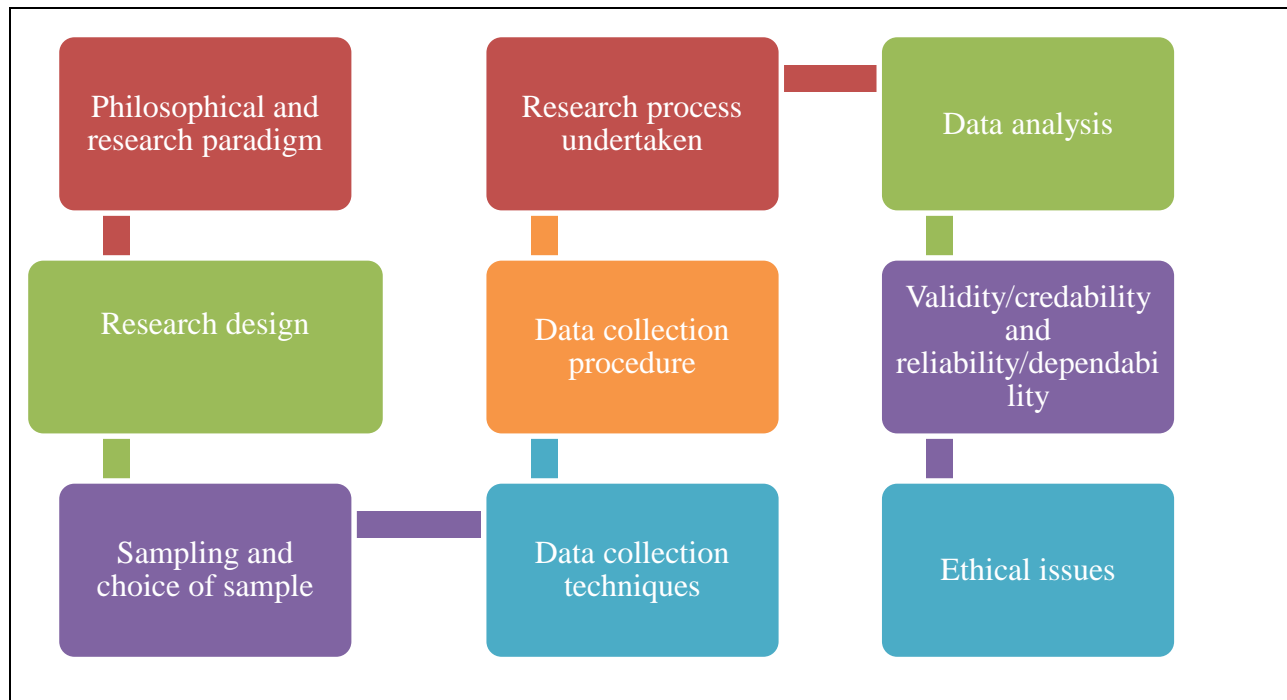
Figure 4.1: Research Methodology Process

4.2.1 Philosophical and Research Paradigm

Research studies, whether qualitative or quantitative, have been rooted in philosophical traditions with different epistemological (the way things are externally known to the researcher) and ontological (nature of reality) assumptions. These traditions have accelerated debate on which convention is appropriate for which research topic, and what epistemological and ontological assumptions have been addressed by such traditions. Currently, four traditions which are referred to as paradigms have dominated the debate and are widely accepted as traditions that guide how specific research can be conducted. A paradigm is a worldview of how to recognise things that are to be researched. In other words, a paradigm can be described as a whole framework of beliefs, values and methods within which research takes place. In the world of research today, there are four philosophical paradigms that people consider in understanding how research is to be conducted. These are interpretivism (constructivism), positivism, pragmatism and critical inquiry.

To understand the leadership phenomenon being applied in CoE, this study used positivism paradigm, which is linked to quantitative approach, and phenomenology design which is linked to qualitative research approach. Positivism is an epistemological position that requires the application of the methods of natural sciences to the study of the social reality (Bryman, 2004). Positivism paradigm was opted for to allow objectivism epistemology to prevail in this study. Positivism paradigm which is sometimes called scientific method of research is generally, focused on the objective reality of the issue of study and is concerned with a single and concrete reality (Wijesinghe, 2011). Positivist researchers usually put the objective reality at a distance between themselves and what is being studied (Yilmaz, 2013) so as to remain emotionally neutral to make clear distinction between reason and feeling. This simply means that the researcher does not interact much with the participants as they usually use deductive approach and predetermined sets of standardised responses when collecting data. In this research, positivism was applied by giving questionnaires to gatekeepers appointed by the college administration in each college, who distributed and collected questionnaires on my behalf without requiring interacting directly with research participants. In this way, I tried to eliminate bias to what was collected. The goal of positivism is to generalise the results to a large degree. Therefore, to understand the issue of leadership prevailing in Colleges of Education, more voices were needed to answer the

questionnaires so as to determine what was taking place in colleges well. Positivism epistemology helped to generalise the findings to a larger population of similar units and contexts. This is what made the paradigm pertinent to this study.

4.2.2 Rationale for Qualitative and Quantitative Methodologies

Firstly, the study employed quantitative research approach which is defined as a type of research that explains the phenomenon by collecting numerical data that are analysed using mathematically based methods in particular statistics (Yilmaz, 2013). Quantitative researchers understand the object of study by empirical tests and scientific methods that are free from bias and not influenced by emotions or opinions of the researcher, hence, it is considered reliable. The inclusion of this approach in this research was to make the findings generalisable and more credible. By including more respondents in the study, the problem of the study was well tackled. Besides, the use of objectivity epistemology added value to the study and increased the reliability of the findings.

Data under quantitative research approach was collected through a survey, which according to Ogula (1998) is a research design in which data is collected from respondents for the purpose of estimating one or more parameters in the study. A descriptive survey was opted for because of its features of providing an economical and efficient means of collecting large amounts of data from many respondents at a go. A cross-sectional survey design was used because of its ability to collect data at one point in time and measuring respondents' attitudes, practices, behaviours and characteristics of the study population. Thus, participants were categorised in strata where ordinary third year students taking leadership related courses and members of Student Union (SU) or Students' Representative Council (SRC) who offered student leadership in the colleges were favoured. On the part of lecturers, those offering Education Management and Administration courses, members of middle management (HoDs/HoS) all those with leadership positions in the college (ODL coordinator, School experience coordinator and Chief internal examiner) and few ordinary lecturers were targeted to participate in this research. The few ordinary lecturers interested in the topic were included to add value to what those in leadership positions would say. The use of questionnaires provided huge information in a short space of time. While quantitative research has been criticised for its inability to include the voices, feelings and opinions of participants and that the use of numbers or statistics cannot be applied to human beings, these weaknesses were counteracted by the use of qualitative research approach as discussed below.

Qualitative approach, which is defined as the systematic, subjective approach used to describe life experiences and giving them meaning (Bryman, 2004; Burns & Groove, 2007) was also used in this research to corroborate quantitative data collected. Qualitative research takes place in the natural setting and usually involves studying participants as they go about with their routine activities in their contexts. In doing that, participant's behaviour, feelings, attitudes, beliefs and opinions concerning the topic of study are clearly understood. The understanding comes about because of the interpretation made while trying to find out the meaning participants attach to the social world.

Qualitative research was purposively selected in this research and the rationale for choosing this approach was based on the understanding that the topic of study required studying participants in their natural settings (the college) in order to comprehend what meaning college community members attached to the type of leadership existing in their colleges. The objective of using qualitative methodology was to elicit in-depth and illustrative information from respondents so as to grasp the various dimensions of the problem (Queiros et al., 2017). Qualitative research allows the use of methods that are flexible and have direct personal contact with the people being studied. This situation enabled the understanding of realities of the participants' daily life (Ogula, 1998). By interacting with the people understudy, their comments, feelings, emotions, values, beliefs, norms and prejudices were understood. These enabled the comprehension of how the social world in that context was constructed and the meaning attached to the issue of study. This element allowed for the collection of in-depth information on the type of leadership existing in colleges and how college community members perceived it.

The design used under the qualitative approach was phenomenology which is defined as a school of thought that focuses on peoples' subjective experiences and interpretations of the world (Groenewald, 2004). As a research design, phenomenology explores the lived experiences of individuals or groups and provides a means to expose the deep understanding of these experiences from the perspective of the respondents. The aim of using phenomenology as a research design is to allow the researcher to describe as accurately as possible the phenomena understudy but refraining from any pre-conceived framework while remaining true to the facts. A researcher applying phenomenology design is concerned with the lived experiences of people involved in the study and attempts to understand participants' perspectives of their social world. Groenewald

(2004) posits that phenomenology studies are potent for understanding subjective experiences, gaining insights into people's views of the phenomena and actions. This is what made this design favourable for this study. The use of this design in this study, helped in describing the personal experiences of key respondents. I found this design very helpful in generating in-depth information from key informants of the study that included administrators themselves and their subordinates among them teacher trainers, support staff and student teachers. The purpose of using phenomenology in this study, as stated by Creswell (2009), was to be able to describe and interpret the lived experiences of participants with the aim of understanding the experiences as perceived by the participants themselves.

Thus, the use of the two approaches in this study cushioned the weaknesses of each approach and provided strengths which could not be registered if only one of the two approaches was used. However, it is imperative to acknowledge that although the two approaches seem to be different, they have meeting points which indicate that they are not opposed to each other completely. Ogula (1998:17) opines:

> Quantitative researchers sometimes, use data collection techniques such as observation schedules, semi-structured interviews and document analysis which are usually associated with qualitative research, and qualitative sometimes, use data collection methods such as interviews and content analysis that result in quantification of data.

This statement implies that although the two approaches are different, they have sometimes; interacted in the way research is conducted and they thus, complement each other. The description given above made the use of the two approaches in this study imperative.

4.3 Mixed Method Research Design

A research design is described as the framework for the collection and analysis of data. Ngandu (2013) defines a research design as the conceptual structure within which research is carried out, while Babbie and Mouton (2004) explain research design as a plan or blue print of how the researcher plans to conduct the study. Rather, a research design is the plan or road map made by the researcher on how he she intends to carry out research and how to discover answers to the research questions. In trying to understand how teacher trainers and student teachers in selected

colleges interpreted the leadership roles of their leaders in this case principals, a mixed method research approach was purposively selected.

The mixed method approach is a combination of qualitative and quantitative data in a single or same study so as to provide a better understanding of the research problem. Creswell (2012: 22) also elucidates mixed method approach as "procedures for collecting, analysing and mixing both quantitative and qualitative data in a single study or in a multiphase series of study." The understanding of leadership prevailing in Colleges of Education and its efficacy in creating a conducive teaching and learning environment in college contexts required using both qualitative and quantitative designs because the phenomenon is a crucial one. The rationale for combining data from both approaches is that they provide more insight into the issue understudy that might be missed when only one single research approach is used (Garuth, 2013). Moreover, the mixed research approach is practical as it allows the researcher to use multiple methods of data collection to address the problem (Creswell, 2006) and in this way, the topic of research is well covered and enables the researcher to answer questions that cannot be answered by using one design. The approach was opted for to allow offsetting of the problem of generalisation and enhance the validity, credibility, dependability and reliability of the research findings.

The use of mixed research approach is anchored on three elements which guide the approach to use and at what stage to use it. The three elements include priority, implementation and integration. Creswell (2012) explains priority as a decision on which approach is given more prominence in the study. In this study, quantitative research took center stage in data collection. Implementation refers to whether quantitative or qualitative data collection and analysis came in chronological sequence; one following the other, which was the case in this study. Integration denotes the stage in the research process where the mixing of data took place. Integration in this study occurred at interpretation stage.

Moreover, the Morse Notation System was used which shows whether the study has a qualitative (QUAL) or quantitative (QUAN) orientation, then, which aspect of the research design was dominant (QUAL or QUAN) and which one was least dominant (Creswell, 2009). In this research, the notation (QUAN or QUAL) was used where research started with quantitative data collection from 317 participants using a questionnaire. The commencement of the research with quantitative data was to enable the researcher to find out what participants thought about leadership prevailing

in the college at random before engaging serious interrogation of the phenomenon. The responses from the questionnaires were an eye opener to what participants thought about their college leadership. The quantitative data was followed by qualitative data collection where 55 participants took part in the research through interviews and Focus Group Discussions. This data clarified what was superficially given in quantitative data and was more detailed and went deep in trying to interrogate participants' perspectives, attitudes, opinions and their personal and institutional views on leadership prevailing in their various institutions. Nevertheless, although quantitative data collection preceded qualitative, the two approaches were treated with equal significance, neither was more important than the other. Both had equal weight.

The mixed method research approach is made up of six designs which include convergent parallel, explanatory sequential, exploratory sequential, embedded, transformative and multiphase. In this study, explanatory sequential strategy was adopted which required starting with quantitative data collection then moving to qualitative data. The step was taken to get a clue of what participants thought about their institutional leadership at random. Therefore, in this study, quantitative data was collected first between June and September 2016. This was followed by data analysis. The issues that emerged led to the collection of qualitative data between June and December 2018. This step was taken to clarify issues which emerged in quantitative data collection and analysis. The inclusion of qualitative data made the findings more reliable, authentic, and generalisable and aided in interpreting the collected quantitative data.

Thus, below is the design diagram of how research was conducted using explanatory sequential design.

Adapted from: (Creswell & Clark, 2012)
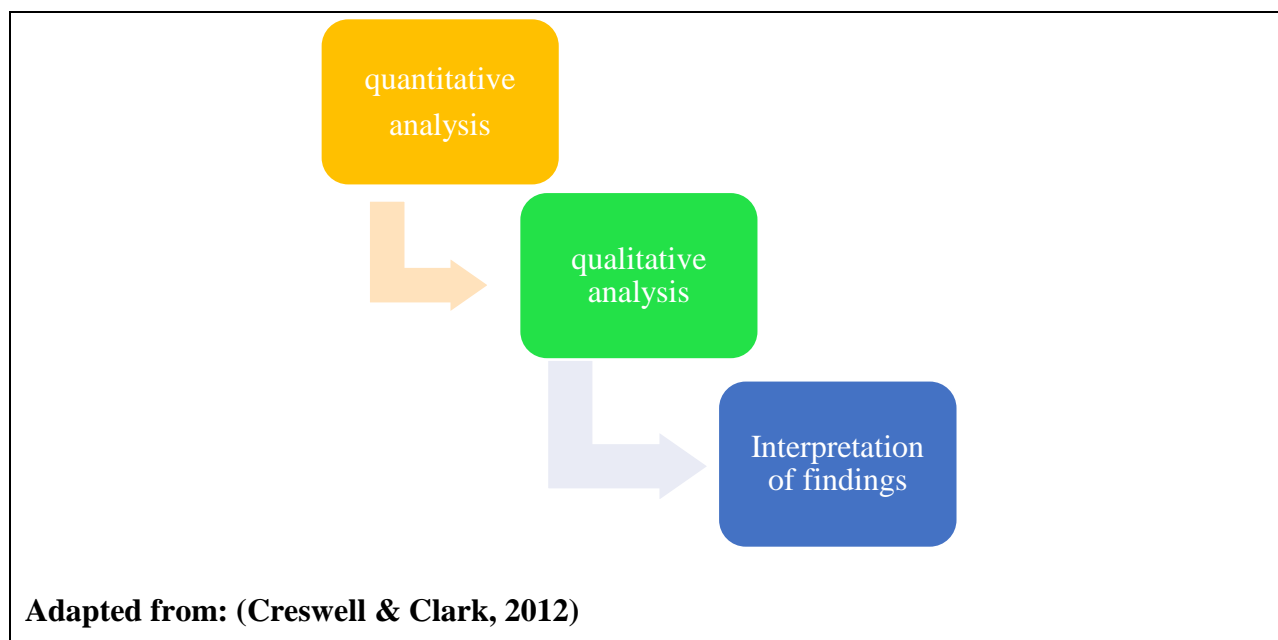
Figure 4.2 Explanatory Sequential Design

4.4.1 Target Population

The study on what kind of leadership existed in CoE in Zambia and their influence to the creation of conducive T/L environments, required the involvement of the population that was directly influenced by the leadership prevailing in these institutions. The term population in research refers to individuals or a group of people about whom a researcher is able to draw conclusions (Ngandu, 2013). Kombo and Tromp (2006) have demystified population as the entire set of objects, events or group of people which is the object of research and about which the research intends to determine some characteristics. The target population for this study was principals, directors and vice-principals and MoE officials. These were targeted because of the role they play of offering leadership in the institutions. Teacher trainers, student teachers and support staff were the other target population for this study. They were targeted because they were the subordinates on whom leadership is applied. These were drawn from the four colleges where the research was conducted.

4.4.2 Research Sites

The choice of the four Colleges of Education understudy was based on some commonality associated with two or all colleges. The two colleges studied were private owned while the other two were government owned. The choice of the four colleges was based on the fact that they were

all training primary and early childhood education teachers. However, during the research it was discovered that all colleges have started enrolling secondary school trainees and some of them were in the third year. Hence, these were included in the study as well. The other commonality was that they both were producing teachers to serve in the same Zambian schools and were supervised by the same Ministry of General Education officials.

The location of the college determined which institution to be included in the sample. Urban and rural settings were regarded as important variables. Therefore, one private college from urban setting labelled College A was purposively selected in Central Province while another in a rural setting labelled College B in Luapula Province was also selected. This college was situated just about 2.4 kilometers from the Central Business Centre (CBC). This explanation entails that it was situated in a peri-urban area. Correspondingly, one government-owned college in a rural set up, located in peri-urban (since it was just 3.1 kilometer from CBC), in Northern Province labelled College C, was selected and another in an urban setting labelled College D in the Copperbelt was selected as illustrated in the Figure below.
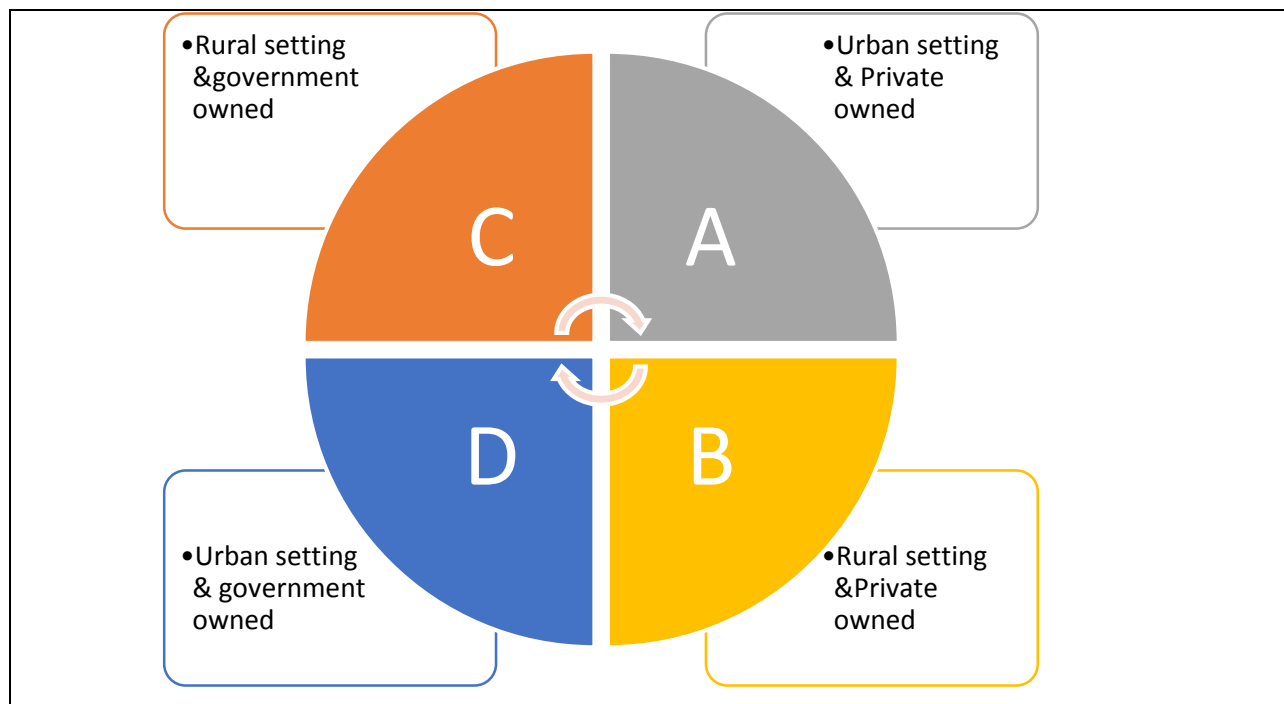
Figure 4.3: Research Sites

The choice of rural and urban colleges was aimed at trying to establish if the location influenced leadership style adopted in relation to the creation of conducive teaching and learning environments.

4.5 Pilot Study

Pilot study is a survey that is undertaken before the actual study to test the suitability of the research tools. Before going in the field, two questionnaires for teacher trainers and student teachers as research tools were administered at one of the government colleges in Lusaka which was urban setting and not one of the research sites. Yin (2001) intimates that piloting the research tools helps the researcher to fine tune data collecting strategies with regard to the content of the data and the procedures to be followed. The two questionnaires firstly were presented to the main supervisor who scrutinised them and made suggestions for improvement. After the changes were made, they were then piloted. The study revealed gaps in the responses provided, which required making more adjustments to the questions. This entailed simplifying misunderstood questions and changing the form of questions which seemed too sensitive for the respondents. The pilot phase enabled the evaluation of the questioning skills and helped to rectify any incorrect procedures used. Nevertheless, owing to time and resource constraints, the second piloting was not conducted. The omission of the second pilot study did not seem to affect negatively the quality of the responses given by respondents during the actual research. The other research tool piloted was the principal's interview guide. The guide did not have discrepancies and questions did not seem to put the respondent in an awkward situation hence, questions remained the way they were framed and phrased. Other interview and FGD guides were not piloted because of crush programmes in the college. Efforts made to do so were fruitless as students and lecturers were often engaged in various programmes and waiting for them to be free would have delayed collection of data.

4.6.1 Sampling Technique

Sampling is the procedure the researcher uses to get people, places or things to study on (Kombo & Tromp; 2006). It is the way of selecting individuals or objects from a population with needed elements to represent the characteristics found in the entire group (Tromp, 2006). In other words, a sample is simply the number of participants selected from the universe to constitute desired participants (Ngandu, 2013). When selecting people to take part in the research, two techniques

namely; probability sampling and non-probability were considered. Probability sampling entails selecting participants at random (Ngandu 2013). This technique in research is important as it gives every member of the population equal chances of being included in the study (Kombo & Tromp, 2006). Moreover, the technique enables the researcher to generalise findings to the larger population and make inferences.

In this research, random sampling using stratified sampling which is a feature of probability sampling was used when administering questionnaires. Stratified sampling means dividing the population into homogenous groups, with each group having subjects with similar characteristics (Cohen et al., 2007; Ngandu, 2013). The participants were put in discrete groups or strata of administrators, staff (support and academic) and students. These strata were also formed based on some factors. For example, only third year students were included in the study from the three programmes, namely; ECE, primary and secondary diploma programmes. This was based on the understanding that third year students had stayed longer in the colleges and they had undertaken courses in Educational Management and Administration (EMA) where leadership and management topics are taught. This meant that they had more knowledge on leadership issues. Teacher trainers were also put in strata of those with leadership positions in the college, those teaching leadership courses such as Educational Leadership and Management (ELM). This course is taught by distance to head teachers and all those in management in the MoGE. The other course is Educational Management and Administration (EMA) taught to all third year students whether full-time or distance learning doing diploma programmes. The other strata consisted of ordinary lecturers and another for support staff. The two tables below illustrate the participants who took part in responding to the questionnaires.

Table 4.1: Student Demographic Profile

Characteristic	Frequency	Percentage
Gender		
Male	110	49.8
Female	111	50.2
Age		
15- 20	23	10.4
21- 25	139	62.5
26- 30	45	20.4

	Frequency	Percentage
31- 35	10	2.5
36- 40	4	1.8
Programmes		
ECE	26	11.8
Primary	114	51.6
Secondary	81	36.7
Positions		
SRC	10	4.5
Class Representatives	32	14.5
Board Members	5	2.3
Ordinary Students	174	78.7
Levels		
1st Years	00	00.0
2nd Years	00	00.0
3rd Years	221	100

The student profile above indicates that various variables were considered when choosing participants and the choice was widely spread to include the much needed elements of student populace in the colleges of study. The levels of study, age and responsibilities held were suggestive that respondents were mature enough to understand leadership discourse in the college better.

Table 4.2 Academic Staff Demographic Profile

Characteristic	Frequency	Percentage
Gender		
Male	44	45.83
Female	52	54.17
Age		
20-30	11	11.46
31-40	19	19.79
41-50	35	36.46
51-60	25	26.04
61-70	6	6.25
No of Years as lecturers		
1-5 years	41	42.71
6 – 10 years	30	31.25
above 10	25	26.04

Qualifications		
PhD	3	3.13
Masters	19	19.79
Bachelors	68	70.83
Diploma	6	6.25
Positions		
HoD	14	14.58
HoS	13	13.54
Senior lecturer	60	62.52
Chief internal examiner	4	4.17
Sch Experience coordinator	3	3.13
ODL coordinator	2	2.08

The choice of participant was widely spread and included all sections and study areas. Participants were drawn from various sections which included middle management, lecturers in positions of leadership and ordinary senior lecturers as well as those teaching leadership related courses.

4.6.1.2 Sample Size for Questionnaires

Kothari (2011) postulates that the size of the sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility.

To get the study sample for questionnaires, the following formula was used:

$$n = \frac{N}{1 + Ne^2}$$

n = sample size, N = total population, e = level of significance (Ngandu, 2013)

Using this formula, the study sample for students who were taking Educational Management and Administration (EMA) course was calculated as follows:

College A

Total number of students (N) was:

$$n = \frac{70}{1 + 70 \, x \, 0.05^2} \qquad = 31.30 \qquad = 31 \text{ students.}$$

College B

Total number of students (N) was:

$$n = \frac{90}{1+90 \ x \ 0.05^2} \qquad = 40.24 \qquad = 40 \ \text{students.}$$

College C

Total number of students (N) was:

$$n = \frac{160}{1+160 \ x \ 0.05^2} \qquad = 71.55 \qquad = 72 \ \text{students.}$$

College D

Total number of students (N) was:

$$n = \frac{270}{1+270 \ x \ 0.05^2} \qquad = 120.74 \qquad = 121 \ \text{students.}$$

The total number of 264 students was targeted but only 221 answered and returned the questionnaires; 43 did not return.

The sample for lecturers was drawn from those who were offering Educational Management and Administration, Educational Leadership and Management, those with positions of leadership in the college and few ordinary lecturers who showed interest in the research.

College A

$$n = \frac{22}{1+22 \ x \ 0.05^2} \qquad = 9.83 \ = 10 \ \text{lecturers}$$

College B

$$n = \frac{35}{1+35 \ x \ 0.05^2} \qquad = 15.652 \ = 16 \ \text{lecturers}$$

College C

$$n = \frac{75}{1+75 \; x \; 0.05^2} \qquad = 33.54 \quad = 34 \text{ lecturers}$$

College D

$$n = \frac{90}{1+90 \; x \; 0.05^2} \qquad = 40.29 \quad = 40 \text{ lecturers}$$

The total targeted number of lecturers was 100 but those who answered and returned the questionnaires were 96.

4.6.1.3 Response Rate

Out of 264 students targeted and on whom given questionnaires were administered only 221 filled and returned them, 43 did not.

Thus:

$$\text{Response rate for students} = \frac{\text{number of respondants}}{\text{target sample size}} \; x \; 100$$

$$= \frac{221 \text{students}}{264 \text{ students}} \; x \; 100 \; = 83.7$$

$$84\%$$

Response rate for lecturers: $\frac{96 \; x \; 100}{100} = 96 \%$

Therefore, the response rate for students was 84 percent and that of lecturers was 96 percent. These responses were very good and very representative.

4.6.2 Non Probability Sampling Procedure

The second technique used was non-probability sampling, which is a method of drawing a portion of a population based on subjective judgment (Ngandu, 2013). The significance of this technique is that it allows the researcher to choose participants who have in-depth knowledge about the phenomenon. In this study, purposive sampling, which is a type of sampling under non-probability sampling, was used. Purposive sampling is the method of choosing participants considered to be knowledgeable and well-informed about the topic of the study (McMillan & Schumacher, 2010). Using purposive sampling technique, cases to be included in the study were handpicked based on their possession of particular characteristics being sought. In this case, maximum variation

sampling was used. This involved selecting key demographic variables that were likely to have an impact on participants' view of the topic (Queiros et al., 2017). This means that the method was used to access knowledgeable participants with in-depth information about the topic of research by virtue of their professional roles, powers or expertise (Cohen et al., 2007) as illustrated in Table 4.3 on the next page.

The principals and vice-principals composed of the top management on whom this research was centered. They provided leadership in the institutions thus, were included in the research to find out what they thought about their leadership styles in the institutions they run. The registrars in some colleges represented the vice-principals were such office bearers were unavailable at the time of study. The director represented the principal in one college where the principal was not available. The MoGE was included because of the role the Ministry plays in formulating guidelines on how colleges should run and formulating policies related to administration of sampled colleges. The participants chosen were all mature enough to understand issues of leadership well.

Table 4.3: Administrators Demographic Profile

	Female	Male
Gender	02	05
Age range		
40 - 45	00	01
46 - 50	00	01
51 - 55	01	01
56 - 60	01	02
Positions		
Principals	01	01
V/Principals	00	01
Director	00	01
MoGE Official	00	01
Registrars	01	01

Purposive sampling in this study was used to select members for the FGDs and interviews. From the teacher educators, some were selected because of their positions as members of top and middle management and some, because of certain responsibilities they held in the institutions like being in charge of examinations, Open Distance Learning (ODL) or school experience and interacted

often with the principal in their work. Ordinary senior lecturers that did not fall in the above group were also included since they are also members of the college community administered by the principal and who felt the weight of the principals' leadership. Some support staff like senior librarian and secretary were included because of their roles as members of middle management. A caretaker and a general worker were also included because they felt the impact of the principals' leadership and interacted with the principal in their daily endeavours. Some students who were members of Students' Representative Council (SRC) or Students' Union (SU) as it is called in some colleges, class representatives and ordinary members were purposively selected for the study as subordinate members of the institution who are administered by the principal. In all, 32 participated in interviews. This is inclusive of administrators while 24 participated in FGD, 12 of whom had participated in interviews.

The use of purposive and stratified sampling was very helpful in getting the information from a variety of participants. Purposive sampling enabled me to get the information needed while the combination of probability and non-probability sampling made the findings authentic and reliable as the weakness of purposive sampling were underpinned by the strengths of stratified sampling.

4.7 Data Collection Procedure

To conduct research at the four sites, a clearance from the University Ethics Clearance Committee (see Appendix M) was obtained. This was followed by getting permission from the Permanent Secretary (PS- MoGE) and Provincial Education Officers (PEOs) in the four provinces, namely; Luapula, Central, Northern and Copperbelt provinces where the research was conducted. To access the sites, permission had to be sought from the principals, in case of the government colleges, and the directors in case of the private colleges. To have access to participants, a gatekeeper was sought and appointed at each college. The gatekeeper acted as the link and identified people to be interviewed. But after realising that some participants identified were not honest with their responses, as they gave responses which were contradictory to what was being observed and reported by other members of the college, this researcher intervened by requesting for staff and students' lists in order to pick participants randomly especially for interviews. This stance helped to balance participants. Interviews and FGDs were conducted during the normal college programmes.

Lecturers, support staff and students were interviewed during their free time in special rooms like boardrooms or staffrooms or any room free from noise while principals and VPs or directors were interviewed in their respective offices. Interviews and FGDs were recorded. The idea of recording was underpinned by the ideas of Sidhu (2003:146) who postulated:

> Recording provides a means of verifying responses later, preserves the emotional and vocal character of replies and helps the investigator to avoid the omissions, distortions, modifications and errors that sometimes, are made in written accounts of an interview.

The collection of data using interviews and FGDs was done in tandem with observations and document analysis. Field notes were also made on various occurrences. A period of three weeks was spent on each site during qualitative data collection and one week during quantitative data collection. Data collection went simultaneously with data analysis. Quantitative data were collected first and was followed by qualitative data a year later. The questionnaires were distributed and respondents were given three days in which to respond to the questions. The responses were collected as respondents completed in which case the majority finished and returned the documents within a day although few did not return even after being given an extra two days. This data were analysed with the help of Statistical Package for Social Sciences (SPSS) tool version 23.

4.8 Data Collection Techniques

In a bid to generate data that would answer the research questions, multiple sources of data collection techniques were utilised as illustrated below.
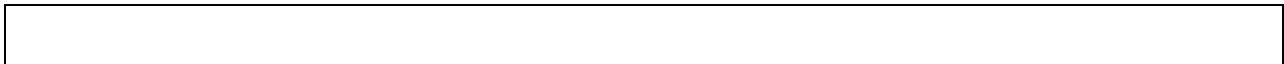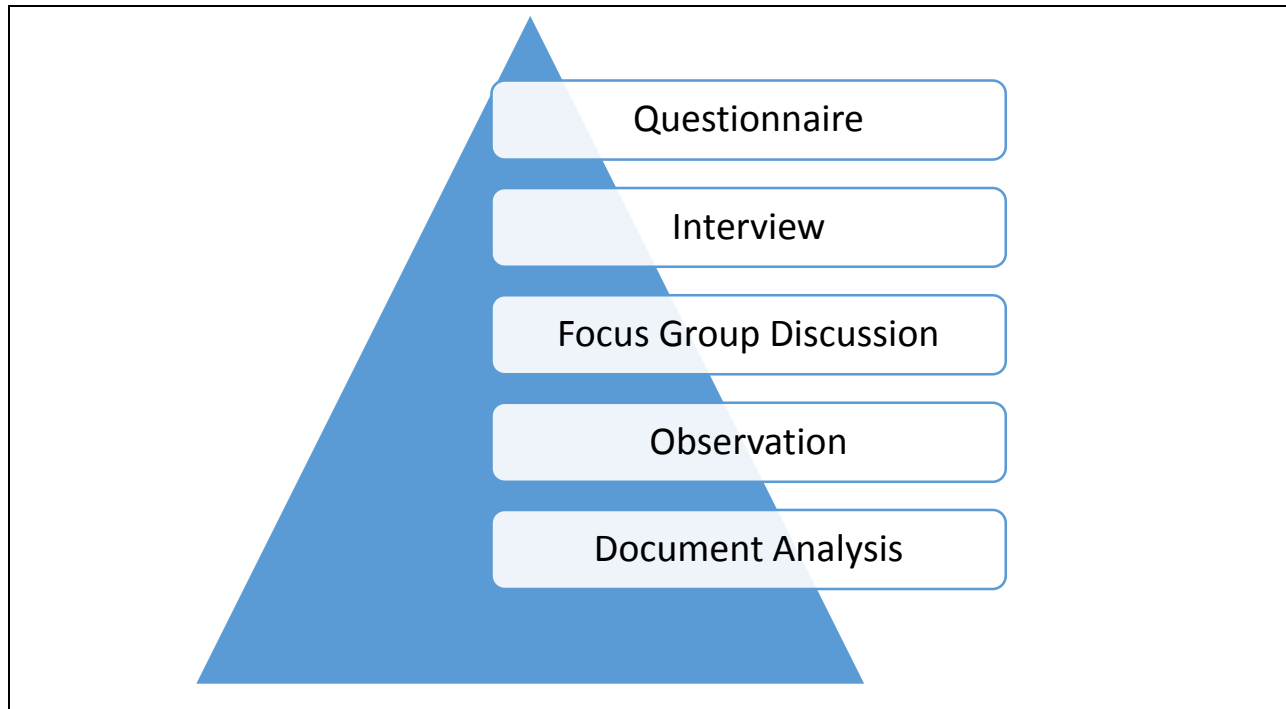
Figure 4.4: Data Collection Techniques

The first method was the use of questionnaires as explained in the next section.

4.8.1 Questionnaire

A questionnaire is an instrument well designed for data collection to which a respondent must react (White, 2003). Ogula (1998) has also described a questionnaire as a carefully designed instrument which is written, typed or printed for collecting data directly from target individuals or groups of people. A questionnaire was purposely selected as one of the tools for data collection in this research as it was regarded as an important tool for collection of pertinent information needed in the study. In this study, two questionnaires were designed by the researcher for teacher trainers and student teachers. The two questionnaires were designed with the ultimate purpose of wanting to find out if the four leadership styles under investigations were being applied appropriately and if their application led to the creation of a conducive teaching and learning environment. The application of closed-ended questionnaire was to increase the number of respondents in the research and make generalisations of findings easy because of the large sample used. In this study, administering of questionnaires was the first data collection technique used with the sole purpose

of wanting to know how college community construct and reconstruct leadership prevailing in their institutions of learning and how they aligned it to the creation of conducive teaching and learning environments in their respective colleges. It was also employed to help in interpreting data and making the findings generalisable. Most importantly, questionnaires are economical because they contain questions written for specific purposes and carry same questions for all respondents. This encouraged the use of questionnaires in this research.

The questionnaires were used to answer research question 1 to 4. Both consisted of six sections with Section A being used to collect demographic data of the participants. Section B was aimed at collecting data on whether autocratic leadership style was being used in colleges understudy. Section C sought to investigate practicability of democratic leadership style in colleges. Section D explored the extent to which laissez-faire leadership style was being used in colleges and Section E examined whether instructional leadership style was being utilised by principals to run colleges. Section F investigated the existence of conducive teaching and learning environments in Colleges of Education. Both questionnaires had similar format. Questions in both questionnaires had to be responded to by choosing the response from answers provided using a five Likert scale ranging from strongly disagree to strongly agree. The students' questionnaire had 37 questions divided in the sections discussed above while the lecturer's questionnaire had 44 questions divided in the discussed sections. In total, 317 participants responded to the questionnaire. The choice of participants was based on the formula explained in Section 4.6.1.2.

The administration of questionnaires was done with the help of gatekeepers appointed in each college and was meant to make research findings generalisable to other similar contexts and to make the findings more reliable, especially that they were administered first before using any other data collection method. The discrepancies found in the responses necessitated the collection of qualitative to supplement data collected quantitatively and clarify what emerged from the quantitative findings. However, the serious challenge experienced was the delay in getting back some questionnaires where some respondents close to the principals shunned taking part while others even after showing interest when they read the content also declined and never returned the documents. It was assumed they did so to avoid betraying their principals. This to a small extent affected the response rate as shown under section 4.6.1.3 though it had no serious impact in the responses.

4.8.2 Semi Structured Interviews

Interview is a way of obtaining data about a person by asking him or her rather than by watching him or her behave (Ogula, 1998). In this research, interviews were conducted to answer research questions one to five (1-5) using an interview guide which had been prepared by the researcher based on what the researcher was looking for in the study. The idea behind the use of interviews was to allow me as the researcher to get into the participants' responses on the way they perceived leadership provided in their respective colleges and its impact on the creation of a conducive teaching and learning environment in the colleges. Interviews also gave me a broader and deeper understanding of the issue under investigation. The strategy was preferred and utilised because of its features of allowing the interviewer to probe, illuminate and confirm what had been said by asking for further clarification there and then. It was also favoured based on what has been advanced by Ogula (1998) that a personal interview assists a researcher to gauge the knowledge one possesses on the topic, what attitude and beliefs one holds on the topic, and the values and preferences one has in relation to the topic. In addition, the taking note of comments made by participants, their facial and body expressions, tone of the voice, gestures, evasion of some questions and willingness to be interviewed, made it easy for me to understand how leadership had been constructed and received in the colleges and in what areas it was appreciated and not appreciated. In other words, the participants' worldview of the phenomenon was well comprehended.

In total, 32 participants who included one director, two principals, two vice-principals, two registrars, eight teacher trainers, four support staff, twelve student teachers and one MoGE official in charge of Colleges of Education were interviewed. The majority of these were purposively selected based on their status, positions, gender and roles they performed in the college hierarchy while few were culled using stratified sampling. Besides, the participants were drawn from all study areas for lecturers and from all programmes for students. The interviews were conducted using an interview guide prepared by the researcher. This interview guide helped to achieve the intended responses to the research questions. The questions designed in the interview guide involved finding out how the respondents described the type of leadership in the college, the relationship between leaders and subordinates, and the predominantly leadership style employed

by the principals and how such style (s) influenced college performance and the creation of a conducive teaching and learning environment.

Each interview took between 30 to 60 minutes. The interview sessions took place in well-arranged rooms for teacher trainers, student teachers and support staff, and were recorded using a voice recorder. Top management members who had their administrative offices had their interviews done and recorded in their offices. Consent to have the interview recorded was obtained before commencement of interviews, hence, the recording did not influence the responses. Whilst conducting interviews, ethics of conducting interview such as creating a friendly atmosphere, adhering to the interview guide and not influencing participants' responses were observed. This was done to fulfill the requirement for data collection. The bias attributed to interviews was addressed by constant comparisons of the emic with the etic which entails comparing what I knew as a researcher and what was coming out from interviews, then drawing a conclusion. It was also contained by practicing reflexivity, which entails thinking critically about what you are doing and challenging your own assumptions as well as employing other data collection techniques as discussed in the next section.

4.8.3 Focus Group Discussion

The Focus Group Discussion (FGD) refers to group interviews. FGDs in this study were used to answer research questions one (1) to five (5), and were favoured premised on their capability of being powerful means of investigating complex issues through in-depth exploration of the phenomenon which cannot be discussed in face-to-face interviews. FGDs permitted multiple and contrasting perspectives on college leadership to be discussed and encouraged participants to defend their points of view and clarify their views (Bryman, 2004). The eight FGDs conducted in all four colleges involved 24 participants who had not taken part in other data collection techniques while other 18 had been involved in interviews and questionnaires respectively. FGDs produced voluminous information quickly. Two FGDs were conducted at each college; that is, one for lecturers and one for students. Each had 6 participants, picked using purposive sampling. Out of the six participants, three were part of those interviewed or who took part in responding to the questionnaire. Participants were drawn from all programmes and included members of student leadership such as class representatives, board members, top leaders and ordinary students in the case of students. For lecturers, it included those in middle management and those with positions

of leadership in the college. Ordinary senior lecturers and those teaching ELM and EMA were engaged in this strategy of data collection.

All FGDs except for one for student teachers at College A were recorded and each took 60 minutes. The recording was done to retain originality of what was said. During discussions, special attention was paid to how members of each group described leadership prevailing in their colleges and leadership styles employed. Other areas investigated included how decisions were made and how the colleges were performing generally, in all aspects of the college life as well as the challenges the colleges were facing. Most importantly, was whether the prevailing leadership had helped to create a conducive teaching and learning environment. In other words, the FGD addressed all the five research questions. In responding to the questions, participants argued and challenged each other's views, thereby giving the researcher chance to grasp more realistic accounts of what people in colleges thought about leadership. The strategy was given merit because it accorded the researcher an opportunity to study ways in which individuals collectively made sense of the issue of leadership and constructed meaning for it. Additionally, FGD yielded insights that would not be raised in straightforward interviews. Above all, it proved to be a very useful tool for triangulation of data.

Although, FGDs were beneficial to this study in that a lot of information not talked about in interviews was collected, they were problematic. Chiefly in Colleges A, C and D where the eight hour work policy was enforced which demanded that teacher trainers be at the station for eight hours even when not teaching, organising FGD was not a problem but having participants turn up at the agreed time was problematic. The challenge was immense with College B which did not have such a policy in place. This situation reflects Brymans' (2004: 24) ideas which stated "not only do you have to secure the agreement for people to participate in your study, you also need to persuade them to turn up at a particular time." In addition, transcribing and analysing data collected posed a big challenge owing to its voluminous nature (Cohen et al., 2007). Besides, FGDs compromise confidentiality. But the issue was contained by reminding participants at the beginning of the discussion the purpose of the study and ethical issues of research. A sound warning was made at the end that what was discussed was not meant for them to start attacking administrators but just as a learning exercise to remind them of what was taking place in the

institution. Interview and FGDs strategies were espoused with observation as another strategy of data collection as discussed below.

4.8.4 Observation

Observation is a research tool that provides information about actual behaviour (Kombo & Tromp 2006). As a data collection strategy, observation was utilised using a pre-determined observation guide (see Appendix L) prepared by the researcher to consolidate information obtained from interviews and FGDs. Thus, the technique was employed to substantiate the information that had been garnered to answer all research questions. Observation as a data collection technique was significant in understanding issues that could not be verbalised (Ogula, 1998). This idea is underpinned by McMillan and Schumacher's (2006:348) ideas which stipulate "by extending observation of different participants in many contexts, the researcher elicits data that is almost impossible to obtain with other approaches." In this study, the researcher took the role of both participant observer and non-participant observer during qualitative data collection, by immersing on each site for three weeks. During the three weeks, I stayed at each site, attention was paid to everyday occurrences in relation to leadership.

As a participant observer, I interacted with various members of the college community to learn how they made sense of the leadership that prevailed in the college. Attention was paid to how leaders interacted with their subordinates, how important decisions were made, and reaction of lecturers to such. During the period of research, three management briefings were attended each at government colleges were such briefings were done on a daily basis. One assembly and one briefing were attended at College A where such meetings were done once in fortnight. One briefing was attended at College B where such meetings were rarely held. Furthermore, a total of six lessons were observed from the three colleges that is from College A, C and D using a checklist prepared by the researcher. This implies two lessons were observed in each college. In College B, where I found the college conducting end of term tests, no lesson was observed but attention was paid to how the tests were conducted paying attention to sitting arrangement, invigilation, availability of materials among others.

Moreover, as non-participant observer, during the research period, I observed many aspects of college life using the checklist I had prepared and visited units such as the library, the computer

laboratory, and science and technology rooms where I interacted with staff in-charge. I also took note of available infrastructure, classroom space, and furniture and how the college went about with daily routine and especially with teaching (lecturing) and learning by students. Comments of frustrations, motivation and job satisfaction were listened to. The physical environment of the institutions and how conducive they were for training were observed. The observation was done with the help of the checklist I prepared. Reporting and knocking off times of lecturers and students were also taken note of. The use of this strategy in this study helped to address discrepancies found in responses given by respondents in other strategies. Besides, the use of this tool (observation) was meant to investigate whether colleges were conducive teaching and learning environments and how leadership provided in these institutions contributed to the creation of conducive teaching and learning environments.

Notwithstanding what has been said, I was very much aware of the limitations of this strategy especially, that participants' behaviour may change when they realise they were being observed. Such weakness was counteracted by the long stay at each site and my position as a teacher trainer in one of the Colleges of Education in Zambia. Most importantly, the application of reflexivity where I reflected and compared the emic and etic of what was observed helped to counteract the weaknesses of this technique. Hence, the strategy proved to be important as it supplemented and clarified information gathered through other strategies. Above all, this data collection tool went in tandem with FGD and interview which assisted to cross-check and validate the findings from other data collection techniques. The other strategy used was document analysis as discussed below.

4.8.5 Document Analysis

Document review was incorporated in this study to add substance to data collected from other sources. Kombo and Tromp (2006) describe document analysis as the process involving the collection and analysis of published materials from internal sources. Various documents were obtained from relevant authorities in the colleges understudy, which included training manuals used in both private and government colleges. These were read and re-read and analysed to evaluate if what these colleges were doing was in line with government policy on training of teachers as well as gain insight of what was happening in their institutions. Job description manuals of various stakeholders from both categories of colleges such as principals, vice-principals, Heads of Sections (HoS), and lecturers were reviewed for both categories of colleges (see appendices).

College rules, reporting and knocking off registers, examination analysis of some college results especially from government colleges where it was possible to access them, and MoGE document policies were reviewed. The significance of documents as research tools are that they assist corroborate and strengthen evidence gathered using other tools such as questionnaires as was the case in this study. The review was important as it gave a synopsis of what was expected in colleges and how colleges applied what was on paper. This action made data collected more valid and reliable. The five methods of data collection were used to generate data in this study as it has been described.

4.9 Data Analysis

Data analysis is the manipulation of the collected data for the purpose of drawing conclusions that reflect on the interests, ideas and theories which initiated the study (Ngandu, 2013). Data in this study were analysed both qualitatively and quantitatively based on the research questions. The analysis in this study begun with quantitative data because of using an explanatory sequential strategy. The beginning of data collection with quantitative data was meant to get the glimpse of what participants thought about leadership prevailing in their institutions. It was also to give a large population to take part in the study. Quantitative data analysis started with editing the questionnaires by detecting and removing errors and rectifying omissions by scrutinising the completed and not completed sections. The collected data were coded by conversion into numerical codes symbolising various variables. The numbers representing different variables were then entered into the computer and analysed using Statistical Package for Social Sciences (SPSS) software. This tool helped to generate statistics in form of frequency tables, bar charts and inferential statistics. The Pearson correlation and Chi-square analysis were used to assess the relationship between leadership styles and a conducive teaching and learning environment.

The quantitative data analysis was followed by qualitative data analysis. In this study, an iterative approach was used where data collection proceeded simultaneously with data analysis (Yin, 1994). However, a more serious analysis took place after finishing data collection to consolidate what was discovered or concluded during data collection. The process of qualitative data analysis began by listening to recorded interviews and FGDs, then transcribing the content into text. This was followed by reading and re-reading data collected and editing the information by removing errors. Coding which is a method of indexing or identifying categories in the data was then done (Burns

& Grove, 2007). The edited data was put in categories and given symbols of identification. The next step was to come up with themes from the coded data, drawn from the interviews and FGD according to research objectives and research questions. At this stage, two approaches of content analysis were used to analyse data. This involved the use of case-by-case approach where the researcher had to write a case for each participant interviewed and studied it. Then across-case approach was applied where information from different respondents on the same questions were put together to identify similarities or different perspectives. This step was done for the two approaches to complement each other.

In using content analysis, four steps were followed before making any conclusion on the findings. These steps were first, identifying the main themes from the data collected from interviews, FGD and review of documents from the institutions studied and supported by what was observed in connection to the emerging themes. Secondly, was assigning codes to the main themes. Thirdly, was classifying responses under main themes and lastly, was integrating themes and responses into the text of the final report. Thus, in this analysis, the thematic categorisations and case-by-case and across-case were used. Through this process, interpretation and drawing of inferences was done with the help of what has been observed and what came from documents reviewed. The analysis was done manually and framed in Fielder's Contingency Theory (FCT) and Path-Goal Theory (PGT). The analysis was done by comparing what was said and what was observed with the support of what had been gathered from quantitative data and the literature related to the topic and what came from the documents reviewed. The mixing of both data collected quantitatively and qualitatively gave a very good record of what participants thought about leadership prevailing in their colleges and the connection of that leadership to a conducive teaching and learning in their various institutions.

4.10.1 Validity/Credibility of Research Findings

Validity demystifies the level at which an indicator that is devised to gauge a concept measures that concept (Bryman, 2004). This term is located in quantitative research approach. Credibility on the other hand, refers to the level at which what is observed corresponds with the theoretical ideas obtained in interviews (Bryman, 2004). Credibility is also elucidated as a process of establishing how believable or true the findings are from the participants' perspective (Trochim, 2001). Credibility is attached to qualitative study. So, the words validity and credibility in this

study entail the degree to which results obtained from the analysis of data represents the phenomenon understudy. The two terms are used side by side because the mixed method study was used which embraced the two terms. Validity and credibility were provided by careful designing of research tools whose collected data represented the phenomenon being studied. It involved scrutinising and refining the questions to make them more understandable. The questions were further taken to the main supervisor whose observations were seriously taken and implemented.

The questionnaires were further piloted in one college in Lusaka and ambiguities noted in the responses were corrected before actual administration of questionnaires in selected sites. Moreover, the use of multiple data collection strategies, multiple subjects (participants) and member checking which was done in some colleges at random were key factors in making the findings valid and credible. The giving of participants to check the correctness of recorded information was meant to give participants assurance that their perspectives had been recorded correctly. Additionally, the administration of questionnaires to participants in staggered provinces in the country covering both rural and urban contexts ensured that the findings were generalised to other colleges with similar contexts and population.

4.10.2 Reliability and Dependability of Data

Reliability is a quantitative element which refers to the action of repeating research with the same participants, same context but different times in order to replicate the findings. Whilst dependability is a qualitative feature which also involves repeating the research with the same participants, same context but different times for the purpose of replicating the findings. Reliability and dependability in this study were attained by collecting qualitative data a year later using same study sites and same participants and similar questions which illuminated similar responses as what was collected before. Besides, the detailed explanation of the whole process of data collection provided, coupled with the use of multiple techniques to collect data added value to the research findings' reliability and dependability. However, along the broad spectrum of data collection techniques, my insider perspective, as a teacher trainer, enabled me to assess contextual factors that influenced the respondents and accounted for variations in their responses. This assisted me in making good judgment of what was told and had been observed thereby contributing to making the findings more reliable and dependable. In addition, the use of verbatim in the presentation of

findings and analysis consolidated the reliability and dependability of the findings. Suffice to say, the explanation given can be espoused by the constant comparison of the emic with the etic perspectives of the phenomenon that has been demonstrated throughout the research which is also underpinned by the way analysis had been done. All these can provide the basis for reliability and dependability to the readers of the research findings.

4.11 Ethical Issues

Leadership has become a contentious issue in many organisations such as institutions of learning. Dealing with such a sensitive issue posed a number of ethical issues. To clear such issues, the study was cleared by the University of Zambia and permission was sought from the Permanent Secretary (PS) of the MoGE and principals of affected colleges. At each site, from the onset of the research, the purpose of the study was repeatedly made known to the members of the college community both at college and personal levels. This was done to put the respondents in picture of what the study sought. Moreover, before interviews or FGDs were conducted, the terms of consent form was read and explained to participants so that they made a decision whether to take part in the research or not. The interview only proceeded after participants agreed to the terms and conditions of the consent form. The form was signed after an agreement had been reached.

The elements of privacy and confidentiality were also strictly adhered to. The right to privacy simply means that a person has the right not to take part in the research, not to answer questions, or to be interviewed while confidentiality entails that although the researcher knows who has provided the information or is able to identify participants from the information given, he or she would in no way make the connection known publicly (Cohen et al., 2007). Thus, in this research, the right to privacy was guaranteed by getting written consents while confidentiality was guaranteed by keeping what was discussed secret. The element of anonymity was also guaranteed by not disclosing the names of the institutions and not using any name to refer to the respondents. The essence of anonymity is that information provided by participants should not in any way reveal their identity. Nevertheless, it is imperative to point out that ethical issues are not only concerned with maintaining anonymity but also more with respect and commitment to what has been agreed upon with informants. These terms of ethics were strictly adhered to in this study.

4.12 Summary

The chapter has ably provided the research methodology used in the study. It has given a detailed account of the research design, sampling techniques, choice of sample and data collection procedures. Other areas highlighted included data collection instruments, data analysis process, validity/credibility and reliability/dependability of research findings, and how ethical issues were handled in the study.

CHAPTER FIVE: PRESENTATION OF FINDINGS

5.1 Overview

This chapter presents findings of the study whose primary purpose was to examine how leadership styles used by principals to run Colleges of Education impact on the creation of conducive teaching and learning environments in the colleges of study. This chapter presents findings of the study obtained through employing mixed method data collection techniques namely; questionnaires, interviews, FGD, observation and document review. The findings have been categorised into qualitative and quantitative data. The first part presents quantitative data according to research questions as stipulated below:

1. What teaching/learning environment exists in Colleges of Education in Zambia?
2. Which leadership style (s) is predominantly being used by principals to run Colleges of Education in Zambia?
3. How are leadership styles related to conducive teaching and learning environment?
4. How does the use of autocratic, democratic, lasses-faire and instructional leadership styles influence the creation of conducive teaching and learning environment in selected Colleges of Education in Zambia?

5. What could be an appropriate adaptive and contextual leadership style framework for Colleges of Education in Zambia?

5.2 Social Demographic Characteristics of Teacher Trainer Respondents

The analysis of some variables of teacher trainers (presented in Section 4.6.1 in the previous chapter) which were thought to have had a significant relationship with the creation of conducive teaching and learning environments statistically demonstrated that they were insignificant and hence, had no important role in the creation of conducive teaching and learning environments in the colleges understudy as indicated in the table below.

Table 5.1 Demographic Characteristics and Conducive Teaching and Learning Environment

Variable	Pearson Chi-Square	Df	Asymptotic Significance (2 Sided)
Gender	.762[a]	4	0.944
Status	3.3072[a]	4	0.769
Qualifications	21.513[a]	4	0.043
Status of the college	1.5155[a]	4	0.679

The variables have the p-values which are above 0.05 set as the alpha of significance. This denotes that all these variables were insignificant to contribute to the creation of conducive teaching and learning environments. The assumptions were that these variables have a significant relationship with the creation of conducive teaching and learning environments in the colleges.

But the use of Pearson Chi-square has statistically proven that in this study, gender, qualifications of lecturers, though important, age, experience as lecturers and status of college, that is whether government owned or private do not influence positively the creation of conducive teaching and learning environments.

5.3 Type of the College

The study involved private and government colleges to establish how both operated and what type of environment is created in each type of college. The findings indicated that the two types of colleges had similar situations with both using the same type of leadership styles. The 49 government against 17 private lecturers who indicated that their principals were autocratic, and 15 government against 8 private lecturers who intimated that their principals were democratic, demonstrated that the two colleges had similar responses and results. These responses highlighted that both colleges had same environments as their leaders were purported to be using the same leadership styles with the same results in their institutions. This scenario indicated that being government or private had no significance on the creation of conducive teaching and learning environment as presented in Table 5.2 below.

Table 5.2: Staff Rating of Leadership Styles and Type of College

L/Style	Government	Private	Total	
Autocratic	49	17	66	
	0.0	0.1	0.1	
Democratic	15	8	23	
	0.2	0.4	0.6	
Laissez-faire	2	0	2	
	0.2	0.6	0.8	
Instructional	2	1	3	
	0.0	0.0	0.0	
Total	68	26	94	
	0.4	1.1	0.0	

Pearson chi2 (4) = 1.5155   p- value = 0.679

This finding is supported by the results of Pearson Chi-square where the cross-tabulation of the type of college with conducive teaching and learning environment using 0.05 as level of confidence produced Pearson Chi-square of (4)1.5155 with p-value of = 0.679. This result is above 0.05 and hence, does not have a statistical significance on creation of conducive teaching and

learning environment. This result showed that being private or government had no relationship with having a conducive teaching and learning environment. The type of college is not a determining factor for a conducive teaching and learning environment. In this study, the status of the institution was insignificant in creating a conducive teaching and learning environment.

5.4 The Type of Environment Existing in Selected Colleges of Education

The study sought to investigate the type of environment existing in selected Colleges of Education in Zambia and how such an environment affects the teaching and learning of students in the selected institutions. The findings responded to the research question on what type of environment exists in selected Colleges of Education in Zambia.

To answer this question, seven tenets (see appendix) were used to gauge whether a conducive learning environment existed in the colleges studied. The tenets were categorised as follows: an average of one to two scores of the seven variables meant the environment was poor; three to four scores meant it was moderate while five to seven scores meant the environment was high and averagely conducive for teaching and learning. The bar chart below gives a synopsis of lecturers' and students' responses to this phenomenon.
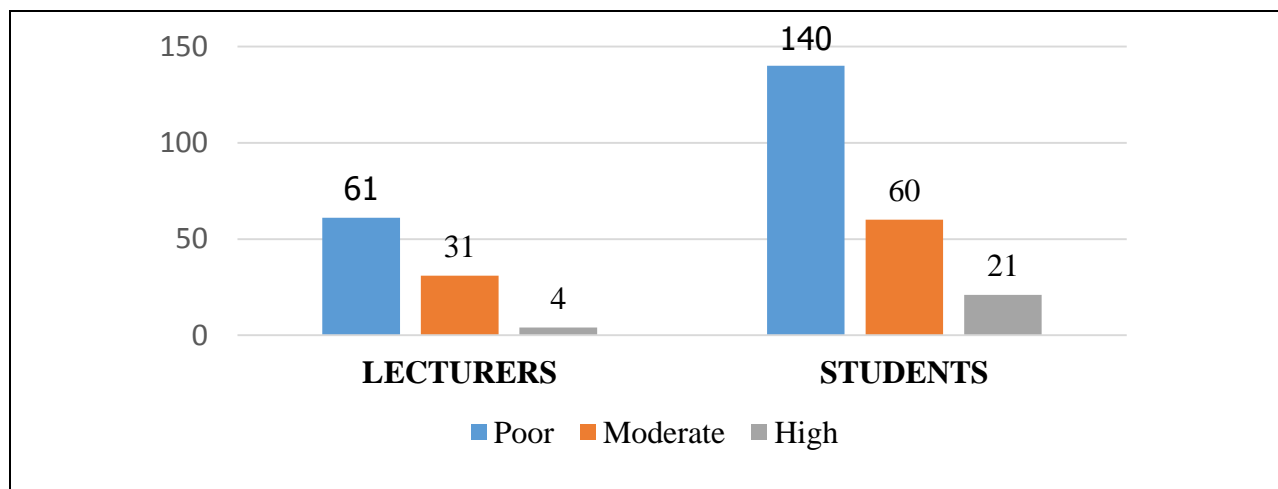
Figure 5.1: Lecturers' and Students' Ratings of the Conducive Teaching and Learning Environments

The results in Figure 5.1 above represent lecturers' and students' understanding of what teaching and learning environment existed in their respective institutions. The results ubiquitously indicated

that both groups of respondents considered poor environments to exist in their institutions of learning. The bar chart highlights that 61(64%) lecturers and 140(63%) students described the teaching and learning environment in their various institutions to be poor, while 31 (32%) lecturers and 60 (27%) reported having experienced moderate conducive teaching and learning environment. The findings further indicated that only four (4 %) lecturers and 21(10%) students considered the college environment to be high or conducive for teaching and learning. This representation denotes that teacher trainers' and students perception of the type of teaching and learning environment existing in their various colleges was poor to moderate, based on some factors, which were not very conducive for effective teaching and learning as well as good academic performance of students.

5.5 Leadership Style Predominantly Used by Principals in Selected CoE in Zambia

The study investigated the leadership style predominantly used by principals to run Colleges of Education under the research question: Which leadership style is predominantly used by principals to run selected Colleges of Education in Zambia?

The bar chart below portrays principal's predominant leadership style as reported by teacher educators and student teachers.
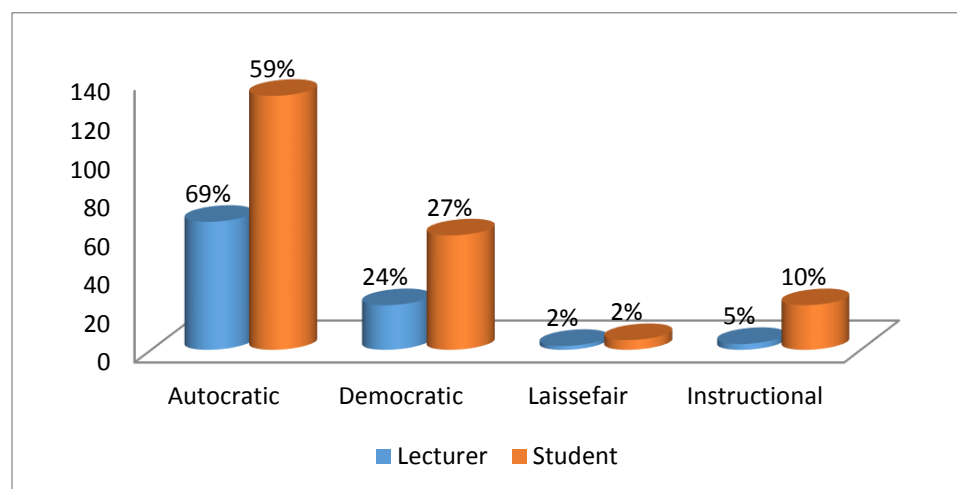
Figure 5.2: Predominant Leadership Style Used by Principals

Both lecturers (66 -69%) and students (131 -59%) affirmed principals to be predominantly using autocratic leadership style. The percentages of those who reported principals to be using an

autocratic leadership style; that is 69 percent (%) lecturers and 59 percent (%), was high among the students, designating that this style is outstanding in principals' operations and surpasses other leadership styles. Only 23(24%) lecturers and 59(27%) students thought principals were using democratic leadership style while two (2%) lecturers and 5(2%) students indicated laissez-faire and three (5%) lecturers and 23(10%) students thought they were using instructional leadership and 3(1%) students indicated transactional although it is not one of the leadership styles being investigated. This finding ranks the leadership styles, as indicated in Figure 5.2 to be used by principals and helps to understand what type of leadership exists in colleges. Figure 5.2 above implies that lecturers and students had noted the predominant use of tenets of autocratic leadership style in their principals and to a small extent the use of tenets of other leadership styles such as democratic, laissez-faire and instructional.

5.6 Leadership Styles' Relationship to Conducive Teaching and Learning Environment

This theme was examined under the third research question: How are leadership styles under investigation related to the creation of conducive teaching and learning environments?

To establish this relationship, the researcher decided to introduce the use of hypothesis and Chi-square so that they could help to come up with that relationship as follows:

Null Hypotheses (H_0): There is no significant relationship between leadership styles and conducive T/L environment.

Alternative Hypotheses (H_1): There is significant relationship between leadership styles and conducive T/L environment.

Table 5.3 Pearson Chi-Square Test of Leadership Styles

Variable	Pearson Chi-Square	Df	Asymptotic Significance (2tailed)
Autocratic	22.4767	4	0.00
Democratic	27.0977	4	0.00
Laissez-faire	22.0150	4	0.00
Instructional	17.5472	4	0.02

These results illustrate that in principle, leadership styles are responsible for the creation of teaching and learning environment. The above results demonstrated that there was a correlation between leadership and conducive environments. The cross-tabulation of leadership styles and the creation of conducive teaching and learning environment also confirmed that there was a significant correlation as indicated in Table 5.4 below.

Table 5.4: Staff Rating of Leadership Styles and Conducive Environment

	Low		Average		High		
L/ Style	F	%	F	%	F	%	Total
Autocratic	50	76	15	23	1	2	66
Democratic	6	26	14	61	3	13	23
Laissez-faire	2	2	0	0	0	0	2
Instructional	2	2	1	1	0	0	3
Total	60	64	30	32	4	4	94
	Pearson chi2(6) = 20.9973 P - value 0.02						

Table 5.4 above summarises the responses given by teacher trainers on how leadership relates to conducive teaching and learning environments. The majority of the lecturers; that is, 50(76%) considered autocratic leadership as creating poor environment while 15(23%) regarded the environment under autocratic leadership to be moderate and only 1(2%) thought the environment under autocratic leadership was high and conducive for teaching and learning. The six lecturers who identified principals to be democratic felt the environment was still poor despite principals practicing democratic leadership while 14(61%), considered the environment to be moderate and only three (13%) of the respondents thought the environment was high under democratic leadership and hence, conducive for teaching and learning. The two (2%) lecturers who indicated that principals were using laissez-faire regarded the use of this style to produce poor environment while the three (3%) who identified principals to be using instructional leadership also noted the

creation of poor to moderate environments. These results suggest that the type of leadership style in use has a bearing on the type of teaching and learning environment created in the institution.

The above results when cross-tabulated with conducive environment variables using 0.05 as level of confidence produced Pearson Chi-square of 20.9973[a] and p-value of 0.02 which is below 0.05 chosen as alpha level of confidence. This result indicates that there is a statistically significant relationship between leadership styles and conducive teaching and learning environment, and supports what has been presented in Table 5.4 above. This simply means that the type of leadership adopted by the principal has a correlation with the type of teaching and learning environment in the institution but this correlation is dependent on how tenets of a particular style are being utilised. If a leadership style adopted is well utilised, it will lead to the creation of conducive teaching and learning environment if not it will lead to creation of non-conducive teaching and learning environment. Thus, it can be argued that the type of leadership adopted has an effect on the type of working environment created. This test rejects the null hypothesis and accepts the alternative hypothesis which states that there is significant relationship between leadership styles and the creation of a conducive teaching and learning environment.

5.6.1 Autocratic Leadership and Conducive Teaching and Learning Environment

This topic was investigated under research question: How does the use of autocratic, democratic, laissez-faire and instructional leadership styles contribute to the creation of conducive teaching and learning environments?

To investigate this, two hypotheses had to be tested as follows:

Null Hypotheses (H$_0$): There is no significant relationship between autocratic leadership and conducive teaching and learning environment.

Alternative Hypotheses (H$_1$): There is a significant relationship between autocratic leadership and conducive teaching and learning environment.

The bar chart below presents the respondents' analysis of autocratic leadership
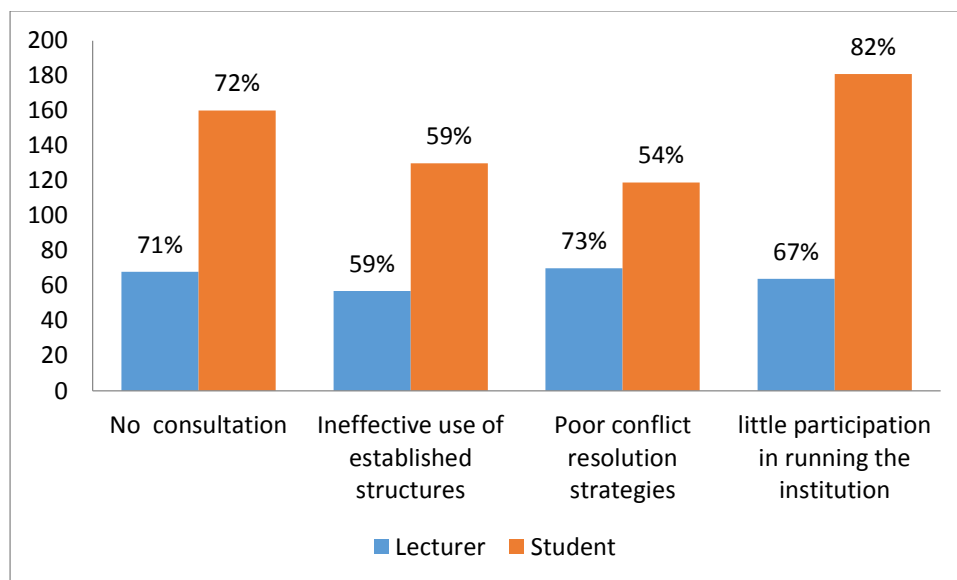
Figure 5.3: Lecturers' and Students' Analysis of Autocratic Leadership Style

Figure 5.3 above gives responses of lecturers and students to some variables that were used to analyse the use of autocratic leadership style in the colleges understudy. The responses highlighted the principals' utilisation of and practice of tenets of autocratic leadership style. The analysis of the tenets of autocratic leadership highlighted that principals in all colleges were not frequently consulting both lecturers and students when making decisions that involved them. Both lecturers and students acknowledged the principals' ineffective use of established leadership structures in the college. They both experienced the use of poor conflict resolution strategies and lack of involvement of both groups in the running of the institutions. The percentages of these responses were very high, ranging from 54 to 82 percent. These percentages implied that autocratic leadership was outstanding in colleges of study deduced from the way principals responded to tenets of autocratic leadership examined in this study.

To assess autocratic leaderships' impact on conducive environment, tenets of the style were analysed using Pearson Chi-square by cross-tabulation with conducive or friendly atmosphere in the colleges as indicated in Table 5.5 on the next page.

Table 5.5: Autocratic Leadership and friendly Atmosphere

Variable	Pearson chi2	Df	Asymptotic Significance (2-sided)
Principal interacts well with staff	22.432[a]	16	.130
Principal uses established structures effectively	13.877[a]	16	.608
Principal uses good conflict resolution strategies	50.655[a]	16	.000
Principal discusses before making decision	21.138[a]	16	.173
Centralisation of powers in principals' hands	11.765[a]	16	.760

These outcomes of the Pearson Chi-square proves that autocratic leadership used in colleges did not contribute to the creation of conducive teaching and learning environments because all the variables except one were above 0.05 level of confidence; meaning they were statistically insignificant because of the way they were being administered in colleges of study. The p-values indicated in Table 5.5 all highlighted that autocratic leadership was working against the creation of conducive teaching and learning environment.

To consolidate this finding, a Chi-square test was conducted to establish the influence of autocratic leadership on friendly atmosphere and collaboration. Table 5.6 below presents the findings.

Table 5.6: Chi-square Test of Autocratic Leadership Style

	Value	Df	Asymptotic Significance (2-Sided)
Pearson chi-square	11.765[a]	16	.760
Likelihood ratio	12.989	16	.674
Linear-by-Linear Association	3.457	1	.063
N of Valid Cases	96		

These results denoted that autocratic leadership had no statistical correlation with the creation of a conducive teaching and learning environment because of the way its tenets were being exercised in colleges understudy. The 0.760 is above 0.05 set as the chosen alpha level of significance hence,

implying that the style negatively influences the creation of a conducive teaching and learning environment. These results, therefore, reject the alternative hypotheses and accept the null hypotheses which stipulated that there is no significance relationship between autocratic leadership and the creation of a conducive teaching and learning environment. Thus, Table 5.7 below summarises the environment created by autocratic leadership style in colleges.

Table 5.7: Lecturers' Analysis of Autocratic Leadership and Conducive Environment

	Low		Average		High		Total
	f	%	f	%	f	%	
Poor	45	82	9	50	7	30	61
Moderate	9	16	7	39	15	65	31
Conducive Environment	1	2	2	11	1	1	4
Total	55	57	18	19	23	24	96

Table 5.7 above illuminates that autocratic leadership creates poor to moderate teaching and learning environment. The predominant low and average levels of principals' use of this style of leadership have contributed to the creation of poor to moderate teaching and learning environments which do not favour effective teaching and learning. The findings specify that principals using autocratic leadership style at their institutions are less likely to create a good teaching and learning environment due to factors such as lack of consultation of subordinates in decision-making, and inability to effectively utilise established leadership structures in the college. Others are poor selection of conflict resolution strategies, centralisation of powers in the hands of the principals and inability to encourage participation of subordinates in running the affairs of the college, inter alia. These factors overshadow what could be created as a conducive teaching and learning environment in the colleges and led to the creation of poor to moderate environments as portrayed in the tables above. Thus, autocratic leadership style negatively influences the teaching and learning environment which affects effective teaching and learning in colleges of study.

5.6.2 Democratic Leadership Style and Conducive Teaching and Learning Environment

The results on the connection between democratic leadership and conducive teaching and learning environment illuminated poor to moderate relationship. The implication is that when leaders appropriately use tenets of democratic leadership, a moderate to high conducive environment is easily created. To establish the relationship two hypotheses were formulated to be tested as follows:

Null Hypotheses (H$_0$): There is no significant relationship between democratic leadership and a conducive teaching and learning environment.

Alternative Hypotheses (H$_1$): There is significant relationship between democratic leadership and conducive teaching and learning environment.

Figure 5.4 below demonstrates the responses from lecturers on the tenets of democratic leadership and how they are utilised in their various colleges.
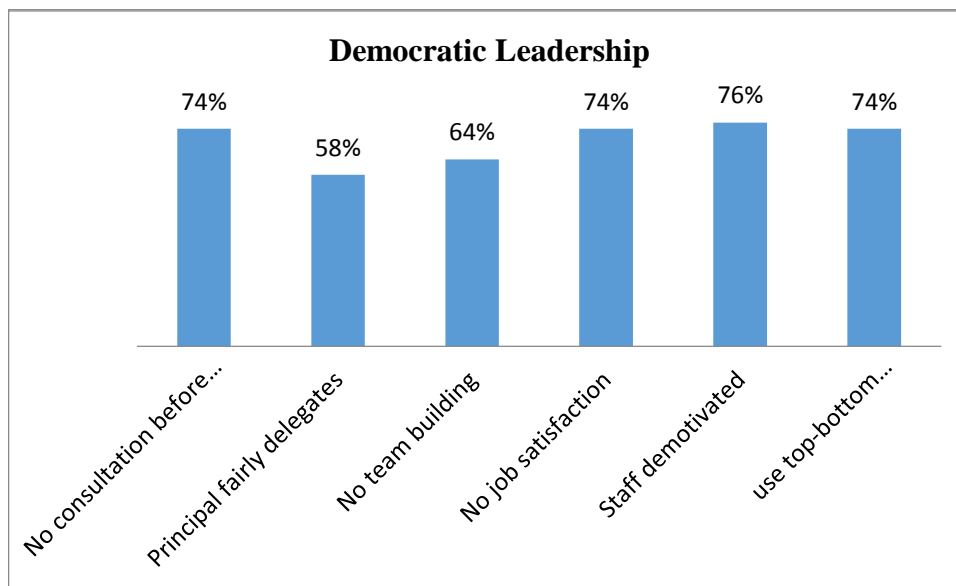
Figure 5.4: Lecturers' analysis of Democratic Leadership Style

The variables that were investigated to establish the use of democratic leadership in Colleges of Education in Zambia produced responses in the negative, showing that democratic leadership, to a large extent, did not exist in Colleges of Education in Zambia. The percentages, ranging from 64

percent (%) to 76 percent (%) are too high to lead to the creation of a conducive teaching and learning environment where democratic tenets are exercised in this way. The non-conformity of principals to tenets of democratic leadership, it was reported in responses from the questionnaires, has negatively influenced the operations of institutions as well as the creation of a conducive teaching and learning environments.

Students' responses support lecturer's assertions as portrayed below. Their responses also indicated that democratic leadership style in colleges was compromised and not applied as expected.
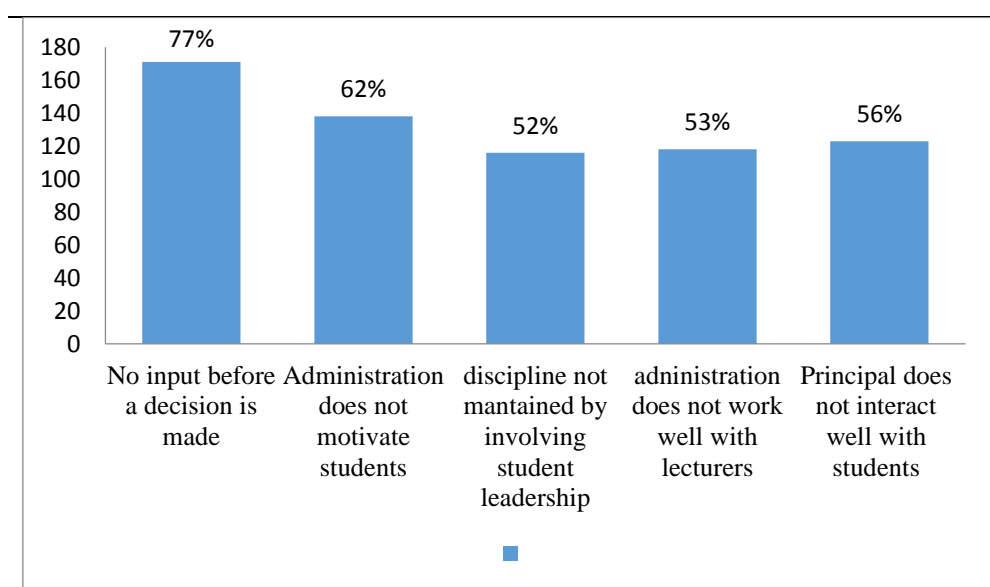
Figure 5.5: Students' Analysis of Democratic Leadership Style

These responses from questionnaires on inability to ask for students' input before making decisions, inertia to motivate students, non-involvement of students when administering discipline of students in the college and administration failing to work and interact well with students suggest that the tenets of democratic leadership had been diluted by principals through some practices they use in their colleges. Thus, even if the democratic leadership style has all it takes to create conducive teaching and learning environment, it failed as a result of such practices. The Pearson Chi-square used to cross-tabulate democratic variables with friendly atmosphere and collaboration produced the following p-values indicated in Table 5.8 below, which disqualified democratic leadership from creating a conducive environment suitable for effective teaching and learning.

Table 5.8: Democratic Leadership and Friendly Atmosphere

Variable	Pearson chi2	Df	Asymptotic Significance(2-sided)
Consults staff before decision-making	18.977[a]	16	.278
Fair delegation	17.506[a]	16	.354
Good leadership to lead to team building	42.062[a]	16	.088
Good leadership to lead to job satisfaction	25.516[a]	16	.061
Good leadership to lead to motivation of staff	18.928[a]	16	.272
Top-bottom and bottom-top communication	27.717[a]	16	.064

The six variables presented in Table 5.8 above have p-values above 0.05 percent which was the chosen alpha level of confidence showing that they were insignificant to creating a conducive teaching and learning environment because of the way they are being used which does not contribute to the creation of a conducive teaching and learning environment. These variables and their p-values demonstrated that democratic leadership style when used in this way, does not contribute to the creation of a conducive teaching and learning environment. This explanation is supported by the Pearson Chi-square test conducted to ascertain if democratic leadership when cross-tabulated with friendly and collaborative atmosphere led to the creation of a conducive teaching and learning environment. The results portrayed in the table below highlighted the opposite.

Table 5.9 Chi- Square Test of Democratic Leadership Style

	Value	Df	Asymptotic Significance (2-Sided)
Pearson Chi-Square	23.022[a]	16	.113
Likelihood Ratio	27.149	16	.040
Linear-by-Linear Association	11.554	1	.001
N of Valid Cases	94		

The p-value of 0.113 is indicative of the non-correlation of democratic leadership with the creation of a conducive teaching and learning environment since it is above 0.05 level of confidence. This entails that it has no statistical significance to creation of conducive working environment in the colleges understudy. This result nonetheless, reject the alternative hypothesis set which states that there is significant relationship between democratic leadership and creation of conducive teaching and learning environment in the colleges understudy and accepts the null hypotheses, which indicates that there is no significant relationship between democratic leadership and conducive teaching and learning environment. The table below presents the synopsis of democratic leadership and conducive environment.

Table 5.10: Lecturers' Analysis of Democratic Leadership and Conducive Teaching and Learning Environment

	Low		Average		High	
	f	%	F	%	f	%
Poor	51	81	1	25	9	31
Moderate	11	17	2	50	18	62
Conducive environment	1	2	1	2	2	7
Total	63	66	4	4	29	30

The foregoing Table 5.10 above depicts that democratic leadership also has poor to high teaching and learning environment. The low usage of democratic tenets facilitates for the creation of poor to high teaching and learning environment, which does not lead to the creation of conducive teaching and learning environment. Factors such as lack of consultation before a decision is made, deficient interaction with students and staff, selective delegation, poor team building and communication, among others, influenced the creation of a conducive teaching and learning environment negatively where staff felt dissatisfied in their work and demotivated at the same time. The situation precipitates the building of poor to moderate teaching and learning environment. Hence, the ineffective way of applying democratic leadership had negatively influenced the creation of a conducive teaching and learning environment, thereby, contributing to the creation of a moderate environment which does not expedite effective teaching and learning.

5.6.3 Laissez-faire Leadership Style and Conducive Environment

To establish the relationship between laissez-faire leadership and conducive environment, two hypotheses were tested as follows:

Null Hypotheses (H$_0$): There is no significant relationship between laissez-faire leadership and conducive teaching and learning environment.

Alternative Hypotheses (H$_1$): There is significant relationship between laissez-faire leadership and conducive teaching and learning environment.

Figure 5.6 below represents students' and lecturers' analysis of principals' use of laissez-faire leadership in their respective colleges. It shows some items examined to gauge how students and teacher trainers responded to laissez-faire leadership style.
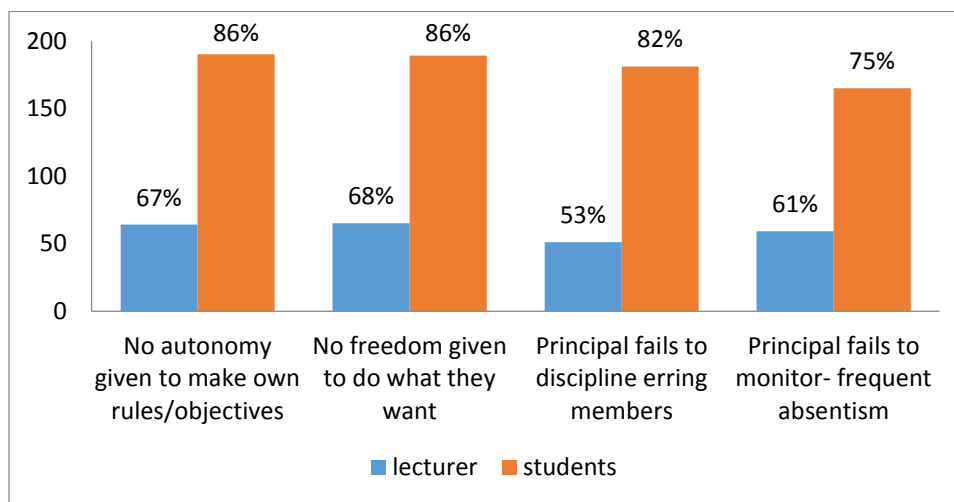
Figure 5.6: Lecturers and Students Analysis of Laissez-Faire Leadership

The findings presented in Figure 5.2 which highlights the ratings of both students and lecturers on the predominantly used leadership style indicated low usage of laissez-faire leadership style by principals. The results in Figure 5.2 showed that only two lecturers and five students noticed elements of laissez-faire leadership in their principals. Besides, all responses from both students and lecturers pointed out that principals' use of tenets of laissez-faire leadership was very minimal. However, some tenets used such as failure to discipline erring students and lecturers as well as inability to monitor classroom practices due to frequent absenteeism were detrimental to the

creation of conducive teaching and learning environments. This consequently, led to the creation of poor teaching and learning environments.

A good number of students refuted the claims that the principal allows them to make their own rules without interference. About 190(86%) students in the questionnaires disagreed with this statement while 64(67%) members of staff also indicated that they were never given the opportunity to set their own objectives but only to abide by what is laid down. Both students and lecturers, that is 65(68%) lecturers and 189(86%) disagreed that the administration had given subordinates freedom to do as they desired. The restrictions of not allowing students and lecturers to do what they wanted to improve teaching and learning affected what lecturers did in class which is their jurisdiction. Most importantly, the responses on monitoring revealed that administrators had been unable to perform this duty because of their frequent absence from the station. The responses of 59 lecturers (61%) from both government and private colleges pointed out that their principals were never seen in class to monitor how teaching was conducted because they were often out of the station just as students affirmed the same statement. This laxity weakened the system and made the institutional operations weak, resulting in creation of poor teaching and learning environments.

The summary in Table 5.11 below portrays lecturers' responses, from questionnaires and the Pearson Chi-square to affirm the relationship between laissez-faire leadership and a conducive teaching and learning environment.

Table 5.11: Chi-Square of Laissez-faire and Friendly Atmosphere

Variable	Pearson chi2	Df	Asymptotic significance(2-sided)
Members make own objectives	11.239[a]	16	**.**795
Staff and students given autonomy	15.072[a]	16	.519
More freedom not controlled	11.718[a]	16	.763
Failing to discipline erring subordinates	9.071[a]	16	.910.
Failing to delegate when out	8.537[a]	16	.931
Failing to monitor due to frequent absence	17.672[a]	16	.343

The results of the Pearson Chi-square specified that laissez-faire did not contribute to the creation of a conducive teaching and learning environment. All the p-values of the variables are above 0.05 which is the set level of confidence. This scenario denotes that there is no significant relationship between laissez-faire leadership and the creation of a conducive teaching and learning environment. This situation is further affirmed by the Pearson Chi-square test of the most common laissez-faire tenet of letting staff set their own objectives and goals without interference as shown in the Table 5.12 below.

Table 5.12: Chi-square Test of Laissez-faire Leadership

	Value	Df	Asymptotic Significance (2-Sided)
Pearson Chi-Square	21.222^a	16	.170
Likelihood Ratio	24.666	16	.076
Linear-by-Linear Association	10.651	1	.001
N of Valid Cases	93		

The p-value of this variable of 0.170 suggests that laissez-faire leadership has no correlation with the creation of a conducive teaching and learning environment since it is above 0.05 as the set alpha level of confidence. This explanation rejects the alternative hypothesis which states that there is a significant relationship between laissez-faire leadership style and the creation of a conducive teaching and learning environment, and accepts the null hypothesis which is the opposite of the alternative. The table below illustrates the type of environment created by laissez-faire leadership style in colleges understudy.

Table 5.13: Lecturers' Analysis of Laissez-faire Leadership and Conducive Environment

	Low		Average		High	
	f	%	f	%	f	%
Poor	46	81	9	53	6	27
Moderate	11	35	7	23	13	42
Conducive environment	3	75	1	25	0	75
Total	60	63	17	17	19	20

Table 5.13 above illustrates that the use of laissez-faire leadership does not contribute to the creation of a conducive teaching and learning environment but leads to poor to moderate working environment, which does not support effective teaching and learning. Where it is used, laissez-faire leadership style negatively affects the creation of an enabling teaching and learning environment because of the tenets found under this style, which if used in a learning environment has the capacity to spoil good teaching and learning environment expected to exist in institutions of learning like colleges. Therefore, laissez-faire leadership style negatively influences the creation of a conducive teaching and learning environment and thus, does not support effective teaching and learning.

5.6.4 Instructional Leadership Style and Conducive Teaching and Learning Environment

To establish the type of environment existing under instructional leadership, two hypotheses had to be tested as follows:

Null Hypotheses (H₀): There is no significant relationship between instructional leadership and a conducive environment.

Alternative Hypotheses (H₁): There is a significant relationship between instructional leadership and a conducive teaching and learning environment.

The bar chart below presents students' and lecturers' responses, on the questionnaires, to instructional leadership and the creation of conducive teaching and learning environments.
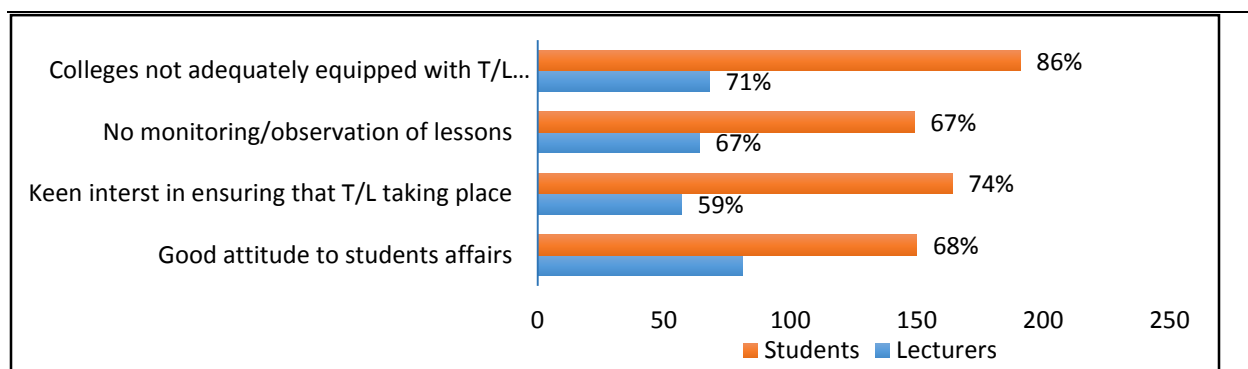
Figure 5.7: Lecturers and Students Analysis of Instructional Leadership

Although few students and lecturers acknowledged that principals were using instructional leadership in running their institutions, they realised that principals used some tenets of instructional leadership for the good of the students without being instructional leaders. One aspect they approved was that principals had good attitude towards learning of students. Their responses to this tenet was overwhelmingly positive as shown in Figure 5.7 above where 81(84%) lecturers and 150(68%) students affirmed to this tenet of instructional leadership which is an ingredient for a conducive teaching and learning environment. These ratings of students and teacher trainers attested that principals' attitude towards learning of students was good. On the contrary, monitoring and observing lessons in class are some of the roles of instructional leadership. These two practices, it seemed were not being carried out well. Both students 149 (67%) and 64 (67%) lecturers refuted claims that principals monitored lessons in their classes. On the provision of teaching and learning materials 68(73%) lecturers and 191(86%) students disagreed that principals supplied the most needed teaching and learning materials and facilities to make learning effective.

The cross-tabulation of some variables of instructional leadership and friendly atmosphere using Pearson Chi-square produced the following results presented below.

Table 5.14: Chi-square of Instructional Leadership and Friendly Atmosphere

117

Variable	Pearson chi2	Df	Asymptotic significance (2 sided)
Ensures that curriculum is implemented	18.135[a]	16	.316
Observes lessons in class	13.004[a]	16	.672
Provides needed materials for T/L	20.179[a]	16	.212
Exercises role of instructional leadership	20.019[a]	16	.219
Leadership improves caliber of training	16.921[a]	16	.391

The p-values of some variables of instructional leadership examined are all above 0.05 percent meaning they are insignificant to the creation of friendly atmosphere in the colleges because of the way they are being applied. The variables and the Pearson Chi-square obtained, exemplify the weaknesses of principals in their operations as instructional leaders. The Pearson Chi-square of 20.019[a] giving the p-value of 0.219 which is above 0.05 level of confidence denotes that principals do not exercise their role as instructional leaders well; which makes the p-value insignificant and thus, undermine the creation of a conducive teaching and learning environment. This explanation implies that the use of instructional leadership in the college context is statistically insignificant to the creation of a conducive teaching and learning environment and thus, affects appropriate teaching taking place in institutions of learning. These results are reinforced by the results of the Chi-square test conducted to establish the statistical significance of instructional leadership and the creation of conducive teaching and learning environment. Table 5.15 below illustrates the outcome of the Chi-square test conducted.

Table 5.15: Chi-square Test of Instructional Leadership Style

	Value	Df	Asymptotic Significance (2-Sided)
Pearson Chi-square	12.186[a]	16	.731
Likelihood Ratio	13.563	16	.631
Linear-by-Linear Association	3.923	1	.048
N of Valid Cases	94		

The outcome of the test infers that there is no relationship between instructional leadership and the creation of a conducive teaching and learning environment deduced from the p-value of 0.731 produced after the test which is above 0.05 as the set level of confidence. This confirms that even instructional leadership in this study does not facilitate for the creation of a conducive teaching and learning environment despite having features that could precipitate that relationship. Some factors have contributed to this situation. This therefore, led to the rejection of the alternative hypothesis set which states that there is significant relationship between instructional leadership style and the creation of a conducive teaching and learning environment, and acceptance of null hypotheses which asserts that there is no significant relationship between instructional leadership and the creation of conducive teaching and learning environment

Table 5.16 below gives the synopsis of the type of environment created by using instructional leadership style in institutions of learning like colleges.

Table 5.16: Lecturers' Analysis of Instructional Leadership and Conducive Environment

	Low		Average		High	
	f	%	f	%	F	%
Poor	27	87	21	68	13	21
Moderate	4	13	9	29	18	53
Conducive Environment	0	0.00	1	25	3	75
Total	31	32	31	32	34	35

Table 5.16 above illustrates that instructional leadership being used in colleges had produced poor to moderate kind of environment, which is also not too good to create a conducive teaching and learning environment. The tenets of instructional leadership have not been well utilised thereby compromising the efficacy of instructional leadership, which has the capacity to create a conducive teaching and learning environment. The results in the table indicate that the use of instructional leadership style facilitated the creation of poor to moderate teaching and learning environment hence, influenced academic performance of students. This situation entails that instructional

leadership style also influences the creation of a conducive teaching and learning environment moderately and does not facilitate effective teaching and learning in the colleges understudy.

The use of all leadership styles still produced poor to moderate environment which does not contribute much to the creation of a conducive teaching and learning environment as the table below depicts.

Table 5.17: Lecturer's Analysis of all Leadership Styles and Conducive Environment

	Low		Average		High		
	f	%	f	%	f	%	
Poor	48	79	10	16	3	5	
Moderate	8	26	8	26	15	48	
Conducive Environment	0	0.00	3	75	1	25	
Total	56	58	21	22	19	20	

The results indicate poor to moderate environment even when leadership styles are combined or used side by side. The analysis illuminated that laissez-faire and instructional leadership styles, even when used side by side with either autocratic or democratic leadership styles, could not have much effect on the resultant teaching and learning environment. This was because the two were used to a very small extent and only a small number of participants felt principals were using laissez-faire and instructional leadership styles. This implied that the tenets of these two leadership styles were used rarely such that they often went unnoticed by members of the college community. The combining was between autocratic and democratic leadership styles. The use of autocratic leadership side by side with democratic, produced same poor to moderate teaching and learning environment. This could be because tenets of the democratic leadership which could have counteracted autocratic tendencies were not utilised in a positive way. They had been compromised thereby aligned to autocratic leadership. Besides, the autocratic leadership style had a big number of respondents who indicated that principals were autocratic leaders. This entailed that the democratic style could not have so much influence to change the environment as the leaders were not using tenets of democratic leadership as expected. Thus, the environment

remained the same even when autocratic and democratic leadership styles were used side by side. The next section presents qualitative data.

5.7 Qualitative Data

Data collected through qualitative strategies were presented thematically in line with research questions and themes that emerged.

The analysis of the type of environment existing in the colleges followed the research question: What type of learning environment exists in Colleges of Education in Zambia?

To answer the question, two themes emerged. These themes are poor physical environment and poor working culture.

5.7.1 Poor Physical Environment

Both categories of colleges indicated college environment to be poor because of poor physical environment. Private colleges bemoaned bad and inadequate infrastructure in their institutions. College A complained of the location of the college which is housed in an old workshop located near a railway line and a mine. One lecturer contended:

> The location of the college near the mine and railway line disturbs lessons. Every time the train is passing, we have to stop lessons for 5-10 minutes because of the noise. When mines are operating, there is also a lot of noise. This makes the environment to be poor. Besides, rooms are not conducive for learning. Sanitation is poor and thus, we share the same location of toilets with students.

College B had similar complaints of insufficient and in appropriate infrastructure, which do not favour teaching. Observation proved the claims made by college members. This lack of classroom space forces lecturers to be teaching under trees, a situation not conducive for learning. Teacher trainers and students in both government colleges had similar sentiments of having inadequate infrastructure and complained of the college expanding programmes and enrolling more students without expanding infrastructure. This had made the environment for teaching and learning poor. Observation of both government college enrollment and document analysis highlighted that the colleges which were initially built to accommodate 350 students, in case of College C, had enrolled 1800, and College D had enrolled over 3000 instead of 700. This over enrollment without

expanding classroom space and hostels had resulted in poor teaching and learning environments in colleges understudy.

5.7.2 Poor Working Culture

Respondents from the two categories of colleges pointed out bad working culture to have led to the creation of poor teaching and learning environments in their respective colleges. Members of private colleges bemoaned lack of co-ordination among administrators, lecturers and students. Each group was just on its own. Thus, the "they and us" notion was always at play. This feeling, it was observed was perpetuated by lack of activities in the two colleges to bring the three groups together. Lack of common tea breaks, end of year parties among others, it was observed, encouraged this aloofness of each group. In government colleges, tea breaks brought administrators and lecturers together during break time, but this was missing in private colleges. College C and D cited bad working relationship between the two administrators which had multiplier effects on lecturers and students.

During FGD, in College C, lecturers intimidated:

> The top management use divide and rule in their operations and as members of staff, we are also divided; some for office one and others for office two. There is tug of war between office one and office two. When you go to office one, office two becomes suspicious, and when you go to office two, office one also become suspicious. In the end, you do not know what to do. The relationship between the two leaders is bad. There is no consultation, and each one does his own things without the consent of the other. Often times, clashes erupt whenever they want to discuss something.

During research, an observation was made where one HoD had issues to discuss with both the principal and the vice-principal. He started with the principal, when he wanted to go to the vice' office, he was not attended to, and it was assumed it was because he went to the principal's office first. College D also had similar sentiments on lack of co-ordination and co-operation between office one and two, and condemned the principal's habit, whenever she goes out, of leaving instructions which can be handled by the vice to ordinary lecturers who are in her inner circle. These sentiments contributed to the creation of poor teaching and learning environments in colleges understudy. Table 5.18 below gives a synopsis of how the two themes were arrived at.

Table 5.18: Environments Existing in Colleges of Education

Keywords	Near Theme	Emerging Theme
Location near mine and railway line	Noise	Poor physical environment
Lack of co-ordination	Divide and rule	Poor working culture

5.8 Predominant Leadership Style used by Principals

This was reflected in the research question: What leadership style is predominantly used by principals to run colleges in Zambia?

To answer this research question four themes emerged.

5.8.1 Autocratic Leadership Style

Lecturers and students in all private and government colleges indicated that their principals were using autocratic because they were making decisions single-handed. One respondent from a private college said "leadership in this college is autocratic because as lecturers, we do not take part in the running of the institution, all decisions are made by the director, then we are informed through the principal." Another from the government college stated:

> We rarely participate in decision-making. No matter how this issue has been discussed, that important decisions should be discussed before they are carried out, it has not worked. Hence, I feel as members of staff, we are left out in decision-making.

Another participant contended:

> Principals do not allow us to take part in decision-making. I think it is culture because males right from childhood are considered to be leaders and their leadership is measured from how they make good decisions single-handed. So, for them, consulting is not necessary. They must show how wise they are because that is what society trained them.

Students also expressed same feelings of not being consulted on anything and having their SU banned when they wanted to engage management on fees that had been increased without their knowledge. Students in government colleges also bemoaned college leaderships' habit of making decisions without consultation. The scenario proves the use of autocratic leadership.

5.8.2 Democratic Leadership Style

The findings from the principals on which leadership style they were using brought to light responses indicating democratic style. All felt they were democratic. One principal declared that "I use collaborative or democratic leadership style where I engage other stakeholders, that is, members of the college community in my work." Another lecturer from a government college alluded that the principal was using democratic leadership where he involved everyone in decision-making; he delegated duties and shared responsibilities equally with all members of the college community according to their ability. In short, there was team work.

5.8.3 Laissez-faire Leadership Style

Although few lecturers and students in questionnaires indicated that principals were using laissez-faire leadership, it was noted in qualitative data that some features of laissez-faire were noticed in principals. Lecturers in government colleges noted the use of laissez-faire in their principals whenever they left the institution without leaving anybody in charge of the institutions during their absence. Some lecturers in government colleges posited:

> We have seen situations where both the principal and vice are out of the station and do not leave anybody to man the station on their behalf. Lecturers are just working on their own without anybody giving them direction or supervising them, that is laissez-faire leadership.

Students also pointed out that they saw elements of laissez-faire in their leaders when their principals ignored to work on serious demands of students. The "I don't care" attitude they portrayed whenever a serious issue was raised by students was an element of laissez-faire.

5.8.4 Instructional Leadership Style

The analysis of quantitative data depicted that principals were not practicing instructional leadership style. Nonetheless, all principals affirmed that they were instructional leaders and were performing that role exceptionally. Students also affirmed that their principals were very much interested in their learning and had a positive attitude towards their learning. Some students had this to say:

> Yes, our principal has interest in our learning. Every assembly, he encourages us to work hard and from time to time passes through classes to see who is missing the

lessons. In areas where we had no lecturers this term, lecturers have been sought and they have come to fill up the gaps.

These sentiments were shared by others students. One assembly the researcher attended in this college, it was observed that the principal began by urging students to work extra hard, he announced the performance of the immediate past intake which was 100 percent pass rate and encouraged them not to bring down the pass rate. This was one aspect of the principal's good attitude towards students' learning. However, observations made and responses where 8 lectures out of 12; and 9 students out of 12 interviewed indicated that principals were using more autocratic leadership style. This meant that they were using little democratic and very little laissez-faire and instructional styles of leadership. Very often, decisions were seen to be coming from the top management without involvement of other college stakeholders. Decisions in private colleges were coming from the director and announced to lecturers and students through the principal. And often, no questions were allowed. Government college leaders were observed to be making decisions single-handed or consult a small favoured group at the expense of the big group. The lack of dialogue with all members of staff and making of decisions single-handed are features of autocratic leadership hence, it can be concluded that colleges were predominantly using autocratic leadership style. Table 5.19 below presents the summary of the themes that emerged from the above research question.

Table 5.19: Predominantly Leadership Style used by Principals

Keywords	Near Theme	Emerging Theme
Lecturers not taking part in decision-making	Single-handed decision-making	Autocratic
Shared responsibilities	Delegation	Democratic
Frequent absenteeism	No direction and supervision	Laissez-faire
Interest in Student learning	Urging students to work extra hard	Instructional

5.9 Leadership Styles and Creation of Conducive Teaching and Learning Environment

This was reflected in the research question: How is autocratic, democratic, laissez faire and instructional leadership style related to creation of conducive teaching and learning environment?

To examine autocratic and its correlation to a conducive teaching and learning environment, four themes emerged.

5.9.1 Principals' Bad Interpersonal Relationship with Subordinates

All respondents described their principals to be good people at personal level. They described them to be sociable and outgoing. One respondent from one private college, believed to belong to the inner circle contended:

> The relationship with our principal is good and sound. We often meet to talk about short-comings found in the institution. There are no cases where when the principal comes to the staff room people stop talking or scamper like cockroaches. People are free, and the principal jokes with members of staff and interacts with them.

Another respondent from a private college said: "Personal relationship, both the principal and the director are good. The director is sympathetic but when it concerns money, then he becomes difficult. For example, recently I lost my wife, the director was there for me but when it came to financial support it became difficult." Principals too described their relationship with members of the college community to be good. One principal from one private college stated:

> Relationship is cordial in that there is communication between members of staff, support staff and the management. There are meetings where people meet and discuss. We practice open door policy. We are mindful that we need to maintain good relationship with members of staff.

However, students from both categories of colleges felt their interaction with the top management was minimal; and that they had few chances of mingling with the top management. The majority of teacher trainers in government colleges also registered disappointment at the principal's behaviour of being selective where some are well accommodated and others not. One respondent alluded:

> Yes, there is some kind of divide and rule being practiced in the college, which is being done in different ways. The principal has picked a group among us HoS. Some are favoured and others not. The favoured HoS and some ordinary senior lecturers are more used to make decisions in the institution.

It was also observed in the two colleges were some lecturers were frequenting principals' offices to discuss this and that while HoDs or HoS who had a lot to discuss with the administrators, some were kept far from the principals' offices. These ordinary senior lecturers always found in the principals' offices were suspected of feeding the administration with wrong information about their friends.

Principals were also noted and observed to be keeping grudges against some lecturers who appeared to be different from the majority. Those who from time to time opposed them were suspected of wanting to sabotage their work and hence, had bad relationships with the principals. This compromised the creation of a conducive teaching and learning environment. It was also observed that during staff briefings, those treated as suspects, even when they wanted to contribute something, their points were never taken, despite being progressive ideas; and sometimes, they would not even be pointed at. This continued to create divisions in the college and hence, contributed to the creation of bad teaching and learning environment.

5.9.2 Ineffective use of College Established Leadership Structures

Private college lecturers had noted ineffective use of established leadership structure but this was minimal compared to government colleges. Students in all colleges complained of their leadership being ignored in many instances when decisions involving them were being made. In College B the student union was banned. In College A where it was existing, members felt it was just their by name. Respondents during a FGD lamented:

> As members of Students Union, we do not feel our leadership is recognised. Sometimes, when there is a case and you are part of the group, you are just treated like any other student. For example, when the class is punished, as President you are punished like other students. When increasing fees, there was no consultation; we just found that fees have been increased. When we complained we were told it was administrative hence, we have just to accept.

Students in College D complained of the administration changing college rules and increasing fees without consulting them. The increasing of college fees in College C, it was observed and reported, led to the sitting-in protest as students reacted to that. All these sentiments depicted that students felt the college administration had not recognised their leadership and not using the established college leadership structures.

Lecturers in Colleges C and D complained of top leadership ignoring established structures in preference of the trusted few lecturers to run their institutions. Members of middle management in both colleges complained of some senior lecturers being used to make decisions outside middle management meetings as well as knowing what is happening in the college more than HODs. During FGD some HODs had this to say:

> We feel sidelined in our work as HoDs because our roles are sometimes ignored. Some ordinary lecturers who are in the inner circle of the principal are consulted on many issues and take part in decisions made while us as members of the middle management, we are blank. Sometimes, a member of your section could be sent for a workshop without you knowing as HoD. He or she could be assigned work which you are supposed to do as HoD.

The VP in College C also complained of his office being sidelined and his work often assigned to the registrar. He intimated:

> My office is not being utilised as it should be. There is role conflict between my office and the registrars'. You find that what I am supposed to do, the registrar is doing. You give instructions on constructions, the registrar stops workers and tells them to get instructions from her office and yet her job description is different from mine.

This sidelining is an example of the ineffective use of established leadership structures, which contributed to making the atmosphere tense in the institution, and made the environment poor for effective teaching and learning.

5.9.3 Discussion with Wrong People When Making Decisions

The question on how decisions were made revealed that discussions were often made with wrong people who were not members of the decision-making body in the colleges. Teacher trainers from the two private colleges refuted claims that they were consulted before making important decisions. One deputy registrar indicated that it is not the consultation but simply informing. There is no discussion you are just told what has been decided. Students also intimated: "there is no consultation, all we receive are instructions, memos of what has been decided on. Sometimes, they even go round classes telling you to read what is on the notice board."

Government college lecturers complained of consultations being made to people who are not in the middle management. One HoD asserted:

> Some members of the inner circle are more consulted than us members of middle management. Last week, one member of my section was sent for a workshop without me as HoD knowing. Another went out to distribute forms for the new programmes without us as HoDs who are spearheading the programmes knowing.

Another respondent from College D complained of the principal consulting and putting somebody in charge of construction who was not a member of Technology Studies and had no knowledge of construction. The work done, it was observed, was of poor quality.

5.9.4 Sporadic Involvement in College Affairs

Students in all colleges clearly stated that they did not feel they were participating in the running of the colleges. They all declared that their voices were not heard and that their leadership was not recognised. Lecturers indicated they participated in the running of the institution by participating in staff meetings and through committees. Senior lecturers in one Government College intimated:

> Consultation in this college is not there, especially to us ordinary lecturers, we are not consulted when new things are introduced in the institution. We just see things happening. To make matters worse, staff meetings where we have a chance to contribute to issues affecting the institution are rarely conducted so we are just following what the top management has decided.

On committees, again lecturers contended:

> Most committees have been non-functional. The few that have been operating are also at the mercy of the administration. Most committees are being used as rubber stamps as the administration has taken over the functions of committees. When suggestions are made, those they feel do not hinge on their integrity are accepted while other suggestions, even if they are progressive, are not accepted.

Lecturers in private colleges also indicated that staff meetings are often used as forums for giving directives and announcements. There is no proper discussion done. On committees, those in private colleges had this to say: "Committees are there but, they do not function the way they are supposed to. Suggestions made through committees are often not taken and acted upon." Observations made on composition of committees revealed that most committees in private colleges were chaired by people in management particularly members of top management. Therefore, suggestions made could not be implemented if they were against the wishes of the administration. This simply means that students and lecturers' participation was minimal as committees and staff meetings were not operating as expected to allow full involvement of all members of academic and support staff as well as students. Table 5.20 below gives the summary of emerging themes for autocratic leadership.

Table 5.20: Autocratic Leadership and Conducive Teaching and Learning Environment

Keywords	Near Theme	Emerging Theme
Selective accommodation of lecturers	Favouritism	Bad interpersonal relationship

Leadership structures ignored	Using wrong cohort to make decisions	Ineffective use of college established structures
Middle management not used effectively	Decisions made by members of inner circle	Consulting wrong people when making decisions
Non-involvement of staff in the affairs of the college	Staff meeting and committees not functioning	Sporadic involvement in college affairs

5.10. Democratic Leadership and Conducive Teaching and Learning Environment

To discuss this leadership, four themes emerged as follows:

5.10.1 Unfair Delegation of Duties

The examination of how the tenet of delegation was being exercised illuminated mixed responses. Some members of staff from private colleges who were favoured by their principals felt delegation was fairly done, that principals were delegating duties appropriately. One principal from one private college confirmed this in the following words: "Yes, I delegate a lot. As principal you need wide tentacles. So, I am interactive. I delegate my VP, registrar, lecturers and many more." However, other lecturers acknowledged that delegation was being practiced but that it was restricted to the same people. One respondent from a private college intimated that delegation is there but it is restricted to the same people; those trusted by the administration. These assertions were supported by all government colleges. One principal confirmed this when he stated: "Yes when delegating, I always go for the most reliable. Why should I delegate to a person I know will not do the work to my satisfaction?" This continued dividing the colleges where some were always delegated and others not hence, contributing to the creation of poor teaching and learning environment.

5.10.2 Poor Team Building

Investigations on how colleges were working as teams brought out responses in the negative. Many respondents refuted claims that colleges were working as teams. All teacher trainers cited favouritism as existing in colleges where some lecturers were being favoured more than others which had resulted in colleges being divided. Nevertheless, the level of division was observed to

be more in government than private colleges. Members of one government college had to accept that division by coming up with a slogan **"abakucaume nabaku canakashi."** to justify their actions. One respondent expressed this slogan in the following quote:

> The issue of division is there. We have abakucaume (the supporters of the male leader) and abakucanakashi (supporters of the female leader). In that situation, we have never trusted each other. It is like whatever you are doing, you are being monitored and reported.

Other respondents from another government college during FGD also expressed their views in the following:

> The college is divided into camps. The principal uses the system of divide and rule. The relationship between top management and members of staff is not cordial. Favouritism being practiced by the principal has affected team spirit and good relationship. The spirit of wanting to listen from certain sections of members of staff and not the other makes relationships sour. Some members of staff are made to be reporting on others and some students are deployed to be reporting on lecturers and fellow students. This scenario has affected what could have been good relationship between the principal and members of the college community.

This scenario negatively influences the creation of a conducive environment for teaching and learning and thus, frustrates lecturers and students. The issue of having some lecturers reporting on others, it was observed, has affected the good relationship expected to exist among working mates. The researcher observed that whenever lecturers were in the staffroom chatting, if one of those considered to be informers entered the staffroom, people would stop talking and leave the staffroom, for fear of being reported. Others have reacted by shunning whatever is taking place in the institution. Those frustrated have resorted to just coming to teach and leave the premises immediately after teaching, to avoid getting involved in petty issues which are very unprofessional. During research, this scenario made it difficult to have access to such kind of lecturers. Principals too, it was observed, had been found in that predicament whenever they needed something from such kind of lecturers. The practice of divide and rule and favouritism had created ground for poor teaching and learning environments in the colleges understudy.

5.10.3 Job Dissatisfaction of Subordinates

The question on how satisfied lecturers were in their work in their institutions of learning illuminated responses of dissatisfaction. Lecturers, especially in private colleges expressed

dissatisfaction in their work. One lecturer from College B, but whose responses were supported by those in College A, intimated: "I am not satisfied to work in this institution and environment. I am just here to keep myself busy. If there was a better place which is more accommodating, I would have gone." Those from government colleges especially those not found in the inner circle had similar sentiments. This job dissatisfaction resulted in demotivation of teacher trainers.

5.10.4 Demotivation of Subordinates

The investigation on how motivated both students and lecturers were established that both were demotivated. Students from all colleges overwhelming declared that they were not motivated in their learning process because administration had failed to provide them with what they needed in their academic work. One student from a government college wondered why the administration was failing to buy enough books that were needed for teacher trainees. He also wondered why they were failing to provide internet when students were paying for it; and why the administration could not put pressure on lecturers to be producing hand-outs since students were required to bring two reams of papers each per term. Those in College D were also wondering why their library could not be stocked with necessary books which were available in nearby libraries and why the college had provided fewer WIFI points for internet. These sentiments, it was observed frustrated students in their academic work and compromised their performance academically. Lecturers in both private colleges intimated that they were not motivated to work in these colleges. One respondent in College A stated:

> We are not motivated, we get very little and yet put in a lot. We are not provided with anything. We have to provide everything for ourselves starting with syllabus, pens, chalk, paper and many more. Sometimes, each department is given one ream of paper where you are six and you share the papers for the whole term. So, at times, we are forced to take some of our payments to buy paper just to make work move. Besides, there is nothing like tea breaks or lunch provided, we have to be here from 07: 00hrs to 16:30hrs.

These sentiments were shared by those in college B who revealed how demotivated lecturers were. The lack of resources and facilities was observed during end of term test when students were asked to come with or borrow laptops for ICT test. The issue of changing laptops compromised standards as some left work for others on their laptops.

132

Government college lecturers also expressed feelings of demotivation. One lecturer in College C during interviews postulated:

> Work in this institution is very demotivating, the enrollment of students has gone up, almost double the number we used to enroll but what we are given for teaching the extra classes added is very little. However, we see the principal going out every week making money whilst us who are putting in a lot are getting peanuts. It is very frustrating.

Another respondent from college D alluded:

> We are motivated when our principal pays us some money when we do extra work. But it is frustrating, you work very hard and at the end of the day, what you are given are peanuts while themselves are getting money every now and then, and sometimes, you are not given anything. Before, we used to be motivated, our new principal when she came, she was very good. She used to motivate us very well. We were being paid for writing articles in our college journal and many activities we did in the college. But nowadays, all these have been removed. So, there is no motivation.

The above verbatim responses demonstrate how students and lecturers in all colleges felt demotivated because of not getting what is due to them. Demotivation of lecturers was observed in lecturers shunning to take up extra duties, which did not attract monetary gain; and always demanding for activities that would enable them get some money. Students' demotivation was observed and reported to be coming from lacking learning materials and facilities they needed. These practices demoralised both groups in their work as educators and learners.

5.10.5 Ineffective Communication

The questions on what patterns of communication were in use in the colleges of study indicated that communication patterns were often top-to-bottom. Lecturer participants from government colleges highlighted:

> Communication pattern is top-bottom. It is not effective because of using the system of divide and rule. There are certain situations where members of the inner circle would know what is happening and others not. Some important information is passed to the lecturers just in the streets. At other times, issues would be discussed with one member and it is taken as though all the members discussed the issue.

Students affirmed lecturer's assertions that communication was top-to-bottom. Ineffective communication was observed in one Government College where the principal left the station without informing the VP that he had left the station. It happened that issues came up that required

the attention of the principal. When the VP started calling him, he responded that he was on his way to Lusaka for a meeting and that the registrar was aware of his trip. The scenario, it was reported, was a common practice in this college and contributed to bad relationship and poor communication patterns existing in the college.

Teacher trainers in private colleges also confirmed that communication was top-to-bottom. One lecturer interviewee asserted:

> Communication is top-to-bottom. We are not allowed to go direct to the principal. We have to wait for an official time to come and a lot of things have gone to sleep because of that. Those in higher offices have more access than those in lower offices.

Lecturers also mentioned of things happening in their institutions without the majority of them being aware. In College A during research, it was observed where students were preparing to take part in district tournaments without the majority of lecturers being aware. Lecturers came to know when a good number of students were missing from class.

One government college increased fees. Before informing the Board, PEO's office and members of staff, the information was announced to students. The issue attracted protests from students, parents and community around the college. Lecturers gave this as an example of administration not following channels of communication. These and other activities were observed to prove that ineffective communication patterns were a challenge in these institutions and contributed to the creation of non-conducive teaching and learning environments in colleges understudy. Table 5.21 below portrays the themes that emerged from the data presented under democratic leadership.

Table 5.21: Democratic Leadership and Conducive Teaching and Learning Environment

Keywords	Near Theme	Emerging Theme
Restricted delegation	Exclusive delegation	Unfair delegation
Favouritism	Division in the college	Poor team building
Place not accommodating	Keeping oneself busy	Job dissatisfaction
Disparity of input and output	Non-provision of needed resources	Demotivation of subordinates
In appropriate patterns of communication	Channels of communication not followed	Ineffective communication

5.11 Laissez-Faire and Conducive Teaching and Learning Environment

The question on how laissez-faire leadership style contributed to the creation of a conducive teaching and learning environment had three themes emerging.

5.11.1 No Freedom to Set Own Objectives

The examination of how students and lecturers were given freedom to set their own objectives in teaching and learning without interference from their principals produced responses in the negative. Both students and lecturers refuted being given freedom to set their own objectives. Lecturers during FGD from government colleges and those interviewed from private intimated: "We are never given freedom to set our own objectives but are obliged to do only what has been laid down. Even in class, we do not do what we want but what has been laid down in the college regulation." This action works against tenets of laissez-faire leadership style.

5.11.2 Failure to Monitor due to Frequent Absenteeism

Questions asked in relation to this theme produced responses in the affirmative. Three colleges complained of the frequent absenteeism of their principals from their institutions. This, they said affected a lot of things in their institution. Lecturers in college B pointed out: "The principal is rarely found in the college. We do not know maybe it is because he is at the same time a government worker. Most of the times, he is out for this and that. So, he cannot even have time to monitor classroom work." These assertions were confirmed by the director of the institution. It was also observed that for three weeks during my research, he was not at the station and his work was being done by the director. But the director could not do classroom observation because of his busy schedule since he was running a church somewhere in town as well as his background as an accountant. Thus, the role of the principal monitoring classroom practices periodically was not being followed.

Lecturers in government colleges had similar sentiments that their principals had no time to monitor classroom activities because they were most of the times out of their stations. This was also observed during research where often it was the VP left to man the station or one of the HODs

and at other times, the college was just left with no one to man it. The frequent absenteeism affected their role of supervision. One lecturer enunciated:

> During his absence, he does not know how things are happening. You cannot depend on information you are getting from others; they can be cheating you that things are going on well when not. In the situation where the administrators are not getting on well, it is difficult to trust that when away, the one who remains is doing what is expected of him. That is the time he goes to do his personal business and he is rarely found at the station also. So, there is need for office one to be spending time in the college for the smooth running of the institution.

This explanation affected how the role of monitoring in the colleges was being done and the creation of a conducive teaching and learning environment.

5.11.3 Partiality in Administering Discipline to Erring Students

The question on discipline produced responses in the negative. Students complained of the administration's failing to discipline students using the student leadership body as stipulated in their guidelines. They intimated that they had seen the administration meting out punishment on erring students without the involvement of student leadership. Lecturers from college D acknowledge principals' use of established structures when administering discipline as indicated in the following response:

> The use of the disciplinary committee is followed. We are called to deliberate on issues. But what disappoint us is that the decisions made are often not carried out. Administration changes decisions, even when the punishment is clearly stipulated in the college rules.

Further investigations on why changes took place revealed some connections of students with administration. If students involved were those in the inner circle, it became difficult for the administration to implement what the DC had recommended and often, other disciplinary measures were taken. Lecturers from college C took it further and argued:

> Discipline in the college has been pathetic due to bad relationship between the top managers. The top management interferes so much in the work of the Disciplinary Committee (DC). The committee is not given the mandate to execute its duties diligently. It is only recognised when top management fails to handle the case; but even then, when the committee presides on the case using the code of conduct, usually, recommendations are not executed as suggested especially when the culprits have some connections with either the principal or vice. Thus, we have seen a lot of indiscipline in the institution. Today, this step is taken; tomorrow, another

one is taken for the same offense. You discipline a student today; tomorrow he or she is forgiven.

These sentiments depict that inability by college leadership to use established disciplinary structures had contributed to the institutions' failing to maintain discipline which has multiplier effects on the creation of a conducive teaching and learning environment. Investigations from the top management in both government colleges highlighted that sometimes, the change of recommendations came from external forces especially PEO's office where cases taken with recommendations did not receive favourable support. The practice had affected the creation of a conducive teaching and learning environment where college rules and their penalties are rendered irrelevant. Table 5.22 below summaries the themes under laissez-faire leadership.

Table 5.22: Laissez-faire Leadership Style and Conducive Teaching and Learning Environment

Keywords	Near Theme	Emerging Theme
Abide by laid down rules	Adherence to college regulations	No freedom to set own objectives
Frequent physical absenteeism	Missing activities in the college	Failure to monitor classroom activities
Inconsistence in meting out punishment	Ignoring disciplinary recommendations	Partiality in administering discipline to erring students

5.12. Instructional Leadership and Conducive Teaching and Learning Environment

The investigation of this leadership style also had four themes emerging as discussed in the subsequent sections.

5.12.1 Poor Quality Assurance Strategies

The investigation on monitoring and observation of lessons, as quality assurance strategies by principals, produced mixed answers. In all colleges, having principals to pass through class and see who is in class and who is not in class, ensuring that lecturers were in class was being done periodically by all principals. But observing lessons and giving guidance to lecturers, was not being done. One respondent from one government college said: "Instructional leadership is non-existent. I have not seen any of the administrators coming to class and giving guidance. They rarely come to see what is taking place in class. Their leadership is more administrative than academic."

These assertions tallied with responses from their counterparts in the other government college. During the research period, no principal was observed to be conducting demonstration lesson in any class or observing any lesson.

Private colleges, on the other hand, have registrars who observe and monitor lessons once every month, while the principal is expected to do that periodically. During the period of research, none of the two principals was observed doing that work. Further investigations in college A revealed that the principal did that observation mainly, when going towards renewal of contracts so that he had the basis for recommendations and not as indicated in his job description. The principal in college B had no time to do so because of his busy schedules. This practice by all principals compromised their role as instructional leaders.

5.12.2 Infrequent Provision of Teaching and Learning Materials

The investigation on how the principals rated the availability of teaching and learning resources in their institutions produced adverse responses. The principals and the director in both government and private institutions conceded that their institutions were lacking appropriate teaching and learning materials although efforts were being made to provide what they could manage. Principals in government colleges bemoaned the critical shortage of appropriate teaching and learning materials, which had been worsened by the commencement of new programmes and the swelling up of enrolled students in all programmes. The new programmes, it was observed and reported, started haphazardly without financial and other logistics put in place. This had put more pressure on the already dwindling teaching and learning materials available in the institutions. One principal was, however, quick to mention that the provision of teaching and learning materials was an on-going exercise that cannot be done in one year or so.

The investigations from students indicated that colleges were lacking a lot of learning materials they needed, which was affecting them in their academic work. Students from private colleges highlighted:

> Academically, we can be doing much better if teaching and learning materials were provided but, they are not. When given an assignment, we depend on Google using our phones. This situation has resulted in cheating when you cannot find the information. Some students go to the extent of even paying others to write assignments for them, which has compromised the quality of learning.

Those from government colleges postulated:

> The college has failed to provide teaching and learning materials. The library is not well-equipped. Some important books are not there while those which are in large quantities are too old. The computer lab, though is there, is too small and only accommodates one class, at a time. Worse still, the internet in the computer lab is not always available. In other departments like science, the laboratory is not equipped with the necessary chemicals. The introduction of secondary science class has even worsened the situation at the science department. Things are not good because new programmes are being introduced but facilities have remained the same.

Lecturers from both colleges had similar sentiments. One library officer from one of the government colleges also stated:

> Little attention is given to provision of teaching and learning materials. Management is titled towards infrastructure development and sports. More money is being spent on sports than on buying teaching and learning materials. Lecturers struggle to get teaching and learning materials. They use the internet whose network is not always available, thus, have resorted to using old materials available in the departments. Very little resources are allocated to buying of teaching and learning materials hence, the library has few latest reference books for both students and lecturers.

This information portrays the situation prevailing in both government colleges on availability of teaching and learning resources. The observation of departmental and main libraries in each institution illuminated availability of out dated books and inadequate latest books and facilities, which are needed for effective training to take place. The most needed latest reference books were often put on short loans of one hour each, the time considered to be inadequate for effective utilisation of the books.

The use of the internet was not available in the two private colleges, and it was observed that in college A, the computer laboratory was not available while in college B even when available, it had obsolete computers with dysfunctional sockets, making it difficult for students and staff to use computers. In one government college, while the computer laboratory was there, the college experienced intermittent internet provision perhaps because of late payment to the service provider and some other logistical challenges. This affects teaching and learning and made the working environment not very conducive.

Observation also proved that priority was given to sports and other trips rather than buying teaching and learning materials. The research in one government college coincided with TETRASA (Teacher Training Sports Association) games. Ten lecturers were sent to Livingstone where the games were taking place. The two top managers namely; the principal and vice-principal and an accountant all went on ten night's subsistence allowance. A lot of money was spent on hiring two buses plus paying drivers, then food and other logistics for the students. On that trip, there were no complaints of the college not having money. This scenario was the same with the other government college. The money students paid for sports was well utilised unlike money paid for internet and other facilities. If money spent on sports could be split across various school projects and some spent on buying teaching and learning materials in colleges, the institutions would have been doing well with teaching and learning materials.

However, one principal during piloting had a different view on teaching and learning materials. He argued:

> Often times, people fail to carry out assignments apportioning the blame on lack of teaching and learning materials. But sometimes, that may not be necessary because as educators, we are supposed to improvise. So, instead of depending on the central administration to do all things, lecturers are expected to improvise and at times, they can do without those materials.

His line of thought challenged the ideas upheld by students and lecturers. The foregoing discussion nevertheless, exemplified that there was critical shortage of teaching and learning materials in all colleges which had a bearing on student academic performance. The other theme that emerged was on state of infrastructure as discussed in the next section.

5.12.3 Insufficient and Dilapidated Infrastructure

The investigation on the state of infrastructure found in colleges revealed that the current infrastructure was insufficient and in some cases dilapidated. Students in college C whose ideas tallied with their friends in college D elucidated:

> Infrastructure in the college is insufficient and dilapidated. There are a lot of things lacking. First and foremost, hostels are few, second toilets are in a deplorable state. The enrollment has increased but classrooms have not been increased. Thus, we are learning in unfinished classrooms and there is a lot of classroom vandalism. Sanitation in the boarding is bad. Hence, students report late for lessons owing to

poor water reticulation. Laboratories and the library are also not adequate for teacher training.

Students from a private college also indicated:

> Infrastructure is not good. We have no good library, the computer laboratory is not working well and classroom space is insufficient in that, we have just two big rooms against eight classes, fit to be called classrooms. Other rooms are too small. During exams, three intakes are put in one room. The college has no boarding space. We are accommodated in boarding houses, which are far from the campus. Besides, the boarding houses are not permanent, as males we keep on changing where to stay and because of lack of transport we often report late for classes.

Observations confirmed what was said and it was noted that the library for this college was a full time classroom making it difficult for students and staff to access it during learning hours. Further, observation of infrastructure in college A indicated that they had enough classroom space although the rooms were not comfortable since the place was a workshop. So, the renovations which had been made to make the place habitable are not very conducive for teacher training.

Lecturers from government colleges had this to say about infrastructure:

> Infrastructure in this college is insufficient and in some cases dilapidated. The enrollment has increased tremendously but infrastructure has remained the same. Thus, some lessons are being conducted under trees and in unfinished buildings. Besides, students scramble for chairs, and classes are too large where students stand almost under you. We teach combined classes of about 80-90 students in one room. This has affected teaching hence; some methods of teaching can no longer be used. Learner-centered methods have become difficult to use.

Observation made in the two colleges confirmed the above assertions. During lesson observation, the classes were too full. Lessons took long to start because students had to look for chairs all over the campus and kept on coming destructing the flow of the lesson. The combining of the two groups in one room fit for one group of 40 students made the class to be too full such that even as an observer the researcher had no suitable place to sit. During the lessons, it was observed that lecturers did not even know the majority of students' names. Despite beginning the lesson late, the lecturer had to release the class fifteen minutes before to give students enough time to move to the next lesson. This situation compromised teaching and learning taking place in these colleges as well as the creation of a conducive teaching and learning environment.

It was also observed that a good number of students were renting boarding houses outside the college premises because of insufficient hostel space like their counterparts in private colleges. These were coming late for lessons without being conscious of time under the pre-text that some boarding houses were far from the colleges. In college A, female students were being transported to the campus using the college bus, although they too were reporting late. In college B and the other 2 government colleges, no transport was provided. Students were always reporting late for lessons, which affected teaching and learning process.

5.12.4 Good Academic Performance of Students

The investigations on student academic performance produced mixed responses. Both students and lecturers in private colleges proudly stated that their students were doing well academically despite having challenges with learning materials. This analysis was grounded on the fact that the past two years, the government had introduced common curriculum for both government and private colleges. This statement meant that students from private colleges were expected to write the same exams with their counterparts from government colleges, prepared by the Examinations Council of Zambia (ECZ). It was observed that students in the two private colleges had done well in the exam just as their friends in government colleges. Lecturers and students attributed this good performance to dedicated lecturers and hardworking students. It was observed that despite colleges not having teaching and learning materials and other logistics, students and lecturers were busy looking for teaching and learning materials which enabled students to be doing well. Drilling was also observed to be used to enable students perform well in their studies. Unfortunately, efforts to obtain exam analysis samples proved futile as no director was willing to do so.

Respondents from the government colleges while appreciating the performance of the students, were not very happy. They felt their students needed to do more and to perform far much better than those in private colleges. One Chief Internal Examiner from government college C stated:

> Academic performance is not as expected. We are supposed to be doing much better. Students may pass but where they go, performance may not be good. Our students when compared with other students, they seem to be better than those from other colleges. But as long as we are an established college, we are supposed to be doing better.

His assertions were based on exam analysis done for various years as presented in Table 5.23 on the next page.

Despite the Chief Internal Examiners' and other lecturers' comments on the academic performance, the pass rate seemed to be very fine. Students from this college also pointed out that the performance of students was very good although they were struggling to find appropriate teaching and learning materials.

Table 5.23 Examination Analysis for College C from 2014-2016

2014

Classification	Male	Female	Total
Distinction	01	00	01
Merits	20	12	32
Credits	59	69	128
Passes	06	07	13
Referred	02	08	10
Failed	01	00	01

2015

Classification	Male	Female	Total
Distinction	01	00	01
Merits	47	17	64
Credits	174	222	396
Passes	17	27	44
Referred	21	47	68
Failed	04	03	07

2016

Classification	Male	F	T
Distinction	00	00	00
Merits	32	28	60
Credits	144	143	287
Passes	06	14	20
Referred	09	08	17
Failed	00	03	03

	Male	Female	Total			Male	Female	Total			Male	Female	Total
Deferred	00	03	03		Deferred	01	06	07		Deferred	00	00	00
Total	**90**	**98**	**188**		**Total**	**266**	**322**	**588**		**Total**	**191**	**196**	**387**

Overall Pass: 94%   **Overall Pass: 86%**   **Overall Pass: 95%**

Students attributed this good academic performance to students' seriousness and resourcefulness. One student recounts:

> Lack of learning materials cannot make us fail because as students we have been taught to be resourceful, to look for our own materials without depending on lecturers; and at college level, students are expected to exhibit maturity by being responsible for their learning.

The above statement was observed in students in the colleges who had notes from their friends from other colleges and took time to share these notes through group discussions which was very good. The Chief Internal Examiner from college D when asked about student performance also stated:

> Our students perform well in their exams but it is passing in quantity not quality. Most of them pass in Bs and Cs, and that is not what we need, we need quality. Few manage to get distinctions and merits. That compromises their performance.

Another lecturer from the same college went further and explained that "exams students pass, the pass rate has been very good, but quality training, we have been struggling. Development of students who can perform ably and are competent and skillful in teaching is questionable." His explanation was based on the type of environment he noted in colleges such as over enrollment, lack of teaching and learning resources, colleges' environment not being conducive for effective teaching. Table 5.24 below presents exam analysis of this college from 2013-20

Table 5.24 Examination Analysis for College D from 2013-2015

2013   **2014**   **2015**

Classification	Male	Female	Total		Classification	Male	Female	Total		Classification	Male	Female	Total
Distinction	00	01	01		Distinction	01	00	01		Distinction	05	01	06
Merits	08	18	26		Merits	15	42	47		Merits	160	235	395
Credits	16	179	195		Credits	27	207	228		Credits	100	292	392
Passes	01	54	55		Passes	03	21	24		Passes	02	13	15

144

Referred	01	67	68		Referred	01	44	45		Referred	00	11	11
Failed	01	09	10		Failed	00	06	06		Failed	03	03	06
Deferred	00	03	03		Deferred	00	02	02		Deferred	02	06	08
Total	27	331	358		Total	47	317	353		Total	272	561	833

Overall Pass: 77.3%   **Overall Pass: 85%**   **Overall Pass: 97%**

The analysis of these results illustrates that students were improving each year although they were facing challenges in scouting for appropriate learning materials and receiving their training in unbecoming situations. Table 5.25 below depicts the emerging themes from instructional leadership.

Table 5.25: Instructional Leadership Style and Conducive T/L Environment

Key Words	Near Theme	Emerging Theme
Passing through classroom periodically	No lesson observation	Poor quality assurance strategies
Insufficient and outdated resources	Provision of T/L learning materials not a priority	Infrequent provision ofT/L materials
Inadequate and poor infrastructure	Enrolment increased without increasing infrastructure	Insufficient and dilapidated infrastructure
Resourcefulness	Good and dedicated lecturers and students	Good academic performance of students

5.13 Adaptive and Contextual Leadership Style Appropriate for Colleges

The responses to the type of leadership suitable for Colleges of Education overwhelmingly indicated democratic leadership. Principals, directors, the majority of staff, and students felt democratic style were the most appropriate. A MoGE official contended:

> The appropriate one is democratic where a principal should not be seen as a boss but as a partner. He should be able to open up, to share the vision with members of staff so that when members understand the vision of their leader, they will be able to achieve maximum results for the institution.

Members of staff and students upheld democracy based on the understanding that modern leadership requires team work. According to the respondents, all need to take part in the running

of the institution in order to instill a sense of belonging and ownership. The tenets of democratic leadership that respondents expected to be adhered to for colleges to be well run include consistent consultation in decision-making processes, effective communication, inclusive participation through effective utilisation of committees and strong team work. Respondents said these should be well practiced and not compromised in any way.

However, some lecturers and students suggested that a combination of democratic and autocratic leadership style would be appropriate. It was clearly stated that to maintain standards and discipline, the two should be used side by side as the needs dictated. Their assertions corresponded with two administrators' line of thought that if they used democratic leadership style to run their institutions, they should use autocratic style on issues to do with principles and policies of the college. One principal said "on issues of policies, there is no negotiation and I don't need to consult or dialogue with staff." These responses justified the use of autocratic and democratic leadership.

Bearing in mind that colleges are institutions of learning, all categories of respondents favoured instructional leadership to be appropriate for colleges. It was categorically stated that principals needed to learn about instructional leadership style and use it more to maximise the academic performance of students. Administrators too had similar responses. One VP, when asked what he would prioritise if made principal, asserted: "If made principal, I would provide leadership that would improve teaching and learning, spend more time with lecturers to find means of improving the academic performance of students."

Some senior lecturers who had served the colleges for a long time, advocated for laissez-faire leadership which they said worked well, especially when the college had skilled and experienced staff. One respondent during a FGD asserted:

> Laissez-faire kind of leadership is taken to be negative. We had one principal who was a laissez-faire leader. He used to say 'me just tell me what you want' and what you wanted is what he responded to. He empowered all HoDs to be involved in students' affairs. He did not want to be involved with students. As HoDs, we also delegated our members of section more. I was under somebody and I was delegated more. I thought I was being over used but it prepared me for this work I am doing now as HoD.

This is one advantage of laissez-faire leadership style which some lecturers thought principals should put to good use. Nonetheless, the composition of lecturers in colleges where the majority

are young and less experienced as lecturers, as the academic staff profile illustrates, compromised the use of laissez-faire leadership in colleges.

From what has been discussed, it can be concluded that while respondents preferred democratic leadership as the most suitable style for colleges, they also acknowledged that this could be made more effective if it was used in tandem with autocratic and instructional leadership style. Doing so would render the style more effective and appropriate for college context. However, the findings of this study have revealed that the use of all leadership styles did not contribute to the creation of conducive teaching and learning environments. This implies that the combination of tenets of the four styles did not improve the poor to moderately teaching and learning environments. While the oscillating of leadership styles has been given credit in many researches as providing good leadership, which consequently, leads to good performance of institutions, it has not been so in creating conducive teaching and learning environments.

Principals' disposition for autocratic leadership has led to their failure to effectively utilise other styles to improve the teaching and learning environments in their respective colleges. This shows that the practices and behaviour of principals have failed to fit in democratic, laissez-faire and instructional leadership styles implying that they have not been very effective for the Zambian context in general and Colleges of Education in particular. This finding required principals to adopt other leadership styles to ameliorate the current teaching and learning environments prevailing in their institutions. What has come out of the study, notwithstanding, a hybrid leadership style, which involves blending masculinity and femininity traits in ones' leadership would be a suitable contextual and adaptive leadership style for Colleges of Education.

Since colleges have both male and female subordinates, it is imperative that both autocratic (masculinity) and democratic (femininity) are embraced and used at appropriate times and situations to address challenges of leadership existing in Colleges of Education. The Hybrid leadership style looks at the behaviour and attitude of subordinates. Some shortcomings exhibited by principals come from the behaviour and attitude of subordinates. By studying and embracing the hybrid leadership style, principals are likely to change some situations which have affected the creation of a conducive teaching and learning environment. One principal intimated that she chose to work with few lecturers because others did not show interest and always demanded payment for whatever extra work they did in the college. Such kind of behaviour and attitude influenced

principals to practice selective involvement. By studying and applying what is involved in the hybrid leadership style, some of the identified challenges would easily be sorted out and college leadership would improve.

5.14 Summary

The chapter has endeavoured to highlight responses to the research questions. The findings have illuminated the teaching and learning environments found in selected colleges. They (findings) have shed light on the predominant leadership style and how leadership styles are connected to the creation of conducive teaching and learning environments. The findings have helped in understanding how the four leadership styles; that is autocratic, democratic, laissez-faire and instructional, contribute to the creation of conducive teaching and learning environments in Colleges of Education. Finally, the chapter wraps up with discussing the adaptive and contextual leadership framework for Colleges of Education in Zambia.

CHAPTER SIX: DISCUSSION OF FINDINGS

6.1 Overview

This chapter discusses the findings of the study which examined the four leadership styles with regard to how the styles influenced the creation of conducive teaching and learning environments in selected Colleges of Education in Zambia. The discussion was done according to research questions and themes which emerged from the data collected.

6.2 Demographic Characteristics

Some of the demographic characteristics presented in the previous chapter in Table 5.1or academic staff when correlated with the creation of a conducive teaching and learning environment showed

that they had no statistical correlation hence, do not contribute to the creation of a conducive teaching and learning environment.

6.3 Dichotomy of Private and Government Colleges

The findings on the status of the college showed that there is little or no dichotomy existing. The research had revealed that being government or private had no significance to the creation of a conducive teaching and learning environment. The responses on the question of which college between government and private had conducive teaching and learning environment all revealed that none of the two categories of colleges had conducive working environments. The question on the type of leadership being used to run colleges, and the predominant leadership style all produced same responses for both types of colleges. Respondents from both categories of colleges indicated that their principals used the same leadership styles. Thus, the Pearson Chi-square of 1.5155^a and $p = 0.679$ suggested that there was no statistically significant relationship between being a private or government college and creation of conducive teaching and learning environment. Both types of colleges were using the same leadership styles and had built the same poor to moderate teaching and learning environments. This finding implied that the status of the college does not contribute to the creation of a conducive environment, what matters is the type of leadership chosen and how tenets of the chosen leadership style are applied. This finding ruled out the apathy people have had about private colleges. It is widely believed that private colleges are not doing well in terms of training teachers and have been accredited for producing poorly trained teachers. The assumption has been that they recruit students with poor results, have less qualified lecturers and are being manned by less qualified administrators.

The findings in this study have proven that the private colleges are getting closer to government college standards. In terms of having less qualified students, it was noted and reported that the government officials inspect and ensure that private college trainees meet the minimum standard qualifications set by the government, and this was being adhered to. On less qualified lecturers, it was found that most retired lecturers from government colleges have flooded these colleges. This, in fact, implied that private colleges were having the most experienced lecturers than government colleges, which had recruited the majority of newly graduated lecturers. This scenario had even improved their academic performance as noted from the results of the same examination they sat with government colleges under the new curriculum framework. The results were at par with

government colleges. The qualifications of lecturers were the same and where they had diploma holders, they were those with a lot of experience in teaching and only in subjects such as woodwork where degree holders are scarce to find. Their administrators were also degree and masters' holders. The continuous monitoring of government officials in these colleges was bringing them closer to government level and expectations. Thus, in this study, the dichotomy was not much hence, the situation of finding similar occurrences in both colleges and similar poor to moderate environments existing in the two types of colleges.

6.4 Leadership Framework Model

Figure 6.1 below presents the leadership model developed in this study as an innovation to the study and proposal to the many challenges of leadership noted in this study. The framework is based on key issues that emerged from the study. These among others include inconsistence consultation, cultural influence, and bad relationship of staff with top management, poor communication patterns, poor team building and infrequent provision of teaching and learning resources. In response to these issues, a framework has been developed as presented below to address the issues highlighted in the study.
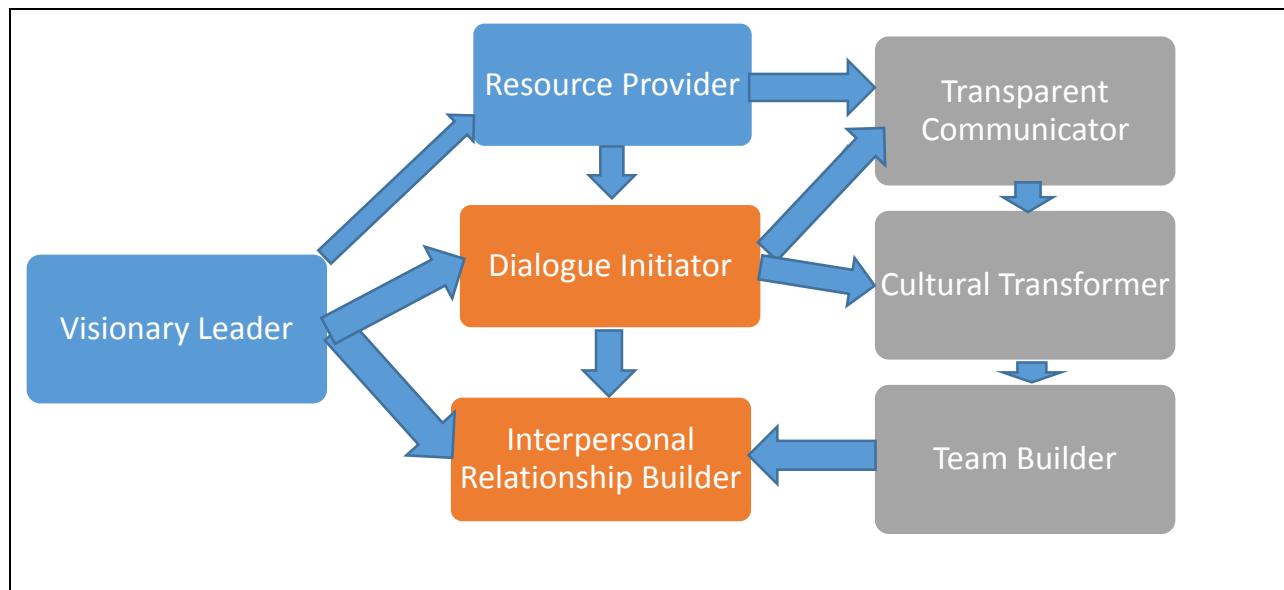
Figure 6.1 VDCITTR Leadership Framework

The name of the framework is derived from the first letter of each element appearing in the framework. Below is the explanation of the elements of this framework.

Visionary Leader: Principals must be focused in fulfilling college visions, goals and objectives. They must work to move the institutions forward in various aspects of college life. They ought to prioritise physical presence and fair delegation.

Dialogue Initiator: This involves principals consistently consulting subordinates before major decision-making. They must be able to accept progressive inputs and walk the talk. They must try as much as possible to involve staff and students in the running of the institution by utilising the established college structures.

Cultural Transformer: Principals must be able to change culture that leads to under development of colleges. The masculinity, femininity and college cultures must only be adapted when working for the good of the institution. 'I am- in-charge' and 'I-know-it-all' cultures need to be transformed to make colleges good places for collaboration.

Interpersonal Relationship Builder: Principals must maintain good relationship with all stakeholders in the institution. They must try to minimise selective involvement, favouritism, divisions, threats and punishment. They need to lead with vulnerability by accepting that they too are vulnerable and bound to make mistakes. They must learn to celebrate differences by accepting different ideas, opinions, characters and work habits different from theirs and show positive emotions to followers. They must understand that each subordinate is broken and being broken every day thus, they must show empathy and support when needed. Above all, they must be people-oriented.

Team Builders: Principals must practice inclusive involvement; make use of subordinates' talents and competencies in appropriate situations to motivate them. They must be concerned with professional growth of staff, and demonstrate flexibility by eliminating the concept of 'one size fits all.'

Resource Provider: The principals should always ensure that the institution is provided with the most needed resources in form of human, finance and material for the smooth running of the institutions. The resources must be made available to right people and at the appropriate time.

The findings of the study have revealed gaps which dominated leadership provided in Colleges of Education in Zambia. The VDITTR framework suggested in this study seems to be an answer to the challenges colleges are experiencing. The gaps identified among others include lack of visionary leaders who in their leadership focus on the set vision, mission, goals and objectives of an institution and who allow to be guided by the vision in their operations in the institution. Colleges, it has been found in this study, have challenges in consistently consulting appropriate stakeholders when making decisions and running the affairs of the institution. It has become apparent that principals from time to time fail to put to good use input from subordinates except those coming from members of the inner circle. This situation limits the good and progressive ideas to take colleges to greater heights. Thus, in this way, principals need to be dialogue initiators.

The findings have also shown that college leaders as members of society are influenced by societal culture that influences them in how they think, feel and act as well as their beliefs and values, which have repercussions on which leadership style to adopt. College culture also influences them on how to handle material, human and financial resources. The two cultures somehow influence principals' operations and undermine the outcome of their operations. Thus, principals need to be cultural transformers as a panacea to this challenge. They need to assess which part of culture need to be transformed to make colleges conducive environments for resplendent teaching and learning. Society cultures which socialise men to be independent leaders, decision makers without considering other peoples' ideas in the group need to be transformed in shared leadership which accommodates other peoples' input. College culture that empowers leaders to be sole decision makers even if females, that enable leaders to practice selective communication also need to be adjusted to meet the needs of the institution. Female socialisation allows female leaders to be collaborative, to connect with the needs of the group and communicate openly. However, leadership from the Zambian perspective seems to be more autocratic, where the use of power, giving instructions and directives whether male or female represents leadership. This notion has empowered female leaders to be running institutions with an iron hand (Putri, 2011). Sharing of leadership through delegation or shared responsibility is considered a sign of weakness. Nsubuga (2008) argues that distributing powers does not make leaders weak but instead makes them become stronger as the institution they lead excels in performance. In the interest of making CoE conducive T/L environments, the above discussed practices need to be transformed to fit in what is expected of Colleges of Education.

Feminine socialisation has inculcated in females the spirit of maintaining interpersonal relationship. It has permitted them to be builders of good relationship wherever they are and communicate freely with everyone. But institutional culture has socialised both male and female leaders to be selective in who they work with, as it has been found in this study, to practice favouritism and to use divide and rule to satisfy their interests. This element needs to be rooted out to make principals interpersonal relationship builder, to learn to embrace every member of the college for conducive teaching and learning environment to be created.

Communication holds people together (Kulbur, 2011). Principals as leaders are expected to be good communicators. The research has revealed that this element of leadership is not being used as expected. There is selective communication which does not foster unity in the institutions and thus, result in divisions. So principals, to uphold conducive teaching and learning environments need to be transparent communicators. They must communicate freely to members of the college community at the right time and to the right people. The practice of lecturers getting information from support staff or students as it has come out in this study must be controlled.

This research has revealed that team building in colleges understudy has been problematic. Principals' practice of selective involvement, dividing the college in camps with one group supporting the principal and another group the vice has compromised team building and team spirit expected to prevail in the college. These practices are retrogressive in working as teams. Principals must be team builders and must work towards bridging the gap and bringing all members of the college community together by practicing open door policy and involving all in college activities.

Colleges as institutions of learning must uphold the standard of teaching and learning through provision of resources such as human, finance and material to enable all concerned to work in a conducive environment. The lack of resources in colleges, as it has been established in this study, hampers effective teaching and learning and works against expected standards of institutions of learning. Principals must be resource providers to meet the requirements of institutions of learning. They must make human resource available at the right time and for the right courses, they must ensure that financial resources are available to meet the ever growing needs of their institutions. They must also ensure that T/L materials are available for teacher educators and students. The above elements of proposed leadership framework give a synopsis of what was found to be affecting leadership in colleges and the framework suggests what should be put in place to improve

the current leadership prevailing in colleges. The next section discusses the findings of the study according to research objectives and questions through themes that emerged from the findings.

6.5. Conducive Teaching and Learning Environment Existing in Colleges

Conducive environment as earlier alluded to demystify a free, friendly and responsive atmosphere which accommodates all characters and gives them room to grow and work accordingly. The examination of how college communities described the environment in which they worked illuminated adversative responses. Figure 5.1 in the previous chapter presents a synopsis of the responses to this phenomenon. From responses of the study, two themes emerged as discussed below.

6.5.1 Poor Physical Environment

The description of poor environment by three quarters of the respondents meant the atmosphere was not satisfying to the majority. It shows there were a lot of things members disliked. One such thing was the poor physical environment of all colleges. Respondents in all colleges admitted that the physical environments of their institutions were not conducive for teacher education. Many complained of bad infrastructure which they described as being inadequate, in some cases dilapidated, and wrongly positioned near noise places which disturbed the learning process from time to time. The positioning of the college near railway line and the mine disturbed the learning process during the operations of the two. The congested classrooms registered in the other three colleges due to over enrolment and small size of the premise also made colleges not conducive for teaching and learning. The congested computer, science and technology laboratories as well as poorly stocked libraries overshadowed the conducive environment staff and students expected in their institutions. On the other hand, the sufficient classroom space found in college A did not make any difference because rooms were not comfortable, and the college having started from an old workshop lacks other rooms necessary for teacher training. The place had no computer laboratory, science lab was not there but the college was using mobile laboratory, with no technology studies workshop, and a small library among other things.

From the above explanation, it can be argued that while physical environment does not make good colleges as 21st century indicated, that the structures of an institution do not make a school,

common sense suggests that the qualities of where one learns affect the quality of learning. This implies that the poor physical infrastructure affects how students learn in these institutions and this has an impact on their academic performance. Figure 5.1 in the previous chapter presents staff and students' description of the type of environment existing in the colleges. The figure shows that students and teacher educators described the environment to be poor to moderate. The description meant that a good number of both students and lecturers were frustrated and demotivated with the physical environment they worked in. The non-availability of many things as well as the insufficient infrastructure did not give them the morale to work as expected, which added to their frustration and contributed to creation of non-conducive environment to facilitate progressive teaching and learning.

6.5.2 Poor Working Culture

The leadership exhibited by principals had to a greater extent contributed to the type of environment existing in the colleges. The behaviour, practices, skills of management have serious repercussions on the environment created in these institutions. Many researchers (Oyetunji, 2006; Nsubuga, 2008; Nyeri, 2015) have pointed out that an institution's leader shapes the environment that exists in an institution. They do this through applying a particular leadership style as already alluded to. This research converges with the findings of Oyetunji (2006) and Nyeri (2015) who indicated that the institutions' working environment was not good enough to accelerate institutional performance.

The working climate or atmosphere prevailing in an institution speaks for itself the kind of teaching and learning environment prevailing in a particular institution and suggests the working relationship existing in it. It is unlikely to find very good results coming out of an environment that is marred with sour relationships between administrators and their subordinates. Nyeri (2015) clearly states that the creation of good institutional working environment starts with the principal and is reflected in his or her relationship with one's staff. The division existing in colleges between principal and vice and top management with staff affects the creation of a conducive working environment. The idea of having in an institution one group aligning itself with the principal and another with the vice while others are left hanging in the air, destabilises the unity of purpose expected to prevail in institutions of learning and thus, expedite the creation of non-conducive working environment that has negative impact on teaching and learning. The situation promotes

poor working culture that ruins good interpersonal relationship and leads to poor to moderate teaching and learning environment as presented in Figure5.1 in the previous chapter which demonstrates that both private and government colleges had poor to moderate environments that do not nurture effective teaching and learning in institutions of learning.

6.6 Predominant Leadership Style Used in Colleges of Education

Figure 5.2 in the previous chapter indicated that principals from both categories, that is, private and government colleges predominantly used autocratic leadership style, little democratic and very little laissez-faire and instructional leadership styles. Respondents in various colleges singled out autocratic leadership style as the most outstanding leadership style in the principals' administration of the affairs of the institution. This style of leadership is characterised by lack or very little dialogue before making decisions, unilateral decision-making, use of threats and punishment, power centralisation in the hands of the leader and concern for accomplishment of tasks given but not about the people tasked to do the work. Principals were reported to be practicing some, if not all these tenets in their day-to-day running of their institutions. Using these tenets, it appeared, enabled them to achieve their goals the way they wanted to without interference. It also accelerated work. By using this style, which does not tolerate team work, principals confirm the notion that colleges are theirs. Hence, Macbeath and Mysers (2008) intimate:

> All too often, the place called the school is seen by the head teacher (principal) as 'theirs' and it bears their imprint. It is common place for heads to refer to 'my school' and 'my staff.' This is a literal expression of how they see themselves in relation to the school.

When principals are influenced by such notions, then their preferred leadership style is autocratic. They use this style even when they know that it does not bring about effective administration of the institution. For private colleges, it is obvious that this style is common because the institution is owned by an individual(s). In government colleges, which are public institutions, funded by public money, autocratic leadership is not expected because powers to run these institutions are meant to be shared. However, as Westhuizen (1995) puts it, whether government or privately owned, autocratic leadership will never disappear completely because situations arise in institutions where no other leadership style would be appropriate to use except autocratic. This justifies the use of autocratic leadership style.

As statistics and Pearson chi-square (2 tailed) indicate in Table 5.2 in the previous chapter, this style had contributed to colleges having poor to moderate teaching and learning environments which is not very good for institutions of learning as Oyetunji (2006) and Nyeri (2015) highlighted in their studies, which converged with the findings of this study. When used sparingly, autocratic leadership style can be an effective style but using it often thwarts the progress and good performance of the institution as well as the creation of a conducive teaching and learning environment. This is underpinned by Nyeri (2015) who posits that autocratic leadership style may be effective in other areas of management, but has a negative influence on positive school environment as educators have no say on how they should perform their work. These assertions corroborate autocracy's negative influence on the creation of a conducive teaching and learning environment as this study has established.

6.7 The Correlation of Leadership Styles and Conducive T/L Environment

The discussion and literature reviewed throughout have shown that leadership adopted in a particular context is responsible for the operations of that institution. This is based on assumption that leadership embraced in an institution determines the academic outcome of that institution. The cross-tabulation of leadership and the creation of a conducive teaching and learning environment illuminated positive correlation. Table 5.2 in the previous chapter presents the results of Pearson Chi-square value of p= 0.02 when 0.05 is set as the alpha level of confidence, showing that there is a significant relationship between the independent variable (Leadership styles) and the depended variable (conducive teaching and learning environment). The relationship comes in because whatever happens in the colleges has leadership implications. The principal, as the head of the institution, drives the activities of the institution. This he or she does through the use of a particular leadership style as already pointed out. The way the principal applies the tenets of the chosen leadership style determines the atmosphere, climate or environment that exists in the institution. The style of leadership the principal adopts will influence the operations of the institution either positively or negatively and this influence has the capacity to affect members of the college community positively or negatively.

This discussion is what has linked leadership style(s) to conducive teaching and learning environment. When a good style is chosen and well utilised, it leads to the creation of a conducive teaching and learning environment, but when a bad style is chosen for a wrong context, it results

in the creation of a poor teaching and learning environment (Nsubuga, 2008). Hence, the effective use of leadership styles adopted, corroborated with good management skills, appropriate professional behaviour, contribute to the creation of a conducive teaching and learning environment. The results of the Pearson Chi-square show that leadership style and conducive environment influence each other. Thus, the creation of a conducive teaching and learning environment is reliant on the leadership style adopted although some other contextual factors may influence the creation of a conducive teaching and learning environment. However, it is not the intention of this study to discuss these factors.

6.8. Autocratic Leadership and Conducive Teaching and Learning Environment

Most of the variables under autocratic leadership when cross-tabulated with friendly atmosphere and collaboration as presented in Table 5.3 which represented conducive environment have their p-values above 0.05 set as the alpha level of confidence. This entails that there is no correlation between the independent variable (autocratic leadership style) and dependent variable (conducive teaching and learning environment). This finding confirmed that autocratic leadership used in colleges does not lead to the creation of a conducive teaching and learning environment instead, it contributes to the creation of poor to moderate kind of environment which does not support effective teaching and learning in colleges. This could be attributed to the way autocratic leaders used tenets of this leadership style. The study evolved the following themes which have repercussions on the creation of conducive teaching and learning environments.

6.8.1 Principals' Bad Interpersonal Relationship with Subordinates

The analysis of the above variable revealed that the principals' interaction with subordinates and interpersonal relationship has not been cordial thus, failing to create a conducive teaching and learning environment. The way a principal interacts with his or her subordinates determines the environment that would exist in the college. Responses from participants in qualitative data revealed that principals' interaction with their subordinates was not good thus, leading to bad relationships with their subordinates. The bad relationship had been derived from the principals' habit of using favouritism where some members were well accommodated in the principals' life, and allowed to participate in decision-making even when not members of the middle management team. This favoured group was reported to have been given more privileges such as attending

workshops more than other members of the college, and receiving awards even when they did not deserve them. These actions, it was observed, had negatively affected those outside the inner circle who were always noticed to be complaining about a lot of things in the institution, a situation that influenced how they interacted with the top management. Gadot (2007) nonetheless, advices that a balanced relationship between leaders and members as well as fair treatment of individuals are very essential.

The analysis of quantitative data indicated that this kind of behaviour defeats the creation of a conducive teaching and learning environment. The Pearson Chi-square of 22.432^a and p-value of 0.130 against 0.05 set as significant level indicated that the variable is statistically insignificant to contribute to the creation of a conducive teaching and learning environment most needed in institutions of learning. The p-value of 0.130 denotes that there is no correlation between conducive environment and interpersonal relationship of principals with their subordinates. It means that the way the variable is applied cannot help to create a conducive teaching and learning environment in the colleges understudy. This is based on understanding that bad relationship with subordinates works against creation of conducive working environment. Bad relationships destroy the collaboration, networking, and co-operation on which conducive environment anchors. The favoured ones were observed to be frequenting the principals' offices, the action which raised suspicion that such members were reporting on others. Some students were also deployed to be doing the same. Their reports, it seems induced the principals to have grudges against certain subordinates. The grudges escalated whenever concerned subordinates tried to oppose or give divergent views from the principals' during staff briefings. This situation continued to make the relationship of the principal and such lecturers sour for a long time. This kind of behaviour cannot contribute to the creation of a conducive teaching and learning environment.

Moreover, the grudges manifested in mistreating such lecturers by ignoring them in many college programmes, not sending them for workshops even when they deserved it, and not accepting their views or inputs even when their ideas were progressive. All these were reported and noted to be happening just to frustrate these lecturers. Such treatment, it was observed, raised tensions and bad working relationship all of which are ingredients for non-conducive working environment which does not support effective teaching and learning. During the mass transfers of lecturers that took place in government colleges in 2016, which were instigated by principals, some of such lecturers,

it was reported and observed, and who were not in good books with principals were surrendered to the Ministry of Education for redeployment to other colleges as punishment for their bad relationship with their principals. In private colleges, those seen to be threats to the administration after some caution, are normally dismissed by having their contracts terminated, sometimes prematurely. Bourgeois (2003) however, argues that treating every person in the group the same is a recipe for organisation disaster. This simply means expecting people to be the same and behave in the same way in an institution is not possible hence, leaders must embrace the differences.

The Pearson Chi-square assessment and p-value of 0.130 which is above 0.05 proves that bad interpersonal relationship cannot facilitate for the creation of a conducive teaching and learning environment. Conducive environment is grounded in good networking, collaboration and good relationship among others. The failure to sustain these in the learning institutions makes the variable statistically insignificant to contribute to the effective creation of a conducive teaching and learning environment. The situation where some feel sidelined, hated, and over-victimised while others are celebrating, compromises the good neighbourliness and co-existence expected to exist in Colleges of Education for conducive teaching and learning environment to exist. Umara et al., (2014), also opine that maintenance of cordial relationships between leaders and subordinates is one of the important factors that facilitate high levels of subordinates' performance. This must be well maintained for effective teaching and learning environment to be maintained at all the times.

6.8.2 Inconsistent Staff Consultation in Decision-Making

The investigation on this tenet brought to light that principals in running of institutions rarely consulted staff and students when making decisions. As presented in Table 5.5 in the previous chapter, the Pearson Chi-square of 22.432[a] and p-value of 0.173 when correlation is significant at 0.05 indicated that this tenet had no significant relationship to the creation of a conducive teaching and learning environment. The statement implied that the variable is statistically insignificant hence, cannot lead to the creation of a conducive teaching and learning environment. Students and lecturers in both categories of colleges disagreed that this tenet was well utilised. Teacher trainers in qualitative data lamented the intermittent consultations by their principals. It was asserted that sometimes, consultation was made although suggestions were often not implemented. At other times, consultation was not done; people only see things or projects being carried out. To a small

extent, consultation according to respondents was conducted to a small group of trusted lecturers, even when they were not in the management team; which is the body mandated to make policies and decisions in the colleges. This practice denotes that the correlation of autocratic leadership leads to creation of non-conducive teaching and learning environments as supported by both qualitative and quantitative data.

By consigning staff and students to the fringes in the decisions made, principals undermined creative, innovative and progressive ideas that might come from subordinates. Those bereft ideas and creativity, if exploited might lead to effective administration of colleges and creation of a conducive teaching and learning environment. When other stakeholders' ideas are ignored in decision-making, only one person's ideas will be used, which in some cases, might be deficient to meet the expected standard. As the saying goes, "Two ideas are better than one." Thus, the need to consult when important decisions are made cannot be over emphasised. Nsubuga (2008) posits that learning institutions are composed of intelligent people whose ideas are critical in the day-to-day running of the institutions. However, when untapped, these intelligent people's ideas go to waste. Chepkong et al., (2015) also state that an institution becomes effective when those affected by the organisations' decisions are fully involved in the decision-making process. The non-involvement of staff and students in decision-making, as reported in qualitative and quantitative data, robs them of the sense of belonging and ownership of the college's undertakings and thus, leads them to lose initiative and morale in work, which finally, degenerates into poor productivity. Besides, the scenario causes staff to become unaccountable for their work, a situation which will hinder improvement of teaching and learning environment in the institutions.

The non-involvement of the majority of stakeholders in decisions made and activities carried out divides the college into camps, which negatively inhibits the progress of the institution. Even when projects or programmes carried out are progressive, as long as they do not have the blessings of the majority, they may be rendered fruitless. Staff tends to accept willingly decisions they have participated in making and eagerly implement them effectively. But, when things are always imposed on them, it becomes difficult to feel obliged to carry them out wholeheartedly. Oyetunji (2006) contends that the traditional approach to leadership that always expect, the top management to make decisions and staff to carry them out is outdated and not always the best. Other peoples' input is also needed and very cardinal to the success of an institution. Moreover, lack of

consultation or dialogue has made colleges to remain stagnant in many areas where the principal may be ineffective. But if the principal consults others who may be good and effective in areas he or she is deficient, their ideas would enhance progress in the institution. The know-it-all attitude as described in Section 3.6.6 in Chapter Three under diminisher leadership style, affects institutional progress. It is apparent that leaders always want recognition for whatever they do, yet whatever is done by staff is done in the name of the principal and always attributed to the principal. So, inconsistent dialogue or consultation robs the college of good and conducive working environments that contribute to effective teaching and learning in the college set up.

6.8.3 Sporadic Involvement in College Activities

The examination of how subordinates participate in the running of the institution illuminated the fact that their participation was minimal. The investigation on how principals encouraged participation of staff and students produced responses in the negative. This was conspicuous in ineffective utilisation of established college structures and committees. The ineffective use of college established structures when correlated with friendly atmosphere illuminated Pearson Chi-square of 13.877[a] and p-value of 0.608 which is above 0.05 set as level of confidence. This result demystifies the variable as being statistically insignificant to the creation of a conducive teaching and learning environment. The ineffective use of established college structures in preference to few loyalists disadvantaged members of established structures and undermined their roles in their respective colleges. The situation frustrates and discourages them, thereby, disconnecting them from the college leadership. Bhatti et al., (2012) enunciate that lack of connectedness breeds loneliness, low self-esteem, isolation, low achievement, low motivation and productivity. These affect the creation of a conducive working environment.

The sidelining of people like Vice-Principal (VP), who is supposed to be the chief advisor to the principal, and Heads of Departments (HoDs) who link members of their departments to the administration makes the working environment unfavourable to those officers who feel sidelined and this scenario fits in Fielders' contingency theory. These officers will never feel free to offer services to the institution wholeheartedly. Even when the principal would later want to involve them, they would not be willing to take part. By favouring junior officers at the expense of their supervisors, the principal creates enmity between them, and mainly, between the VP and the registrar, and the HoDs and their subordinates as it was observed and reported. This makes

supervision of these officers by their immediate supervisors difficult. In addition, such junior officers who spend so much of their time with the administrators would have little or no time at all to teach as they become pseudo administrators. These so called loyalists, as it was reported, in qualitative data, were assigned to be watching on others, thereby creating mistrust in the institution.

Similarly, student leadership in all colleges seemed not to participate fully in the running of the colleges. It appeared most of the times, the student leadership bodies were being sidelined when the college administration was making decisions affecting the student populace. This action had been a source of dissatisfaction for the student leadership and segregation from involvement in the running of the institutions. Nsubuga (2008) opines that students, whose input in programmes of academic achievements is of paramount importance, are the centre of concern in institutions of learning. Hence, by not consistently involving them in decision-making on issues concerning them, they are denied a voice in the running of the institution which negatively contributes to creating non-conducive teaching and learning environments.

Teacher trainers and principals in the qualitative data affirmed that lecturers participated in the running of the institutions through committees. It was clearly stated that every member of the college community was assigned to a committee or committees. In theory, this was done but the functioning of these committees was devoid of many members' involvement in the running of their institutions. Ineffective utilisation of committees by principals, as it was observed, who tend to ignore decisions and activities of the committees, deprived both support and the academic staff the chances of participating in the running of their institutions. Most committees, it was noted and reported, were just on paper. In private colleges, most committees were headed by members of management teams that included the VP, registrar and in some cases, the principal himself or the director such that when decisions were made, they were not implemented and this frustrated members of the committees. In some cases, decisions were made by the administrators, and then members were just informed without considering their input. In such situations, ordinary lecturers' participation in the running of the institution was minimal which affected the cooperation and oneness expected to exist in institutions of learning for successful operations.

In government colleges, headship of committees was not only restricted to HoDs, registrars or VP but was well distributed. Ordinary lecturers who were not members of the management committee, who had expertise in certain areas, were appointed to lead committees. However, the functionality

of these committees was disappointing, as it was observed that only a few were functioning. Many of these committees were merely on paper and sometimes, their functions were hijacked by the administration whenever they felt like. This scenario in both categories of colleges had created a "they and us" notion, and a gap between the administration and other stakeholders of the institution. The gap had extended to students as well. The notion of the "they and us" restricts how much members can participate in what is taking place in the institution. It is this feeling that had perpetuated lack of interest in some members to participate in any activity taking place in their colleges apart from teaching. This attitude affected the atmosphere existing in the colleges to enhance effective teaching and learning.

Kulbur (1996) contended that members of staff participate in administration of their institutions through staff meetings and various committees whereas students have a share through the student councils and other societies and clubs. This research revealed that there were infrequent staff meetings taking place in colleges against the regulations of running learning institutions. Kochhar (2011) suggests that in institutions of learning, there should be frequent meetings of the whole staff, where there should be full and frank discussion and two-way traffic communication of ideas on all matters pertaining to the welfare of the institution. However, the infrequent staff meetings taking place in colleges undermined ordinary lecturers' participation in college administration and denied them voices over what was taking place. Staff meetings provide opportunities for all lecturers to speak on what is happening in the institution, find out about a lot of things affecting them and making suggestions on how best to run the institution. Perhaps it is this challenge of being questioned that principals do not like and which makes them to evade such meetings.

The use of the autocratic leadership style has made lecturers at lower management to hate these meetings, it was said. This is because a good number felt the meetings had lost direction and had become forums for giving directives. This, they said, discouraged them from pushing for meetings. One lecturer complained that in the meeting, if one asked why certain things were happening in a certain way, they were strongly reprimanded and after the meeting, summoned for serious warning. The practice has made the environment for participation unfriendly hence, the "they and us" notion. Lecturers feel the institution belongs to the principal and members of his or her inner circle. This situation precludes a good number of staff from taking part in the running of the institution

and is unlikely to contribute to the creation of conducive teaching and learning environments in the colleges understudy.

What has been discussed shows that autocratic leadership style largely contributes to the creation of a non-conducive teaching and learning environment, while to a lesser extent, contributes to the creation of a conducive teaching and learning environment thus, the ultimate description of it creating poor to moderate teaching and learning environment. This finding converged with Oyetunji (2006) study whose findings revealed that leadership used in an institution contributes greatly to the type of climate created which too will determine the performance of subordinates in that institution.

6.9 Democratic Leadership Style and Conducive Teaching and Learning Environment

The finding presented in the previous chapter indicates that democratic leadership led to the creation of poor to moderate teaching and learning environment. This was arrived at after examining the variables that led to the emergency of the following themes.

6.9.1 Unfair Delegation of Duties

Delegation of responsibility is the transfer of formal authority from the superior to the subordinates. The examination of how principals applied the principle of delegation as one tenet of democratic leadership indicated that this was done but restricted to the same lecturers. Delegation is a very important element of democratic leadership. A leader who delegates responsibility empowers the subordinate to act on his or her behalf (Thungu et al., 2012). He or she also inculcates a sense of responsibility, ownership, accountability, team spirit and efficiency in the subordinates (Bauleni, 2005). Besides, it gives the leader more time to concentrate on other important tasks for the institution. Most importantly, delegation trains the subordinates into leadership roles. This is so because contemporary leadership is supposed to be shared, not restricted to one person (Kakanda, 2013). By being selective in delegating, the principal is working against the purpose of delegation which disturbs the collaboration expected to exist in the colleges in order for a conducive environment to exist.

The qualitative data and Pearson Chi-square results where the p-value is 0.354 which is above 0.05 significant level points out that unfair delegation is statistically insignificant to create conducive

teaching and learning environments. It significantly demonstrates that delegation used in this way does not correlate with the creation of a conducive teaching and learning environment. The use of delegation in this manner perpetuates division in the institution between those being delegated and the ones not delegated. Division in an institution works against conducive working environment. The restricted delegation observed in the colleges of study has negative repercussions on collaboration, co-operation and good relationship which are tenets of conducive working environment. By being selective in delegation, principals are practicing the principle of 'divide and rule' where they surround themselves with a small group (the so called members of inner circle) while sidelining and ignoring others who are relegated outside the ring. These are ignored in many college activities. By acting in this way, as it has been reported and observed, principals fail to create a conducive teaching and learning environment but instead create an unfavourable atmosphere for members of the college community, which does not make them excel in their work. This failure to create a conducive environment confirms the Pearson assessment of unfair delegation which results in poor outcomes. The p-value of 0.354 corresponds with qualitative data to indicate that unfair delegation used in the way it has been described cannot help to create conducive teaching and learning environment as it lacks what is needed to create conducive teaching and learning environment in the colleges understudy. Furthermore, extensive interrogation on the variable revealed that delegation of duties sometimes, was not done to the most competent but the least competent provided they were in good books with the principal. The observation of construction work done in one government college by people who had no knowledge of construction, but who were assigned to do so by the principal, because of good relationship, produced work of low quality. This situation inhibited the purpose of delegation.

The practice of always delegating functions to the same people frustrated others especially when they realised that those most considered for delegation had weaknesses in their operations, making those sidelined not to identify themselves, with either the principal or the institution. In situations where the delegated failed to apply themselves well, others not delegated did not move in to help. This scenario might cause the sidelined ones to lose a sense of belonging and ownership of college programmes and has effects on how they (sidelined subordinates) perform their duties, which often influences the efficiency and effectiveness of the college activities negatively. In the end, the purpose of the institution to produce well trained teachers suffers. Suffice to say that the delegation of duties to a select few hampers unity of purpose and cohesiveness needed for effective running

of the institution. This variable, therefore, reveals that the way delegation was exercised negatively contributed to the creation of a conducive teaching and learning environment. Thus, the selective delegation has been a hindrance to proper democratic leadership, which has a bearing on promotion of conducive teaching and learning environments in colleges understudy.

6.9.2 Poor Team Building

Team building is also one of the elements which anchor democratic leadership. This tenet works to bring members together through inclusive decision-making, effective communication and dialogue. As members work together, they improve the performance of an institution through sharing ideas, which brings about innovation and creativity. However, the Pearson Chi-square test and its p-value of 0.088 indicate that the variable is statistically insignificant to contribute positively to the creation of a conducive teaching and learning environment under democratic leadership. The p-value also depicts that there is no correlation between team building and the creation of a conducive teaching and learning environment. The qualitative data collected and analysed in this study have revealed that principals have failed to build teams in their institutions because of some practices they employ in their operations, which work against team building. The selective involvement, favouritism and division practiced, as it was reported and observed, inhibited the creation of a conducive teaching and learning environment. The division observed and reported in both categories of colleges had the capacity to undermine the creation of a conducive teaching and learning environment. The division indisposes both lecturers and students from working together for the common good and thwarts talents that could be tapped for the benefit of the institution. Principals, according to multiplier leadership style discussed in Section 3.6.5 in Chapter Three are expected to be talent magnets, to identify talents in lecturers and put them to good use.

The inability by the principals to positively utilise talents and bring all stakeholders to work together influences the creation of a conducive teaching and learning environment negatively and dovetailed with Pearson assessment and p-value of 0.088 which entails that lack of team building cannot contribute to the creation of a conducive teaching and learning environment. Mwamba (2015) opines that while a single person in the name of the leader can transform an institution, no one person can enforce change and maintain excellence without shared leadership of colleagues. This statement denotes that team building is very necessary for an institution to perform well. The

habit of selecting some staff to participate in the running of the institution to the exclusion of others stagnates the development of the institutions in various ways. The few involved might not be the only intelligent or gifted people to take the institution to greater heights. In most cases the few selected are those with serious deficiencies in their work but who hide in being loyal to the administration so that their defects are not noticed. These individuals try to be extra good to rally the principals' support and defense. Thus, reliance of principals on such kind of people destroys the spirit of creating a conducive teaching and learning environment in an institution as their actions disrupt collaboration and good networking expected to exist where democratic leadership style is used. This lack of team work fits in Fiedler's contingency theory where leader-member relationship is bad; leading to an unfavourable situation in the institution which ruins the working environment and good performance of the institution in various aspects of college life.

6.9.3 Job Dissatisfaction of Staff

Democratic leadership is always linked to job satisfaction of subordinates. Studies conducted (Vrgovic & Pavlovic, 2014; Smith, 2016; Nyenyembe et al., 2016) have revealed that wherever democratic leadership has existed, it leads to job satisfaction of the subordinates. Vrgovic and Pavlovic (2014) opine that job satisfaction is key to improving the quality and performance of an organisation. When people are satisfied in their work, when they feel fulfilled and contended, they tend to put in the best in their work. People get satisfied when they are fully involved in what is taking place, when they are involved in decision-making; when goals set are clearer and effectively communicated.

However, the findings from qualitative data in this study are indicative that college staff and students are dissatisfied in their work and learning environment. Statement such as 'I am not happy to be working in this college.' 'I am here just to keep myself busy,' 'If there was a better place to go, I would have gone,' demonstrate lecturer's dissatisfaction in their stay and work at their colleges. Such sentiments emerged from both interviews and FGD. The participants condemned the principals' favouritism and division where the colleges were divided into camps with one camp for the principal and another for the VP. They also hated threats and punishment, among others, that were administered on them by principals whenever they were found erring. And when people are dissatisfied, they do not perform their work well and their negativity affects the outcome of their work. Robbins and Judge (2009) posit that dissatisfied subordinates passively take note of

the situation and allow things to get worse without any intervention. The job dissatisfaction existing among lecturers did not aid the creation of a conducive teaching and learning environment, no wonder the type of environment under democratic leadership was poor to moderate instead, of being high. The dissatisfaction being experienced determines how much staff can contribute to their work. The dissatisfaction has resulted in lecturers mostly, having apathy towards their core responsibilities in the institution. This apathy, it was noted, has resulted in some having an 'I don't care' attitude towards work because they have lost the morale to work.

The ineffective leadership which fails to embrace every member of the college community forces many to hate working in such environments because they lost the sense of belonging. They always have a feeling that they did not belong to that institution. They have a feeling of being strangers in their own institution and as such, miss a lot of important information even when communicated to the staff. Some of them had lost touch with the occurrences of the institution such that even when asked about a particular issue, they were not able to give correct information because they are disconnected from activities of the institution. The environment has become hostile and unfavourable to them as a result of being segregated against in the institution. Vrgovic and Pavlovic (2014) enunciate that employees are more satisfied with their jobs if their leaders provide support to them in their work, develop a positive climate in the institution, keep open communication with dignity and treat them with respect. Teacher trainers in their respective colleges stated that they missed these elements, which has accelerated their dissatisfaction in their work and contributed to having a non-conducive teaching and learning environment.

The job dissatisfaction experienced by a good number of staff in all colleges of study negatively impacted on the creation of a conducive teaching and learning environment. Arguably, Gadot (2007) asserts that job satisfaction in institutions of learning is important because it contributes to organisational teaching and learning effectiveness. Robbins and Judge (2009) contend that satisfied subordinates are most likely to talk positively about the institution, assist one another and go beyond the normal expectations in their duties. But when job dissatisfaction exists in an institution, this effectiveness, good impression about the institution and good performance of tasks does not exist. It further affects the behaviour of the discontented subordinates who are likely to be behaving in a different way as a way of expressing their dissatisfaction and this behaviour has the capacity to sabotage the creation of a conducive teaching and learning environment. The

Pearson Chi-square test conducted on job satisfaction and existence of friendly atmosphere produced p-value of 0.061 which was statistically insignificant to contribute to the creation of a positive teaching and learning environment and has repercussions on teaching and learning taking place in institutions of study. The p-value also confirms the inability of job dissatisfaction of lecturers and other college stakeholders to work towards the creation of a conducive teaching and learning environment.

Overall, the way things are in colleges does not guarantee the creation of a conducive teaching and learning environment. Thus, job dissatisfaction existing in colleges has ruined the good functions of democratic leadership, thereby, negatively influencing existence of conducive work environment, which had consequences on active teaching and learning taking place in colleges. Job dissatisfaction comes about because of ineffective leader-member relationship. This fits in Fiedler's contingency theory which posits that when leader-member relationship is poor, it leads to an unfavourable situation in an institution which consequently, hinders the creation of a conducive teaching and learning environment.

6.9.4 Staff Demotivation

Motivation is one factor that characterises democratic leadership. Every democratic leader has the mandate to ensure that his subordinates are motivated. To be motivated simply means to be ignited in one's work and thus, be eager to put in the best. When people are motivated, they accelerate their zeal to perform their duties appropriately. The purpose of motivation as Bauleni (2005) puts it, is to encourage greater co-operation from staff in relation to output and this in the process will give staff vested interest in the affairs of the institution. Nsubuga (2008) exemplifies that motivated subordinates are always looking for better ways of doing their work and are usually concerned with the quality of work.

In institutions of learning such as colleges, motivation is derived from praises leaders shower on hardworking subordinates, incentives given in form of awards, workshops, sponsorship for further studies, among others. Most importantly, motivation is associated with monetary gain. Teacher educators are motivated when the college administration is able to give incentives in form of money although this form of motivation is short-lived. When such motivation ceases, people stop working and become demotivated. On the contrary, as Mullins (2007) postulates, for many people,

the feeling of recognition and value appears to be more important than money in motivating them. Under democratic leadership, motivation comes about because of inclusion. When subordinates are involved in decision-making, informed of what is happening, when their input is accepted, they are motivated (Robbins & Judge, 2009).

When students and teacher educators are motivated, creation of a conducive teaching and learning environment becomes possible. The step would encourage co-operative work among staff and excellent performance of tasks such as teaching and learning. However, the relationship between motivation and the creation of a conducive teaching and learning environment in this study is depressing. Respondents in qualitative data expressed the feeling of demotivation in their work emanating from the principals' behaviour of not satisfying the needs of subordinates after performing certain tasks in the institution. Other demotivating practices include favoritism and selective involvement of lecturers in college activities and failure to provide the much needed resources in the institution. This had demotivated a good number of teacher educators and students.

The qualitative data were consolidated by quantitative data, where the Pearson Chi-square of 18.928[a] with the p-value of 0.272 signified that there was no statistical significant relationship between motivation and creation of conducive environment. This statistical insignificance implies that there can be no relationship between motivation and the creation of a conducive teaching and learning environment where subordinates' needs are not being met. The favouritism being practiced, selective involvement, and the inability to provide the most needed resources to both lecturers and students among others overshadows the spirit of motivation expected to be found in institutions of learning and consequently, prevent a conducive teaching and learning environment from existing in the college. The practices and behaviour of principals in treating subordinates in this manner facilitates creation of non-conducive teaching and learning environment. Those sidelined, loose the sense of belonging and are no longer identifying themselves with the institution. This kind of treatment strongly leads to demotivation of subordinates and demotivation of subordinates cannot prompt the creation of a conducive teaching and learning environment. Hence, the p-value proves that the lack of proper motivation strategies in institutions of learning precipitates the creation of a non-conducive working environment, thereby, making the variable statistically insignificant towards the creation of a conducive teaching and learning environment.

The explanation above implies that the leader has the capacity to motivate or demotivate. Thus, Khuong and Hoang (2015) contend that benefits and rewards can be important elements of motivation, but characteristic and personalities of a leader are the major decisive factors that create effective motivational work environment. This fits in the Path-Goal Theory which stipulates that the behaviour of the leader influences subordinates' satisfaction and attitude towards work. Alghazo and AL-Anazi (2016) stipulated:

> Motivation has the power to energise people not only by pushing them toward the right direction but by meeting their basic human needs of self-esteem, belonging, recognition, feeling of self-directedness and the ability of ones' ideals.

Lack of the above elements of motivation instigated by the principals' behaviour caused a good number of staff to be demotivated, and consequently, influenced the ways they performed their duties as teacher educators. This situation fits in Path-Goal Theory where the behaviour of the principal impacts on subordinates' motivation and job satisfaction. Demotivated staff, it was noted, had lost interest in their work. This was emergent in reporting late for work, giving incomplete work, knocking off early, among others. These actions demonstrate that ineffective motivation exhibited in colleges was statistically insignificant to contribute to the creation of a conducive teaching and learning environment.

6.9.5 Ineffective Communication and Conducive Teaching and Learning Environment

Communication as defined is a process of exchanging information and ideas between two or more persons (Cole, 2004). It is a way of life and an ontological concept of being. Communication is a good tenet of good leadership. Simango (2016) states that communication is a very important management function, which if not well used, will lead to little productive activities. The qualitative findings on how this tenet of democratic leadership style was utilised produced responses from both lecturers and students which affirmed that communication had not been good in both categories of colleges. The communication had been top-to-bottom. The information, it was reported, was mostly coming from the top management by means which, sometimes, were disapproved by lecturers.

Government college principals in qualitative data were blamed for using strategies that did not uphold the purpose of communication. Lecturers complained about getting information which was

supposed to be communicated directly to them from students or support staff. Mwamba (2015) contends that what and how you communicate either builds or harms the relationship between the follower and the leader. The situation had been a source of frustration and dissatisfaction to many lecturers who yearned for a sense of belonging to the institution and wished to be part and parcel of what was taking place in the institutions. Lecturers had noticed lapses in communication between administrators and themselves where sometimes, information shared with a small group of people was taken as if all members were informed. This had been a source of demotivation to many lecturers who felt dissatisfied with their administrators whom they described to be inept communicators.

Although principals had not taken communication seriously, it is a very important component of good leadership. Kochhar (2011) elucidates that communication helps in decision-making, facilitates coordination of activities in an institution, improves relations, helps to motivate subordinates and enhances morale building as well as bringing efficiency in the system. While Robbins and Judge (2009) also emphasise that good communication in an institution fosters motivation through clarifying to staff what is to be done, how well they are doing it, and what can be done to rally performance. By not using this tenet effectively, principals were depriving themselves and the institution the above stated good features of communication. Principals were expected to effectively exchange ideas with staff during staff meetings and briefings but lecturers lamented that such occasions were turned into forums for giving directives and instructions. It was reported that in some colleges, staff meetings, were rarely held while staff briefings were too brief to allow them to clarify issues affecting workers and the institution. Smith (2016) postulates that highly effective leaders make effective communication a priority and ensure that subordinates are comfortable in having courageous conversation about their work and what is affecting them. The inefficiency portrayed by principals in failing to uphold transparent communication undermines their capability to create a conducive teaching and learning environment in the colleges understudy. This failure is corroborated by Pearson Chi-square test which produced p-value of 0.064 which is above 0.05 alpha significant levels. By implication, this p-value indicates that communication applied in this way is statistically insignificant to contribute to the creation of a conducive teaching and learning environment. It further implies that there is no correlation between communication applied in this way and the creation of a conducive teaching and learning environment.

In colleges understudy, the poor communication between college principals and their subordinates encouraged members to shun carrying out some duties on the pretext that they were not informed. This action negatively influenced their performance in teaching. It also instigated resentment especially when information was received from junior officers such as support staff or students. The situation affected two elements of contingency theory, that is, task-structure and leader-member relationship. Hanaagan (2008) holds that when the task-structure and leader-member relations are unfavourable, it affects the performance of an institution. The assertion corresponds with what has been happening in colleges and makes the theory significant to the study. The ineffective communication prevailing in colleges disturbs the creation of a conducive teaching and learning environment.

The discussion of the four themes under democratic leadership has revealed that democratic leadership has not contributed to the creation of a conducive teaching and learning environment but has facilitated creation of unfavourable environments because of the way tenets of democratic leadership are applied in colleges. The situation has made the environment in the colleges of study to be poor to moderate even under democratic leadership as shown in Table 5.8 in the previous chapter. Both the qualitative data and quantitative using Pearson Chi-square have proved that democratic leadership has not facilitated for the creation of a conducive teaching and learning environment based on principals' bad practices and behaviour which has a bearing on the type of environment created in their colleges.

6.10 Laissez-faire Leadership and Conducive Teaching and Learning Environment

The investigations on the relationship between laissez-faire leadership style and the creation of a conducive teaching and learning environment established that there was poor relationship with negative implications on the creation of a conducive teaching and learning environments. The study established that this style, especially when used in colleges with the majority of young and inexperienced lecturers who needed guidance in their work, negatively influenced teaching and learning environment. By having leaders who leave everything to less competent subordinates and do little to direct or control them, the institution is deprived of an enabling environment suitable for effective teaching and learning.

6.10.1 No Freedom to Set Own Objectives

One of the tenets of laissez-faire leadership style is giving subordinates freedom to set their own objectives without interference from the leader. On one hand, doing so gives subordinates a sense of responsibility, they feel honored and are able to carry out duties exceptionally well especially if they are well vest in the task being performed. On the part of lecturers, giving them that freedom, for those experienced, well-educated and skilled, is very appropriate and beneficial to the work they are doing. It would inculcate in them the sense of responsibility, it would improve their initiative to work remarkably well to meet their expectations and achieve their set objectives without reservations. On the other hand, allowing subordinates to set their own objectives and work as they wished without interference from the leader, lead to poor outcome of the task being performed especially when dealing with people without expertise and less skilled. The leader by doing that sets a trap for him or herself. Jerotitch (2013) advances the position that some people are not good at setting their own deadlines or objectives or managing their own projects and solving problems on their own, hence, giving them such chance would result in, stalling of the work and missing of deadlines which would hamper the successful outcome of their work.

In this study, it was reported and noted that, subordinates were not even given chance to develop their own objectives or deadlines, neither were they given freedom and autonomy to discover their own way of doing things. This qualitative data implied that this tenet of laissez-faire leadership was not being practiced. The failure by the principal to give students and lecturers freedom to make their own decisions on teaching and learning and setting their own objectives compromised the principals' laissez-faire style of leadership. The Pearson Chi-square p-value of 0.795 when 0.05 is the chosen alpha of significant level entails that the tenet was statistically insignificant to contribute to the creation of a conducive teaching and learning environment. By not giving students and lecturer's freedom to set their own objectives, principals were depriving them of the freedom to participate in making decisions on their own teaching and learning which might be progressive. This limitation affects the creation of a conducive teaching and learning environment and influences the teaching and learning taking place in colleges. It simply showed that there was no relationship between giving students and lecturer's freedom to set their own objectives and the creation of a conducive teaching and learning environment. The qualitative and quantitative data

converged and indicated that the variable was insignificant to facilitate the creation of conducive teaching and learning environment.

6.10.2 Failure to Monitor Classroom Practices

The principals' frequent absence from the institution was another element of laissez-faire leadership noted in this study. Absence from the institution has a lot of implications. It is undisputable that when the leader is away work in the institution is not carried out as expected. As the saying goes "when the cat is away, the mice rejoice." This cannot be ruled out in colleges and it leads to failure to create a good environment for teaching and learning. The principal who is often out of the station fails to monitor and supervise the subordinates. The absence makes both students and lecturers to lax in their work, abscond and absent themselves from work at will and instigate some kind of indiscipline. Besides, it is not possible that things would be fine when there is tug of war between office one and two. It cannot be taken for granted that the college continues running effectively when the principal is away.

Qualitative data collected indicated that frequent absence predisposes good running of the institution leading to the creation of a poor teaching and learning environment. Pearson Chi-square results of p-value of 0.343 which is higher than 0.05 level of confidence signifies that there is no significant relationship between failing to monitor classroom activities and conducive environment. The results of both qualitative and quantitative through the use of Pearson Chi-square had similar conclusions that a conducive teaching and learning environment cannot be created when the principal frequently absents himself or herself from the station without remorse and concern of what happens to the institution during his or her absence. This variable proves that failing to monitor and being often away from the institution are recipes for the creation of a poor teaching and learning environment. Lack of supervision allows subordinates to become negligent in their work and develop a negative attitude towards work.

Frequent absence sometimes, forced principals to leave the station without assigning any person to man the station in their absence. This variable when tested highlighted the p-value of 0.931 which was above 0.05 and thus, was very insignificant to back creation of effective teaching and learning environment. Principals moved out of station incognito for fear of being questioned and also out of a guilty conscious of always being away from the station. In doing so, they committed

another offense which had multiplier effects on teaching and learning. This practice accelerated ineffective teaching and learning and worked against building a conducive teaching and learning environment in the college context.

6.10.3 Partiality in Administering Discipline to Erring Students

Maintaining discipline in an institution of learning is one of the key roles of the leader of an institution. When students and lecturers are disciplined, administering the institution becomes easy for the principal, activities of the institution are done on time, and college programmes are well conducted with good success. Bauleni (2005) posits that, the efficiency and effectiveness in the discharge of duties by staff is encumbered on how disciplined they are in living by the professional ethics. However, findings from both qualitative and quantitative have revealed principals' laxity in administering discipline to erring lecturers and students who had connections with the top management. Inability to do so breeds indiscipline and disturbs good performance. It further frustrates others who expect the principal to take action against this cohort of subordinates, a situation that adds to making the working environment non-conducive. The Pearson Chi-square test illuminated the p-value of 0.091, which is strongly insignificant to contribute to the creation of a conducive teaching and learning environment. This test highlighted that there is no significant correlation between the variable under discussion and conducive teaching and learning environment. Conducive environment cannot be created where the issue of discipline is handled in the way it has been described in this study. Robbins and Judge (2009) point out that well-disciplined students tend to perform better, so when there is good leadership, discipline is likely to be instilled in students and is likely to promote good performance. On the contrary, ignoring student leadership when dealing with student discipline demoralise student leaders in their functions, and administering discipline on lecturers with strong ties with the top leadership is mockery as what is expected would not be done. The frustration developed in other lecturers and students with no such connections destabilises the creation of a conducive teaching and learning environment thus, making the variable insignificant.

From the foregoing discussion, it has become clear that the working environment under this leadership style was poor in the college context and did not help the college to excel in its operations. It, instead, undermined productivity and disturbed the creation of conducive teaching and learning environment. Although it had been established that the use of this style was only to

a small extent, its use did not add value to good leadership expected to prevail in colleges. Its use accelerated poor working environment. It works well where members of staff are highly skilled and experienced. However, although some members of staff in the colleges were well educated, skilled and experienced, they did not add to making colleges conducive environments. This finding corresponds with Nsubuga (2008) and Puni et al., (2014) who found out in their research that laissez-faire leadership when used affected negatively the operations of institutions in various angles, including in the creation of conducive teaching and learning environments.

Nasir, Nordin, Seman and Rahmat (2014) postulate that the laissez-faire technique is only appropriate at university level where there are highly skilled lecturers and only when they have produced excellent work in the past. This entails that colleges are not yet ready to use laissez-faire leadership effectively because even though highly skilled, competent and committed lecturers are available in these colleges, the environment has not given them the chance of conducting themselves in the most befitting manner without interference from the leaders of the institution. Perhaps the college culture which still expects the principal to decide what people should do and how to do it cannot let people formulate their own objectives or set goals for their own work without landing themselves in trouble. Thus, the use of some tenets of laissez-faire leadership in Colleges of Education has not contributed to the creation of a conducive teaching and learning environment, it has instead added to having poor environment, which has negative repercussions on teaching and learning.

6.11 Instructional Leadership Style and Conducive Teaching and Learning Environment

The findings on whether instructional leadership style was used to run colleges generated mixed responses with principals affirming that they were instructional leaders whilst their subordinates thought otherwise. This situation is precipitated by the behaviour and some practices of principals as discussed in the following themes which emerged from the study.

6.11.1 Good Attitude of Principals towards Teaching and Learning

The responses from qualitative and quantitative data collected suggested that both lecturers and students acknowledged principals' good attitude towards academic affairs of students as indicated in Figure 5.7 in the previous chapter. Good attitude simply means having a positive disposition

and interest in the academic affairs of students. Principals in all colleges were reported to show interest in the learning of students by reprimanding lecturers identified to be failing to deliver to expectation. Another positive outlook was displayed by way of encouraging students during assemblies about the importance of working hard and ensuring that they achieve their educational goals of completing their course effectively. These actions exhilarated students to work hard and made them feel protected by their principals. Nyeri (2015) posits that students thrive in their academic work when they feel the institutional environment is more comfortable and when they feel appreciated by the institution.

Although it was reported that principals were failing to monitor classroom practices, it was however, observed that whenever the principals saw students standing outside sun basking during learning time, they took interest to know what was happening, and finding out which lecturer was supposed to be with that class. If they found out that the lecturer was out of station, the HoD was tasked to find a replacement. In such situations, principals exercised their role as instructional leaders very well although occasionally. This could have been practices that contributed to making moderate teaching and learning environment under instructional leadership style. The responses from quantitative data where 81 lectures out of 96, and 150 students out of 221 acknowledging principals' good attitude towards students' learning is evidence enough that principals had a positive attitude towards students' learning and were working as instructional leaders. Their role as instructional leaders was only compromised when they failed to provide what was needed for teaching and learning to be effective as discussed in the next section.

6.11.2 Infrequent Provision of T/L Materials and Conducive T/L Environment

Teaching and learning becomes easier when materials are provided at the correct time. Both categories of college staff registered disappointment at the inertia of their principals in providing the much needed teaching and learning materials and facilities needed for effective teaching and learning to take place. Both teacher trainers and student teachers in all colleges strongly indicated that their institutions were in dire need of teaching and learning materials and facilities for appropriate teaching and learning to occur. Lumadi (2014:322) advances that "resources help students understand the overall contents of the lesson; they provide teachers with materials which can be used to provide feedback to test whether the students have improved their understanding of the given subject." When resources are missing, lecturers struggle to put the content across to the

students in the most befitting manner and students grapple to comprehend what is coming from the lecturers. The ole proverb states that "I hear and I forget, I see and I understand, I do and I remember" (Plessis, Habib, Sey, Gardner, Baranick & Rugh, 2002). The proverb adds value to the importance of using teaching and learning materials in lessons. Students are able to understand well where teaching and learning materials are used; and where they get involved in practicals, they tend to understand better and remember what they have learnt for a long time.

The lack of commitment by principals to avail the much needed teaching and learning materials and facilities on time compromises their role as instructional leaders. Observations and data collected from both qualitative and quantitative sources revealed that lecturers struggle to deliver on their teaching objectives because most of the teaching materials were unavailable when they most needed them. Sometimes, the materials were provided very late. Principals in government colleges, it was reported and observed, were in a better position to provide materials and facilities but doing so, had not been their top priority. Lecturers alluded to the fact that sometimes when they applied for certain teaching and learning materials; it took too long time for the administration to respond to their request. One lecturer cited an example where it took three to four years for the administration to provide materials to repair his office which was infested with termites that terrorised books and other materials.

Furthermore, it was reported in government colleges that every year, some funds were allocated towards buying of books for the library. The amount allocated was far little compared to the growing number of students and increasing new programmes. Thus, libraries, computer laboratories, science laboratories in government colleges were all ill-equipped with materials, facilities and required chemicals. This situation had been a drawback in the principals' instructional leadership. Besides, it had diluted the principals' good attitude towards students' academic affairs and their role as instructional leaders. How could one boast of having good attitude and interest toward student learning when what is needed for effective teaching and learning to take place was not provided? This observation and situation is reinforced by the results of the Pearson Chi-square test of principals, provision of needed resources for teaching and learning. The p-value of 0.212, which is above 0.05 set as level of confidence implies that the variable is very insignificant to contribute to the positive creation of a conducive teaching and learning environment. The results entail that there is no correlation between provision of teaching and learning materials and the creation of a conducive

teaching and learning environment. The environment cannot be conducive for teaching and learning where resources needed to make teaching and learning effective are not constantly and adequately being provided. This renders the variable statistically insignificant as portrayed by the p-value and thus, unable to create teaching and learning environment most appropriate for teacher education.

Principals in private colleges were not financial controllers but directors. So convincing directors to allocate more funds to the buying of teaching and learning materials when the institutions were lacking a lot more things had been problematic. As the principal might identify challenges and present them to the proprietor, the onus of implementation was on the director who might not have the same vision as the principal. Therefore, their libraries were ill-equipped and stocked with outdated books. Kulbur (2011) believes that every institution worth the name in the modern age must have a good library, which is properly and effectively functioning with well stocked materials. This is very cardinal for institutions of learning like colleges. In addition, the furnishing of computer laboratories with obsolete computers and science laboratories with no chemicals for practical sessions compromised principals as instructional leaders. Lack of seriousness in provision of teaching and learning materials was seen in the way priorities were set. In both private colleges, students paid library fees for buying library materials. That money, it was reported and confirmed by one director, was never used for the intended purpose because of unexpected challenges which often arose in the college which needed money urgently and the only money available was library fee. In case of financial crisis, that was the money the college laid hands on. This situation proved that the provision of teaching and learning materials was never a priority, what was important was that students were finishing their studies successfully.

Lack of provision of the much needed materials and facilities, influenced the academic performance of students. Availability of teaching and learning materials and facilities enhance effective teaching and learning. The infrequent supply of the much needed teaching resources influenced how teacher educators transferred knowledge to student teachers negatively. It inhibited skills development in students and behaviour change expected to take place after learning (Farrant, 1980). On the part of students, learning without expected resources affected them in various ways. Firstly, it limited the knowledge they were expected to acquire with the aid of resources. This means knowledge is partially acquired. Secondly, students were failing to acquire the expected skills after undergoing learning. The lack of computers, chemicals and tools to use in Technology Studies (TS) predisposed students'

acquisition of computer skills, scientific knowledge and technological skills required by newly trained teachers under the new curriculum framework. The scenario had contributed to the idea of calling newly trained teachers by society as "half baked" teachers.

During their training, students are expected to engage in research and to develop skills in writing assignments and carrying out various projects. All these need the institutions to have the resources to alleviate challenges of these tasks. Due to insufficient research materials, students were exposed to cheating when writing assignments just to make ends meet as revealed by qualitative data. This cheating and plagiarising from internet sources and from each other had compromised the training being offered. Many have graduated without acquiring the skills of research, writing good assignments as some have always depended on others to do the work for them. The copying of assignments from each other and buying from others had compromised the standard of training being offered to students in the colleges. This justifies the results of the Pearson Chi-square where the p-value of 0.212 denotes provision of teaching and learning materials to be insignificant and   to contribute to the creation of poor to moderate teaching and learning environment in the colleges understudy. This is based on the way principals addressed this variable in their respective colleges.

However, to a small extent, the challenge of infrequent provision of teaching and learning materials could be alleviated where staff and administrators cooperate in their work. While it is the responsibility of the central administrators to provide teaching and learning materials, lecturers could help by improvising some teaching materials. Some lessons observed revealed that lecturers can improvise teaching and learning materials from the local environment, which did not need to be provided by the central administration. The institutional culture of always waiting for the administration to provide everything had contributed to poor teaching under the pretext of not having teaching and learning materials. In other instances, it was observed that, even when provided with materials, lecturers, especially in government colleges, were not able to use them, claiming lack of time to prepare. This falls back on the attitude of teacher trainers. So, the behaviour of principals and the attitude of teacher trainers have compromised the practice of instructional leadership style although the infrequent provision of teaching and learning resources has a big share in negatively contributing to principals failing in their duties as instructional leaders. The p-value of 0.219 against 0.05 level of confidence implies that principals' exercise of their role as instructional leaders was very insignificant and thus, they failed to exercise this role in order to contribute to the creation of

conducive teaching and learning environment. This failure has compromised the training being offered and negatively influenced the creation of conducive teaching and learning environments.

6.11.3 Poor Quality Assurance Strategies

One of the key functions of instructional leadership by principals is observing and monitoring classroom practices as quality assurance strategies. Both qualitative and quantitative data have revealed inertia in principals to monitor and observe classroom practices. Both students and lecturers disagreed that principals monitored what was taking place in classes though principals claimed they were doing so. The qualitative research in government colleges affirmed that such kind of instructional leadership never existed in colleges while private colleges had assigned that task to the registrars who monitored lessons once a month. The principal passed through classes once in a while. As Lumadi (2014) puts it, principals should be visible in institutions and in the classroom so that teachers do not feel isolated and left to their own devices. A situation where teacher educators felt they were working with their leaders, boosted their morale and improved their performance. This situation entailed that even in private, and more so in government institutions, principals were expected and needed to monitor and observe lessons to know what was taking place in class. By so doing, principals created good rapport with both students and their lecturers and increase their collaboration with the two groups (Philip, 2009).

Additionally, the presence of the principal in classes enabled him/her to appreciate conditions in which his/her lecturers and students worked and learned respectively. Lesson observation also permitted principals to assess how teaching and learning materials provided were used. It was reported that lecturers at times, requested for teaching and learning materials which they never utilised. But by monitoring them, the principal would know how effective teaching and learning materials were used. Observation of lessons leads to improvement of lesson delivery. When principals monitor classroom activities, they are expected to review how the lesson was conducted, what was well done, what needs to be improved on and what the principal should supply in terms of teaching and learning materials so that delivery of lessons is improved. Dongo (2016) asserts that when leaders acquaint themselves with what happens in the classroom, they appreciate some of the challenges educators and learners encounter and address instructional issues from a hands-on perspective.

Lesson observation and monitoring are quality assurance strategies. They facilitate effective implementation of the curriculum. Teacher trainers are likely to improve their lesson preparation and lesson implementation when their principals visit their classrooms regularly. If principals or vice principals, from time to time, visit and observe classroom conduct, it will encourage teacher trainers to be performing their duties exceptionally well and that would accelerate good academic performance. This lack of monitoring systems and lesson observations have hampered the creation of conducive teaching and learning environments in Colleges of Education. The qualitative data has proved that principals have been failing in conducting serious and meaningful monitoring and lesson observations. The Pearson chi-square of 20.179[a] and p-value of 0.672 which is bigger than 0.05 level of confidence indicated that this variable was statistically insignificant to contribute to the creation of conducive teaching and learning environments because it was not being utilised the way it was expected to. The inertia by principals to be carrying out this role has disadvantaged them to work towards creating a good environment that upholds effective teaching and learning. This shows that in this study, there is no correlation between monitoring and observation of lessons and creation of conducive teaching and learning environment. It further indicates that mere monitoring and lesson observation has no correlation with conducive working environment. Just passing through classes to see who is present, teaching and not teaching does not lead to creation of conducive teaching and learning environment. Mere lesson observation without evaluation, giving advice on what was noted and provision of teaching and learning materials needed to improve on lesson delivery also downplays the purpose of lesson observation as it was noted and reported in observations taking place in private colleges. Often, lessons were observed without any follow up on what was noted during observations. The p-value of 0.354 indicates that both private and government colleges' application of this variable does not meet the required standards which can lead to making colleges conducive places for sound teaching and learning. The sporadic monitoring and lesson observation has not facilitated the creation of conducive teaching and learning environment as it is expected. The two quality assurance strategies put in place have not been translated in effective teaching and learning as deduced from both qualitative and quantitative data.

6.11.4 Frequent Non-Physical Presence of Principals in the Institution

The qualitative data collected has revealed that there is frequent absenteeism of principals from their stations of operations. Respondents from three colleges indicated frequent absenteeism of their

principals out of their stations for various activities, some of which were not related to college programmes. Their absence, it was reported, affected the operations of the colleges in one way or another. Barret and Breyer (2014) contend that effective principals are visible in an institution and focus on making formative observation about learning and professional growth. When principals are always out of station, a lot of things do not run as expected. Their absence encourages indiscipline in both students and lecturers who take advantage of the absence of their bosses to misbehave. In terms of learning, some students take advantage of such absence to abscond from lessons, which has repercussions on their academic performance. While for teacher trainers, some would take the absence of their leaders as a French leave not to attend to their classes or stay away from their work station, which too had consequences on the outcome of the work of the institution. In terms of other operations, frequent absence made some work which required the input of the principal to stall until the principal returns. This was a draw back in terms of the performance of the institution.

Frequent absence from the college frustrated teacher trainers and VPs who also wanted to take part in some of the trips. The trips made had monetary value which everyone yearns for in times of economic crisis. When such opportunities are not shared evenly, bitterness sets in and influences how the aggrieved subordinates perform their duties. Frequent absence also implies that the principal lacks the skill of delegation, where he or she would want to do all the work alone and be everywhere. This habit may emanate from selfishness and lack of trust that others could do the work diligently and represent him or her well. Delegation accords the principals sometime to attend to other serious duties (Thungu et al., 2012). Most importantly, frequent absence attracts a cost. Some workshops are not funded and the cost for one attending was to be met by the institutions themselves. If two or three workshops of that nature took place in a month, the college suffered colossal financial loss.

It was reported that in the principals' frequent absenteeism, work continued normally. Lecturers exhibited maturity which enabled them to work as when the principal is around. But it cannot be refuted that a good number of lecturers exhibited slackness in their work when the principal is out and no serious teaching and learning took place. As the saying goes, "when the cat is away the mice rejoice." This situation was reported and observed to be prevailing in the colleges. Besides, in their absence, (principals) they could not follow up on classroom practices or discipline. This action had compromised their role as instructional leaders and contributed to their failure to create conducive teaching and learning environment in their various institutions. Both qualitative and quantitative data

converged that the frequent absenteeism of principals affected their role as instructional leaders and inhibited them from monitoring classroom practices as well as applying their role of supervision adequately, which has a bearing on the creation of a conducive teaching and learning environment. The Pearson Chi-square of 17.672[a] with p-value of 0.343 illustrates that the variable is insignificant to contribute to the creation of a conducive teaching and learning environment.

6.11.5 Insufficient, Dilapidated Infrastructure and Creation of Conducive Teaching and Learning Environment

Observations made on the physical environment in all colleges highlighted that infrastructure in all colleges was below standard for teacher training. Government colleges had standard infrastructure designed for teacher training but this infrastructure has been in existence for a long time hence, was in some cases dilapidated and no longer attractive. Private colleges, it was observed did not have standard infrastructure, one was operating in an old workshop and another in an ordinary house, which was inadequate to accommodate the eight cohorts enrolled during the period of study. The poor infrastructure in colleges understudy negatively predisposed principals' role as instructional leaders. While it was noted that the physical environment does not affect teaching and learning it, however, influenced how teaching and learning was being conducted. The qualitative data obtained from interviews, FGD and observation established that the environments in colleges were not conducive. Private colleges, on one hand, had infrastructures which were unsuitable for teacher training. The rooms, it was said and observed, were not comfortable and were inadequate, small and not well furnished and ventilated. Students were overcrowded and felt uncomfortable during learning time. Government colleges, on the other hand, had a huge number of students against few classrooms, chairs and desks. Laboratories were too small to accommodate the large number of learners. The combining of classes had hindered lecturers from using a variety of teaching strategies as recommended by MoGE.

Furthermore, hostels were insufficient forcing a big number of students to rent boarding houses outside the college. The scenario had serious outcomes on the security, safety and discipline of students who are just let loose. Water reticulation was bad because pipes were old, leaking and hence, have outlived their usefulness. A good number of hostels and classrooms, it was observed, were dilapidated making teaching and learning uncomfortable. Moreover, the insufficient number of classrooms in both categories of colleges, it was noted and reported, made lecturers to be teaching

under trees and in unfinished buildings. Although government colleges had embarked on construction of one by three (1x3) classroom block each at the time of the study, that was just a drop in the ocean. Besides, in College C, the project of constructing the classroom had taken four years without finishing. This portrays that the challenge of classroom space was immense and affected teaching and learning negatively and made the creation of a conducive environment difficult. The overcrowded classrooms affected teaching and learning.

In addition, lecturing time as observed during lesson observation was affected; students took time to get settled before a lecture could start. More time was spent looking for chairs and appropriate classroom which could accommodate a big number of students. Moreover, students' participation in the lesson to make lessons interactive had been compromised. Lecturers too were limited in their lecture delivery modes as other learner-centered methods have become difficult to use. Conducting experiments for practical purposes was compromised and lecturers were defeated in that area. Firstly, chemicals were limited and not always available. Secondly, space in laboratories was limited and it had become difficulty to allow students to experiment after the lecturer had demonstrated. Thus, experiments ended at demonstration stage. The scenario added to compromising the training being offered. All these are against the tenets of instructional leadership which anchors on preserving time for learning, creating conducive environment for learning and many more (Hallinger, 2005).

Insufficient boarding space forced three quarters of the students to rent boarding houses outside the college. The practice had negative effects on teaching and learning. It was observed that students staying outside campus often reported late for lessons while some often missed the first lessons due to the distance from their boarding houses and other challenges they were encountering. Some tended to arrive late when lessons had already started, forcing the lecturer to pause the lesson delivery to give them chance to settle down, and thereby disturbing learning time. When lecturers became hard on them, some students opted to miss some lectures completely for fear of being reprimanded or punished. The situation affected teaching, learning and discipline.

The rule in all colleges which stipulated that "students must be punctual and attend to all college programmes" had been affected and not being followed strictly. The poor water and sanitation in the hostels also contributed to students reporting late or coming without bathing which too affected how such students learnt in class. All these collectively had serious consequences on teaching and learning taking place in class as well as making colleges conducive places for effective teaching and learning.

The challenges explained above overshadow creation of conducive teaching and learning environment and inhibits principals' role as instructional leaders. The p-value of 0.219 against 0.05 set as a significant level on whether principals are exercising their role as instructional leaders confirms that working in such situations cannot precipitate creating a conducive learning environment. The p-value entails that the college environment in terms of infrastructure is statistically insignificant to contribute to the creation of a conducive teaching and learning environment. In addition, there seemed not to be a correlation between infrastructure and conducive teaching and learning environment.

The conditions of colleges described above makes it difficult for students to enjoy learning in such environments and lecturers to be teaching in such conditions. The result is having poor environments not suitable for all-encompassing teaching and learning. The qualitative and quantitative data all confirm that no conducive teaching and learning environment can prevail in the above described conditions thus, the p-value of 0.354 is evidence that the current state of infrastructure in the colleges understudy negatively contributed to a non-conducive teaching and learning environment. While the challenges outlined could not be solved by the principals, they have compromised the principals' instructional leadership role. This finding is consistent with Mafuwane (2011) and Dongo (2016) research findings.

6.11.6 Academic Performance of Students

The scrutiny of examination analysis sheet documents for colleges C and D from 2013 to 2016 and qualitative data from interviews, FGD and observation illuminated that despite challenges of lack of teaching and learning resources, overcrowded classrooms, and dilapidated infrastructure among others, students' performance was very good. Lecturers from both college C and D registered disappointment on the performance of students, whom they described as passing for quantity not quality. Teacher educators felt their students, who were learning in well-established colleges needed to be performing far much better than their counterparts in private colleges. Teacher educators were not happy with the small number of people graduating with distinctions and merits. Their measurement of good performance was based on the number of students with outstanding performance with distinctions and merits. The picture of the results was very encouraging showing that the performance was very good. Students and the principals, on the other hand, were very positive about the good academic performance of their institutions which they said was very good. Students

indicated that they were very happy that the passing rate was going up every year. They attributed this good work to lecturers and themselves.

Principals, directors, lecturers and students in private colleges were proud of the performance of students which they said was very good. The joy of the private colleges was compounded with the good performance of students in the previous examination, which their students wrote together with those of the government colleges under the 2013 New Curriculum Framework. This was a great achievement where they did not register failures despite starting the programme very late. Observations revealed that the colleges were drilling students so that they pass in order to be competing with government colleges and one way of enticing more students to join them. From qualitative data, it was established that despite myriad challenges colleges were facing, the academic performance in both categories of colleges was very good.

6.12 Proposed Leadership Framework

The hybrid leadership style proposed as being the most contextual framework for colleges is based on the understanding that such style may help colleges to address what has emerged in the study as a possible solution to the poor to moderate teaching and learning environment found in colleges. The style being suggested involves leaders blending the masculinity and femininity traits in their way of running colleges.

It is believed that principals in their operations are influenced by the culture they have been brought up in. Culture is defined as a way of life of people that encompasses their customs, social roles, norms, values, behaviour, beliefs and traditions that are common to a particular group of people and which are passed on from one generation to the other(Fulcher & Scott, 2003). This culture influences the way they make decisions, think, feel and act towards subordinates as well as the way they respond to the opportunities and threats affecting their institutions (Putri, 2011). The masculinity and femininity cultures principals have been socialised in can be seen from the way they administer their colleges. Masculinity culture trains male right from childhood to be independent, to be leaders, to have and use power to make decisions on their own hence, dominate power relationships and being result-oriented. Thus, when they become leaders, these features are reflected in their operations, they always fall on what they were socialised in and often employ impersonal criteria in decision-making. Bourgeois

(2003) has described male leaders to be analytical, independent thinkers, decision makers, strategic thinkers and visionary.

Femininity culture socialise female folk right from their childhood to be more concerned with interpersonal relationships hence, their prioritising of ones' connections with others. In principle, they value sharing power and information, and place primacy on participatory decision-making as well as creating cooperative work setting. Leaders with highly feminine behaviour tend to excel in skills of empathy, mutuality, reciprocity and collaboration (Putri, 2011). Bourgeois (2003) describes feminine leadership to be characterised by leaders who are collaborative, who support true empowerment, connect with the needs of others and who communicate openly.

Unfortunately leaders, in the colleges understudy tend to be influenced also by institutional culture, which refers to a set of norms, values and beliefs, rituals and ceremonies of an institution that make up the "persona" of an institution (Sharma, 2009). The institutional culture has socialised them, and females are included in decision making without serious consultation of all stakeholders because they are bosses. It has socialised them to be selective with whom to work with, to have know-it-all-attitude, and use threats and punishment as conflict resolution strategies to run their institutions, leading to the creation of poor teaching and learning environments in their institutions. This culture has roots in colonialism where school leaders decided every action without consulting anybody and administered threats and punishment for any mistake. It is against this backdrop that a new framework for college leaders is being proposed. The use of hybrid leadership style which requires the integration of masculinity and femininity leadership traits discussed above may help to address the leadership challenges principals are experiencing in effectively running their colleges. Nazir et al., (2014) explains that leaders who prove themselves successful in their leadership are those who assimilate the strengths of male leadership traits and values with the strengths of female leadership traits and values.

The rationale lies in what is taking place in Colleges of Education studied. The findings have highlighted that most students and lecturers feel disconnected from their institutions because of the attitudes of their leaders who prefer to work with a small group of lecturers at the expense of the majority. This kind of leadership, it was observed and reported, has made a good number of college members to lose sense of ownership and belonging as well as trust in their leaders and the institutions.

When principals embrace a hybrid leadership style, it is hoped, they will be obliged to work towards reconnection of their subordinates as well as restoring the lost sense of ownership. The principals, by

blending instrumental traits, associated with masculinity and expressive traits aligned to femininity would help to bring back trust in their subordinates. Once hybrid leaders accommodate the two main traits of this style, they are likely to move from being supervisors of their subordinates to being their coaches and mentors. This action allows them to empower their staff in leadership roles and enable them practice shared leadership which is needed in this century.

By blending masculinity and femininity traits, principals are empowered with knowledge to handle male subordinates and female dominated traits which have the capacity to bring down leaders' efforts to run the institutions smoothly. Through integrating the most outstanding male and female dominated traits, the principal would harness the behaviour and attitudes of subordinates which have the capacity to sour relationships. Additionally, by harnessing the predominant masculinity and femininity traits, leaders improve capacity building, commitment and good performance in their subordinates, which is required in institutions of learning such as colleges. Hybrid leadership may assist principals to find means and ways of winning subordinates' trust and hence, make them reconnected to them as their leaders and to the institution at large (Bourgeois, 2013). Nasir et al., (2014) research has shown that the capacity is greater among those leaders who are both instrumental and expressive in dealing with their followers. Thus, this framework is considered to be appropriate to address the leadership challenges experienced in Colleges of Education today.

6.13 Theoretical Implications

The study was guided by two theories; the Path-Goal Theory and Fiedler's Contingency Theory. The path-goal theory elucidates how the behaviour of a leader motivates and satisfies subordinates, which in the end leads to good performance by subordinates. Motivation can be increased by clarifying to subordinates the path to the rewards that are available (Oyetunji, 2006). This statement simply means that the leader must help subordinates to identify and learn behaviour that will lead to successful task accomplishment.

The principals' behaviour and practices showing staff and students toward accomplishment of their work and studies had not motivated a good number of them. Thus, the performance has not been as expected. The choosing of directive style most of the times, had not often been well received. Staff tend to resent such kind of leadership which is equivalent to autocracy and this had not abetted the creation of a conducive teaching and learning environment. The use of participative model motivated

subordinates to perform their tasks well. The finding fits in this theory because much of what came out of the study was centered on the behaviour and personality of principals and how the behaviour influenced the responses of subordinates which had been on the negative side.

Fiedler's Contingency Theory is anchored on three elements, namely; leader-member relationship, task-structure and position power. The good use of these elements leads to favourable situations, resulting in good education outcomes. The study had shown that the leader-member relationship had not been good, in most cases, between the principal and a good number of staff and students. The task-structure also had not been favourable where established structures were sidelined, unrecognised, and often not utilised to the expectation thereby frustrating those in positions of leadership and making the environment for teaching and learning unfavourable. Moreover, the use of some position powers the principal possess did not work to the satisfaction of the majority of the staff and students. The use of powers to reward and punish, demotivated staff and, therefore, made their work environment unfavourable and not conducive for teaching and learning.

The two theories used fit into the study as they had shown that when principals' behaviour does not tally with subordinates' characteristics and work done, it affects the subordinates' performance and makes the working environment non-conducive as shown in this study.

6.14 Summary

The chapter has presented the discussion of research findings to establish what has emerged from the study. The discussion has been presented according to the research questions and themes that emerged from the data collected. The implications of the findings and their connection to the theoretical implications have also been discussed. The study has proposed the contextual leadership framework needed for college principals to improve their way of running the colleges. The hybrid leadership style and the VDCITTR leadership framework are the innovations from this study and proposed leadership style and framework for college principals to improve their way of administering the colleges so that college leadership should become progressive and rise above its expectations.

CHAPTER SEVEN: SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1 Overview

This chapter presents the summary, conclusion and recommendations drawn from what has emerged from the research. The research aimed at establishing what leadership styles principals were using to run colleges and how such styles contributed to the creation of conducive environments needed in institutions of learning such as colleges to facilitate teaching and learning. Four leadership styles were studied to analyse their suitability in creating conducive teaching and learning environments in Colleges of Education in the Zambian context. This chapter, therefore, summarises the findings and conclusions drawn, and makes recommendations that would improve

the current leadership prevailing in the colleges studied. The implications and innovations of the study have also been presented.

7.2 Conclusion

The research sought to investigate leadership styles used by principals to run colleges and how such leadership styles contributed to the creation of conducive teaching and learning environments in these colleges. Firstly, the findings and Pearson Chi-square test used in the study, and presented in Table 5.2 have indicated that there is a strong relationship between leadership style in use and creation of conducive teaching and learning environment. The p-value of 0.02 obtained after the test highlighted that there is a statistically significance relationship between leadership style and conducive teaching and learning environment. However, this relationship is based on how the principal applies the tenets of a particular leadership style in his/her administration of the college. Thus, how a leadership style adopted is used, will determine the kind of environment that will prevail in the college. Hence, principals need to be cautious of what leadership style to use in their institutions in order to create a good working and learning environment. Secondly, the examination of the four styles has highlighted that the four leadership styles, namely; autocratic, democratic, laissez-faire and instructional have facilitated creation of poor to moderate teaching and learning environments in these institutions. This is presented in Table 5.5 in Chapter Five. The predominant use of autocratic leadership style registered in all colleges understudy as presented in Figure 5.2 and Table 5.2 had overwhelmingly facilitated the creation of poor to moderate environment, both of which do not enhance creation of conducive environment for effective teaching and learning. The oscillating of autocratic with democratic or laissez-faire and instructional leadership style did not change the environment as demonstrated in Table 5.5 because autocratic style had been so prominent in these institutions that incorporating of one or two tenets of other leadership styles did not have any impact on changing the environment created by autocratic leadership.

The poor to moderate environments prevailing in the entire colleges understudy meant that the status of the institution, that is private or government, had no significant relationship with building a conducive teaching and learning environment. The Pearson Chi-square p-value of 0.679 on status of the college indicated that the status of the institution had no statistical significance to facilitate for the creation of a conducive teaching and learning environment. The location of the college, where urban and rural settings were considered in choosing study sites, also had no significant

194

relationship with conducive teaching and learning environment. Colleges located in urban settings and those in rural settings had the same results of their leaders being predominantly autocratic and their colleges producing poor to moderate environments. Moreover, the status of leaders that is, being male or female also had no correlation to creating a conducive environment. Colleges run by male principals had similar outcomes as the one run by a female principal. Both had poor to moderate environments existing in their colleges. The findings have attempted to answer all the research questions in this study.

Notwithstanding what has been said above, these findings have illuminated the limitations and shortcomings of college principals in using leadership styles purportedly used by most institutional leaders. The failure by principals to effectively utilise tenets of these leadership styles denoted that the styles had not fitted in the Zambian situation in general and Colleges of Education in particular. This means that the notion of leadership in the Zambian situation is measured more from the autocratic perspective than from the other leadership styles examined in this study. Principals seem to be subscribing to societal and institutional cultures that have features of autocracy and which seem to be influencing them despite offering courses in management and leadership, which should have positive impact on their own leadership. If members of college community who have studied leadership and teach courses on leadership in Educational Management and Administration fail to embrace the tenets of various leadership styles in their operations, how much more with other organisations whose leaders are not acquainted with new trends of leadership?

Government colleges and one private college, it was reported, offer two courses in management and leadership entitled, Educational Leadership and Management (ELM) and Educational Management and Administration (EMA), which tackle leadership and management of institutions of learning, and ably teach instructional leadership. Unfortunately, principals are unable to function as instructional leaders in their institutions as it has been seen from the research. This situation implies that colleges should use these leadership theories with caution as they may not be the best yardsticks for investigating leadership in the Zambian context. The styles studied have been effective in some areas and have led to good performance of institutions in general but have proved ineffective in the creation of teaching and learning environments as indicated in Tables 5.5; 5.8; 5.11 and 5.13 and leading, therefore, to the creation of poor to moderate environments in the colleges understudy, which do not facilitate effective teaching and learning.

7.3 Implication of the Study to Zambia and Other African Countries

The literature reviewed and research conducted has shown that there is a statistically significant relationship between leadership styles used and the creation of a conducive teaching and learning environment. The Pearson Chi-square p-value of 0.02 confirms this relationship. Leadership is very critical in organisations such as colleges and the leader plays an important role in shaping the operations of the institution. Thus, the leadership style adopted will determine the working environment. When a good style is chosen and tenets of the chosen leadership style are well utilised according to situations and context, it has a positive bearing on the creation of a conducive teaching and learning environment. If a leadership style chosen is not well utilised, even if it is a good style, it may not lead to creation of conducive teaching and learning environment.

Furthermore, principals' behaviour has a bearing on institutional outcomes. Good behaviour will attract subordinates to the principal. They will collaborate well with their leader to produce good results. Unsatisfactory behaviour has the capacity to demoralise and demotivate staff and students leading to poor performance of the institution. This implies that the principals' behavior is a determining factor for good or bad leadership and influences the performance of an institution as has emerged in this study. Moreover, it has been established that principals' practices are strong determinants of the working environment in an institution. This entails that what the principal does determines the favourableness of the working environment in an institution. Good practices lead to creation of favourable working environment while unbecoming practices such as lack of consultation, selective involvement, and poor communication patterns among others, lead to unfavourable working environment. Therefore, principals must be cautious of their behaviour and practices and the bearing their practices, have on the performance of their institutions. The poor to moderate environments registered in colleges understudy, because of bad leadership, are detrimental to colleges' productivity and ultimately, their contribution to the attainment of the nation's vision 2030 which has seen education offered in institutions of learning to be a vehicle for its attainment.

This implies that principals need to develop managerial skills which can help them to apply leadership styles appropriately and to practice professionalism in order to create conducive teaching and learning environments in their respective institutions of learning. It is imperative for leaders to build good working environments, as it has emerged in this study, since they have a

bearing on the image and performance of their institutions. The study has also revealed that theories of leadership are not universal because leadership differs as a function of cultural functions (Uma & Lesley, 2012) and are applied according to contexts. What has worked well in other contexts may not work well in the Zambian context. The theories of democratic, laissez-faire and instructional leadership have not been well applied in the Zambian context where leadership has more to do with autocracy and the use of powers based on cultures. This implies that the leadership style chosen has cultural foundation, will not work outside this foundation, and its efficacy will depend on the expectations of subordinates, measured from cultural perspectives.

7.4 Innovation and Contribution of the Study

The study was conducted with the aim of establishing what teaching and learning environments existed in colleges and which leadership style contributed to the creation of conducive teaching and learning environments in Colleges of Education. The findings have established that teaching and learning environments in colleges were compromised. The environments were poor to moderate. One main factor for this situation is the type of leadership provided in these institutions of learning. This study has, therefore, contributed to the body of knowledge on leadership aspect prevailing in Colleges of Education and how such leadership contributes to the creation of conducive teaching and learning environments. Most importantly, the study has exposed the gaps and limitations that current leadership theories have in use in developing countries like Zambia where leadership is linked to the use of power as found in autocratic leadership style. The delegation of power in democratic and laissez-faire styles do not augur well with the Zambian situation.

Furthermore, the study has ranked different leadership styles and explained their significance in Zambia's Colleges of Education. It has become clear which leadership is used mostly and which one is least used and with what results. The study has also brought to light the fact that the cultures leaders are socialised in, have a bearing on how such leaders conduct themselves in their institutions of learning. In addition, the use of mixed method explanatory sequential design is an innovation by this study. A good number of researches conducted on colleges and schools such as Simango (2016) and Oyetunji (2006) have used either qualitative approach alone or quantitative. The use of mixed method has changed the way leadership has been taken in these studies and has given a new understanding and perspective of how the leadership styles studied have influenced

197

conducive teaching and learning environments. Above all, the study has provided an adaptive and contextual leadership style most appropriate for Colleges of Education in Zambia. The proposed hybrid leadership style and VDCITTR leadership framework developed in this study are the greatest innovations this study has provided, which might be the answer to the so many leadership challenges being experienced in Colleges of Education as emerged in this study.

7.5 Recommendations

Based on the findings of this study and the gaps reported in leadership prevailing in the colleges, the following recommendations have been made.

1. Principals in all colleges to accelerate consultation and dialogue with members of college community before major decisions are made. In doing so, they must be mindful of established structures and involve each structure accordingly.
2. Bearing in mind the core business of colleges, principals must learn and practice more instructional leadership in order to fulfill the core business of their institutions.
3. Principals must double their efforts in providing the most needed teaching and learning materials and facilities in their institutions to enhance academic performance of their students.
4. To improve on the caliber of leadership prevailing, there is need for training of principals in leadership before they take up positions as principals. MoGE through University of Zambia must design a course for all running colleges. The training should serve as a pre-requisite for appointment as principal both in private and government colleges.
5. To improve on the operations of colleges, MoGE through TESS must put in place good monitoring systems, especially for government colleges, for quality assurance, which should be more responsive to college operations than the current one.
6. There is need for principals to improve on creating good channels of communication and making use of such channels to build teams in their operations in order to provide inclusive leadership.

7.6 Recommendations for Further Research

The study has proposed hybrid leadership style to be the adaptive and contextual leadership framework for colleges. The study, therefore, recommends that research be conducted on the remaining government and grant-aided colleges to test the suitability of hybrid leadership style in the running of Colleges of Education in Zambia.

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APPENDICES

Appendix A: Organisational Structure of College A

Job Description of Position Holders

There shall be established offices/positions of the college dictated by functions and roles for the smooth running of the college. The main offices/ positions are as follows:

i.   The Director
ii.   College Advisory Council
iii.   Principal
iv.   Vice Principal
v.   Registrar
vi.   Assistant Registrar
vii.   Heads of Departments/Heads of Sections
viii.   Lecturers
ix.   Student Representative Council (SRC)
x.   Student

Functions of the Director

- To provide policy direction of the college in terms of new courses, curricular and calendar
- Enter into contracts with other bodies
- Recruit Principals, Vive Principals, Registrars, Assistant Registrar and other members of staff of the college

- Supervises the Principal, VP, Registrar and Assistant Registrar

- Implementing capital projects

- Implementing College Advisory Council policies

- Main signatory to all college Bank accounts and controls funds

- Receives academic and administrative reports

- A member of CAC

- Seeks advice from CAC on matters of recruitment, salaries/wages and conditions of service of all college staff

- Acts as chairperson of CAC when both the chairperson and Vice are absent

- Pays salaries/wages, allowances to college staff through the Principals office.

Functions of the Principal

This is the top most position of the college in whom executive powers are vested. Some functions of the office of Principal shall be:

- Day to day running of the institution

- Making decisions which are administrative and professional

- Supporting and promoting academic and religious ethos of the college

- Supervising of college staff-VP, Registrar and assistant Registrar, Lecturers, support staff and students

- Allocating duties and responsibilities to all lecturers and workers of the college

- Making professional recommendations on lecturers and renewal termination of contracts. This should be done after staff appraisal reports have been done

- Preparation of college budget of income and expenditure with the accounts section and the CAC treasurer

- Recruiting /admitting students- full time, part time and distance students before the academic year begins

- Accountable to the Proprietor and CAC

- Secretary to the CAC meetings

- Chief spokesperson of the college including press statements on behalf of the Director/ Proprietor

- Chairperson of

    a) Staff meetings

    b) Examinations committee

    c) Graduations committee

    d) Academic Board of Heads of Departments (meets twice each year)

- Evaluates staff requirements of college and makes appropriate recommendations to the Director

Functions of the Vice-Principal

This is the position of the college Administrator/Manager whose functions include the following:

- Daily routines, execution of timetables of the college
- Supervising/Coordinating

    a) All HODS and HOS

    b) Making of the timetable through HODs

    c) Teaching Practice programmes in liaison with MoE officer and Copperbelt
       University

- The work of Students' Representative Council (SRC)
- Initiating cultural, social and sporting activities of the college
- In charge of Hostel accommodation of students, visitors and staff
- Record keeping of academic nature-exam results
- Granting permission to staff and students
- Develop, foster and maintain an acceptable standards of conduct among staff and students in the college (discipline
- Provide professional and academic guidance to staff and students
- Maintenance of college buildings, roads (infrastructure), equipment and college furniture through PMS,
- Chairperson of:

    a) Heads of Department meetings

b) Board of studies meetings

c) Timetable committee meetings

d) Auxiliary staff meetings

- Plan and implement co-curricular activities
- Coordinating, monitoring and evaluating academic programmes in the college
- Any other delegated functions by the Principal and Director

Functions of the Registrar

The custodian of college property and the employee records. Some of the functions of the Registrar include the following:

- Keeping an inventory of stores, property of college and buildings
- Maintaining student records: enrolment, assessments and records of examinations and examination results
- Custodian of college certificates of Registration, or renewal of registration and students' certificates: Diplomas and Degrees
- Responsible for security of exams
- Responsible for procuring and replacing security items such as locks, official college seals date stamps, national flags, and college flags, T-shirts, strong rooms, safe etc.
- Responsible for planning, implementation of graduation ceremonies, open days, prize giving ceremonies etc.
- A legal advisor of the college
- Chairperson of:
    a) Staff disciplinary committee
    b) Examination committee
- Receives reports from Assistant Registrar, HODs, HOS, Matron, Security etc.
- Any delegated functions

Functions of the Assistant Registrar

- Responsible for academic records, storage and retrieval

- Maintains records of teaching for full and part time lecturers and submits them to the VP for approval and payment

- Submits course work and test results to the VP and Registrar

- Secretary to the board of Studies and all meetings chaired by the Registrar

- Work closely with the Registrar

- Coordinating of TP activities and programmes

- Heads staff meetings and other academic meetings

- Attends to students' academic problems

- Examination time-tables and conduct of examinations

- Performs any other delegated functions

Functions of Heads of Departments

- Responsible for the implementation of the subject(s) area (study area) policies

- Holds meetings with lecturers in the Department

- Prepare Scheme of Work in the subject area for the Department and supervises teaching of it

- A member of College Curriculum Committee or Board of Studies of college

- Sets exams, tests and major assignments

- Sets Departmental goals in the subject area

- Any other delegated functions

Functions of the Lecturers

Suitably qualified teachers shall be recruited to work as lecturers. Primary Teachers Certificate, Secondary Teachers Diploma and Degree holders with at least three years teaching experience shall be preferred. Both full time and part time lecturers shall be employed. Employment will be dictated by the availability of vacancies and suitability of the person applying.

Functions of Students Representative Council (SRC)

- Two students (male and female) from each class shall be elected by all members of their class to represent them on the SRC

- Student Representative shall elect their office bearers amongst themselves

- The SRC shall hold meetings twice a month and when need arises

- Presenting students concern to the Principal through the college Registrar

- The SRC shall work with the college authority to maintain high standard of discipline and high academic standards in the college

- Plan and implement recreational and co-curricular activities with college Registrar

- Assisting in the running of the college by taking up responsible positions: Monitors, College Assistants, Hostel Representatives and many more.

- The SRC shall perform any such functions in line with student affairs.

Appendix B: Organisational Structure of College B.

College B Job Description of Position Holders

Functions of the Director / Vice-Chancellor

Job Summary

The Director or Vice-Chancellor is the Chief Executive Officer (CEO) of the institution and hence the chief academic, finance and administrative head of the institution/university. Being the chief executive officer of the institution, he is responsible for all executive and operational functions of the institute.

Principal Accountabilities/ Responsibilities

1. Formulating, developing and implementing a strategic plan, which will provide forward looking policies and academic, financial and administrative activities of the institution.

2. Providing effective leadership and facilities appropriate to the institution of the high standing, for the pursuit of learning, research and the development of training policies, guidelines and diversified curricula that will be responsive to the needs of both Zambians and non-Zambians.

3. Fostering high value linkages with the corporate world and other stakeholders, building relationships and development of marketing strategies and strategic linkages and partnerships.

4. Development of resource mobilisation strategies and maximising utilisation of available resources through innovative management in order to attain the institutional objectives.

5. Sourcing of capital finance and other investment activities in order to achieve optimal returns.

6. Manage and supervise the preparation, development and implementation of business plan and budgets according to set policies and guidelines by the Board/Council.

7. Ensure effective management of bilateral and commercial agreements and contracts with other institutions or organisations for the benefit of the institution.

8. Human Resource Development, mentoring and capacity building of staff to improve performance and increase productivity.

9. Ensure that the institution recruits and retains the sufficient and competent number and caliber of academic, administrative and general staff on such competitive terms and conditions of service as determined by the Board/Council.

10. Chief spokesperson for the institute and the only one allowed giving press statements and officially representing the institution to the outside world.

11. He is the controlling officer and the approving authority of all contracts, orders and purchases, payments, recruitments and appointments, promotions, transfers, demotions, suspensions and expulsions of both staff and students and any action incidental.

Job Description of the Principal

Job Summary

To develop, manage and evaluate the effective and efficient training system to ensure diversified and qualitative implementation of training programmes for full, part time and distance students across the institutional campuses.

Principal Accountabilities /Responsibilities

1. Development of relevant curriculum and syllabi in all programmes.
2. To ensure that the institution is affiliated to relevant professional bodies and universities to help in ensuring quality training and certification of examinations.
3. To develop training, monitoring and evaluation tools like lesson plans, schemes of work, records of work, teaching practice monitoring tools.
4. Day to day running of the institution and can be given the delegated authority to perform some of the functions of the Director in his absence or whenever the Director deems fit.
5. To develop modules and schedules for distance learning students.
6. To manage examinations and ensure security, credibility and proper certification of all students including management of referrals and deferments.
7. To supervise all the Heads of Departments.
8. To prepare monthly, quarterly and annual reports and timely submission of the reports

9. To manage online registration of students.

10. He is the assistant and second in command to the Director and is automatically the point of contact in the absence of Director unless otherwise directed by the Director or Board members.

The Functions of Vice-Principal

1. He/she is responsible for preparation of class and examination time tables, Teaching

2. Practice programmes, continuous assessment and assignment preparation, which will be submitted to the Principal for approval

3. He/she is responsible for compiling of the summary of the examinations results and submit to the Principal for verification and approved by the Director.

4. Prepares programmes, courses or subjects to be undertaken by lecturers which are submitted to the Principal for approval before assigning them to respectful lecturers.

5. Compiling of monthly clock cards for lecturers and submit them to the Principal in readiness for payment.

6. Maintaining discipline of both students and lecturers in the college.

Functions of Lecturers

1. Lecturers are required to prepare schemes of work, records of work and lesson plans in the study area one is offering. These must be contained in a file and should be submitted to the person in charge of training for checking every fortnight.

2. Continuous assessments must be done throughout the period of training. A major test must be given at least every fortnight.

3. Lecturers must be exemplary in such matters like punctuality, self-discipline, firmness, fairness, smartness and honest. He/she is expected to inform the HOD or training manager if not reporting for work.

4. To maintain strict discipline in class, ensure that noise making in class or other nuisance behaviour in class in not tolerated.

5. Should ensure that class register is always updated and marked by class representatives.

6. College syllabuses, equipment and reference books given or borrowed from the institute

should not be used for personal businesses or for the benefit of other colleges.

7. Lecturers are expected to promote the image of the institute and suggest ways of Improvements and diversification into other ventures. They are further expected to encourage and persuade students to finish their courses in our institute and not run away to other institutions.

8. The institute expects lecturers to work hard with honest and commitment to the satisfaction of the management and all stakeholders.

9. Lecturers are expected to attend monthly staff meetings.

10. Lecturers must finish the syllabus in good time before the examination to enable the Institute meet the pass rate targets.

Appendix C: Organisational Structures of College C and D

Job Description of Position Holders

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The Principal

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Job Purpose

To manage and monitor the provision of teacher training at college level in order to produce quality teachers for Basic Schools.

KEY RESULT AREA	PRINCIPAL ACCOUNTABILITIES (MAIN DUTIES)
Recruitment and selection	Co-ordinates effectively the recruitment and selection of students in order to ensure candidates with right qualifications are selected
Training	Manages effectively the training of both pre-service and in-service training of teachers to enhance the provision of quality education for the basic schools
Monitoring and evaluation	Monitors and evaluates periodically the teacher training activities in order to ensure appropriate interventions
Management	Manages effectively, staff and utilisation of other resources in order to achieve the objectives of the institution

The Vice-Principal

Job Purpose

To co-ordinate the implementation of all academic programmes in the college in order to ensure quality delivery of teacher education and training.

KEY RESULT AREA	PRINCIPAL ACCOUNTABILITIES
Academic programmes	Coordinates effectively the designing, implementation and evaluation of academic programmes in order to facilitate smooth delivery of programmes
Teaching	Lectures effectively in order to impart relevant knowledge and skills to learners
Maintenance of infrastructure	Supervises effectively the general maintenance of college infrastructure in order to create a conducive teaching and learning environment
Supervision	Supervises effectively all staff and students in order to enforce college regulations and attain intended college goals

Heads of Sections/ Heads of Departments

Job Purpose

To co-ordinate all academic and professional activities in the section in order to ensure effective delivery of teaching and learning requirements.

KEY RESULT AREA	PRINCIPAL ACCOUNTABILITY
Schemes and Records of work	Monitors closely the preparation of schemes and records of work in order to ensure the achievement of high quality performance by lecturers and students
Teaching and learning materials	Ensures the timely availability of teaching and learning materials so as to facilitate effective teaching
Supervision	Supervises closely the lecturers in order to enhance high quality professional and academic achievements
Teaching	Teaches and demonstrates quality teaching methods to members of the section in order to achieve high standards
Records	Co-ordinates up-to-date record keeping in the section in order to ensure availability of relevant information in the section

The Registrar

Job Purpose

To supervise the administrative support services and student affairs in order to promote efficient and effective operations of the college.

KEY RESULT AREA	PRINCIPAL ACCOUNTABILITIES
General Administration	Supervises effectively all the general administrative functions in order to provide support services for the smooth running of the college and welfare of students
Student Affairs	Ensure proper registration, orientation and placement of the student to ensure that the successful students is undertaken in order to facilitate their training
Security	Ensures maximum security is provided in order to protect both college and students property

Senior Lecturer

Job purpose

To conduct all the academic and professional activities in the subject area of specialization in order meet training needs of student teachers.

KEY RESULT AREA	PRINCIPAL ACCOUNTABILITIES
Lesson Planning	Prepares lessons timely in order to facilitate effective teaching/learning
Teaching	Teaches effectively in the subject area in order to impart relevant knowledge
Assessment and Evaluation	Undertakes the continuous and effective assessment of learners' performance in order to measure acquisition of appropriate knowledge

Appendix D: Sample answered Lecturer Questionnaire

Dear colleagues,

I am carrying out an academic research where I need your assistance by responding to this questionnaire. The topic of study is: **"Leadership styles and their contribution to creating a conducive teaching and learning environment in Colleges of Education in Zambia."** Kindly respond as truthfully as you can by putting a circle on the phrase of your choice. The information you will give will be treated with the highest confidentiality and will only be used for the sole purpose of the study.

Section A: Personal Profile

1. Your Position: (i) HOD (ii) HOS (iii) Senior Lecturer (iv) Chief internal examiner
   (v) ODL coordinator (iv) School Experience Coordinator

2. Sex (i) Male (ii) Female

3. Age ---- 50 YRS

4. Marital status (i) Single (ii) Married (iii) Divorced (iv) Widowed

4. Number of years in that position (i) 1-5 years (ii) 6- 10 years (iii) Above 10 years

5. Teaching experience (i) 1-5 years (ii) 6-10 years (iii) 11-15 years (iv)16-20 (v)above 20

6. Highest qualifications: (i) PHD (ii) Masters (iii) Bachelor's Degree (iv) Diploma

7. Type of college where you are working (i) Government (ii) Private

Section B: Autocratic Leadership Style

This is the style of leadership where the focus of power is vested in the leader and all interactions within the group move towards the leader.

The statements below examine the use of autocratic leadership in the college. Kindly read each statement and carefully circle the number that suits your opinion on a five point scale.

1= Strongly Disagree   2= Disagree 3= No opinion 4= agree   5= Strongly agree

	statement	Five point scale				
8	The administrations' interaction with all members of college community is good	1	2	3	4	5
9	All powers to administer the affairs of the college is centralized in the	1	2	3	4	5

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	hands of the Principal					
10	The Principal use the established structures to run the institution effectively	(1)	2	3	4	5
11	The Principal consults and discusses issues before making a decision	(1)	2	3	4	5
12	The administration is more concerned with accomplishment of tasks in the college than addressing staff needs.	1	2	3	4	(5)
13	The Principal uses good strategies to resolve conflicts in the college without hurting anybody.	(1)	2	3	4	5
14	Good performance X loyalty to the Principal is highly rewarded while divergent views to the Principals' is punished in various ways	1	2	3	4	(5)
15	The Principal encourages participation of all college members in the administration of the college.	(1)	2	3	4	5

Section C: Democratic Leadership Style

This is the type of leadership where the focus of power is more with the group as a whole which is characterized by interaction within the group.

The statements below analyze the use of democratic leadership style in the college. Read them carefully and respond by putting a circle on the number of your choice from the five scale point.

1= Strongly disagree; 2=Disagree ; 3= No opinion;   4=Agree ; 5= Strongly agree

	Statement	Five scale point				
16	The Principal consults members of staff before making any decision.	(1)	2	3	4	5
17	The Principal fairly delegates duties to academic and support staff according to their ability and expertise.	(1)	2	3	4	5
18	The good relationship existing in the college between the administrators and subordinates has contributed to team building in the institution.	(1)	2	3	4	5
19	The democratic leadership style in use in this college has helped to create job satisfaction in most members of this college.	(1)	2	3	4	5
19	Members of the college community are motivated because of good leadership prevailing in the college.	(1)	2	3	4	5
20	The Principals uses top-bottom and bottom-top systems of communication to disseminate important information to subordinates.	(1)	2	3	4	5
21	The Principal involves members of the college to run the institution through effective utilization of committee.	(1)	2	3	4	5
22	The Principal conducts staff meetings regularly as a way of involving staff in decision making.	(1)	2	3	4	5

Section D : Laissez-Faire Leadership Style

The statements below investigate the use of Laissez-faire leadership style in the college. Critically read the statements and circle a number of your own choice from the five point scale.

2 | P a g e

228

1= Strongly disagree   2=Disagree   3= No opinion   4=Agree   5= Strongly agree

	Statement	Five scale point				
23	The Principal does not allow members of the college community to come up with their own objectives in their various departments but instead follow what is laid down by the Principal.	1	2	3	4	(5)
24	Members of staff are given the autonomy to work as they wish without interference from the administration.	(1)	2	3	4	5
25	There is a lot of freedom in the college for people to do what they want at any time without control from the administration.	(1)	2	3	4	5
26	The Principal fails to discipline some erring lecturers when they commit serious offenses in the institution.	1	2	3	4	(5)
27	The Principal sometimes fails to delegate duties when out of the institution and leave members of staff to work on their own without direction.	1	2	3	4	(5)
28	The Principal does not monitor what is taking place in the institution because he/she is always out of the station.	1	2	3	4	(5)

Section E: Instructional Leadership Style

This is the style of leadership where the leader focus on ensuring that teaching and learning is taking place in the institution.

Below are statements meant to examine the use of instructional leadership in the college. Choose and circle the number of your choice according to the five point scale given.

1=Strongly disagree 2= Disagree   3= No Opinion   4= Agree   5=Strongly agree

	Statement	Five Point Scale				
29	The attitude of administrators towards academic affairs of students is bad.	1	2	3	4	(5)
30	The Principal does not mind if teaching and learning is taking place in the institution.	1	2	3	4	(5)
31	The administrators in the college have taken keen interest in supervising and monitoring the implementation of college curriculum in class.	(1)	2	3	4	5
32	Lecturers are often observed teaching in class.	(1)	2	3	4	5
33	The administrators have been good in providing the much needed T/L materials to ensure that T/L is taking place.	1	(2)	3	4	5
34	The Principal exercises very well her/his role of instructional leadership.	(1)	2	3	4	5
35	The Principal's exercise of instructional leadership has improved the caliber of training and student academic performance.	(1)	2	3	4	5
36	The Principal involve lecturers when introducing new classroom practices to improve teaching.	(1)	2	3	4	5

3 | P a g e

229

Appendix E: Sample Student Answered Questionnaire

Dear student,

I am carrying out an academic research where I need your assistance by responding to this questionnaire. The topic of study is **"Leadership styles and their contribution to creating conducive teaching and learning environment in Colleges of Education in Zambia."** Kindly respond as truth as you can by putting a making a circle on the phrase of your choice. The information you will give will be treated with the highest form of confidentiality and will only be used for the sole purpose of this study.

Section A : Personal Profile

1. Your age **20 years**

2. Sex : (i) Male (ii) Female

3. Level: (i) 1st year (ii) 2nd Year (iii) 3rd Year

4. Programme of study: (i) Primary (ii) Secondary (iii) ECE

5. Position in the institution: (i) SRC member (ii) Board member (iii) Class Rep (iv) Ordinary student

6. Type of college: (i) Government (ii) Private

Section B : Autocratic Leadership Style

Autocratic style is the type of leadership where powers to rule the institution is vested in one person who decides everything for the institution.

Below are series of statements examining the use of autocratic leadership in the college. Kindly read each statement and carefully circle the number that suits your opinion on a five point scale.

1=Strongly disagree 2= Disagree   3= No opinion 4= Agree 5= strongly agree

S/N	Statement	1	2	3	4	5
7	Students are usually consulted when important decisions affecting them are being made	1	2	3	4	5
8	The Principal Counsels erring students instead of threatening them to be suspended or punishing then	1	2	3	4	5
9	Information on what is happening in the college is always given to us by the Principal	1	2	3	4	5
10	The Principal involves us in the running of the institution	1	2	3	4	5

1 | P a g e

230

| 11 | Rules, policies and regulations are made without our input | 1 | 2 | ③ | 4 | 5 |
| 12 | Student leadership is not recognized in this institution | 1 | 2 | 3 | 4 | ⑤ |

Section C : Democratic Leadership Style

Democratic leadership style is the type of leadership where the focus of power is more with the group as a whole which is characterized by interaction within the group. The following statement analyze the use of democratic leadership style in the college. Read each statement and carefully circle the number of your choice from the five (5) scale point.

1=Strongly disagree 2= Disagree   3= No opinion 4= Agree 5=Strongly disagree

	Statement	Five scale point				
13	The principal always ask for our input before making any decision which is affecting us.	①	2	3	4	5
14	The Principal makes use of the established student leadership structures whenever she/he wants to do something concerning us.	1	2	③	4	5
15	The administration motivates us because of its good leadership which is inclusive of everyone in the institution.	1	②	3	4	5
16	The Principal has maintained discipline in the college because of involving the student leadership to control students in the college.	1	2	③	4	5
17	The administration works well with lecturers to run the affairs of the institution as a team.	①	2	3	4	5
18	The Principal interacts very well with us students and discusses with us issues affecting us to seek solution.	①	2	3	4	5

Section D : Laissez-Faire Leadership Style

Laissez-faire is a style of leadership where the leader gives freedom to subordinates to make rules, set goals in an organization without his/her interference.

The following statements investigate the use of laissez-faire in the college context. Kindly circle the number that suits your choice of the five point scale.

1= Strongly Disagree   2= Disagree   3= No opinion 4= Agree   5= Strongly agree

2 | P a g e

	Statement	Five point scale				
19	The Principal allows us the student body to make our own rules to follow in an institution without interference.	1	(2)	3	4	5
20	The administration listens to our suggestions as students body and provides what is needed.	1	2	3	(4)	5
21	The Principal often fails to take action against erring students because of **I don't care** attitude.	1	2	3	4	(5)
22	Students are given too much freedom to do what they want without direction from the administration.	(1)	2	3	4	5
23	The Principal does not care about the affairs of the college because she is always out of the station.	(1)	2	3	4	5
24	The Administration often fails to meet students whenever there is an issue that requires their presence.	1	2	(3)	4	5

Section E: Instructional Leadership Style

This is the style of leadership where the focus is on ensuring that teaching and learning is taking place in an institution.

Study the statements given below to examine the use of instructional leadership in the college and choose the number of your choice from the five point scale given.

1= Strongly disagree   2= Disagree   3= No opinion   4= Agree   5 = Strongly agree

	Statement	Five point scale				
25	The attitude of administrators towards student's academic affairs is good.	1	2	3	(4)	5
26	The Principal have interest in seeing that teaching and learning is taking place in the college.	1	2	3	(4)	5
27	The Principal from time to time talk to us about the challenges we are facing in our academic work.	(1)	2	3	4	5
28	The Principal from time to time monitors lessons in class to see how we are learning.	(1)	2	3	4	5
29	The Principal has equipped the college with enough teaching/learning materials to enhance the teaching process in the college.	(1)	2	3	4	5
30	The Principal evaluates our performance with us to chat the way forward.	(1)	2	3	4	5

31. Which leadership style is predominantly being used by your Principal in this college?

1= Transactional 2= Autocratic 3= Democratic 4=Laissez-faire 5= Instructional

Section F : Conducive teaching and learning environment

Conducive environment is an atmosphere in the college which is appropriate for teaching and learning to take place, where both students and lecturers feel free to operate from.

The statements investigate how the college is made a conducive environment for teaching and learning. Choose the best number from the five point scale given below.

1= Strongly disagree 2= Disagree 3= No opinion 4= Agree 5= Strongly agree

	Statement	Five Point scale				
32	The college has all the necessary facilities, equipment and materials for effective teaching and learning.	①	2	3	4	5
33	College lecturers coordinate well with us students and administration to ensure that learning is taking place.	1	2	3	4	⑤
34	The huge enrolment of students makes it difficult for lecturers to use various methods of teaching to enable us understand things better.	1	②	3	4	5
35	The insufficient and continuous change of lecturers has affected our learning in this institution.	1	2	3	④	5
36	Lecturers are committed to teaching and marking of assignments which makes our academicperformance good.	1	2	3	4	⑤
37	The environment in the college is conducive for learning because it has good infrastructures and spacious rooms to learn from.	①	2	3	4	5

THANK YOU FOR TAKING PART IN THIS EXERCISE

4 | P a g e

233

Appendix F: Sample Interview with One Principal - Piloting

S/N	QUESTION	RESPONSE
1	What are your roles in this institution?	To ensure that the institution is running and fulfilling its mandate. I do this by ensuring that I provide what is needed that is both human and finance resources. I also ensure that there is co-ordination of activities among departments and that individuals are doing their work through monitoring and supervision of their work.
2	Are you enjoying your work as Principal?	It is relative. I do though it may not be in a plain circle. I enjoy when my interaction with members of staff is good, when they co-operate and we work together to achieve what is good for the institution. But at times when I don't see things moving it is quite frustrating and disturbing so to say.
3	What type of leadership style do you think is suitable for Colleges of Education?	I think collaboration or democratic is suitable where you engage stakeholders because no one is an island. When I am doing my work, I am mindful that I need to work with others. But, at times, you need to bring in other styles sometimes you need to be flexible at other times stand your ground especially when dealing with policy issues. Policy matters are not negotiable.
4	So can I take it that is the leadership style you are using to run this college?	Yes, collaborative is my approach.
5	Is the use of this leadership style contributing to creation of conducive teaching and learning environment?	Yes, it does where you involve others and cooperatively make decisions, it helps as people start owning the decisions and the institution and feel the sense of belonging. That contributes to the creation of a conducive working environment.
6	How is the teaching and learning environment in this institution?	It is 50-50 because we are lacking a lot of resources needed and the infrastructure is not up to date. We have started new programmes so space will soon be scarce.
7	How often do you consult members of staff when making important decision in the college?	I do consult them. We have management meeting every Monday with HoDs where we discuss and reach consensus, then we implement. Where we feel as management we need to bring in others, then a staff meeting is called and there we discuss until we reach the consensus.
8	How often are staff meetings held?	The official one is once per term, but when need arises we call for an impromptu meeting and discuss and make decisions. We also have CPD meetings every week and in those meetings I am usually invited and if

		there is an agent issue to discuss, then we discuss and make decisions.
9	How is the tenet of delegation of duties conducted in this institution?	Delegation of duties is being done where when delegating you look at who can best perform the task depending on their past records.
10	How would you describe your relationship with members of the college community?	My relationship is good. I have endeavoured to create a relationship where we can interact and I get involved in their personal life in case of challenges I would know what they are going through and assist if possible. My desire is to have a good relationship with every member of college community though it is not possible.
11	What patterns of communication are you using in this college?	It is the same pattern of government etiquette, where we follow the chain of command from lecturer- to HoD- to VP- to principal or vice-versa.
12	Are there no situations when things happen in the college without lecturers or even you knowing? When such happens what is your reaction?	Yes, I have experienced that. We have seen things happening without my knowledge or the VP. I experienced that yesterday where I just found poles have been removed. When I inquired I was told the person behind that. When it happens I call the person involved, talk to them and advise them accordingly.
13	Motivation is an important element in an institution like this one. What measures have you put in place to motivate lecturers and students?	Nothing special because people have attached motivation to money and I think that is not the best motivation. When people deserve they are motivated in various ways not with money. You send them for workshops, or to attend graduation ceremonies in other colleges. You do this to those you feel are putting in a lot. These little benefits motivate people except you need to spread them so that a good number benefit.
14	From your observation would you say members of staff are satisfied to work in this institution?	I may not know because people have different expectations. The college is struggling in many areas such that sometimes we are even failing to pay bills. On that one I may think members are not satisfied, they are always demotivated.
15	How do you exercise your role as an instructional leader?	I have insisted on policy that it is not negotiable.
16	How do you ensure that teaching and learning is taking place in your institution?	One thing I constantly do monitoring. I abruptly go round classes to check what is happening. When I see that things are not happening as expected I will summon the officer and talk to him/her. I also get reports from HoDs I have designed a template where HoDs fill in to show what has been covered by lecturers. It shows the lectures conducted in a week, assignment given, how many CDPs and workshops each lecturer attended. I came up with this template as

		a way of monitoring what is taking place and setting a tone of what I want to be done in the institution.
17	How equipped is your institution in terms of teaching and learning resources	It is not equipped. Due to financial constraints we are not able to provide what is needed on time and the institution is facing a lot of challenges in that area.
18	What challenges are you experiencing in creating conducive teaching and learning environment?	Lack of materials, finances and attitude of lecturers towards work. For lack of materials you find some people even where they can improvise, they want always to apportion the blame for failing to deliver on lack of resources. But sometimes that may not be even be necessary because us teachers we are supposed to improvise instead of always waiting for the central administration to provide everything. Failure to do that affects the creation of a conducive teaching and learning environment.
19	How is the academic performance of students in this college? Can that be attributed to your leadership in this college?	The academic performance is good despite not having necessary teaching and learning materials. That can be attributed to all, good leadership, hardworking lecturers and serious students.
20	What is missing in the way the college is being run? What are your aspirations for this college?	Lack of commitment and seriousness on the part of the lecturers on their work. Getting permissions all the time that makes work to suffer. My aspirations are to build a family so that we work as one family. My desire is to create an environment where people should be missing to be at the place of work. The other is that this institution should grow and reach the level where it becomes relevant to the nation in terms of provision of special education.
21	When appointed as principal were you given any training?	Nothing. I came for a different section of standards officer. When appointed I expected such a thing to happen but nothing. I came here as vice principal but I found the office of the principal vacant, the one who was working as principal went back to Chalimbana where he came from. Instead of having someone to show me how to do things, I had just to start like that. It has been job on training and trial and error process.

Appendix G: Sample Interview with One Lecturer

S/N	QUESTION	RESPONSE
1	How would you describe the leadership prevailing in the college	The type of leadership is that of divide and rule in the sense that certain individuals are favoured while others who do not labor so much to be close to him are left out
2	Are you happy with the type of leadership prevailing in the college?	Not at all many of us who are not in his inner circle are often sidelined and this has affected the operations of the college
3	What leadership style do you think the principal is using to run the college?	It is mostly autocratic and sometimes he uses laissez-faire where he does not mind how things are in the institution. He is always out and does not care how the institution performs in his absence.
4	Is the style helping the college to perform well in all overall life of the college?	It is not. Mostly, we are struggling to make ends meet. His autocratic tendencies has affected the performance of the college in many areas
5	What do you think influenced the choice of the leadership style being used in the institution?	Men always think they are leaders and must make decisions single-handed so may be culture has influenced him. In our traditional culture us men from childhood are made to believe that we are leaders, we are the head of the family. So we are made to believe that everywhere we are to make decisions alone
5	Does having a male/female principal have an impact on the college performance?	I don't think so, the immediate past principal was a woman but the way she was running the college was the same as the way this man is running it. It depends on what one values
6	What challenges is the college facing as a result of the leadership style being used in the college?	There is no consultation, things or decisions are being made by one person and sometimes with his favorites, those in his inner circles. So, decisions made sometimes backfire and that affects the operations of the institution. Lack of consultation makes him misuse funds. When money is collected, we are supposed to meet and allocate money to various activities. But he starts using money before we meet and by the time we meet, half of the money is already used. That affects the operation of the institution
7	How is the top leadership motivating and inspiring you in your work?	Motivation is very minimal. We put in a lot but get very little. The college has enrolled double the number of students we have been enrolling but what we get

		after teaching parallel classes are just peanuts but him is going out every week and making money
8	How often are you consulted when major decisions are being made in the institution?	We rarely participate in decision making. No matter how that issue is discussed that important decisions should be discussed before they are carried out, it has not worked out. Hence, as members of staff we feel we left out in decision-making.
9	How is communication done in this Institution? Do you interact well with the principal?	Communication is a problem it is top-to bottom. Usually, we get information haphazardly due to lack of sufficient meetings. Often, he fails to communicate to right people and sometimes information comes from junior subordinates or even students which is not good. At other times information is given to people in the streets or an issue is discussed with one person but he takes it as if we all discussed.
10	Is the environment in the college conducive for teaching and learning? is it safe for students?	The environment is poor; the college has enrolled a lot of students but infrastructure has remained the same. The classrooms are congested; hostels are not enough. We teach combined classes of 80-90 and students stand almost near you. Learner-centered methods cannot be used
10	Is the environment suitable for quality training?	How can it quality when we are struggling in most things. Quality has been compromised
11	How is instructional Leadership being applied in this college?	Instructional leadership is non-existent. I have never seen any of the administrators coming to class to guide or demonstrate. Their leadership is restricted to administration
12	How much is the top management putting in to ensure that teaching and learning is taking place?	There is not much. The institution is lacking a lot of materials for teaching. The library has few latest books. Most books are outdated, computers are not many and internet is not always available. Science and Technology laboratories do not have chemicals and equipment needed. Attention is not paid to buying of books but infrastructure and sports
13	How is the academic performance of students in this college?	Students pass but we are not happy with the grades. We need more students with distinctions and merits. They cannot be getting same grades with those in private colleges. They need to be more serious
14	Can the performance be attributed to the type of leadership prevailing in the institution?	Yes, it does. Leadership is key so when leadership is not up to date, it affects other things
15	What do you think should be put in place to improve on the type of leadership prevailing in the college?	Serious monitoring by TESS. It seems principals are not accountable to anybody that is why they are behaving like small God. TESS needs to intensify monitoring in government colleges like they are doing

S/N		
		in private. Principals should undergo leadership training to know how to handle human resource
15		

Appendix H: Sample Interview with One Student

S/N	QUESTION	RESPONSE
1	What is your description of leadership found in this college	The leadership is good in some ways and in other ways it is not good. We as students we are not involved in the way the college is run and we lack a lot of things.
2	Do you consider the college to have good leadership? Give reasons for and against	It does not the director runs the college alone; the principal is just given directives on how to do certain things.
3	What leadership style do you think is the principal using to run this college?	It is autocratic and a bit of democratic, because most of the things are done without the involvement of lecturers and us students.
4	How do you describe the environment in the college?	It is very bad; the place is not conducive it was an old workshop so it lacks a lot of things needed for teacher training. Besides, where it is located there is a lot of noise. When the train is passing we have to stop lessons and when the mine is operating there is a lot of noise.
5	How often do you interact with the top management as students?	We don't often interact except during assembly. We rarely go to his office. In fact we fear the principal.
6	Does the top management consult you when making decisions that affect you?	The top management does not consult us whenever they are making decisions. When increasing fees we were not consulted and when we wanted to find out through our SU we were told this is administrative.
7	Do you feel you are participating in the running of the college? Give reasons.	I don't think so because we have never had any meeting with the management and most of the decisions are made up there without our input.
8	Is the type of leadership existing in the college contributing to creation of conducive teaching and learning environment and good performance?	Yes, and no. It is not contributing to creation of conducive environment because the college lacks a lot of things that can make the environment conducive for learning. Besides there is no co-ordination between the administrators, lecturers and us students. Yes, because academically students are doing well for example last years' group they have scored 100%.
9	Are you motivated and satisfied to be in this college? Explain	I am not how can I be motivated when I am struggling in my learning process. A lot of materials needed I have to run up and down to find them. The institution is far so I have to walk long distance to be in college.

		The bus which is there is only taking females and those from Mulungushi side. The side where I am staying we are not catered for. So sometimes I reach the campus very tired and that frustrates me and demotivates me.
10	Is the college equipped with the necessary teaching and learning materials?	The college lacks a lot of teaching and learning resources. We have a small library you so which is equipped with old and outdated books. We have no computer laboratory, the science laboratory is not there, we are using a mobile laboratory but which has no chemicals. Latest books are very few may be two copies per course which are kept by the registrar and are given for one hour only. In terms of learning we are struggling just as lecturers are.
11	What is the attitude of the principal towards learning and academic performance of students?	The attitude is good; the principal has interest in ensuring that we are learning. He encourages us to take studies seriously. During assembly he gives advice on the need to take studies more serious. Whenever you take a complaint to him about a lecturer not performing he solves that problem quickly. Last term we had courses where we had no lecturers he made sure he scouted for them and this term all the courses have lecturers.
12	What is missing in the college leadership which affects creation of conducive teaching and learning environment	There is no seriousness in the way issues concerning students are tackled. Providing of the much needed resources has not been the top priority. We pay library fees but nothing is being bought to change the status of the library. The lack of co-ordination also affects creation of conducive teaching and learning environment.
13	How would you like this college to be run?	I would like the management to be consulting even students when making decisions. Provision of teaching and learning materials should be made a priority. The student leadership should be more recognised. In fact, when having staff meetings I would like the president of the SU to be in attendance so that he represents students' affairs adequately. Students to be allowed to participate in the running of the institution using the student leadership and that our voices should be heard whenever we cry for help.

Appendix I: Interview Guide for MoGE official

1. How would you rate the type of leadership prevailing in Colleges of Education?

2. Since you visit colleges from time to time, what would you say are Principals' strengths in their work as leaders of institutions of learning?

3. Identity challenges you have observed that principals are facing in their day to day running of their colleges.

4. Colleges are under Teacher education and Specialized services (TESS) How much support (as member of TESS) do principals receive from you in discharging their duties as college leaders?

5. How would you describe the environment in colleges, is it conducive for teaching and learning?

6. What is the government through MoE doing to improve leadership in Colleges of Education?

Appendix J: Focus Group Discussion Guide for Teacher Trainers / Support Staff

1. How would you describe the calibre of leadership existing in your college? Good, bad, fair - ----------- explain

2. Are you able to identify the leadership style being used in the college?

3. What do you like about the leadership style being used and what don't you like?

4. How is the leadership style in use contributing to creation of conducive teaching and learning environment in the college?

5. What do you think influences the choice of leadership style to use?

6. It is believed that good performance of an institution is dependent on the person holding the top leadership. Can you identify good qualities of leadership you have noted in your principal and explain how they contribute to creation of conducive teaching and learning environment vis-a-vis good performance?

7. How would you describe the relationship between the top management and members of the college community? Good, bad, fair -------- explain

    How does this relationship contribute to?

     a) Good performance   b) creation of conducive Teaching and learning environment

8. How much is your leadership as teacher trainers and support staff valued

    in the institution? Do you feel you are contributing to the running of the

    Institution or you are just figure heads?

9. What successes have you recorded in the recent past as a result of leadership

    being used in the college?

10. What leadership challenges is the college facing? And how best are they being

    Addressed?

11. What do you think need to be put in place to improve leadership in Colleges of

Education in Zambia

12. What do you think is the best leadership style for colleges?

Appendix K: Focus Group Discussion Guide for Students

1. As students who have been in the college for some time how you do look at leadership prevailing in the college?

2. What leadership style do you think is being used to run the college?

3. From your own observation what is the attitude of students towards college leadership?

4. What things do you not like about the current college administration?

5. Students and lecturers often complain about bad or poor leadership in their various institutions. What is the situation in this college?

6. What major leadership challenges is the college experiencing? Does that have an impact on the way the college is being run and the creation of a conducive teaching and learning environment?

7. Students are stakeholders in the administration of the college. How do you contribute to effective leadership and management of the college as students?

8. How often are you consulted when decisions are being made which affect you?

9. How is the communication pattern in this college? Does that contribute to creation of conducive teaching and learning environment in this college?

10. Are you satisfied and motivated to be in this college? explain

11. How do you describe the environment in the college? Is it conducive for teaching and learning?

12. How much is the college management putting in to ensure that teaching and learning is taking place?

13. How has been the academic performance of students in this college? Excellent, good, average or poor? Can this performance be attributed to the type of leadership provided in the college?

14. What is missing in the way the college is being administered? And how would you like this college to be run?

Appendix L: Observation Checklist Guide

a) **Physical Environment**
   Infrastructure found in the institution
   Class room space
   Furniture
   Availability of hostels/ good toilets/ water and sanitation

b) **Day-to- day Routine activities**
   Reporting time
   Knocking off time
   Utilization of teaching/learning time
   Assemblies
   Supervision of tests/ examinations

c) **Teaching**
   Interaction between lecturers and students
   Methods of teaching
   Class rooms
   Availability of chairs, desks
   Ventilation in the rooms
   How conducive are the classrooms?
   Use of teaching and learning aids during lectures
   Time spent teaching

d) **Teaching /Learning materials**
   Availability of text books
   Computers
   Other teaching/learning aids

e) **Meetings**
   Staff meetings – how often
   Briefings
   Freedom of expression during meetings

f) **Special Rooms**
   Library – how stocked
   Computer laboratories – functional computers
   Science laboratories- availability of chemicals
   Technology workshops – tools available
   Staff room- how well it is utilised

Appendix M: Ethical Clearance Letters

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Telephone:	+260 -1- 290258/291777 Ext. 2208	P O Box 32379
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===

15th November, 2016

Sr. Trinity R. Chikwanda
P.O Box 50090
Woodlands
LUSAKA

Dear Sr. Chikwanda,

RE: FULL ETHICAL CLEARANCE

With reference to your research proposal entitled: **"Leadership Styles and their influence on Institutional Performance: A Case of four selected Colleges of Education in Zambia,"** You are hereby given full ethical clearance to proceed with your research.

ACTION:	**APPROVED**
DECISION:	**21st November, 2016**
EXPIRATION DATE:	**20th November, 2017**

However, it is recommended that all data to be collected should be kept confidential and that if there are plans for publication or dissemination of results, the names of the participants should not be linked with the research in order to ensure confidentiality.

Please note that you are expected to submit to the Secretariat a Progress Report and a copy of the full report on completion of the project.

Finally, and more importantly, take note that notwithstanding ethical clearance given by the HSSREC, you must also obtain authority from the Permanent Secretary of the appropriate Ministry before conducting your research.

Yours sincerely,

Dr. J. Simwinga, PhD
ASSISTANT DIRECTOR
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

cc: Director, Directorate of Research and Graduate Studies
        Acting Chairperson, Humanities and Social Sciences Research Ethics Committee
        Assistant Registrar (Research), Directorate of Research and Graduate Studies

All communications should be addressed to:
The Permanent Secretary, Ministry of General Education
Not to any individual by name

Telephone: 250855/251315/251283
251293/211318/251291
251003/251319

In reply please quote,

No................................

MOGE/101/3/4

REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

P. O. BOX 50093
LUSAKA

28th December, 2016

The University of Zambia
Directorate of Research and Graduate Studies
P.O. Box 32379
LUSAKA.

Att: Assistant Director

**RE: REQUEST FOR AUTHORITY TO UNDERTAKE A RESEARCH STUDY:
SR. TRINITY R. CHIKWANDA**

Reference is made to your Minute dated 15th November, 2016 through which you requested the Ministry of General Education to consider granting Sr.Chikwanda permission to conduct a research study in selected Colleges of Education.

I am pleased to inform you that the Ministry has granted permission for Sr.Chikwanda to conduct her Research in our Colleges of Education in Central, Northern, Luapula and the Copperbelt Provinces.

Further, by copy of this letter, the Provincial Education Officers (PEOs) in the Provinces are here by being informed about this authority to allow her conduct the research in selected Colleges of Education in the provinces.

Thank you for showing interest in our organisation.

Esther Chisuta (Mrs.)
Acting Chief Human Resource Development officer
For/Permanent Secretary
MINSTRY OF GENERAL EDUCATION

C.C: The Provincial Education Officer, Central Province, Kabwe
C.C: The Provincial Education Officer, Northern Province, Kasama
C.C: The Provincial Education Officer, Luapula Province, Mansa
C.C: The Provincial Education Officer, Copperbelt Province, Ndola

All Communications should be addressed to
the provincial education officer
telephone: 05 - 222535 8

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

REGIONAL HEADQUARTERS
P.O BOX 80197
KABWE

3rd July, 2018

The Principal
Immaculata Visitation College of Education
KABWE

STUDENT – CHIKWANDA TRINITY R. (SR) COMPUTER NO. 51470625

This serves to introduce to you Chikwanda Trinity (Sr) who is a bonafide student at the University of Zambia. Sr. Chikwanda Trinity intends to conduct a research at your institution on the following topic:

> "Leadership styles' contribution towards creation of Conducive teaching and learning environments in selected college of Education in Zambia"

This exercise is a requirement towards attainment of a Doctorate Degree.

Kindly receive the officer and assist her accordingly.

Jennipher Chishimba Banda
Provincial Education Officer
CENTRAL PROVINCE

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248