CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter provides the introductory information to the study. In this study, the researcher focused on the leadership practices of the chool heads, and not on their general management skills. For the purpose of providing the context for the study, the chapter begins by providing the conceptual framewo k including information on the concept of leadership. The chapter further present the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations, and limitations of the study.

1.1 Conceptual Framework

There is a growing consensus that the leadership provided by the head of the school is crucial in determining school success. Researchers (such as Bass, 1990; Creemers, 1997; and Bush et al. 1999) repeatedly identify effective leader hip as a key to successful schools. Harris et al. (2003) indicated that the most important single factor in the success of the schools is the quality of leadership of the head. Bass (1990) als observed that leadership is often regarded as the sing e most important factor in the success or failure of institutions such as schools. The Ministry of Education in Zambia in its national educational policy document, 'Educating our Future', MOE (1996) also acknowledges that good leadership is basic to excellence in schools. Crews and Weakley (1995:5) stated,

> Show me a good school and I'll show you a good school eader … when you poke into the inner workings of a successful school, you will find-without fail … a skillful leader ….

In regard to school effectiveness, Harris (1999) observed that the importance of the leadership of a school head is one of the clearest of e messages from school effectiveness research. Some researchers (such as Barth, 1981; and Manase, 1982) argue that effective teachers, good school community interaction, and background of the students' population might be accountable for the creation of good schools. Other researchers (such as Cohen, 1981; and Creemers, 1997), however, argue that leadership in a school bears the ultimate responsibility of how effective or ineffective a school will be. Research on school effectiveness also recognizes the importance of quality leadership by consistently identifying strong instructional leade as instrumental in creating a positive school culture (Edmonds, 1979).

The nature of the headteacher's leadership is also a c variable in determining the satisfaction and success of the staff in the school. Georgiades and Jones (1989) reported that the low morale of teachers in less effective scho s can be tied directly to the lack of administrative leadership on the part o the school head. Barringer (2006) also observed that research on school effectiveness, school climate, and student achievement all reveal one commonality, the fa t that good happenings in schools depend to a great extent on the quality of sch leadership. The next section looks at the definition of leadership.

Definition of Leadership

There are a number of definitions that have been offered over the years. Burns (1978) provides a global definition of leadership: Leadership over human beings is exercised when persons with certain motives and purposes mobiliz in competition or conflict with others, instructional, political, psychological, d other resources so as to

arouse, engage, and satisfy the motives of followers. is done in order to realize goals mutually held by both leaders and followers. Burns (1978) further indicated that leadership depends upon relationships and shared alues between leaders and followers. Daft (2005) observed that where there is leadership, people become part of a community and feel that they are contributing to som thwhile.

Another definition has been identified as the process influencing individuals or groups to accomplish shared organisational goals in a given setting, or accomplishing goals with or through people (Bennis and Nanus, 1985). Hill (1998) described leadership as behaviours associated with moving a group or orga tion towards a higher level of achievement.

According to Kapena (2000:11), "Leadership is the process of directing the behaviour of another person or persons towards the acc shment of some objectives". Bhagwan and Bhushan (2006) also described leadership as an activity of influencing people to strive willingly for mutual objectives. Tead (1935) similarly indicated that leadership is an activity of influencin people to cooperate towards same goal which they come to find desirable.

Cole (2004) also observed that leadership is ultimately connected with actual behaviour and attitudes towards oneself and others. Cole (2004:53) further stated, "Leadership is essentially about striking the right balance between the needs of people, tasks and goals in a given situation". According to Harris et al. (2003), leadership is about collaborative learning that leads o purposeful change, and this learning has direction towards aspirations and shared rposes.

Leadership has further been described in respect to management. Day (2000) observed that leadership is creating and maintaining a sense of vision, culture, and interpersonal relationships. However, management is co rdinating, supporting, and monitoring the activities of an organisation. Hersey and Blanchard (1 9) claimed that leadership is a broader concept than management. agement is a subskill of leadership in which achieving organisational goals is paramount importance. Leadership involves working with and through people so as to accomplish goals but not necessarily organisational goals. Harris et al. (2003) indicated that leadership is about constantly reviewing what one is doing and holding on to things one values. Management is about the functions, procedures and systems by which one realizes the vision. Harris et al. (2003:167) further stated,

> Leadership is essentially the process of building and maintaining a sense of vision, culture and interperson l relationships, whereas management is the coordination, support and monitoring of organisational activities.

A distinction has also been made between leaders and m agers. According to Squires (2001), leaders are concerned with the spiritual aspect of their work, that is, they have followers who deeply believe in them and they possess a latent power organisations. However, managers deal with mundane tas such as allocation of roles, tasks and resources needed to achieve organisational goals, coordination of the allocated activities and processes and monitoring the everyday operation of the organisation. Bryman (1993) observed that managers are associated with periods of stability, leaders with periods of turbulence. When pe ple are at peace, happy and satisfied there is hardly any need for leadership. On the other hand, when the human condition is at stake and the situation urges someone o step forward and initiate change, the need for leadership is high (English, 1992). In addition, leaders have a

vision of the future and they develop strategies that are necessary to bring about changes needed to achieve that vision. Bennis (2003:143) stated,

> A leader is, by definition, an innovator. He does things other people have not done or do not do. He does things in advance of other people. He makes new things. He makes old things new. Having learned from the past, he lives in the present, with one eye on the future. And each leader puts it all togethe in a different way.

Green (2001) also indicated that exemplary leaders are able to influence others to use their skills and expertise to propel an organisation t ards established goals. However, managers take incremental steps and create timetables to achieve those results (Carlson, 1996). Fullan (1991) indicated that leaders and managers have also been compared invidiously (leaders do the right thing, and m ers do things right) or linear relationship (leaders set the course, and managers follow it).

Bennis (2003) observed that the leaders have to be capable of inspiring other people to do things without actually sitting on top of them with a checklist – which is management, not leadership. Bennis (2003:45) further stated,

> The manager administers, the leader innovates; …The manager maintains, the leader develops; The manager focuses on systems and structures, the leader focuses on people; The manager relies on control, the leader inspires trust; he manager accepts the status quo, the leader challenges ; … The manager does things right, the leader does the right t ing.

Fullan (1991) observed that successful school heads and other organisational heads do both functions of leadership and management simultaneously. According to Waters (1979:21), "Leadership without managerial skills can be both pointless and ineffectual, and do little for staff". Commonwealth secretariat (1993) indicated that the school head is the leader of a team of professiona educators, and is the manager

of supply and effective use of resources. Bhagwan and hushan (2006) also indicated that the first and foremost task of management is to provide leadership, to guide and direct the work of the group as a whole towa d desired objectives.

Fullan (2001) suggested that the role of the school he must shift from a focus on management and administration to a focus on leadership and vision, because without leadership, the chances for systematic improvement in eaching and learning are nil. A narrow focus on management issues alone is a disservice to teachers and students (Barringer, 2006). Bennis (2003) also observed that the world today needs leaders, rather than managers. Harris et al. (2003) noted that across many countries, there has been a renewed emphasis upon improving leadership capa and capability in the drive towards higher standards.

In the above section, it has been observed that leadership has been defined by many. Daft (2005:4) stated, "Scholars and other writers have offered more than 350 definitions of the term leadership …". From the defini ons given, it can be seen that there seem to be no single definition that encompasses all concepts regarding leadership, however, the ideas of what leadership is have been provided. As indicated by Mullins (2007), an exact definition of leadership is not essential but guiding concepts are needed.

From the key elements regarding the definitions of leadership, it can be said that leadership involves, inter alia, working with others t ards achieving a shared vision, inspiring others along the way, and taking personal responsibility to make things happen. Leadership requires the skills of building relationship with others. It is

a characteristic to be able to instill in others the desire to perform actions for a specific purpose. The next section describes some of the leadership theories that have been developed over the past years.

Leadership Theories

Leadership is an issue that has increasingly attracted the attention of researchers. Theoretical explanations for leadership have been give throughout history, and many theories have been developed. This section presen s some of the leadership theories and styles that have been developed through research.

The earliest studies of leadership adopted the belief at leaders were born with certain heroic leadership traits and natural abilities of power and influence (Daft, 2005). The leadership theories such as the one which stated that leaders were born rather than made, have come and gone. For instance, th it Approach that endured up to the late 1940s claimed that leadership ability is inborn (Bryman, 1993). This approach tried to define any distinguished physical or psychological characte istics of the individual that explains the behaviour of leade s (Hoy and Miskel, 1991). West et al. (2000) cited in Harris et al. (2003) observed t at the trait theories of leadership approach resulted from the initial interest in the personal qualities an characteristics of 'successful leaders'. It was thought that if traits could be identified, leaders could be predicted.

Carlson (1996) observed that the study of special traits of leaders emerged from the belief that leadership and abilities such as intellige e were inherited. Mullins (2007) also indicated that trait approach assumes that leaders are born and not made, and

that leadership consists of certain inherited characte or personality traits which distinguish leaders from their followers. There have b many research studies into the common traits of leadership. However, it has proved an impossible task to identify the particular traits or characteristics that separate leaders from non leaders (Cole, 2004; and Mullins, 2007). Investigations have identified lists of traits that tend to be overlapping, contradictory or with little correlation for most features. Although research failed to produce a list of traits that would always guarantee leadership success, the interest in leadership characteristics co tinued.

In the late 1940s to the late 1960s, Behavioural Approach became dominant advocating that effectiveness in leadership had to do with how the leader behaved (Derelg, 2003). Robbins (1998) indicated that the failure of tracing 'gold' in the trait 'mines' urged researchers to examine the behaviours th specific leaders exhibited. Daft (2005:23) stated,

> The failure to identify a universal set of leadership raits led researchers in the early 1950s to begin looking at what a leader does, rather than who he or she is.

West et al. (2000) cited in Harris et al. (2003) indicated that the behavioural theories of leadership approach resulted from the studies that ocused on some behaviours and approaches that are consistently associated with successful leadership. Behavioural studies of leadership aim to identify behaviours that differentiate leaders from non leaders (Robbins, 1998).

Daft (2005) observed that behavioural studies expanded to try to determine how effective leaders differ in their behaviour from ineff ve ones. Mullins (2007) also indicated that behavioural approach draws attention to the kinds of behaviour of

leadership situations. Behavioural theories of leadership support that a set of particular behaviours can be named as a style of leadership. Mullins (2007) indicated that leadership style is the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group.

Several studies were conducted to identify the leadership styles. These studies included the Hawthorne Studies, the Iowa Studies, and many others. The Iowa studies, for instance, was an attempt to identify different styles of leader behaviour on the group, and these studies were conducted at the University of Iowa in the United States of America. The researchers came up with three leadership styles to determine their effects on the attitudes and productivity of the subordinates. The leadership styles that were identified included: Authoritarian, Democratic, and Laissez-faire leadership styles. Authoritarian leaders were very directive and did not allow any participation in the decision making process They assumed full authority and responsibility from initiation to task completion. Democratic leaders promoted group discussion and decision making. They encouraged subordinates to express their ideas and make suggestions. Laissez-faire leaders let the group decide on their own and gave them complete freedom. It was found that the subordinates preferred democratic style of leadership as the best. They also preferred laissez-faire leadership style over the authoritarian one. Productivity was slightly higher under the authoritarian than under the democratic one. However, it turned out to be the lowest under the laissez-faire leader's supervision (Lunenburg and Ornstein, 1996).

In the late 1960s to the early 1980s the Contingency Approach became popular suggesting that effective leadership is dependent upon the situation (Bryman, 1993).

According to Mullins (2007), contingency theories are ed on the belief that there is no single style of leadership appropriate to all situations. West et al. (2003) cited in Harris et al. (2003) also observed that growing awareness that task-related and people-centred behaviours may be interpreted quite differently by different groups and in different contexts, prompting explanation of how the particular context might be best accounted for within a general theory, and resulting in a variety of situational approaches to leadership.

Contingency theories of leadership emphasize the situation as the dominant feature in considering the characteristics of effective leadership (Mullins, 2007). Daft (2005) indicated that the idea behind contingency theories is that leaders can a their situation and tailor their behaviour to improve leadership effectiveness. Contingency theories emphasise that leadership cannot be understood in a vacuum separate from various elements of the group or organizational situation.

Daft (2005) further noted that since the late 1970s, many ideas of leadership ha e focused on the relational aspect, that is, how leaders and followers interact and influence one another. Rather than being seen as something a leader does to a follower, leadership is viewed as a relational process that meaningfully engages all participants and enables each person to contribute to chieving the vision. Interpersonal relationships are seen as the most important facet of leadership effectiveness.

In the late 1970s the concept of Transactional and Transformational leadership then emerged. According to Mullins (2007), transactional leadership is based on a

relationship of mutual dependence and an exchange proc s of 'I will give you this, if you do that'. Transformational leadership, by contrast, is a process of engendering higher levels of motivation and commitment among follo (Mullins, 2007). Transactional leadership suggests that the relationshi between managers and employees is based on bargaining whereas transformatio al leadership supposes that the relationship between the manager and the employee of mutual trust and characterized by four factors: charisma, inspiration, ndividual consideration, and intellectual stimulation (Derelg, 2003; and Mullins, 2007).

Apart from transactional and transformational leadership, there have been other approaches to Leadership which include, inter alia, Ch rismatic leadership theory (Derelg, 2003). According to Daft (2005) charismatic leadership refers to leadership influence based not on position or formal authority bu , rather, on the qualities and charismatic personality of the leader. Theories of charismatic leadership attempt to identify how charismatic leaders behave, how they differ from other people, and the conditions that typically give rise to charismatic lea (Daft, 2005).

In terms of leadership at school level, as indicated b Hallinger (1992), two images of school principalship have prevailed in recent decades; instructional leadership and transformational leadership. Transformational leadership, put briefly, provides intellectual direction and aims at innovating within the organisation, while empowering and supporting teachers and partners in decision making (Bass, 1985; Burns, 1978; and Leithwood, 1994). Hopkins (2001) observed that transformational approach to leadership is a necessary but not sufficient condition for authentic school improvement, and argued that transformational approach lacks a specific orientation

towards student learning. Hopkins (2001) further stated that for this reason the complementary notion of 'instructional leadership' is ttractive.

Instructional leadership, developed during the effective schools movement of the 1980s, viewed the principal as the primary source of educational expe tise (Marks and Printy, 2003). Leithwood et al. (1999) defined Instructional leadership as an approach to leadership that emphasizes the behaviour of teachers as they engage in activities directly affecting the growth of students. Instructional leadership as defined by Leithwood (1994) is a series of behaviours that are designed to affect classroom instruction. Instructional leadership focuses on leadership functions directly related to teaching and learning and refers to all other functions that contribut to student learning including managerial behaviours (Murphy, 1988; and Glickman et al., 1995).

From the above section, it is evident that leadership s generated an enormous amount of interest among researchers, and it is noted that different theoretical explanations have been given throughout history. It is also evident from the above section that researchers have not come up with a single theory regarding leadership. As observed by Harris et al. (2003), the search for a singular theory of leadership as proved futile, despite a large research base. Law and ove (2000) cited in Harris et al. (2003) equally observed that there are no ready-made or universally applicable theories that one can simply 'pull off the shelf'.

However, even though the research for a singular theor of leadership has proved futile, studies regarding leadership have continued, and in recent years, there have

been many studies focusing on the practices associated with effective leadership. For instance, Kouzes and Posner (1995) studied the leadership practices characteristic of exemplary leaders. Through their research, Kouzes and sner (1995) identified human relations skills as the means by which leaders promote success within organisations. Based on both qualitative and quantitat empirical research, Kouzes and Posner (2002a) identified five leadership practices that elicit peak performance from organisations.

Kouzes and Posner (1997) indicate that they began by developing a questionnaire that they called the 'Personal-Best Leadership Experience'. Hundreds of people completed the questionnaire, and many more were interviewed. Each person was asked to select a project, programme, or significant e that represented his/her 'personal-best' leadership experience. Then the person answered pecific questions about that experience. Some examples of the questions asked were: What made you believe you could accomplish the results you wanted? W at did you do to get other people involved in the project? What strategies did you use t encourage others to 'stretch' in their efforts to meet project goals? Wha y lessons about leadership did you learn from the experience?

Despite the differences in people's individual stories, the personal-best leadership experiences that were read and listened to, revealed s milar patterns of action. It was found that when leaders were at their personal best, t ey were: modelling the way, inspiring a shared vision, challenging the process, en bling others to act, and encouraging the heart (Kouzes and Posner, 1997). The f lowing section looks at each of the five leadership practices briefly, and the details are given in chapter two.

Modelling the way

According to Kouzes and Posner (1997) the leadership practice of modelling the way describes a leader's ability to establish principles concerning the way people (constituents, colleagues, and customers alike) should be treated and the way goals should be pursued. Effective leaders create standards of excellence and then set an example for others to follow.

Inspiring a shared vision

The leadership practice of inspiring a shared vision describes a leader's ability to see the future of the organisation and enlist followers to identify with that vision. Effective leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organisation can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future (Kouzes and Posner, 1997).

Challenging the process

The leadership practice of challenging the process, according to Kouzes and Posner (1997), describe leaders who look for innovative ways to improve the organisation. In doing so, they experiment and take risks. And because leaders know that risk taking involves mistakes and failures, they accept the inevitable disappointments as learning opportunities. Leaders who challenge the process are proactive and unwilling to settle for a status quo.

Enabling others to act

According to Kouzes and Posner (1997), the leadership practice of enabling others to act describes a leader's effort to foster collaboration and build spirited teams. Leaders actively involve others. Leaders understand that mutua respect is what sustains extraordinary efforts; they strive to create n atmosphere of trust and human dignity. They strengthen others, making each person fe apable and powerful.

Encouraging the heart

The leadership practice of encouraging the heart, acco ding to Kouzes and Posner (1997), describe a leader's effort to recognize contributions and celeb e accomplishments. Accomplishing extraordinary things in ganisations is hard work. To keep hope and determination alive, leaders recogniz contributions that individuals make. In every winning team, the members n d to share in the rewards of their efforts, so leaders celebrate accomplishments. Effective leaders make people feel like heroes.

In this study, the leadership practices of exemplary l aders identified by Kouzes and Posner (1997) described in the section above, were the dimensions that were taken into account when examining the headteachers' leadership practices. The next section describes the background information to the study.

1.2 Background to the Study

This section provides the background to the study. The section has three parts. The first part provides information about the link between training and the leadership practices. The second part takes a look at the headteachers in Zambia with regard to

their training. Then the third part provides information regarding the training for the headteachers at the National In-service Teachers' College (NISTCOL).

Link between Training and the Leadership practices

There is evidence in the literature (Leithwood, 1994; Sheppard, 1996; Kapena, 2000; Kouzes and Posner, 2002a; and Derelg, 2003) that training plays a pivotal role in improving an individual's leadership roles. Kouzes and Posner (2002a) have shown that good leadership is a learnable process. Effective leadership is not something that one achieves by following a checklist of task; leaders can be taught and can be learned (Leithwood, 1994; and Sheppard, 1996).

Kapena (2000) observed that the days are long gone whe people used to think that leaders were only born and not made, that only people th certain inborn or genetic traits could become effective leaders. Rather, many ye of research on leadership have revealed that, given proper training, anyone can become an effective leader (Kapena, 2000). Derelg (2003) also observed that through education, training and development most people can increase their effectiveness in leadership roles.

According to Armstrong (1995), training is the systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience. The fundamental aim of training is to help the organisation achieve its purpose by adding value to its key resource – the people it employs (Armstrong, 1995). Basu (1994) recognized that training is absolutely necessary to develop personnel quality. The Ministry of Education in Zambia in its national educational policy document (MOE, 1996) equally acknowledges the link between

training and improved performance. MOE (1996:145) stated, "School heads, education officers, and inspectors need training in ed cational management and supervision … skills are important in the execution of their work". Bush et al. (1999) also indicated that each stage in promotion should be receded by the training appropriate to the new duties.

At school level, research has shown that training plays a part in the development of effective school leaders. There is evidence to show that preparation programmes play a pivotal role in developing school leaders capable of leveraging their leadership capacity to effect positive school change. Some studies (such as Isik, 2000; and Barber, 2006) have suggested that there is a relationship between the training of the school head and subsequent leadership practice. Derelg 2003) also indicated that in-service training and development programmes are likely to improve the leadership qualities of administrators.

Lungwangwa and Mwikisa (1998) also in their study on the educational indicators, costs and determinants of primary school effectiveness in Zambia, inter alia, found that in effective schools, headteachers had diplomas and university degrees while the majority of the school heads in non effective schools had primary teachers' certificates and only one had a teachers' diploma and ne had a university degree. These findings suggested a link between school effectiveness and the training of those heading the schools.

Fullan (1991) observed that sustained improvements in sc s will not occur without changes in the quality of learning experiences on the part of those who are

heading the schools. Haller et al. (1994) stated that well trained principal presumably knows better how to influence events in his/her school; is able to more effectively involve teachers in school decision making; is more knowledgeable about educational processes and hence able to help teachers o need assistance; is more familiar with the methods used to create an orderly environment; and knows bet er how to establish a climate of shared commitment in the staff.

In the above section, there is evidence that training s a vital role in improving the performance of those heading schools. The next section takes a look at the school heads in Zambia with regard to their training.

School heads in Zambia and their Training

In Zambia, currently, there is ample evidence that most of the headteachers have not received the relevant training. The Ministry of Education acknowledges that the majority of those occupying supervisory and management positions in the education sector have not received relevant training for their posts (MOE, 1996). Having observed that most of the headteachers have not receiv d the relevant training for their posts, the question that engages attention is how the Ministry of Education finds suitable men and women to fill the position of a school headteacher in various schools across the country.

In some sectors of the world, prospective public school administrators are required to take training in educational management. In the United States of America, for instance, there are university-based programmes that are designed to prepare administrators for a variety of positions. At the school level, these include

departmental heads, assistant principals and principal (Alkin, 1992). Fullan (1991) indicated that to become a principal, candidates are typically r uired to take advanced degrees or courses, usually in educational administration, more recently specific training and experiences in leadership academ and leadership centres. Haller et al. (1994) also observed that United States f America is one of the few nations in the world where prospective public school administrators are required to take substantial amounts of graduate training in order to become certified in their profession.

In Zambia, the system of promoting people to head scho currently does not take training in educational management into account as evi ced by the majority of those heading schools with no training in educational agement. However, the Ministry of Education in its national educational policy document, 'Educating our Future' (MOE, 1996:146) stated, "…the Ministry will make appropriate training a pre-condition for appointment or promotion to managerial and supervisory position". But at the time of this research, the majority of the erving headteachers had not taken any training in educational management.

In the current educational system, school heads are generally picked from classrooms and are not offered any training in educational manage ent before appointing them. Most of them are promoted on the basis of successful c assroom performance and/ or relatively long service. Mebrahtu et al. (1996:5) cited in Mwanza (2004) stated,

> In Zambia, as indeed elsewhere in Africa, the overwhel ing majority of inspectors, school heads, and educational officers in the field have never had either pre-service or in-service training in educational management prior to their appointment. Most of them have been promoted to their managerial posts on the basis of their successful classroom performance.

Sarason (1982) cited in Fullan (1991) observed that be ng a classroom teacher by itself is not very good preparation of being an effective school head. The current trend in Zambia in most cases is that people are promoted and then trained later, a trend which has not proved productive. Before the headteachers are trained, there is a likelihood of them using trial and error approach in carrying out their work. Bhagwan and Bhushan (2006) noted that learning by trial and error has its pitfalls; it may impair efficiency of administration, and that a lot of risk is involved in expecting the employee to learn by trial and error. MOE (1996:146) also noted,

> …The majority of those occupying supervisory and management positions in the sector have not received the relevant training for their posts … This state of affairs has led to inefficiencies and poor performance in the management and supervision of the system.

Basu (1994) observed that today, school heads are asked to lead in a new world marked by unprecedented responsibilities, challenges, d managerial opportunities. Hence, training is needed to create the requisite qualities of leadership. School heads need relevant training to help them prepare for their x and demanding roles. Schools may be hindered from providing effective education because of a significant shortfall of effective leadership. By recruiting high ality school administrators, schools become more effective and, therefore, the goal of excellence is more attainable (Lezotte and Peterson, 1991). Imagine the c lative effect, for better (or worse), of appointing the right (or the wrong) people o the profession of school heads (Fullan, 1991).

Isik (2000) indicated that training educational administrators is a cornerst e to improve the administrative practices in schools. The Ministry of Education in its national educational policy document, 'Educating our Future', MOE (1996) also

acknowledged the need to train the people occupying supervisory and management positions in the education sector. According to MOE (1996:145), "Effectiveness in the delivery of education depends heavily on the quality of educational administration". Various studies in Zambia (Kunkhuli, 1988; Lungwangwa et al., 1995; Muchelemba, 2001; Mwanza, 2004; Chonya, 2006; an Chiyongo, 2007) have also suggested the need for school heads to take training in order to function effectively.

In Zambia currently, to ensure that the serving headteachers get the relevant training, there have been efforts to offer in-service training to the headteachers. Kelly (1999) observed that over the period between 1993 and 1997, special training in educational management and administration based at the Colleges of Education was provided for the headteachers. In the year 2003, the University of offered training in educational management to the serving basic school hea teachers.

In-service training programmes are likely to help headteachers develop and improve their administrative skills. In-service training as its name indicates, is a sort of training which is imparted to the candidates who are a ually at work (Bhagwan and Bhushan, 2006). This type of training stimulates the employees to make best forts and to improve their performance. It boosts their mora e and makes them attuned to the new tasks of onerous nature (Bhagwan and Bhushan, 2006). However, in-service training programmes can not be the only means of training headteachers. Taymaz (1997) cited in Isik (2000) indicated that in-service training programmes may be used as a supplementary training to the pre-service training.

The provision of in-service to the headteachers in the area of educational management in Zambia, however, is a step in the right irection as far as improving performance is concerned. Bhagwan and Bhushan (2006:399) stated,

> No matter how well-grounded an employee may be in the general subject to which his work relates, there is much for him to learn in respect to the particular duties of his position.

Although there have been efforts to offer in-service training to the headteachers in the area of educational management, the majority of th serving headteachers have not taken the training. Lungwangwa and Mwikisa (1998: xix) noted, "Efforts have been made under the Zambia Education Rehabilitation Project (ZERP) to train some headteachers in school management. The coverage was ve low. Some school headteachers have had no opportunity for training in educational management". In addition, one District Education Board Secretary (DEBS) revealed that most of the headteachers in his district who had taken in-service training in educational management were no longer heading the schools. The DEBS cited the headteachers who had retired.

Currently, NISTCOL is one institution that is involved in the provision of in-service training in the area of educational management to the eadteachers, and the researcher focused on this particular programme. The next section focuses on the headteachers' in-service training offered at NISTCOL.

In-service training for Headteachers at NISTCOL

The programme at NISTCOL set out to provide training in the area of educational management to the serving headteachers. As earlier noted, the majority of the serving headteachers in Zambia currently, have not received the relevant training for their

posts. The complex nature of running schools, requires that the headteachers have credible educational management training. The programme aims at equipping the trainees with qualities and skills necessary to be effective leaders in their institutions and communities; and promoting the development of scho and the role of the headteacher as a change agent in bringing about this development.

The duration for the programme is two years. The headt achers on training are in residence during the school calendar holidays (April, st and December) while the rest of the months they do home study and on-the-job practicals. The training is competence-based where the trainee is expected to put into practi what he/she is learning. The modular approach is used in the delivery of the course, and the trainees are expected to complete all the modules within the pe iod of two years.

According to the data obtained from NISTCOL, the cours outline constitutes twelve modules which include: Management (module 1), Organisation (module 2), Institution planning (module 3), Personnel Management ule 4), Interpersonal Skills (module 5), Self-management (module 6), Curriculum management (module 7), Managing Change (module 8), Leadership and headship (module 9), Managing resources (module 10), School and the community (module 11) and School governance (module 12). The programme started in 2005 and in 2007 the first group completed the programme.

The question that arose in the researcher's mind was whether or not the headteachers had improved in their performance after taking in-service training in educational management. Literature (Basu, 1994; MOE, 1996; Isik, 2000; and Bhagwan and

Bhushan, 2006) has shown that in-service training programmes are likely to enable the headteachers improve their performance. Armstrong (1995:511) stated,

> …Training exists to make things happen, to get people into action, and to ensure that they can do things they are doing now better or will be able to do things that they could not do before.

In regard to the training at NISTCOL for the serving headteachers, less is known whether the headteachers have improved in their performance as a result of the training they had taken. There is paucity of evidence ding the efficacy of the training programme due to lack of a strong coherent research regarding the performance of the headteachers who had taken in-service training. It was, therefore, considered important to ascertain the likely efficacy the training programme for the serving headteachers.

The next section describes the statement of the proble , and this is then followed by the purpose of the study, research objectives, research questions, significance of the study, delimitations and limitations of the study, definition of terms, and chapter layout of the thesis.

1.3 Statement of the Problem

In Zambia, currently, the situation for the headteachers, as regards their training is a source of concern. There is evidence that the majority of the headteachers lack relevant training for their posts. Hence, currently, the efforts to offer in-service training in the area of educational management to the headteachers, such as the programme at NISTCOL, is a step in the right direction as far as the provision of relevant training to the serving headteachers is conce ned.

However, while efforts to offer in-service training to the headteachers are worthwhile, these efforts ought to be accompanied by efforts to ascertain their effects. In regard to in-service training at NISTCOL for the headteachers, curr tly, there is no solid base of empirical research to inform the providers of the training on how the headteachers who had taken the training are performing in ools. Therefore, we do not know whether the training provide for the serving headteachers at NISTCOL is having the desired effect.

1.4 Purpose of the Study

In regard to the research problem, the purpose of the study was to establish whether the learning opportunity provided by the programme at STCOL enabled the headteachers to improve in their performance as regards the leadership practices. In addition, the study sought to find out whether the headteachers who had taken the training in the area of educational management outperformed those who had not taken the training. Furthermore, the study sought to determine whether there was any significant difference in the leadership practices of e headteachers who had taken in-service training in the area of educational management and those who had not taken the training.

1.5 Objectives of the Study

As earlier noted, the leadership practices of exemplar leaders as identified by Kouzes and Posner (2002a) which include: modelling the way, inspiring a shared vision, challenging the process, enabling others to ac , and encouraging the heart, were the dimensions that were take into account when examining the leadership practices of the headteachers. Hence, in regard to the purpose of the study and the

dimensions of leadership that were taken into consideration, the objectives of the study included the following:

i. To determine whether the headteachers demonstrate the leadership practices associated with “modelling the way”, “inspiring a shared vision”, “challenging the process”, “enabling others to act”, and “encouraging the heart”.
ii. To investigate whether the headteachers who had taken in-service training outperformed those who had not taken the training.
iii. To determine whether there was any significant difference in the leadership practices of headteachers who had taken in-service training and those who had not taken the training.
iv. To establish whether there had been some notable differences between the leadership practices of a headteacher before and after taking in-service training.

1.6 Research Questions

The research was guided by a series of research questions. In regard to the objectives of the study and the dimensions of leadership that were taken into consideration, the guiding questions for the study were:

i. Do the headteachers who had taken in-service training and those who had not taken the training demonstrate the leadership practices associated with “modelling the way”?
ii. Do the headteachers who had taken in-service training outperform those who had not taken the training, in terms of “modelling the way”?

iii. Is there any significant difference in the leadership ractices of headteachers who had taken in-service training and those who had not taken the training, in terms of "modelling the way"?

iv. Do the headteachers who had taken in-service training and those who had not taken the training demonstrate the leadership practices associated with "inspiring a shared vision"?

v. Do the headteachers who had taken in-service training outperform those who had not taken the training, in terms of "inspiring a shared vision"?

vi. Is there any significant difference in the leadership ractices of headteachers who had taken in-service training and those who had not taken the training, in terms of "inspiring a shared vision"?

vii. Do the headteachers who had taken in-service training and those who had not taken the training demonstrate the leadership practices associated with "challenging the process"?

viii. Do the headteachers who had taken in-service training outperform those who had not taken the training, in terms of "challenging the process"?

ix. Is there any significant difference in the leadership ractices of headteachers who had taken in-service training and those who had not taken the training, in terms of "challenging the process"?

x. Do the headteachers who had taken in-service training and those who had not taken the training demonstrate the leadership practices associated with "enabling others to act"?

xi. Do the headteachers who had taken in-service training outperform those who had not taken the training, in terms of "enabling others to act"?

xii. Is there any significant difference in the leadership ractices of headteachers

who had taken in-service training and those who had not taken the training, in terms of "enabling others to act"?

xiii. Do the headteachers who had taken in-service training and those who had not taken the training demonstrate the leadership practices associated with "encouraging the heart"?

xiv. Do the headteachers who had taken in-service training outperform those who had not taken the training, in terms of "encouraging the heart"?

xv. Is there any significant difference in the leadership ractices of headteachers who had taken in-service training and those who had not taken the train ng, in terms of "encouraging the heart"?

xvi. Are there any notable differences between the leadership practices of a headteacher before and after taking in-service training?

1.7 Significance of the Study

In Zambia currently, as earlier noted in this chapter, there is evidence that the majority of the headteachers have not received the rel ant training for their posts (MOE, 1996:146). In response to the challenge, the Ministry of Education has embarked on offering in-service training to the headteachers. However, as earlier noted, while the provisions of in-service training to the headteachers are worthwhile efforts, there is no solid base of empirical research o inform the providers of the training on how the headteachers who had taken the tra ning are performing in schools. Hence, the significance of this study can not be over emphasised.

The findings of this study might provide evidence regarding the efficacy of the training programme for the serving headteachers as reg eir leadership practices.

Without studies such as this one, it might not be possible know whether or not the training provided for the serving headteachers is havi the desired effect.

In addition, the findings and recommendations arising om this study could be of immediate value in helping headteachers' in-service training providers. The findings may be used as feedback to develop and further refine in-service training programmes for the headteachers. The improvement of th headteachers' in-service training programmes might start with an assessment of the headteachers' leadership practices. Improved in-service training programmes for the headteachers could result in improved leadership practices that might be necessa y for positively affecting school improvement. Furthermore, the findings of the study could be utilised to guide the training programmes in institutions that may introduce the field of training for educational leaders in future.

The findings might also be useful to the headteachers themselves. The findings might induce self awareness and reflection in headteachers conc their leadership practices. The headteachers might be provided with the data that might enable them to modify their leadership practices. It is also hope that the study might provoke interest in the issues of leadership and the headteachers' training, and perhaps these might receive more attention than they have.

Finally, the study might be a valuable addition to the broad body of knowledge concerning the leadership behaviours of the headteachers, and the results of the study could be utilised by educational researchers.

1.8 Delimitations of the Study

In this study only the headteachers in basic schools o Copperbelt province were involved. Furthermore, the study focused on the leadership practices of the headteachers, and not on their general management skills.

1.9 Limitations of the Study

As earlier noted, the study focused on the leadership ctices of headteachers in basic schools of Copperbelt province. Therefore, the possibility of generalization is likewise limited, because the study of the leadership ractices of headteachers in one province is not representative of the full population headteachers who have taken in-service training in educational management in the country. The results of this study might reflect only the leadership practices of t sampled group. However, it should be noted that an educational study of this natu hopefully contribute to the generation of new ideas and perspectives about the headteachers and their leadership practices.

1.10 Definition of terms

Basic school: A school from Grade one to Grade nine.

Headteacher: The head of a school.

In-service training: Training which is offered to people who are actually at work, to equip them with the required knowledge and skills in the work they are doing.

1.11 Chapter Layout of the Thesis

This thesis is divided into six chapters arranged as follows: Chapter one introduces the study. It gives the background to the study. Chapter two presents the literature review, and concentrates on the review of the relevant literature to the study

Chapter three provides an in-depth look into the research methodology used in this study. This chapter include: research design, target population, study sample and sampling procedure, research instruments, instrument reliability and validity, data collection procedures, and data analyses procedures. Chapter four presents the findings of the study. The data in this chapter is presented in both quantitative and qualitative forms. In this chapter, tabulations of tables, wh appropriate are done.

Chapter five covers the discussion of the findings. The discussion of the findings is done in relation to the objectives of the study. The last chapter, chapter six, consists of the conclusion reached from the results of this study, and the recommendations based on the major findings of the study, as well as future research implications.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Overview

The previous chapter presented the introductory information to the study, including the background information to the study, the statement f the problem, purpose of the study, research objectives, research questions, signif cance of the study, and limitations of the study.

This chapter focuses on the literature review, and contains a review of the relevant literature to the study. The chapter begins with a review of literature regarding the practices of effective school heads. This is then followed by a review of literature regarding the training of the school heads, highlighting the role of tr ining in enhancing the leadership roles.

The chapter further presents a review of literature pe aining to the studies that have been conducted in Zambia regarding the school heads. F rthermore, the chapter presents the review of literature pertaining to some studies that have examined the leadership practices using Kouzes' and Posner's (2002a framework. The chapter ends with a summary of the reviewed literature.

2.1 Leadership practices of Effective School heads

Given the multiple roles and responsibilities of today's school heads, various researches have been conducted on the characteristics, skills and practices of effective school heads. There is a growing consensus r garding the knowledge,

skills, and dispositions commonly found among effective school heads (Leithwood et al., 1999). There is emphasis on leader effectiveness rathe than leader traits basing on the assumption that becoming a leader and becoming effective leader are different tasks (Hoy and Miskel, 1991).

Literature on effective school heads suggest that they e 'transformative' rather than 'transactional' (Burns, 1978), 'invitational' rather than 'autocratic' (Stolk and Fink, 1996), 'empowering' rather than 'controlling' (Blasé and Anderson, 1995). Hallinger and Heck (1996) also observed that effective leadership consists of accomplishing things through others.

Effective school heads are visionary (Arnold et al., 2004). Blun (1990) indicated that effective school heads have a clear understanding of a school's mission and are able to state it in direct, concrete term. Kelly (1999) also indicated that effective leadership exists when the school head actively pursue high instructional standard by clearly and frequently stating in concrete terms the school's mission, curricular goals, and expected teaching behaviours.

McEwan (2003) found that while less effective principals offer excuses, highly effective principals envision a successful school that has achieved its mission. They are able to focus on the possibility of a high-achieving school, and help their school community buy into that vision. Beck and Murphy (1996) stated that effective principals understand that while they help create the hool's vision, they must also cultivate an environment that allows teachers to make decisi s that result in ownership in the vision. Manase (1982) also observed that successful school heads

create images of their schools as they would like them to be. Then u their understanding of the community, and organisational setting, along with their awareness of their abilities and liabilities and of th esources and strategies available to them, they structure their work, set priorities, adapt their leadership styles to make their vision of their schools into reality. Marzano et al. (2005) also fo that effective principals establish clear goals and help th school continually work toward achieving these goals.

Davis (1998) also stated that establishing a school vi ion is one of the important elements of effective school leadership. Davis (1998) rther observed that developing a school vision takes time and the head of he school should have the ability to determine the status of the school, identify important aspects of improvement and have a contingency plan to solve problems.

Blumberg and Greenfield (1980) indicated that effective principals are energetic and take proactive positions. These principals are continu y alert for opportunities to make things happen, and if the opportunities are not available, they create them. They are aware of the need to set up alliances outside their schools in order to get things done. These principals do not brush aside new i as as potentially upsetting to the school, instead they welcome and test new ideas. If the new ideas fail, it is simply viewed as an idea that did not work, and does not have consequences for the integrity of the people involved. Cruz (1995) also observed that effective school heads should encourage a risk taking environment by urging other members of the school community to assume responsibility for a task.

Effective school heads are good communicators (Arnold al., 2004). An effective school head communicates with his/her members of the school community. Andrews and Soder (1987) observed that an effective school head as a communicat r, models commitment to school goals, articulates a vision toward instructional goals and the means for integrating instructional planning and goal tainment, and sets and adheres to clear performance standards for instruction and teacher behaviour. Heneveld (1994) cited in Kelly (1999) observed that effective leadership exist in a school when the head communicates regularly and effect with teachers, with parents, and with others in the community.

A study conducted by Marzano et al. (2005) found that ective school heads established strong lines of two-way communication throughout the school community. Cruz (1995) indicated that effective school heads should communicate with parents, teachers and students and be a team builder by building coalitions between these stakeholders. Bilanich (2005) also observed that leaders should not forget that they are the link between organisation and the people, therefore, they are expected to communicate with their people, making sure that they are well informed. Bilanich (2005) further argued that communication works two ways – leaders should also encourage their people to express their opinions nd ideas.

An effective school head is visible and accessible to the people he/she serves. Heneveld (1994) cited in Kelly (1999) observed that effective leadership exist in a school when the head maintains high visibility and acc to pupils, teachers, parents, and others in the community. Andrews and Sode (1987) also observed that an effective school head is visible in the school. The school head maintains visibility

by visiting classrooms, attending departmental or grade-level meetings, walking around the school, and holding spontaneous conversations with staff and students (Andrews and Soder, 1987).

Effective school heads promote positive interaction between school staff, students, and parents. Literature has also shown that through interactions with members of an organisation, leaders reinforce the desired values and behaviours of the members of an organisation (Sergiovanni, 1994; Bolman and Deal, 1997; and Schein, 1997).

An effective school head is a resource provider. Heneveld (1994) cited in Kelly (1999) observed that effective leadership exist in a school when the head make the resources are available to provide adequate support to the school community. Blun (1990) also indicated that effective school heads make resources available to support on-going programmes of development for teachers. Andrews and Soder (1987) also observed that an effective school head as a resource p ovider, takes action to marshal personnel and resources within the building, district, and community to achieve the school's vision and goals.

Effective school heads involve the school community in decision making. The importance of involving others in decision making cann be over emphasized. Everard and Morris (1996:26) stated, "Where staff at any level are involved in decision making taken by their superiors, peers or sub rdinates, all the motivators are brought into play". A study by Mwanza (2004) also revealed that effective chool heads involve the teachers in decision making. Mwanza' study further revealed that teachers who had effective heads showed commitment and dedication to their work.

A school head's willingness to share decision making p er communicates his/her trust in fellow members of staff, an essential step toward building the rich, respectful relationships.

Effective school heads build relationships (Arnold et al., 2004). Effective school heads understand that to have a successful school, the need to focus on the people within a school not programmes (Whitaker, 2003). According to Osteen (2007:137), "Relationships are more important than our accomplishments". The ability to establish personal relationships with all members of a school community is central to the work of an effective school head. Harris et al. (2003:22) stated,

> As the challenges facing leaders in schools become inc easingly complex over the next decade, it is possible that the best leaders will be judged on how they manage their feelings and the feelings of others, rather than how they manage systems or structures. The evidence points towards a reconceptualisation of leadership practice that is fundamentally concerned with building relationships and harnessing the capacity of ose within the school to create the conditions for sustained school improvement.

Davis (1998) also observed that fostering positive int rpersonal relationships is one of the important elements of effective school leadership. These relationships convey a sense of caring and appreciation (McEwan, 2003). Har is (2004) sees caring as a way of showing respect for teachers and students and b this process involves challenging people to grow personally and professionally. In a study by Bane (1991) in Ghana about the teacher satisfaction and dissatisfa on, it was also found that the teachers attached more importance to relationship with the supervisors. Bane (1991) concluded that when there is poor relationship between the head of the school and teachers, there is dissatisfaction among teachers. Eff ctive school heads know how to bring out the best in those around them, and foster re ationship that empower people

and help them thrive (McEwan, 2003). Maxwell (2004) observed that believing the best in people usually brings the best out of people.

Effective school heads are ethical (Arnold et al., 2004). They treat people with respect all the time (Whitaker, 2003). Effective school heads believe honesty is always the best policy, and understand that they must demonstrate ethical behaviour on a daily basis (McEwan, 2003). According to Cruz (1995), effective school heads should establish credibility and prove that they are people of integrity. The effective school head does the right thing, keeping in mind that the student's welfare is the bottom line (McEwan, 2003). At the same time, school h ds must be able to consider what is best for the school in order to make he right decision (Whitaker, 2003). While this can be a difficult task, the effective school head is able to sort out conflicting values (Bolman and Deal, 2002).

Kanyungwa (2002) also reported that effective school heads offer help to their teachers when they need it, are supportive to teachers, reward teachers for doing a good job and that there is little conflict or tension etween them and the teachers. Blun (1990) also observed that effective school heads up systems of incentives and rewards to encourage excellence in student and teacher performance, they act as figureheads in delivering awards and highlighting the importance of excellence.

Effective school heads impact the school culture (Arno d et al., 2004). There is ample evidence that the headteacher as a head of the school is a crucial factor as far as the culture and climate of a school is concerned. Researchers (such as Sashkin and Sashkin, 1990; Leithwood, 1994; and Ogawa and Bossert, 1995) have suggested that

school culture does not operate in a vacuum and crucial to its creation and maintenance are the leadership practices of a school principal. Kelley et al. (2005) cited in Starcher (2006) noted that the principals' le rship practices plays an integral role in creating a positive school culture. Stolp and Smith (1995) cited in Barnett et al. (2001) also observed that a positive culture is associated with higher student motivation and achievement, improved teacher collaboration and improved attitudes of teachers toward their job.

Anderson (1982) also observed that principals' leadership is one of the major actors that determine school climate and culture. A study by Gardin (2003) on the impact of leadership behaviour of principals on elementary school climate, revealed that there were specific behaviours demonstrated by the principals that impacted school culture. In Gardin's study, teachers and principals believed climate was impacted by acknowledging outstanding teacher performance to the community. Writing letters of commendation and complimenting teachers personally for their performance were also identified as important to climate. Encouraging teachers to try new ideas and reinforcing high expectations by establishing academic standards also impacted climate positively.

Sergiovanni (2001) indicated that the leadership provided by a school head directly affects the climate and culture of a school, which in turn affect student achievement. Researchers have accumulated compelling evidence sugge ng that school culture is an important influence on student motivation to learn (Maehr and Midgley, 1991; and Maehr and Aderman, 1993). Effective school heads pay attention to the culture of the school and focus on creating a collaborative wo k environment (Fullan, 1997).

McEwan (2003) observed that in order to impact the school culture, effective school heads must be able to envision a successful school, act with integrity, and communicate this vision through relationships with the school community. School heads who are effective work to create a positive envi onment, and believe it is their responsibility to do so (Whitaker, 2003). They underst d that local citizens want a school that reflects their values, and work to shape a positive culture (Sergiovanni, 2001). Effective school heads work with staff to foster development of a school culture in which staff find meaning in their work and ivated to learn and solve problems with a greater degree of collaboration (Bush t al., 1999).

Effective school heads also understand what good teach ng is (Arnold et al., 2004). Literature has shown that the quality of headship matt in determining the quality of teaching which takes place in the classroom (Erant, 1994; Hargreaves, 1994; and Hargreaves and Fullan, 1998). According to McEwan (200 effective school heads are knowledgeable about teaching and learning, and ser e as instructional leaders within the school building. Effective school heads bel it is critical to be up to date on best practices in instruction and assessment, nd seek out opportunities to learn more about good teaching (Beck and Murphy, 1996). Not only do effective school heads understand what good teaching is, they re ognize that their primary goal is to improve the effectiveness of their teachers (Whitaker, 2003).

Harris et al. (2003) indicated that school heads play a crucial role in school wide efforts to raise standards of teaching and pupil learn ng and achievement. Leadership at the school building level is one of the factors that affect pupils' achievement in that it influences teaching and learning. High quality teaching and learning f all

students depends substantially on effective school lea ership. Bush et al. (1999) observed that school leaders influence school and classroom processes that have a direct impact on student learning. Effective school heads focus on student achievement and offer encouragement and support to their teachers.

Continued research on high performing schools conclude that strong administrative leadership is among the factors within the school that make a difference in student learning and achievement (Rosenholtz, 1985; Hallinger nd Heck, 1996; and Quinn, 2002). School heads are held accountable for the educational quality in the belief that students' success or failure is determined by the way a school is run (Leithwood and Menzies, 1998). Quinn (2002) indicated that principals in high achieving schools, as measured by academic achievement in a variety of areas, are more effective instructional leaders than their counterparts in consistently low achieving schools. There is ample evidence in the literature that effective leadership does positively affect school and student outcomes. MOE (1996:159) noted,

> Before everything else, the head should be an instructional leader who can enthuse teachers and pupils, who can fire them with interest and satisfaction in their teaching and learning tasks ….

Davis et al. (2005) also observed that principals' abi are central to the task of being schools that promote powerful teaching and learning for all students. Davis et al. (2005:8) stated, "Principals play a vital and multifaceted role in setting the direction for successful schools that are positive and productive workplaces for teachers and vibrant learning environments for children …". In a good school, where the children learn a lot and enjoy their work, the hea of the school is typically someone who knows what he/she wants the school to achi e and helps teachers to work together toward shared goals (Donaldson, 1991).

Effective school heads, with good leadership skills, also increase the likelihood that school improvement will occur. The importance of leade hip in securing sustainable school improvement has been demonstrated in both research and practice (Harris and Bennett, 2001). Research has emphasized the critical role of headteachers in improving schools (Barringer, 2006). For any improvements efforts targeted at the school level, Snowden and Gorton (2002) stated that the headteacher is the key in providing the leadership necessary for such efforts to be met with success. Sapier and King (1985) cited in Kunkhuli (1988) observed that lea ership is also known to promote collegiality, experimentation, high expectatio appreciation and recognition, caring, celebration and humor, involvement in decision making, honest, and open communication, which if well coordinated promote school improvement.

The unique position headteachers hold, places them in powerful position to coordinate the entire school operation and move it forward. Davis et al. (2005:11) stated,

> Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations communication experts, budget analysts, facility managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiates. In addition, principals are expected to serve the often c flicting needs and interests of many stakeholders, including st ents, parents, teachers, district office officials, unions ….

Researchers (Jantzi and Leithwood, 1996; Hallinger and Heck, 1996; d Fullan, 2001) have observed that effective school heads identi y and articulate a shared vision; create an atmosphere of trust and patience; co ey high performance expectations for students and teachers; encourage teac rs to be creative and try new strategies; provide intellectual stimulation; build a roductive school culture; have a

strong belief in the value of honest and open communic collegiality, and willingness and ability to be flexible; help structure the school to enhance participation in decisions; foster the acceptance of group goals; lead by example; focus first on students and their learning; supports a d empowers their colleagues; understand change processes; recognize and reward the achieve nt and struggles of others; invites participation and shares responsibility; and uses expectations to change the attitudes and behaviours.

Researchers (such as Clark and Clark, 1996) have also shown that principals of successful schools provide leadership and a sense of direction, have a clear vision based on values and beliefs, create the culture and climate of schools, behave strategically, and promote quality. Furthermore, Leithwood et al. (2004) cited in Davis et al. (2005:12) outlined three sets of leadership practices,

> Developing people – Enabling teachers and other staff to do their jobs effectively, offering intellectual support stimulation to improve the work, providing models of practice and support; Setting direction for the organisation – Developing shared goals, monitor organisational performance, and promoting effective communication; and Redesigning the organisation – Creating a productive school culture, monitor organisational structures that undermine the work, and building collaboration.

Kouzes and Posner (2002a) have also clearly identified leadership practices characteristic of exemplary leaders across all profess onals. The practices of exemplary leadership, as noted earlier, resulted from an intensive research project to determine the leadership competencies that are essenti l to getting extraordinary things done in organisations. This revealed similar patterns of behaviour. The study found that when leaders are at their personal best, they: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

The following section discusses each of the five practices, espoused by Kouzes and Posner (2002a), in greater detail, providing insight into how the leadership practices identified by Kouzes and Posner (2002a) relate to the role of the school head.

Modelling the way

The leadership practice of modelling the way describes a leader's ability to establish principles and values concerning the way people (constituents, colleagues, and customers alike) should be treated and the way goals s uld be pursed. Leaders create standards of excellence and then set an example for others to follow. Because the prospect of complex change can overwhelm people and stifle action, they set interim goals so that people can achieve small wins as they work toward larger objectives. They unravel bureaucracy when it impedes a on; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory (Kouzes and Posner, 1997).

Effective heads of schools who model the way demonstra e a commitment to the vision and goals of their schools. Such school heads s d time with teachers and students, paying attention to them and responding to their needs (Southworth and u Quesnay, 2005). Blanchard (2008) also observed that be ng responsive to the people's needs sets them free to be responsible for getting the job done.

Bilanich (2005) indicated that effective leaders are expected to be able and willing to act as positive role models. Kouzes and Posner (2002a:93) noted, “The truest test of credible leadership is what leaders pay attention to a what they do. Leaders are measured by the consistency of deeds with words”. By setting the example, leaders

demonstrate a commitment to the organisation and its people. Through modelling the way, effective leaders cultivate a culture in which pe le are committed and loyal as well as take pride in the organisation and its work (Kouzes and Posner, 2002a).

Effective school heads model the way by setting an example for others to follow. Effective school heads are committed to spending as much time, if not more, at the school as they expect of their teachers (Kouzes and Po ner, 2002a). Leaders must discover ways to become visible as they perform their ay-to-day, routine activities. School heads visibility produce a means through which odelling behaviours are facilitated (Leech et al., 2003). Shannon and Bylsma (2000) cited in Starcher (2006) found that highly effective school heads are extremely visible throughout the school building, demonstrating the importance of the teaching and learning process and activities taking place under their direction.

Pingle (2007) observed that teachers admire school heads 'who walk their talk' and serve as role models for the behaviours they seek to i still in others. In true leaders, there is no gap between the theories they espouse and he life they practice (Bennis, 2003). Good leaders keep commitment and make their actions consistent with their word. Kalungu (2008) observed that leaders must, on daily basis, be seen to be earnestly striving to bridge the gap between words and actions. Blanchard (2008) also observed that without some method of locating gaps between values and behaviour, identifying and communicating core values will do more harm than good. It is vital for organisations and their leadership to their talk', and leaders must make every effort to become living symbols of their organisation's value system (Blanchard, 2008).

The common examples of school head modelling desired b haviour include; the head of the school demonstrating good attendance and punctuality, the school head's participation and involvement in staff development, and the showing of love, appreciation, and respect. Shannon and Bylsma (2000) cited in Starcher (2006) also noted that effective school heads listen to others, keep their commitments and respect others.

Inspiring a shared vision

The leadership practice of inspiring a shared vision describes a leader's ability to see the future of the organisation and enlist followers to identify with that vision. Establishing a vision is not a new concept of an impor ant leadership attribute (Bennis and Nanus, 1985; and Bolman and Deal, 2002). Kouzes' and Posner's (2002a) model suggests that visions must incorporate c tment from followers to create significant change in the organisation.

Bennis (2003) observed that the single defining quality of leaders is the capacity to create and realize a vision. According to Blanchard (2008:78), "Vision is a lot more than putting a plague on the wall. A vision is lived not framed". It is one thing to identify the organisation's vision and it is another t to make it happen. Nanus (1992) describe a vision as a realistic, credible, att active future for the organisation. Leaders have to be able to envision in fairly concrete terms what ought to be done or what one wants to do or where one wants to go (Bennis, 2003).

Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organisation can become.

Through their magnetism and quiet persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibili ies for the future (Kouzes and Posner, 1997). Covey (2007) indicated that effective people begin with the end in mind, and have a vision and work to make things better. They know the difference one wants to make.

Effective leaders are committed to working with their onstituents to develop and foster a shared vision among all stakeholders. In developing a shared vision, effective leaders encourage constituents to examine th big picture rather than simply focus on the here and now (Starcher, 2006). Blanchard (2008:19) stated, "An effective leader must step back, look at the big picture, and make sure the important things are not pushed out of the way by the urgent needs of the moments".

Leaders who are effective encourage others to envision where they want to be or where they want to go in their futures. As Kouzes and Posner (2002a:129) indicated, "Envisioning the future is a process that begins with passion, feeling, concern, or an inspiration that something is worth doing". Blanchard (2008) observed that an important way to motivate people in the organisation i to make sure they know where they are going.

In addition to envisioning the future, effective leade s recognize that they can not lead an organisation to success alone. Effective leaders successfully communicate the need for team effort in accomplishing a shared vision. Effective leaders listen to their constituents, encourage them to be committed to the or ion's work, and help them feel satisfied as contributing members of the organisation (Kouzes and Posner,

2002a). Blanchard (2008:79) noted, "…when a vision is shared, it is easier to hold each other accountable for behaving consistently with it".

In terms of schools, headteachers must have a vision of what they want the school to accomplish. Pingle (2007) noted that a vision is a compelling picture of the future that inspires commitment, and provides purpose, meanin and significance to the work of the school. The vision provides guidance and direction for the staff, helps people get focused, get energized, and get great resul (Blanchard, 2008). A clear vision allows the headteacher to focus on the academic development of the school. During the time of growth, change, opportunity, or uncertainty, a vision points people in the right direction (Blanchard, 2008).

Effective school heads passionately believe they can make a difference. They envision the future, creating an ideal image of what t eir school can become, and enlist others in their effort. They are able to inspire their staff to rk and strive for a common goal (Pingle, 2007). Kouzes and Posner (1995) asserted that although the vision is cooperatively developed with all stakeholders, the leader must articulate it and provide focus. Leaders are responsible for helping their people see exactly how their day-to-day responsibilities tie into the organisation's missi (Bilanich, 2005).

Challenging the process

The leadership practice of challenging the process describes leaders who are continuously searching for opportunities to improve and innovate, with little fear of experimenting and taking risks. Effective leaders sear for opportunities to change the status quo. They look for innovative ways to improve the organisation. In doing

so, they experiment and take risks. And because leaders know that risk taking involves mistakes and failures, they accept the inevit sappointments as learning opportunities (Kouzes and Posner, 1997; and Bennis, 2003). Bennis (2003) also observed that leaders learn where there are challenges, where the task is unprogrammed.

Effective leaders are willing to risk, and to take res onsibility for potential setbacks in an effort to initiate improvements in the organisat They use a failed attempt at innovation as an opportunity to learn from the experience. Bennis (2003) observed that leaders not only believe in the necessity of mistakes, they see them as virtually synonymous with growth and progress. Bennis (2003:137) further stated,

> Unless you are willing to take risks, you will suffer paralyzing inhibitions, and you will never do what you are capable of doing. Mistakes-missteps - are necessary for actualizing your vision, and necessary step toward success.

Leaders who challenge the process are proactive and unwilling to settle for a status quo. Kouzes and Posner (2002a:178) noted, “Effective leaders are open to new ideas and innovations, yearning to make something happen”. Leaders work to alter the environment to improve the performance of individuals and the organisation, while looking for mechanisms for followers to be internally motivated. Leaders must build a commitment to the challenge of reaching new heights, supporting constituents along the way (Kouzes and Posner, 2002a).

At school level, the leadership practice of challenging the process is ssential for a school head seeking to improve the school. As headteachers lead their schools, they must constantly look for ways to improve the schools. ective school heads must

demonstrate the courage to take risks to turn an ineffective school into n effective one. They must realize that the status quo is not good enough. Osteen (2009:266) stated,

> … Successful people know how to change with the times. They don't get stuck in a rut doing the same thing, the same way year after year. … They make adjustments so they can improve.

School heads need to support their members of staff in trying innovative ideas such as new curriculum, new instructional strategies and new assessments as they strive to meet the needs of all children. As indicated by Bennis (2003), leaders take the task of encouraging innovation, experimentation, and risk taki . Bennis (2003) further observed that a compelling vision combined with a unique ability to manage risks is the magic behind successful organisations. School heads also need to encourage their students to take advantage of all learning opportunities, both in and out of school (Kouzes and Posner, 2002a). Leaders should teach peopl to bring their brains to work (Blanchard, 2008).

Pingle (2007) observed that among the most important qualities a school head can bring to a school are passion, conviction, and confidence in others. For the school heads to be successful change agents, they must ultimately find solutions to a school's problems. The passion and conviction they bri to the job will help them sell the importance of embracing change. For example, common response from some faculty will be 'we have always done it this way, why change now; or we have tried that before and it did not work.' It is essential that the school head builds coalitions within the school and community to offset s ch resistance and effectively implement important initiatives (Pingle, 2007).

Enabling others to act

The leadership practice of enabling others to act describes the leader's effort to foster collaboration and empower constituents. Leaders strive to create an atmosphere of trust and human dignity. Emphasizing the importance of trust, Kouzes and Posner (2002a:244) noted, "At the heart of collaboration is trust. Trust is the central issue n human relationships within and outside organisations, hout trust you can not lead". Leadership is founded on trust, and leaders who trust their co-workers are, in turn, trusted by them. Bennis (2003:140) stated,

> Trust resides squarely between faith and doubt. The le der always has faith in himself, his co-workers, and their mutual possibilities. But he also has sufficient doubt to que on, challenge, probe, and thereby progress. In the same way, his co-workers must believe in him, themselves, and their combined strength, but they must feel sufficiently con ent to question, challenge, probe, and test, too. Maintaining that vital balance between faith and doubt, preserving that mutual trust, is a primary task for any leader.

Harris et al. (2003) also indicated that good leaders work alongside their colleagues. Leaders foster collaboration and build spirited teams. They actively involve others. Effective leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust nd human dignity. They strengthen others, making each person feel capable and powerful (Kouzes and Posner, 1997).

Effective leaders who enable others to act are committ d to fostering collaboration among all constituents and work to strengthen the capacity of others. According to Kouzes and Posner (2002a:242), "Collaboration is the critical competency for achieving and sustaining high performance". In fostering collaboration, leaders must establish a culture of trust, interdependence and interactions. In order for people to

collaborate with others, they must believe that they c n trust others as their colleagues as well as to do the work. Leaders must trust others and utilize their expertise and experiences to influence the work of the organisation. Establishing a culture of interdependence simply indicates that individuals rely on one another to accomplish the shared goals of the organisation, recognizing that everyone must contribute in order for the organisation to be successful (Kouzes and Poser, 2002a).

Leaders seek to empower others, sharing information and data with them and seeking their input into solving problems and setting the dire tion for the organisation. Ultimately, effective leaders trust others to support the work of the organisation and impress upon them the fact that they do make a differe e (Kouzes and Posner, 2002a). Leaders take the task of creating a flexible e ironment in which people are not only valued, but encouraged to develop to their full potential, and treated as equals rather than subordinates (Bennis, 2003).

In terms of schools, as school heads seek to enable others in the school process, they must focus on building the capacity of others. Effective leaders seek ways to strengthen others. As Bilanich (2005) indicated, effective leaders have to be willing and able to develop others. Fullan (2005:4) noted, "Capacity building involves developing the collective ability – dispositions, skills, knowledge, motivation, and resources to act together to bring about positive change".

Effective school heads enable others to become leaders. School heads must recognise that they can not provide the sole leadership if they need to improve schools. Instead, they should seek to instill leadership capacity in others. As Childs-Bowen (2005)

cited in Starcher (2006) indicated, the success of any leader is largely contingent on how many leaders he or she leaves behind. Kouzes and Posner (2002a:284) also stated, “Leaders accept and act on the paradox of power: we become most powerful when we give our power away”.

Effective school heads understand that their colleagues need to have the freedom to grow and achieve their full potential. Teachers need t know they can be themselves and that diverse points of view are acceptable (Pingle, 2007). Bennis (2003) observed that leaders need people around them who have contrary views, who can tell them the difference between what is expected and at is really going on. The role of the leader is to figure out how one makes diverse people and elements work together (Bennis, 2003).

School heads who are effective establish and maintain a collaborative school culture. As Sergiovanni (1994: xix) indicated, “The leadership of the school community does not rely on 'power over' others but on 'power through' others to accomplish shared visions and goals”. Researchers (such as Fullan, 1997; and Whitaker, 2003) have shown that school heads plays an integral role in creating a positive school climate.

Effective school heads enable others to act by including members of the school community in the decision making process as much as possible. Cotton (2003) found that involving the staff in decision making has the impact on teacher morale and students' achievement. The decision making process sho be devolved, and diversity encouraged. People like to be around a perso who asks for ideas, and can let others be in the spotlight (Blanchard, 2008).

Encouraging the heart

The leadership practice of encouraging the heart involves recognition of contr tion and the celebration of accomplishments (Kouzes and Posner, 2002a). Accomplishing extraordinary things in organisations is hard work. To keep hope and determination alive, leaders recognise contributions that individuals make. In every winning team, the members need to share in the rewards of their effo so leaders celebrate accomplishments (Kouzes and Posner, 1997). Kouzes and Posner (2002a:322) stated, "Leaders treat people in a way that bolsters their self-confidence, making it possible for them to achieve more than they may have initially believed possible of themselves".

Recognising contributions involves focusing on the org nisation's shared vision and goals, expecting the best of others in their effort to meet the established goals, paying attention to the work of others by listening to them a d showing one care, and recognizing their efforts through thoughtful and creat e ways (Kouzes and Posner, 2002a). In addition to recognizing the contributions of others, effective leaders celebrate the accomplishment of the whole organisation. Such celebrations build a sense of community, making lasting memories of success, reinforce the goals of the organisation, and demonstrate that the leader is aware of the contributions of his/her constituents (Kouzes and Posner, 2002a).

In terms of schools, effective school heads show appreciation for their teachers and create a culture of celebrations. School heads need to genuinely praise teachers and let them know that they are appreciated. Individuals enjoy praise for the work they do and recognition of their accomplishments. By recognizing staff's contributions,

school heads encourage members of the school community to continue working hard in their pursuit of the school's goals. As indicated by Leech et al.), teachers and students have a strong need to be continually moti ated to improve their performance and achievement. Therefore, school heads must become the promoters and supporters of the success of the members of their learning communities. It is essential for school heads to develop strategies through which individuals and organisational successes are celebrated.

Pingle (2007) observed that successful school heads cr e a culture where each member of staff believes his/her accomplishments will b noted, appreciated, and celebrated by the school community. Effective school h write notes of thanks, recognise contributions privately and publicly, and acknowledge individual efforts. Small celebrations are noted and parties or luncheons are sponsored at the conclusion of some projects.

In terms of improvements in a school, few improvement initiatives are accomplished in a short period of time. Jazzar and Algozzine (2006) observed that school improvement initiatives often take a period of three to five years and involve numerous accomplishments along the way. Therefore, effective school heads need to recognise the small accomplishments along the route to the successful implementation and institutionalization of an improvement initiative.

Creemers (1997) indicated that effective school heads set up systems of incentives and rewards to encourage excellence in student and tea her performance, they act as figure-heads in delivering awards and highlighting the importance of excellence.

Rather than focusing solely on formal methods, leaders incorporate intrinsic rewards for followers. As Blanchard (2008) indicated, when a good performance is followed by something positive, naturally people want to continue that behaviour. Bilanich (2005) also observed that rewards system is one of the tool used in high performing organisations to build commitment. Bilanich (2005) fur her observed that the concept behind the rewards system is simple and argues that pe ple continue to do the things for which they are rewarded.

School heads that are regarded as effective by members of the school community focus on staff members' needs (Lunenburg and Ornstein, 1996). As earlier noted, being responsive to the people's needs sets them free to be responsible for getting the job done (Blanchard, 2008). Bennis (2003) also observe that leaders are there when it counts, they are ready to support their co-workers in the moments that matter.

Pingle (2007) also indicated that teachers become frustrated and discouraged during difficult times, and the head of the school must perio cally lift their spirits through genuine acts of kindness. Emphasizing the importance o caring for people, Blanchard (2008:95) stated,

> I've never heard someone on their deathbed say, 'I wish I'd gone to the office more!' They all say something like, 'I wish I'd cared more. I wish I'd loved more. I wish I'd reached to others more'.

In this section, effective leadership practices have been discussed. It is also noteworthy that while effective school heads demonstrate the aforementioned practices, ineffective school heads do the opposite in most cases. For instance, while effective school heads take the courage to challenge t ional practices and brings

about changes, ineffective school heads keep the statu quo afraid to take a risk; while effective school heads possess a vision that inspires others to join them in following their mission, ineffective school heads have no vision beyond the required task; while effective school heads seek to empower others, sharing information and data with them and seeking their input into solving pr and setting the direction for the organization, ineffective school heads do not re information, and are not open to other people's ideas and suggestions; and while ective school heads recognize contributions that individuals make, ineffec ive school heads take credit themselves for what the team has done.

The next section focuses on the literature regarding the training of the school heads and the leadership practices, highlighting the role of training in enhancing the leadership roles.

2.2 School heads' Training and the Leadership practices

As observed earlier in the first chapter, there is ample evidence in the literature (Leithwood, 1994; Sheppard, 1996; Kapena, 2000; Kouzes nd Posner, 2002a; and Derelg, 2003) that training plays a pivotal role in improving an individual's leadership roles. This section describes some of the studies that have examined the leadership practices of school heads in regard to their training.

Barber (2006) conducted a study to examine the leadership practices of three school principals in New York, in order to explore the relati nships across the pathway from leadership preparation through principal practice to school-level outcomes. The study used an exploratory case study approach to examine the leadership practices of the

three school principals who had participated in a university-district collaborative programme that was designed to prepare them well for instructional and transformational leadership in district-defined school improvement work. The findings of the study suggested that there is a relationship between principal preparation and subsequent leadership practice.

Although Barber's (2006) study sought to establish the relationship between principal preparation and the leadership practices, it could hav been better if the school heads who participated in the programme were compared with those who did not participate in the programme. This could have given a wider pictur of the effect of the training programme.

Isik (2000) also conducted a study to examine the effects of principal preparation programmes on principal behaviour. The study focused o a policy change regarding the required training for new principals in Turkey. The key informants were teachers who had been working with the principals who had taken in-service training. The results of the study showed that the policy change reg rding the required training for the new principals had some effects. The training had a considerable influence on principal behaviours when compared to those who had not taken the training. Trained principals were found to be more effective than the untrained principals. The results showed that principal training programmes make a diffe e.

The study conducted by Isik (2000) involved both the t ed and the untrained principals. However, the principals would have been given an opportunity to evaluate themselves as well, rather than just involving the teachers in the evaluation. While

teachers are in a better position to evaluate the leadership practices of the school heads, they are certainly not the only or even the bes judges of it.

In another study, in contrast to the aforementioned studies, Haller et al. (1994) examined the consequences of principals' graduate training in educational administration for school effectiveness. After analyzi g the data, it was found that there was no evidence that principals' graduate traini in educational administration improved effectiveness of public elementary and second ry schools. According to Haller et al. (1994), graduate programmes in education administration seemed to have little or no influence on the attributes that characterize effective schools.

It should, however, be noted that despite Haller's et al. (1994) argument that graduate programmes in educational administration seem to have tle or no influence on the attributes that characterize effective schools, there is a growing consensus amongst researchers (such as Barber, 2006; and Isik, 2000) tha training can enhance leadership roles. Davis et al. (2005) observed that research on principal preparation and development programmes suggest that certain programme features are essential in the development of effective school leaders. The training programmes that are intentionally designed and with exemplary features, pl a vital role in developing school leaders capable of leveraging their leadership pacity to effect positive school change (Barber, 2006).

In Zambia, currently, not much has been done to examin the leadership practices of school heads in regard to their training. The next section presents some of the studies that have been done in Zambia regarding the school heads.

2.3 Studies regarding the Headteachers in Zambia

The following section focuses on some of the studies that have been conducted in Zambia regarding the school heads. It is noteworthy th t most of the studies that have been done have focused on other aspects rather than the headteachers' training.

Muchelemba (2001) conducted a study which focused on pupils, teachers and community's views about the management skills of femal and male public secondary school headteachers in Lusaka district. The dy sought to find out to what extent the management skills such as decision making, goal setting, delegation, and communication were linked to the gender of the hea eacher exercising them. The researcher utilized qualitative approaches. The ov rall analysis showed that there were no major gender differences. Muchelemba (2001) fu ther recommended that all school heads be trained in management skills. The rese her observed that enhancing training for school heads would improve management of schools.

Muchelemba's (2001) study focused on the views of the pupils, tea hers and the community. The views of the headteachers themselves co have been included as well. The study could have also utilized quantitative pproaches so as to offer solid evidence that there were no major gender differences.

Another study by Chonya-Mfula (2006) conducted in Lusaka compared schools run by female headteachers to those run by male headteache s in terms of school effectiveness. Data for the study was collected throug questionnaires which the researcher administered to management teams and teache s at the schools. Data was also collected through focus group discussions with pa s and pupils. In contrast to

Muchelemba's (2001) findings, Chonya-Mfula's (2006) study showed that more female headteachers than male headteachers were said t be more effective in terms of school management. Chonya-Mfula (2006) also recommended that the Ministry of Education should train the headteachers in educational agement.

Chonya-Mfula's (2006) study was a good attempt to examine the effectiveness of female and male school heads. However, in Chonya-Mfula's (2006) study the criterion used to determine 'effectiveness' was not cl r. It would have been better if the researcher had used certain criteria to determine 'effectiveness'.

In another study, Mwanza (2004) investigated teachers' perception of school management practices and their influence on teacher performance in selected high schools of Lusaka. Data was collected using questionna res, semi-structured interviews, observation checklists and documentary analysis. The key respondents in Mwanza's (2004) study were teachers. The results of this research established that there was a relationship between school management pra ces and teacher performance. Furthermore, in Mwanza's (2004) study, the major y of the teachers expressed the need for headteachers to take training i educational management.

Although Mwanza's (2004) study appeared reasonably well conducted, it would have been better if the headteachers themselves were part of the respondents. This would have enhanced the validity and reliability of the conclusion reached.

Chiyongo (2007) also conducted a study which focused o the training needs of school heads. The study was an attempt to assess the training needs of the

headteachers so that they can be used in the management training of basic and high school headteachers. Chiyongo's (2007) study was timely. As earlier noted, various studies in Zambia (such as Muchelemba, 2001; and Mwanza, 2004) have suggested the need for headteachers to take training. Hence, it s imperative to identify the training needs so as to offer relevant training to the headteachers.

In this study, the researcher focused on the leadership practices of the headteachers. The study was an attempt to investigate the effects of the training programme designed for the headteachers with the view to establi h whether the learning opportunity provided by the programme enabled the headteachers to improve in their leadership practices. The researcher utilized Kouzes' and Posner' (2003) Leadership Practices Inventory (LPI) to examine the leadership practices of the headteachers.

The next section presents information on the Leadership Practices Inventory (LPI) including some of the studies that have utilized the LPI.

2.4 Leadership Practices Inventory (LPI)

As earlier noted, as a result of extensive research on the practices and skills of effective leaders, Kouzes and Posner (2002a) have clea identified leadership practices characteristic of exemplary leaders across all pro ionals, the leadership practices include: modelling the way, inspiring a shar d vision, challenging the process, enabling others to act, and encouraging the h art.

Based upon the identified leadership practices, Kouzes and Posner (2002a) developed the Leadership Practices Inventory (LPI) to asure leaders' use of the

five practices in leading their organisations. The actions that make up the practices were translated into behavioural statements, and the LPI was created by developing a set of statements describing each of the leadership ac ions and behaviours. Both a self and observer form of the LPI have been developed. The following section looks at some of the studies regarding the leadership practices of school heads that have utilized Kouzes' and Posner's LPI.

In a study of the relationship between leadership practices and teacher morale, Jarnagin (2004) surveyed 664 teachers and 10 high school principals in East Tennessee. As one aspect of his study, Jarnagin (2004) examined the relationship between principals' and teachers' perceptions of the p cipals' use of the five leadership practices Kouzes and Posner identify as nec ssary for all exemplary leaders to posses. To examine this relationship, Jarnagin (2004) used Kouzes' and Posner's LPI (self and observer) questionnaires. In order to measure teacher morale, Jarnagin (2004) used the Purdue Teacher Opinionaire. A er analyzing the study results, Jarnagin (2004) determined that principals rated themselves higher on each of the five practices than their teachers. Furthermore, while no significant difference existed for the practices of inspiring a shared vision enabling others to act and encouraging the heart, the results of the study yielded a significant difference for the practices of modelling the way and challenging the pro ess. Jarnagin (2004) also found that a significant relationship existed between he use of the five leadership practices and positive teacher morale.

In Jarnagin's (2004) study, it was good that the researcher utilized both the LPI-self and the LPI-observer. It was also good that teacher morale was also well assessed

using the Purdue Teacher Opinionaire. However, the researcher would have employed qualitative approaches as well in addition to the quantitative approaches. This would have enhanced the validity and reliability of the conclusion reached.

In a study of the leadership practices of principals in high-performing and inadequately-performing schools in North Carolina, Balcerek (1999) surveyed principals and teachers in 17 elementary schools (8 high-performing and 9 inadequately-performing) using the LPI (self and observer). Using t t-test of differences for independent samples, Balcerek (1999) found no statistical difference between the rankings of elementary school principals o the LPI in relation to the status of their school. Furthermore, principals in both high-performing and inadequately-performing schools ranked themselves the highest for the practices of modelling the way and ranked themselves lowest for the practices of inspiring a shared vision. Balcerek (1999) selected the sample utilizing information pertaining to the state's model for improving education in elementary schools.

The study conducted by Balcerek (1999) was a good attempt to examine the leadership practices of principals in high-performing and inadequately-performing schools. It was good that the researcher surveyed both the principals and the teachers. However, Balcerek (1999) focused on principals in 8 high-performing and 9 inadequately-performing. It would have been better if the number of high-performing schools was equal to the number of inadequately-performing schools.

In the study of the relationship between leadership behaviour and school culture, Stone (2003) administered the LPI-observer to 513 teachers in 11 schools in Madison

country, Mississippi, to gather data regarding the tea ers' perception of their administrators' demonstration of Kouzes' and Posner's ive leadership practices. Stone (2003) used Braskamp's and Maehr's Instructional Climate Inventory, to measure teachers' perceptions of school culture. Analysis of the data indicated that a relationship existed between administrators' leadership behaviour and school culture for each of the five practices, separately as well as overall. Stone (2003) also found that no significant difference existed between the use of the five practices and the level at which the administrators worked (elementary, high).

Stone's (2003) study appeared reasonably well-conducted. It was good that the teachers' perceptions of the school culture was well measured using the Instructional Climate Inventory. However, the researcher only utiliz the LPI-observer which was administered to the teachers, it would have been better if the researcher had utilized the LPI-self as well. The administrators would have been given an opportunity to evaluate themselves as well, rather tha just involving the teachers in the evaluation.

Larson (1992) also conducted a study on how secondary school principals ex leadership in their particular school setting. The sam le came from three Midwestern (Nebraska), suburban, large, comprehensive, public high schools. The principals (one male and two females) completed the LPI-self and 25 percent of their teachers were randomly selected to complete the LPI-observer (N=52). Each principal was interviewed, as were 25 percent of those teachers who ompleted the LPI-observer. Larson (1992) observed that there were significant differences between the teachers' perceptions of the leadership practices of their principals across the three schools.

Further findings were that: the five leadership practi identified in the LPI were found to be significant in the establishment and maintenance of a successful relationship between the principal and the faculty; the more frequently principals were perceived to do the practices identified in the L I, the more likely were perceived to be effective leaders; the higher a principal's scores on the LPI, the higher the degree of professional credibility the prin al had among the staff; and the higher a principal's scores on the LPI, the greater the degree of commitment was among the faculty.

In Larson's (1992) study, it was good that the researcher utilized both the LPI-self and the LPI-observer, and apart from the data obtained through the LPI, interviews were also done. However, the study sample could have b en a little bit more.

In another study, Pingle (2007) utilized the LPI to assess the leadership practices of elementary principals from academically successful and unsuccessful schools in South Carolina. The researcher involved both the principals and the teachers in the assessment. Pingle (2007) found that there was no statistically significant difference between the leadership practices of elementary principals of academically successful schools and unsuccessful schools, as perceived by the incipals. However, an analysis of the results of the teachers' survey indica d there was a statistically significant difference between the leadership practices of elementary principals in academically successful schools and academically unsuc sful schools. Pingle's (2007) study further revealed that principals of academically successful schools embraced the five leadership practices espoused by Kouzes and Posner (2002a).

Pingle's (2007) study appeared well-conducted. It was good that the researcher utilized both the LPI-self and the LPI-observer. However, the researcher would have employed qualitative approaches as well in addition to the qu ntitative approaches. This would have enhanced the validity and reliability of the conclusion reached.

Starcher (2006) also conducted study to determine if a significant relationship existed between the leadership practices of school principals and stude achievement in mathematics and reading. The leadership practices of principals were measured using Kouzes' and Posner's LPI-self. Student achievement in reading and mathematics was determined using the percentage of students' proficient in reading and mathematics as measured by the state of West Virginia's standardized examination. When examining the relationship between the leadership practices of principals and student achievement, a significant relationship was found between the leadership practice of modelling the way and individual cases of student achievement in reading. No significant relationships were found in regard to the ther leadership practices of inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart.

In Starcher's (2006) study, the researcher only utiliz the LPI-self, it would have been better if the researcher had utilized the LPI-observer as well. Observers, unlike the leaders themselves, are likely to be more open about the leadership practices of their leaders than the leaders themselves.

As can be seen in the above section, various researche s (such as Stone, 2003; Jarnagin, 2004; Starcher, 2006; and Pingle, 2007) have the LPI to assess the

leadership practices of the school heads, and have com up with different findings, depending on the areas they studied. In this study, the researcher utilized the LPI to assess the leadership practices of headteachers in reg to the training the headteachers had taken. The present study was worthy c cting because, as earlier noted, there was need for a strong coherent research to ascert in the likely efficacy of the training programme that was designed for the serving headteachers. In this study, the researcher utilized both qualitative and quantitat e approaches in the collection and analysis of data, and utilized both the LPI-self and the LPI-observer.

Kouzes and Posner (2002a) indicated that the LPI may b used across professionals given that it measures leadership practices necessary or all exemplary leaders to posses. The more frequently the leader demonstrates the behaviours included in the LPI, the more likely the leader will be seen as an effective leader. Kouzes and Posner (1997) also observed that people who frequently demonstrate LPI behaviours are seen as: being more effective in meeting job-related demands; being more successful in representing their units to upper management; creating higher-performing teams; fostering loyalty and commitment; increasing motivational levels and willingness to work hard; reducing absenteeism, turnover, and dropout rates; and possessing high degrees of personal credibility.

Kouzes and Posner (1997) further observed that in the ideal scenario, the leaders' self ratings would be consistent with the leaders' observer ratings. In the real world, however, scores are not always consistent. People may e a leader differently from the way a leader sees himself/herself, and they also may differ among themselves as to how they see a particular leader. Some of the possi le reasons for such

discrepancies are: some people may not work with a leader face to face as often as others, therefore, they may rate the leader differentl on the same behaviour; some people may not know the leader as well as others; the eader may really behave differently in different situations; and people may di er in their expectations of a leader. Kouzes and Posner (1997) indicated that the key issue is not whether the leaders' self ratings and observer ratings are exactly the same, but whether people perceive consistency between the leader's words and ac ions.

The LPI scores have been found, in general, to be unre ated with various demographic characteristics (such as age, marital status, and years of experience) or organisational features (such as size, and functional area). The possible impact of gender on LPI scores was also analysed by looking at differences between male and female respondents. Generally, the leadership practices are not significantly different for males and females on the LPI-self (Kouzes and Posner, 2002b). The next section provides the summary of the reviewed literature.

Summary of the reviewed Literature

This chapter has presented a review of literature pertaining to the practices of effective school heads, and it has been revealed, inte alia, that effective school heads serve as role models for the behaviour they seek to in in others; they have a vision of what they want the school to accomplish; they are proactive and unwilling to settle for a status quo; they involve the school community in decision making; and they recognize contributions that individuals make. As regards training and the leadership practices, there is evidence within the reviewed literature that training plays a pivotal role in enhancing the leadership roles

Although various studies have been done regarding the chool heads, the present study was worthy conducting for various reasons. First this study focused on the leadership practices of the school heads in regard to eir training, and in Zambia, there have been few, if any, studies that have examined the leadership practices of the school heads in regard to their training. Most of he studies that have been conducted in Zambia in regard to the school heads have focused on other aspects. Secondly, this study was an attempt to examine whether the training provided for the serving school heads had resulted in improved leadership practices. Since the Ministry of Education's effort to provide in-service training to the headteachers, there have been little, if any, studies to explore whe her the training provided for the serving headteachers had resulted in improved performance. Lastly, the study examined the leadership practices of headteachers using Kouzes' and Posner's (2003) Leadership Practices Inventory (LPI) which have not been utilized by many researchers who have examined the practices of the school heads in Zambia.

This chapter focused on the literature review. The next chapter, chapter three, describes the methodology used in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

The previous chapter focused on the review of the rele ant literature to this study. This chapter provides information about the research methods used in this study. The chapter begins by providing the research design. The chapter further focuses on the target population, study sample and sampling procedure, research instruments, instrument reliability and validity, data collection procedures, and data analyses procedures.

3.1 Research Design

This section looks at the research design adopted for his study. A research design is a plan of the proposed research work (Ghosh, 1992). Th design provides the overall structure for the procedures that the researcher follows (Leedy and Ormrod, 2001). Bless and Achola (1990) observed that a research design is a programme to guide the research in collecting, analyzing and interpreting obs ed data. Bryman (2004) also observed that a research design provides a framework for the collection and analysis of data.

In this study, both quantitative and qualitative methods were determined to be appropriate approaches that would produce useful knowledge. Kombo and Tromp (2006) indicated that qualitative research is a form of research at involves description, and quantitative research relies on the p f verification.

The researcher considered the context of the research, and also noted that the research questions required different methods to answer them, hence, found it appropriate to combine the two approaches. This approach was able to reveal much more than could have been revealed through one approach. Leedy and Ormrod (2001:101) stated, "… quantitative and qualitative research designs are appropriate for answering different kinds of questions. As a result, we learn more … when we have both quantitative and qualitative methodologies at our disposal than when we are limited to only one approach".

Punch (1998) also supports the idea of combining the two methods by stating at some questions can only be answered using quantitative methods, and some can only be answered using qualitative methods. Punch (1998:243) further noted,

> At the general level, the reasons for combining are to capitalize on the strengths of the two approaches, and compensate for the weaknesses of each approach. At the same time, the specific reasons for combining the approaches should be considered in particular situations in the light of the practical circumstances and context of the research.

Creswell (2003) also recognizes that the concept of mixing methods is based on the recognition that any method used on its own has limitations and biases which could be reduced by employing multiple approaches.

Since this study utilized both qualitative and quantitative approaches, likewise, the design adopted for this study was a combination of var ous designs. This study bears the characteristics of three research designs; a survey research, a case study, and a comparative study.

The study bears the characteristics of a 'survey resea ch', because it involved asking the respondents for information. The term 'survey' rep esents a broad category of techniques that use questioning as a strategy to elicit information (Becker and Harnett, 1987; and Merriam and Simpson, 1995). Zikmund (2000) defined survey as a research technique in which information is gathered rom a sample of people by use of a data collection technique based on communicat with a representative sample of individuals. Leedy and Ormrod (2001) also described a survey research as a research where the researcher posses a series of que ons to willing participants; summarises their responses with percentages, frequency counts, or more sophisticated statistical indexes; and then draws inferences about a particular population from the responses of the sample.

This study also bears the characteristics of a case study because the study focused only on the headteachers' in-service training offered at NISTCOL. Adelma et al. (1977) cited in Bell (1993:8) described a case study as "an umbrella term for a family of research methods having in common the decision to f on inquiry around an instance". Bell (1993) observed that the basic idea about a case study is that one case would be studied, using whatever methods seem appropri te. As indicated by Denzin and Lincoln (2005), a case study is not a methodological choice but a choice of what is to be studied. Leedy and Ormrod (2001) also described a case study as a type of qualitative research in which in-depth data are gathered relative to a single individual, programme, or event, for the purpose of learning more about an unknown or poorly understood situation.

The study also bears the characteristics of a comparative study because the researcher focused on the headteachers who had taken in-service training as well as

those who had not taken the training. The combination f these two groups of headteachers enabled the researcher to make a comparison of the leadership practices of headteachers who had taken in-service training, and those who had not taken the training. Summers (2003) describe a comparative study s a study that involves comparing something to something else.

The next section describes the target population.

3.2 Target Population

According to Bless and Achola (1990) a target populati n is the set of elements that the research focuses upon. Zikmund (2000) also defined target population as a specific, complete group relevant to the research project. In this study, the target population consisted of all the headteachers in basic schools of Copperbelt province who had taken in-service training at NISTCOL in the area of educational management and all the headteachers who had not taken the training, and at the time of this research, Copperbelt province had 271 basic sc ols. The study also focused on the teachers working under the leadership of these eadteachers, to help in assessing headteachers' leadership practices. The headteachers in basic schools were targeted as they were the majority among those who had taken in-service training at NISTCOL, at the time of this research. The next section describes the study sample and the sampling procedures for this study.

3.3 Study Sample and Sampling procedure

A total of 28 basic school headteachers constituted th sample for this study. The researcher used purposive sampling to select the study sample. Zikmund (2000)

defined purposive sampling as a non-probability sampling technique in which the researcher selects the sample based upon the researcher's judgement about some appropriate characteristics required of the sample members. Purposive sampling enables the researcher to use his/her judgement to sel ct cases that will best enable the researcher to answer the research questions and to meet the objective Saunders, 2003). Davies (2007) also observed that purposive sampling invites the researcher to identify and target individuals who are believed to be 'typical' of the population being studied.

Due to the nature of the study, the headteachers who had t ken in-service training and had served as headteachers of particular schools for at least two years before taking the training, and were still working at the same schools were selected for this study. According to the data obtained from NISTCOL, at the time of this research, about 15 headteachers in basic schools of Copperbelt province had taken in-service training at their institution. Of the 15 headteachers in basic schools of Copperbelt province who had taken the training, 14 headteachers were selected. eadteacher was excluded from the study on grounds that, at the time of this research, that particular headteacher had moved to another school and had served as head for that school for only about two months. Of the 14 sampled headteachers who had taken the training, 71.4% were male and 28.8% were Female. In relation to heir work experience, 35.7% of the headteachers had a work experience of 2 to 5 years, 42.9% had a work experience of 6 to 9 years, and 21.4% of the headteachers had a work experience of 10 years and above.

In addition to the selected 14 headteachers who had ta en in-service training, a comparison sample of 14 headteachers in basic schools f Copperbelt province who

had not taken the training, were also sampled. Of the 14 sampled headteachers who had not taken the training, 64.3% were male and 35.7% ere female. In regard to their work experience, 57.1% of the headteachers had a work experience of 2 to 5 years, 14.3% had a work experience of 6 to 9 years, and 28.6% of the headteachers had a work experience of 10 years and above. It was ensured that the headteachers who had not taken the training were sample from the sa areas where the headteachers who had taken the training were sampled from. Again, due to the nature of the study, a comparison sample also consisted of headteachers who had served as head of a particular school for at least two years. Th schools where the headteacher had less than two years tenure were excluded from the study on grounds that such a person would have had little opportunity to influence school. Table 1 below shows the distribution of the sampled headteachers by District and Gender.

Table 1: Sampled Headteachers by District and Gender

	Number of Headteachers by Gender			
	Male		Female	
District	Trained	Not trained	Trained	Not trained
Chililabombwe	1	1	0	0
Chingola	1	2	1	0
Kalulushi	2	1	0	1
Kitwe	1	0	1	2
Masaiti	1	2	1	0
Mpongwe	1	0	0	1
Mufulira	1	2	1	0
Ndola	2	1	0	1
Total	10	9	4	5

As shown in Table 1, there were more male than female headteachers who ha taken in-service training. There were two headteachers in each district who had taken the training, except two districts (Chililabombwe and Mpon e) that had only one. As

can be seen in Table 1, in each district, the number of headteachers who had taken the training was equal to the number of headteachers who had not ta he training.

From each school where the headteachers were sampled from, teachers who had worked under the leadership of these headteachers for at least two years were also purposively sampled to take part in assessing the headteachers. A total of 230 teachers constituted the sample. The researcher target d 10 teachers from each school, but there were few teachers in some schools, and so it was not possible to get 10 teachers from every school.

The next section describes the instruments used in this study.

3.4 Research Instruments

This section looks at the research instruments that we e utilized in the collection of the data for this study. The major instruments that were used in data collection were the Leadership Practices Inventory (LPI) and the inter ew guides (refer to Appendix C, D, F and G). The details regarding the LPI and the nterview guides are provided below.

Interview Guides

The interview guides utilized in this study were devel by the researcher. The interview guides were prepared to meet the requirements of the research questions, and literature review was used in shaping the questions to the respondents. The interview guide for all the headteachers sampled consi ted of seven questions and for those who had taken in-service training, there were two additional questions see

Appendix F). The interview guide for the teachers consisted of seven questions and one additional question for those working under the le dership of the headteachers who had taken in-service training (refer to Appendix G).

Leadership Practices Inventory (LPI)

The Leadership Practices Inventory (LPI) utilized in this study was developed by Kouzes and Posner (2003). The LPI measures the leadership practices in five distinct areas: modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. The LPI provides the information about leadership behaviour, and it does not measure IQ, pers ty, or general management skills (Kouzes and Posner, 1997). By completing the LPI, the leader and the observers can give feedback on the use of the leadership practices (modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart). According Kouzes and Posner (1997), the people selected as observers must be those who directly observe the leader. The LPI was created by developing a set of statements describing each of the various leadership actions and behaviours.

The LPI contains thirty statements, six statements for each of the key practices of exemplary leaders. The inventory uses a ten-point frequency scale ranging from one to ten (one indicates 'almost never' and ten indicates 'almost always'). The LPI respondents indicate how frequently the leaders engage in each of the thirty behaviours (six for each leadership practice). The higher value represents more frequent use of a leadership behaviour (refer to Appendix C and D).

This instrument was selected because it has been repor ed to be reliable and valid. The LPI was developed through a triangulation of qualitative and quantitative research methods and studies. In-depth interviews and written case studies from personal-best leadership experiences generated the conceptual framework, which consists of the five leadership practices (Kouzes and sner, 1997). Both Self and Observer forms of the LPI have been developed. In this study both forms of the LPI were utilized (LPI-observer and LPI-self). Validation studies by various researchers that have been conducted over a fifteen-year period consistently confirm the reliability and validity of the LPI (Kouzes and Posner, 2002b). The LPI has been extensively applied in many organisational settings and is highly regarded in both the academic and practitioner world (Kouzes and Posner, 2002b). The section below looks at the reliability and validity of the LPI.

Reliability of the LPI

The reliability of a measurement instrument is the extent t which it yields consistent results (Leedy and Ormrod, 2001). Reliability of measurement concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials (Bless and Achola, 1990). Bell (1993: 64) stated, "Reliability is the extent to which a test or procedure produces similar r ults under constant conditions on all accasions". Bryman (2004) also observed that reliability is concer with the question of whether the results of a study are repeatable.

Furthermore, reliability refers to the extent to which an instrument contains 'measurement errors' that cause scores to differ for r asons unrelated to the individual respondent. The fewer errors contained, the more reliable the instrument

(Kouzes and Posner, 2002b). Bell (1993) also observed at the larger the reliability, the smaller the error, and conversely the smaller the lity, the larger the error. The degree of reliability is usually given by a decimal number running between zero and +1 (Bless and Achola, 1990). Kouzes and Posner (20) indicated that instrument reliabilities above 0.60 are considered good.

The reliabilities for the LPI are consistently above 0.60. The LPI-self has reliability coefficient ranging from 0.75 to 0.87, and the LPI-observer has reliability coefficient ranging from 0.88 to 0.92. Various researchers have used the LPI, yielding similar reliability coefficients (Kouzes and Posner, 2002b).

Reliability is determined in a number of ways, such as, test-retest reliability, equivalent form reliability, and internal consistency reliability. Test-retest reliability is the extent to which the same instrument yields the ame result on two different occasions (Leedy and Ormrod, 2001). The method involves administering same tes , experiment or study twice to the same people (Bless an Achola, 1990). One expects that scores obtained by each respondent on the first and the second test will be quite close. If they are not, then the tests have low reliability (Bless and Achola, 1990). Test-retest reliability of the LPI is high. This means that scores from one administration of the LPI to another within a short time span (a few months) and without any significant intervening event (such as a leadership-training programme) are consistent and stable (Kouzes and Posner, 1997). Test-retest reliability for the five leadership practices has been consistently strong, generally at the 0.90 level and above (Kouzes and Posner 2002b).

The LPI is also internally reliable (Kouzes and Posner, 2000). This means that the six statements pertaining to each leadership practice are correlated with one another (Kouzes and Posner, 1997). Internal consistency reliability is the extent to which all the items within a single instrument yield similar res s (Leedy and Ormrod, 2001). The measures of internal consistency es mate the extent to which responses to items that constitute a test or measure a nsistent across all the items (Bless and Achola, 1990).

The LPI scores have also remained consistent across various demographic factors such as race, nationality, gender, and marital status. LPI scores have also been consistent across various professions including business, church, health care, and public and higher education (Kouzes and Posner, 2002b).

Validity of the LPI

Leedy and Ormrod (2001) indicated that measuring something consistently does not necessarily mean measuring it accurately. Hence, the r liability of a measure is not of much use unless the measure also has validity. The next section l oks at the validity of the LPI.

Validity addresses the question of whether or not an i strument truly measures what it purports to measure and, accordingly, whether its s es have meaning or utility for a respondent (Kouzes and Posner 2002b). Leedy and Ormrod (2001) noted that the validity of a measuring instrument is the extent to which instrument measures what it is supposed to measure. Bryman (2004) also obs ed that validity is concerned with the integrity of the conclusions that are generated from a piece of

research. Validity takes different forms each of which is important in different situations (Leedy and Ormrod, 2001). Like reliability, validity is determined in a number of ways such as face validity, content validity, criterion related validity, and construct validity (Bless and Achola, 1990; Bell, 1993; and Leedy and Ormrod, 2001).

The most common assessment of validity is called face alidity, which considers whether, on the basis of subjective evaluation, an instrument appears to measure what it intends to be measuring (Kouzes and Posner 2002b). Face validity is the extent to which on the surface, an instrument looks li it is measuring a particular characteristic (Leedy and Ormrod, 2001). Face validity means that the results make sense to people. In terms of face validity, Kouzes and Posner (2002b) indicated that individuals who have completed the LPI found the instr ent to correspond with their beliefs and ideas about exemplary leadership practices.

The LPI has also predictive validity. Predictive validity is one type of criterion related validity where the criterion variable will not exist until later (Bell, 1993), and criterion validity is the extent to which the results an assessment instrument correlate with another, presumably related measure (Le and Ormrod, 2001). Predictive validity means that the results are significantly correlated with various performance measures and can be used to make predictions about leadership effectiveness (Kouzes and Posner, 2002b).

The LPI has also excellent concurrent validity. Concurrent validity is one type of criterion related validity where the criterion variabl exists in the present (Bell,

1993). Regarding the LPI, leadership scores are consistently associated with important aspects of managerial and organisational eff iveness such as work group performance, team cohesiveness, commitment, satisfaction, and credibility (Kouzes and Posner 2002b).

Validity is also determined empirically (objectively). Factor analysis is used to determine the extent to which the instrument items mea ure common or different content areas. The results from various analyses reveal that the LPI contains five factors, the items within each factor corresponding more among themselves than they do with the other factors (Kouzes and Posner 2002b).

The next section looks at the data collection procedures.

3.5 Data Collection procedures

Data was gathered during the second and the third terms of the 2008 school year. As earlier noted, the data for this study was collected t ugh the Leadership Practices Inventory (LPI), a questionnaire that was developed by Kouzes and Posner (2003). Data was also collected through the interview guides. The respondents included the targeted headteachers and the teachers working under t leadership of these headteachers. The researcher also took time to observe activities and interactions in the selected schools.

The Leadership Practices Inventory (LPI) was acquired ordering through the internet (http://bookshop.blackwell.co.uk). Before the data exercise began, a written request was sent to the publishers (John Wiley and Sons, Inc., San Francisco) to

request for permission to use the LPI. A written authorization was granted (see Appendix A). The researcher also sought written permission from the Provincial Education Officer for Copperbelt province, to visit the schools (see Appendix B).

Before visiting the schools, the researcher contacted e headteachers by phone to make arrangements, and they were given a general idea of what th dy was about. The list including the phone numbers of the headteache s who had taken in-service training was obtained from NISTCOL. For the other group of headteachers who had not taken in-service training, the list of headteachers and phone numbers were not available, the researcher just visited the schools to ck those who had served as head of a particular school for at least two years, an rrangements were made.

The researcher visited only one school in a day within which questionnaires were administered, and interviews were conducted as well as observations. The researcher collected data using multiple sources, to ensure internal validity of the findings. Literature (Mathison, 1988; and Leedy and Ormrod, 2000) has shown that using multiple sources of data to confirm the emerging findi gs is one strategy to ensure internal validity. Leedy and Ormrod (2001) indicated that internal validity of a research study is the extent to which its design and the data that it yields allow the researcher to draw accurate conclusions about cause-and-effect, and other relationships within the data.

Administration of the LPI (self and observer)

As earlier noted, the LPI was one of the major instruments utilized in this study. The Leadership Practices Inventory (LPL) was used to surve ed headteachers and

their teachers. The headteachers assessed their own leadership practices using the LPI-self (see Appendix C). The teachers also assessed the eadership practices of their headteachers using the LPI-observer (see Appendix D). The teachers were involved because it was considered an objective method of assessing the headteachers' leadership practices in schools. As a professional group in a school, teachers have a great opportunity to observe and evaluate their h adteachers' practices. Isik (2000) observed that teachers are one f the best sources to investigate the effectiveness of the headteachers. Kouzes and Posn r (1997) also indicated that the people selected as observers must be those who directly observe th eader.

The researcher took the LPI-self and the LPI-observer to the selected headteachers and teachers respectively. The researcher distributed e questionnaires and waited for the respondents to fill in the questionnaires, and collected them after t e participants had done their part. Hence, there was 100% questionnaire return rate, and there was less misinterpretation of questions as t researcher was around to explain.

The respondents did not take much time to complete the questionnaire. Kouzes and Posner (2002b) indicated that the LPI (self and observer forms) takes approximately eight to ten minutes to complete. Respondents were ass red of the confidentiality of their responses, and were not required to write their names on the questionnaires, t is promoted honest responses. Leedy and Ormrod (2001) observed that people can answer questions truthfully if they are assured that their responses will be anonymous.

Interviews

In addition to the data that were obtained through the LPI, face-to-face interviews were also conducted with the headteachers and the teac ers. As earlier noted, the interviews were conducted using the interview guides, ch were developed by the researcher (refer to Appendix F and G). The interview guides were prepared to meet the requirements of the research questions. The interviews were conducted in rooms that were convenient for the respondents. During each nterview, the researcher took down notes to ensure accuracy of interview data.

The purpose of the interviews was to elicit information that could not possibly be obtained through the Leadership Practices Inventory. The interviews enabled the researcher to collect data on a face-to-face basis. There are many advantages for collecting data through interviews. McCracken (1988) indicated that no instrument or inquiry method is more revealing than the interviews.

Observations

The researcher visited each school sampled and interac ed with the respondents. The researcher took time to observe activities and interactions in the selected schools, for validation and cross-checking of the findings. Leedy and Ormrod (2001) indicated that observation data, when coupled with interviews, p for data triangulation.

3.6 Analysis of Data

In this study, both quantitative and qualitative methods of analyses were adopted. As earlier mentioned, some research questions were to be wered using quantitative methods of analysis, while other questions were to be nswered using qualitative

methods of analysis. Punch (1998) support the view that the way data is analysed is governed by the research questions.

The quantitative data was obtained through the Leadership Practices Inventory (LPI). As earlier noted, the LPI contains thirty statements, six statements for each of the key practices of exemplary leaders, cast on a 10-point likert scale ranging from (1) Almost never do what is described in the statement to 10) Almost always do what is described in the statement. The higher value represents more frequent use of a leadership behaviour (that is, (1) Almost never do what is described in the statement; (2) Rarely; (3) Seldom; (4) Once in a while; (5) Occas onally; (6) Sometimes; (7) Fairly often; (8) Usually; (9) Very frequently; and (10) Almost always do what is described in the statement).

The headteachers awarded themselves scores through the LPI-self. The teachers also awarded scores to their headteachers through the LPI-observer, and the score per item was determined by finding the average score given by the teachers surveyed in a particular school. From the scale used, the headteache could, therefore, obtain a maximum score of ten (10) or a minimum score of one (1) per item. Hence, out of the 30 statements in Appendix C and D, the most outstanding headteacher could obtain the highest total score of 300 (that is, 10 by), and the poorest headteacher could obtain the lowest score of 30 (1 by 30).

The data obtained through the LPI was analysed using the Statistical Package for Social Sciences (SPSS). A statistical test was done, and this involved the Analysis of Variance (ANOVA). Analysis of Variance (ANOVA) is a te e used to

determine if statistically significant differences of eans occur between two or more groups (Zikmund, 2000). In this study, the Analysis of Variance (ANOVA) was used to determine whether the mean scores differed signific y across the headteachers who had taken in-service training and those who had not taken the training in the area of educational management.

In this study, a series of ANOVAs were done, and the results are presented in the next chapter. In the ANOVA table, the computer programme gives the P value for the calculated F-ratio. Becker and Harnett (1987) observed that most computer programmes provide the appropriate P value under the heading significance' or 'probability' in the ANOVA. The F-ratio summarises information about variance of scores between the groups, and the variance of scores hin the groups (Punch, 1998). The P value for the calculated F-ratio is compared with a certain value, the confidence level or significance level (a). If the a l el is greater than the P value for the calculated F, then the difference is significant, and if the a level is less than the P value for the calculated F, then the difference is not significant (Becker and Harnett, 1987).

Bryman (2004) observed that the statistical significance is solely concerned with the confidence researchers can have in their findings. The level of significance determines the probability level, say 0.05 or 0.01, which is to be considered too low to warrant support of the assumption that there is no ificant difference in the means of the sample groups (Zikmund, 2000). The familiar statistical significance levels are 0.05, 0.001, and many others (Punch, 1998; and Clapham and Nicholson, 2005). Bryman (2004) also indicated that the convention among most social

researchers is that the maximum level of statistical s nificance that is acceptable is P < 0.05. In this study, the significance level was set at 0.05.

The qualitative data was obtained through the interviews with the headteachers and the teachers. A criterion for data collection in quali ve methodology is to obtain enough-slices of data to provide a complete picture of the situation being studied (Glaser and Strauss, 1967). The qualitative data was analysed using the constant comparative method of data analysis, developed by Strauss and Corbin (1998). Examination of the findings led to drawing conclusions related to headteachers' leadership practices and possible connections to their tr ining. Constant comparative analysis is a method of analysing qualitative data where the information gathered is coded into emergent themes. This strategy involves grouping the respondents' answers and analyzing different perspectives on central issues. Constant comparative involves open and axial coding techniques (Strauss and Corbin, 1998).

Open coding requires scanning field notes, transcription, and other data line-by-line or word-by-word, looking for indicators and commonalities in the data, which the researcher then label as possible emergent concepts, or sub-categories (Strauss and Corbin, 1998). Axial coding involves relating categories to their subcategories according to their properties and dimensions, with the result of elaborating on the emergent concepts and categories and helping to determine relationships among categories (Strauss and Corbin, 1998).

In this chapter, the research methods used in this study have been described. The next chapter presents the findings of this study.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.0 Overview

The previous chapter has described the methodology used in the collection and analysis of data for this study. This chapter presents e findings of the study in both quantitative and qualitative forms. The chapter begins with the presentation of the data that was obtained through the LPI. This is followed by the presentation of the data that was obtained through the interviews.

4.1 Data obtained through the LPI

As earlier noted, the LPI measures the leadership practices in five distinct areas: modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Each of the five practices is measured using six statements, making the total instrument 30 questions in length. The 30 LPI statements specify behaviours that exemplify the five ctices (see Appendix E). The ratings in regard to each of the five leadership p actices are given below.

Findings pertaining to the Leadership practice of Modelling the way

This section presents the data pertaining to the leadership practice of modelling the way. As earlier noted, the leadership practice of modelling the way describes a leader's ability to establish principles and values concerning the way people should be treated and the way goals should be pursed. Modelling the way is the leadership practice of leading through personal example. Leaders create standards of excellence

and then set an example for others to follow. The detailed information regarding the leadership practice of modelling the way has been pres ed in chapter two.

Tables 2 and 3 (on page 92 and 93) show the LPI scores regarding the leadership practice of modelling the way. Table 2 shows the data related to the headteachers (represented by the numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14 in the first row) who had taken in-service training, and Table 3 shows the data related to the headteachers (represented by the letters: A, B, C, D, E, F, G, H, I, J, K, L, M, and N in the first row) who had not taken the training.

As can be seen in Tables 2 and 3, the first column is labelled leadership behav our, and includes 6 statements (Items 1, 6, 11, 16, 23 and 6 in Appendix C and D). Each item in the first column is an abbreviated form of an PI statement related to the leadership practice of modelling the way. As earlier noted in chapter three, each behaviour was rated on a frequency scale from 1 to 10, therefore, the highest score that could be obtained on each LPI statement is 10 and the lowest is 1.

The headteachers' scores are in two categories: the 's ' and the 'observer' scores. The scores in the 'self' column represent the headteacher's LPI –self response, and the scores in the 'observer' column are the averages of all eachers' ratings.

Table 2: Ratings in relation to the Leadership practice of Modelling the way for Headteachers who had taken the Training

Leadership behavioural statement	1		2		3		4		5		6		7		8		9		10		11		12		13		14	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Sets example of what is expected	8	8	8	8	10	7	10	6	8	7	10	6	10	9	8	10	9	9	8	4	9	4	9	8	10	8	8	6
Ensures that people adhere to agreed on standards	5	9	6	9	10	6	9	5	8	8	10	6	10	9	7	9	9	8	8	5	8	5	8	8	9	7	9	6
Follow through on promises and commitments	7	7	6	8	10	5	10	6	8	8	8	6	7	6	9	9	7	7	7	4	10	4	8	5	9	7	9	4
Asks for feedback on how his/her actions affect others	5	5	4	8	8	3	10	5	8	6	8	5	9	5	8	9	8	8	6	4	8	4	8	5	8	6	6	5
Ensures that goals, plans, milestones are set	8	9	3	9	9	7	5	5	10	9	10	7	10	7	10	10	7	8	8	5	8	4	9	6	9	8	10	7
Clear about his/her philosophy	10	9	8	9	10	6	9	6	10	8	10	6	10	7	8	9	10	9	10	4	8	5	9	7	10	8	10	7
Total	43	47	35	51	57	34	53	33	52	46	56	46	56	43	50	56	50	49	47	26	51	26	51	39	55	44	52	35

Table 3: Ratings in relation to the Leadership practice of Modelling the way for Headteachers who had not taken the Training

Leadership behavioural statement	A		B		C		D		E		F		G		H		I		J		K		L		M		N	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Sets example of what is expected	9	3	9	5	8	8	7	6	8	4	10	6	10	7	9	8	10	8	9	9	9	9	7	7	10	5	9	3
Ensures that people adhere to agreed on standards	9	3	10	8	10	8	8	6	7	5	10	5	10	8	8	8	8	8	5	8	8	9	8	6	8	7	7	5
Follow through on promises and commitments	10	2	5	7	5	5	9	5	5	4	8	5	9	7	7	7	8	5	6	9	9	8	7	7	8	5	6	3
Asks for feedback on how his/her actions affect others	8	3	4	4	6	6	6	6	8	5	8	4	8	5	7	6	5	5	4	9	8	5	6	5	9	4	6	3
Ensures that goals, plans, milestones are set	9	2	8	7	9	8	9	7	8	6	7	6	7	8	9	7	7	8	9	9	8	8	6	6	10	6	7	5
Clear about his/her philosophy	10	3	10	7	8	7	9	7	8	5	5	6	10	7	8	7	6	8	9	9	9	8	9	7	9	6	8	7
Total	55	16	46	38	46	42	48	37	44	29	48	32	54	42	48	43	44	42	42	53	51	47	43	38	54	33	43	26

As can be seen from the data shown in Table 2, regarding the headteachers who had taken in-service training, the highest 'observer' score under t eadership practice of modelling the way was 56 (headteacher 8), and the lowest score was 26 (headteacher 10 and 11). The highest 'self' score in this category f headteachers was 57 (headteacher 3) and the lowest score was 35 (headteacher 2).

In the data shown in Table 3, regarding the headteachers who had not taken the training, the highest 'observer' score under the leadership practice of modelling the way was 53 (headteacher J), and the lowest score was 16 (headteacher A). The highest 'self' score in this category of headteachers was 55 (headteacher A) and the lowest score was 42 (headteacher J).

As can be seen from the scores of both categories of headteachers on the leadership practice of modelling the way, both the highest 'self' score and the highest 'observer' score were scored by the headteachers in the category of those wh had taken the training. However, it is noteworthy that some scores (such as the 'observer' score for headteacher J, and the 'self' score for headteacher A) for the headteachers in the category of those who had not taken in-service training were higher than for some of those who had taken the training (refer to Tables 2 and 3).

In regard to the ratings on the leadership practice of modelling the way, the researcher wanted to find out whether there was any significant difference between the scores of the headteachers who had taken in-service and those who had not taken the training. To determine if any significant difference existed, statistical test was done using the Analysis of Variance (ANOVA). The results obtained are shown in

Tables 4 and 5. Table 4 shows the ANOVA results regarding the 'self' scores, and Table 5 shows the ANOVA results regarding the 'observer' scores.

Table 4: ANOVA results for 'self' scores on the Leadership practice of Modelling the way

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	63.000	1	63.000	2.351	0.137
Within Groups	696.857	26	26.802		
Total	759.857	27			

Table 4 shows the ANOVA results for the data regarding the 'self' scores on the leadership practice of modelling the way. As it can be seen from Table 4, the ANOVA yielded an F-value of 2.351 with a probability of significance of 0.137, indicating that the difference was not statistically s gnificant.

Table 5: ANOVA results for 'observer' scores on the Leadership practice of Modelling the way

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	24.143	1	24.143	0.281	0.600
Within Groups	2230.714	26	85.797		
Total	2254.857	27			

Table 5 shows the ANOVA results for the data regarding the 'observer scores' on the leadership practice of modelling the way. As indicated in Table 5, the ANOVA

yielded an F-value of 0.281, and the significant value for the calc ated F was 0.600. This finding suggested that the difference was not statistically significant.

Findings on the Leadership practice of Inspiring a shared vision

This section presents the data pertaining to the leade ship practice of inspiring a shared vision. As earlier noted, the leadership practice of inspiring a shared vision describes a leader's ability to see the future of the organisation and enlist followers to identify with that vision. Inspiring a shared vision is the leadership practice demonstrated by the leaders' passion for their work, b they can make a difference. The detailed information regarding the leadership practice of inspiring a shared vision has been presented in chapter two.

Tables 6 and 7 (on page 97 and 98) show the LPI scores regarding the leadership practice of inspiring a shared vision. Table 6 shows t data related to the headteachers who had taken in-service training, and Table 7 shows the data related to the headteachers who had not taken the training.

The data in Tables 6 and 7 shows the scores for the LPI items 2, 7, 12, 17, 22, and 27 in Appendix C and D. These are the items that relate to behaviours inv in the leadership practice of inspiring a shared vision (see Appendix E).

Table 6: Ratings in relation to the Leadership practice of Inspiring a shared vision for Headteachers who had taken the Training

Leadership behavioural statement	1		2		3		4		5		6		7		8		9		10		11		12		13		14	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Talks about future trends	4	10	4	8	9	6	10	6	9	8	9	8	7	9	9	7	4	7	9	4	8	8	10	8	9	7	6	8
Describes compelling image of future	6	6	4	8	8	5	8	5	8	5	9	7	10	8	8	8	9	5	7	4	6	7	9	8	9	8	8	7
Appeals to others to share dream of the future	5	6	3	8	7	5	6	6	6	7	10	6	10	10	10	7	5	3	8	5	8	6	9	8	9	7	5	7
Shows others how their in?terests can be realized	4	4	5	7	9	5	10	5	10	6	7	6	7	8	7	7	8	5	7	5	7	6	8	6	10	7	7	4
Paints the 'big picture' of what to be accomplished	9	9	7	9	10	7	10	6	7	6	9	7	9	10	8	8	8	6	9	4	9	6	10	8	9	8	2	7
Speaks with conviction about meaning of work	8	9	9	9	10	6	9	6	10	7	10	7	10	10	8	8	7	7	8	7	8	9	10	8	9	8	9	7
Total	36	44	32	49	53	34	53	34	50	39	54	41	53	55	50	45	41	33	48	29	46	42	56	46	55	40	37	40

Table 7: Ratings in relation to the Leadership practice of Inspiring a shared vision for Headteachers who had not taken the Training

Leadership behavioural statement	A		B		C		D		E		F		G		H		I			J	K		L		M		N	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Talks about future trends	4	4	8	6	6	8	9	7	9	6	8	6	10	7	9	6	5	6	8	8	10	9	8	7	9	6	7	5
Describes compelling image of future	6	2	6	6	5	6	8	6	9	5	6	5	10	6	8	8	7	6	7	8	9	8	7	5	8	6	7	3
Appeals to others to share dream of the future	7	2	10	8	2	6	8	6	8	4	4	4	8	6	7	6	9	7	3	8	8	8	8	5	7	7	7	3
Shows others how their interests can be realized	6	3	5	5	4	5	7	6	7	4	5	5	7	8	9	6	4	6	8	8	7	7	8	6	7	5	6	4
Paints the 'big picture' of what to be accomplished	9	2	10	8	5	8	9	7	7	7	6	5	9	7	8	8	5	7	8	9	9	8	8	7	6	7	7	4
Speaks with conviction about meaning of work	10	4	10	8	3	8	10	8	10	7	8	7	10	8	9	9	8	9	8	9	9	9	8	8	10	8	8	7
Total	42	17	49	41	25	41	51	40	50	33	37	32	54	42	50	43	38	41	42	50	52	49	47	38	47	39	42	26

As can be seen from the data shown in Table 6, regarding the headteachers who had taken in-service training, the highest 'observer' score under the leadership practice of inspiring a shared vision was 55 (headteacher 7), and he lowest score was 29 (headteacher 10). The highest 'self' score in this cat gory of headteachers was 56 (headteacher 12) and the lowest score was 32 (headteacher 2).

In the data shown in Table 7 regarding the headteachers who had not taken in-service training, the highest 'observer' score under the leadership practice of inspiring a shared vision was 50 (headteacher J), and the lowest score was 17 (headteacher A). The highest 'self' score in this category of headteach rs was 54 (headteacher G) and the lowest score was 25 (headteacher C).

It is worth noting that from the scores of both categories of headteachers on the leadership practice of inspiring a shared vision, both the highest 'self' score and the highest 'observer' score were scored by the headteachers in the category of those who had taken in-service training. However, some scores (such as the 'observer' score for headteacher J, and the 'self' score for headteacher G) for headteachers in the category of those who had not taken in-service training were higher than for some of those who had taken the training (refer to Tables 6 and 7).

In regard to the ratings on the leadership practice of inspiring a shared vision, the researcher wanted to find out whether there was any si ificant difference between the scores of the headteachers who had taken in-service training and those who had not taken the training. To determine if any significant difference existed, a statistical test was done using the Analysis of Variance (ANOVA). e results obtained are

shown in Tables 8 and 9. Table 8 shows the ANOVA results regarding the 'self' scores, and Table 9 shows the ANOVA results regarding the 'observer' scores.

Table 8: ANOVA results for 'self' scores on the Leadership practice of Inspiring a shared vision

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	48.893	1	48.893	0.812	0.376
Within Groups	1565.786	26	60.223		
Total	1614.679	27			

Table 8 shows the ANOVA results for the data regarding the 'self' scores on the leadership practice of inspiring a shared vision. As shown in Table 8, the ANOVA yielded an F-value of 0.812 and the significance value for the calculated F was 0.376, which suggested that the difference was not statistically significant.

Table 9: ANOVA results for 'observer' scores on the Leadership practice of Inspiring a shared vision

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	32.143	1	32.143	0.525	0.475
Within Groups	1591.571	26	61.214		
Total	1623.714	27			

Table 9 shows the ANOVA results for the data regarding the 'observer' scores on the leadership practice of inspiring a shared vision. As it can be seen from Table 9, the

ANOVA yielded an F-value of 0.525 with a probability of significance of 0.475 which suggested that the difference was not statistically significant.

Findings on the Leadership practice of Challenging the process

This section presents the data pertaining to the leade ship practice of challenging the process. As earlier noted, the leadership practice of challenging the process describes leaders who are risk-takers. Challenging the process is the leadership practice of constantly searching for opportunities to change the status quo. The detailed information regarding the leadership practice of challenging the process has been presented in chapter two.

Tables 10 and 11 (on page 102 and 103) show the LPI scores regarding the leadership practice of challenging the process. Table 10 shows the data related to the headteachers who had taken in-service training, and Table 11 shows the data related to the headteachers who had not taken in-service training.

The data in Tables 10 and 11 shows the scores for the LPI items 3, 8, 13, 18, 21, and 28 shown in Appendix C and D. These are the items that relate to behaviours involved in the leadership practice of challenging the process (see Appendix E)

Table 10: Ratings in relation to the Leadership practice of Challenging the process for Headteachers who had taken the Training

Leadership behavioural statement	1		2		3		4		5		6		7		8		9		10		11		12		13		14	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Seeks challenging opportunities	6	8	3	7	10	5	10	6	9	7	8	6	10	7	7	9	4	7	8	4	8	4	10	8	10	7	9	7
Challenges people to try new approaches	8	7	5	9	10	5	10	7	9	8	8	7	9	8	10	9	10	9	6	7	9	6	10	8	10	7	6	8
Looks outside organisation for ways to improve	9	8	4	9	7	6	10	6	6	7	10	6	10	7	9	10	6	5	9	6	8	5	5	6	8	8	4	7
Asks “what can we learn”?	7	10	6	9	10	5	8	5	9	6	10	6	10	7	9	9	8	9	8	5	8	4	6	6	9	8	8	6
Builds consensus around a common set of values	9	7	7	9	10	5	10	6	10	8	10	6	10	7	10	9	10	10	9	6	10	5	9	6	10	8	10	7
Experiments and takes risks	6	8	8	6	8	5	2	5	8	7	8	5	10	6	10	9	8	5	7	5	7	4	8	6	9	7	8	7
Total	45	48	33	49	55	31	50	35	51	43	54	36	59	42	55	55	46	45	47	33	50	28	48	40	56	45	45	42

Table 11: Ratings in relation to Leadership practice of Challenging the process for Headteachers who had not taken the Training

Leadership behavioural statement	A		B		C		D		E		F		G		H		I			J	K		L		M		N	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Seeks challenging opportunities	9	2	9	6	3	6	6	5	3	4	6	5	9	7	8	7	4	6	10	8	9	7	6	7	8	5	7	4
Challenges people to try new approaches	7	2	9	7	3	8	9	7	8	7	7	6	9	8	10	8	6	8	6	8	10	9	8	8	8	6	6	5
Looks outside organisation for ways to improve	7	2	9	8	6	7	9	6	3	6	6	5	6	7	10	7	5	7	7	7	8	9	6	6	9	6	8	4
Asks "what can we learn"?	4	2	4	5	6	9	8	8	6	5	9	6	9	5	8	8	6	7	10	9	9	8	6	7	9	6	6	3
Builds consensus around a common set of values	10	3	6	6	8	7	10	5	10	6	6	6	10	8	10	6	6	8	9	8	8	8	8	7	8	6	7	5
Experiments and takes risks	6	1	10	7	6	4	9	7	5	5	6	4	9	8	10	6	7	8	7	7	6	9	6	6	9	6	6	4
Total	43	12	47	39	32	41	51	38	35	33	40	32	52	43	56	42	34	44	49	47	50	50	40	41	51	35	40	25

As can be seen from the data shown in Table 10, regarding the headteachers who had taken in-service training, the highest 'observer' score under the leadership practice of challenging the process was 55 (headteacher 8), and the lowest score was 28 (headteacher 11). The highest 'self' score in this cat gory of headteachers was 59 (headteacher 7) and the lowest score was 33 (headteacher 2).

In the data shown in Table 11 regarding the headteachers who had not taken t e training, the highest 'observer' score under the leadership practice of challenging was 50 (headteacher K), and the lowest score was 12 (h eacher A). The highest 'self' score in this category of headteachers was 56 (headteacher H) and the lowest score was 32 (headteacher C).

As seen from the scores of both categories of headteachers on the leadership practice of challenging the process, both the highest 'self' score and the highest 'observer' score were scored by the headteachers in the category of those who had taken the training. It is, however, worth noting that some scores (such as the 'observer' score for headteacher K, and 'self' score for headteacher H) for the headteachers in the category of those who had not taken in-service training were higher than for some of those who had taken the training (refer to Tables 10 and 11).

In regard to the ratings on the leadership practice of challenging the process, the researcher wanted to find out whether there was any significant d fference between the scores of the headteachers who had taken in-service training and those who had not taken the training. To determine if any significant difference existed, tatistical test was done using the Analysis of Variance (ANOVA). The results obtained are

shown in Tables 12 and 13. Table 12 shows the ANOVA results regarding the 'self' scores, and Table 13 shows the ANOVA results regarding the 'observer' scores.

Table 12: ANOVA results for 'self' scores on the Leadership practice of Challenging the process

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	155.571	1	155.571	3.167	0.087
Within Groups	1277.143	26	49.121		
Total	1432.714	27			

Table 12 shows the ANOVA results for the data regarding the 'self' scores on the leadership practice of challenging the process. As indicated in Table 12, the F-value was 3.167 and the significant value for the calculated F was 0.087. This data suggested that the difference was not statistically significant.

Table 13: ANOVA results for 'observer' scores on the Leadership practice of Challenging the process

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	89.286	1	89.286	1.178	0.288
Within Groups	1970.571	26	75.791		
Total	2059.857	27			

Table 13 shows the ANOVA results for the data regarding the 'observer' scores on the leadership practice of challenging the process. As it can be seen from Table 13,

the ANOVA yielded an F-value of 1.178 and the significant value for the calcu ated F was 0.288, indicating that the difference was not statistically signi icant.

Findings on the Leadership practice of Enabling others to act

This section presents the data pertaining to the leade ship practice of enabling others to act. As earlier noted, the leadership practice of enabling others to act describes the leader's effort to foster collaboration and empower co uents. Enabling others to act is the leadership practice of facilitating collaboration and building inspired teams. The detailed information regarding the leadership practice of enabling others to act has been presented in chapter two.

Tables 14 and 15 (on page 107 and 108) show the LPI scores regarding the leadership practice of enabling others to act. Table 1 shows the data related to the headteachers who had taken in-service training, and Table 15 shows the data related to the headteachers who had not taken in-service training.

The data in Tables 14 and 15 shows the scores for the LPI items 4, 9, 14, 19, 24, and 29 shown in Appendix C and D. These are the items that relate to behaviours involved in the leadership practice of enabling others to act (see Appendix E)

Table 14: Ratings in relation to the Leadership practice of Enabling others to act for Headteachers who had taken the Training

Leadership behavioural statement	1		2		3		4		5		6		7		8		9		10		11		12		13		14	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Develops cooperative relationships	9	10	8	10	9	8	9	9	10	9	8	6	10	7	9	10	10	10	8	4	9	6	9	7	10	8	10	8
Listens to diverse points of view	8	7	8	8	9	5	9	6	9	7	8	6	9	6	9	9	9	8	8	4	8	4	8	5	9	8	10	6
Treats people with dignity and respect	9	10	8	9	10	7	10	7	10	8	9	5	9	8	10	10	9	10	10	4	10	5	10	6	10	8	10	9
Supports other people's decisions	8	10	2	8	8	5	2	7	10	6	5	5	4	6	8	7	10	7	10	4	6	4	10	5	9	7	2	6
Lets people choose how to do their work	8	10	6	10	7	4	6	6	6	7	1	5	10	6	9	10	7	8	8	4	5	4	10	4	9	8	4	6
Ensures that people grow in their jobs	9	9	10	9	10	5	10	8	10	9	10	6	10	8	10	9	8	9	8	6	9	6	10	9	10	8	9	6
Total	51	56	42	54	53	34	46	43	55	46	41	33	52	41	55	55	53	52	52	26	47	29	57	36	57	47	45	41

Table 15: Ratings in relation to the Leadership practice of Enabling others to act for Headteachers who had not taken the Training

Leadership behavioural statement	A		B		C		D		E		F		G		H		I		J		K		L		M		N	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Develops cooperative relationships	10	2	10	7	10	9	9	5	10	8	9	6	10	7	10	10	10	8	10	9	9	9	8	7	10	9	6	6
Listens to diverse points of view	10	2	8	5	9	7	9	3	8	7	5	5	10	8	9	7	5	7	10	8	9	7	8	7	9	4	6	4
Treats people with dignity and respect	10	2	10	7	8	8	8	6	10	9	6	5	10	8	10	7	10	7	9	10	10	8	8	9	10	8	7	5
Supports other people's decisions	3	2	6	5	8	8	9	4	8	5	8	5	9	6	8	6	8	6	3	9	8	7	8	6	7	4	6	3
Lets people choose how to do their work	8	1	2	5	10	8	9	5	3	7	8	4	4	6	9	5	10	9	7	8	8	8	8	8	9	8	6	3
Ensures that people grow in their jobs	9	2	10	8	8	8	9	7	4	6	5	6	9	7	8	9	8	9	9	9	8	10	5	7	10	8	7	6
Total	50	11	46	37	53	48	53	30	43	42	41	31	52	42	54	44	51	46	48	53	52	49	45	44	55	41	38	27

As can be seen from the data shown in Table 14, regarding the headteachers who had taken in-service training, the highest 'observer' score under the leadership practice of enabling others to act was 56 (headteacher 1), and the lowest score was 26 (headteacher 10). The highest 'self' score in this cat gory of headteachers was 57 (headteacher 12) and the lowest score was 41 (headteacher 6).

In the data shown in Table 15 regarding the headteachers who had not taken t e training, the highest 'observer' score under the leadership practice of enabling others to act was 53 (headteacher J), and the lowest score was 11 (headteacher A). The highest 'self' score in this category of headteachers was 55 (headteacher M), and the lowest score was 38 (headteacher N).

From the data shown in Tables 14 and 15 as regards the scores of both categories of headteachers on the leadership practice of enabling others to act, it is worth noting that both the highest 'self' score and the highest 'observer' score were scored by the headteachers in the category of those who had taken in-service training. However, some scores (such as the 'observer' score for headteachers J, and the 'self' score for headteacher M) for the headteachers in the category of those who had not taken the training were higher than for some of those who had taken the training.

In regard to the ratings on the leadership practice of enabling others to act, the researcher wanted to find out whether there was any si ificant difference between the scores of the headteachers who had taken in-service training and those who had not taken the training. To determine if any significant difference existed, tatistical test was done using the Analysis of Variance (ANOVA). e results obtained are

shown in Tables 16 and 17. Table 16 shows the ANOVA results regarding the 'self' scores, and Table 17 shows the ANOVA results regarding the 'observer' scores.

Table 16: ANOVA results for 'self' scores on the Leadership practice of Enabling others to act

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	22.321	1	22.321	0.796	0.380
Within Groups	728.643	26	28.025		
Total	750.964	27			

Table 16 shows the ANOVA results for the data regarding the 'self' scores on the leadership practice of enabling others to act. As it can be seen from Table 16, the ANOVA yielded an F-value of 0.796 and the significant value for the calculated F was 0.380. This finding suggested that the difference was not statistically significant.

Table 17: ANOVA results for 'observer' scores on the Leadership practice of Enabling others to act

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	18.893	1	18.893	0.176	0.678
Within Groups	2790.357	26	107.321		
Total	2809.250	27			

Table 17 shows the ANOVA results for the data regarding the 'observer' scores on the leadership practice of enabling others to act. As shown in Table 17, the ANOVA

yielded an F-value of 0.176 and the significant value for the calculated F was 0.678. This finding suggested that the difference was not statistically significant.

Findings on the Leadership practice of Encouraging the heart

This section presents the data pertaining to the leadership practice of encouraging the heart. As earlier noted, the leadership practice of encouraging the heart involves recognition of contribution and the celebration of acc shments. Encouraging the heart is the leadership practice of celebrating followers and organisational successes. The detailed information regarding the leadership practice of enc raging the heart has been presented in chapter two.

Tables 18 and 19 (on page 112 and 113) show the LPI scores regarding the leadership practice of encouraging the heart. Table 18 shows the data related to the headteachers who had taken in-service training, and Table 19 shows the data related to the headteachers who had not taken in-service training.

The data in Tables 18 and 19 shows the scores for the LPI items 5, 10, 15, 20, 25, and 30 shown in Appendix C and D. These are the items that relate to behaviours involved in the leadership practice of encouraging the heart (see Appendix E).

Table 18: Ratings in relation to the Leadership practice of Encouraging the heart for Headteachers who had taken the Training

Leadership behavioural statement	1		2		3		4		5		6		7		8		9		10		11		12		13		14	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Praise people for a job well done	8	10	7	10	10	6	10	8	10	8	10	6	10	8	8	8	10	10	7	6	8	6	10	7	10	8	10	5
Expresses confidence in people's abilities	7	8	10	9	10	5	10	5	10	7	6	5	10	7	7	9	8	7	7	4	7	4	10	6	10	7	9	7
Creatively rewards people for their contributions	7	10	7	9	10	4	10	7	9	8	9	5	10	6	7	9	8	9	8	4	7	4	9	5	9	5	8	5
Recognises people for commitment to shared values	6	7	4	9	10	6	4	6	10	8	10	6	10	8	10	10	8	6	10	5	9	5	10	6	10	6	9	6
Finds ways to celebrate	6	4	5	8	6	4	4	5	8	6	8	5	5	5	6	10	10	9	6	2	10	4	6	5	10	7	9	6
Gives team members appreciation and support	8	9	7	9	10	5	10	7	9	8	9	5	9	7	8	9	8	9	10	5	10	5	9	5	10	8	10	7
Total	42	48	40	54	56	30	48	38	56	45	52	32	54	41	46	55	52	50	48	26	51	28	54	34	59	41	55	36

Table 19: Ratings in relation to the Leadership practice of Encouraging the heart for Headteachers who had not taken the Training

Leadership behavioural statement	A		B		C		D		E		F		G		H		I		J		K		L		M		N	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Praise people for a job well done	10	3	10	9	4	7	9	7	9	8	9	7	9	8	10	10	10	8	8	9	7	8	8	7	10	9	7	6
Expresses confidence in people's abilities	10	2	7	6	8	6	7	6	9	5	5	5	7	8	8	5	10	7	7	9	8	9	8	5	8	5	7	4
Creatively rewards people for their contributions	10	3	10	8	7	7	8	6	9	4	7	4	10	7	8	8	3	6	8	8	8	8	8	5	9	4	8	4
Recognises people for commitment to shared values	9	2	9	8	6	8	10	7	9	7	7	5	10	5	10	7	9	6	8	9	7	8	8	7	8	7	8	5
Finds ways to celebrate	8	2	10	5	6	8	10	7	4	5	7	5	3	7	8	5	2	6	7	7	8	8	8	4	10	6	7	5
Gives team members appreciation and support	10	2	10	8	4	9	9	6	7	6	8	6	9	7	9	6	9	8	8	10	6	8	4	6	10	6	7	4
Total	57	14	56	44	35	45	53	39	47	35	43	32	48	42	53	41	43	41	46	52	44	49	44	34	55	37	44	28

As can be seen from the data shown in Table 18, regarding the headteachers who had taken in-service training, the highest 'observer' score under t eadership practice of encouraging the heart was 55 (headteacher 8), and the t score was 26 (headteacher 10). The highest 'self' score in this cat gory of headteachers was 59 (headteacher 13) and the lowest score was 40 (headteacher 2).

In the data shown in Table 19 regarding the headteachers who had not taken t e training, the highest 'observer' score under the leadership practice of encouraging the heart was 52 (headteacher J), and the lowest score was 14 (headteacher A). The highest 'self' score in this category of headteachers was 57 (headteacher A), and the lowest score was 35 (headteacher C).

As seen from the scores of both categories of headteachers on the leadership practice of encouraging the heart, both the highest 'self' score and the highest 'observer' score were scored by the headteachers in the category of those who had taken the training. However, some scores (such as the 'observer' for headteacher J, and he 'self' score for headteacher A) for the headteachers in the category of those who had not taken in-service training were higher than for some of those who had taken the training (refer to Tables 18 and 19).

In regard to the ratings on the leadership practice of encouraging the heart, the researcher wanted to find out whether there was any si ificant difference between the scores of the headteachers who had taken in-service training and those who had not taken the training. To determine if any significant difference existed, a statistical test was done using the Analysis of Variance (ANOVA). e results obtained are

shown in Tables 20 and 21. Table 20 shows the ANOVA results regarding the 'self' scores, and Table 21 shows the ANOVA results regarding the 'observer' scores.

Table 20: ANOVA results for 'self' scores on the Leadership practice of Encouraging the heart

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	78.893	1	78.893	2.200	0.150
Within Groups	932.357	26	35.860		
Total	1011.250	27			

Table 20 shows the ANOVA results for the data regarding the 'self' scores on the leadership practice of encouraging the heart. As seen from Table 20, the ANOVA yielded an F-value of 2.200 and the significant value for the calculated F was 0.150. This finding suggested that the difference was not statistically significant.

Table 21: ANOVA results for 'observer' scores on the Leadership practice of Encouraging the heart

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	22.321	1	22.321	0.247	0.623
Within Groups	2346.643	26	90.255		
Total	2368.964	27			

Table 21 shows the ANOVA results for the data regarding the 'observer' scores on the leadership practice of encouraging the heart. As it can be seen from Table 21, the

ANOVA yielded an F-value of 0.247 and the significant value for the calculated F was 0.623. This finding suggested that the difference was not statistically significant.

In the above section, the data regarding each of the leadership practice that was taken into account has been presented. The next section provides the summary of the scores on all the five leadership practices. The headteachers' scores pertaining to all the 5 leadership practices are presented in Tables 22 and 23 (on page 117 and 118). Table 22 provides data regarding the headteachers who had taken in-service training, and Table 23 provides data pertaining to the headteachers who had not taken the training in the area of educational management.

As shown in Tables 22 and 23, the first column lists the names of the five leadership practices that were taken into consideration. The scores in the 'self' column represent the sum of the headteachers' LPI-self response to the six statements about each of the five leadership practices. The scores in the 'observer' column represent the sum of the teachers' ratings. The headteachers who had taken in-service training are represented by the numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14 in the first row, and the headteachers who had not taken in-service training are represented by the letters: A, B, C, D, E, F, G, H, I, J, K, L, M and N.

As earlier noted, the highest score that the headteachers could get for each LPI statement is 10 and the lowest is 1 (see Appendix C and D). Hence, the highest score that could be obtained for each leadership practice is 60 and the lowest is 6.

Table 22: Summary of the Ratings in relation to all the five Leadership practices for Headteachers who had taken the Training

Leadership practice	1		2		3		4		5		6		7		8		9		10		11		12		13		14	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Modelling the way	43	47	35	51	57	34	53	33	52	46	56	36	56	43	50	56	50	49	47	26	51	26	51	39	55	44	52	35
Inspiring a shared vision	36	44	32	49	53	34	53	34	50	39	54	41	53	55	50	45	41	33	48	29	46	42	56	46	55	45	37	40
Challenging the process	45	48	33	49	55	31	50	35	51	43	54	36	59	42	55	55	46	45	47	33	50	28	48	40	56	45	45	42
Enabling others to act	51	56	42	54	53	34	46	43	55	46	41	33	52	41	55	55	53	52	52	26	47	29	57	36	57	47	45	41
Encouraging the heart	42	48	40	54	56	30	48	38	56	45	52	32	54	41	46	55	52	50	48	26	51	28	54	34	59	41	55	36
Total	217	243	182	257	274	163	250	183	264	219	257	178	274	222	256	266	242	229	242	140	245	153	266	195	282	222	234	194

Table 22: Summary of the Ratings in relation to all the five Leadership practices for Headteachers who had not taken the Training

Leadership practices	A		B		C		D		E		F		G		H		I		J		K		L		M		N	
	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs	Self	Obs
Modelling the way	55	16	46	38	46	42	48	37	44	29	48	32	54	42	48	43	44	42	42	53	51	47	43	38	54	33	43	26
Inspiring a shared vision	42	17	49	41	25	41	51	40	50	33	37	32	54	42	50	43	38	41	42	50	52	49	47	38	47	39	42	26
Challenging the process	43	12	47	39	32	41	51	38	35	33	40	32	52	43	56	42	34	44	49	47	50	50	40	41	51	35	40	25
Enabling others to act	50	11	46	37	53	48	53	30	43	42	41	31	52	42	54	44	51	46	48	53	52	49	45	44	55	41	38	27
Encouraging the heart	57	14	56	44	35	45	53	39	47	35	43	32	48	42	53	41	43	41	46	52	44	49	44	34	55	37	44	28
Total	247	70	244	199	191	217	256	184	219	172	209	159	260	211	261	213	210	214	227	255	244	244	219	195	262	185	207	132

As can be seen from the data shown in Table 22, regarding the headteachers who had taken in-service training, the highest 'observer' score on all he five leadership practices was 266 (headteacher 8), and the lowest scor was 140 (headteacher 10). The highest 'self' score in this category of headteach was 282 (headteacher 13), and the lowest score was 182 (headteacher 2).

In the data shown in Table 23 regarding the headteachers who had not taken t e training, the highest 'observer' score on all the five leadership practices was 255 (headteacher J), and the lowest score was 70 (headteacher A). The highest 'self' score in this category of headteachers was 262 (headte her M), and the lowest score was 191 (headteacher C).

As can be seen from the overall scores of both categories of headteachers, both the highest 'self' score and the highest 'observer' score was scored by the headteachers in the category of those who had taken in-service training. It is, however, noteworthy that some headteachers in the category of those who had not taken in-service training scored higher than those who had taken the training (refer to Tables 22 and 23).

In regard to the overall scores on the five leadership practices, the researcher wanted to find out whether there was any significant difference between the scores of the headteachers who had taken in-service training and those who had not taken the training. To determine if any significant difference e isted, a statistical test was done using the Analysis of Variance (ANOVA). The results obtained are shown in Tables 24 and 25. Table 24 shows the ANOVA results regarding the 'self' scores, and Table 25 shows the ANOVA results regarding the 'observer' scores.

Table 24: ANOVA results for 'self' scores on all the five Leadership practices

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	217.286	1	217.286	9.991	0.004
Within Groups	565.429	26	21. 747		
Total	782.714	27			

Table 24 shows the ANOVA results for the data regarding the 'self' scores on all the five leadership practices. As indicated in Table 24, the ANOVA yielded an F-value of 9.991 and the significant value for the calculated was 0.004. This finding suggested that the difference was statistically significant.

Table 25: ANOVA results for 'observer' scores on all the five Leadership practices

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	57.143	1	57.143	1.152	0.293
Within Groups	1289.286	26	49.588		
Total	1346.429	27			

Table 25 shows the ANOVA results for the data regarding the 'observer' scores on all the five leadership practices. As seen in Table 25, the ANOVA yielded an F-value of 1.152 and the significant value for the calculated was 0.293. This finding suggested that the difference was not statistically significant.

So far the data that was obtained through the LPI has been presented. The next section presents the data that was obtained through the interviews.

4.2 Data obtained through the Interviews

As stated earlier, in chapter three, face-to-face interviews were conducted with the headteachers and the teachers using the interview guid in Appendix F and G. During the interviews, a series of questions were aske based on the research questions and the purpose of the study. The responses the questions were written down by the researcher as the interviewees spoke. Like the LPI data, the interview data was classified under the five leadership practices that were taken into account (modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart).

Findings on the Leadership practice of Modelling the way

As earlier noted, the leadership practice of modelling the way describes leader's ability to establish principles and values concerning he way people should be treated and the way goals should be pursed. Modelling the way s the leadership practice of leading through personal example. In regard to the leadership practice of modelling the way, the researcher asked whether the headteachers served as role models for the behaviours they sought to instill in others.

Findings on the Leadership practice of Modelling the way in Relation to the Headteachers who had taken In-service training

In regard to the question as to whether the headteachers served as role models for the behaviours they sought to instill in others, all the headteachers in the category of those who had taken in-service training, agreed that they served as role models for the behaviours they sought to instill in others. The headteachers indicated that they served as role models in various aspects. The most fre uent examples of how they

served as role models included: punctuality, dressing, teaching, staying in school, and participating in various activities in the school. These examples were revealed through various statements that were made by the headt achers. For instance, regarding the aspect of getting involved in various activities, ne headteacher had this to say, “I can’t give the task that I can’t do”, nd regarding teaching, one headteacher said, “I teach … I have even made very goo teaching aids … teachers even come to borrow from me”.

The teachers’ responses also revealed that most of the headteachers served as role models. The teachers indicated various aspects in which their headteachers served as role models. The examples repeatedly mentioned were: punctuality, dressing, and involvement in the activities. These examples were rev aled through various responses. For instance, regarding the aspect of getti g involved in various activities, one teacher had this to say, “He does not just give in ructions, but gets involved in doing the work”. Some teachers in few schools, however noted that some headteachers did not serve as role models in some aspects such as being in school most of the time. This was revealed through responses such as, “… He is ot found in school …”.

Findings on the Leadership practice of Modelling the way in Relation to the Headteachers who had not taken In-service training

On whether the headteachers served as role models for he behaviours they sought to instill in others, the responses of the headteachers who had not taken the training did not differ from those who had taken the training. All the headteachers in the category of those who had not taken the training also agreed that they served as role models for the behaviours they sought to instill in others. This was revealed through various

statements. For instance, one headteacher had this to "I treat people the way I want to be treated".

The headteachers in the category of those who had not aken the training also indicated various aspects in which they served as role models. The most frequent examples of how they served as role models included: p nctuality, dressing, staying in school, and participating in various activities in the school.

The teachers' responses also confirmed the headteachers' responses. The teachers working under the leadership of headteachers who had not taken the training indicated various aspects in which their headteachers erved as role models. The examples repeatedly mentioned were: punctuality, dressing, and participation in various activities in the school. These examples were evealed through various statements that were made by the teachers. For instanc regarding the aspect of getting involved in activities in the school, one teac had this to say,

> He gets involved in a lot of activities in the school … and when he sets goals, he ensures that those goals are achieved.

Findings on the Leadership practice of Inspiring a shared vision

As earlier noted, leadership practice of inspiring a s ared vision describes the leaders' ability to see the future of the organization and enlist others to identify with that vision. For the headteachers to be successful, they must have vision of what they want the school to accomplish. In regard to the leadership practice of inspiring a shared vision, the researcher asked about the headteac ers' vision for their schools.

Findings on the Leadership practice of Inspiring a shared vision in Relation to the Headteachers who had taken In-service training

In regard to whether the headteachers had a vision of what they wanted to accomplish, all the headteachers in the category of those who had taken in-service training, acknowledged having a vision of what they wa ted to accomplish in their respective schools. The headteachers indicated various things they wanted to accomplish in their respective schools. Some of the things repeatedly mentioned were: expanding and improving school infrastructure, improving the school surroundings, improving pupils' performance, and impro community participation in school activities. These were revealed through various statements that were made by the headteachers. For instance, rega ding school expansion, one headteacher said, "I want the school to become a high chool in future".

The teachers' responses also confirmed the headteachers' responses. Most of the teachers interviewed acknowledged that their headteach rs seemed to have a vision of what they wanted to accomplish. The teachers mentioned some of the things that their headteachers wanted to accomplish, and the aspect that was mentioned frequently was school expansion. This was revealed thr gh various statements that were made by the teachers. For instance, one teacher said, "He wants the school to be a high school". Another one said, "… wants the school to become a boarding school. The boarding house has already been organized".

Findings on the Leadership practice of Inspiring a shared vision in Relation to the Headteachers who had not taken In-service training

On whether the headteachers had a vision of what they wanted to accomplish, the responses of the headteachers who had not taken the tr did not differ from

those who had taken the training. All the headteachers in the category of those who had not taken in-service training also acknowledged having a vision of what they wanted to accomplish in their respective schools. The headteachers indicated various things they wanted to accomplish, and some of the things repeatedly mentioned included: expanding and improving school infrastructure, and improving pupils' performance. These aspects were revealed through various statements that were made by the headteachers. For instance, regarding improving pupils' performance, one headteacher said,

> I want pupils to improve in their performance … like in some of the good private schools.

The teachers working under the leadership of headteach who had not taken the training also acknowledged that their headteachers see ed to have a vision of what they wanted to accomplish. This was revealed through various statements that were made by the teachers. For instance, one teacher said,

> He seems to have a vision …the way he talks … he wants the school to be better than the way it is now.

Findings on the Leaders practice of Challenging the pr cess

As earlier noted, the leadership practice of challenging the process describes leaders who are continuously searching for opportunities to improve the organization. In regard to this leadership practice, the researcher asked about the changes the headteachers had implemented towards the improvement of their re pective schools.

Findings on the Leadership practice of Challenging the process in Relation to the Headteachers who had taken In-service training

In regard to the changes the headteachers had implemented towards the improvement of their respective schools, the headteachers in the category of those who had taken

the training indicated various aspects regarding what ad been done towards the improvement of their respective schools. The most frequent aspects mentioned included: improvement of the school infrastructure and the surrounding, improvement in pupils' pass rate, and improvement in c unity involvement in the running of the school. One headteacher emphasized the provements done and had this to say, "When I just came to this school, … the school as like a refugee camp … no windowpanes …".

Some headteachers revealed that while trying to implement the changes, some teachers did not cooperate. However, the headteachers ere quick to point out that with time, the teachers attitudes changed and were able to cooperate. This was revealed through various statements that were made by he headteachers. For instance, one headteacher said,

> When I wanted to implement some changes, most of the t chers resisted …but later even those who resisted came on board.

The teachers' interviewed also confirmed some of the things that were mentioned by the headteachers. The teachers indicated the changes t their headteachers had implemented towards the improvement of their schools. The most frequent aspects that were mentioned by the teachers included: improvement of the school infrastructure; and improvement in community participation in the running of the school. These aspects were revealed through various statements that were made by the teachers. For instance, regarding community involvement, one teacher said, "Parents are now getting involved in school activities …".

Findings on the Leadership practice of Challenging the process in Relation to the Headteachers who had not taken In-service training

Regarding the changes the headteachers had implemented towards the improvement of their respective schools, the headteachers in the category of those who had not taken the training also indicated various aspects regarding what had been done towards the improvement of their respective schools. The responses of headteachers who had not taken the training did not differ from tho who had taken the training. The following were the most frequent aspects that were mentioned: improvement of the school infrastructure and the surrounding, improvement in pupils' pass rate, and improvement in community involvement in the running of school. These aspects were revealed through various statements that were mad by the headteachers. For instance, one headteacher emphasized the improvements done and had this to say, "I don't just say things … I practice what we say".

The teachers' interviewed also confirmed some of the things that were mentioned by the headteachers. The teachers indicated the changes that their headteachers had implemented towards the improvement of their schools, the most frequent aspects that were mentioned included: improvement of the school infrastructure, and improvement in the work culture. These aspects were revealed through various statements that were made by the teachers. For instance, regarding the improvement in the work culture, one teacher had this to say,

> He does not talk much ….we have freedom in the way we do things.

Findings on the Leadership practice of Enabling others to act

As earlier noted, the leadership practice of enabling others to act descr bes the leader's effort to actively involve others in the running of an organisation. In regard

to this leadership practice, the researcher asked whether the headteachers involved the teachers in decision making. The researcher also asked whether the headteachers were willing to consider new or different ideas.

Findings on the Leadership practice of Enabling others to act in Relation to the Headteachers who had taken In-service training

In regard to whether teachers were involved in decision making, all the headteachers in the category of those who had taken in-service training agreed that teachers were involved in decision making. Almost all the headteachers indicated that formulation of committees allowed teachers to participate in the r nning of the school. This was revealed by various statements such as, “Everybody participates through committees, it’s not a one man’s show”.

The teachers who were interviewed also confirmed the headteachers’ respo ses. Almost all the teachers interviewed confirmed that the headteachers involved them in decision making, and also acknowledged that it was done through committees. This was revealed through various statements that were made by the teachers, such as, “We are involved in decision making through the committees that we have in the school”. However, one teacher indicated that the teachers were involved only in certain cases, and added, “Only when things go wrong”.

On whether the headteachers were willing to consider new or different ideas and opinions, all the headteachers in the category of thos who had taken the training agreed that they were willing to consider new or different ideas and opinions. This was revealed through various statements that were made by the headteachers. For instance, one headteacher emphasized his willingness t consider the ideas of others,

and said, “When their ideas are used, they become supportive … they work hard for fear of failing”. The teachers interviewed also confirmed that the headteachers were willing to consider new or different ideas and opinions. This was revealed through statements such as, “Before deciding, she’s willing to learn from others”.

Findings on the Leadership practice of Enabling others to act in Relation to the Headteachers who had not taken In-service training

In regard to whether teachers were involved in decision making, all the headteachers in the category of those who had not taken in-service training also agreed that teachers were involved in decision making. Almost all headteachers indicated that formulation of committees allowed teachers to participate in the running of the school. This was revealed through various statements. r instance, one headteacher had this to say, “Committees are really helping in the running of the school”. The teachers who were interviewed also confirmed the headt chers’ responses. Almost all the teachers interviewed confirmed that the headteachers involved them in decision making, and also acknowledged that it was done through committees. This was revealed through responses such as, “… through com ees, we also take part in making decisions in the school”.

On whether the headteachers were willing to consider new or different ideas and opinions, all the headteachers in the category of thos who had not taken the training also acknowledged that they were willing to consider n or different ideas and opinions. This was revealed through various statements that were made by the headteachers. For instance, one headteacher said, “Lea ing is give and take, I don’t have all the answers, I consult”. The teachers interviewed also confirmed that their headteachers were willing to consider new or different ideas and opinions. This was

revealed through various statements such as, “He gives chance to teachers to give their views on certain problems”.

Findings on the Leadership practice of Encouraging the heart

As earlier noted, the leadership practice of encouraging the heart involves recognition of contributions that individuals make. In regard to the leadership practice of encouraging the heart, the researcher asked whether the headteachers recognized the contributions of the teachers. The rese her also asked whether the headteachers demonstrated a caring attitude towards th eachers.

Findings on the Leadership practice of Encouraging the heart in Relation to the Headteachers who had taken In-service training

In regard to the question as to whether the headteache s recognized the contributions of the teachers, all the headteachers in the category of those who had taken in-service acknowledged that they recognized the contributions of the teachers and showed appreciation. It was revealed that headteachers recogn zed the teachers’ contributions privately and publicly. This was revealed through vari statements that were made by the headteachers. For instance, in regard to recognizing contributions privately and publicly, one headteacher said, “I thank teachers ho work on something publicly”. Another one had this to say, “They’re called and praised individually”. Almost all the headteachers also indicated that teachers were rewarded during certain occasions such as teachers’ day.

The teachers who were interviewed also confirmed the headteachers’ responses. Almost all the teachers acknowledged that the headteac ers recognized their contributions and showed appreciation. This was revealed through various statements

that were made by the teachers, such as, "He really motivates … He rewards deserving teachers".

On the question as to whether the headteachers demonst ed a caring attitude towards the teachers, all the headteachers in the category of those who had taken the training acknowledged that they demonstrated a caring attitude towards the teachers. It was revealed that the headteachers demonstrated a c ring attitude on occasions such as, times of sicknesses and funerals. This was revealed through various statements that were made by the headteachers. For instance, one headteacher had this to say, "Visiting the sick has become routine".

The teachers who were interviewed also confirmed that he headteachers demonstrated a caring attitude, and this was revealed ough statements such as, "He pays attention to our problems … He's like a parent". The teachers equally indicated that the headteachers showed their caring at tudes in cases such as, times of sicknesses and funerals. This was revealed through rious statements, for instance, one teacher said, "The headteacher visits when a teacher is sick".

Findings on the Leadership practice of Encouraging the heart in Relation to the Headteachers who had not taken In-service training

In regard to the question as to whether the contributions of the teachers were recognised, all the headteachers in the category of those who had ot taken the training also acknowledged that they recognized the contributions of the teachers. Again, almost all the headteachers indicated that teachers were rewarded during certain occasions such as teachers' day. This was revealed through responses such as, "… teachers are rewarded during the teachers' day …". The teachers who were

interviewed also confirmed the headteachers' responses Almost all the teachers acknowledged that the headteachers recognized their contributions and showed appreciation. This was revealed through various statements. For instance, one teacher said, "… celebrations are done occasionally … mostly at the end of the term".

On whether the headteachers demonstrated a caring attitude towards the teachers, again, all the headteachers in the category of those who had not taken the training acknowledged that they demonstrated a caring attitude ards the teachers. The headteachers also indicated that they demonstrated a caring attitude in times of sicknesses and funerals. This was revealed through various statements that were made by the headteachers. For instance, one headteache said, "… I visit when a teacher is sick, … and I even attend funerals …". The teachers who were interviewed also confirmed that the headteachers demonstrated a caring attitude. One teacher said, "He has a fatherly heart … gives permission when necessary". The teachers equally indicated that the headteachers showed their caring attitude in times of sicknesses and funerals. This was revealed through responses such as, "… during funerals he is there … he even encourages teachers to here".

So far in the above sections, the interview data regarding the five leadership practices that were taken into account has been presented. The next section provides data pertaining to the headteachers' training at NISTCOL.

Findings regarding the Headteachers' training at NISTCOL

When the headteachers were asked whether the training y had taken prepared them for the task of being successful headteachers, all the headteachers who had

taken in-service training were quick to point out that the trai ing they had taken before the training at NISTCOL, did not prepare them for the task of being successful headteachers. The headteachers acknowledged that there was need for them to take further training in regard to their job as headteachers. These findings were revealed through various statements that were made by the headteachers. For instance, one headteacher had this to say, "Management courses are needed for headteachers, very much". Another one said, "There is d for more training … training as a teacher is not enough".

Most of the headteachers observed that when headteache are just appointed, they make a lot of mistakes in their work, and attributed this to the fact that most of the headteachers were not offered training in educational management before appointing them. The views of the majority were that training as teacher was not enough to enable them run their schools effectively. This was revealed through various statements that were made by the headteachers. For instance, one headteacher had this to say, "Instead of managing as managers, they manage the schools as teachers … those trained would manage the schools as managers". Some headteachers were also quick to point out that even if one feels he/she has inborn traits of a leader there was need for training. This was revealed through responses such as, "Training helps a great deal … training helps to understand issues".

The headteachers were also quick to comment on the training they had taken at NISTCOL. All the headteachers in the category of those who had taken in-service training at NISTCOL spoke highly of the training they undertook, and e essed strong appreciation for the programme. This was revealed through various statements

that were made by the headteachers. For instance, one headteacher had this to say,

> … Course at NISTCOL was an eye opener … I have learnt to delegate … everybody is involved in decision making.

When the headteachers were asked about the relevance of in-service training to their job as headteachers, they all indicated that the training they received was relevant to their job. Furthermore, all the headteachers who had t en the training acknowledged that there was great improvement in their leadership p actices as a result of the training they had received. The headteachers overwhelmingly acknowledged that the training had sharpened their leadership skills. This was revealed through various statements that were made by the headteachers. For instance, one headteacher said, "I have learnt to work as a team". Another one had this to say, "I learnt the tricks of getting things done". One headteacher also said,

> I delegate now … through committees … before … I used do things on my own.

All the headteachers who had taken in-service training overwhelmingly recommended that all headteachers need to take training in the area of educational management. This was revealed through various statements that were made by the headteachers. For instance, one headteacher said, "I would love all to go through the programme". Another one had this to say, "I recommend thers to take it as well". One headteacher also said, "A person needs to be quali ied in regard to the job description".

A great majority of the headteachers, in their conclud ng remarks, suggested that the training period be extended. The headteachers expressed concern that the period for training was too short. This was revealed through responses such as, "… there was too much work … the period was too short".

The teachers working under the leadership of the headt achers who had taken the training, also confirmed the improvements in their headteachers' leadership practices. All the teachers interviewed acknowledged that their headteachers had improved in their leadership practices. Interestingly, during the interviews with the teachers, the researcher did not mention anything abou the headteachers' training but the teachers were quick to reveal that their headteachers had improved because of the training they had taken. The teachers made various statements connecting the headteachers' improvements with the training they had ken. For instance, one teacher said, "Since he came from Chalimbana he has improved a lot … the office is open, he doesn't hide things". Another one had this to say,

> I have seen the improvements … before she went for tha course she was short tempered … but now … even when annoyed she won't show it.

All the teachers interviewed overwhelmingly acknowledged that there had been improvements in the way the headteachers related to th One teacher had this to say, "Caring is more now than before". The great major ty of the teachers also observed improved efforts by their headteachers in looking for ways to improve their schools. This was revealed through statements such as, "… now he makes sure we have the teaching materials that are needed for us to teach effectively".

In this chapter, the findings of this study have been resented. The next chapter discusses the findings that have been presented in thi chapter.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Overview

The preceding chapter presented the findings of this study. This chapter is evoted to a discussion of the findings in line with the research objectives. The chapter begins with the discussion of the findings pertaining to the eadteachers' demonstration of the five leadership practices that were taken into acc (modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart). This is then followed by the d scussion of the findings regarding the comparison of the headteachers who had t en in-service training and those who had not taken the training. The chapter further discusses the findings regarding the headteachers' in-service training.

5.1 Headteachers' demonstration of the Leadership practices

The study sought to find out whether the headteachers emonstrated the leadership practices associated with modelling the way, inspiring a shared vision, chal ing the process, enabling others to act, and encouraging t e heart.

In regard to the leadership practice of modelling the the data that was obtained through the LPI revealed that the headteachers who had taken in-service training and those who had not taken the training demonstrated the adership practices associated with modelling the way. As can be seen from the data reflected in Tables 2 and 3 (on page 92 and 93), the greater majority of the headteachers in both categories had 'self' and 'observer' scores above 30. As earlier noted, on t e LPI scores, the highest score

that the headteacher could get on each of the five lea ship practices is 60. From the data that was obtained through interviews, it was also evident that the headteachers demonstrated the leadership practices associated with modelling the way.

The finding that the headteachers demonstrated the practices associated with modelling the way is in line with what is documented in the available literature (Kouzes and Posner, 1997; Bennis, 2003; Bilanich, 2005; Pingle, 2007; and Blanchard, 2008) where it has repeatedly been suggeste that a leader ought to lead by example. Leaders create standards of excellence and set an example for others to follow, and are clear about their guiding principles. ein (1992) also acknowledged that leaders must constantly endeavor to el desired behaviours through their actions. Kouzes and Posner (1995:12) sta d, "Titles are granted but it's your behaviour that wins respect".

Regarding the leadership practice of inspiring a share vision, the data that was obtained through the LPI revealed that the headteachers who had taken in-service training and those who had not taken the training demonstrated the practices associated with the leadership practice of inspiring a shared vision. As can be seen from the data reflected in Tables 6 and 7 (on page 97 and 98), the greater majority of the headteachers in both categories had 'self' and 'observer' scores above 30 (the highest score that the headteachers could get on each of the five leadership practices is 60).

The data that was obtained through interviews also revealed that the headteachers demonstrated the leadership practices associated with inspiring a shared vision. From

the interview responses, there was evidence that the headteachers demonstrated the leadership practices associated with inspiring a shared vision.

The evidence that the headteachers employed the practices associated with inspiring a shared vision provides support of what is documented in the available literature (Kouzes and Posner, 1997; Bilanich, 2005; Starcher, 2006; Covey, 2007; and Blanchard, 2008) where it has repeatedly been shown th establishing a vision is an important attribute of leadership. Leaders demonstrate a passion for their work, believing they can make a difference. Leaders have a vision of the future and a unique image of the organisation's possibilities. They inspire this same vision and dream in their constituents. To be effective, headteachers must articulate a vision and actively engage others to see and be part of actualizing that vision. Kouzes and Posner (1995) asserted that although the vision is cooperatively developed with stakeholders, the leader must articulate it and provide focus.

In regard to the leadership practice of challenging the process, the data that was obtained through the LPI revealed that the headteachers who had taken in-service training and those who had not taken the training demonstrated the leadership practices associated with challenging the process. As n be seen from the data reflected in Tables 10 and 11 (on page 102 and 103), the greater majority of the headteachers in both categories had 'self' and 'observ r' scores above 30 (the highest score that the headteachers could get on each of the five leadership practices is 60). From the interview responses, there was also evidence that the headteachers demonstrated the leadership practices associated with challenging the process.

The headteachers' demonstration of the leadership practices associated with challenging the process supports what is documented in the literature (Kouzes and posner, 2002; Bennis, 2003; Pingle, 2007; and Osteen, 009) where it has been shown that effective leaders continuously search for opportunities to improve and innovate, and are unwilling to settle for a status quo.

Regarding the leadership of enabling others to act, th data that was obtained through the LPI revealed that the headteachers who had taken in-service training and those who had not taken the training demonstrated the leadership practices associated with enabling others to act. As can be seen from the data r cted in Tables 14 and 15 (on page 107 and 108), the greater majority of the headteachers in both categories had 'self' and 'observer' scores above 30 (the highest sco that the headteachers could get on each of the five leadership practices is 60). The data that was obtained through the interviews also provided evidence that the headteachers demonstrated the leadership practices associated with enabling others to act.

The finding pertaining to the evidence that the headteac rs demonstrated the practices associated with the leadership practice of enabling others to act agrees with what is documented in the available literature (Sergiovanni, 1994; Kouzes and Posner, 1997; Kouzes and Posner, 2002; Bennis, 2003, H rris et al, 2003; and Bilanich, 2005) where it has been shown that fostering collaboration and empowering constituents is an important attribute of leadership. Leaders promote mutual respect and create an atmosphere of trust. Organisational structures should be constructed to encourage group action, which requires he sharing of information, resources, and ideas. By sharing power the leader creates a feeling of influence and

ownership in organisational success, and cultivating followers' capacities increases the followers' commitment to organisational goals and oyalty to the leader (Sergiovanni, 1994).

In regard to the leadership practice of encouraging the heart, the data that was obtained through the LPI revealed that the headteachers who had taken in-service training and those who had not taken the training demonstrated the leadership practices associated with encouraging the heart. As can be seen from the data reflected in Tables 18 and 19 (on page 112 and 113), the greater majority of the headteachers in both categories had 'self' and 'observ r' scores above 30 (the highest score that the headteachers could get on each of the five leadership practices is 60). The interview responses also provided evidence that the headteachers demonstrated the leadership practices associated with encouraging the heart.

The headteachers' demonstration of practices associated with encouraging the heart provides support of what is documented in the available literature (Kouzes and Posner, 1997; Kouzes and Posner, 2002; Bilanich, 2005; Pingle, 2007; and Blanchard, 2008) where it has been shown that effective leaders recognize contributions that individuals make. Through the leadership practice of encouraging the heart, the importance of individual and group contributions to the organisation's accomplishments are highlighted. People have a strong ed to be continually motivated to improve their performance. Therefore, leaders must become the promoters and supporters of the successes of their followers. Leaders must also lift people's spirits through genuine acts of kindness. Such genuine care provides people with the spirit to overcome insurmountable obstacles (Kouzes and Posner, 1997).

The next section discusses the findings regarding the comparison of the headteachers who had taken in-service training in the area of educational management and those who had not taken the training.

5.2 Comparison of the Headteachers who had taken In-service training and those who had not taken the training

The study sought to find out whether the headteachers o had taken in-service training in the area of educational management outperformed those had not taken the training. The study further sought to find out whether there was a significant difference between the two groups of headteachers.

In regard to the question as to whether the headteache s who had taken in-service training outperformed those who had not taken in-service training, from the LPI scores, it was noted that both the highest 'self' scor he highest 'observer' score on each of the leadership practices that were taken into account, were scored by the headteachers in the category of those who had taken the training. This finding is in line with the expectation that headteachers who had taken in-service training were more likely to demonstrate the practices associated with effective leaders. The finding also supports what is documented in the literature (Leithwood, 1994; Sheppard, 1996; Kapena, 2000; Kouzes and Posner, 2002; and Derelg, 2003) that training plays a pivotal role in enhancing an individual's leadership roles.

From the LPI scores, it was also generally noted that some of the headteachers who had taken in-service training scored higher than some of the headte ers who had not taken the training, and some of the headteachers who had not taken in-service training scored higher than some of the headteachers who had taken the training.

This finding suggest that there could be other factors that may need to be explored rather than just looking at whether one had taken the raining or not. It is also noteworthy that it is difficult, generally, to compare the practices of headteachers from different schools because the expectations could fer. It also seemed difficult to compare the practices of one headteacher to another basing on the leadership practices represented on the LPI because the headteachers roles could be viewed differently based upon the individual needs of their s or instance, one school may need a headteacher to help it develop and foster a shared vision while another school may have already established a shared vision but needs a headteacher to help the stakeholders challenge the process as they experim nt or take risks.

Regarding the question as to whether a significant difference existed between the headteachers who had taken in-service training and those who had not taken the training, the ANOVA results on each of the leadership practices that were taken into account, suggested that no significant difference existed between the scores of the headteachers who had taken in-service training and those who had not taken the training. For instance, in regard to the leadership practice of modelling the way, the ANOVA results for the 'self' scores yielded an F value of 2.351, and probability of significance of 0.137 (refer to Table 4), and the ANOVA results for the 'observer' scores yielded an F value of 0.281, and probability of significance of 0.600 (refer to Table 5), which suggested that the difference was not statistically significant.

On the leadership practice of inspiring a shared vision, the ANOVA results for the 'self' scores yielded an F value of 0.812 and probability of significance of 0.376 (refer to Table 8), and the ANOVA results for the 'observer' scor yielded an F

value of 0.525, and probability of significance of 0.475 (refer to Table 9), which suggested that the difference was not statistically significant. Similar results were obtained for the other leadership practices as well.

The possible explanation for the non manifestation of significant difference in the scores of the headteachers who had taken in-service training and those who had not taken the training, inter alia, may relate to the appo ntment system for school headship. The information obtained from one Provincial Education Officer (PEO) and one District Education Board Secretary (DEBS) revealed that a person holding the position of a school head should be a person who must have worked as a deputy head, and to rise to the position of a deputy head, a erson must have worked as head of a department. Hence, headteachers do not start as novices in quite t e same way as beginning teachers. The headteachers have experiences hrough being departmental heads, and through being deputy headteachers. There are greater chances that headteachers learn about headship through being deputy heads. Deputy headship could be training ground for aspiring headteachers.

It is also possible that the instrument used might have also contributed to the non manifestation of a significant difference. As earlier noted, it is difficult to compare the practices of one headteacher to another basing on the leadership practices represented on the LPI because the headteachers roles uld be viewed differently based upon the individual needs of their schools. Furthermore, the aspect of the headteachers who were selected might have also played a role in the non manifestation of a significant difference. For instance, the headteachers who had not taken the training might have been sampled from among the successful headteachers who understand their leadership roles.

Though the ANOVA results revealed that no significant difference existed between the two groups of headteachers for each of the practic s separately, the ANOVA results regarding the overall 'self' scores revealed that the difference between the two groups of headteachers was statistically significant. As earlier noted, both the highest 'self' score and the highest 'observer' score each of the leadership practices that were taken into account) were scored by the headteachers in the category of those who had taken in-service training.

The headteachers who had taken in-service training were more likely to demonstrate the practices associated with effective leaders. Hence, the headteachers who had taken in-service training were more likely to get higher scores than those who had not taken the training. There is a growing consensus amongst researc rs (such as Isik, 2000; and Barber, 2006) that training improves t e leadership practices. There is also ample evidence in the literature (Leithwood, 1994; Sheppard, 1996; Kapena, 2000; Kouzes and Posner, 2002; and Derelg, 2003) that training plays a pivotal role in improving an individual's leadership roles.

Further observations regarding the LPI ratings revealed that in most of the items, the 'self' scores were higher than the 'observer' scores, however, in some cases the 'observer' scores were higher than the 'self' scores. The possible explanation for the discrepancy could be that teachers, unlike their headt chers, are likely to be more open about their headteachers' leadership practices than the headteachers themselves. It is also worth noting that people may see the leader differently from the way the leader sees him/herself, and they also may differ among themselves as to how they see their leader. Kouzes and Posner (1997) indicated that in the ideal scenario, self

ratings would be consistent with the observer ratings, in the real world, however, scores are not always consistent.

In this section the data regarding the comparison of t e headteachers who had taken in-service training and those who had not taken the training has been discussed. The next section focuses on the findings regarding the hea eachers' in-service training.

5.6 Headteachers' In-service training

The study sought to find out whether there were notable differences between the leadership practices of a headteacher before and after taking in-service training in the area of educational management. Although the data that was obtained through the LPI revealed that no significant differences existed between the headteachers who had taken in-service training and those who had not taken the training in regard to each of the dimensions that were taken into account, t ere is no doubt that the headteachers who participated in the training programme at NISTCOL had improved in their leadership practices.

From the data that was obtained through interviews, it was evident that the headteachers who had taken in-service training had improved in their leadership practices. There was evidence from the interview responses that the headteachers had improved in their leadership practices as a result of he training. All the headteachers who had taken in-service training, who participated in this study, over elmingly reported that the training had helped them to enhance eir leadership practices. The headteachers, among other things, indicated their improvements in involving the teachers in the running of schools. The headteachers expressed strong appreciation for the training they had taken. The teachers working nder the leadership of these

headteachers equally confirmed the positive changes th had been there as a result of their headteachers' training. The teachers, inter alia, observed improvements in the way the headteachers related to them, and improved eff ts by their headteachers in looking for ways to improve their schools.

This finding provides evidence that in-service training programmes for headteachers make a difference, and provides support for many other studies (such as Isik, 2000; and Barber, 2006) which have found that training can enhance leadership practices. There is also ample evidence in the literature (Basu, 1994; Leithwood, 1994; Sheppard, 1996; Kapena, 2003; Kouzes and Posner, 2002a Derelg, 2003; and Bhagwan and Bhushan, 2006) that training plays a pivotal role in improving an individual's leadership roles.

In this chapter, the study's findings have been discus ed. The next chapter presents the conclusion and the recommendations.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter presents the conclusion reached from the results of this study. The chapter further presents the recommendations based on he major findings of the study, as well as future research implications.

6.1 Conclusion

In regard to whether the headteachers demonstrated the leadership practices associated with modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart, the study's findings revealed that the greater majority of the headteachers who had taken in-service training and those who had not taken the training demonstrated he practices associated with the leadership practices that were tak nto account.

On whether the headteachers who had taken in-service training outperformed those who had not taken the training, the results of the study generally indicated that some of the headteachers who had taken in-service training outperformed some of the headteachers who had not taken the training, and some f the headteachers who had not taken in-service training outperformed some of the headteachers who had taken the training. Furthermore, the highest scores on each of the leadership practices that were taken into account were scored by the headteacher in the category of those who had taken in-service training.

In regard to whether a significant difference existed between th headteachers who had taken in-service training and those who had not taken the training, the study's findings generally revealed that there was no significant difference in the scores of the two groups of headteachers on each of the leadership practices that were taken into account. However, there was evidence that the training provided for the headteachers made a difference in the headteachers' le dership practices.

On whether there was any notable difference between the leadership practices of a headteacher before and after taking in-service training, the results of the study revealed overwhelming evidence that there had been improvements in the headteachers' leadership practices as a result of the training they had taken.

6.2 Recommendations

Based on the findings and the conclusion reached from he results of this study, the following recommendations are made.

Recommendations to the Ministry of Education in Zambia

From the data that was obtained through the interviews, the results revea ed that the headteachers who had participated in the training programme appreciated the training and reported their improvement in their leadership pra tices. Hence, this finding provides support for many other studies that show that training enhances the leadership roles, and the issue still stands that head achers need relevant raining for their posts. The importance of relevant training for the headteachers cannot be over emphasized. There is evidence, however, in the available literature in Zambia that the majority of the headteachers lack relevant training for their posts.

Therefore, the Ministry of Education in Zambia should support training programmes for headteachers such as the one offered at NISTCOL, and should ensure that all the headteachers are given the opportunity to take such kind of training. It is also important to note that deputy headteachers have various responsibilities in the running of a school, and should also be considered for training. It is also noteworthy that while the provisions of in-service training to the headteachers, such as the programme at NISTCOL, are worthwhile efforts, workshops and seminars on effective leadership practices could also be conducted from time to time with aid of experts.

It is also noteworthy that in Zambia currently, the educational institutions providing training for headteachers are not many compared to the number of those who need the training. Hence, the Ministry of Education should sider involving more educational institutions (such as the University of Zambia and some colleges of education) in the provision of relevant training to the headteachers.

Also given the fact that headteachers themselves may intentionally or unintentionally fail to take in-service training, and hence some of the schools in Zambia may continue to have headteachers with no relevant training. The Ministry of Education in Zambia may, in future, consider providing the training that the headteachers need prior to their appointment to avoid a situation of having headteacher in schools with no relevant training. For instance, when a person get o the position of a deputy headteacher, the Ministry of Education should ensure t at necessary training is provided before one is appointed to a higher position of being a headteacher. Furthermore, classroom teachers are the ones who currently get to be headteachers.

Therefore, the institutions offering pre-service teacher training should enhance training in educational administration and leadership.

Recommendations for further Research

In this study, only the headteachers from one province of the country constituted the sample, hence, a similar study may be done with a larger sample countrywide which would enhance the validity and reliability of the conclusion reached. In addition to widening the sample, this study can also be replicated by administering the LPI not only to the teachers and headteachers but to support staff in the school as well.

Furthermore, as earlier noted in the previous chapter, it seems difficult to compare the practices of one headteacher to another basing on he leadership practices represented on the LPI because the headteachers' roles could be viewed differently based upon the individual needs of the school. For instance, as earlier noted, one school may need a headteacher to help it develop and f ster a shared vision while another school may have already established a shared vision but needs a headteacher to help challenge the process. Therefore, further research may consider utilizing a different instrument or method for determining the leadership practices of the headteachers so as to make a better comparison.

Finally, this study focused on the leadership practices of the headteachers. A similar study may be done focusing on the headteachers' management skills as well. Further studies can also be made taking into account variables such as the headteacher's gender, work experience, and the size of the school.

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APPENDIX A

LETTER FROM THE PUBLISHER AS PERMISSION TO USE THE LEADERSHIP PRACTICES INVENTORY

John Wiley & Sons, Inc.
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WILEY
989 Market Street
San Francisco, CA 94103
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FAX. 1.415.433.4611

August 8, 2008

Ms. Jane Maliwatu
Box 240407
Broadway
Ndola
ZAMBIA

Dear Ms. Maliwatu:

This letter represents official permission for you to use LPI Self instrument and LPI Observer instruments to collect data for your research. You may use the copies you have purchased for photocopying, and your research--however, you may not distribute them in any other way. All photocopies must keep the copyright notice that is on our publication.

You may publish your research without names, and you may make tiny changes to the answers supplied by the people who answer the questionnaire; however, you may not make any changes to the LPI Self or LPI Observer material without our permission.

In return for this permission, we will want to receive a copy of your data and your finished research paper. Please let me know when you expect to have these ready to send to us.

Thank you for your interest in the Leadership Practices Inventory. Please let me know if you have any questions.

Sincerely,

Debbie Notkin
Legal Department
dnotkin@wiley.com

APPENDIX B

LETTER FROM COPPERBELT PROVINCIAL EDUCATION OFFICER AS PERMISSION TO THE SCHOOLS VISITED

All Correspondence should be addressed to the Provincial Education Officer

Telephone: 021 2 610353/9

In reply Please quote

No.....

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

OFFICE OF THE P.E.O
P.O. Box 71552
NDOLA-ZAMBIA

25th June 2008

The Headteachers
COPPERBELT PROVINCE

FIELD WORK FOR PHD STUDENT MISS. JANE MALIWATU

This serves to introduce to you Miss.Jane Maliwatu, a Phd student at the University of Zambia.

She is conducting her research as part of her phd programme.

The research is on Leadership practices among Basic School Heateachers.

Kindly assist her.

M. Kamutumwa
Provincial Education Officer
COPPERBELT PROVINCE.

APPENDIX C

LEADERSHIP PRACTICES INVENTORY (LPI-SELF)

Instructions

You are being asked to assess your leadership behaviou . You will find thirty statements below describing various leadership behaviours. Please read each statement carefully, and using the RATING SCALE given, ask yourself:

"How frequently do I engage in the behaviour described?"

When selecting your response to each statement:

- Be realistic about the extent to which you actually engage ehaviour.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to behave or in terms of how you should behave.
- Do answer in terms of how you typically behave on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving yourself 10s on all items is most likely not an accurate description of yo r behaviour. Similarly, giving yourself all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply to you, it's probably because you do not frequently engage in the behaviour. In that case, ssign a rating of 3 or lower.

For each statement, decide on a response and then reco the corresponding number in the box to the right of the statement. After you ha e responded to all thirty

statements, go back through the LPI one more time to m re you have responded to each statement. Every statement must have a rating.

The RATING SCALE runs from 1 to 10. Choose the number hat best applies to each statement.

1 = Almost Never

2 = Rarely

3 = Seldom

4 = Once in a while

5 = Occasionally

6 = Sometimes

7 = Fairly Often

8 = Usually

9 = Very frequently

10 = Almost Always

When you have completed the LPI-self, please return it to:

_____

_____

_____

Thank you.

To what extent do you typically engage in the following behaviours? Choose the response number that best applies to each statement and record it in the box to the right of the statement.

1. I set a personal example of what I expect of others……..…. ☐
2. I talk about future trends that will influence how our work gets done…….. ☐
3. I seek out challenging opportunities that test my own abilities……. ☐
4. I develop cooperative relationships among the people I work with…….. ☐
5. I praise people for a job well done…….…..... ☐
6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on…….……..... ☐
7. I describe a compelling image of what our future could be like……... ☐
8. I challenge people to try out new and innovative ways to do their work…….. ☐
9. I actively listen to diverse points of view……..…… ☐
10. I make it a point to let people know about my confiden e in their abilities..... ☐
11. I follow through on the promises and commitments that I make…… ☐
12. I appeal to others to share an exciting dream of the future…….. ☐
13. I search outside the formal boundaries of my organizat for innovative ways to improve what we do…….. ☐
14. I treat others with dignity and respect…….. ☐
15. I make sure that people are creatively rewarded for th contributions to the success of our projects…….. ☐
16. I ask for feedback on how my actions affect other people's performance…... ☐
17. I show others how their long-term interests can be realized by enlisting in a common vision……..…… ☐

18. I ask "what can we learn?" when things do not go as expected.……..…☐
19. I support the decisions that people make on their own… ……..…☐
20. I publicly recognize people who exemplify commitment to shared values.…..☐
21. I build consensus around a common set of values for running our organization……☐
22. I paint the "big picture" of what we aspire to accomplish…….……..☐
23. I make certain that we set achievable goals, make concrete plans, and establish measureable milestones for the projects and programmme hat we work on...☐
24. I give people a great deal of freedom and choice in deciding how to do their work……..☐
25. I find ways to celebrate accomplishments……....☐
26. I am clear about my philosophy of leadership…… …….☐
27. I speak with genuine conviction about the higher meaning and purpose of our work……..☐
28. I experiment and take risks, even when there is a chance of failure……☐
29. I ensure that people grow in their jobs by learning new skills and developing themselves…… …….☐
30. I give the members of the team lots of appreciation and support for their contributions……...…☐

APPENDIX D

LEADERSHIP PRACTICES INVENTORY (LPI-OBSERVER)

Instructions

You are being asked to assess your headteacher's leadership behaviours. You will find thirty statements below describing various leadership behaviours. Please read each statement carefully, and using the RATING SCALE g ven, ask yourself:

"How frequently does this person engage in the behaviour described?"

When selecting your response to each statement:

- Be realistic about the extent to which this person actually engages in the behaviour.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave.
- Do answer in terms of how this person typically behaves on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving this person 10s on all items is most likely not an accurate description of his or her behaviour. Similarly, giving someone all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply to you, it's probably because you do not see or experience the behaviour. This means this p on does not frequently engage in the behaviour, at least around you. In that assign a rating of 3 or lower.

For each statement, decide on a response and then reco the corresponding number in the box to the right of the statement. After you ha e responded to all thirty statements, go back through the LPI one more time to m re you have responded to each statement. Every statement must have a rating.

The RATING SCALE runs from 1 to 10. Choose the number hat best applies to each statement.

1 = Almost Never

2 = Rarely

3 = Seldom

4 = Once in a while

5 = Occasionally

6 = Sometimes

7 = Fairly Often

8 = Usually

9 = Very frequently

10 = Almost Always

When you have completed the LPI-observer, please return it to:

_____

_____

Thank you.

To what extent does your headteacher typically engage in the following behaviours? Choose the response number that best applies to each statement and record it in the box to the right of the statement.

1. Sets a personal example of what he/she expects of othe s……..……..☐
2. Talks about future trends that will influence how our k gets done……..☐
3. Seeks out challenging opportunities that test his/her skills and abilities...☐
4. Develops cooperative relationships among the people he she works with……☐
5. Praises people for a job well done…….....☐
6. Spends time and energy making certain that the people he/she works with adhere to the principles and standards we have agreed on…… ……..☐
7. Describes a compelling image of what our future could be like……...☐
8. Challenges people to try out new and innovative ways to do their work……..☐
9. Actively listens to diverse points of view…… ……☐
10. Makes it a point to let people know about my confidence in their abilities.....☐
11. Follows through on the promises and commitments he/she makes……..…☐
12. Appeals to others to share an exciting dream of the future……..☐
13. Searches outside the formal boundaries of his/her orga for innovative ways to improve what we do……...……...☐
14. Treats others with dignity and respect……...……..☐
15. Makes sure that people are creatively rewarded for their contributions to the success of projects……...……..☐
16. Asks for feedback on how his/her actions affect other people's performance.☐
17. Shows others how their long-term interests can be realized by enlisting in a common vision……..……☐

18. Asks "what can we learn?" when things do not go as exp cted……..☐
19. Supports the decisions that people make on their own……..…☐
20. Publicly recognizes people who exemplify commitment to shared values…..☐
21. Builds consensus around a common set of values for running our organization……☐
22. Paints the "big picture" of what we aspire to accomplish…….……...☐
23. Makes certain that we set achievable goals, make concrete plans, and establish measureable milestones for the projects and programmme hat we work on...☐
24. Gives people a great deal of freedom and choice in deciding how to do their work……..☐
25. Finds ways to celebrate accomplishments……....☐
26. Is clear about his/her philosophy of leadership……..……☐
27. Speaks with genuine conviction about the higher meaning and purpose of our work……..☐
28. Experiments and take risks, even when there is a chance of failure……☐
29. Ensures that people grow in their jobs by learning new skills and developing themselves…… ……☐
30. Gives the members of the team lots of appreciation and support for their contributions……...…☐

APPENDIX E

LEADERSHIP PRACTICES INVENTORY (SHOWING THE PRACTICE TO WHICH EACH STATEMENT APPLIES)

1. Sets example of what he/she expects of others…… **Modelling**
2. Talks about future trends…….. **Inspiring**
3. Seeks challenging opportunities…… **Challenging**
4. Develops cooperative relationships…… **Enabling**
5. Praises people for a job well done……..... **Encouraging**
6. Spends time and energy making certain that the people he/she works with adhere to standards agreed on……..…... **Modelling**
7. Describes compelling image of the future……..…….. **Inspiring**
8. Challenges people to try new and innovative ways…….. **Challenging**
9. Actively listens to diverse points of view…….. **Enabling**
10. Makes it a point to let people know about his/her confidence in their abilities …… **Encouraging**
11. Follow through on promises and commitments…….. **Modelling**
12. Appeals to others to share the dream of the future……..**Inspiring**
13. Searches outside the formal boundaries of his/her orga for innovative ways to improve…… **Challenging**
14. Treats others with dignity and respect…….. **Enabling**
15. Makes sure that people are creatively rewarded for the r contributions to the success of projects……..... ..... **Encouraging**
16. Asks for feedback on how his/her actions affect other eople's performance……... **Modelling**

17. Shows others how their long-term interests can be realized by enlisting in a common vision……..…… **Inspiring**
18. Asks “what can we learn?” when things don’t go as expected.…… **Challenging**
19. Supports decisions that people make on their own…… **Enabling**
20. Publicly recognizes people who exemplify commitment to shared values…… **Encouraging**
21. Builds consensus around a common set of values for run ng the organization…….. **Challenging**
22. Paints the “big picture” of what to accomplish…….. **Inspiring**
23. Makes certain that achievable goals are set, make conc ete plans, and establish measurable milestones for the projects and programmes…… **Modelling**
24. Gives people a great deal of freedom and choice in dec ding how to do the work…… **Enabling**
25. Finds ways to celebrate accomplishments…..…….. **Encouraging**
26. Is clear about his/her philosophy of leadership…… **Modelling**
27. Speaks with genuine conviction about the higher meaning and purpose of work…… **Inspiring**
28. Experiments and take risks…… **Challenging**
29. Ensures that people grow in their jobs by learning new skills and developing themselves…….. **Enabling**
30. Gives the members of the team lots of appreciation and support for their contribution…….. **Encouraging**

APPENDIX F

INTERVIEW GUIDE FOR THE HEADTEACHERS

1. Please give me a little background in regard to your education. How many years have you served as a headteacher?
2. How do you spend your time each day from when you arrive until you leave?
3. Do you serve as a role model for the behaviours you seek to instill in the teachers? – In what ways?
4. Do you have a vision of what you want the school to accomplish? – What do you do towards accomplishing that vision?
5. Describe the state of the school when you first arrived. - What changes have you implemented towards the improvement of the school? - What are some of the obstacles faced in implementing some of the changes?
6. Do you involve the teachers in decision making? – Are you willing to consider ideas and opinions that are new or different from your own?
7. Do you recognize the contributions of the teachers and show appreciation? – Do you tell teachers when you are pleased with them? – Do you demonstrate a caring attitude towards the teachers? – In what ways?

(**Additional questions for the headteachers who had taken in-service training in the area of educational management at NISTCOL**)

8. Has the training you have taken prepared you for the task of being a successful headteacher? Was the training at NISTCOL relevant to y ur job as head of the school? – How? – If not, what were the shortcomings?
9. Considering the training you had taken at NISTCOL, wou d you say you are now a better headteacher?

APPENDIX G

INTERVIEW GUIDE FOR THE TEACHERS

1. How does your headteacher spend his/her time each day from when he/she arrives until he/she leaves the school?
2. Does your headteacher serve as a role model for the behaviours he/she seeks to instill in others?
3. Does the headteacher demonstrate a lack of vision for the school?
4. What changes has your headteacher implemented towards the improvements of the school?
5. Does the headteacher involve the teachers in decision ing? – Does your headteacher respond positively to constructive critici ms? – Is your headteacher willing to consider ideas and opinions that are new or different from his/her ideas and opinions?
6. Does the headteacher recognize the contribution of others? – Does the headteacher tell you when he/she is pleased with your ork? – Does the headteacher demonstrate a caring attitude? – In what ways?
7. What are some of the strengths of your headteacher with regard to his/her leadership practices?

(**Additional questions for the teachers in schools where their headteachers had taken in-service training**)

8. From your observations, are there any notable improvements in the leadership practices of your headteacher recently compared to his/her leadership practices about three years ago? – Comment on some of the improvements that you have observed, if any. What do you think are the reasons for the differences, if any?