

**IMPACT OF EDUCATION LEADERSHIP AND MANAGEMENT (ELM) TRAINING
PROGRAMME ON SCHOOL HEAD TEACHERS IN SELECTED PRIMARY
SCHOOLS IN KASAMA DISTRICT OF NORTHERN PROVINCE, ZAMBIA**

BY

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LUSAKA.

2017

DECLARATION

I, **Justina M. Chishimba** do hereby declare that this dissertation represents my own work and has not previously been submitted for the degree at the University of Zambia or any University.

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APPROVAL

This dissertation of Justina M. Chishimba is approved as partial fulfillment of the requirements for the award of the degree of Master of Education in Education Management by the University of Zambia.

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DEDICATION

This dissertation is dedicated to my husband Fanwell N. Bwembya. He is the inspiration for my work and for my life. Because of his moral support and care given to me, I was able to work long hours and complete this work. Thank you, Fanwell, from the bottom of my heart for being there for me. I also wish to dedicate this dissertation to all my children and grandchildren for tolerating my absence during the time I was engaged in this project.

I thank you all.

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ABSTRACT

This study sought to investigate the impact of education leadership and management (ELM) training programme on school head teachers in selected primary schools in Kasama district of Northern Province of Zambia. The study was necessitated by a number of school managers, particularly in Kasama district who have undergone training in ELM and have since obtained qualifications in this programme. However, the impact of ELM training programme on these graduates has not been established. Therefore, a research was conducted on selected schools in order to ascertain the impact of ELM training programme on its recipients. The objectives of the study were to: establish head teacher's views on ELM training programme, to investigate the extent to which head teachers have applied the acquired skills of ELM training programme in their schools, and to establish the challenges head teachers encounter in applying ELM training programme in schools. The study was based on Goal setting theory. Goal setting theory shows how the field should progress from a well-known theoretical foundation to sophisticated research application of more effective management practice. It is widely applied in educational management since education is a highly result oriented discipline. The research design for this study was descriptive survey design. A total of 60 respondents comprising of 10 head teachers, 10 deputy head teachers, 10 senior teachers, 20 teachers, 5 standard officers and 5 Lecturers.

The study adopted mixed survey methods meaning that data collection was done using qualitative and quantitative research techniques. The study used purposive sample technique to select the participants. In conducting the survey, document analysis, two sets of questionnaires and interview schedule were drawn up. One set was administered to the head teachers and the other one to Lecturers. Other information from the teachers were obtained using interview schedule only. Simple descriptive tables were employed to analyze the data in order to establish relationship between variables.

The study found out that ELM has helped head teachers to improve overall school performance through prudent leadership and management skills of the institutions. It also promotes efficient and effective leadership and management skills for improved school performance against set goals by the ministry. The study recommended that there is need for ELM to be a prerequisite for one to be promoted to the position of head teacher, ELM should be one of the courses offered to all Colleges of Education including Universities that offer Education degrees and serving head teachers without ELM should be encouraged to undergo ELM training programme.

ACRONMYS

CPD	Continuous Professional Development
EAP	Education Administrative policy
ELM	Education Leadership and Management
G5NA	Grade Five National Assessment
KACE	Kasama College of Education
MOE	Ministry of Education
MOGE	Ministry of General Education
NISTCOL	National In-Service Teachers College
NPQH	National professional Qualification for Headship
UNZA	University of Zambia

TABLE OF CONTENTS

Declaration	i
Copyright declaration.....	ii
Approval	iii
Dedication	iv
Acknowledgments.....	v
Abstract.....	vi
Acronmys.....	vii
CHAPTER ONE: INTRODUCTION	1
1.0 Overview	1
1.1 Background	1
1.2. Statement of the Problem	3
1.3. Purpose of the study	3
1.4. Objectives of the study.....	3
1.5. Research questions	3
1.6. Hypothesis.....	4
1.7. Significance of the Study	4
1.8. Scope and Delimitation of the Study.....	4
1.9 Limitations of the Study.....	4
1.10 Theoretical Framework	4
1.11 Conceptual framework	5
1.12. Operational definitions.....	5
1.13 Summary	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE	7
2.0 Overview	7
2.1 leadership training programmes	7
2.2 Application of leadership programmes by school Head Teachers.....	11

2.3 Challenges Head Teachers encounter in applying education leadership and management training programme in schools.....	13
2.4 Summary	16
CHAPTER THREE: METHODOLOGY	17
3.0 Overview	17
3.1. Research Design.....	17
3.2. Study Area.....	18
3.3. Study Population	18
3.4. Study Sample.....	18
3.5. Sampling Techniques	18
3.6. Research Instruments	19
3.7 Data Collection Procedure	19
3.8. Data Analysis	20
3.9 Ethical Considerations.....	20
3.10 Summary	21
CHAPTER FOUR: FINDINGS.....	22
4.0 Overview	22
4.1. Presentation of Findings.....	22
4.2. Demographic data	22
4.3. Distribution by Gender.....	23
4.4. Respondents by Age.....	23
4.5. Academic Qualifications	24
4.6. Tenure of office for administrators	25
4.7. Research findings in line with research questions	26
4.7.1 What are the head teacher’s views on ELM training programme?.....	26
4.7.2. The head teacher’s views on ELM training programme.	27
4.8. To what extent have the head teachers applied the acquired skills of ELM in their schools?	28

4.8.1. Deputy Head teacher’s views on their head teachers, with regards to how effective school managers they are.	28
4.8.2. Senior teacher’s views on their head teachers, with regards to how effectively they manage their schools.	29
4.8.3. Class teacher’s views on their head teachers, with regards to how they manage their schools effective.	30
4.8.4. Standard Officers views on the head teachers, with regards to how effective school managers they are.	32
4.8.5. Senior Lecturer’s views on the head teacher’s managerial skills with regards to how effective they are in managing their schools.	33
4.9. What challenges do head teachers encounter in applying ELM skills in schools?	34
4.9.1. To find out if at all there were challenges that head teachers faced in implementing and applying ELM skills.	35
4.9.2. To find out the disparities between schools in rural areas and those in urban areas in terms of challenges that head teachers faced in applying ELM skills.	36
4.10 Summary	37
CHAPTER FIVE: DISCUSSION	38
5.1 Overview	38
5.2 Objective 1: To establish head teachers’ views on ELM training programme.	38
5.2.1. Ability to manage finances.....	38
5.2.2. Planning and goal setting	39
5.2.3. Efficient use of resources	39
5.2.4. Staff motivation.....	40
5.2.5. Ability to delegate	40
5.3. Objective 2: To investigate the extent to which head teachers have applied the acquired skills of ELM training programme.....	41
5.3.1. Head teachers understand better their roles.....	41
5.3.2 Support Professional growth of the teachers.....	42
5.3.3. Optimistic Leaders	42

5.3.4. Head teachers’ Monitoring and Supervisory Skills.....	43
5.3.5. Community involvement in school projects.....	44
5.3.6. Creates a conducive environment for teaching and learning	44
5.4. This section discusses objective 3: To establish the challenges head teachers encounter in applying ELM Training Programme in schools.....	45
5.4.1. Social cultural beliefs and background of the communities surrounding the schools.	45
5.4.2. Political interference in the running of the schools.....	45
5.4.3. Erratic funding and funding modalities from central government	46
5.4.4. Lack of knowledge in financial management	46
5.4.5. Failure by teachers to understand ELM	47
5.5. Summary	47
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	48
6.1 Overview	48
6.2 Conclusion.....	48
6.3 recommendations	49
6.4 suggestions for further research	50
REFERENCES.....	51
APPENDICES	54
APPENDIX I: LETTER OF INTRODUCTION	54
APPENDIX: II INTERVIEW GUIDE FOR HEAD TEACHERS	55
APPENDIX III: QUESTIONNAIRE FOR TEACHERS	59
APPENDIX IV: TEACHERS’ FOCUS GROUP DISCUSSIONS	60
APPENDIX V: FOCUS GROUP DISCUSSIONS FOR STANDARD OFFICERS’	61
APPENDIX VI: QUESTIONNAIRE FOR TEACHERS	62
APPENDIX VII: QUESTIONNAIRE FOR LECTURERS.....	63

LIST OF TABLES

Table 1: Author’s field compilation, 2017.....	23
Table 2: Author’s field compilation report, 2017.	23
Table 3: Shows the qualification of the respondents	24
Table 4: Shows the tenure of office for the respondents	26
Table 5: Researcher’s Field compilation 2017	27
Table 6: Authors field compilation report, 2017.	28
Table 7: Author’s compilation of the field report, 2017.....	30
Table 8: Author’s field report compilation 2017.	31
Table 9: Authors field report compilation 2017.	33
Table 10: Author’s field report compilation 2017	34
Table 11: Authors field report compilation, 2017.	35

LIST OF FIGURES

Figure 1: Disparities between schools in rural areas and those in urban areas in terms of challenges that head teachers faced in applying ELM skills.	36
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CHAPTER ONE

INTRODUCTION

1.0 Overview

Chapter one discusses the following concepts; background to the study, statement of the problem, Purpose of the study, Objectives of the Study, Research questions, Significance of the Study, Scope and Delimitations of the Study, Limitations of the Study and Theoretical Framework.

1.1 Background

The inception of Education Leadership and Management (EML) programme of Study in Zambia is a big milestone in the administration and management of educational institutions in the country. The programme is designed to equip its recipients with necessary skills and knowledge to enable them to manage institutions of learning efficiently and effectively. The initial target groups of this programme were the school Head Teachers, Deputy Head Teachers, School Heads of Departments, Senior Teachers and other officials in education management positions. In recent years, the programme has been warmly appreciated and embraced by a wider spectrum of stakeholders such as the police, health workers, members of the clergy, workers from the Community Development, Social Welfare and many others. Suffice to mention here that the advent of this programme was out of the ultimate desire by the Ministry of Education to train its staff in managerial positions. MOE (1996) states that, in order to improve the Management capacity of Managerial and Supervisory personnel, the Ministry of Education will train or re-train education managers to enable them to discharge their functions effectively. Therefore, the policy document identified Educational Management and Leadership programs for school heads and deputy heads as a priority for making schools effective and raising the standards of education in Zambia. Thus, improving school effectiveness means supporting head teachers to improve their skills as Instructional leaders and School managers.

The prevailing situation in most of the schools in Zambia is far from the Ministry of Education's expectation of excellence in the way that schools are managed resulting in under performance and declining education standards. MOE (2012) notes that the impact of the neglect of quality on learning is indeed, unequivocal at all levels. Despite Zambia's success

in expanding access to education the country has routinely ranked at the bottom in terms of academic achievement as measured by Standardized National and Regional Testing. According to the 2012 Grade Five National Assessment (G 5NA), pupils consistently score below the 40th percentile the minimum performance standards established by the MOGE. Mean scores in 2012 recorded include 35.3 percent in reading English, 39.4 percent in Mathematics, 4.1 percent in Life Skills and 39.4 percent in Zambian languages. The pattern of results has persisted over the past decade. G 5NA (2014) conducted a survey report and revealed similar results to the above statement that, the quality of education in terms of learning achievement in Zambia has remained low as shown by the assessment results. Levels of learning achievement at primary school level have remained stagnant since the first survey in 1999. About 30 percent of the learning at this level is meeting the set proficient levels of attainment in English reading, Mathematics and Life Skills.

The MOE recognizes that the efficiency and effectiveness of the educational system depend to a large extent on enhancing its capacity in various specific areas. In particular there is need for capacity building for the management and leadership of the education system in schools. MOE (1996) indicates that, effectiveness in the delivery of Education depends heavily on the quality of educational administration. School heads, Education Officers and Inspectors need training in educational Management and Supervision. The policy document further, states that the few Managers who have been trained received their training either abroad or from local institutions that offer general programs not specifically directed towards Educational Management.

Initially, in Zambia, Education Leadership and Management Training Programme was not offered as a programme of study. It was instead offered as a course under the umbrella of Educational Administration and Policy Studies (EAP) at the University of Zambia in the School of Education Department. Bauleni (2005) in his book supports by writing that, the Human Resources Development for School managers” (HRDP) was Co-ordinated by the University of Zambia (UNZA), Department of Educational Administration and Policy Studies of the School of Education. It was flagged off in January, 2003 with an initial intake of over 600 managers of basic schools that combined both primary and Junior Secondary Sectors. They were drawn from Lusaka and Central Provinces of the country respectively. The remaining seven provinces of nine by then were able to be covered later in the series. Over 4,300 basic school head teachers were scheduled to go through the programme. The

same was later supposed to cover head teachers of higher secondary schools throughout the country as phase II of the programme. On the contrary the programme could not continue at the University of Zambia to cover the remaining provinces. Instead Chalimbana Teachers College was given the mandate to train school managers in ELM. Since then, a number of school managers, particularly from Kasama district have received training in ELM and have since obtained qualifications in this programme. However, the impact of ELM training programme on these graduates has not been established. It is against this background that a research will be conducted on selected schools in Kasama district in order to ascertain the impact of ELM training programme on its recipients.

1.2. Statement of the Problem

This study attempted to investigate the impact of ELM training programme on school head teachers in selected primary schools of Kasama District. The problem was to ascertain the impact of ELM training programme on primary head teachers in managing their schools.

1.3. Purpose of the study

The intention for conducting this study was to investigate the impact of Education Leadership and Management Training Programme on School head teachers in selected schools in Kasama district of Northern Province.

1.4. Objectives of the study

The following objectives will direct the study

- (i) To establish head teachers' views on ELM training programme.
- (ii) To investigate the extent to which head teachers have applied the acquired skills of ELM training programme in their schools.
- (iii) To establish the challenges head teachers encounter in applying ELM Training Programme in schools.

1.5. Research questions

The study was guided by the following research questions.

- (i) What are the head teacher's views on ELM training programme?
- (ii) To what extent have the head teachers applied the acquired skills of ELM in their Schools?
- (iii) What challenges do head teachers encounter in applying ELM skills in schools?

1.6. Hypothesis

It is assumed that school Head teachers who have undergone ELM Training Programme are more effective and efficient in managing their Schools than those who have not.

1.7. Significance of the Study

The results of the study will be of great importance to both the school head teachers and policy makers in the country, and also may be applied by the Ministry of General Education on determining whether or not ELM training programme is of significance in the management of schools. The results of the study may also contribute to the existing body of knowledge on educational leadership in Zambia.

1.8. Scope and Delimitation of the Study

The study was restricted to the impact of ELM training programme on selected school head teachers in Kasama district. It was only restricted to selected primary schools in the named district and the findings may not be generalized to other schools in the districts in Northern Province.

1.9 Limitations of the Study

The study was limited to primary schools from one district. Since the study was conducted in one district only, the results cannot be generalized to other districts in the province. Hence, the generalization of the scope of the study will be limited as it depended on one district within Northern Province.

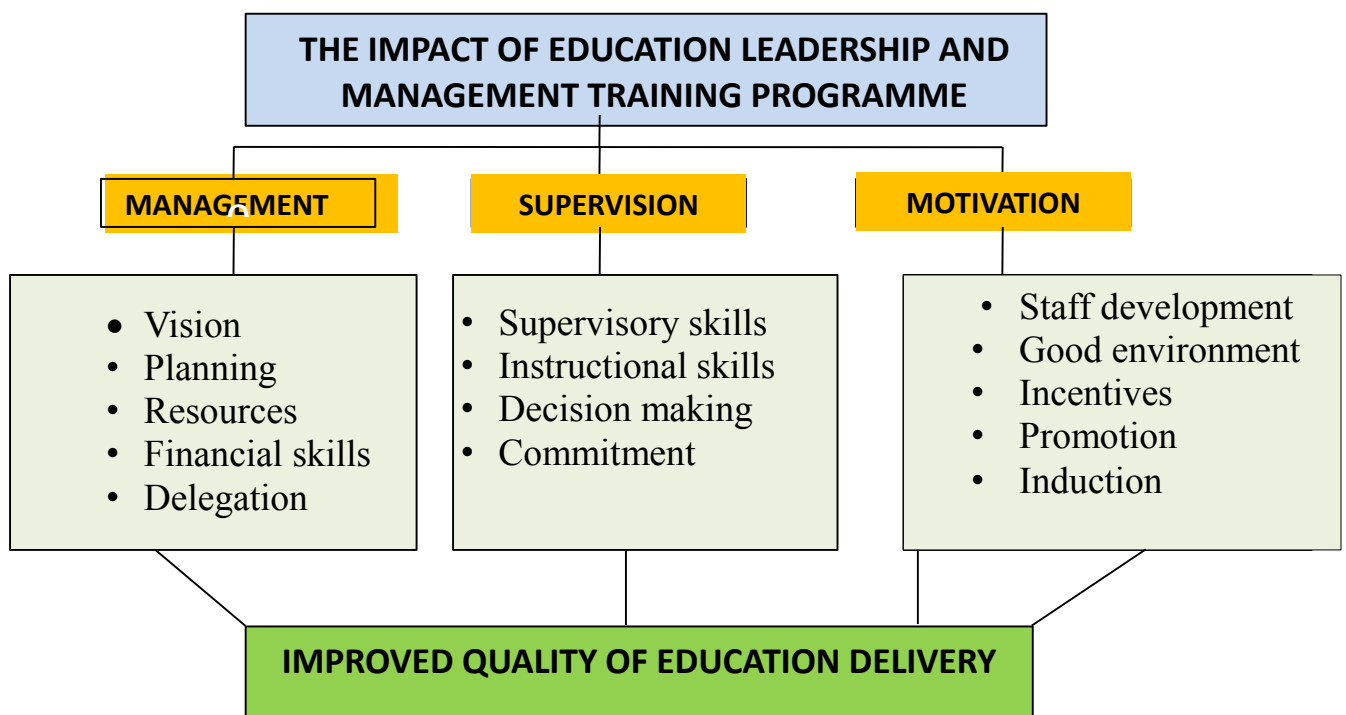
1.10 Theoretical Framework

The study was supported by goal setting theory by Edwin A. Locke and Gary P. Latham (1968). Goal setting theory shows how the field should progress from a well-known theoretical foundation to sophisticated research application of more effective management practice. Goal setting theory is widely applied in educational management since education is a highly result oriented discipline. Therefore, educational management of head teachers must set general aims of education for their schools from the onset. The head teachers need to tailor the goals of their schools to the needs of the learners and teachers. The head teachers have to ensure that teachers take part in goal setting. Education management should help teachers to achieve their goals through lesson plans, records of work and schemes of work,

participative decision making, motivation and professional development. The theory was applicable to the study since the head teachers or administrators are continually searching for more effective ways of organizing, encouraging, supporting and directing their teachers, learners and support staff to determine the effectiveness in performing their duties in schools.

1.11 Conceptual framework

A conceptual framework showing the inter-relationship of variables and effectiveness of educational leadership and management in managing schools.



1.12. Operational definitions

The following are the key terms that was used in the study:-

1. Educational Leadership – Involves working with and guiding teachers towards improving educational processes in elementary, primary, secondary and postsecondary institutions.
2. Educational Management – implies the practical measures for ensuring the system to work for achieving the goals or objectives of an educational Institution.
3. Training – Is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies.

4. Educational programme – is a programme written by the Institution or Ministry of Education which determine the learning progress of each subject in all the stages of formal education.
5. Head teacher - A term used synonymously with the principal to mean the head of a secondary/primary. He/she is professional who has been appointed from the ranks of a teacher to be responsible for all the overall running control and for the maintenance of all standards of the secondary/primary schools.
6. Management – The conducting or supervising of teachers and support staff or the planning, organizing, directing, and controlling of the school's operation so that objectives can be achieved economically and efficiently through the human resource.
7. Challenges – Difficult tasks that tests head teachers' ability or something that needs a lot of skill, energy, and determination to deal with or achieve.

1.13 Summary

The chapter introduced the study on impact of Education Leadership and Management (ELM) Training Programme on school head teachers in selected primary schools in Kasama District of Northern Province - Zambia. The chapter also presented the background to the problem, statement of the problem, research objectives and questions, significance of the study and theoretical framework applied to the study. The next chapter provides a review of related literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

In the previous Chapter the research study looked at the background of the impact of ELM training programme on school head teachers in selected primary schools in Kasama district of Northern Province. It gave the problem statement, purpose of the study, research objectives, delimitation of the study, significance of the study and the conceptual and theoretical framework.

This Chapter has attempted to review different and relevant literature on the impact of ELM on school head teachers and will present literature on the Leadership training programmes, application of Leadership programmes by school head teachers and the challenges encountered by head teachers in applying educational management programmes. A summary of literature review will be provided at the end of this chapter.

This chapter begins by looking at educational management and leadership training or development programmes in developed countries such as United Kingdom, America and Canada. Then later on it will look at developing countries like; South Africa, Cameroon, Kenya and zero into Zambia.

2.1 leadership training programmes

Leadership is defined as the ability to influence a group towards the achievement of a vision or set of goals. Leaders can emerge from within a group as well as by formal appointment. Organizations need strong leadership and strong management for optimal effectiveness. Leaders are needed to challenge the status quo, create visions of the future, and inspire organizational members to achieve the visions (Stephen and Timothy, 2015).

There has been a clear trend towards the adoption of formal management and leadership training programmes for school leaders and the requirements to broaden viewpoints in order to compete globally. This has led many countries to introduce formal development opportunities for aspiring and practicing teachers and principals. In countries as diverse as Canada, England, France, Scotland and the USA, a formal leadership qualification is required before senior leaders take up their posts. Elsewhere, there is more reliance on in-service

opportunities. The nature of the development process varies in line with the specific context and needs of the country, but the overall trend is towards preparing and developing leaders as a key dimension of school improvement. Global school partnership type of management and leadership is what is important in order to foster development.

Scott, et al. (2011) state that contemporary organizations operate in environments characterized by rapid change and increasing complexity. The development and education of leaders who are able to direct and perform effectively in these dynamic and multifaceted environments has become a top priority for organizations. In the United States, for example, approximately 25% of the \$50 billion that organizations spend annually on learning and development is targeted at leadership development and the focus on leadership education and development is expected to increase in the future (O'Leonard, 2010). A recent survey of 5,561 executives in 109 countries highlighted improving leadership development and the pipeline of future leaders as the most important human resources priority for learning institutions around the world (Strack, Caye, Lassen et al., 2010). However, many schools, such as London Business School and Wharton at the University of Pennsylvania, have revised their undergraduate or graduate programs so that leadership development courses and field experiences are part of the core curriculum. Consequently, even though the validity of leadership as an explanation for group and organizational outcomes is a source of much debate. However, business schools are institutions that have taken a clear and strong stand that leadership and leadership education are important.

Stephenson (2011) observes that leadership development has recently become a more important aspect of the United Arab Emirates (UAEs) educational system. In the recent past, UAE leaders have focused on the educational reform of school administration, assessment methods, and curriculum implementation as a means of enabling school heads to participate more fully in learning institutions through leadership roles. The vision statement of the UAE Ministry of Education is an educational system that harmonizes with the best universal educational standards, prepares the leader for a beneficial and productive life, and develops his ability for continuous learning to deal with the time's facts and to contribute to achieving enduring development for the learning institutions. Further, UAE has developed a mission statement that identifies the importance of leaders, teachers, and parents working together to achieve "the highest levels in educational performance in ways that help deepen the spirit of responsibility in all levels and develop people's obligation toward serving their community". In UAE an effective leadership program should ensure that all leaders not only succeed in

tasks associated with the formal leadership curriculum but also experience leadership opportunities in learning contexts or communities where social and cultural capital is enhanced on a level playing field, as they begin to contribute as members and leaders in the community.

Morgan (2015) asserts that school leadership requires knowledge, preparation, training, and continued professional development to facilitate the interactive participation of students. Farr (2011) identified six leadership strategies that have proven successful in increasing students' academic performance: setting big goals, getting students invested in their learning, planning purposefully, making adjustments as necessary, improving, and working tirelessly. Stumbo and McWalters (2010) assert that effective leadership facilitates the emergence of management and sustainable effort when teachers and principals work with students to help them to achieve academic success. An effective school system that supports the positive actions of leaders and teachers can help to decrease students' poor academic performance.

However, Ahsu (2014) argues that schools require effective leaders if they are to provide the best possible educational opportunities in the country. Indeed, there is broad international agreement about the need for schools and educational systems to enhance their capacity to improve the development of school leaders because in both developed and developing countries, poor performance of head teachers is detrimental to school effectiveness. One of the contributing factors to this poor performance is lack of structured leadership development programs. In Cameroon an in-service training includes a variety of management development experiences, for example school leaders training experiences on the job instructional learning programmes for both aspiring heads and head teachers; mentoring and coaching of aspiring heads in various aspects of educational management and administration as well as Leadership training programmes are similarly offered in annual seminars but there are no leadership standards or leader competences governing them. Unlike the UK's NPQH, (National professional Qualification for Headship) there is no certification requirement in Cameroon and no clear set of standards, expectations or essential prior experience for the headship position.

Similarly in Zambia, evidence shows that most of the head teachers have not received the relevant training programme. Currently school head teachers are generally hand-picked from the classroom and are not offered any training programme in educational management before taking over the position of head teacher. The major contest is not setting the standard of

having trained educational leadership school managers with the necessary skills to manage these schools as observed in the developed nations. However, most schools are run by head teachers who have not undergone ELM training programme.

In Zambia there was no mandatory training for head teachers that existed in developed nations. The MOE on in-service training of teachers proposed that it was essential for all those who were involved in one way or another in the educational enterprise to participate in various in-service programmes for teachers in primary, secondary schools, Heads of institutions and others in supervisory capacity to attend in-service training. This clause had not been strengthened by government over a long period of time to become a policy for all school head teachers in the country. Nevertheless, through Ministry of Education, Cooperating partners, the Teacher Education Directorate proposed to expand the scope of training head teachers in Educational Leadership Management in response to the education policy *-Educating Our Future* (MOE, 1996) which identified educational leadership management training programmes for school head teachers as a priority so as to make schools effective, efficient and qualitative in educational delivery. This was to equip teachers and other officers in the Ministry with educational leadership skills of how to manage schools effectively in line with the changes taking place in the educational sector of the 21st century and attempting to meet the vision 2030 of automating the Educational system (Mbobola, 2013).

The policy document MOE (1996) indicates that because of the centrality of knowledge, skills and technology in shaping the organization and productivity of the economy, education is a productive investment. Since knowledge, skills and technology develop and change so quickly, this investment must be continually renewed. Individuals must learn continuously throughout their lives, acquiring new skills and technologies. Investment in education, therefore, is of crucial concern in the strongly competitive climate of the modern world. Hence, the Government strongly reaffirms the important role education plays in human resource development as the basis of all other development.

Consequently, in Zambia, majority of head teachers are just promoted from the classroom without appropriate managerial skills. Education Leadership and Management Studies are not part of qualifications considered for a teacher to be promoted to a position of head teacher. MOGE (2016) indicates that, a head teacher for a primary school should have a Diploma in Education, or a BA, Ed, or B. Ed, or BSc. Ed, and with at least 3 years' experience as Deputy

Head teacher. While, Head teacher for a secondary school should have; a minimum of Bachelor's degree in education, with a teaching subject and at least 3 years' experience as Deputy Head teacher, and for Technical secondary school; a minimum of Bachelor's degree in Education, with a teaching subject in Mathematics, Natural Science or Design and Technology (or any component of design and Technology) and with at least 3 years' experience as Deputy Head teacher and finally, Head teacher for a school for continuing Education should have: a minimum of bachelors' degree in education, with a teaching subject and specialization in any of the Vocational subjects with at least 3 years' experience as Deputy Head teacher. Critically analyzing the qualifications of the four positions of Head teachers at primary, secondary, technical schools and school for continuing, ELM qualification is missing or not mentioned as a requirement. The prominent consideration is the teaching subject, which will not provide a head teacher with knowledge on the administration issues and managerial skills in school.

It suffices therefore to state that there is a growing concern in the Zambian educational systems regarding perceived leadership inadequacies amongst school leaders. In order to improve the management capacity of managerial and supervisory personnel, the Ministry of Education will train or re-train education managers to enable them to discharge their functions effectively. The policy document identified Educational Management and Leadership programs for school heads and deputy heads as a priority for making schools effective and raising the standards of education in Zambia. Such an indicator was a wake-up call for the Ministry to come to terms with the reality that something was seriously wrong with the manner in which we were educating our future.” In order to remedy the situation, there was need to introduce ELM training Programme for school manages. This was meant to improve head teachers' professionalism in areas of management.

2.2 Application of leadership programmes by school Head Teachers

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

and Timothy, 2015). This requires trained and committed teachers but they, in turn; need the leadership of highly effective leaders and the support of other senior and central managers.

In England, Day and Sammons (2016) assert that head teachers are held accountable for school performance through a highly developed national framework. This framework includes individual target-setting for each school, the publication of exam school results and a national inspection administration where reports on the performance of individual schools are publicly made available and parents are encouraged to examine these reports when choosing a school for their child entails that school leaders have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. The key dimensions for successful leadership should be defining the vision, values and direction, improving conditions for teaching and learning redesigning the organization; aligning roles and responsibilities, enhancing learning as well as redesigning and enriching the curriculum.

However, effective school head teacher provide a clear vision and sense of direction for the school. The focus is on the attention of staff and impact on the work of the learners. Head teachers should know what is going on in their classrooms. Therefore, head teachers should have a clear view of the strengths and weaknesses of their staff. Heads know how to build on the strengths and reduce the weaknesses. Thus, head teachers can focus their programme of staff development on the real needs of their staff and school. They gain this view through a systematic programme of monitoring and evaluation. In other countries such as Australia, Canada, New Zealand, the UK and the US, the role of a leader is seen as of prime importance in raising standards and promoting school improvement. In the Netherlands, goal setting is based on student outcomes which have become more common in improving efforts and in Finland a focus on outcomes is often stressed too. The role of learners has to be clear, observable and important in all teaching and learning processes.

Morgan (2015) describes school leadership within Jamaica's education system as where strong leaders develop guidelines and directives to influence and motivate people. According to him the essential characteristics of leaders are to provide motivation and stimulating intellectual curiosity and that leadership must be open, supportive and friendly to influence the performance of employees. He further mentioned that effective school leadership is the result of a manageable and sustainable effort that emerges when teachers and heads work

with students to help them to achieve academic success. An effective school system that supports the positive actions of heads and teachers can help to decrease students' poor academic performance through a distributed approach to classroom management, school environment, and academic performance. He also asserts that, research have stressed leadership as the bases to enhance learning, understanding, inclusion, performance, participation in managing educational change and organization of leadership role in school.

In application of leadership and managerial skills, it is important that heads take keen interest in supervision of their teachers. Kamla (2014) describes the details on purpose of supervision as the promotion and development of favorable setting for teaching and learning which eventually lead to the improvement of the school through supervision, whether it is internal or external should be seen as a conscious effort directed towards finding ways of improving the outcome of each school or educational institutions. Therefore, Supervision is seen as an important formal leadership role performed by one with supervisory skills and whose performance is geared towards the optimum achievement of stated educational goals. Therefore, school supervision must be holistic, scientific and be done very effectively taking into consideration the four crucial elements of the inspector, the school, the government and the public that are involved.

2.3 Challenges Head Teachers encounter in applying education leadership and management training programme in schools.

In United States of America (USA) there has been a higher rate of experienced teachers changing careers after a short time or do not enjoy their work a consequence of poor staff welfare practices as seen in low pay, lack of support from educational bureaucracy and a pervasive isolation. Teachers have joined other professions with adequate staff welfare practices that enable them feel satisfied with the job. Canada as well as Spain has equally experienced teachers changing careers after a short time. A parliamentary commission set to form an inquiry into the practice of changing career in both countries has established that it is partly due to the welfare practices offered by different learning institutions.

It also follows that most teachers are not satisfied with the welfare practices offered in their respective working stations hence they opt for other jobs. They see conflict as a part of human nature and they react to it by treating it as an opportunity to hear about new ideas and opinions. He added that everybody wants to resolve problems constructively. They

participate equally in decision-making, but each member understands that the leader might need to make the final decision if the team cannot come to a consensus (Scott, et al. (2011).

In Kenya, Otieno (2015) in his study revealed that the school management faces myriad of challenges in its effort to offer welfare practices. These are: Inadequate finances due to poor fee payment and unreliable government financial support, Lack of income generating projects in schools resulting into difficulty in sustaining school activities that requires financial support such as inadequate infrastructure. However, many schools lack adequate tuition blocks, multipurpose hall, school farm and room for expansion. Hence the teaching and learning of optional subjects are therefore affected negatively. There is also excess teaching work load of teachers as a result of poor staffing. The few teachers posted by the government have over 35 lessons. This results into poor curriculum delivery. There is inadequate support from Board of Management, P.T.C and the community. Most of the stakeholders in education are not pulling together in order to record success in education activities in school.

Further, staff financial constraints due to poor planning, over indulgence into personal happiness, high expectation, frustration and domestic are part of the challenges faced. In this regard, individual staff members suffer burn-out misunderstanding of current school situation and impatience from the teaching staff. Majority of members of staff do not understand the school financial situation particularly with the government financial support that is inadequate and unreliable. Teachers stagnating in one job group for a long time resulting into job frustration hence burn out. Stress; due to high teacher-student ratios that create extra work outside the normal working time economic inflations (Andevski, 2010). In some schools, team work is said but is not put to practice. The delivery of services collectively is therefore affected negatively.

In Uganda, the government recognized that education was a vehicle for national development and set up a commission that found that there was a need for a systematic identification of the needs of teachers so that the welfare practices programmes could be organized systematically (Castle Commission, 1963). The Commission also recommended large scale expansion of post primary schools. This involved construction of tuition blocks, staff houses and remunerating teachers properly for extra teaching loads. Lugamba (2001) argues that studying the development and administration of education in Uganda and attaining that goal remained elusive until close to the end of the century when the authority begun to implement

it. This reveals that Uganda had encountered and still facing the challenges of infrastructure construction outlined.

In Kenya, Mutuva (2012) reveals the challenges faced by head teachers as being lack of time due to work overload inhibited the senior teacher, deputy head teacher and the head teacher to do proper induction. Head teachers also faced the challenges of in-servicing and developing teachers who were resistance to change and that teachers lacked commitment towards learning and training. Housing for teachers was another challenge and poor syllabus coverage because of the effects resulting from problems in the school. Frequent and compulsory transfer of teachers including head teachers themselves is a challenge because the head teacher has no control over the transfer. Timetabling is another barrier to head teachers' leadership. Cases of senior members of staff allocating themselves the favorite slots in the timetable are common. Attempts to make timetabling both more equitable and efficient are met with strong resistance. This at times leads to political connections being brought in to put pressure on the head teacher to maintain the status quo.

In Zambia, MOE (2015) reviews that, the Revised Sixth national Development Plan especially acknowledges the challenges facing educators and pupils in rural areas, and notes, "Regional comparisons suggest that the quality of primary education in Zambia is one of the worst in Southern Africa". MOE (2014) describes that, the levels of learning achievement at the primary level in our country have not been satisfactory, and that improvements, if any, have been marginal. For example, Daily mail (2015) revealed the challenges that were encountered at Ntindi primary school in Nakonde district in Muchinga Province. The school according to the author, it catered for pre, primary and secondary school needs of the majority of the people of Nakonde district. The school comprised three classroom blocks, 31 pit latrines and a non-functional modern ablution block. In those three blocks were 21 class rooms that accommodated about 4,100 pupils comprising 3,400 pre and primary school pupils and 700 secondary pupils. Theoretically this pupil population translated into class sizes of about 190 pupils per class room. However, in reality the school administration had devised a method of juggling space, time, pupils and teachers in a bid to accommodate all the 4,100 pupils and hence this resulted in a class average of about 75 pupils. The 4,100 pupils were divided into four daily sessions for primary pupils and two daily sessions for the secondary pupils. Each session for primary pupils lasted approximately 3hours. Therefore, the school faced the challenges of classroom space; short class session of three hours per session meaning that there was compromise on teacher- pupil contact hours. Other challenges

included: understaffing of teachers, lack of running water, inadequate of proper toilets, lack of teachers' housing and lack of sports facilities.

Museba (2012) observed similar problems in Solwezi District. He revealed a lot of challenges that head teachers faced because of the introduction of the Free Basic Education Policy. It resulted into the abolishment of fees and left the schools to depend largely on government funding. However, the budgetary allocation to schools was very meager and remittance of funds was very erratic. Furthermore, there was increased access to education as demonstrated by increased enrolment figures from 62,810 in 2002 to 91,937 in 2011. These increased enrolment figures were mainly attributed to the introduction of the Free Basic Education Policy. The introduction of Free Basic Education Policy resulted into other challenges in education delivery. The challenges included: inadequate classrooms and desks, and dilapidated infrastructure. The teachers were demotivated due to inadequate staff accommodation, low housing allowances to rent decent houses, teachers were being overworked, and were unable to attend to individual needs of pupils, and they assigned inadequate homework and remedial work due to large classes and big volumes of books to mark. Consequently, the central government had failed to meet the needs of the schools to satisfy the massive enrolments. The quality delivery of education had been compromised. The literacy levels had gone down and the majority of pupils proceeded from one grade to the other unable to read and write.

2.4 Summary

This chapter has attempted to review different and relevant literature on educational and leadership management skills from other countries. This chapter reviewed literature on leadership training programmes, application of leadership programmes by school head teachers and the challenge head teachers encounter in applying ELM training programme in schools. Literature from different countries around the world such as United States of America, England, Canada, United Arab Emirates, Uganda and Kenya.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The previous chapter reviewed literature from different countries around the world related to educational leadership and management in schools and presented literature on leadership training programmes, application of leadership training programmes and the challenges encountered in applying leadership training programmes in schools and a summary was given on the gaps identified. This chapter presents the methodology used in the study, it presents the research designs, the target population of the study, sample and sampling procedures, procedures for data collection, research instruments used, and it also presents the methods of data analysis.

3.1. Research Design

Msabila and Nalaila (2013) define research as a plan on how a study will be conducted or a detailed outline of how an investigation will take place. It specifies conditions and optimum research procedures to be followed on conducting a research study. The study used descriptive Survey design to investigate the impact of ELM Training Programme on selected school head teachers in selected schools in Kasama district. Mertler and Charles (2011) define descriptive survey approach as a one shot survey for the purpose of simply describing the characteristics of a sample at one point in time. Descriptive survey was preferred because it simply involved randomly selecting of head teachers from the district where the study was conducted and surveying them in an attempt to describe their attitudes and behaviours as well as their experience in implementing of ELM training programme.

The study used mixed design which is both qualitative and quantitative approaches. Mixed design was preferred because the researcher took advantage of using multiple ways to explore a research problem. The researcher chose to use a pragmatic approach as this according to Creswell (2013) would help bring out the ‘what, when, where’ and ‘how, why’ for which the former set brings out quantitation data while the later brings out qualitative data. Creswell (2013) further alludes that pragmatists agree that research always occurs in social, historical, political, and other contexts and hence mixed methods studies may include a postmodern turn, a theoretical lens that is reflexive of social justice and political aims. Thus, for the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews,

and different assumptions, as well as to different forms of data collection and analysis in the mixed methods study.

3.2. Study Area

The study was conducted in selected primary schools in Kasama district of Northern Province. The researcher selected Kasama district because most of the head teachers who have done the course are based in most of the schools located in Kasama and it was within reach for the researcher to travel to the selected schools.

3.3. Study Population

Msabila and Nalaila (2013) defines population as a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. For this study the population consisted of selected head teachers, deputy head teachers, teachers and Senior Lecturers from Kasama College of Education and in Kasama district.

3.4. Study Sample

Goodwin (2010) defines a sample as a subset of a population that is used to represent the entire group as a whole. A study sample is preferred because it is often in particular to survey every member of a particular population due to the absolute number of people is simply too large. Therefore, in this study the sample consisted of 60 respondents, 10 head teachers; 10 deputy head teachers; and 10 senior teachers, 20 class teachers, 5 Standard Officers and 5 Lecturers.

3.5. Sampling Techniques

Boundless (2016) defined sampling Technique as the selection of a subset of individuals from within a statistical population. The respondents from the selected schools were chosen through purposive sampling. Black (2010) defines purposive sampling as non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. It was preferred because the researcher was purposely hand picking individuals from the population based on the authority’s or the researcher’s knowledge and judgment, (Masabila and Nalaila, 2013). This type of sampling is also useful in situations where the researcher would need to reach a targeted sample quickly and will result in saving time and the cost is lower. When selecting head teachers, the researcher

considered head teachers who had acquired ELM training programme because these were the best respondents to provide appropriate data required for this study

3.6. Research Instruments

Data collection instrument refers to the device used to collect data, such as a paper questionnaire or computer assisted interviewing system, focus group discussion and observation. Census Bureau (2010) states that methods can be divided into primary and secondary data collection methods. Primary data collection methods are questionnaire administration, interviewing, focus group discussion and observation. Secondary collection methods are documentary analysis, narrative analysis, history inquiries, films, videos and photographs. The research instruments used under primary data collection methods are questionnaire, interview schedules, and observation checklists. The research instruments under secondary data collection methods are documents like journals, reports, films, videos and photographs (Msabila and Nalaila, 2013).

3.7 Data Collection Procedure

Data was collected as follows:-

(a). Face to face interviews was administered to Head teachers. It was preferred because the interviewer (researcher) was the one that had control over the interview and kept the interviewee focused and on track to completion.

(b). Interview was administered to the deputy head teachers, senior teachers and teachers. Interviews consisted of collecting data by asking questions. In this study; structured interview was administered because data was collected by listening to individuals and there is order in the way questions are already scheduled. It gives room for more explanation to clarify the researcher's question (if needed) and to ask the respondents to provide more explanation if the answer provided is vague and needs probing (Abawi, 2013).

(c). Questionnaires were administered to lecturers. A questionnaire is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents. According to Bounders (2012) Questionnaires have been considered appropriate because questionnaires allow collection of both subjective and objectives data in a large sample of the study population in order to obtain results that are

statistically significant. It also saves time and it allows uniformity in the way questions are asked.

(d). Questions were in open and closed format. Questionnaires can measure both qualitative and quantitative data, but it is more appropriate for quantitative data collection (Abawi, 2013). Permission was sort from the District Education Board Secretary in Kasama district in the month of July, 2017. The questionnaires were distributed to the respondents. Thereafter the respondents were given five days to respond to the questionnaires. Face -to- Face interview for the head teachers and structured interview for deputy head teachers, senior teachers and teachers was conducted at the same time but at separate intervals. Deputy Head teachers, senior teachers and teachers were put together to make one group.

3.8. Data Analysis

Qualitative data collected was analyzed through thematic analysis while quantitative data was processed, analyzed and presented in tables under sub themes. Descriptive analysis, frequencies and percentages were used. A summary of all analyzed data was compiled in sub-themes to come up with overall themes under each objective and used to report the findings of the study.

3.9 Ethical Considerations

Research ethics promote the values that are essential to work in partnership, such as trust, accountability, mutual respect, fairness, confidentiality and the process of informed consent. Therefore, Ethical concerns were observed in this study. Permission to conduct this study was sought from the relevant authority at the University of Zambia, the Provincial Education Office, sand the District Education Board Secretary's Office, The Principal, Kasama College of Education and the Head teachers of respective Primary Schools. Consent was also sought from the participants before they took part and the purpose of the study was explained to the respondents. The respondents were permissible to participant willingly. The names of the respondents and of the schools were not disclosed in anyway. Furthermore, the participants were assured that all data collected during this study was specifically for academic purposes and was kept strictly confidential.

3.10 Summary

The chapter has presented the methodology used in the study. It focused on the research design, sampling techniques and procedures, the sample size and methods used to collect and analyze the findings of the study. The next chapter presents the research findings.

CHAPTER FOUR

FINDINGS

4.0 Overview

The previous chapter elucidated on the research's methodology starting from the research design through to the piloting of the data collection instrument. The current chapter describes how the collected data was prepared and presented for analysis. The findings are based on the following study's research questions:

- (i) What are the head teacher's views on ELM training programme?
- (ii) To what extent have the head teachers applied the acquired skills of ELM in their schools?
- (iii) What challenges do head teachers encounter in applying ELM skills in schools?

4.1. Presentation of Findings

This section will present findings for each research question. The data was collected from sixty (60) respondents namely 10 head teachers, 10 deputy head teachers, 10 senior teachers, 20 class teachers, 5 standard officers and 5 lecturers. Data collection instruments used were semi-structured questionnaire, interview schedule and Focus Group Discussions and the responses to questions under each of the above three main questions are presented in frequency and percentage tables with narrations below each chart and table. Further, the chapter presents detailed findings for both quantitative and the qualitative data side by side or concurrently in line with the research questions. The presentations will be in order of the research questions as they have been stated. For each research questions, the researcher presents the quantitative data first then qualitative data.

4.2. Demographic data

The total number of respondents was 60. Of the 60, 26 were male respondents representing 43.3 % and 34 were female, representing 56.7 %. Owing to how sensitive some people may find in disclosing their age, the administered questionnaire requested for only the age range. The respondents' ages ranged from 21 to above 51.

4.3. Distribution by Gender

The demographic characteristics of the respondents by gender are shown above are summarized in the table 1 below:

CATEGORY	GENDER				TOTALS
	MALE		FEMALE		
	Number	%	Number	%	
Head Teachers	6	60	4	40	10
Deputy Head Teachers	4	40	6	60	10
Senior Teachers	5	50	5	50	10
Class Teacher	7	35	13	65	20
Standard Officers	2	40	3	60	5
Lecturers	2	40	3	60	5
TOTALS	26	43.3	34	56.7	60

Table 1: Author's field compilation, 2017

According to the data on the table, the gender disparities in administration are not very wide, there are more male head teachers but the female gender also dominates the deputy headship while the position of senior teacher is evenly distributed between the two genders.

4.4. Respondents by Age

The table below shows age distribution of the respondents.

AGE GROUP	GENDER				TOALS	PERCENTAG ES %
	MALE		FEMALE			
	Number	Percentage %	Number	Percentage %		
21 – 30	5	19.2	7	20.6	12	20
31 – 40	9	34.6	14	41.2	23	38.3
41 – 50	7	26.9	7	20.6	14	23.3
Above 51	5	19.2	6	17.6	11	18.3
	26	100	34	100	60	100

Table 2: Author's field compilation report, 2017

From the data collected, the author found that the biggest number of respondents lay in the age group from 31 to 40 for both genders that is 34.6 % of the male respondents and 41.2 of the female respondents fell in this age group.

4.5. Academic Qualifications

As far as the researcher was concerned, academic qualifications are cardinal in the sense that they can be used as a yard stick with which to judge the input of the workers. The assumption is that if all subject teacher and administrators in schools are evenly matched as far as academic qualifications are concerned, why then should there be a lower and poor work input and consequential output. Out of the 20 class teacher participants, 7 were male and 13 female and of the management and administration staff, 15 were male and 15 were female. Table 3 below shows the academic qualification of the above listed respondents.

Management / Administrative Position	GENDER								TOTAL
	MALE				FEMALE				
	No	Ma	Bd	Dp	No	Ma	Bd	Dp	
Class / Subject teachers	7		4	3	13		5	8	20
Senior Teachers	5		4	1	5		2	3	10
Deputy Head Teachers	4		3	1	6		4	2	10
Head Teacher	6	1	4	1	4		3	1	10
Standard Officer	2	1	1		3		3		5
Senior Lectures	2	1	1		3		3		5
TOTALS	26	3	17	6	34		20	14	60

Table 3: Shows the qualification of the respondents

From the table above, it can be deduced that the Ministry of General Education has well qualified workers at the appropriate levels. At the subject teachers' level, 4 of the 7 male teachers representing 57 % had bachelor's degree while for females 5 out of 13 had bachelor's degree, representing 38.5 %. Poor results and performance in schools can therefore not be attributed to lack of qualified teachers. As far as administrators are concerned, they too had good qualifications for instance 3 out of 4 male deputy head teachers had a bachelor's degrees representing 75 %, while for female deputy head teachers, 4 out of the 6 representing 66.7 % and 2 had Primary Teachers Diplomas. At the head teacher level, 4 respondents had bachelor's degree and 1 had a master's degree hence there were 5 respondents out the 6 who had a bachelor's degree and above giving 83.3%. For the female

respondents the researcher found that out of the total of 4 respondents, 3 had bachelor's degree, representing 75 % and there was only one with a secondary diploma. On the part of the standard officers, none of the respondents, both male and female had a diploma because their qualifications started from bachelors' degree, that is, 4 out of 5 representing 80% for both genders and there was one with a master's degree. It was also found that among the 5 lecturers interviewed, the minimum qualification they had was a bachelor's degree and one had a master's degree. Clearly, the above scenario shows that variations and disparities in performance cannot be attributed to lack of academic qualifications of the school managers but rather a particular lacking in specific qualification for education leadership and management in the school managers.

4.6. Tenure of office for administrators

The researcher wanted to know how long the administrative officers served in their present position and this was only applicable to officers starting from senior teachers up to the head teacher. It was the researcher's assumption that the more time an officer occupies a position of authority, the more they become experienced in executing their duties. The foregoing would make the officer more efficient because they would have learnt and acquired working strategies with time and their output would be more quality able. The researcher found that there is high tenure of office for officers in positions of management and that there are more officers in the bracket of tenure above 5 years of service in their current positions in schools. Out of the Senior teachers, Deputy head teachers and Head teachers, only a total of 7 respondents out of 30 both male and female representing 23% had 3 years and below in terms of work experience in their current positions while 12 administrators out of 30 representing 40 % had between 5 and 9 years of work experience in their current position and lastly there was only one head teacher with over 10 years in their appointment as head teacher. Efficiency with regards to work delivery comes with long experience hence some of the achievements in management of the schools have come as a result of experience and not skill acquisition in Education Leadership and Management.

POSITION	TENURE	NUMBER	
		MALE	FEMALE
SENIOR TEACHERS	Below 3 years	2	2
	3 to 5 years	1	1
	5 to 7 years	1	2
	7 to 9 years	1	
	10 years and above		
DEPUTY HEAD TEACHERS	Below 3 years	1	2
	3 to 5 years	1	1
	5 to 7 years	1	3
	7 to 9 years	1	
	10 years and above		
HEAD TEACHERS	Below 3 years		
	3 to 5 years	2	1
	5 to 7 years	1	2
	7 to 9 years	2	1
	10 years and above	1	

Table 4: Shows the tenure of office for respondents

4.7. Research findings in line with research questions

4.7.1 What are the head teacher's views on ELM training programme?

The researcher wanted to know whether the head teachers had knowledge of the ELM programme in terms of where it is being offered, the duration, what are the advantages of ELM and would they like to pursue the program. The researcher also wanted to know from the respondents who have undertaken this program and those who were pursuing the ELM program, the effects of ELM. The researcher wanted to know whether this program is making a difference in education management.

4.7.2. The head teacher's views on ELM training programme.

Here the researcher wanted to gather information on head teacher's views and perceptions of the ELM programme. Of the 10 selected schools, 3 head teachers had undergone ELM training, 2 were currently pursuing the ELM program and 5 had not done the ELM. Table 4 below shows the views of head teacher on the ELM programme.

ATTRIBUTES	NO	YES
Do you know what ELM is	2	8
Have you attended an ELM programme	5	5
ELM is a management course whose aim is to improve education management in schools	0	10
ELM is necessary and must be compulsory for all head teachers	0	10
You now understand better your responsibilities as head due to ELM	2	8
Resource mobilization improves with knowledge of ELM	1	9
Resource utilization improves with ELM	0	10
Does ELM make someone a better manager of a school	0	10
Given a chance, would you take up the ELM course at a higher level	0	10

Table 5: Researcher's Field compilation 2017

From the main attribute listed on the table above, it is conclusive that nearly all head teachers knew the ELM programme and they appreciated its impact and influence in the management of a school. Those pursuing the course appreciated it and said they wish they had started the course earlier on in their career. Many of them said ELM equips the head teacher with better knowledge to run and manage the school. Those that had not yet done the course expressed willingness to do the course should a window of opportunity come their way because they stated that their friends who have done it or were currently pursuing it seem to have made positive strides and improvements in their managerial skills.

4.8. Findings on Research Question Two: To what extent have the head teachers applied the acquired skills of ELM in their schools?

The researcher wanted to find out the extent to which the school managers applied the acquired knowledge in Education Leadership and Management programme. Therefore, the researcher wanted to assess the administrative prowess in terms of resource utilization and programs being undertaken in the school. The main respondents here are the deputy head teachers, senior teachers and class teachers.

4.8.1. Findings on Deputy Head teacher's views on their head teachers, with regards to how effective school managers they are.

In attempt to get this data, the researcher compared the views of the deputy head teachers in schools where the head teacher had either done the ELM program or was currently pursuing it with those that had not done ELM. The respondents under this category were 10 deputy head teachers of which 3 came from schools where head teachers are trained in ELM and 2 were from schools where head teachers were currently undergoing ELM hence these were grouped together as school with knowledge about ELM. The other five deputy head teachers came from schools whose head teachers were not trained in ELM and neither were they currently studying at the time of the research. Table 5 below shows the views of Deputy Head teachers on head teachers in terms of how well they manage their schools.

ATTRIBUTES	D/Head teachers in schools with or pursuing ELM		D/Head teachers in schools without ELM	
	YES	NO	YES	NO
Possesses a good and Clear Vision for the School	4	1	3	2
Efficient at Mobilizing resources for the school	5	0	2	3
Efficient at utilizing resources in school	5	0	1	4
Provides good and efficient leadership	4	1	1	4
Motivates his staff and pupils very well	4	1	2	3
Good supervisor, manages the teaching and learning activities	5	0	2	3
Provides teaching and learning materials	5	0	2	3
Planning, coordination, implementation of programs	5	0	1	4
Monitoring and evaluation of school programs and activities	5	0	1	4
Sees to it that teaching and Learning takes place	4	1	1	4
Creates a conducive environment for teaching and learning	5	0	0	5

Table 6: Authors field compilation report, 2017.

From the table above it can be observed that deputy head teachers from schools whose head teachers have either undergone or were at the time of the research pursuing the ELM scored higher points for their head teachers' managerial skills and many other aspects of education management. They asserted that their head teachers were good leaders, visionary, creative in resource mobilization and efficient in resource utilization. Further, they stated that their head teachers were team leaders, good delegators, and motivated staff and pupils very well and lead them towards achieving their set goals, they provided teaching and learning materials and good managers of the teaching and learning environment. On the other hand, the deputy head teachers from schools whose head teachers have not undergone ELM very little positive attributes for their head teachers. They observed that some of the head teachers depended entirely on government grants to run their schools hence teaching and learning materials were in short supply, cleaning materials in school were not even head of, they were always on the move and their presence in school was scanty.

4.8.2. Findings on senior teacher's views on their head teachers, with regards to how effectively they manage their schools.

In an attempt to get this data, the researcher compared the views of the senior teachers in schools where the head teacher had either done the ELM program or was currently pursuing it with those that had not done ELM. The respondents under this category were 10 senior teachers of which 3 came from schools where head teachers are trained in ELM and 2 were from schools where head teachers were currently undergoing ELM hence these were grouped together as school with knowledge about ELM. The other five senior teachers came from schools whose head teachers were not trained in ELM and neither were they currently studying at the time of the research. Table 6 below shows the views of senior teachers on head teachers in terms of how well they manage their schools.

ATTRIBUTES	Senior teachers in schools with or pursuing ELM		Senior teachers in schools without ELM	
	YES	NO	YES	NO
Possesses a good and Clear Vision for the School	4	1	1	4
Efficient at Mobilizing resources for the school	5	0	0	5
Efficient at utilizing resources in school	5	0	1	4
Provides good and efficient leadership	4	1	1	4
Motivates his staff and pupils very well	4	1	2	3
Good supervisor, manages the teaching and learning activities	5	0	2	3
Provides teaching and learning materials	5	0	2	3
Planning, coordination, implementation of programs	5	0	2	3
Monitoring and evaluation of school programs and Activities	5	0	1	4
Sees to it that teaching and Learning takes place	4	1	1	4
Creates a conducive environment for teaching and learning	5	0	0	5

Table 7: Author's compilation of the field report, 2017

4.8.3. Findings on Class teacher's views on their head teachers, with regards to how they manage their schools effective.

In attempt to get this data, the researcher compared the views of the Class teachers in schools where the head teacher had either done the ELM programme or was currently pursuing it with those that had not done ELM. The respondents under this category were 20 Class teachers of which 6 came from schools where head teachers are trained in ELM and 4 were from schools where head teachers were currently undergoing ELM hence these teachers were grouped together as school with knowledge about ELM. The other 10 Class teachers came from schools whose head teachers were not trained in ELM and neither were they currently studying at the time of the research. Table 7 below shows the views of Class teachers on head teachers in terms of how well they manage their schools.

ATTRIBUTES	Class teachers in schools with or pursuing ELM		Class teachers in schools without ELM	
	YES	NO	YES	NO
Possesses a good and Clear Vision for the School	8	2	3	7
Efficient at Mobilizing resources for the school	10	0	4	6
Efficient at utilizing resources in school	10	0	2	8
Provides good and efficient leadership	8	2	3	7
Motivates his staff and pupils very well	8	2	4	6
Good supervisor, manages the teaching and learning activities	10	0	4	6
Provides teaching and learning materials	10	0	5	5
Planning, coordination, implementation of programs	10	0	3	7
Monitoring and evaluation of school programs and activities	10	0	4	6
Sees to it that teaching and Learning takes place	8	2	5	5
Creates a conducive environment for teaching and learning	10	0	3	7

Table 8: Author's field report compilation 2017.

The table above shows the class teacher's views and perceptions on their head teachers in terms of their school management attributes. The author wanted to get class teacher's perceptions because they are on the ground where the core business of teaching and learning takes place. Teachers are the ones that feel the impact of availability or non-availability of teaching and learning materials, they are the targets of inspection and supervision hence well placed to answer the questions and attributes that the researcher used as parameters to measure the effectiveness and impact of the ELM program on the management of the school and eventual impact on educational outcomes. From the table, it can be deduced that the teachers in schools where head teachers were trained in ELM scored highly for their head teacher's and generally they had a good and positive perception with regards to their head teachers' management skills.

On the other hand, teachers from schools whose head teachers did not undergo the ELM training had little to write home about concerning their head teachers' management skills.

They asserted that their head teachers never practiced Monitoring by Walking around (MBWA), they were just glued to their office tables and always eager to leave the school. They never monitored teachers files or counter check and verify what the deputy or senior teacher would have observed. Some said their schools run short of finances by week 6 and hence teaching and learning materials were really rationed to the waste minimum levels.

4.8.4. Findings on Standard Officers views on the head teachers, with regards to how effective school managers they are.

In attempt to get this data, the researcher had to find out the views of the standard officers on the observations they make as they carry on their observations and inspections in schools where the head teacher had either done the ELM program or was currently pursuing it in comparison to their findings in schools whose head teachers had not done ELM. The respondents under this category were 5 standard officers of which 3 came from DEBS' office and 2 were senior education standards officers from the PEO's office. This group of respondents was of prime significance to the researcher because they are compliance officer so to say. Their job is to see to it that head teachers adhere to current policy and implement it to the letter. Besides, they are standards officer whose duty is to see to it that head teachers attempt to improve standards of education to quality levels of education outcomes. Table 8 below shows the views of standard officers on head teachers in terms of how well they manage their schools.

ATTRIBUTES	Head teachers in schools with or pursuing ELM		Head teachers in schools without ELM	
	YES	NO	YES	NO
Possesses a good and Clear Vision for the School	5	0	2	3
Efficient at Mobilizing resources for the school	5	0	1	4
Efficient at utilizing resources in school	4	1	2	3
Provides good and efficient leadership	5	0	2	3
Motivates his staff and pupils very well	5	0	2	3
Good supervisor, manages the teaching and learning activities	5	0	2	3
Provides teaching and learning materials	5	0	1	4
Planning, coordination, implementation of programs	5	0	1	4
Conducts CPD activities in school	5	0	1	4
Monitoring and evaluation of school programs and activities	4	1	2	3
Sees to it that teaching and Learning takes place	5	0	2	3
Creates a conducive environment for teaching and learning	4	1	2	3

Table 9: Authors field report compilation 2017.

The data collected from standards officers show that the ELM program has a positive impact and influence on education management. Most school with head teachers that had undergone ELM or were pursuing ELM were better managed than those with head teachers without ELM training.

4.8.5. Findings on Senior Lecturer's views on the head teacher's managerial skills with regards to how effective they are in managing their schools.

This group of respondents was cardinal in as far as the researcher was concerned because these respondents interact with the school managers before they begin the course, during the course and after the completion of the course. They ask them to write assignments and carry out researches on a number of education management topics and assess how they articulate issues. Further, the senior lecturers also gather field report on their students as they conduct school based practicums. The senior lectures also access more information on head teachers'

management skills when they go round schools to monitor their pre service student teachers who are on school based teaching practice. Table 9 below shows the school head teachers' management skills as rated by senior lecturers.

ATTRIBUTES	Senior Lecturers' ratings on the management skills of head teachers		
	Before ELM	During ELM	After ELM
Possesses a good and Clear Vision for the School	2/10	6/10	9/10
Efficient at Mobilizing resources for the school	1/10	5/10	9/10
Efficient at utilizing resources in school	3/10	6/10	10/10
Provides good and efficient leadership	3/10	7/10	10/10
Motivates his staff and pupils very well	4/10	7/10	9/10
Good supervisor, manages the teaching and learning activities	4/10	6/10	10/10
Provides teaching and learning materials	3/10	6/10	10/10
Planning, coordination, implementation of programs	4/10	7/10	9/10
Conducts CPD activities in school	4/10	7/10	10/10
Monitoring and evaluation of school programs and activities	2/10	7/10	10/10
Sees to it that teaching and Learning takes place	2/10	8/10	10/10
Creates a conducive environment for teaching and learning	3/10	7/10	10/10

Table 10: Author's field report compilation 2017

It is clear to note from the table that the respondents allocated good scores to head teachers who were pursuing the ELM program or those who had undergone the ELM program as compared to those that did not undergo the training.

4.9. Findings on Research Question Three: What challenges do head teachers encounter in applying ELM skills in schools?

The researcher takes cognizance that every program has its success and challenges and hence this researcher wanted to know whether the Education Leadership and Management course had challenges if any and if not why haven't all the head teachers and senior education management staff undertaken the course.

4.9.1. The researcher wanted to find out if at all there were challenges that head teachers faced in implementing and applying ELM skills.

The main respondents here were the head teachers themselves because they were the main targets of the course and they are implementers of the knowledge and skills acquired through the programme. It is the head teachers themselves whose capacity is built. It is envisaged that they would be keen to apply the knowledge they would have acquired in order to run and manage their schools even better. Table 10 below shows the head teachers’ challenges in applying ELM programme knowledge in their schools.

AREAS THAT PAUSE CHALLENGES IN APPLYING ELM	RATINGS	
	YES	NO
Geographical location of the school	10	0
Traditional norms and the social cultural values of the community	8	2
Literacy levels of the community where the school is located	8	2
Economic fundamentals prevailing in the school community	10	0
Political interferences in the running of the school	10	0
Prevailing government policy	7	3
Funding and Funding modalities from central government	10	0
Inconsistencies in policy matters	9	1
Lack of management training aspects in teacher training program	7	3
Lack of financial education in the teacher training program	9	1
Inadequate staff in schools	10	0

Table 11: Authors field report compilation, 2017.

From the table it can be observed that there are a number of bottlenecks that pause as a challenge to implementing the ELM programs in schools and there are also a number of stakeholders that may either impede or indeed boost the implementation of the ELM program. The head teachers identified geographical location of the school, social cultural heritage of the area surrounding the school, education background and literacy levels of the school community, government policy among others. Head teachers also identified stake holders such as politicians, traditional authorities, parents, churches, the teaching staff and the pupils themselves. Yet another contributing factor to the challenges of applying ELM in schools is the curriculum of the teacher education programme which is apparently not putting emphasis on financial management, stores management and purchasing and supply.

4.9.2. The researcher wanted to find out the disparities between schools in rural areas and those in urban areas in terms of challenges that head teachers faced in applying ELM skills.

The main respondents here were the head teachers themselves because they were the main targets of the course and they are implementers of the knowledge and skills acquired through the program. Besides the school head teachers were the custodians of school data and observed the school trends quite keenly. In this category, the respondents were asked to rate their schools out of ten in the parameters observed like absenteeism, school dropout, teenage pregnancies, re-entry, and community support, pass and progression rates. The graph below shows the comparison between rural and urban schools in terms of parameters like absenteeism, school dropout, teenage pregnancies, re-entry, community support, pass and progression rates.

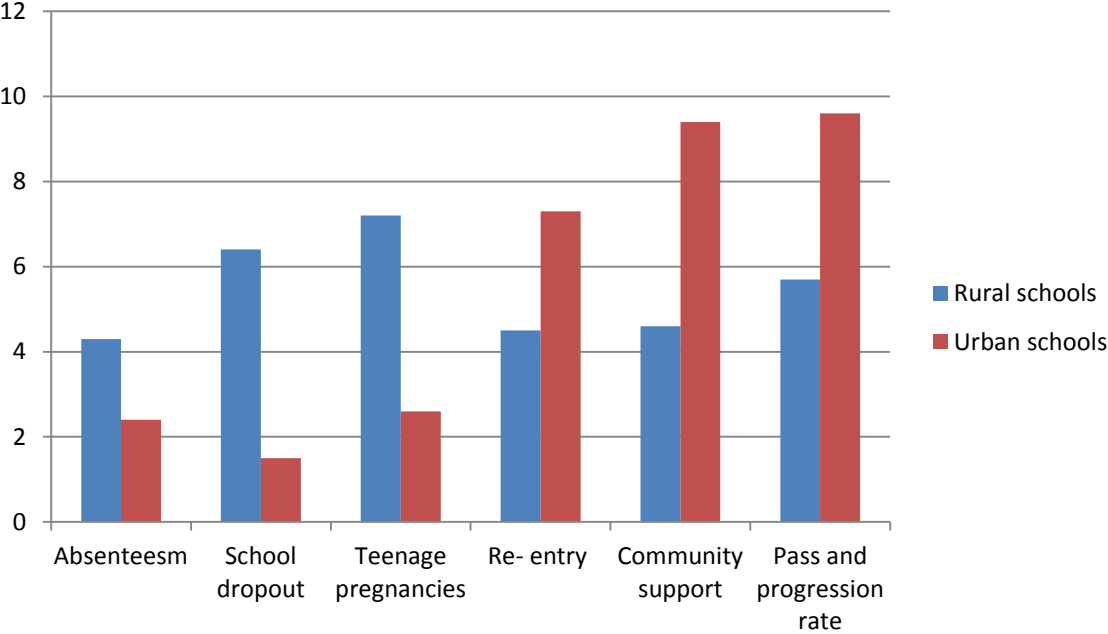


Figure 1: Disparities between schools in rural areas and those in urban areas in terms of challenges that head teachers faced in applying ELM skills.

It was observed that absenteeism, school dropout and teenage pregnancies were more prevalent in rural schools than urban schools while on the other hand re-entry, community support and pass and progression rates were higher in urban schools than in rural schools.

4.10 Summary

This chapter presented and analyzed the findings of the study using narrative reports and tables in relation to the research questions set out in chapter one. The next chapter discusses and interprets the findings in relation to the objectives of the study.

CHAPTER FIVE

DISCUSSION

5.1 Overview

The aim of this study was to investigate the impact of ELM training programme on school head teachers in selected schools of Kasama District. Data was collected through a questionnaire schedule, interview guide and focus group discussion guide. The research sought to answer questions ranging from views of head teachers on ELM training program To what extent head teachers have applied the ELM skills in their Schools and What challenges do head teachers encounter in applying ELM skills in schools?

This chapter therefore discusses findings regarding impact of education leadership and management (ELM) training programme on school head teachers in selected primary schools in Kasama district of Northern Province, Zambia. The discussion contains quantitative data which was objective and qualitative data which was subjective and will be discussed based on the research objectives starting from the first objective to the third objective. The objectives of this research were as follows:

- (i) To establish head teachers' views on ELM training programme.
- (ii) To investigate the extent to which head teachers have applied the acquired skills of ELM training programme.
- (iii) To establish the challenges head teachers encounter in applying ELM Training Programme in schools.

The Hypothesis of the research stated that: It is assumed that school Head teachers who have undergone ELM Training Programme are more effective and efficient in managing their Schools than those who have not.

5.2 Objective 1: To establish head teachers' views on ELM training programme.

The first objective of this research as highlighted was to establish the head teacher's views on the ELM training programme and the views will be discussed in themes.

5.2.1. Ability to manage finances

Finances are a major resource that can break or make a school. The success rate of school head teachers can be enhanced by how they manage finances in schools. School financial management spans from collection of school fees, banking and prudent management. The

research showed that ELM trained head teachers became better financial managers than the head teachers not trained in ELM. They strictly adhered to laid down financial regulations. They had better and more knowledge in government procurement procedures, stores and stock management in schools. They conducted financial committee meetings and sat with the deputy head and other concerned stakeholders to draw up budgets for the term or an existing program or project. Kulbir (2013) supports the financial aspect of the school administration as an important one. He asserts that the institutions should enjoy financial security. The administration also involves well considered budgeting. The priorities in expenditure should be clearly laid down. It must ensure proportionate allocations for various requirements. There should not be any haphazard spending. At the same time, a school should not always be haunted by the idea of scarcity of funds. Ashu (2014) supports that supervisory skills will assist the school head teacher to scrutinize the accounts of all the government and students' funds. School head has to see that funds are not misused and misappropriated. He/she has to verify the school books of accounts, stocks of equipment and apparatus.

5.2.2. Planning and goal setting

Planning is a process that includes defining goals, establishing strategy, and developing plans to coordinate activities. Results showed that head teachers had embarked on planning as they realized that goal setting and planning for achievement is cardinal in management of schools. Head teachers reported that to be an effective planner, they look ahead, set goals, and develop a design for future action. They decide what the teachers will achieve through planning continuously and therefore according to them planning bridges the gap between where teachers are and where leaders want them to go. Research showed that head teachers revealed that planning promoted team building and a spirit of cooperation. When the plan is completed and communicated to teachers in the school, everyone knows what their responsibilities are, and how other areas of the school need their assistance and expertise in order to complete assigned tasks. They see how their work contributes to the success of the school as a whole and can take pride in their contributions (D'Souza, 2011).

5.2.3. Efficient use of resources

All the government schools, whether secondary or primary have limited resources. Therefore school head teachers need to have the knowledge of utilizing resources in schools. Results showed that head teachers have become effective in allocating the resources in a way that

will enable the school to achieve its goals and objectives. In addition productivity is maximized and resources are not wasted on projects with little chance of success.

5.2.4. Staff motivation

Motivation is the processes that account for an individual's intensity, direction, and persistence of effort towards attaining a goal. Results showed that some head teachers improved teaching and learning indirectly through their influence on staff motivation. The head teachers revealed that with the skills acquired from ELM, they employed many strategies in order to motivate teachers by influencing their behavior with the view to improving the moral and job performance among staff. Strategies employed included; giving praise, appreciating teachers' work efforts by awarding them with presents and writing congratulatory letters to excellent performing teachers, giving responsibilities to teachers and providing good school environment. Kumar (2013) Commented that school managers have always been acute to find the simplest, surest, and most direct way of getting someone to do something by administering a kick in the backside. School managers also motivate their employees by offering them incentives, status, and promotions as rewards for doing what they ask them to do. D' Souza (2011) emphasized that teachers' desires to do something arise from their felt needs. When they act, they do so in ways that enable them to satisfy those felt needs. This means teachers usually have reasons for doing what they do.

5.2.5. Ability to delegate

Delegation involves leaders assigning jobs to subordinates and giving them the necessary authority to get the jobs done. Results showed that majority of the head teachers (100%) were able to delegate work to their teachers than before undertaking ELM training programme. The head teachers revealed that delegation of responsibilities to their subordinates increased their own time to concentrate on important work that made major contributions to their schools. It also gave an opportunity to share the goals and vision of the school as the officer to whom authority has been delegated will have a feel of what the head wants to do and hence he or she will be more engaged at their level. Barber et al (2010) noted that ...'high-performing' Principals did not necessarily work longer hours than other Principals; however, more time was spent with other people in their schools: they walk the halls more, spend more time coaching teachers, interact more often with parents and external administrators, and spend more time with students. On the other hand, the head teachers revealed that non-delegation often resulted in every work slowing down especially when they were away and

bottlenecks happened such as slow decision making and sometimes deadlines get missed citing an example of submission of grade one assessment results and school returns. D'Souza (2011) commented that when leaders delegate technical duties and routine decisions to employees, they have additional time to handle the critical decisions. They can devote more time to the duties that will result in an improvement in the quality of their own performances.

5.3. Objective 2: To investigate the extent to which head teachers have applied the acquired skills of ELM training programme.

The success of every organization depends to large extent on its leader. It is cardinal therefore for a head teacher to have good leadership qualities and managerial skills. Leadership qualities are shown through commitment, decision making, being optimistic, resource mobilization, and supervisory skills among others. This gave proof that school managers in these schools were innovative and resourceful as a result of having undergone the ELM training. The following paragraphs discuss the extent to which head teachers have applied the acquired skills of ELM training programme in themes.

5.3.1. Head teachers understand better their roles

The role of head teacher is seen as pivotal to the success of the school, and there are many successful reports which confirm the power of the head teachers to revitalize a school. Head teachers can no longer work behind closed doors, the job is increasingly open to public scrutiny and head teachers have to be demonstrably and measurably effective. Therefore, results showed that senior teachers and class teachers revealed that most head teachers (80%) demonstrated better understanding of their roles and responsibilities and perceived themselves as exerting strong influence in matters such as school policies for example monitoring homework policy ensuring that all teachers adhered to the set timetable in order to promote good results in school. Head teachers were capable of providing good communication channels and practiced instructional support to make effective decisions, leading CPD programmes and matters that had a bearing on learning achievement. Morgan (2015) stipulates that essential qualities and skills involved in leadership can be learned and developed through education and experience. Head teachers can learn to communicate clearly, to make effective decisions, to motivate and inspire, to maintain and show respect for and trust in subordinates, to be just in making judgment, to instruct clearly and to be patient with mistakes, to be loyal to followers and tough in their behalf, to be humble and open to new ideas and different opinions, to keep a sense of humour, and know how to relax.

Stephenson (2011) highlighted that leadership development has recently become a more important aspect of the United Arab Emirates (UAEs) educational system. In the recent past, UAE leaders have focused on the educational reform of school administration, assessment methods, and curriculum implementation as a means of enabling school heads to participate more fully in learning institutions through leadership roles.

5.3.2 Support Professional growth of the teachers

The results showed that 90% of the head teachers that undertook ELM encouraged and supported their senior teachers and teachers to pursue their studies in different higher learning institutions. Other teachers were supported to attend workshops in line with their field of specialization for example; the grade one and grade five teachers, and teachers handling Computer studies were supported to attend workshops in their specialty subjects in relation to 2013 Revised Curriculum. With that staff development teachers were motivated to work hard and this resulted in improved teaching and learning which contributed to good improvement school results. Richardson (2011) asserts that along with the utilization of their best services, the administration has also to take care of further growth of the teachers. Under an inspiring and helpful administration, they should get ample opportunities of refreshing their knowledge and acquiring new experiences. If the administration does not take interest in this respect and becomes indifferent, the teachers will stagnate in their ideas and skills. Facilities for in-service education must be provided to all of them and there should be an effective follow-up programme. It is wrong for any teacher with any length of experience to think that he knows all that he needed to know about education and teaching. His professional growth should be ensured by asking him to participate in Seminars, Workshops and other discussion groups. He should be kept in preparedness to learn and acquire new ideas and practices. His tendency to stick to the outdated tradition should be broken and he should be able to welcome any newness and improvement. His thirst for better ideas and practices should rather be so strong that he is always in search for them.

5.3.3. Optimistic Leaders

The results showed that head teachers who have undergone ELM training programme as attested by deputy head teachers and teachers revealed that their head teachers have become optimistic. Head teachers were capable of planning for the future and implementing the planned activities according to the school action plan developed. ELM trained head teachers were able to formulate objectives and set aims and goals to be achieved. They formulated

mission statements and school mottos to help them focus their attention towards attaining their mission. Day and Sammons (2016) suggest that the school administration should not suffer from pessimism and lack of faith. It should have faith in the efficiency of its programmes. Administrators should resort only to self-appraisal in place of self-criticism. For the effective implementation of the programmes it is all the more important for all to be optimistic. It is important that the head teacher and teachers is not skeptic, but believes in what they plan and do. It is the optimistic outlook which will enable all concerned to draw and pursue the plans whole-heartedly rather than half-heartedly.

5.3.4. Head teachers' Monitoring and Supervisory Skills

The success of every school or organization depends on supervision of work by those charged with the responsibility. A lot of research has shown that the disparities in terms of performance between mission and private school or privately owned companies against public schools and state owned enterprises is to strict monitoring and supervision in the former category as compared to the later. The results show that ELM trained head teachers were better monitors and conducted strict supervision. They made teachers accountable to the learners in terms of attending to their classes and seeing to it that every teacher that goes to class must always have a lesson plan and teaching aids. Further, they managed to bring down the rate of absenteeism among both the teachers and pupils as well. Those that had genuine reasons to stay away from work were made to teach make up lessons. Therefore, there was more teacher pupil contact in schools where head teachers have undergone ELM training programme compared to those schools whose head teachers are not ELM trained. Kamla (2014) describes the details on purpose of supervision as the promotion and development of favorable setting for teaching and learning which eventually lead to the improvement of the school through supervision, whether it is internal or external should be seen as a conscious effort directed towards finding ways of improving the outcome of each school or educational institutions. Therefore, Supervision is seen as one of the important formal leadership roles performed by one with supervisory skills and whose performance is geared towards the optimum achievement of stated educational goals. Therefore, school supervision must be holistic, scientific and be done very effectively taking into consideration the four crucial elements of the inspector, the school, the government and the public that are involved. The supervisor is expected to help and guide the teachers in their activities and programmes such as ensuring tests prepared on time, analyzing test results and planning remedial measures, also to provide guidance in undertaking special projects in the school and utilizing resources

for the community. School head is regarded as the fountain head of guidance for any educational, behavioral or general problem that may arise in the school.

5.3.5. Community involvement in school projects

Results showed that 80% of head teachers involved the community in school projects to promote transparency, community support, and build good relationship with the community. Stephenson, (2011) observed that schools should develop a mission statement that identifies the importance of leaders, teachers, and parents working together to achieve "the highest levels in educational performance in ways that help deepen the spirit of responsibility in all levels and develop people's obligation toward serving their community". In UAE an effective leadership program should ensure that all leaders not only succeed in tasks associated with the formal leadership curriculum but also experience leadership opportunities in learning contexts or communities where social and cultural capital is enhanced on a level playing field, as they begin to contribute as members and leaders in the community. Morgan (2015) suggests that through quality administration a cordial and purposeful relationship is established between the school and community. It should create channels by which the information of the programmes and achievements of the school is passed on to the community. The community has a genuine concern in the school and wants to know what is being done there. It wants to keep in touch with various policies, programmes, failures and achievements of the school. The head teacher has to win the confidence of the community for harnessing its resources and securing its contribution in the interest of the school. There should be an effective programme of public relations in order to strengthen the relationship between the two and to bring the two together for the common purpose of the welfare of the children.

5.3.6. Creates a conducive environment for teaching and learning

Most ELM trained head teachers (80%) maintain the schools and create an environment of orderliness, mutual respect, and success. Head teachers were good at maintaining school discipline, general behavior of the pupils and school surroundings; they also maintained hygienic conditions of the school classrooms and toilets. A good learning environment helps pupils to stay and spend more time in school thereby increasing their interaction with books and other learning materials. When it comes to teaching and learning materials results showed that ELM trained head teachers were more resolved and acute to buy and stock departments with necessary teaching and learning materials. They guaranteed lesson make

ups were done by teachers that could have missed classes for various reasons. They also made sure continuous professional development activities in schools went on and they funded without fail, teachers in Teacher Group Meetings (TGM) and professional meetings. (Leithwood, K. et al, 2010)

5.4. This section discusses objective 3: To establish the challenges head teachers encounter in applying ELM Training Programme in schools.

5.4.1. Social cultural beliefs and background of the communities surrounding the schools.

Some communities do not value education so much and worse still is their attitudes towards girls' education like marrying off their girl children at tender ages when they were supposed to be in school. Therefore, when it comes to pupil absenteeism, parents and the community did not fully participate in the school community partnerships that school managers were trying to guard. Slater (2011) states that culture exists at multiple levels, (there are differences) between societal and Organisational culture. Societal culture is deeply rooted, based on values and taken for granted usually across a whole country. Organisational culture is made up of more flexible practices that leaders can work to change. However, head teachers revealed that they are facing problems of early marriages and teenage pregnancies because of social cultural beliefs and background of the communities surrounding the schools. Hence, girls' education is mostly neglected.

5.4.2. Political interference in the running of the schools.

The other challenge came from political influence; school managers would want to levy pupils to raise school fees so that they could embark on a school project but the politicians were against school fees to be levied at primary level because of the prevailing government policy of Free Basic Education. As a result schools do not have finances to fund a number of programs in schools. This has contributed to inadequate infrastructure and resulting in overcrowding in schools. Museba (2012) observed similar problems in Solwezi District. He revealed a lot of challenges that head teachers faced because of the introduction of the Free Basic Education Policy. It resulted into the abolishment of fees and left the schools to depend largely on government funding. However, the budgetary allocation to schools was very meager and remittance of funds was very erratic. Furthermore, there was increased access to education as demonstrated by increased enrolment figures from 62,810 in 2002 to 91,937 in 2011. These increased enrolment figures were mainly attributed to the introduction of the

Free Basic Education Policy. The introduction of free basic education resulted into other challenges in education delivery. The challenges included: inadequate classrooms and desks, and dilapidated infrastructure. The teachers were demotivated due to inadequate staff accommodation, low housing allowances to rent decent houses, teachers were being overworked, and were unable to attend to individual needs of pupils, and they assigned inadequate homework and remedial work due to large classes and big volumes of books to mark. Consequently, the central government had failed to meet the needs of the schools to satisfy the massive enrolments. The quality delivery of education had been compromised. The literacy levels had gone down and the majority of pupils proceeded from one grade to the other unable to read and write.

5.4.3. Erratic funding and funding modalities from central government.

The other problem is the erratic funding from the central government. The grants are usually late and when they are remitted, the amounts are so small as compared to programs they intend to service hence most of the programs fail to take off. However, results showed that most learning institutions do not have income generating projects such as pig rearing, poultry keeping and crop farming that will provide additional funds for big projects intended for in schools such as construction of classroom blocks, specialized classrooms for example; laboratory rooms, Computer rooms and Home Economics which affect negatively the teaching and learning of optional subjects. Otieno (2015) noted that the school management faces myriad of challenges in its effort to offer welfare practices. These are: Inadequate finances due to poor fee payment and unreliable government financial support, Lack of income generating projects in schools resulting into difficulty in sustaining school activities that requires financial support such as inadequate infrastructure. However, many schools lack adequate tuition blocks, multipurpose hall, school farm and room for expansion. Hence the teaching and learning of optional subjects are therefore affected negatively.

5.4.4. Lack of knowledge in financial management

The other problem is the issue of lack of knowledge in financial management. This has incapacitated head teachers from running their schools very well and the worst heat are those head teachers without ELM qualifications.

5.4.5. Failure by teachers to understand ELM

Yet another challenge encountered by head teachers in applying ELM is the failure by teachers to understand ELM. Results showed that most respondents asked were of the idea that Education and Leadership Management in particular should be a very cardinal part of the teacher education curriculum. While the need for subject specialist in a number of subjects is being championed, education management should also be emphasized. It is difficult to apply some of the theories of ELM on teachers who know nothing about them and to them they just believe that the head teacher is demeaning them.

5.5. Summary

This chapter discussed the findings according to the objectives. It has been observed that most head teachers were aware of the ELM programme and those that were not yet trained were looking for a slightest opportunity to begin the course. Most head teachers appreciated the knowledge acquired in ELM and hence the performance of the schools improved in a number of aspects. Head teachers had become better managers, visionary and optimistic leaders, focused, and goal oriented. The challenges of applying this programme could however not be overlooked. Among the common ones were social cultural and education background of the parents, political interference, erratic funding and failure by teachers to understand ELM skills. The next chapter concludes the research and offers recommendations.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter is a conclusion of the survey. It reaffirms the main aim of the survey, highlights the general conclusions and recommendations. The limitations of the survey are also among items discussed in this section.

6.2 Conclusion

This study has been undertaken with the view to investigate the impact of Education Leadership and Management Training Programme on school head teachers in primary schools. Many head teachers become appointed or promoted on justification of long service, experience or upgrading of their qualification from certificate to diploma or diploma to degree without taking up ELM training program. This gap of inadequate education leadership and management skills has since been taken note of by many stake holders including government and hence the introduction of ELM training programs to bridge the gap.

The first objective of the study was to establish head teachers' views on ELM training program. The study's findings revealed that the majority of the head teachers who had undergone ELM training program reported various aspects from which they recorded notable improvements among them the ability to manage finances, planning for achievement, efficient use of resources, staff motivation, and ability to delegate. The study findings showed that most head teachers appreciated the program and revealed that planning for achievement and staff motivation had an impact on teaching and learning. Thus, most teachers felt accommodated and received guidance in the best possible way besides provision of teaching and learning materials. Most teachers were self-driven, self-motivated, focused and working towards a common goal which resulted in improved teaching and learning.

The second objective of the study was to investigate the extent to which head teachers had applied the acquired skills of ELM training program in their schools. Most ELM trained head teachers were capable of applying the acquired ELM skills in their respective schools. The study found that head teachers who are ELM trained had the ability to understand head teachers' roles better than before taking up the course. The findings revealed that most head teachers supported professional growth of their teachers, have become optimistic Leaders,

have acquired monitoring and supervisory skills, practiced community involvement in school projects, and were capable of creating conducive environment for teaching and learning. Head teachers observed that the main purpose of staff development was to enable teachers to overcome the limitation that was causing a teacher to perform to undesirable level.

The third objective of the study was to establish the challenges head teachers encountered in applying ELM training program in schools. The study findings showed that head teachers faced challenges in applying ELM skills. Among the challenges were the social cultural beliefs and background of the communities surrounding the schools, political interference in the running of the schools, erratic funding and funding modalities from central government and failure by teachers to understand ELM skills. It was found that lack of income generating projects in schools resulted into difficulty in sustaining school activities that required financial support.

The study therefore concluded that the schools which are run by head teachers that have undergone ELM training program were better managed than schools whose head teachers have not undergone ELM training program. It was evident that education and leadership management traits and concepts were being put to good use.

6.3 recommendations

From the findings, discussions and conclusions of this study, the researcher is compelled to make the following recommendations

1. Ministry of General Education to open ELM to all teachers and not restricted to head teachers and other senior officers in the education sector.
2. Ministry of General Education should make ELM as a prerequisite course for one to be promoted to the position of head teacher.
3. ELM must be one of the courses to be offered at all Colleges of Education including Universities that offer education degree.
4. Ministry of General Education to ensure that Provincial Education Officers recommend and appoint head teachers, deputy head teachers and senior teachers who have obtained ELM qualifications to the position of head teacher.
5. Serving head teachers without ELM should be encouraged to undergo ELM training programme.
6. The government through the Ministry of Education should allocate adequate funds to schools for effective application of ELM to promote quality delivery

6.4 suggestions for further research

1. A similar research on the impact of ELM training programme on school head teachers in another Province.
2. The study covered primary schools in Kasama district. A study should be conducted in other districts to establish whether the findings will be similar.
3. Further study should be done in secondary schools which were not included in this study.
4. Challenges encountered by secondary school head teachers in Leadership and Management of human resources.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

18 TH JULY, 2017

The District Education Board Secretary,

KASAMA DISTRICT.

REF: PERMISSION TO CONDUCT A RESEARCH IN YOUR DISTRICT.

I am a post graduate student at UNZA/ZOU pursuing a Masters' degree in Education Management. I am conducting a research on the Impact of Education Leadership and Management (ELM) Training Programme on School Head teachers in selected primary Schools in Kasama District.

I will greatly appreciate if you allow me to involve some of your head teachers and teachers in the study.

The information obtained will be purely for academic purpose. Be informed that personal identities of the respondents will be kept confidential.

Your cooperation will be highly appreciated.

Yours sincerely,

Chishimba Justina M.

APPENDIX: II INTERVIEW GUIDE FOR HEAD TEACHERS

Dear Respondent,

I am a student at UNZA/ZOU pursuing a Master of Education in Educational Management. I am conducting a research on the Impact of Education Leadership and Management (ELM) Training Programme on School Head Teachers in selected primary schools in Kasama District. I am requesting you to participate in this study by responding to questions in this interview guide.

I wish to assure you that the information you provide will be used for academic work only.

Yours Sincerely

Chishimba Justina M.

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

1. What is your gender?
(a) Male (b) Female

2. What is your age?
(a) 20 – 30 years (b) 31 – 40 years
(c) 41 – 50 years (d) 51 and above

3. What is your highest professional qualification?
(a) Diploma (b) Degree (c) Masters' degree (d) Any other

4. For how long have you been in the position of head teacher?
(a) 1 – 5 years (b) 6 – 10 years (c) 11 – 15 years (d) 16 and above

SECTION B: HEADTEACHERS' VIEWS ON ELM

1. Did you attend any form of Leadership/Management Training during the last 5 years?
Yes No

2. Which Management Training Programme did you attend?

3. What do you know about ELM?

4. Did the ELM Training Programme help you to understand your role as school head teacher?
Yes No
If yes explain how

5. Has ELM training programme you undertook helped to improve pupil's performance?
Yes No
If yes explain how...

6. Has your job performance improved since you undertook ELM Training programme?
Yes No
If yes explain how...

7. Why is ELM necessary for Head teachers?

8. What is your overall view of ELM training Programme in running a School?

SECTION C: QUESTIONNAIRE FOR HEADTEACHERS

The list below describes various areas of managerial Skills in a school. For each specific area indicate how satisfied you are with that aspect by giving a score out of 10.

AREAS OF MANAGERIAL SKILLS

SCORE OUT OF 10

1. LEADERSHIP

- Vision
- Optimistic
- Team builder
- Self-confidence

2. MANAGEMENT

- Planning
- Resources
- Financial Skills
- Delegation

3. SUPERVISION

- Supervisory skills
- Instructional skills
- Decision making
- Commitment

4. MOTIVATION

- Staff development
- Good environment
- Incentives
- Promotion
- Induction

**SECTION D: CHALLENGES HEAD TEACHERS ENCOUNTER IN APPLYING
ELM TRAINING PROGRAMME**

1. What challenges do you encounter in applying the acquired skills of ELM as a School Head teacher?
2. Suggest the measures which can be taken to overcome these challenges.
3. Are there any other comments you might have over ELM?

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Questionnaire to be completed by teachers from selected primary schools in Kasama district in Northern Province of Zambia.

18TH JULY, 2017

The University of Zambia/Zimbabwe Open University

Institute of Distance Education

School of Education

I am a postgraduate student at UNZA/ZOU, studying Educational management. I am carrying out a research project and you have been chosen to participate in this study as an interviewee. My study is based on the Impact of ELM Training programme on school head teachers. I would like to assure you that the information given will be treated in confidence and shall be restricted to the purpose of this research.

INSTRUCTIONS:

- This questionnaire is divided into two sections A and B.
- Do not write your name on the questionnaire.
- Please respond to all the questions.
- Please tick in appropriate box.

SECTION A: RESPONDENTS' BIO DATA

1. What is your gender? (a) Male [] (b) Female []
2. What is your age?
(a) 20 – 30 years [] (b) 31 – 40 years []
(c) 41 – 50 years [] (d) 51 and above []
3. What is your highest professional qualification?
(a) Primary Teachers (b) Primary Teachers' Diploma
(c) Degree (d) Masters' degree (e) Any other []
4. For how long have you been at this school?
5. For how long have you been in service as a teacher?

APPENDIX IV: TEACHERS' FOCUS GROUP DISCUSSIONS

1. How do you describe your head Teachers' Leadership Styles?
(a) Poor [] (b) Fair [] (c) Good [] (d) Very good []
2. Does the head teacher ensure that all teaching and learning materials are available in School? Yes [] No []
3. Does the head teacher maintain good relationship with you as members of staff?
Yes [] No []
4. How is the head teachers' relationship with pupils?
(a) Poor (b) Fair (c) Good (d) Very good
5. How is the head teachers' relationship with the community/parent?
(a) Poor [] (b) Fair [] (c) Good [] (d) Very good
6. Does the Head teacher involve others in local school policy development?
Yes [] No []
7. Does the Head teacher disseminate information promptly and effectively?
Give description (a) Poor [] (b) Fair [] (c) Good [] (d) Very good
8. Does your head teacher inspire you? If yes explain how...

APPENDIX V: FOCUS GROUP DISCUSSIONS FOR STANDARD OFFICERS'

2. How do you describe your head teachers' Leadership Skills?
(b) Poor [] (b) Fair [] (c) Good [] (d) Very good []
2. Does the head teacher ensure that all teaching and learning materials are available in School? Yes [] No []
3. Does the head teacher maintain good relationship with their members of staff?
Yes [] No []
4. How is the head teachers' relationship with their pupils?
(a) Poor (b) Fair (c) Good (d) Very good
5. How is the head teachers' relationship with the community/parent?
(a) Poor [] (b) Fair [] (c) Good [] (d) Very good
6. Does the Head teacher involve other stakeholders in local school policy development?
Yes [] No []
7. Does the Head teacher disseminate information promptly and effectively?
Give description (a) Poor [] (b) Fair [] (c) Good [] (d) Very good

APPENDIX VI: QUESTIONNAIRE FOR TEACHERS

The list below describes various areas of Leadership/managerial Skills in a school. For each specific area indicate how satisfied you are with your head teacher in that aspect by giving a score out of 10.

AREAS OF MANAGERIAL SKILLS

SCORE OUT OF 10

1. LEADERSHIP

- Vision
- Optimistic
- Team builder
- Self-confidence

2. MANAGEMENT

- Planning
- Resources
- Financial Skills
- Delegation

3. SUPERVISION

- Supervisory skills
- Instructional skills
- Decision making
- Commitment

4. MOTIVATION

- Staff development
- Good environment
- Incentives
- Promotion
- Induction

APPENDIX VII: QUESTIONNAIRE FOR LECTURERS

Questionnaire to be completed by selected Lecturers from Kasama College of Education in Kasama district in Northern Province of Zambia.

18TH JULY, 2017

The University of Zambia/Zimbabwe Open University
Institute of Distance Education
School of Education

I am a postgraduate student at UNZA/ZOU, studying Educational management. I am carrying out a research project and you have been chosen to participate in this study as an interviewee. My study is based on the Impact of ELM Training programme on school head teachers. I would like to assure you that the information given will be treated in confidence and shall be restricted to the purpose of this research.

INSTRUCTIONS:

- This questionnaire is divided into two sections A and B.
- Do not write your name on the questionnaire.
- Please respond to all the questions.
- Please tick in appropriate box.

SECTION A: RESPONDENTS' BIO DATA

1. What is your gender? (a) Male [] (b) Female []
2. What is your age?
(c) 20 – 30 years [] (b) 31 – 40 years []
(d) 41 – 50 years [] (d) 51 and above []
3. What is your highest professional qualification?
(a) Secondary Teachers' Diploma []
(b) Degree [] (c) Masters' degree [] (d) PhD [] (e) Any other []
4. For how long have you been at this College?
5. For how long have you been in service as a Lecturer?

1. What is ELM Training Programme?

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2. What motivates and inspires head teachers to enter for ELM Training Programme?.....

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3. What competences are expected of head teachers to acquire from ELM Training programme?

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4. Why is ELM necessary for school head teachers?

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5. What is your overall view of ELM training programme in running a school?

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6. Are there any other comments you might have over ELM Training Programme?

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