

PREPARATION OF SCHOOL ADMINISTRATORS AND ITS
IMPLICATIONS ON THEIR ADMINISTRATIVE PERFORMANCE
IN SELECTED UPGRADED SECONDARY SCHOOLS OF
LUFWANYAMA DISTRICT

BY

NGOMA BEATRICE

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DEDICATION

This project is dedicated to my husband, Pastor Barry Ilunga, whose undying love, prayers and encouragement enabled me to attain this level of education.

This project is also dedicated to my children: Anna, Chiluba and Bwalya, for their patience and being instrumental in the accomplishment of this feat.

Lastly, it is dedicated to my brothers and sisters and other family members whose generosity and joy is my pride.

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DECLARATION

I, Beatrice Ngoma, declare that this dissertation is my original work and has not been presented for a degree in any other University. Where other people's works have been used, acknowledgements have been made.

Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

Co-ordinator's Signature: _____

Date: _____

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ABSTRACT

This study analysed the preparation of school administrators and its implications on their administrative performance in selected upgraded schools of Lufwanyama District of the Copperbelt Province. There are indications that a large number of secondary school administrators in Zambia experience numerous managerial challenges (Muzyamba & Changala, 2019). Kabeta (2019:18) established that 'head teachers in Zambia are appointed based on their seniority in the Ministry and in most cases do not receive relevant training, as a result they lead and manage their schools based on trial and error'. The study was guided by the Critical Educational Administration Theory and the Human Relations Approach. Critical theorists elaborate the values and practices within schools which maintain the ideological perspectives of schools.

The study revealed that most of the Headteachers in the newly upgraded schools did not receive the requisite training to enable them carry out their duties. It was seen that lack of head teacher preparation causes all manner of challenges in schools. These challenges include financial, staff personnel, community relations and curriculum challenges. This study has confirmed that the preparation of Headteachers is a vital undertaking that must not be neglected

The study revealed that most new head teachers faced challenges in performing all the main tasks of school management. The challenges were related to inadequate management preparation. Majority of new administrators lacked community relations skills so as to efficiently handle parents, school community at large and relevant authorities. In general, new administrators in Lufwanyama District faced challenges in their administrative performance as a result of inadequate preparation

To ensure proper preparation of Headteachers, the study recommended among other recommendations, that Headteachers training should be done at three levels namely pre-"service, in- service and on-the-job in such a way that the three modes complement each other. Various universities in Zambia should consider introducing courses at graduate level and undergraduate in School Management and not as electives. In-service training should be made mandatory, regular, and longer in duration.

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter gives us an introduction to the study. It includes the background of the study, the statement of the problem, the purpose of the study and objectives of the study. It will also look at the research questions, Theoretical and Conceptual Frameworks. Additionally, the Chapter covers the significance of the study, delimitations of the study, and limitations of the study and operational definition of terms.

1.1 Background

Administrators of secondary schools have an obligation of managing their respective schools on a day to day basis and ensuring that educational objectives and aims are achieved. Day et al (2000:160) conclude that:

Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement. ... Essentially, schools that are effective and have the capacity to improve are led by Headteachers who make a significant and measurable contribution to the effectiveness of their staff.

School administrators need to lead the way in the process of teaching and learning, especially in the area of achieving the expectations of the school in the community and the nation at large.

The current trend in Zambia shows that in most cases in that teachers are promoted first and trained later, there is likelihood that before the head teachers are trained, they use trial and error approach in doing their work, (Maliwatu, 2011). Bhagwan and Bhushan (2006) noted that learning by trial and error has its pitfalls, it may impair efficiency of administration, and that a lot of risk is involved in expecting the employee to learn by trial and error.

The education system in Zambia does not take training in educational management into account when promoting teachers to become Headteachers. Kabeta (2019:16-18) opines that

the majority of those heading schools have no training in educational management, their promotion and appointments are usually based on their successful classroom performance, age or length of service. It was established from the responses obtained through the head teachers and teachers that the majority of head teachers who participated in this study did not receive relevant training in educational management prior to their appointment as head teachers. Out of the 32 head teachers only 5 head teachers had attended the Education leadership and Management Course that was offered at NISTCOL, representing about 16%.The responses further revealed that the head teachers only did some components in

education management in their preservice courses. The head teachers who had attended the training at NISTCOL said that they did things differently and further stated that at least they were familiar with aspects of leadership and how to manage a school.

Mebrahtu et al (1996: 5) reiterated this when he stated that:

In Zambia, as indeed elsewhere in Africa, the overwhelming majority of inspectors, school heads, and educational officers in the field have never had either pre-service or in-service training in educational management prior to their appointment.

According to Alkin (1992), in countries like United States of America, there are various programmes that are designed to prepare people for various administrative positions such as heads of departments, assistant principals and principals. In Zambia the minimum requirement is a bachelor's degree.

1.2 Statement of The Problem

All the newly upgraded secondary schools in Lufwanyama District are Government owned, (Ministry of General Education, 2022) and it is the role of school administrators to manage their respective secondary schools on a day to day basis and ensuring that educational objectives and aims are achieved. Shimalungwe (2016:53) found 'that most head teachers had no leadership training directly related to the position of a head teacher. The duties delegated to them by their head teacher while as deputy head teachers helped them in their work'. These challenges relate to the fact that school administrators are appointed from among teachers whose training is mainly focused on classroom management and not on school management. Kabeta (2019:18) established that 'head teachers in Zambia are appointed based on their seniority in the ministry and do not receive relevant training and as a result they lead and manage their schools based on trial and error. The Ministry of Education (1996) states that effectiveness in the delivery of education depends heavily on the quality of educational administration and that school heads, education officers and inspectors need training in educational management and supervision. The Educating our Future Education Policy of 1996, further acknowledges lack of relevant and adequate training for head teachers prior to their appointments. Based on this scenario in Zambia, some studies have been done within some Districts in Western Province and in other areas of Zambia. However, these studies have focused on other aspects of administration such as administrative challenges encountered by secondary school heads. Apart from that, other studies have focused on such issues as head competencies. However, none of these studies have addressed the issue of preparation of administrators in their management roles, as they ascend from being class teachers and implications of their preparation for such critical responsibilities. Hence, the need for this study.

1.3 Purpose of the Study

The purpose of the study was to analyse the preparation of school administrators and its implications on their administrative performance in selected newly upgraded secondary schools of Lufwanyama District.

1.4 Objectives of the Study

The study was guided by the following objectives: -

- To establish how many administrators receive relevant training that prepares them for their new role in Lufwanyama District.
- To establish the level of training given to administrators for newly upgraded secondary schools of Lufwanyama District.
- To ascertain implications of the preparation of administrators for newly upgraded secondary schools on their performance in Lufwanyama District

1.5 Research Questions

The following research questions guided this study: -

- How many administrators are given training to prepare them for their new role in Lufwanyama District?
- What is the level of training given to administrators for newly upgraded secondary schools?
- What are the implications associated with the preparation of administrators in newly upgraded secondary schools in Lufwanyama District?

1.6 Theoretical framework

The theoretical bases for this study are the Critical Educational Administration Theory and the Human Relations Approach.

1.6.1 Critical Educational Administration Theory

The Critical Educational Administration Theory by Kathy Peca (2000) provides a means whereby school leaders can understand and ultimately disentangle themselves from the various forces that impinge upon educational practice. Peca (2000) argues that because of the inherent rationality of people, administrators and members of the school community would move toward being less restrained by the bonds of externally and internally imposed ideology. Critical theorists elaborate the values and practices within schools which maintain the ideological perspectives of schools. Topics such as curriculum, teaching and student issues display the inherent core values in the schooling process. Under the critical

perspective, the task of the school administrator in the school community is to establish a climate whereby reflection, critique, and open dialogue are possible.

Ashu (2020:76) opines that the Critical Educational Administration Theory assumes the existence of both objective and subjective knowledge of an objective and unordered reality. Therefore, it incorporates methodologies of both the objective and subjective perspectives. This theory posits the existence of objective reality and subjective knowledge of reality. Reality is viewed as being in a constant state of change. Because of this change, laws are not sought by the critical theorist. Ashu (2020:77) posits that:

critical educational administration theory provides a means whereby school leaders can understand and ultimately disentangle themselves from the external and internal forces which impose upon educational practice. Critical theorists elaborate the values and practices within schools which maintain the ideological perspective of schools. Topics such as management, curriculum, teaching and student issues display the inherent social values in the schooling process.



Figure 1: A Diagram For The Critical Educational Administration Theory

Source: <https://www.slideshare.net/NafisaKhan2/educational-administration-and-management-235566843> accessed 01/01/2023

1.6.1.1 Components of the Critical Educational Administration Theory

Professional development

In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help

administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

Organisational development

Organizational development is an educational process by which human resources are continuously identified, allocated, and expanded in ways that make these resources more available to the organization, and therefore, improve the organization's problem-solving capabilities, (Boyer & Crockett, (1973). Organizational development, often abbreviated as OD, improves existing processes and creates new ones. The idea is to understand how to maximize the effectiveness, potential, and capacity of both people and organizations. The science of OD combines industrial/organizational and adult developmental psychology

Diversity

Diversity is the representation of all our varied identities and differences (race, ethnicity, gender, disability, sexual orientation, gender identity, national origin, tribe, caste, socio-economic status, thinking and communication styles, etc.), collectively and as individuals.

Technology

Technology is the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment.

Building community

Community building in the school is about creating a space in which students and instructors are committed to a shared learning goal and achieve learning through frequent collaboration and social interaction (Adams & Wilson, 2020; Berry, 2019). With intentional planning and deliberate pedagogical choices, cultivating and reinforcing positive interactions among classroom participants becomes an essential component of building a classroom community.

1.6.1.1 Implications of critical educational administration theory to this study.

Because the Critical Educational Administration Theory assumes the existence of both objective and subjective knowledge of an objective and unordered reality, it incorporates the methodologies of the objective and subjective perspectives, empiricism and case study. However, the critical theorist posits an inherent tension between objective and subjective knowledge which Horkheimer (as cited in Held, 1980: 180) explained: "There is an ever

present tension between the object known and the object's actuality and development. Critical theory seeks to examine and assess this tension". Thus, critical theory methodology is the exposure of this difference between what is apparent and why this reality exists or occurs.

1.6.2 Human Relations Approach

The Human Relations Theory of Management began development in the early 1920s during the Industrial Revolution by Elton Mayo. At that time, productivity was the focus of business. According to Ashu (2020), Professor Elton Mayo began his experiments (the Hawthorne Studies) to prove the importance of people for productivity – not machines. The Human Relations Management Theory is a researched belief that people desire to be part of a supportive team that facilitates development and growth. Therefore, if employees receive special attention and are encouraged to participate, they perceive their work with significance, and they are motivated to be more productive, resulting in high-quality work. The Hawthorne studies have strongly influenced the administrative theory as shown in the flowchart.

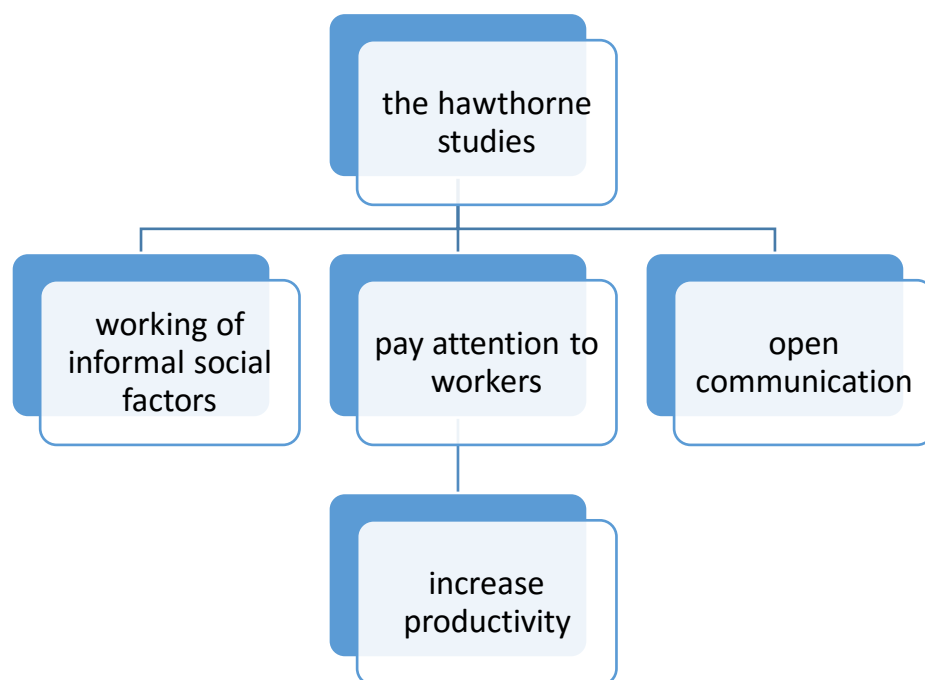


Figure 2: Hawthorne's flowchart

Source: <http://www.businessstudynotes.com/hrm/an-overview-about-behavioralmanagement-theories/> accessed 21/02/2023

According to Mayo (2014), Mayo and his associates were not the only contributors to the Human Relations Approach. There were several strong intellectual currents which influenced the human relations movement during the mid-1900s period. Lewin (1947) emphasized the importance of field theory and his research was known as group dynamics. His associates concluded that democratic groups, in which members actively participate in decisions, were more productive in terms of both human satisfaction and achievement as compared to authoritarian groups.

Riva, Grassi & Belingheri, (2020) explain that the writings of Jacob Moreno (1953) made a substantial contribution to the human relations movement. One of Moreno's key contributions was the concept of group therapy. Like Lewin, Moreno was interested in interpersonal relations within groups. Riva, Grassi & Belingheri (2020), posit that Moreno developed a sociometric technique, where people with selective affinities for other people groups composed of individuals with similar affinities for one another will likely perform better than groups lacking such affective preferences. In a similar way, the Human Relations Approach made relationships between employees and supervisors, the most salient aspect of management. It advocates the training of people in behavioural sciences, such as clinical and social psychology to emphasize building collaborative and cooperative relationships between supervisors and workers. Two key aspects of Human Relationships Approach are employee motivation and leadership style.

Four Important Goals of the Human Relations

The Human Relations has four important goals, namely: approach, communication, cooperation and progression and, whose details are discussed in the preceding paragraphs.

Approach

People are not merely tools used by managers to get the job done according to the Human Relations Approach to Management practices. This person-centred concept is widely divergent from the Classical Management Theory that focuses primarily on the premise that employees work to earn wages. This rationale has often led to the neglect of the individual as a full human being with more than physical needs. Ashu (2020) iterates that the Human Relations Approach concentrates on acknowledging and supporting each employee to encourage growth and fulfilment as well as a healthy bottom line. The objectives of this method are designed to yield higher morale, enthusiasm, creativity and good health. This goal helped the study examine how head teachers approach matters concerning their teachers.

Based on this goal of the Human Relations Approach, the study was guided in terms of identifying the training received by head teachers.

Communication

Emotions of staff members are recognized in the Human Relations Approach and as such must be considered when communicating with members of staff. Therefore, managers, especially those in small companies, can create communication skills to help themselves and workers express needs and feelings. Education in active listening facilitates the process. Ashu (2020) advises that supervisors and the staff should practice concentration to one another's words by such methods as repeating back what is being said. Communication is not one-sided but involves varying expressions, comprehension and feedback. Focusing on attention to detail, minimization of distraction and body language while conversing can help successfully acknowledge each other and show personal appreciation of what the other party is trying to convey. The communication aspect of the Human Relations Approach was relevant to this study because communication is one of the requisite skills required of head teachers. Their work centres on communicating with members of staff and for this study communication was one of the items that was cited in various responses regarding head teacher preparation.

Cooperation

Human Relations Models stress the camaraderie needed to motivate workers to achieve and produce. Consistent with this, Ashu (2018) opines that managers need to focus on team building to foster an atmosphere of cooperation. A starting point is not only adopting a manager's open-door policy but also being a frequent presence on the work floor. This encourages the staff that witness one's sharing in the responsibilities and showing interest in daily processes. Supervisors should use the time to build relationships and encourage staff collaboration. They should be aware that this type of amity will not come easily as such there will be issues, so one must put positive conflict resolution processes in place.

Progression

This objective establishes that Human beings possess the desire to progress in their skills and learning. Therefore, Human relations-centred managers can nurture these yearnings by assisting each employee in mapping out a plan to reach long-term goals, (Ashu, 2018). The manager should know each employee well enough to make a valuable suggestion that focuses on producing contented and fulfilled employees. Ashu (2018) encourages administrators to think about the ways one can increase job satisfaction at their establishment. Therefore, to fulfil this objective, administrators need to consider initiatives such as installing ergonomic

furniture and equipment. Flexibility needs to be made a priority by working with employee work hours and schedules to the extent possible with the business.

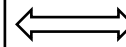
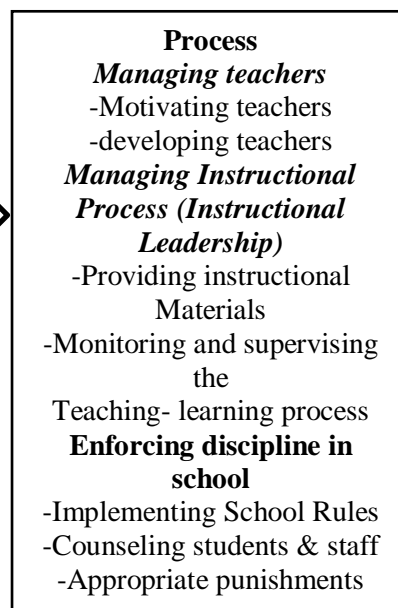
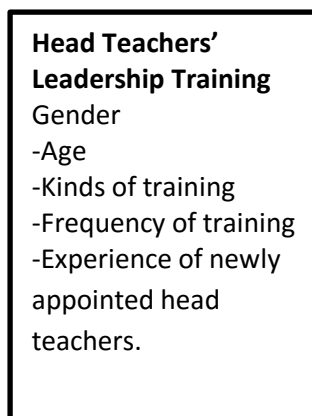
Application of Human Relations Theory to Education

The Human Relations Approach was introduced to education in order to alleviate the mechanistic approach of scientific management. The educational movement of the era was considered with increased involvement of children in educational improvement. The educational administrator started to pay due attention to staff morale and the development of democratic supervision and students-centred methodology. The human relations school of thought contributed to overcoming the challenges created by a rigid and autocratic school administration

1.7 Conceptual Framework

Figure 2 below represents the Conceptual Framework upon which the entire study is built. The concept below shows the increasingly changing role of the traditional school manager and administrator to that of an instructional leader. This is caused by changes in policies from time to time. Other causes include the changing regulatory requirements and societal needs. This change of roles entails school managers managing the curriculum and instruction, monitoring and providing feedback on the teaching and learning process, communicating a shared vision and goals for the school, and providing teacher development.

Independent variable



Dependent variables

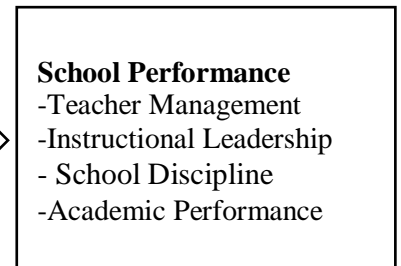


Figure 3: A Conceptual Framework

Source: Kiyawa (1997: 11)

1.7.1 Independent variables

An independent variable is the variable you manipulate, Control or vary in an experimental study to explore its effects. Turabian (2018) explains that it is called ‘independent’ because it’s not influenced by any other variables in the study. It is the presumed cause.

1.7.1.1 Gender

Gender refers to the economic, social, political, and cultural attributes and opportunities associated with being women and men. The social definitions of what it means to be a woman or a man vary among cultures and change over time. Gender is a sociocultural expression of particular characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality.

Gender was important in this study because gender biases can influence how head teachers are perceived and evaluated. Training programs should include components that raise awareness of implicit biases and promote equitable practices.

1.7.1.2 Age

Age is the length of time that a person has lived or a thing has existed. Older age is associated with decreased exercise efficiency and an increase in the oxygen cost of exercise, which contribute to a decreased exercise capacity. These age-related changes are reversed with exercise training, which improves efficiency to a greater degree in the elderly than in the young. According to Rangongo (2016) younger head teachers may have less work experience to draw upon, so training can provide critical knowledge as they take on leadership responsibilities early in their careers. The fundamental concepts may be newer information to them.

For this study, age diversity within training cohorts provides opportunities for peer learning, mentorship, knowledge sharing and building connections across generations of leaders.

1.7.1.3 Kinds of training

The kinds of training refer to the various fields of management practices like Human Resource Management, Creativity and Innovation, Social Entrepreneurship, Human Resource Selection, Performance Management, Legal Issues in Managing Employees, Labour Relations, Diversity Issues, Leadership in Organizations and Organizational Behaviour and Leadership, (Mulenga & Sakala, (2017).

1.7.1.4 Frequency of Training

The training frequency refers to the number of trainings performed in a given period, and more specifically to the number of times a skill is taught. When it comes to training program implementation, the Organization Coordinator will need to determine the frequency for providing training programs, (Rangongo, 2016). The frequency varies with the competency and maturity of the organization.

1.7.1.5 Experience of Newly Appointed Head Teachers

Experience is having practical contact with and observation of facts, events or doing something. Eacott and Asuga, (2014) stress that it is very important for Headteachers to be able to deal with whatever situations arise in school on a daily basis. Many principals gain this experience by working as teachers for many years beforehand.

Having extensive experience working in schools helps Headteachers to understand and empathise with their staff and students. It also enables them to refer back to their own experience to understand the best ways to deal with challenges. With such a demanding role, it is important to be prepared for anything.

1.7.2 Dependent variables

This is the variable that depends on others factors that are measured. According to Turabian (2018), these variables are expected to change as a result of the experimental manipulations of the independent variable. It is the presumed effect.

1.7.2.1 Teacher Management

Teacher management is a component of human resources management, defined as the search for the best possible match between human resources and the needs of an organisation, in terms of quantity and quality. Training equips head teachers with a strong understanding of recruitment, training and motivation of personnel, their deployment and the establishment of staffing norms, wage negotiations and organisation of pay, follow up and evaluation of performance, planning of future needs, the development of communication systems or yet again making opportunities available for personal and professional development (Best, Tournier and Chimier 2018).

This variable is important because it shows from the way head teachers manage their teachers if they have the requisite training or not. It will help the researcher focus on the key deliverables expected of the new roles.

1.7.2.2 Instructional Leadership

Instructional leadership is leadership that supports the development of teaching and learning. It is referred to using different names including pedagogical leadership, learning-centred leadership, leadership for learning, and student-centred leadership, (Eacott and Asuga, 2014). These terms can be considered under the broad umbrella of instructional leadership and represent the specific and focused practices in which school leaders engage to intentionally support the development of effective teaching and learning in schools. Training teaches head teachers how to effectively observe classrooms, provide constructive feedback, and engage teachers in reflective conversations about improving their practice. This builds head teachers' instructional coaching capacities. Training equips head teachers with knowledge of effective instructional leadership. It is important for the study because it helped the study to identify such aspects related to head teacher training.

1.7.2.3 School Discipline

School discipline addresses school wide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Approaches to school discipline range from restorative (e.g., school wide school climate improvements, use of restorative practices) to punitive (e.g., suspension, expulsion, corporal punishment). Eacott and Asuga, (2014) advise that when considering approaches to school discipline, the social discipline window is a conceptual model that provides way to maintain social norms and behavioural boundaries while defining restorative practices as a leadership model for parents in families, teachers in classrooms, and administrators in organizations. How school discipline is handled has a great impact on the learning environments of schools. Head teachers who receive quality training on student discipline and school climate may be better equipped to implement disciplinary policies and practices that are educational rather than punitive. They can promote consistency in how rules are enforced across the school

1.7.2.4 Academic Performance

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

Leadership training of Headteachers may positively or negatively affect the management and the operation of the school in terms of management of teachers, instructional leadership, discipline and academic performance, (Eacott and Asuga, 2014). The gender and the age of Headteachers may affect Headteachers' training and consequently their performance.

If teachers are well managed, they will enhance students' performance and vice versa. The same training may have an effect on instructional performance that is if the head teacher is well trained he may effectively manage instructional materials, monitor and supervise the teaching-learning process. In addition, head teacher's training may enable him to enforce discipline in the school, among teachers and students, for it thought that performance goes hand in hand with discipline. All these variables if properly handled may result into good school performance.

1.8.1 Operational Definition of variables

Gender: This refers whether the Headteacher is either male or female.

Age: This is the information of how old the Headteacher is.

Headteachers' Leadership Training: This involves the training of Headteachers in leadership skills and certification while they were still in universities or colleges, before they became Headteachers. It also refers to the in-service leadership training of such a head teacher after assuming headship, such as leadership short courses, seminars and workshops and refresher courses. The training also involves the type of curriculum, frequency of the training and the duration of the training.

Management and Leadership Courses: These will give us the number of courses from Certificate to PhD and other relevant courses that head teachers will have undertaken.

In-Service Training: This kind of training will be categorized on whether one attended induction course, short management course, management and leadership seminars and workshops.

Management of Teachers: This is where the head teacher endeavours to motivate teachers so that they carry out their duties effectively. It may include extending financial and non-financial rewards. In addition, managing teachers involves helping them to develop professionally by acquiring new and advanced knowledge and skills through up grading and school organized seminars and workshops.

Instructional Leadership: This involves the provision of instructional materials by the head teacher as well as monitoring and supervising the teaching- learning process.

Enforcing Discipline: Discipline is a factor to performance. This refers to how teachers and students respond to the school standards and requirements such as the policy of the school, school rules and regulations and the action taken by the head teacher towards the erring person in the school.

School Performance: This is the school output as a result of managing teachers, managing the instructional process, enforcing discipline in school and consequently academics.

Administrative: Involving the management of secondary schools or school business affairs.

Administration: This is to provide instruction to coordinate the activities and efforts of the members of the school towards the accomplishment of common goals and objectives.

Conceptual skills: Is the executive ability to relate the organization to the environment both externally and internally.

Human Relations skills: the executive ability to work effectively with people, individually and in group settings.

In-service Training: This is short training given to those already in a profession with an aim of refreshing or updating participants on a subject or changes in it. Implications: issues that are not openly stated, for example, cuts in educational spending can have far-reaching implications for the future of school management.

Management: This is a process of setting and achieving goals through planning, organizing, controlling, staffing, communicating, directing, evaluating, and coordinating in an organization or institution. The manager has to work with and through people.

1.9 Significance of the Study

It is hoped that this study will contribute valuable information that points to the importance of adequate formal preparation of school administrators. This would especially help those charged with school administrators' preparation, determine a suitable curriculum. It is also hoped that the study will provide valuable information to the Ministry of General Education to re-evaluate the policy of preparing school administrators. And also that this study will enhance the process of preparing school administrators for newly upgraded secondary schools to function more effectively, thus improving the management of schools.

1.10 Delimitations of the Study

The study was limited to selected newly upgraded secondary schools of Lufwanyama District and as such should not be taken as being representative of the entire nation.

1.11 Limitations of the Study

The researcher experienced reluctance of the respondents in filling the questionnaires, claiming that they were busy with exam classes. The researcher however, convinced the majority to respond positively.

The study was limited in the selection of schools because there were not many newly upgraded schools in Lufwanyama district.

1. 12 Summary

The preceding chapter gave us an introduction to the study. The Chapter covered the background of the study, statement of the problem, purpose of the study, research objectives and questions. The Chapter also gave us the Theoretical and Conceptual Frameworks, the Significance of and Delimitation of the Study. The following chapter will give us the literature review.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter reviews literature related to the study. It covers the General concept of administrative tasks, educational approaches of school administration and administrative task expectations of school administrators. The chapter ends with a summary of the literature reviewed.

2.1 World View

In modern times and in the pursuit of sustainable school effectiveness and improvement efforts, the growing complexity of education systems places pressure on school leaders for accountability. Head teachers, Deputy Head teachers, Training officers, Auditors and Heads of Departments all have vital tasks to carry out in improving quality. The Training initiative and the executives expect to outfit these instruction supervisors with the abilities they require for the difficult errands (Sigilai, 2010). However, it is worrying that not exactly satisfactory pool of conceivable candidates for administration posts, worry over the pathways offered to hopeful leaders and a need to react to the information that great headteachers have any kind of effect for teachers and understudies. Regularly, associations in both public and private areas are confronting changes driven by political, monetary, sociological, mechanical, lawful and natural issues. So as to effectively address these difficulties school associations, need to guarantee that their instruction suppliers and administrators (head teachers) at all dimensions have a complete comprehension of their jobs, objectives and required skills (Bertrand, et al., 2015). On the basis of these considerations, Lumby, Crow & Pashiardis (2008) and Bush (2008) emphasises the importance of leadership preparation for would-be head teachers as well as continuing professional development for serving head teachers to advance their performance in all aspects of school management, but more so in developing contexts.

Leadership and management training programmes are critical for developing and sustaining effective leadership practices. Through appropriate design and content of leadership and management training programmes, Head Teachers can be groomed to carry out their leadership and management roles more effectively. Despite the lack of unanimity on what kind of preparation is necessary for developing suitable leadership behaviours, head teacher preparation is a must (Bush, Kiggundu & Moorosi 2011). Bearing in mind the scope and contemporary approaches to leadership preparation and development, it is not surprising that

a variety of development programmes for school leaders have evolved across the globe, mostly in developed countries (Davis, Darling-Hammond, LaPointe & Meyerson 2005).

In Indonesia each teacher selected as a school head teacher is obliged to join the Principal Preparation Programme (PPP). The PPP in Indonesia is executed in three stages: proposal of school administrator aspirants, selection, and education and training. Managerial competency helps school administrators handle policy as well human related issues in a professional manner. In his assertion Botha, (2011:413) states that, ‘the school administrator’s managerial competency is highly important in determining teacher professionalism’. His statement is in line with the new PPP in Indonesia which underscores managerial skills as the core competency in a school administrator. Odubuke (2007:3) stressed the following regarding the need for training educational administrators in Africa:

Viewed as a profession or discipline, educational Management is relatively young on the African continent. Professional educators have for a long time managed their educational system, but they have very much depended by and large on their educational background and on-the-job experience out of which they are expected to acquire the knowledge, skills and attitude needed to manage the educational systems effectively and efficiently. Available evidence shows that it is a lack of formal or other training in managerial skills, which has been largely responsible for a great deal of inefficiency and ineffectiveness observed in the performance of many educational systems in Africa.

In Australia, preparatory trainings are given mostly for the potential candidates like teachers who want to become school manager and the school manager candidates who passed pre-selection but have not taken the office yet, (Turabik, Baskan & Koçak, 2014). These trainings are not compulsory, given for the duration changing from one day to one year. Trainings are made by universities, vocational education institutions, independent training providers or training authorities. These trainings having quite wide contents are provided by way of combined courses, group studies, individual study or virtual networks. On this account, Taylor, De Guerre, Gavin & Kass (2002: 353) conclude that ‘global challenges now occurring demand approaches to leadership education that are profoundly different from those that have served well in the past.’ Such pressuring demands require highly skilled and well-prepared school head teachers with the essential leadership and management tools to lead schools successfully. Otherwise they may be seen to be ‘lacking as school leaders’ (Coleman & Fitzgerald 2008).

Of further interest is the International Study of Principal Preparation (ISPP), which was carried out in 14 countries by the University of Calgary in Canada at the start of the year

2000. This study scrutinised some examples of set-up experiences for school administrators in certain professional learning approaches. The findings showed that school administrators needed certain skills and fundamental competencies in educational leadership and management (Slater & Nelson, 2013). Concerning the skills and aptitudes needed, Sharp (2003) posited that a school administrator has two important roles: as the instructional leader and manager of the school. Sharp, (2003:9) indicated that ‘although instructional leadership remains the central expectation of the school administrator, the scope of the school-site management role has grown substantially over the years.’

Unlike Indonesia and Australia, Zambia doesn’t have a specific training program to prepare head teachers. Such training programs would help the aspiring head teachers navigate the intricacies of governing schools. The findings from the ISPP study of 14 countries can help the Zambian scenario to prepare its head teachers for the managerial roles they would be taking on. Nowadays, school managers are expected to understand the new financial regulations, human resource management issues and compliance with statutory bodies like the teaching council of Zambia. A few years back, the level of understanding of the financial regulations was not as critical as it is now.

The observation by Odubuke (2007:3) emphasises the need for managerial training for school administrators. There are specific skills and competencies that school managers need to acquire in order to function well in their new role. Solely relying on educational and on the job experience might not be enough to prepare someone for administrative work. Certain aptitudes like financial management require specific training as they are not taught during teacher training.

A study by Sumbye (2009) on ‘Current Practices in Recruitment, Selection, Training and Retainment of Kenyan School administrators’ posited that unlike countries such as Canada, Britain, Australia, Ghana and Nigeria, Kenyan training of school administrators and potential school administrators had so far been ignored, despite functions of school administrators whether in Kenya or elsewhere being the same. His study established that there was no specific degree or certificate necessary for a school administrator or administrative training and experience before one was appointed as a school administrator. The view was that secondary school administration challenges could be dealt with by the school administrators “growing - up” in the system and learning how things were done. He concluded by

advocating for methodical formal training for secondary heads in addition to on-the-job experience. The scenario in Kenya is not different from that of Zambia, where newly appointed head teachers are not given the requisite training.

2.2 Impact of Training Secondary School Head Teachers

In Hong Kong, the Education and Manpower Bureau (2003) commissioned a review of the four-year-old Newly Appointed Principals' programme during the years 2000 to 2003. This review explored principals' perceptions of the programme after they had completed it. The principals believed the programme had a positive impact on their work in schools and they indicated the following traits as being beneficial on their learning: interaction that provided opportunities to raise questions and discuss solutions; prospects to see good practices and reflect upon matters affecting them and their schools, networking with newly appointed principals for professional exchange of knowledge and ideas, sharing experiences and mutual support; and liaison with experienced principals who could provide constructive help in dealing with challenges.

The review's recommendations called for a more applied, contextually appropriate emphasis and greater involvement of experienced principals in the programme. In a later study of new principals who participated in the Newly Appointed Principals' programme in Hong Kong, Cheung (2004) found that newly appointed principals preferred having experienced practitioners as their mentors. Cheung's study suggested that programmes provide opportunities for principals to engage in more discussion and sharing of ideas, use of suitable case studies, and problem-based learning. In conclusion, the ardent suggestions were for the involvement of more experienced and focused practitioners, contextual relevance of knowledge contained in training programmes and more academic support in their training programme. On the contrary in developing countries like Zambia, the development of school leadership is inadequate and in most cases is not just there (Bush & Oduro, 2006).

A development in school leadership preparation in the United States of America was the creation of the Interstate School Leaders Licensure Consortium (ISLLC). The new ISLLC standards have been incorporated by many state education institutions and universities across the USA and many states now use them to improve their leadership preparation programmes (Institute for Educational Leadership 2000; Young, Crow, Orr, Ogawa & Creighton 2005). The difference of scope and content of leadership preparation programmes in various

universities led several taskforces and scholars to scrutinize the content and nature of the university-based programmes in school leadership. These produced recommendations for more emphasis to be placed on leadership preparation (Young, Peterson & Short 2002). Levine's (2005) scathing report was based on school leadership training programmes in the USA. On the basis of his study of more than 600 education institutions, he identified characteristic challenges in most of the programmes, such as irrelevant curricula and weak research, leading to the award of degrees that are inappropriate to the needs of today's schools and school leaders.

Notwithstanding the far-reaching criticisms of some university preparation programmes for school leadership, there exists programmes that look promising. Such courses include those offered by Stanford University, the Harvard Graduate School of Education, the University of Wisconsin, and the University of California (Tucker & Coddling 2002).

A study of the Danforth programme (Milstein 1993) concluded that changes made to leadership preparation proved to be worthwhile. Consistently writers, such as Daresh, Gantner, Dunlap & Hvizdak (2000), state that some school leadership preparation programmes that have used case studies, simulations and learning based on challenges that reflect the issues principals face in the 'real workplace' have achieved better results in the professional preparation of school leaders.

In their studies, Odubuke (2007) and Sumbye, (2009) were concerned with helping school administrators overcome on-the-job impediments to learning making them conclude that what materialises from practice and research is paradoxical. A school administrator's most treasured source of learning is on-the-job experience, yet the reality of that experience is extremely limited as a means of learning. School administrators need organised approaches for learning from their on-the-job reality by identifying and overcoming its constraints. Thus, on-the-job experience on its own was not satisfactory as a mode of training for school administrators. There was a need for systematic formal training.

Similarly, Obonyo (1984) conducted a survey on administrative challenges encountered by secondary school heads in Bondo, Siaya District, Nyanza province in Kenya where she noted that educational leaders are appointed without formal training, with an assumption that school leadership is a matter of 'common sense and experience'. She concluded that although school

administrators performed their tasks and spent time on them, they were not furnished with the right approaches in decision making, guiding the personnel and instructional supervision, establishing a good rapport with the community and ability in financial management.

Based on the findings of Obonyo it is evident that a teacher with academic qualifications and the right personality could become a Headteacher and pick up the administrative side of their work as they went along was reasonably correct. This was so because the management function of the school administrator was relatively straightforward and could be undertaken by a well-educated man or woman without special training for his/her roles as a manager. However, the assumption was no longer valid because of the increasing size of schools and their complexity; expectations parents, students and the community have for big schools and the realization that a newly appointed head is moving from one kind of job to a different one. Limited opportunities for professional development inhibit the growth of school leaders, leading to stagnation in leadership practices and strategies (Crow, 2004; Mumba & Lushimba, 2017). Bureaucratic constraints and complex administrative procedures also burden school leaders, impeding their ability to focus on instructional improvement and student support (Bowa, 2019). There is, therefore, a need for the preparation of school administrators in the administration and implementation of the curriculum.

An observation by Nsubuga (2008) noted that socio-economic changes and emergent needs within the African continent have among other things made education more complex` for example bureaucratic constraints and complex administrative procedures, (Bowa, 2019). Consequently, the management of the educational institutions demands sophisticated skills that would enable managers to steer systems effectively. He further noted that there was a need for each African country to establish, institutionalise and reinforce the training of educational managers. Nsubuga (2008) lamented that over the last first few decades in the African situation, experience without relevant training and qualifications has been venerated as being equal if not superior to formal training in the management of these institutions. Nsubuga, therefore, encouraged formal managerial training which could be beefed up with experience in the service.

In Ethiopia's case, Teklsselassie (2002) observed that a one-month in-service course on school management was unpopular with the principals. He identified the following characteristics as blighting the training programme: irrelevant and repetitive curriculum; unresponsive and ill-

prepared trainees; incompetence of trainers; lack of connections between the training and the kind of profile the Ministry of Education seeks; and short duration of training and thus undue strain on trainees' time. Most of the training programmes are funded by overseas agencies and once the funds are completed the training ceases (Oduro 2003). This is common in most developing countries where funds for educational developments are sought from overseas aid agencies.

The study by Newell (1987) on 'Professional Development and In-service needs of school administrators in the management of Inadequate Teacher Performance' found that evaluating teacher performance was one of the most important supervisory tasks of the school administrator. This major responsibility required that school administrators make a judgement regarding the quality of instruction and effectiveness of instructional personnel. School administrators, therefore, need to know how to assist inadequate teachers

Based on the realization that headship is a specialist position and requires specific professional preparation for sound leadership practices (Bush 2008; Bush et al. 2011), some countries, such as South Africa and other developing contexts, are slowly embracing the idea. In South Africa, a course badged as the Advanced Certificate in Education (ACE) was introduced in 2007 for aspiring principals (Bush et al. 2011). The ACE programme consisted of five modules: understanding school leadership and management in the South African context; managing teaching and learning; leading and managing people; managing organizational systems, physical and financial resources; and managing policy, planning, school development and governance.

The analysis of materials used in the ACE programme showed that in addition to being too detailed and over-theoretical, they lacked constructive alignment to the work situation of many principals heading disadvantaged schools in South Africa (Bush et al. 2011). Apart from this, one other frequent response of the principals was that the materials were too long or bulky. McLennan (2000) reported of an earlier training programme in the Gauteng province in South Africa, which used the workshop model of development, that it was poorly organized and irrelevant to their work realities as principals.

According to the Ministry of Education (2023), it has been suggested that implementing customised leadership development programmes that are specifically designed for the

Zambian educational context can enhance the abilities of educational leaders. These tailored programmes aim to equip leaders with the necessary skills to effectively overcome the challenges they may encounter in their roles. Through the strategic allocation of resources towards comprehensive and continuous professional development initiatives, policymakers have the potential to foster a culture of perpetual enhancement within the realm of school leadership.

Olembo and Maneno (1991) further noted that while there had been very successful school administrators without systematic training in education management, the rate at which teachers were being recruited into the administration of education called for some basic management training. They noted that there had been incidents of financial mismanagement and indiscipline which could have been avoided had the school administrators been properly trained. Ngosa and Mwanza (2021:31) found that

from the 539 respondents from various provinces unapproved payments was at 35.9% meaning most of the payment are not sanctioned by controlling officers, this is the breach of principal-agency duty of care and no sense of accountability by those appointed to manage the public funds efficient and responsible manner. The study also reviewed that 23.7% of public expenditure are categorized as wasteful and 20.8% as irresponsible spending, unaccounted for revenue accounts for 30.7% while delayed banking shows 36.5% incompetent and misappropriation of funds accounts for 26.4% and 21.7%. On average over 21% of funds in general education are mismanaged by officers which has robbed many needy children and has resulted into staled projects.

This is in line with Kitele (2013) who revealed that most of the schools among those that participated in her study did not organize management training to teachers who aspired for leadership positions.

2.3 Training Programmes for Newly Appointed School Administrators Internationally and in Africa

In the Belgium school system, in-service training has been the formal mode mostly used for training school administrators of both state and private schools. School administrators have therefore been appointed without pre-service training. However, in 1974, authorities of private schools (attended by 50% of secondary school administrators) started a “start-service” or pre-service programme for two-year period in addition to the in-service programme (Ade, 2003). The first year concentrates on administrative and financial topics whereas the second concentrates on pedagogy and didactics.

In France, those who become school administrators are trained before the appointment. This pre-service training started as a two-day seminar in 1971, then was expanded to three months in 1974 (Fullan, 2014). This training is aimed at developing, technical, human and conceptual skills in management. There is an emphasis on, on-the-job training, as those appointed to school administrator must have been teachers for at least five years and be over thirty years old. In-service training has been in existence longer than pre-service.

In Britain, Fullan (2014) puts emphasis on on-the-job training as the most formative learning experience for headship. Those appointed to headship must have acquired skills as head of departments, house teachers, and others, but deputy school administrator is the most crucial. Majority of those appointed to school administrator must have been Deputy School administrators for five years and the average age is 40-45 years. In addition to having degrees (first, second and some with doctorates) they should have managerial training leading to the following competencies: - i) Knowledge of educational policy ii) Problem analysis iii) Organizational ability iv) Decisiveness v) Leadership vi) Oral and written communication. There was no clear evidence from the foregoing literature that the above approaches of training/preparation of school administrators were being addressed, thus underscoring the need for this study.

In the United States of America (U.S.A), each state has requirements for secondary school administration over and above those of a classroom teacher and each state retains its standards. However, the majority require a Master's Degree in Education (Fullan, 2011). The American Association of Administrators has made 2 years of Post-Graduate administrative study as a prerequisite for full membership of their association from which the appointment of secondary school administrators is made.

In Nigeria, the preparation of school managers has three patterns with the first two having strong elements of courses in educational planning, administration, and curriculum supervision. Ade (2003) outlines the course offered to educational administrators in Nigeria as follows: One-year professional training given to holders of first degree in different subject disciplines leading to a Post Graduate Diploma in Education, a composite first-degree course which concurrently incorporates education courses and subject disciplines courses, such as Master's Degree in Educational Planning and Administration. There are also "Sandwich programmes" for serving school administrators offered by all the Universities in Nigeria

which enable them to upgrade their professional qualifications. These programmes are compulsory and are offered through in-service training and it is possible to attain a Master's Degree in Educational Administration and Planning or a Postgraduate Diploma in Education.

According to Maliwatu (2011) the current trend in Zambia in most cases is that teachers are promoted and then trained later. There is likelihood that before the head teachers are trained, they will be using trial and error approach in doing their work. The education system in Zambia does not take training in educational management into account when promoting teachers to become head teachers. As stated earlier, the majority (84% according to Kabeta, 2019) of those heading schools have no training in educational management, their promotion and appointments are usually based on their successful classroom performance, age or length of service.

A study by Kabeta (2019) on 'Training in Education Management and the Performance of Headteachers as Instructional Leaders' in the Central Province of Zambia found that very few basic school head teachers had attended the Education leadership and Management Course that was offered at National In-Service Teachers College (NISTCOL). The study further revealed that the Headteachers only did some components in education management in their pre-service courses.

Maliwatu (2011) in her study established that majority head teachers who were serving still lacked relevant training in their positions. Based her findings, she recommended to the government of Zambia that,

The importance of relevant training for the head teachers cannot be over emphasized. There is evidence, however, in the available literature in Zambia that the majority of the head teachers lack relevant training for their posts. Therefore, the Ministry of Education in Zambia should support training programmes for head teachers such as the one offered at Chalimbana university, and should ensure that all the head teachers are given the opportunity to take such kind of training, (Maliwatu, 2011: 148-149)

The situation in Zambia regarding the training of head teachers is not any different from what has been discussed with regards to various countries. The National Policy on Education in Zambia of 1996 'Educating Our Future' states that effectiveness in the delivery of education depends heavily on the quality of educational administration and that school heads, education officers and inspectors need training in educational management and supervision. However, the policy further acknowledges lack of relevant and adequate training for head teachers prior

to their appointments. Most of the head teachers are usually promoted to their positions on the basis of long service and age, and in such cases classroom performance is not even considered.

The Head teacher training programme which was being offered by NISTCOL was poorly attended and not all management components were being taught. With the upgrading of NISTCOL from a college to a university, it remains unclear if the institution still offers the management training programme. The study will seek to address the knowledge gap in terms of available options regarding training of school administrators. The other gap that this study will address concerns the nature of the management training programme that was being offered by NISTCOL and whether it can be rolled out to other institutions.

2.4. Chapter Summary

The literature reviewed in this chapter demonstrates the role of school head teachers and the need for them to have a better understanding of their roles to take their schools to greater heights. In this respect, leadership and management training programmes are critical for school Head teachers' professional preparation in ensuring they cope effectively with their work. A review of some of the training programmes has shown that taking into account some context-specific factors, such as the real work contexts of school leaders, and then planning the programme accordingly would help achieve better learning outcomes. Otherwise they will not benefit much from the programme. They risk facing daunting challenges in the performance of their day-to-day work.

It seems that while a lot of research has been done in education, with several studies focusing on the role and administrative challenges facing school administrators, the area of preparation or training of school administrators is rather an impoverished one. However, the significance of training administrators cannot be overstated as it in industry, public service or in educational institutions, as their (administrators) quality to a large extent determines an organization's failures or success. The need therefore for pre-service, on-the-job and regular in-service training, frequent seminars or workshops cannot be overemphasized.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was used in the study. It includes the research design, the population targeted for the research, the sample, the procedure which the researcher used to carry out the study, the data collection methods and finally the analysis of the data using different methodologies and tools.

3.2 Research Design

According to (Orodho, 2003:9), the research design refers to the overall strategy that one chooses to integrate together the different components of the study coherently and logically. The study employed the mixed methods convergent parallel design. Mixed methods may be defined as ‘research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study’ (Tashakkori and Creswell, 2007:4). As a methodology, it includes philosophical assumptions to provide directions for the collection and analysis of data from multiple sources in a single study.

A mixed-methods design offers a number of benefits to approaching complex research issues as it integrates philosophical frameworks of both post-positivism and interpretivism (Fetters, 2016) interweaving qualitative and quantitative data in such a way that research issues are meaningfully explained. It also offers a logical ground, methodological flexibility and an in-depth understanding of smaller cases (Maxwell, 2016). The use of mixed-methods enables researchers to answer research questions with sufficient depth and breadth (Enosh, Tzafir, & Stolovy, 2014) and helps generalise findings and implications of the researched issues to the whole population.

On the other hand, quantitative approach helps a researcher to collect the data from a large number of participants; thus, increasing the possibility to generalise the findings to a wider population. The quantitative approach generally involves collecting numerical data that can be subjected to statistical analysis. The data is generally referred to as “hard” data

The qualitative approach, on the other hand, provides a deeper understanding of the issue being investigated, honouring the voices of its participants. In qualitative research methods

the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyses these words for themes; and conducts the inquiry in a subjective, biased manner. In other words, whereas quantitative data bring breadth to the study and qualitative data provides depth to it.

As stated earlier, this study employed the convergent parallel design. The convergent parallel design method allows the researcher to collect quantitative and qualitative data concurrently, analyses the two data sets separately and then mix the two databases by merging the results during interpretation (and sometimes during data analysis). Quantitative results can be triangulated with qualitative findings and vice versa. Triangulation, as a qualitative research strategy, is the use of multiple methods or data sources to develop a comprehensive understanding of a research problem or to test validity through the convergence of information from different sources (Carter et al., 2014).

3.3 Target Population

Target population refers to the set or group of all the units on which the findings of the research are to be applied. According to Satishprakash (2020:2) ‘it consists of all the units on which the findings of research can be applied’. The research study was carried out in Lufwanyama District. The District has twenty upgraded secondary schools. The target population includes head teachers, deputy head teachers and teachers. The sample was drawn from this pool of staff in newly upgraded secondary schools in Lufwanyama District.

3.4 Sample Size

Sample size, according to Satishprakash (2020:5), ‘is part of the population that represents it completely. It means, the units, selected from the population as a sample, must represent all kind of characteristics of different types of units of population’. Due to various reasons, data are collected from units of sample instead of all units of population in majority of researches and their findings are generalised in the context of entire population. This can be done precisely only if the efforts are made to select the sample by keeping in mind the characteristics of an ideal sample.

Using the Survey Monkey online sample size calculator with a confidence level of 80% and a margin of error of 5% the following were the sample sizes per school. The study sampled 11 of the 22 newly upgraded schools in Lufwanyama District. Table 1 below shows the sample size.

Table 1: Sample Size

s/n	Name of school	Administrators (head teachers & deputy head teachers)	Administrator Sample size	Total teacher population	teacher sample size
1	St Mary's	2	2	15	14
2	Mulilo	2	2	11	11
3	Milopa	2	2	34	29
4	Mukombo	2	2	8	8
5	Mulemu	2	2	35	29
6	Fungulwe	2	2	10	10
7	Lumanto	2	2	22	20
8	Mibenge	2	2	29	25
9	Chapula	2	2	32	27
10	Shimukunami	2	2	35	29
11	Kapilamikwa	2	2	12	12

3.5 Sampling Techniques

Sampling is the process of selecting several individuals for a study in such a way that the individuals selected represent the larger group from which they are selected hence representing the characteristics found in the entire group (Kombo and Tromp, 2006). For this study, purposive sampling was used in selecting the schools due to their status of being recently upgraded. The selection of school administrators was also purposive because a school has only two administrators. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on

their own judgment when choosing members of the population to participate in their studies. According to Bernard (2002), purposive sampling is when researchers thoroughly think through how they will establish a sample population, even if it is not statistically representative of the greater population at hand. While the findings from purposive sampling do not always have to be statistically representative of the greater population of interest, they are qualitatively generalizable. The method for performing purposive sampling is fairly straightforward. All a researcher must do is reject individuals who do not fit a particular profile when creating the sample. However, researchers can use various techniques during purposive sampling, depending on the goal of their studies.

Simple Random Sampling was used in the selection of teachers to take part in the study except for Fungulwe, Kapilamikwa, Mukumbo, Lumanto and Mulilo where all teachers took part because they are few. In this sampling method, each member of the population has an exactly equal chance of being selected, (Bernard,2002). A simple random sample is a randomly selected subset of a population. This method is the most straightforward of all the probability sampling methods, since it only involves a single random selection and requires little advance knowledge about the population. Because it uses randomization, any research performed on this sample should have high internal and external validity, and be at a lower risk for research biases like sampling bias and selection bias. The researcher considered gender balance when selecting participants in the study. This was done by obtaining staffing levels by gender lists from the respective schools from which the researcher drew the sample size. Table 2 below shows the breakdown of how the teacher sample size was spread.

Table 2: Distribution Of The Teacher Sample Size Per School

S/N	Name Of School	Teacher Distribution By Sex		Total
		Male	Female	
1	St Mary's	10	4	14
2	Mulilo	9	2	11
3	Milopa	15	14	29
4	Mukombo	7	1	8
5	Mulemu	12	17	29
6	Fungulwe	8	2	10
7	Lumanto	10	10	20
8	Mibenge	13	12	25
9	Chapula	10	17	27
10	Shimukunami	14	15	29
11	Kapilamikwa	3	9	12
	TOTAL	111	103	214

Table 3 below shows the distribution of school administrators by gender.

Table 3: Distribution Of Administrators By Sex Per School

S/N	Name Of School	Administrators (head teachers & deputy head teachers)		Total
		Male	Female	
1	St Mary's	1	1	2
2	Mulilo	1	1	2
3	Milopa	1	1	2
4	Mukombo	1	1	2
5	Mulemu	1	1	2
6	Fungulwe	2	0	2
7	Lumanto	1	1	2
8	Mibenge	1	1	2
9	Chapula	1	1	2
10	Shimukunami	1	1	2
11	Kapilamikwa	1	1	2

3.6 Research Instruments

This section looks at instruments that were used to collect data in this study. Research instruments are measurement tools designed to obtain data on a topic of interest from research subjects (Kothari, 2005). The study used open-ended questionnaires interviews to collect the required data from the population.

Open-ended questionnaires contain questions that do not provide participants with a predetermined set of answer choices, instead they respond in their own words. Open-ended questionnaires are often used in qualitative research methods and exploratory studies. Allen Mike (2017), posits that qualitative studies that utilise open-ended questions allow researchers to take a holistic and comprehensive look at the issues being studied. This is because open-ended responses permit participants to provide more options and opinions, giving the data more diversity than would be possible with a closed-question or forced-choice survey measure.

Interviews: An **interview** is a research method that involves asking questions to collect data from individuals who have knowledge, experience or opinions on a particular topic or subject matter. Some of the key characteristics of interviews in research, (Studysmarter, 2023), include:

- **Personal:** Interviews are usually conducted face-to-face, over the phone, or through video conferencing, allowing for personal interaction between the researcher and the participant.
- **Interactive:** Interviews are a two-way conversation between the researcher and the participant, allowing for follow-up questions and clarifications.
- **Qualitative:** Interviews are a qualitative research method, focusing on subjective experiences, opinions, and attitudes of participants.
- **In-depth:** Interviews can provide in-depth information on a research topic, allowing for a thorough exploration of complex issues and phenomena.
- **Contextual:** Interviews can provide contextual information on a research topic, giving insight into the cultural, social, and historical factors that may influence the topic.

There are three main types of interviews to research customers:

- structured,
- unstructured
- semi-structured interviews.

The interview format varies, from face-to-face to online, one-on-one to focus groups.

3.7 Data Collection Procedures

Data collection is the process of collecting and measuring information about variables of interest, in a systematic way that enables one to answer stated research questions, test ideas, and evaluate results, (Anupama 2022:53). The goal of all data collection is to capture quality evidence that also translates into rich data analysis and allows for the creation of a convincing and reliable answer to the questions asked. Regardless of the research field or preference in interpreting data (quantity, quality), accurate data collection is essential to maintaining research integrity. Both the selection of appropriate data collection tools (existing, modified, or newly developed) and explicit instructions for its use should reduce the likelihood of errors occurring.

Data collection procedures refer to a detailed description of the steps taken in the administration of the data collection tools should be provided for the purposes of replicability, (Patten, 2002). The researcher first obtained permission to conduct the study from the University of Zambia ethics committee, after which the researcher sought permission from the Copperbelt Provincial Education Officer (PEO) to conduct the study in the province. With authority to conduct the study from the PEO, permission from the Lufwanyama DEBS office to visit the schools was obtained. Appointments for interviews with school administrators were made and on agreed dates, the interviews were done. With permission granted the researcher distributed the questionnaires to teachers on arranged dates and collected them on dates to be agreed on. The questionnaires were left with the participants for a period of one week after which they were collected.

3.8 Data Analysis

Data analysis is simply the process of converting the gathered data to meaningful information. Different techniques such as modelling to reach trends, relationships, and therefore conclusions to address the decision-making process are employed in this process (Start, 2006). However, the data needs to be prepared before being used in the data analysis process.

Data preparation is the process in which data is converted to the numerical format which is machine readable to be used in specific analysing programs. The steps to follow for the data preparation process are data coding, data entry, missing values, and data transformation. These steps are described briefly here:

Data Coding: Converting data to numerical values happens during the data coding process. It uses a codebook which is a document including different information such as an explanation of the variables, measures, and format of variables, the response, and finally coding them. In this process response means determining the types of scales for instance, whether the scale is chosen as nominal, ratio, ordinal, or interval; whether the scale is five-point, seven-point, etc.

Data entry: In this process, the coded data from the previous step is entered into text files or spread sheets. It also can be directly added to the statistical program.

Missing data: As some respondents may not answer all the questions because of different reasons, a method should be used to face these missed values. For example, you need to add the value -1 or 999 in some programs, some of them automatically address the missed values, and others use a list wise deletion technique facing the missing values which drop all the answers even with a single missed value.

Data transformation: Transforming data is needed before interpreting them in some cases. Reverse coded items can be considered as an example that should be transformed before comparing or combining with not reversed ones. This concept is used where the meaning of the item is opposite to their underlying construct (Bhattacharjee, 2012).

The qualitative data and responses open ended questions were analysed through thematic analysis while excel was used for both the open and closed questions to facilitate for the formulation of frequency tables and pie charts to help in descriptive statistics. To analyse data thematically, the researcher transcribed the information collected into written texts by combining notes taken from the audio recorder. These were then organized using various thematic categories in the data, which was distinct from each other (Kombo & Tromp, 2006).

To analyse the qualitative data obtained some of the six typical phases for analysis in qualitative research described as: organizing the data; generating categories, themes, and patterns; coding the data; testing the emergent themes; searching for alternative explanations; and writing the report Patton,(2004) were used. The researcher grouped the data collected from the questionnaires in tables through frequencies and percentages.

The data in the tables was analysed according to distributions by the use of Microsoft office Excel 2016 to generate graphs.

3.9 Ethical Considerations

The researcher got permission from the District Education Board Secretary (DEBS) to conduct the research in the schools. The researcher informed the participants that they were free to leave the study at any time. Further, the participants were informed that the responses would solely be used for purposes of research and that their anonymity would be protected.

3.10 Chapter Summary

The foregoing chapter discussed the research design, sample size and sampling techniques. The research design was descriptive. The chapter further discussed the data collection tools and procedures. Data analysis techniques and methods have also been presented in the chapter and last but not least the ethical considerations were presented.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Introduction

In Chapter four we discussed the methodology that was employed in this study on preparation of school administrators and its implications on their administrative performance in selected upgraded secondary schools of Lufwanyama District. This chapter presents the findings of the study. The presentation will be based on the following research objectives:

- To establish how many administrators receive relevant training that prepares them for their new role in Lufwanyama District.
- To establish the level of training given to administrators for newly upgraded secondary schools of Lufwanyama District.
- To ascertain implications of the preparation of administrators for newly upgraded secondary schools on their performance in Lufwanyama District

The chapter starts with the biographical data of participants before going into the details of the findings. The findings will be accompanied by appropriate tables and graphs.

4.2 Biographical Data of Participants

This section presents the Socio-demographic characteristics of participants which were obtained from 22 school administrators and 214 teachers in Lufwanyama District. Data were collected using questionnaires and were analysed and presented quantitatively in form of bar charts and pie charts. The first on socio-demographic characteristic to be presented was the sex of the participants. Findings are presented in the bar graph in Figure 4 below.

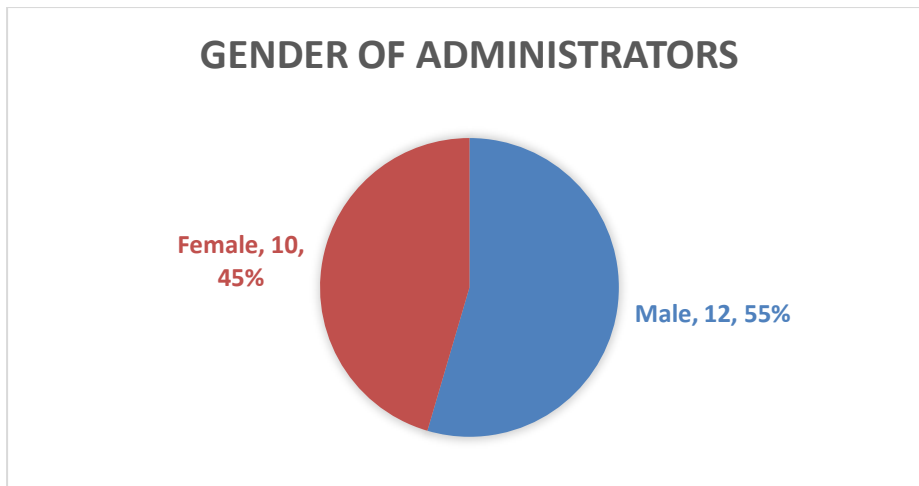


Figure 4: Gender Distribution Of Administrators

The findings in Figure 4 above revealed that 12(55%) of the participants were male while 10(45%) were female.

Figure 5 below gives us the administrator's age.

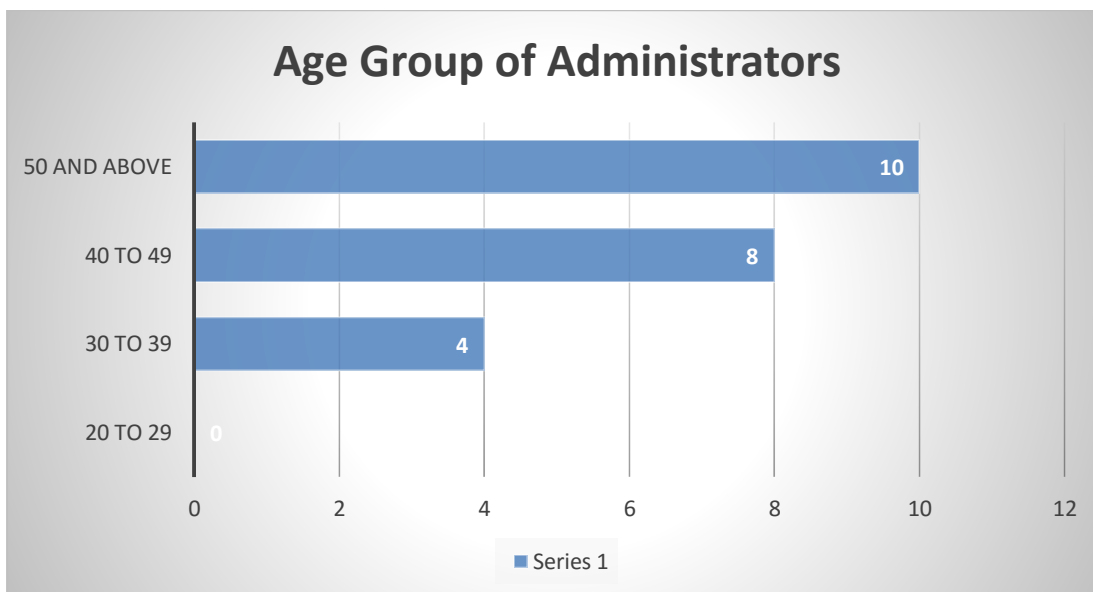


Figure 5: Administrators Age

Figure 5 above shows that 8 (36.4%) participants were aged 40 to 49, 10(45.5%) were aged 50 years and above, 4 (18.2%) were aged between 30 and 39 while no one was aged between 20 and 29. This indicates that there is a variety of representation in terms of age groups where leadership and management in schools is concerned.

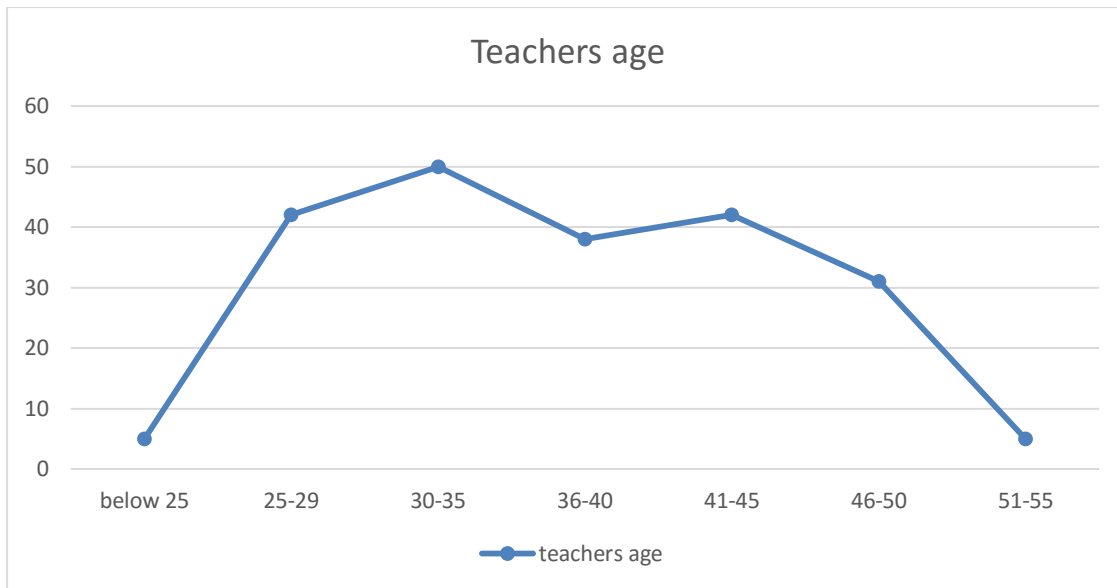


Figure 6: Teachers age

Figure 6 shows us the teacher participants' ages. A total of 5 (2%) were below 25 years old and another 5 (2%) were between 51 and 55 years old. The age group, 25-29 had 42 (20%) participants while 50 (23%) were between 30-35 years. Participants numbering 38 (18%) fell between 36-40 years with 42 (20%) being between 41-45 and 31(14%) of the teachers were between 46-50 years. Only 1(0.47%) respondent was above 56 years old.

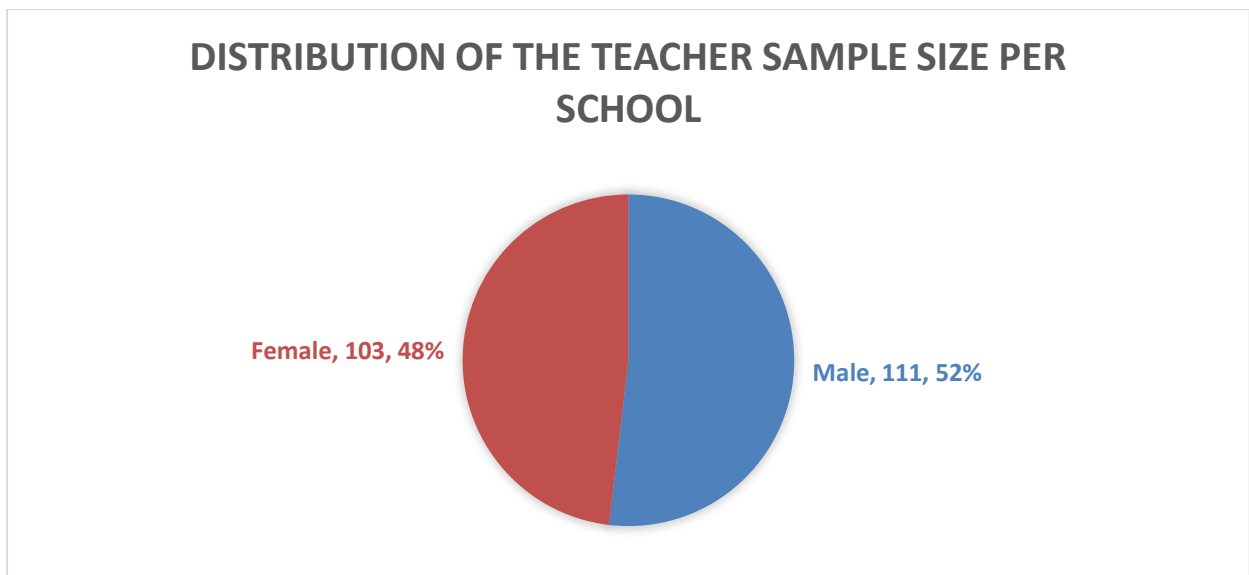


Figure 7: Gender Distribution Of Teacher Participants

The findings of the study show that male teachers were 111 (52%) while female teacher participants were 103 (48%).

4.2.1 Professional Qualifications for School Administrators

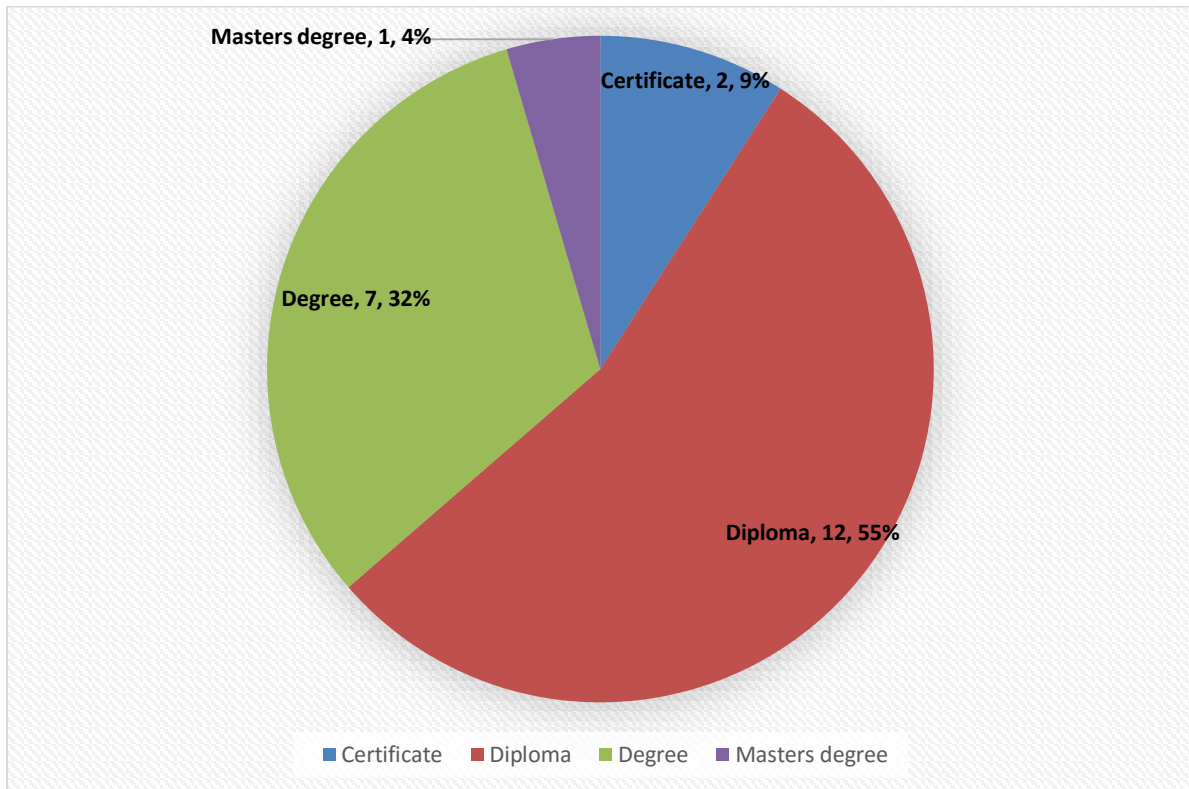


Figure 8: Professional Qualifications For School Administrators

The findings in figure 8 above revealed that 7 (32%) of the head teachers were degree holders, while 12 (55%) held diplomas, 1 (4%) had masters’ degrees. A total of 2 (9%) held certificate as their professional qualifications. This indicates that schools were headed by people with variety of qualifications.

4.2.2 Professional Qualifications For Teachers

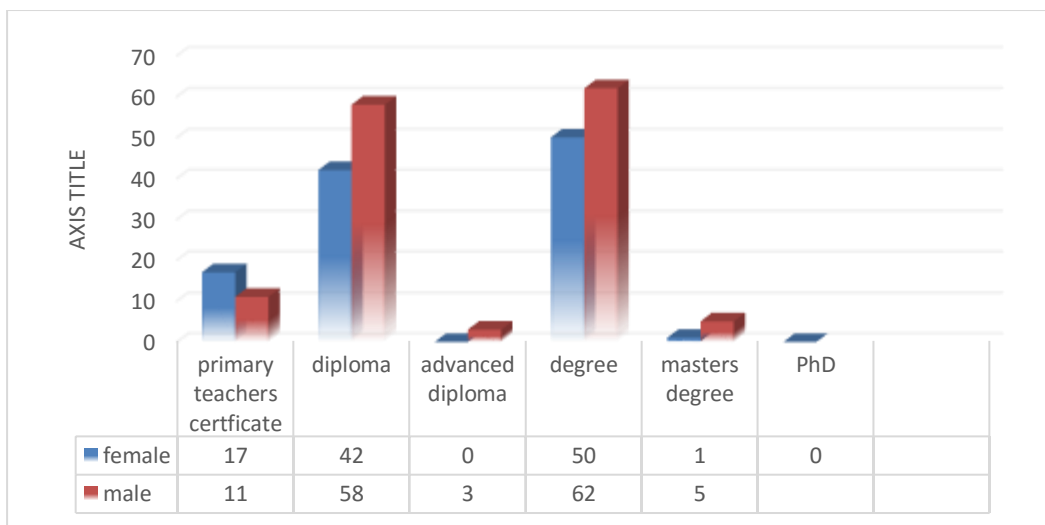


Figure 9: Professional Qualification Of Teachers

Figure 9 above indicates that 28 (13%) teacher participants had primary teachers' certificates, 100 (47%) had diplomas and 3 (1%) had advanced diplomas. Those with degrees totalled 112 (52%) while 6 (3%) master's degree. It was observed that some teachers had more than one qualification.

4.2.3 Number Of Years School Administrators Served In Various Positions.

Table 4: Years School Administrators Served In Various Positions

Years Position/	1-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	21-25 yrs	26 yrs and above
Class teacher	3	1	0	2	0	0
Subject teacher	0	0	4	0	0	0
Senior teacher	5	0	0	0	0	0
Head of department	0	6	0	0	0	0
Deputy head teacher	0	4	3	0	0	0
Head teacher	0	0	0	3	0	0

Table 5 shows the number of years school administrators served in various positions. It shows that 3 school administrators served between 1-5 years and 1 served between 6-10 years as class teachers respectively. A total of 4 school administrators indicated that they had served between 11-15 years as subject teachers while 5 served between 1-5 years as senior teachers. There were 6 school administrators who had served 6-10 years as heads of department and 4 had served as deputy head teachers for the same period. Other 3 head teachers had served as deputy head teachers between 11-15 years and only 3 had served as head teachers for the period between 16-20 years.

4.2.4 Period Teachers Have Served In School.

Table 5: Teachers' Tenure In Service

Position \ Years	1-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	21-25 yrs	Total
Class teacher	15	29	37	23	9	113
Subject teacher	15	33	21	25	7	101
Total	30	62	58	48	16	214

Table 5 above is showing that the majority of the teachers are falling in the 6 to 20 years in service bracket. From the table 30 (14%) have served between 01-05 years, 62 (29%) have served between 06-10 years and 58 (27%) have served between 11-15years. A total of 48 (22%) had served between 16-20 years while 16 (7%) had served above 21 years.

4.3 Number of New Administrators Who Are Given Training To Prepare Them For Their New Role

This section presents findings obtained from interviews. The first research question sought to determine how many new administrators were given training to prepare them for their new role.

In order to respond to the first research question which sought to determine how many new administrators were given training to prepare them for their new role in Lufwanyama District; data was collected from 22 head teachers using interviews. Firstly, the participants were asked to state how they were appointed as a Headteachers. Their responses are presented in Table 6 below. Half 11(50%) head teacher responses cited hard work as the basis for their being appointed to their position, 5 (23%) stated that they were appointed based on their long service and 3 (14%) a piece cited luck and connections respectively.

Table 6: Distribution Of Participants On How They Were Appointed As Head Teachers.

Response	Frequency	Percentage
Hard work	11	50 %
Luck	3	14%

Long service	5	23%
Connections	3	14%
Total	22	100%

One of the head teacher participants had this to say

I was appointed because I am hard working and I deserved it. I had to remind the office [DEBS] that some people who got promoted lacked the qualifications. I had the papers and the experience so it was just a matter of time.

Another head teacher intimated

I know most head teachers will say they deserved to be promoted but ‘mu Lufwanyama’ (in Lufwanyama) for one to be identified, you need to oil the pockets of those that matter. Even HR (human resource) has the power to promote you. In my time, we never had to pay to be seen, your hard work would speak for you. I remember when I was the Zonal In-Service Coordinator (ZIC), we would cycle a good number of kilometres just to ensure that CPD activities were being conducted correctly. I would send reports on time and my reports would be the ones DRCC would rely on when doing his reports. That’s how some of us got to be promoted...on merit.

One of the head teachers said it was because of being associated with unionism

I feel speaking for the teachers as a unionist earned me this position. I made it a point to speak sense whenever there was a meeting involving DEBS office and unions. Others called me a sell-out but in knew what I was doing and today here I am...head teacher.

The participants were asked to state how adequately the pre-service training prepared them for their current responsibilities as a head teacher. Responses are presented in table 7 above.

Table 7: Head Teachers Responses On Pre-Service Training

Response	Frequency	
	Yes	No
Adequately Prepared	8 (36%)	14 (64%)
Received Training For Head Teacher Role	5 (23%)	17 (77%)

Table 8 shows that 8 (36%) participants were adequately prepared for the role of head teacher by their pre-service training while 14 (64%) said they were not. A total of 5(23%) head teachers received training to prepare them for the position of head teacher while 17(77%) said they had not received any training.

One newly appointed head teacher posited that

‘the pre-service training I received had a practical component where we were taught how to do the actual work. We were given cases to solve as a way to learn.’

One of the head teachers who felt the pre-service training inadequately prepared them had this to say.

‘Pre-service training taught us how to be in the classroom. The focus was on teaching methods and class management. In my case, I was never taught how to run a school but I am here now. Many of us are learning on the job’
(head teacher 5, May 2023)

4.4 Level of training given to new administrators for newly upgraded secondary schools

The researcher wanted to find out the level of training that was given to newly appointed Headteachers. Figure 10 below shows the number of head teachers that have undertaken any in-service courses in Educational Administration.

Head teachers who have taken in-service courses in Educational Administration

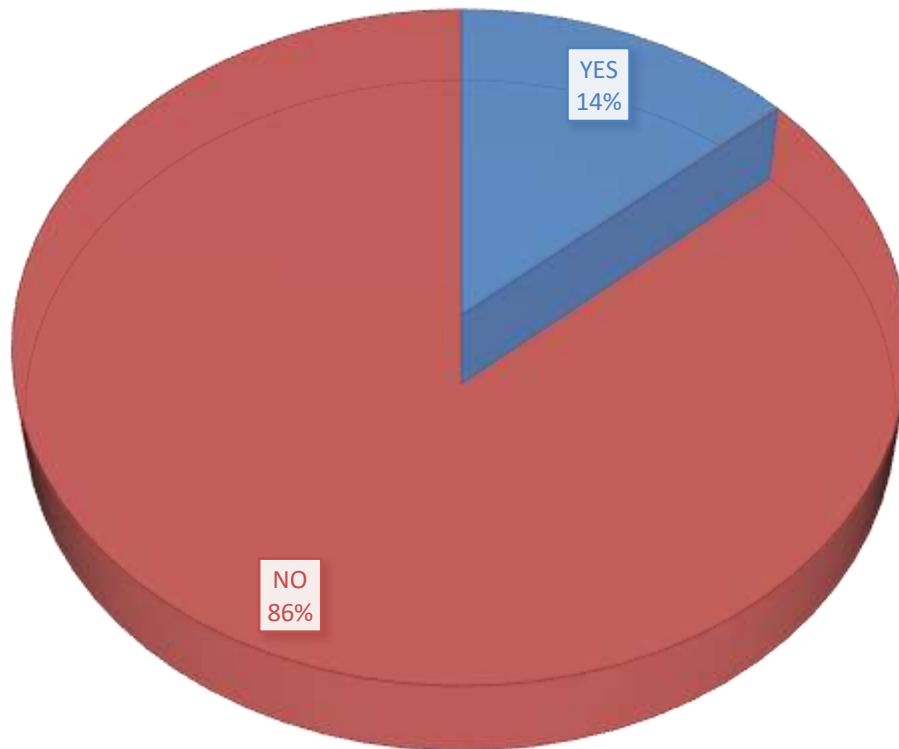


Figure 10: Head Teachers Who Have Undertaken Courses In Educational Administration.

Figure 10 above shows us the findings on how many head teachers had undertaken courses in educational administration. The results show that 19 (86%) of the participants had not taken any educational administration course while 3 (14 %) indicated they had taken such courses.

Figure 11 below shows us the perceptions of the head teachers on the level of training for new administrators. A total of 17 (37%) participants felt that new administrators were given educational administration training, 15 (33%) felt the training was about financial management and 6(13%) felt human resource education was the training given to the new administrators. The findings further reveal that 3(6%) of the participants identified community relations trainings to be offered and that 5 (11%) felt there was no training whatsoever.

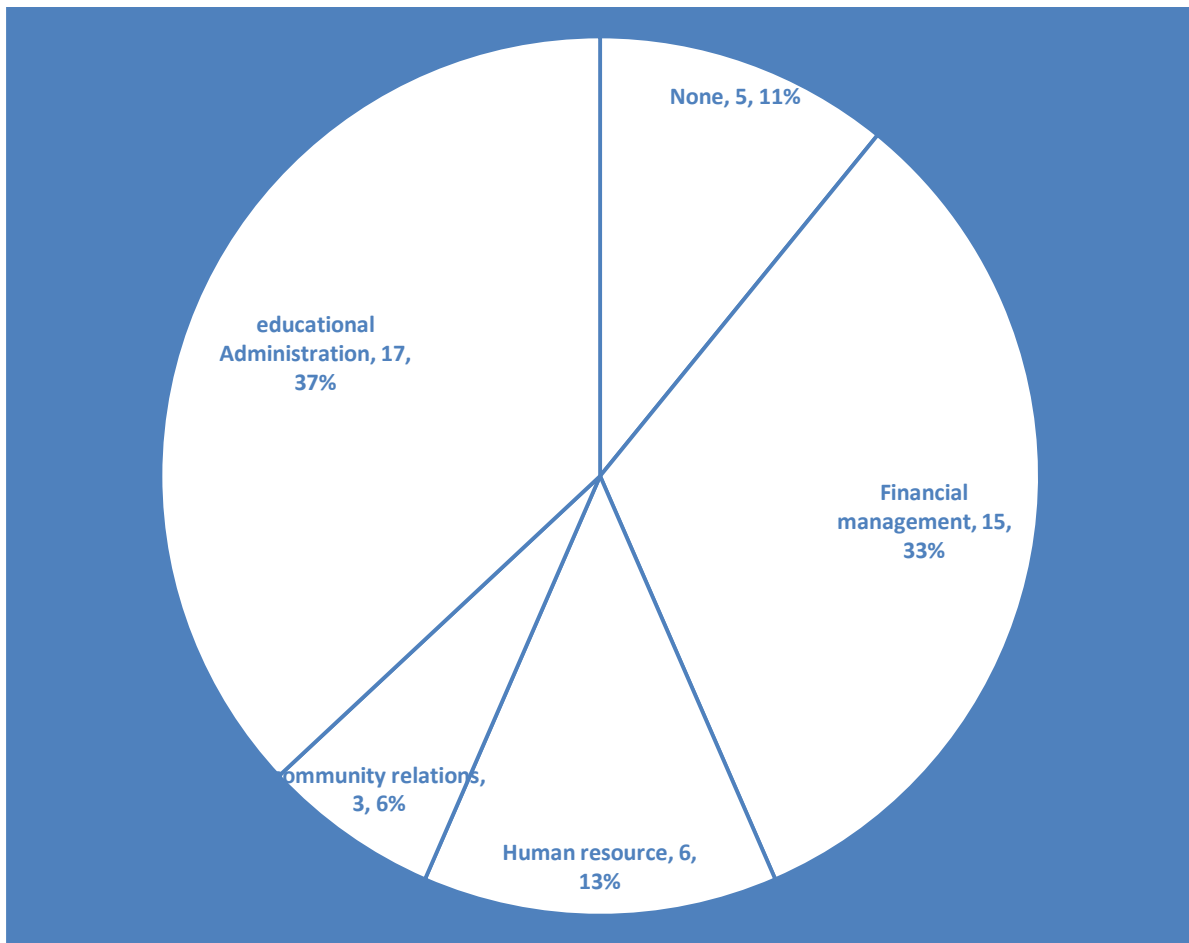


Figure 11: Level Of Training For New Administrators

4.5 Implications Associated With The Preparation Of New Administrators In Newly Upgraded Secondary Schools In Lufwanyama District.

The third research question sought to obtain views from the participants on the implications associated with the preparation of new administrators in newly upgraded secondary schools in Lufwanyama District. To address the research question interviews were conducted with 22 head teachers. The responses are presented in Table 8 below.

Table 8: Implications of Preparation New Administrators

Responses	Frequency	Percentage (%)
it helps in proper management of human and non-human resources	3	14
Enhances effective and efficient way of handling matters	6	27
provides Relevant managerial and leadership skills	21	95
Empowers head teachers with new techniques, knowledge and skills in the field of education	19	86
Heads understand their roles in their school and community	3	14
Broadens understanding in leadership and management	22	100
Creates uniformity in the way schools are operated as well as running schools in a coordinated manner	11	50

The responses in Table 8 are such that 3 (14 %) of the responses felt preparing new administrators helped in proper management of human and non-human resources while 6 (27%) held that it enhances effective and efficient way of handling matters. A total of 21 (95%) participants felt that the preparation of new head teachers would result in the acquisition of relevant managerial and leadership skills. All the participants 22(100%) felt that head teacher preparation broadens understanding in leadership and management practices

and 11 (50%) opined that it creates uniformity in the way schools are operated as well as running schools in a coordinated manner

One head teacher expressed that;

It introduces head teachers to their roles of developing, motivating and providing leadership to all staff in order to achieve the highest professional standards, maintain and develop the already existing community links, manage change effectively, among other things. To me I think it is relevant because if the head was not sure of how to manage the school, then the results would be catastrophic” (Head teacher, May 2023)

The respondent further said

“if we are to have improved teaching and learning standards in schools, then informed heads are a must”. (Head teacher, May 2023)

Head teacher respondent 3 responded to the question as follows,

“In my view, I think head teacher preparation is okay because it gives confidence to head teachers. Without training, some heads have abused delegation before just because they were not sure of what to do. I think head teachers should undertake the course so that they all benefit. After all, teachers are leaders in nature. Again you find that there are a lot of changes in the ministry, such changes are to be implemented immediately without resisting. It becomes very easy for a trained head teacher to adapt and move on. Educational development is best achieved through head teachers who are well informed about what to do in their day to day responsibilities”. (Head Teacher 3, February, 2023)

4.5.1.1 Challenges Head Teachers Face Arising From Lack Of Adequate Training In Managerial Skills In Finance And Business Management

In this section findings on challenges head teachers face arising from lack of adequate training in managerial skills in finance and business management are presented.

Table 9: Head Teacher Responses On Challenges Head Teachers Face Arising From Lack Of Adequate Training In Managerial Skills In Finance And Business Management

Challenges Due To Lack Of Financial And Business Training.	Frequency	Percentage (%)
Poor understanding of financial guidelines	22	100
Poor budgeting	22	100
Poor fund management	22	100
Failure to pay creditors	3	14
Distrust from members of staff	15	68
Failure to pay allowances	12	55
Poor financial records	22	100
Lack of accountability	11	50
Financial lapses	9	41
Misappropriation of funds	10	45
Too many audit queries	18	82

Table 9 shows responses from various Headteachers. From the responses, it can be noted that all the Headteachers pointed at poor understanding of financial guidelines, poor budgeting, poor record keeping as well as poor fund management as some of the challenges faced by schools due to lack of trained personnel in financial management.

On the other hand, 15 (68%) head teachers added that lack of trained head teachers leads to distrust from members of staff. Other challenges include lack of accountability as noted by 11 (50%), financial lapses noted by 9 (41%), audit queries noted by 18 (82%) and failures in paying allowances as noted by 12 (55%) of the participants.

Table 10: Teachers Responses On Challenges Head Teachers Face Arising From Lack Of Adequate Training In Managerial Skills In Finance And Business Management

Teachers Challenges Due to Lack of Adequate Training	Frequency	Percentage
Lack of Financial management skills	193	90
Lack of Funds	32	15
Dishonesty Bursars	32	15
Lack of planning and prioritisation skills	72	34
Unqualified Accounts personnel	45	21
Misappropriation of funds	120	56

The findings from teachers in Table 10 above shows that the dominant challenges cited by the majority 193 (90%) of the participants to the questionnaire was lack of Financial management skills. Misappropriation of funds had 120 (56%) while lack of planning and priority making skills had 74 (34.4%) responses. Unqualified accounts personnel had 45 (21%) and both lack of funds, dishonesty bursars had 32 (15%) responses respectively.

4.5.1.2 Probable Causes for These Challenges

This segment presents the causes of related to financial management as elucidated by head teachers.

One of the participants attributed the above challenges to

greediness by some Headteachers-some of our colleagues are boisterous over how they pay themselves all allowances whenever they receive funding, lack of consultation, negligence and lack of understanding finances, (head teacher 7, April 1st, 2023).

Another respondent indicated that

‘lack of proper budgeting skills has led to a lot of financial challenges in schools. Lack of transparency among other reasons is associated to most challenges faced by us head teachers. If schools do not budget effectively or monitor expenses closely, it can lead to overspending, inefficient resource allocation, and deficits. Inadequate cost management may involve excessive spending on non-essential items, inefficient staffing practices, or ineffective procurement strategies. ’ (head teacher 8, May 31st 2023)

Head teacher 6 held the following view:

In many cases, schools rely heavily on government funding. Insufficient allocation of funds by the government can lead to

financial strain on schools, making it challenging to meet operational expenses, maintain facilities, and provide necessary resources for students and teachers, (head teacher 6, April 1st, 2023).

The fourth head teacher explained the causes of financial challenges as cited below:

schools rely heavily on government funding. Insufficient allocation of funds by the government can lead to financial strain on schools, making it challenging to meet operational expenses, maintain facilities, and provide necessary resources for students and teachers. A decline in student enrolment can directly impact the school's budget, as funding is often based on per-student allocation. Decreased enrolment can occur due to demographic changes, competition from other schools, or shifts in community preferences, (head teacher 3, 30th May 2023).

The last head teacher cited had this to say

Schools may encounter unforeseen circumstances that strain their finances, such as natural disasters, security incidents, or legal disputes. These unexpected events can result in immediate financial burdens, requiring schools to look for finances to meet these obligations. The situation is tricky when it comes to meetings called by the District or Provincial offices, where schools are required to meet the financial requirements associated with the meetings. I have had to pay officers from the next grant as the grant they were to be paid from finished a long time ago.

4.5.1.3 How To You Resolve Challenges To Do With Finances And Business Management In Your School.

When asked what teachers did to resolve problems of finances one head teacher explained how she would resolve challenges to do with finances and business management in her school this is what she said;

Issues to do with money can be sorted out by following the laid down financial guidelines. I would also resolve some of the issues by sticking to the budget though it is difficult in our ministry because things just pop up. Further, financial records need to be updated there and then. Preparing the necessary paperwork before making any payment is another way of resolving issues.

In addition, respondent 16 said

‘open and forthcoming with information over finances can help solve challenges of distrust. To avoid audit queries, retirement of funds has to be strengthened, (respondent 16, 1st May, 2023).

Another respondent made this suggestion;

‘I need to read and understand the financial guidelines and also ensure that the teachers also understand what is expected of them

like the need to prepare activity reports whenever they attend meetings outside the school, (respondent 10, 1st May 2023).

4.5.2.1 Challenges Head Teachers Face Arising From Lack Of Adequate Training In Managerial Skills In Staff Personnel Management.

This sub theme presents us with the findings on challenges head teachers face arising from lack of adequate training in managerial skills in Staff personnel management.

Table 11: Head Teacher Responses On Challenges Head Teachers Faced Due To Lack Of Training In Staff Personnel Management.

Responses On Challenges Head Teachers Faced Due To Lack Of Training In Staff Personnel Management	Frequency	Percentage (%)
Truancy	20	91
Teacher absenteeism	12	55
Dodging	22	100
Lack of seriousness	19	86
Altercations with management	15	68
Late coming	12	55

The findings on the challenges head teachers faced arising from lack of adequate training in managerial skills in Staff personnel management are presented in Table 11 above. It was noted by all, 22(100%) felt that dodging was a problem of not having staff personnel management. Teacher truancy was identified by 20 (91%) participants, altercations with management by 15 (68%) participants. Additionally, 19 (86%) participants indicated that lack of seriousness is a problem due to lack of head teacher preparation. Late coming and teacher absenteeism were brought to the fore by 12 (50%) participants a piece.

Table 12: Teacher Responses On Challenges Due To Lack Of Head Teacher Training

Responses On Challenges Due To Lack Of Head Teacher Training	Frequency	Percentage
Low morale	133	62
Inter-personal conflict	74	35
Staff shortage and turnover	80	37
Staff indiscipline	99	46
Staff personnel challenges (e.g domestic)	100	47
lack of Co-operation	60	28
Poor Relationships	174	81

The finding in Table 12 above shows teacher responses on challenges due to lack of head teacher training. The most dominant problem was poor relationships between the head teacher and the teaching subordinate staff cited by 174 (81%) participants. Low morale was cited by 133 (62%) teachers while staff indiscipline and personal challenges had 99 (46%) and 100 (47%) respectively. This was followed by staff shortage and turnover with 80 (37%) teacher responses. Interpersonal conflict and co-operation had 74 (35%) and 60 (28%) teacher responses respectively.

4.5.2.2 Probable Reasons For These Challenges

Having identified the challenges, the following table will give us findings as to what the possible causes are.

Table 13: Causes Of The Identified Challenges

Responses on Causes Of The Identified Challenges	Frequency	Percentage (%)
Poor communication	2	9
Failure to hold meetings	12	55
Using inappropriate language	22	100
Poor communication channels	19	86
Abuse of authority	15	68
Lack of delegation	12	55
Favouritism	22	100
Selective application of terms and conditions of service	11	50
Failure to provide professional guidance	15	68

Poor conflict resolution skills	18	82
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All the teachers, 22 (100%) identified the use of inappropriate language and favouritism respectively. Failure to provide professional guidance and abuse of authority were other causes that were mentioned by 15 (68%) participants a piece. A total of 19 (86%) participants cited poor communication channels as being one of the causes of the challenges to do with personnel management. The inability to resolve conflicts was identified by 18 (82%) respondent and failure to hold meetings by (12 (55%) of the participants. The other causes of personnel related challenges are selective application of terms and conditions of service as attested by 11 (50%) of the participants and poor communication as brought forward by 2 (9%) of the participants.

4.5.2.3 Ways of Resolving Challenges to Do With Staff Personnel Management

This section gives us findings on how challenges to do with staff personnel management are resolved.

One of the head teachers gave the following as a way to resolve staff personnel related challenges;

Madam, some of the challenges we face are not even difficult to handle. Issue of favouritism can be sorted out by simply being professional and impartial. In fact, madam, all the issues can be sorted out by being professional.

Another interviewee posited as follows;

I would resolve these challenges by involving stakeholders where need arises. I would also consult where I do not know. You know, the tendency of 'Mr knows it all' is what lands people in challenges.

The third interviewee gave the following response

As a leader, one needs to have dialogue with the staff and being available to them at all times. One also needs to have Empathy and sympathy in dealing with staff challenges, portraying good ethics at work and being first to show commitment in the work in order for the staff to emulate. A leader should have regular checking and supervision of staff performance in order to detect the shortcoming in the work performance.

4.5.3.1 What Challenges Do Head Teachers Face Arising From Lack Of Adequate Training In Managerial Skills In School Community Relations?

The data on challenges faced by principals in performing school community Relations Task was analysed through frequencies and percentages as shown in Table 15 below:

Table 14: Head Teacher Responses On Challenges Faced By Head Teachers Due To Lack Of Training In Managerial Skills In School Relations

Challenges faced by head teachers due to lack of training in school relations	No of Participants	Percentage
Poor relations between the school and the Community	21	95
Failure of the school to involve itself in community affairs	22	100
Drug/Alcohol peddling by the community to students and teacher	5	23
Hostility by the community to the school head teachers	6	27
Role conflict between the school boards and P.T.A	1	5

Findings from the Head Teachers responses on challenges faced by head teachers due to lack of training in managerial skills in school relations are shown in the table above. The head teachers' responses show that there was a problem of hostility by the community to the head teachers as cited by 6(27%) of the participants, 21 (95%) of the participants cited poor relations. Role conflict between the school boards and Parents Teachers Association had 1(5%) responses. Drug/Alcohol peddling by the community to student and staff personnel had 5(23.1%) head teacher responses. Failure of the school to involve itself in community affairs and community in the school offers had 22(100%) affirmation.

One head teacher lamented

this community is difficult, they want what they want. I tried lobbying them to help build the school by moulding clay bricks which would be baked later, the response was something else. One parent told me they were going to report me for charging them indirectly as it was free education. They treated this partnership as a way of me trying to steal government grants.

Another head teacher commented

The welcome I was given, as if they had been told something about me. The local kept refereeing to my predecessor, during so and so time he would have done this like that. I tried explaining that there is more than one way of doing things but they were adamant and wanted me to act like the former head. This led me to just work without involving them. They can't see reason.

The other head teacher raised concerns regarding the proximity of local drinking places.

I don't know how schools would be located near markets and bars. Bars are a nuisance, they open in fact I don't know if they close, they open just as the learners are reporting for school and start playing their music. It's like they compete to see who can play the loudest. The noise reaches our school and negatively affects lessons.

Table 15: Teacher Responses on Challenges Faced By Head Teachers Due To Lack Of Training In Managerial Skills In School Relations

Responses	Frequency	Percentage
Poor relations between the school and the Community	86	40
Failure of the school to involve itself in community affairs	54	25
Role conflict between the school boards and P.T.A	59	28
Drug/Alcohol peddling by the community to students and teacher	59	28
Hostility by the community to the school head teachers	135	63

Findings from Table 15 above shows the main problem as hostility by the community to the head teacher cited by 135 (63%) of the participants, 86 (40%) of the participants cited poor relations. Role conflict between the school boards and parents teachers association had equal responses of 59 (28%) with Drug/Alcohol peddling by the community to student and staff

personnel. Failure of the school to involve itself in community affairs and community in the school offers had 54 (25%).

4.5.3.2 Probable Causes for These Challenges.

A summary of the causes head teachers listed for the problem encountered were:

Undue interference by the community in the decision making process in the school. The community is stealing and selling drugs or harassing students, befriending girls or boys. There is no dialogue between the school and the community and the school seem to isolate itself from the community affairs and vice versa. There is also lack of competent/educated school boards and P.T.A members to handle matters of the school and community, especially in rural Districts like Lufwanyama. There are poor public relations and the community demands the right to be involved in the affairs of the school.

One of the respondents shared as follows:

I feel the community hides the identity of the people who steal things from the school. Recently my school got robbed and the thieves got away with a freezer and some computers. I feel the community members might know who the perpetrators are but won't come forth for fear of being victimised.

one of the head teachers expressed concern over non-existence of a functional school board

one of the tenets of a good school is the presence` of a functional school board that can set the direction the school must take in order to better serve its community. To my surprise, since I was brought here, there is no school board and the PTA executive has been in office for over ten years. They told me they are tired and that it is time for fresh blood to hold office. I was told that the community had lost faith in the PTA executive and as such it was difficult to work.

Another head teacher had this to say

It is disheartening to see our young girls being proposed to by older males from the community. Girls are exposed to drugs and alcoholic beverages at a tender age. Just the other day, we had to stop one of the girls from being married off.

4.5.3.3 Ways of Resolving Challenges To Do With School Community Relations.

The ways used by head teachers to cope with challenges cited were summarised and included:

the school should create an air of openness; dialogue and consultation with the community. We should establishing working committees which include community members and support from both Boards and Parents Teachers Association. The school is expected to attend local administration indabas and use them to arrest the peddlers of drugs and alcohol to students. Guidance and counselling experts/teachers, religious groups, women groups and other community based organizations should educate community about the importance of school in their locality. There is need to be positive to the community plight, allow them during the school functions and also attend their functions.

One of the new head teacher explained how she resolved the challenge she faced. Her response was as follows:

Madam, to be honest with you, the people in this community behave as though I brought myself here. They fail to understand issues which make me think outside the box. I allow them to bring in their ideas to do something when in fact it's what I want them to do. I have resorted to presenting them with the challenge then let them look for solutions. When they find a solution, that's when I come in with what I had in mind. The PTA chair is an asset. He is the one I have to win over first and if it involves the community, he informs them.

The other head teacher stated that

To avoid unnecessary problems, I have brought on board the PTA where we discuss important matters on interest to the school. I have found that working with the PTA makes life easy. They handle the difficult parents well and they also offer invaluable insights concerning the community.

4.5.4.1 Challenges New Administrators Face From Lack Of Adequate Training In Managerial Skills In Curriculum Implementation

The challenges faced by head teachers in curriculum implementation were analysed through frequencies and percentages. The data presented in Table 16 below:

Table 16 Challenges New Administrators Face From Lack Of Adequate Training In Managerial Skills In Curriculum Implementation

Challenges	No. of Participants	Percentage
Lack of knowledge to interpret the Curriculum	8	36
Overloaded Curriculum and sudden frequent changes	6	27
Inadequate Human and capital/ material	7	32

e.g. text books resources		
Lack of commitment on part of Teachers and students	8	36
Ineffective curriculum supervision by principals and the Inspectorate	15	68
Lack of clear policies in evaluation and syllabus coverage	6	27

The findings from Table 16 shows that the major problem faced by new head teachers in curriculum implementation was ineffective curriculum supervision by head teachers and the Inspectorate as attested by 15 (68%). Lack of commitment on part of Teachers and students had 8 (36%) responses. Inadequate Human and capital or material resources was mentioned by 7 (32%) participants, while Overloaded Curriculum and sudden frequent changes and lack of clear policies in syllabus coverage and Evaluation had equal responses of 8 (36%) each.

4.5.4.2 Causes of Challenges Faced By New Head Teachers

Causes listed by Headteachers for the challenges encountered were summarised as follows:

One had teacher posited,

Some the problems faced at this school are due to curriculum changes. These changes fail to take into consideration the human and physical resources requirements and society needs.

The second head teacher opined,

I feel policies regarding subjects in the current systems of education are not clearly defined and this can be seen from the imbalance in training subject specialists leading to shortage of teachers to handle some subjects.

Another head teacher gave the following lamentation:

Some challenges that we face are to our inability as head teachers to provide the right skills/environment for learning/curriculum development due to inadequate proper communication between the standard education officers and teachers. I have come to the realisation that there is a lack of training in curriculum implementation and evaluation by the head teachers and teachers often absenting themselves from lessons.

Several head teachers shared the following:

There is lack of learning materials in schools, for example, text books, laboratories and equipment and many others. Poor road network in the district proves to be another challenge for schools to receive these school requisites.

Some head teachers fail to carry out regular internal inspection on syllabus coverage and content.

4.5.4.3 Ways of Resolving Challenges to Do With Curriculum Implementation.

Ways used by head teachers to resolve the identified challenges in curriculum implementation were summarised as follows:

One of the head teachers shared as follows:

I have come to learn that for me to avoid curriculum related challenges I have to consult with successful head teachers. These people have the experience and so far it is proving useful.

Another head teacher posited;

I do consult curriculum specialists in addition to referring to the curriculum framework. The other way I address curriculum related matters is by enlisting the support of competent time-tabling staff who give attention to all curriculum areas and staff dedication in curriculum Implementation and supervision. I only learnt that there is even software for that. This means there is no need for timetable committees like we used to have back in the day.

The third head teacher said

Proper delegation or appointment of staff to head of departments responsibilities and having abilities to follow up all curriculum related areas for implementation is one undertaking I find useful when handling curriculum issue. Creating a team-work spirit among teaching staff and involving staff in sourcing for the relevant materials and equipment for learning is something that as head teachers we need to consider.

The last head teacher stated the following;

Being in school always to supervise the teaching staff and create effective ways of evaluating students helps be on track with the curriculum and syllabus coverage.

4.6 Chapter summary

The erstwhile chapter discussed the findings of the study. The following were presented: the biographical data of the participants that took part in the study. The chapter then gave us the implications of the preparation of newly administrators. The findings were presented in graphs and tables. The following chapter will give us a discussion of the findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter presented the findings of the study which sought to establish preparation of school administrators and its implications on their administrative performance in selected upgraded secondary schools of Lufwanyama District. The findings were presented according to objectives. This chapter discusses the findings using research objectives. The discussion of findings was guided by three study objectives which were:

- To establish how many administrators receive relevant training that prepares them for their new role in Lufwanyama District.
- To establish the level of training given to administrators for newly upgraded secondary schools of Lufwanyama District.
- To ascertain implications of the preparation of administrators for newly upgraded secondary schools on their performance in Lufwanyama District

5.2 Demographic Information of the Head teachers

It was important to analyse the background characteristics of the head teachers, for such information was of great importance to the study.

5.2.1 Gender of head teachers

The findings revealed that 12(55%) of the participants were male while 10(45%) were female.

5.2.2 Age of the head teachers

The age bracket of the head teachers was such that 8 (36.4%) participants were aged 40 to 49, 10(45.5%) were aged 50 years and above, 4 (18.2%) were aged between 30 and 39 while no one was aged between 20 and 29. This translates to 81.9% being over 40 years. Most of the head teachers being above 40 might be attributed to the fact that in Zambia for one to become a head teacher, they to undergo through different steps and stages before the Ministry of Education promotes him or her.

Most of the sampled head teachers were mature enough and believed to have gathered substantial experience since beyond 40 years; one encompasses high level of experience as part of training (UNESCO, 2009), and maturity both in management and thoughts. In addition the policy of recruitment of head teachers requires a person to have been in the system for some reasonable years before the appointment.

5.2.3 Age of teachers

A total of 119 (78%) were above 30 years while 47(22%). This age bracket of teachers was termed supernatural because a large number of the sample was above 30 years. This entails that the pool of respondents had some experience which was invaluable in giving insights for this study.

5.2.4 Education level

The study established that more than half of the head teachers representing Lufwanyama District had not attended any training to prepare them for their new roles as head teachers. For instance, 19 (86%) of the participants had not taken any educational administration course while 3 (14 %) indicated they had taken such courses. The findings established that the majority of the newly appointed head teachers had attended pre-service training but this was in line with teaching and not managing and running schools. This view is in agreement with Balansikat and Gerhard (2005), who said that some head teachers assume offices when they are not trained in leadership

On the other hand, teachers revealed that some head teachers did get some training as seen from 17 (37%) participants who felt that new administrators are given educational

administration training, 15 (33%) felt the training was about financial management and 6(13%) felt human resource education was the training given to the new administrators. This goes to show that not all is lost, efforts have been made to prepare the head teachers. Perhaps the challenge is on how regular these sessions are such that they also accommodate the new appointees. Facilitators must help adults become aware of their "need to know" and make a case for the value of learning in their positions as head teachers. This is in support of Fullan (2007), who alludes that the illiterates of the 21st century are not those who cannot read and write, but those who cannot learn and unlearn.

5.3 Level of training given to new administrators

The results show that 19 (86%) of the participants had not taken any educational administration course while 3 (14 %) indicated they had taken such courses. With leadership and management courses, 83.3% of the head teachers had at least attended one course, whereas 16.7 % had not attended any. Okumbe (2007), supports this idea that for a head teacher to be effective in supervision, has to have basic skills in supervision. This therefore, confirms that the majority of the head teachers acquired leadership and management skills out of the short courses, but this might not be sufficient enough to promote performance since these courses were short lived.

The findings in various views regarding the relevance of the level of training they had thus far received. Table 8 shows that some participants were adequately prepared for the role of head teacher by their pre-service training while others said otherwise. Very few head teachers, received training to prepare them for the position of head teacher while the majority said they had not received any training. The training gave others a good orientation to the responsibility of being a head teacher. Adults want to learn what they can apply in the present, making training focused on the future or that does not relate to their current situations becomes less effective.

This implies that some head teachers assumed offices when they are not well prepared to lead schools, especially those who did not take leadership and management courses at university. This can also be a contributing factor for poor performance on top of the undiscovered causes as supported by Lubanga, (2011), who contends that most schools are performing poorly due to the gap in leadership and management skills.

5.4 Experience of the Head teachers

Duration spent in service is vital in terms of experience and skills and in Zambia according to Ministry of Education (1996), a head teacher must be a graduate. According to the study, most of the head teachers had spent over 6 years in management positions before being appointed as head teachers. A total of 4 school administrators indicated that they had served between 11-15 years as subject teachers while 5 served between 1-5 years as senior teachers. There were 6 school administrators who had served 6-10 years as heads of department and 4 had served as deputy head teachers for the same period. Other 3 head teachers had served as deputy head teachers between 11-15 years.

Since the majority of head teachers had spent 6 years and above, it implies that these head teachers have a substantial experience in leadership. That is why the poor performance is not solely due to low training of head teachers. The study therefore, observed that there was a guaranteed experience expected from the sampled head teachers which probably assist them to realise the performance so far exhibited.

5.5 Outcomes of head teacher preparation.

The third objective was to ascertain implications of the preparation of new administrators for newly upgraded secondary schools on their performance in Lufwanyama District.

It emerged that good outcomes would be guaranteed if the three modes of head teacher preparation were improved. Pre-service training would be more effective if it would provide adequate content on management skills during teacher training at the university. In-service training on the other hand needed to be made mandatory to ensure uniform exposure of all Headteachers, have a balance between duration and content to be covered, have an evaluation system to enable facilitators to know whether or not they were achieving their objectives and levels/stages relevant of professional qualifications in educational management to be used/based on when promoting head teachers to senior cadres in school administration. On-the-job training called for proper induction of newly appointed Headteachers.

For those rising- through-the-ranks, delegation of both responsibility and authority would be very helpful. While delegation responsibility was in itself a useful step towards gaining

managerial skills, delegation of authority gave the incumbent a chance to practice decision-making which is crucial in management. On the other hand, 15 (68%) head teachers added that lack of trained staff leads to distrust from members of staff thereby causing unnecessary tension within the institution.

The study's findings established that Headteacher preparation was a necessary undertaking that prepared them on how to manage human and non-human resources. The finding is in tandem with Madu (2006) who viewed human resources as abilities and characteristics of individual and other resources. These could not be utilized independently of people while non-human resources as the usable things found outside the people and in the environment which could help to achieve goals. This finding is also supported by the critical educational administration theory that provides a means whereby school leaders can understand and ultimately disentangle themselves from the external and internal forces which impose upon educational practice. Critical theorists elaborate the values and practices within schools which maintain the ideological perspective of schools. Topics such as management, curriculum, teaching and student issues display the inherent social values in the schooling process Ashu (2020:7).

Fullan (2011) propounded that as the leading professional in the school, the head teacher should ensure that the school is well managed and organized, providing leadership and direction. In order to support teachers and other staff, they should ensure there were appropriate policies and procedures in place, and ensuring resources were used effectively and efficiently and good relationships fostered within the whole school community.

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

5.6 Teachers view on how they are managed by the head teachers

The findings of the study in table 12, shows that poor relationship between the head teacher and the teaching subordinate staff were rife as cited by 174 (81%) participants. All the 22

(100%) teachers identified the use of inappropriate language and favouritism respectively as the number one cause of challenges faced by head teachers.

The study found that low morale was cited by 133 (62%) teachers while staff indiscipline and personal challenges had 99 (46%) and 100 (47%) respectively. Poor communication channels and inability to resolve are other challenges cited by teachers. This finding finds itself at odds with the human relations management theory. The human relations management theory is a researched belief that people desire to be part of a supportive team that facilitates development and growth. This confirms Manu's admonishment to leaders to always try to motivate workers in order to achieve maximum production (Manu, 2007).

The study found that hostility by the community to the head teachers as cited by 135 (63%) of the participants and poor relations as cited by 86 (40%) were a serious challenge. Community relations are vital to the success of the school. Further, these schools are located within communities as such it is important that head teachers find ways of working with the community. These challenges can be resolved by fostering dialogue between the stakeholders.

5.7 Chapter summary

The chapter presented the discussion of the study findings regarding the preparation of school administrators and its implications on their administrative performance in selected upgraded secondary schools of Lufwanyama District, Zambia. Responses of participants were analysed using themes to address the three objectives. The following chapter will give us the conclusions and recommendations of the study.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter discussed the findings. This chapter presents conclusions and recommendations of the study based on the findings and the discussions of the study on the preparation of school administrators and its implications on their administrative performance in selected upgraded secondary schools of Lufwanyama District. The study was based on the following objectives:

- To establish how many administrators receive relevant training that prepares them for their new role in Lufwanyama District.
- To establish the level of training given to administrators for newly upgraded secondary schools of Lufwanyama District.
- To ascertain implications of the preparation of administrators for newly upgraded secondary schools on their performance in Lufwanyama District

6.2 Conclusions

The study concluded that the head teachers were not being prepared as expected. Even after receiving adequate training, head teachers remain lifelong learners. Due to the ever dynamic

and changing nature of the professional demands, and the development of professional practices, training is a continuous process which lasts for the duration of the career of a committed professional teacher. Similarly, head teachers must also have continuous professional development. Head teachers are in charge of schools, which operate as professional learning communities. Teaching is a lifelong learning profession and therefore head teachers should be at the forefront of learning.

Most new head teachers faced challenges in performing all the main tasks of school management. The challenges were related to inadequate management preparation.

There is need to recognize the fact that there is a clear difference between the preparation process of a school teacher and one of a school manager (head teacher). Their roles are not synonymous.

The continuing practice of managing schools through experimental method ('trial and error' / 'sink or swim' 'deep-end-learning') is an expensive one and it calls for attention.

The most problematic area was Finance and Business management. Curriculum Implementation, Staff personnel management and community relations management were equally difficult.

Administrators require training in technical skills such as budgeting, accounting, book-keeping, auditing, expenditure control so as to become competent financial managers of schools.

Human relations skills are to them enable to manage pupils and staff personnel matters.

Majority of new administrators lack community relations skills so as to efficiently handle parents, school community at large and relevant authorities

In general, new administrators in Lufwanyama District faced challenges in their administrative performance as a result of inadequate preparation

6.3 Recommendations

1. Training of head teachers should be done at three levels namely pre-service, in- service and on-the-job in such a way that the three modes complement each other.
2. Various universities in Zambia should consider introducing courses at graduate level and undergraduate in school management and not as electives.
3. In-service training should be made mandatory, regular, and longer in duration, organized in field facilities.
4. Head teachers should be trained in technical skills such as budgeting, accounting, book-keeping, auditing and expenditure control during pre-service and on- the-job training programmes.
5. Age, teaching, administrative experience and training in management should be considered before a teacher is appointed Head teacher.
6. There should be sandwich courses for Head teachers leading to postgraduate diploma or masters or Ph.D. degrees in school management.
7. User friendly literature on all school management tasks should be availed to teachers to assist them in learning school management.
8. Frequent curriculum changes and content overloading should be minimized. In the event of change, it must be followed promptly by an in- service course for Headteachers who will then organize in-house-in-service for their teachers.
9. Training of Headteachers should emphasize Human relation skills to help them cope with personnel challenges. Guidance and counselling skills should also be emphasized as they are crucial in handling personnel challenges.
10. On-the-job training should include internship or practicum as practised in other professions such as law.

6.4 Recommendation for further research

This study should be replicated using urban schools that are running well in Zambia in order to establish how their head teachers are prepared and the challenges they face in school management.

6.5 Summary of the Chapter

This chapter presented the conclusions and recommendations of the study. The conclusions were based on the research objectives of the study, while the recommendations were drawn from the findings. The study concluded that majority head teachers were not accorded the requisite preparation after being appointed.

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APPENDIX – A: INTERVIEW GUIDE FOR HEAD TEACHERS/ DEPUTY HEAD TEACHERS

A STUDY ON PREPARATION OF SCHOOL ADMINISTRATORS AND ITS IMPLICATIONS ON THEIR ADMINISTRATIVE PERFORMANCE IN SELECTED UPGRADED SECONDARY SCHOOLS OF LUFWANYAMA DISTRICT.

Dear respondent,

I am a Postgraduate student at the University of Zambia, in the School of Education pursuing a Master of Education in Educational Management degree. I am carrying out a research on preparation of school administrators and its implications on their administrative performance in selected upgraded government secondary schools of Lufwanyama District. I would be grateful if you could kindly assist me by responding truthfully to my questions. The responses that you will provide in this research will be treated with confidentiality and are only meant for academic purposes.

My name is Beatrice Ngoma. My contact number is 0966926672.

SECTION A: BACKGROUND INFORMATION

1. What is your name?
2. Is your school a Girls Boarding, Boys Boarding, Mixed Day or Mixed Boarding & Day?
3. What is the current enrolment in your school?
4. What is the number of teaching staff in your school?
5. State your age.
6. What are your Academic qualifications?
7. For how long have you served as Class – teacher, Subject teacher, Senior Teacher, Head of department, Deputy Headteacher and Headteacher?

SECTION B: PREPARATION OF HEAD TEACHERS AND ITS IMPLICATIONS

8. How/why were you appointed as a Headteacher?
9. How adequately did the pre-service training prepare you for your current responsibilities as a head teacher?

Probe

*How many new administrators are given training to prepare them for their new role?

* have you received any such trainings yourself? Yes/ No

* if yes how would you describe these trainings?

* if no what could be the reason for not receiving such trainings

10. Have you taken any in-service courses in Educational Administration?
11. Prior to your appointment as a head teacher, did you receive any pre-service training in educational management skills?
12. What is the level of training given to new administrators for newly upgraded secondary schools?

Probe

* what training are new administrators given to prepare them for the new role?

*how adequate are these trainings?

13. What are the implications associated with the preparation of new administrators in newly upgraded secondary schools in Lufwanyama District?

Probe:

*how has head teacher preparation helped you in execution of duties?

* has the head teachers training made you a better administrator?

* how has the head teacher training impacted on you?

14. What challenges do head teachers face arising from lack of adequate training in managerial skills in finance and business management?

Probe:

* What are the probable reasons for these challenges?

* How would you resolve challenges to do with finances and business management in your school?

15. What challenges do head teachers face arising from lack of adequate training in managerial skills in curriculum implementation?

Probe:

* What causes these challenges?

*How would you resolve challenges to do with curriculum implementation?

16. What challenges do head teachers face arising from lack of adequate training in managerial skills in Staff personnel management?

Probe:

*What causes these challenges?

*How would you resolve challenges to do with staff personnel management?

17. What challenges do head teachers face arising from lack of adequate training in managerial skills in School community relations?

Probe:

* What are the probable reasons for these challenges?

*How would you resolve challenges to do with School Community Relations?

18. What would you say about the importance of training head teachers when it comes to performance?

APPENDIX – B: QUESTIONNAIRE FOR TEACHERS

A STUDY ON PREPARATION OF SCHOOL ADMINISTRATORS AND ITS IMPLICATIONS ON THEIR ADMINISTRATIVE PERFORMANCE IN SELECTED UPGRADED GOVERNMENT SECONDARY SCHOOLS OF LUFWANYAMA DISTRICT

Dear respondent,

I am a Postgraduate student at the University of Zambia, in the School of education pursuing a Master of Education in Educational Management degree. I am carrying out a research on preparation of school administrators and its implications on their administrative performance in selected upgraded government secondary schools of Lufwanyama District. I would be grateful if you could kindly assist me by responding truthfully to the questions in relevant sections of the questionnaire. The responses that you will provide in this research will be treated with confidentiality and are only meant for academic purposes.

My name is Beatrice Ngoma. My contact number is 0966926672.

This questionnaire is divided into: - background information, section A and B. Kindly answer all the questions in each area/section.

SECTION A: BIODATA

Please tick (√) where appropriate or fill in the necessary information as required.

1. Type of secondary school: Girls Boarding () Boys Boarding () Mixed Day () Mixed Boarding & Day () Grade of the school ()
2. Current enrolment in your school by gender: -

No. of girls	No. of Boys	Total

3. Current number of teaching staff in your school by Sex: -

No. of Female	No. of Male	Total

Kindly put a tick (√) in the appropriate bracket or fill in the necessary information as may the question require.

4. Your age: 25-29 () 30-35 ()
 36-40 () 41-45 ()
 46-50 () 51-55 ()
 56 and above ()

5. Your gender: Female () Male ()

6. Your Academic qualifications

- Doctorate Degree: ()
- Masters Degree: ()
- Bachelor’s Degree: ()
- Advanced Diploma: ()
- Diploma: ()
- Certificate: ()

Any other (Please specify)

SECTION B. PROFESSIONAL EXPERIENCE AND KNOWLEDGE

4. For how long have you served as a teacher at your present school??years

5. What would you give as some of the demands by Teaching Service Commission before any one is appointed as a head teacher?

- i. Must have a minimum qualification of a degree in education:
- ii. Must be a confirmed teacher:
- iii. Must have served a minimum of five years:
- iv. Must be a performer:
- v. Other (specify)
 -
 -
 -
 -
 -

6. a). Have you had professional training in educational administration? Yes () No ().
 (Place a tick (√) in the appropriate space).

6.a). If yes indicate how many units.....

7. Have you taken any in-service courses in Educational Administration? (Place a tick (√) in the appropriate space) Yes () No ()

8. a). How many years have you served as a? (Please fill in the appropriate years).

- i. Class – teacher:years.
- ii. Subject teacher:years
- iii. Senior Teacher: ... years
- iv. Head of department:years

9. How adequately did the pre-service training prepare you for your responsibilities as a head teacher in terms of

- a. Very adequately: ()
- b. Adequately: ()
- c. Not adequately: ()
- d. Very inadequately: ()

Give a reason if your answer is c or d:

.....
 ...

10. Do you think the in-service courses are sufficient enough in preparing you for Headteacher’s administrative tasks? (Place a tick (√) in the appropriate space).

- Yes: ()
- No: ()

11. Please indicate 3 administrative responsibilities you consider to be useful in head teacher preparation.

- i)
 -
 - ..
- ii)
 -

iii)

.....

SECTION – C: POSSIBLE IMPLICATIONS

This section is designed to gather information on challenges facing principals which are related to training background and suggestions of possible solutions. Please tick (✓) in the appropriate space or fill in the necessary information.

I. Task 1: Finance and Business Management?

a) Which challenges to head teachers face arising from lack of adequate training in managerial skills in finance and business management?

- i. Misappropriation of funds: ()
- ii. Failure to present financial reports: ()
- iii. Inability to source for alternative funding: ()
- iv. Financial mismanagement: ()
- v. None: ()
- vi. Other (specify)

.....

.....

b) What are the probable reasons for these challenges:

- i. Not enough resources: ()
- ii. Poor financial literacy skills: ()
- iii. Not understanding the financial guidelines: ()
- iv. Lack of manpower: ()
- v. Personal attributes: ()
- vi. Other (specify)

.....

.....

.....

c) how do you cope with the problem/s associated with finance and business management?

- i. ignore the problem: ()
- ii. confront the problem: ()
- iii. avoid the problem: ()
- iv. other (specify)

.....

.....

.....

.....

.....

d)What are some of the recommendations you would give in overcoming the challenges?

- i. open dialogue with stakeholders: ()
- ii. training in financial guidelines: ()
- iii. adherence to financial guidelines: ()
- iv. other (specify).....

.....

.....

.....

2. Task 2.- Curriculum Implementation

What challenges do head teachers face arising from lack of adequate training in curriculum implementation?

- i. Challenges with career pathways: ()
- ii. Poor timetabling ()
- iii. Misplaced priorities ()
- iv. Poor understanding of the curriculum ()
- v. Other (specify).....
.....
.....
.....

b) What are the probable reasons for these challenges?

- i. know it all mentality: ()
- ii. conflict of interest: ()
- iii. personal agendas: ()
- iv. lack of seriousness: ()
- v. other (specify).....
.....
.....
.....

c) how do you cope with the problem/s associated with curriculum implementation?

- i. ignore the problem: ()
- ii. confront the problem: ()
- iii. avoid the problem: ()
- iv. poor assessment practices: ()
- v. other (specify).....
.....
.....
.....

d) What are some of the recommendations you would give in overcoming the challenges?

- i. open dialogue with stakeholders: ()
- ii. training in curriculum guidelines: ()
- iii. adherence to curriculum guidelines: ()
- iv. other (specify).....
.....
.....
.....

3. Task 3 - Staff Personnel Management?

a) Which challenges to head teachers face arising from lack of adequate training in Staff personnel management?

- i. poor work culture: ()
- ii. low morale of teachers: ()
- iii. abuse of authority: ()
- iv. poor record keeping: ()

- v. staff imbalance:
- vi. other
(specify).....
.....
.....

- b) What are the probable reasons for these challenges?
- i. poor communication skills:
 - ii. lack of seriousness:
 - ii. dictatorial tendencies:
 - iii. lack of seriousness:
 - iv. poor liaison with the District office:
 - v. other (specify)
.....
.....
.....

- c) How do you cope with the problem/s?
- i. ignore the problem:
 - ii. confront the problem:
 - iii. avoid the problem:
 - iv. other (specify)
.....
.....
.....

- d) What are some of the recommendations you would give in overcoming the challenges ?
- i. open dialogue with stakeholders:
 - ii. training in staff personnel management:
 - iii. adherence to staff personnel management guidelines:
 - iv. understanding policy documents:
 - v. other
(specify).....
.....
.....

4. Task 4 - School Community Relations?

- a) Which challenges to head teachers face arising from lack of adequate training in School community relations?
- i). poor community involvement:
 - ii) unhealthy PTA relationship:
 - iii). other
(specify).....
.....
.....

- b) What are the probable reasons for these challenges?

- i. poor communication skills: ()
 - ii. lack of seriousness: ()
 - ii. dictatorial tendencies: ()
 - iii. lack of seriousness: ()
 - iv. poor liaison with the community: ()
 - v. other (specify)
-
-
-
-

- c) How do you cope with the challenges associated with school community relations: -
- i). foster a personal relationship with the community: ()
 - ii) .avoid unnecessary contact with the community: ()
 - iii) other
- (specify).....
-
-
-

- d) What are some of the recommendations you would give in overcoming the challenges?
- i).make amends with the community: ()
 - ii) hold regular PTA meetings: ()
 - iii)involve the community in school activities: ()

5. In your view, is training of head teachers in performance of these four tasks necessary?

Yes ()

No ()

5. a) If yes, in which rank order should emphasis be placed during principals training on these tasks areas? N/B: Please use (1) for greatest emphasis and (5) for least emphasis.

- i. Finance and Business management..... ()
- ii. Curriculum Implementation management.....()
- iii. Student management ()
- iv. Staff management..... ()
- v. School community relations..... ()

Kindly elaborate on your rank order

.....

.....

.....

.....

5. b) If NO, kindly explain

.....

.....

.....

.....

THANK YOU FOR RESPONDING TO THE QUESTIONNAIRE

APPENDIX 3: TIMELINE

Activity	duration	Nov 2022	Dec 2022	Jan 2023	Feb 2023	March 2023	April 2023
Proposal writing	5 days						
Submission of the proposal	1 day						
Proposal defence							
Update Literature	60 days						

Collection of data							
data analysis							
Developing chapters							
Submit a draft report							
Final defence of thesis							
Final submission of thesis							

APPENDIX 4: ETHICAL CLEARANCE



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

Telephone: +260-211-290258/293937

P O Box 32379

Fax: +260-211-290258/293937
Zambia

Lusaka,

E-mail drgs@unza.zm.

ETHICAL CLEARANCE INFORMATION

Kindly see explanation below for submission of application for ethical clearance.

Fill in 1a, 1b only. The ORDER of documents should be as follows:

- 1) Photocopy of UNZA Receipt
- 2) Application forms: starting with 1a, 1b.
- 3) One page summary
- 4) Complete Research Proposal with all the Research tools
- 5) All the above documents should be spiral bound into 5 copies and ensure that the Head of Department/Organisation and the Principal investigator signs on the application forms
- 6) 5 Spiral Bound hard copies should be submitted to Assistant Registrar Research at DRGS
- 7) Attach nine loose copies of the summary of proposal
- 8) Soft copies to be sent to all the following email addresses:

tabo.liswaniso@unza.zm
redge.mubiana@unza.zm
raphael.chalwe@unza.zm
e.mwanda@unza.zm

(Kindly note that the other forms are for the information of the principal investigator, progress reports are filled in at an appropriate time)

FEES ARE AS FOLLOWS:

Local Students Projects (UNZA)

Masters Ordinary (Minimum of 30 days)	- ZMK 500.00
PHD Ordinary (Minimum of 30 days)	- ZMK 1,500.00
Express/Fast Track Masters (Minimum 10 Working days)	- ZMK 1,000.00
Express/Fast Track PHD (Minimum 10 Working days)	- ZMK 3,000.00

Local Students Projects (NON UNZA)

Masters Ordinary (Minimum of 30 days)	- ZMK 1,000.00
PHD Ordinary (Minimum of 30 days)	- ZMK 1,500.00
Express/Fast Track Masters (Minimum 10 Working days)	- ZMK 1,500.00
Express/Fast Track PHD (Minimum 10 Working days)	- ZMK 3,000.00

Students Registered Outside Zambia/Foreign Students

Masters Ordinary (Minimum of 30 days)	- USD \$ 150.00
PHD Ordinary (Minimum of 30 days)	- USD \$ 200.00
Express/Fast Track Masters (Minimum 10 Working days)	- USD \$ 300.00
Express/Fast Track PHD (Minimum 10 Working days)	- USD \$ 400.00

Locally Based Non-Student PI

Ordinary (Minimum of 30 days)	- ZMK 2,500.00
Express/Fast Track (Minimum 10 Working days)	- ZMK 3,500.00

Foreign Based Non-Student PI

Ordinary (Minimum of 30 days)	- USD \$ 250.00
Express/Fast Track (Minimum 10 Working days)	- USD \$ 500.00

ACCOUNT DETAILS:

Account Name	:	UNZA Directorate Postgraduate
Account Number	:	0100110272200
Bank Name	:	Standard Chartered Bank
Branch	:	Lusaka Main
Swift Code	:	SCBLZMLX
Sort Code	:	60017

APPENDIX 5: PERMISSION LETTER



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

Telephone: 26021-1-291777-78 Ext: 3500/ 0978772349
Telegrams: UNZA LUSAKA
E-mail: dir@iue.unza.edu.zm

P.O. Box 32179
LUSAKA, ZAMBIA

DATE: 16/04/2023

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Name: BEATRICE NQOMA Computer #: 719000300

Reference is made to the above subject.

This serves to confirm that the above named student of NRC Number 327589/671 is a bonafide student of the University of Zambia.

The student is pursuing a Master of Education in Educational Management Programme and that he/she will be carrying out a research on

The Preparation of School Administrator
and its Implications on their performance
selected Upgraded Secondary in Lufwanyama in
yama.

Any assistance rendered to him/her will be greatly appreciated.

Prof. Joseph M. Zulu (PhD)
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION

