

Abstract

In Zambia currently, there is evidence that the majority of the headteachers lack relevant training for their posts. In response to the challenge, there have been efforts to offer in-service training to the headteachers. However, while in-service training programmes are worthwhile efforts, there have been little efforts, if any, to establish the efficacy of the training provided for the serving headteachers. This study was an attempt to establish whether or not the training provided for the serving headteachers enabled them to improve in their leadership practices, and also establish whether there was any significant difference in the leadership practices of the headteachers who had taken in-service training and those who had not taken the training. The focus was on the programme at the National In-service Teachers' College (NISTCOL).

The study employed both qualitative and quantitative methods. The data for this study was obtained through Kouzes' and Posner's (2003) Leadership Practices Inventory (LPI-self and observer), which measure the leadership practices in five distinct areas: modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Interviews were also conducted. Data was obtained from 28 headteachers and 230 teachers.

From the data that was obtained from questionnaires and interviews, the results revealed that the greater majority of the headteachers who had taken in-service training in the area of educational management and those who had not taken the training demonstrated the practices associated with the leadership practices that were

taken into account. On the question as to whether a significant difference existed between the headteachers who had taken in-service training and those who had not taken the training, from the data that was obtained through questionnaires, the results generally revealed that there was no significant difference in the leadership practices of the headteachers who had taken in-service training and those who had not taken the training. However, from the data that was obtained through interviews, the results revealed overwhelming evidence that there had been improvements in the headteachers' leadership practices as a result of the training they had taken.

Based on the findings of the study, recommendations were made, inter alia, that the Ministry of Education should support in-service training programmes for the headteachers, and should involve more educational institutions in the provision of relevant training to the headteachers. Recommendations for further research were also made, inter alia, that a similar study be done with a larger sample countrywide, and utilize a different method for determining the leadership practices, which would enhance the validity and reliability of the conclusion reached.

*This work is dedicated to my late father. He was a source of
inspiration for me.*

Acknowledgements

Much help and encouragement was received while working on this thesis. I would, therefore, like to thank everyone who helped and encouraged me while working on this thesis. Particularly, I would like to thank Dr. P. C. Manchishi, my supervisor who consistently assisted me in all matters related to the completion of this study. His help and commitment to my achievement is greatly appreciated.

Special thanks as well go to the headteachers and teachers who participated in this study for the cooperation they gave me during the time I was conducting the research. I would also like to thank Mr. Kamutumwa, the former Provincial Education Officer for the Copperbelt Province, who generously granted me permission to conduct my research in the schools. I also extend my thanks to Mr. Chiyongo, former Vice Principal at the National In-service Teachers College (NISTCOL) who provided me with the data I needed regarding the headteachers who had taken in-service training at NISTCOL.

I am also extremely grateful to the Leadership Practices Inventory (LPI) publishers (John Wiley and Sons, Inc., San Francisco) who generously granted me permission to use the LPI, the instrument that I used to evaluate the headteachers' leadership practices. I also wish to record my gratitude to relatives and friends for the countless support and encouragement that I received while working on this thesis. Most importantly I am grateful to God - without whom I am nothing.

TABLE OF CONTENTS

	Page
Abstract.....	iv
Dedication.....	vi
Acknowledgements.....	vii
 CHAPTER ONE	
 INTRODUCTION	
1.0 Overview.....	1
1.1 Conceptual framework.....	1
1.2 Background to the Study.....	15
1.3 Statement of the Problem.....	24
1.4 Purpose of the Study.....	25
1.5 Objectives of the Study.....	25
1.6 Research Questions.....	26
1.7 Significance of the Study.....	28
1.8 Delimitations of the Study.....	30
1.9 Limitations of the Study.....	30

1.10	Definition of Terms.....	30
1.11	Chapter Layout of the Thesis.....	30

CHAPTER TWO

LITERATURE REVIEW

2.0	Overview.....	32
2.1	Leadership practices of Effective School heads.....	32
2.2	School heads' Training and the Leadership practices.....	57
2.3	Studies regarding the Headteachers in Zambia....	60
2.4	Leadership Practices Inventory (LPI).....	62

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0	Overview.....	71
3.1	Research Design.....	71
3.2	Target Population.....	74
3.3	Study Sample and Sampling procedures.....	74
3.4	Research Instruments.....	77
3.5	Data Collection procedures.....	83

3.6	Analysis of the Data.....	86
-----	---------------------------	----

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.0	Overview.....	90
4.1	Data obtained through the LPI.....	90
4.2	Data obtained through Interviews.....	121

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0	Overview.....	136
5.1	Headteachers' demonstration of the Leadership practices.....	136
5.2	Comparison of the Headteachers who had taken in-service training and those who had not taken the training	141
5.3	Headteachers' In-service training.....	145

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0	Overview.....	147
-----	---------------	-----

6.1 Conclusion.....	147
6.2 Recommendations.....	148

REFERENCES.....	151
------------------------	------------

APPENDICES

Appendix A: Letter from the Publishers as permission to use the Leadership Practices Inventory (LPI).....	161
--	-----

Appendix B: Letter from the Copperbelt Provincial Education Office as permission to the Schools visited.....	162
---	-----

Appendix C: Leadership Practices Inventory (LPI- self).....	163
--	-----

Appendix D: Leadership Practices Inventory (LPI-observer).....	167
---	-----

Appendix E: Leadership Practices Inventory (showing the leadership practice to which each statement applies).....	171
--	-----

Appendix F: Interview Guide for Headteachers.....	173
--	-----

Appendix G: Interview Guide for Teachers.....	174
--	-----

LIST OF TABLES

Table 1: Sampled Headteachers by District and Gender.....	76
Table 2: Ratings in relation to the Leadership practice of Modelling the way for Headteachers who had taken the Training.....	92
Table 3: Ratings in relation to the Leadership practice of Modelling the way for Headteachers who had not taken the Training.....	93
Table 4: ANOVA results for ‘self’ scores on the Leadership practice of Modelling the way.....	95
Table 5: ANOVA results for ‘observer’ scores on the Leadership practice of Modelling the way.....	95
Table 6: Ratings in relation to the Leadership practice of Inspiring a shared vision for Headteachers who had taken the Training.....	97
Table 7: Ratings in relation to the Leadership practice of Inspiring a shared vision for Headteachers who had not taken the Training.....	98
Table 8: ANOVA results for ‘self’ scores on the Leadership practice of Inspiring a shared vision.....	100
Table 9: ANOVA results for ‘observer’ scores on the Leadership practice of Inspiring a shared vision.....	100
Table 10: Ratings in relation to the Leadership practice of Challenging the pros for Headteachers who had taken the Training.....	102

Table 11: Ratings in relation to the Leadership practice of Challenging the process for Headteachers who had not taken the Training.....	103
Table 12: ANOVA results for ‘self’ scores on the Leadership practice of Challenging the process.....	105
Table 13: ANOVA results for ‘observer’ scores on the Leadership practice of Challenging the process.....	105
Table 14: Ratings in relation to the Leadership practice of Enabling others to act for Headteachers who had taken the Training.....	107
Table 15: Ratings in relation to the Leadership practice of Enabling others to act for Headteachers who had not taken the Training.....	108
Table 16: ANOVA results for ‘self’ scores on the Leadership practice of Enabling others to act.....	110
Table 17: ANOVA results for ‘observer’ scores on the Leadership practice of Enabling others to act.....	110
Table 18: Ratings in relation to the Leadership practice of Encouraging the heart for Headteachers who had taken the Training.....	112
Table 19: Ratings in relation to the Leadership practice of Encouraging the heart for Headteachers who had not taken the Training.....	113
Table 20: ANOVA results for ‘self’ scores on the Leadership practice of Encouraging the heart.....	115

Table 21: ANOVA results for ‘observer’ scores on the Leadership practice of Encouraging the heart.....	115
Table 22: Summary of the Ratings in relation to all the five Leadership practices (Modelling, Inspiring, Challenging, Enabling, and Encouraging) for Headteachers who had taken the Training.....	117
Table 23: Summary of the Ratings in relation to all the five Leadership practices (Modelling, Inspiring, Challenging, Enabling, and Encouraging) for Headteachers who had not taken the Training.....	118
Table 24: ANOVA results regarding the ‘self’ scores on all the five Leadership practices (Modelling, Inspiring, Challenging, Enabling, and Encouraging).....	120
Table 21: ANOVA results regarding the ‘observer’ scores on all the five Leadership practices (Modelling, Inspiring, Challenging, Enabling, and Encouraging).....	120