

**A COMPARATIVE STUDY OF THE EFFECTIVENESS OF  
TRAINED MANAGEMENT HEADTEACHERS WITH THOSE  
UNTRAINED: A STUDY OF SELECTED SCHOOLS OF  
CHONGWE DISTRICT.**

**BY**

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**A dissertation submitted to the University of Zambia in partial fulfillment  
of the requirements for the award of the Degree of Master of Education in  
Educational Administration**

**THE UNIVERSITY OF ZAMBIA**

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**AUTHORS DECLARATION**

I, Alfred Mbobola, do hereby declare that this dissertation represents my own work and has not previously been submitted for the degree at the University of Zambia or any other university.

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**2013**

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**APPROVAL**

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## **DEDICATION**

I dedicate this work to my dearest wife Mary Chishala and our lovely children, Muonga, Lubamba, Chitalu, Chabala and Alfred Mbobola .Jr.This work is also dedicated to my late father Stanley Muonga Mupeta and Mercy Mupeta.

## ACKNOWLEDGEMENTS

I would like to express my profound gratitude to the Principal of National In-Service Teachers' College (NISTCOL) and the Board for the financial and material support rendered to me during my studies at the University of Zambia in my later life of my teaching career as doing so demanded total commitment.

I am also indebted to my Supervisor, Senior Lecturer in the School of Education, Mr Henry J. Msango, for the professional guidance, patience and advice during my compiling of the dissertation. His meticulous attention to detail, added clarity and insight to this dissertation. Dr Alfred Kakanda and Dr Kalisto Kalimaposo who acted as pillars of strength during my studies their invaluable encouragement to work hard and accept change of any kind.

My immense gratitude goes to all members of the Directorate of Research and Graduate Studies of the University of Zambia led by Professor Nyambe for the seminar weeks during the time I was carrying out my research.

I thank God, for being gracious to me and for making it possible to complete my course successfully and in good health. I also thank my employer, the Ministry of Education for granting me time to pursue my studies smoothly. I thank all those who contributed to this study: District Education Offices, schools in Chongwe, head teachers, teachers, pupils and parents who shared their views with me.

My special thanks go to friends and colleagues in class, Mrs. Margaret Sakala, Mr. Lemmy Kangwa, Mr. Edward Kalumba ( Elder) and Mr.Micheal Mundambo, Victor my roommate at Dag Hammarskjöld for their unceasing encouragement to forge ahead even when things were tough .

Lastly, special gratitude to my wife Mary our children, Alfred M. Jr, Chitalu, Lubamba, Muonga, Leah, and Malama for the moral support given to me. God will reward you.

## **ABSTRACT**

Considering the invaluable roles and contributions of education to meaningful individual, social and national development, nobody will dispute the fact that its proper management and administration by competent leaders should be a national concern. MOE (1996) identifies education management as a priority in order to make schools effective, efficient and qualitative in nature. The Ministry notes that ‘... excellence is not something that happens to a school; it is something that must be deliberately and painstakingly created and maintained ...’ Most government schools in the country were run on trial and error basis by school managers with less or no managerial skills. The majority of the head teachers were promoted to positions of head teacher with almost no skills of instructional leadership or educational management of running public organizations which resulted in standards falling; misinterpretation of government policies, compromising quality, low performance of learners to the next grade, and inefficiency in service delivery. By 1990, Zambia had joined the rest of the world in automating the educational sector in management and educational leadership skills in order to meet the Millennium Development Goals (MDGs) by 2013. Despite the fact that some head teachers have had skills in management and leadership; this has had very little impact on the effective running of public educational institutions. Government’s desire is to have public educational institutions run by officers who understand the needs of the community, and with a passion of realization of government policies. Most



schools in the country are in the state where they are in terms of leadership development due to poor managerial relationships with subordinates and the clients. A series of studies have been undertaken on many issues relating to Education Leadership and Management of government institutions yet few researchers have explored the issue of comparing the effectiveness of head teachers trained in Education Leadership Management Courses with their counterparts who have not been trained in selected, primary and secondary schools. The study used the qualitative and quantitative research designs. It targeted school head teachers of primary and secondary schools, those trained in Educational Leadership Management and their counterparts without any form of management skills, teachers, pupils and parents. A sample was drawn using purposive and random sampling procedures. Questionnaires, interview guides, focus group discussions were some tools used to collect data. Quantitative data were analyzed into descriptive statistics with the help of the Statistical Package for Social Sciences (SPSS) software while qualitative data were transcribed and summarized into narrative reports for easy understanding. The study discovered that government schools had a serious shortfall of skilled educational leadership management human resources to run government institutions with a vision and passion to bring about positive change in the learning institutions and hence the need to train and re-train in-service staff in educational leadership management. Government to enact a statutory law through parliament that promotion to headship be based on passing an administrative programme from a recognized

institution. Introduction of short intensive leadership and management courses. The study also discovered that there was poor parenting/guidance and high poverty levels in some communities contributing to a fall in the standard of education in the country, hence the need to involve Ministries like Community development Mother and Child Health, Home affairs and Defense.

## TABLE OF CONTENTS

Author’s Declaration.....	i
Copyright Declaration.....	ii
Approval.....	iii
Dedication.....	iv
Acknowledgements.....	v
Abstract.....	vii

Table of Contents.....	x
List of Tables.....	xiii
Abbreviations and Acronyms.....	xv
<b>CHAPTER ONE: Introduction.....</b>	<b>1</b>
1.1 Background.....	1
1.2 Statement of the problem.....	3
1.3 Purpose of the study.....	4
1.4 Objectives of the study.....	4
1.5 Research questions.....	4
1.6 Significance of the study.....	5
1.7 Limitation of the study.....	6
1.8 Definition of Terms.....	7
<b>CHAPTER TWO: Literature Review.....</b>	<b>8</b>
2.1. Introduction.....	8
2.3. Educational Leadership in the United States of America.....	9
2.4. Educational Leadership in Britain.....	11
2.5. Educational Leadership in Developing Countries Nigeria.....	16
2.6. Educational Leadership in Tanzania.....	22
2.7. Educational Leadership in Zambia.....	29

<b>CHAPTER THREE: Methodology</b> .....	38
3.1. Research Design.....	38
3.2. Population.....	41
3.3. Sample Size.....	41
3.4. Sampling Procedures.....	41
3.5. Data Collection Instruments .....	42
3.6. Respondents.....	42
3.7. Distribution of questionnaires to respondents.....	43
3.8. Data Collection methods.....	43
3.9. Data Analysis .....	44
 <b>CHAPTER FOUR: Presentation and analysis of the of the findings</b> .....	 45
4.1. Factors Contributing to Effective, Efficient and Qualitative Schools.....	45
4.2. Managerial and Leadership Skills in Public Institutions.....	46
4.3. Characteristics of a Well Managed Institution.....	54
4.4. Core Values, Norms and Activities for Effective Management of the School.....	56
 <b>CHAPTER FIVE: Discussion of the findings</b> .....	 62
5.1. Head Teachers in the Field.....	62
5.2. Head Teachers on Training.....	65
5.3. Teachers.....	66

5.4. Pupils.....	67
5.5. District Education Board Secretary.....	68
5.4. Parent.....	69
<b>CHAPTER SIX Conclusion and Recommendations.....</b>	<b>70</b>
6.0. Conclusion.....	70
6.1. Recommendations.....	72
6.2. Reference.....	75
6.3. Appendix 1.....	81
6.4. Appendix 2.....	85
6.5. Appendix 3.....	89
6.6. Appendix 4.....	93
6.7. Appendix 5.....	97

### **LIST OF TABLES**

Table 3.6. Distribution of questionnaires to respondents.....	.....43
Table 4.2. Distribution of school head teachers by Educational Leadership Management Skills.....	46
Table 4.3. Responses to how the communication system on school	

affairs from pupils.....	47
Table 4.4. Pupils’ response to the question: Does your school provide you with a subject syllabi?.....	48
Table 4.5. Pupils’ response to the question: Do you go through the class exercise with your teacher after marking?.....	48
Table 4.6. Pupils’ response on how often their teachers report for work....	49
Table 4.7. Pupils’ response if their work was marked in class. ....	49
Table 4.8. Teachers’ response on whether head teachers have some management skills.....	50
Table 4.9. Head teachers’ response on training whether schools provided qualitative learning environment.....	51
Table 4.10. Teachers’ response on the management/administration skills of the head teachers.....	51
Table 4.12. Teachers’ response whether head teachers had some training in management.....	53
Table 4.13. Head teacher’s response on the administrative skills with the community.....	53
Table 4.14. Pupils’ response whether schools had highly qualified teachers in most subjects.....	56
Table 4.15. Teachers’ response on the provision of subject syllabi to learners.....	57
Table 4.16. Pupils’ response whether they were given Subject syllabi .....	58
Table .4.17. Teachers’ response if they were observed by the head Teachers as part of the educational management leadership skill.....	59

## **ABBREVIATIONS AND ACRONYMS**

BC	Before Christ
CPD	Continuing Professional Development
DEBS	District Education Board Secretary
ELM	Educational Leadership & Management
ESR	Education for Self-Reliance

ESDP	Education Sector Development Programme
ETP	Educational and Training Policy
FNDP	Fifth National Development Plan
HIV/AIDS	Human Immune Virus
MOE	The Ministry of Education
MDGs	Millennium Development Goals
NCSL	National College for School Leadership
PTA	Parents Teachers' Association
NPQH	National Professional Qualification for Headship
UNIP	United National Independence Party
NISTCOL	National In-service Teachers' College
USA	United States of America
SPSS	Statistical Package for Social Sciences
SQH	Scottish Qualification for Headship

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background**

The Ministry of Education has been working with various stakeholders to train head teachers in Educational Leadership and Management courses since the 1970s at various institutions in the country. The education policy as expressed



in *–Educating Our Future* (MOE, 1996) identifies educational management training programmes for school head teachers as a priority in order to make schools effective, efficient and qualitative in educational delivery. The Ministry has further highlighted the importance of head teachers’ educational management training in the Fifth National Development Plan (F.N.D.P) and the subsequent National Implementation Framework. This led to the introduction of short educational management courses in the 1970s up to date involving primary head teachers, deputy head teachers and inspectors of schools as a method of Continuing Professional Development in order to have quality and efficient human resource. This was meant to effectively run public education institutions which acted as a strong backbone to national development. Despite this effort, the prevailing situation in the 1980s and 1990s in most of the schools was far from the Ministry of Education’s expectation of excellence in the way schools were run.

MOE (1996) notes that ‘... excellence is not something that happens to a school; it is something that must be deliberately and painstakingly created and maintained ...’ (MOE, 1996:159).

Most government schools in the country were run on trial and error basis by school managers with less or no managerial skills. The majority of the head teachers were promoted to positions of head teacher with almost no skills of instructional leadership or educational management of running public organizations. This resulted in standards falling, misinterpreting of government policies, compromising quality, low performance of learners’ progress to the next grade, and inefficiency in service delivery. The new evolution in the education sector worldwide demands managers of schools to have some form of managerial and leadership skills to run public educational institutions. Leadership means that a leader influencing others in achieving desirable organizational ends while management is maintaining effectively and efficiently

current organizational arrangements and structures. Bolman & Deal (1977: 12-14) argue that leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives.

Furthermore, challenges of modern organizations require the objective perspective of the manager as well as the flashes of vision and commitment which wise leadership provides. Leadership is considered essential to innovation in school. Research evidence shows that school leadership matter a lot when it comes to improving learners' academic and skill performance for all members. Since the enterprise has now opened greater access to many people, regardless of creed, gender, colour, tribe or physical disability there is need to effectively and visionary manage public schools effectively and objectively in order to attract people and meet the Millennium Development Goals (MDGs) of eradicating poverty, hunger, disease and ignorance from the masses.

Despite the fact that some head teachers have had skills in management and leadership; this has had very little or no impact on the effective running of public educational institutions. Government's desire is to have public educational institutions run by officers who understand the needs of the community, and with a passion for implementing government policies.

Most schools in the country are in the state where they are in terms of leadership development due to poor managerial relationships with subordinates and the clients. Thus, this study sought to compare the effectiveness of head teachers trained in Educational Leadership Management Courses in managing schools with their counterparts who have not been trained in selected, primary and secondary schools of Chongwe district.

## **1.2. Statement of the Problem**

It seems management and leadership of most educational institutions has had a lot of challenges which need to be investigated by making a comparative study

between those trained in Educational Leadership Management with their counterparts who had not been trained in selected, primary and secondary schools of Chongwe District.

### **1.3. Purpose of the study**

The purpose of the study was to compare the effectiveness of trained head teachers with those not trained in Educational Leadership Management in both primary and secondary schools of Chongwe District.

### **1.4. The objectives of the study were to:**

- A. Establish factors that contribute to effective, efficient and qualitative schools.
- B. Find out managerial and leadership skills that should be seen in head teachers of public institutions.
- C. Establish the characteristics of a well managed institution with a vision of preparing learners for national development.
- D. Determine the core values, norms and activities which are perceived by learners, parents, teachers and the community as effective management of the school.

### **1.5. Research Questions**

Based on the objectives of this study the research questions were as follows:

- A. What factors contribute to effective, efficient and qualitative schools?
- B. What managerial and leadership skills should be seen in the head teachers of public schools?
- C. What are the characteristics of a well managed school?
- D. What core values, norms and activities are perceived by the community, learners and teachers as effective management of the school?

## **1.6. Significance of the study**

For the past four decades, educational leadership management has gone through a sustained period of reform and restructuring. The old certainties have been shaken by the multiplicity of new demands placed in the efficient running of public learning institutions like schools, colleges and universities in Zambia.

Hence the findings of this study would help Government through the Ministry of Education to effectively intensify its policies on retraining of senior education officers, teachers in educational management and leadership skills, identify characteristics to look for in individuals to entrust with the responsibilities of how to manage school affairs properly in the country. Focusing much attention on skilled head teachers with educational managerial and leadership skills to manage schools and provide direction on how to effectively manage schools. These become valuable human resource to national development.

The study will also contribute to the body of knowledge at various institutions of learning on how best to run public institutions by a skilled, focused and dynamic work force with a passion to serve. Ultimately, the community and people serving in private and public organizations may benefit and appreciate from the study on the best practices of how to effectively manage public educational institutions.

## **1.7. Limitation of the study**

The researcher was limited to the small sample size, due to limited time framework given to carry out the research. Financial constraints also limited the

study to twenty schools across Chongwe District. The other limitation was the distance between schools with trained head teachers and those not trained.

In summary, in chapter one the dissertation discusses the importance of having skilled leaders to manage public institutions. Since the enterprise had opened greater access to many people, regardless of creed, gender, colour, tribe or physical disability there was need to effectively and visionary manage public schools well in order to attract people and meet the Millennium Development Goals (MDGs) of eradicating poverty, hunger, disease and ignorance from the masses.

In guiding human organizations such as schools, leaders needed to possess an understanding of the context in which leadership was exercised. Schools of the 21<sup>st</sup> Century would operate in environments shaped by a web of external and internal expectations and forces.

### **1.8 Definition of educational terms**

The concept of educational management can only be explained clearly by first defining the following terms:

**Management** means managing efficiently and effectively current organizational arrangements. It involves an authority relationship between a manager and at least one subordinate that is intended to meet a specific goal. Management strives to maintain the stability of the organization.

**Leadership** means influencing others' actions in achieving desirable ends or the art of motivating people to act towards achieving a common goal. It is also a process whereby leaders and followers intend mutually agreed- on changes.

**Effectiveness-** being able to accomplish a purpose: functioning effectively or the degree to which objectives are achieved and the extent to which the targeted problems are resolved. It also implies doing the right thing.

**Quality** is dynamic; it may mean value added, or a degree or excellence, good or maintaining a particular standard but it keeps on changing over time and by context. It may be measured by either qualitative or quantitative measures and sometimes subsume equity and efficiency concerns observes Lockheed, M. & Verspoor, A. (1990).

**Qualitative learning environment** can be defined as the enabling school environment where every child has the right to care, love and protection.

**Efficiency-** a transformation of some kind with a view to obtain more desired results from fewer resources; however In short, it means doing the thing right. Lockheed (1991) observes that some aspects of efficiency.

The next chapter reviews relevant literature pertaining to the study

## **CHAPTER TWO**

### **LITERTURE REVIEW**

#### **2.1 Introduction**

In the previous chapter, the dissertation attempted to examine how MOE identified Educational Leadership Management Training for head teachers as a priority in order to make schools effective and qualitative in educational delivery.

The majority of the head teachers were promoted to the positions of head teachers with almost no skills of instructional leadership to run public institutions. Hence the, present study intended to compare the effectiveness of head teachers who were trained in educational leadership management training courses at various educational institutions in the managing of public educational

institutions with their counterparts who had not been trained in selected primary and secondary schools of Chongwe district.

This Chapter has attempted to review different and relevant literature on educational leadership and management of schools from other countries. The Chapter begins by attempting to define educational terms used. This Chapter looks at educational management in developed countries like America and Britain. Then later on it looks at educational management in developing countries such as; Nigeria, Tanzania and Zambia.

## **2.3. EDUCATIONAL LEADERSHIP MANAGEMENT IN DEVELOPED COUNTRIES**

### **2.3.1. Educational Leadership Management in the United States of America**

In the United States, educational leadership management of schools was viewed as the responsibility of individual states rather than the national government, and the states had made efforts to define the outcomes they sought from their education systems known as *standards –driven initiatives*, where the *standards* constitute pronouncements (guidelines) from the state about the collective expectations for what the school need to accomplish. Schools form an effective leadership that empowers to lead and make informed decisions that promote learning at school level. Hargreaves (2005) asserts that effective leadership principles of sustainable leadership creates and sustains learning, ensures success over time, depends on preparing both successors to the leader and those around the leader. Fullan (2005) identified sustainability as an adaptive challenge that contains eight elements some of these are: public service with a moral purpose, commitment to changing the context of the system at all levels, lateral capacity building through networks, intelligent accountability, deep learning that examines new ideas and facts critically. A quality public school

recognizes that all students can learn provided that tools, support and connections that students need to reach their full potential are readily available. Parents and the school community form strong bonds of partnership by actively supporting their schools in constructive ways. They hold school officials and themselves accountable for the results and general performance of the learners. The schools have highly qualified teachers who benefit from Continuing Professional Development (CPD) to strengthen the learning and teaching process. The public schools have in place a rigorous instructional curriculum tied to high standards that build students' knowledge and strengthen ethical and critical thinking skills, while fair assessments monitor progress and measure what students know and can do. Schools have relevant, up-to date resources and technologies which are timely accessed by staff and learners with safe, sound facilities and student enrichment activities that support learners to learn how to learn and grow. All these things happen because of the strong, skilled and effective management leadership in place at particular schools. From this premise, the significance of effective leadership and management is of importance for the successful operations of schools, colleges, and Universities and this is widely acknowledged in the twenty-first century.

There is also a growing recognition that quality leaders, and leadership, is critical if schools are to produce the best possible outcomes for the learners and stakeholders. Early studies on leadership were based on the assumption that individuals possessed certain physical characteristics, personality traits and intellectual abilities that made them natural leaders (Yukl, 1989). The longstanding appreciation of the vital role of teachers is belatedly being marched by an understanding that skilled management leadership is also required if schools are to thrive. The traditional view in many countries is that school head teachers, principals and senior teachers need only to be qualified and experienced teachers. While the wider population still appreciates the fact



that, 'experience is the best teacher'. However; there is now an emerging recognition that management leadership is a parallel, if not separate, proper professionalism requires preparation before assuming a leadership position. This has led many countries to introduce formal development opportunities for aspiring and practicing teachers and principals. In countries as diverse as Canada, England, France, Scotland and the USA, a formal leadership qualification is required before senior leaders take up their posts. Elsewhere, there is more reliance on in-service opportunities. The nature of the development process varies in line with the specific context and needs of the country, but the overall trend is towards preparing and developing leaders as a key dimension of school improvement. Global school partnership type of management and leadership is what is important in order to foster development.

### **2.3.2. Educational Leadership Management in Britain.**

Bush, (2006) asserts that the landscape of leadership development in England has been transformed by the opening, and subsequent expansion of the National College for School Leadership (NCSL). The College provides a raft of programmes for middle leaders, deputy heads, new heads, aspiring heads, experienced leaders and teams. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including both the developed and developing nations, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their students and learners. As the global economy gathers pace, more governments are realizing that their main assets are people who are highly skilled. This requires trained and committed technocrats and leadership of highly effective principals with the support of other senior and middle managers to move the educational sector to greater heights. In England, the process of deciding on the aims of the organization is at the heart of educational management. There is a reliance on

the relevance theory to good practice and this serves to provide a rationale for decision-making underpinning practice in educational institutions (Glaser & Strauss, 1967). In some settings, aims are decided by the principal or head teachers, often working with senior colleagues and perhaps a small group of lay stakeholders.

In many schools, colleges and universities, however, goal setting is a corporate activity undertaken by formal bodies or informal groups. The school aims are often encapsulated in a vision or mission statement.

Bush (2003) argues that the goals and aims provide the crucial sense of direction which should underpin the management of educational institutions. Governments have the constitutional power to impose their will but successful innovations require the commitment of those who have to implement these aims. If teachers and leaders believe that an initiative is inappropriate for their children and students, they are unlikely to implement it with enthusiasm. Furthermore, governments would like schools to have visionary leadership as long as the visions do not depart from government policies and imperatives. One dimension of the post-heroic leadership model, which has gained credence among the English researchers, writers and educational policy makers in recent years, is *distributed leadership*. Southworth (2002) suggests that today there is much more talk about shared leadership, leadership teams and distributed leadership than ever before. Bolden (2004) elaborates as follows:

‘An increasing awareness of the importance of the social relations in the leadership contract, and the realization that no one individual is the ideal leader in all circumstances have given rise to the new management and leadership thought of the new school.’

Distributed leadership is one of the most ancient leadership notions recommended for fulfilling organizational goals through people in Britain. This notion has long been reflected in adages associated with decision making in societies. Examples of these are the English adage –‘two heads are better than one’ and others from many of Britain’s colonies which point to the fact that knowledge and skills needed in the running of public schools and problem solving go beyond the capacity of a single person.

In the context of administration, the notion of distributed leadership could be traced far back to 1250 B.C. Bibleclassic.com(2003).The biblical Jethro, Moses’ father in-law, used the idea as an alternative to Moses’ leadership style of not sharing administrative work loads with others. Similarly, Britain’s College for School Leadership seeks to support school principals to establish distributive leadership where professionals with specific expertise and responsibility collaborate to strengthen teaching and learning across classrooms. The idea of specific expertise distributed leadership in schools according to Macbeath et al. (2004) denotes people collaborating across specified organizational roles and leadership being given or assumed relative to knowledge, competency or predisposition. Gronn (2002:655) suggests that it is not only the head teachers’ leadership roles that count in the running of the school but also roles of the deputy heads, substantive teachers, support teachers members of the school councils, boards or governing bodies and student leadership. Leadership is dispersed rather than concentrated and does not necessarily give any particular individual or categories of persons the privilege of providing more leadership than others.

Bennet et al., (2003:3) observe that leadership is not something done by an individual to others, or a set of individual actions through which people contribute to a group or organization but it is a group activity that works

through and within relationships, rather than individual action. It also emerges from a variety of sources depending on the issues and who has the relevant expertise or creativity. From the first of April 2004, the National Professional qualification for Headship became mandatory for all full time- class head teachers appointed to a post in the maintained sector of the UK education system to hold the National Professional Qualification for Headship (NPQH) or to have secured a place in the programme. The NPQH training focuses on the candidates' professional development needs.

The programme takes between four months and two years to complete. In Scotland, the standard for Headship under the (University of Edinburgh and Scottish executive 2001) The standard was developed to underpin the Scottish Qualification for Headship (SQH), which was first offered by a consortium of local authorities in Scotland in 1998. The standard identified the key purposes of headship in a statement that emphasizes the head teachers' role in promoting an effective teaching and learning process. The head teacher is accountable for the quality of education achieved by the school. Depending on the national and local authority framework and available resources, she/he must ensure the school is managed in such a way as to support continuous improvement of the standards and raise the performance achieved by learners in relation to the curriculum framework. The University of Edinburgh (2001), also identified three elements that underpin the professional practice of school leadership and management:

1. Professional values
2. Management functions
3. Professional abilities

**Professional values.** This describes the requirement for the head teacher to model and articulate 'professionally defensive' values, and to know and

understand educational development and relevant management issues. The school head teacher should demonstrate commitment to educational values and their own learning. They should also demonstrate their knowledge and understanding of key features such as raising the standards of learner's achievement, principles and practice of leadership and the management of change, quality in education, processes and systems for quality assurance.

### **Management functions**

The second element is the head teacher to demonstrate abilities to manage people, learning and teaching, interpreting policy and planning of government and resource management.

### **Professional abilities**

The third element is the Professional abilities of the head teacher which falls into two categories: interpersonal and intellectual relationships. The head teacher should create and maintain a positive atmosphere, demonstrate confidence and courage that inspire others. On the intellectual aspect, the head teacher should demonstrate seeking and using information, thinking strategically, judge wisely and decide appropriately.

## **2.4. EDUCATIONAL LEADERSHIP MANAGEMENT IN DEVELOPING COUNTRIES**

### **2.4.1. Educational Leadership Management in Nigeria**

Education has been described as the bedrock of every society and tool for nation building. Therefore, in Federal Nigeria there are several calls on the educational managers to make the educational system to be more vibrant in the quality of its products after several quantity of mass failure and half baked products from various educational institutions across the country.

The roles of educational managers range from administrative to professional staff in the education industry and should be concerned about how they manage resources allocated to them for the use as well as the control of their staff, students and schools. Miles and Darling-Hammond (1998) have observed strategies of resource reallocation used by high-performing schools to improve achievement within general constraints of existing resources as: reduction of specialized programmes, more common planning time staff and creative definition of staff roles and work schedules. School Managers are also faced with the responsibility of determining the priorities of management and the management styles to be used for achieving qualitative educational results.

Arikewuyo (2004) observes that in order to have qualitative education, school managers' tasks in managing and leading of institutions should include the use of competent teachers and administrative supervisory personnel. They should promote new research and development to invigorate all educational activities. Schools should use educational technologies with a view to increasing efficiency of the teaching and learning process.

Dissemination of information to teachers and students should also be their task. He further states that in order to fulfil the purpose of quality assurance in the Nigerian education system, there was need to identify educational management as a body of systematized knowledge, based on general principles which are certifiable in terms of school practice.

Ogunsaju (2006) argues that, a school manager may manage with good or bad judgment, with great or little experience, with exemplary or undesirable character traits, that educational management functions for quality assurance in our education systems may be practiced in similar terms by all kinds of people, in all kinds of schools by educational managers. These are:

1. *Planning*: This is an essential aspect of good educational leadership management. It requires the ability of the manager to look ahead and be able to formulate and select appropriate objectives, targets and procedures to be followed within the school system.
2. *Organizing*: This is the ability of the school manager to create a structure of work. That is, he/she should focus attention on the structure and process of allocating tasks to achieve common objectives.
3. *Staffing*: This is the ability to search for the right people and to place them on the right job both in quality and quantity which would reflect their experience and capability for the school objectives to be achieved. Workers should be placed in positions where he/she can render the most effective service to the organization.
4. *Motivating*: This is the energizing force behind all other activities of the educational managers. Managers should keep good morale of their workers in order to obtain maximum efficiency and effectiveness from them. This includes constant payment of salaries and other emoluments needed for their welfare, appreciating them for the job well done. Motivation to some extent should aim at creating conditions that encourage individuals to perform better. At personal or individual level, motivation is a process in which people choose alternative forms of behaviour in order to achieve a personal goal.
5. *Evaluating*: This is the ability of the managers to assess, reflect or appraise with a view of knowing the outcomes of the school aims and objectives.

The school Manager should ensure that the set goals and objectives are achieved through quality control systems which include:

- (a) An effective quality school system.
- (b) Periodical audit of the operations of the system

(c) Periodical review of the school system to ensure it meets changing requirements.

Ogunsaju (2001) however, concluded that for the school manager to perform his/her roles effectively in assuring quality in school, he/she should be able to play these parts: be a listener, an encourager, a dissuader, a reporter, a watcher, a judge, a critic, a decision taker and on occasion a model.

Leadership in schools has today become a very complex phenomenon because of the complexity of the industry, social or political organization, globalization and technological advancement especially in information technology.

In Nigeria, the training of school principals is crucial as they serve as leaders for student learning. They must rally students, teachers, parents, local and health and family service agencies, youth development groups, local business and other community residents and others around the common goal of raising student performance. The Institute of Educational Leadership (2000) cites a long list of the principal's traditional managerial responsibilities as to know the academic content and pedagogical techniques.

Debora (2002) observes that among the factors responsible for the failure of educational policies and programmes is leadership and lack of managerial and administrative skills required to succeed. These skills can only be acquired through learning.

School leaders are agents of change. Systematic change is not well understood even by experts and school leaders have little training to prepare them for the challenges in the school. Trained leaders have the leadership skills and knowledge to exercise authority to pursue tasks to be achieved in a given period.



Skilled and well trained leaders also strive to maintain cultural models, values and norms which act as core in an informal aspect of the organization by focusing on the values, beliefs and norms of individuals in the organization and how these individuals' perceptions coalesce into shared organizational meanings. Bush (2003) asserts that culture models, value and norms are manifested by symbols and rituals rather than through the formal structures of the organization. Cultural models assume that beliefs, values and ideologies are at the heart of the organizations. Individuals hold certain ideals and value-preferences, which influence how they behave and how they view the behaviour of other members.

These values and norms become shared traditions, which are communicated within the group and are reinforced by symbols and rituals. Beare et al (2001) claim that, culture serves to define the unique qualities of an individual organization. Also societal cultures are one important aspect of the context within which school leaders must operate.

They must contend with organizational culture, values and norms which provide a more immediate framework for leadership qualities. Schools should be perceived also to focus on the values and beliefs of members of the organization basing on shared values, beliefs, meaning, understanding and sense making. These patterns of understanding provide a basis for making ones' own behaviour sensible and meaningful observes Morgan, 1997:138.

Schools are large multipurpose organizations likely to have more than one culture. Organisational culture emphasizes the development of shared norms and meanings of life. The assumption is that interaction between members of the organization or its subgroups, eventually leads to behavioural norms that gradually become cultural features (ethos) of the school, college or university.

In this section, Education has been described as the bedrock and a tool for national building in Nigeria and that creative and visionary leadership play a critical role invigorating all educational activities. The next chapter looks at Educational Management Leadership policy and implementation in Tanzania.

#### **2.4.2. Educational Leadership Management In Tanzania**

The policy and practice of educational management in Tanzania in recent years has been influenced by two major initiatives. These are the Education and Training Policy (ETP) and the Education Sector Development Programme (ESDP).

##### *Education and Training Policy (ETP)*

From the mid-1960s through to the early 1990s, education in Tanzania was guided by the philosophy of Education for Self Reliance (ESR). The early 1990s saw the need for the government in Tanzania to get a clear focus on education policy and, hence in 1995 the government officially launched the Tanzania Education and Training Policy (ETP). This aimed to synchronize, guide and harmonize all education training structures, plans and practices in order to ensure access, equity and quality at all levels. The ETP was an attempt to guide the future development of education and training in Tanzania as the country encountered the challenges of a globalizing world.

It stipulated the following education and training policy objectives:

- Decentralizing education and training
- By devolving the functions of managing and administering education and training to regions and districts, education institutions and communities.
- Improving the quality of education and training through strengthening the in-service teacher training programmes.

- The supply of learning and teaching materials.
- Rehabilitation of schools, colleges and University physical facilities; teacher trainers' programmes; research in education and training, and streamlining the curriculum, examinations and certification.
- Expanding the provision of education and training through the liberalization of the provision of education.
- Strengthening of the informal and non formal distance education programmes; promoting equity and access to basic education available to all citizens as a basic right.
- Expanding and improving girls' education, gifted and disabled children to be given appropriate education and programmes. (United Republic of Tanzania, 1999).

The ETP takes into account the historical background of the Tanzanian education system especially on the philosophy of Education for Self-Reliance (ESR) by emphasizing the need for the curriculum to reform for the purposes of integrating the theory with the acquisition of practical life skills and the linkage of education plans and practices with the national socio-economic development and the world of work. Government also enhanced private partnership in the provision of education. Cost sharing was introduced in the liberalization of the economy.

However, the Education Sector Development Programme focused on the problems and the new challenges resulting from the macro-economic, social and political reforms. The ESDP was implemented within the policy framework of the education and training policy. Tanzania strove to meet the imperatives of the Millennium Development Goals in its reform of education by including the following bench marks:

- Capacity building (pre-service and in-service teacher training).
- Governance and management.
- Institutional and operational efficiency improvement
- Quality improvement of human, financial, learning and teaching materials
- Enrolment expansion (access to primary education for all 7-12 year old children).

As in the foregoing, the government of Tanzania had a deeper concern on the role of the school leadership and management in providing quality education for its citizens.

Bush & Glover (2003) suggest that the most important variable may be that of culture, both societal and organizational of the school. They also warn of the simplistic assumptions that leadership styles may be universally applicable. Similarly, Oduro & Macbeath (2003), in talking of school leadership research, argue that much of the work is premised on competences or individual qualities of leadership which, is assumed to travel not only across institutional boundaries but also transverse national and cultural borders. He urged researchers to beware of ... the fragility of generic competences. Oplatka (2004) suggests that limited autonomy, autocratic leadership styles and lack of instructional leadership functions in developing countries are issues far removed from the day to day concerns of school leaders working within the Anglo-American context, where there is a greater emphasis on distributed leadership and a more proactive approach to school management.

Oplatka's general conclusion is that no universal theory of educational administration is valid in all contexts when examining the role of school leaders in promoting educational quality within their institutions. But in Tanzania, the challenges presented to school leaders by restructuring are perceived as being far from easily managed, especially for school leaders whose earlier careers were forged under a more centralized management systems. These leaders face

decisions as to which roles, relationships and practices to retain, forge, and discard. Nor are conditions necessarily any easier for recently appointed school leaders, who with relatively little experience to call on, strive for effectiveness in the fast changing and unpredictable educational environments (Dimmock, 1999).

The current education reforms and school restructuring require the formation of new decision-making structures at school level, such as school councils, key task group and Planning policy committees. These structures are accompanied by new ways of working. Many of them necessitate more on collaborative work relationships, requiring team perspectives and participative decision making skills. Heads of schools and teachers are expected to work more closely than ever with parents and the local community members.

Power and influence relations change between major stakeholders, that is, head of schools, teachers, students, parents and the local community members, district and central ministry staff, and school must assume more responsibility and discretion while being held to account. Furthermore, many of the recent reform generate entirely new tasks and responsibilities for the school to perform.(Leithwood et al,1999)

Some of the tasks include school development planning, evaluation, accountability and performance management and appraisal (Cheng, 1996; Levacic, 1995). Since the implementation of large scale educational reforms requires major changes in the organization of schools, traditional leadership is not sufficient. This is because traditional leadership involves maintenance of the status quo rather than change.

Though several models of leadership exist, however, many scholars and researchers have gathered strong empirical support suggesting that a

transformational model of leadership seems to be the type suitable for leading and managing of schools in the present context of large scale school reforms in Tanzania.

The concept of transformational leadership had emerged and figured prominently in the early decades of the 1970s and 1980s, particularly in response to the wide spread changes occurring in the world of business which needed new conceptions of leadership to be able to motivate and maintain workers in order to prepare them for the change process. Two leadership forms were identified and distinguished at this time namely, transformational and transactional (Bass, 1985; Burns, 1978). In the former the emphasis is the capacity to engage others in a commitment to change, while the latter involves maintenance of the status quo. According to Conger and Kanungo (1998:8), the essential leadership skills which should be seen in the head of the school include the following:

- Changing the status quo.
- Engaging in creative and visioning for the future of the organization.
- Promoting appropriate change in follower's values, beliefs, attitudes and behaviours by using empowering strategies and tactics.

It has, thus, been argued that if schools are to run successfully, demand for effective transformation leadership in each school is crucial. The changing policy context with its emphasis on improving access and quality of education in Tanzania renders the maintenance of the status quo irrelevant, since schools need to search for greater effectiveness in securing improved student learning through Transformational leadership which is one of the promising forms of leadership in the present context.

Two underlying reasons are presented for advocating transformational leadership for Tanzanian primary and secondary schools. First, there is accumulated empirical evidence from research of the positive effects of transformational leadership other than traditional forms in building successful schools in times of rapid social change and large scale school reforms. (Geijsel et al, 1999; Leithwood et al 1999).

However, the provisions of education in Tanzania are enumerated in the Ministry of Education and Culture (1995) document entitled, *Education and Training Policy*. The Education and Training Policy spells out the major thrust of the education system in the present reform process. Consistent with the micro economic policy, the thrust of the policy initiative is: partnership, cooperation, widening fiscal support, decentralization, equity and quality, holistic and integrative approaches, enhance access, improved relevance, better coordination, gender balance, economies of scale, improved funding, consideration of the under privileged groups and greater emphasis on the development of science and technology. From the foregoing shift of emphasis, the education and training policy intended to:

- Improve the quality of education and training through strengthening
- In- service teacher training programmes.
- The supply of learning and teaching materials.
- Rehabilitation of schools /colleges physical facilities, teacher trainers' programme.
- Research in education and training and streamlining the curriculum, examinations and certification.

- Decentralizing education and training by empowering regions, districts, communities and educational institutions to manage and administer education and training.
- Promoting access and equity through making access to basic education available to all citizens as a basic right.
- Encouraging equitable distribution of learning and teaching resources.
- Expanding girls' education.

Tanzania has also introduced different types of school -based management where administrators work closely with the community as social partners in educational development although it is in the transitional stage. Its intention was to empower school heads to exercise responsibility at school level by exercising autonomy in decision making and to strengthen school communities such that school heads are directly answerable to their school committees/boards. Furthermore, school based –management intends to encourage active participation of various stakeholders in the school affairs including the teachers, pupils, parents and the larger community.

### **2.4.3. Educational Leadership Management in Zambia**

When Zambia attained its independence in 1964, one of its major tasks was to have an educated human resource to run and reform the economy which was based on a segregative type. Therefore, the UNIP government embarked on the elimination of racially segregated schools, expansion of educational provision and achievement of rapid output of high-level manpower due to rapid population growth. In order to implement these priorities, a number of bold decisions had to be taken. The structure and organization of education changed; tuition and boarding fees were abolished; the capacity of the system was substantially increased as the investment programmes of the



Emergency, Transitional, First and Second National Development Plans were executed as a result many children entered school and remained at school for a longer period of time. The expansion and diversification of adult, technical, teacher and higher education was embarked upon; the University of Zambia was established in 1966 and developed rapidly resulting in government expenditure on educational services increasing at unprecedented rates.

By 1969, a strong public felt that the education system was not growing fast enough, and that the quality of education was declining implying that the structures of leadership were failing to meet the expectations of the majority of the Zambians. The Education System emphasized the elimination of learners from the system rather than preparing learners for adult life. Such views were expressed and examined at the first National Education Conference, convened by the Minister of Education in September 1969. A guiding principle in a humanistic society, such as the Zambian society, was that human life was precious, regardless of race, creed, tribe, status and ability. The socialization of the Zambian society meant that beliefs of our natural heritage, moral and spiritual values which embraced individual human beings should be upheld and acted as a solid foundation of the Zambian education system.

However, the challenge on government was ignoring the clause of having trained educational leadership managers with the necessary skills to run these schools as observed in the developed nations. Most schools during this period were run by head teachers through experience, trial and error. Head teachers depended mostly on their leadership traits.

In Zambia there was no mandatory training for head teachers as existed in developed nations. The MOE (1977:66) on in-service training of teachers

proposed that it was essential for all those who were involved in one way or another in the educational enterprise to participate in various in-service programmes for teachers in primary, secondary schools, Heads of institutions and others in supervisory capacity to attend in-service training. This clause had not been strengthened by government over a long period of time to become a policy for all school head teachers in the country.

Nevertheless, through Ministry of Education, Cooperating partners, the Teacher Education Directorate proposed to expand the scope of training head teachers in Educational Leadership Management in response to the education policy - *Educating Our Future* (MOE, 1996) which identified educational leadership management training programmes for school headteachers as a priority so as to make schools effective, efficient and qualitative in educational delivery.

The Ministry of Education and the University of Zambia rolled out to other Colleges of Education a two year distance course in Educational Leadership Management programme for the school head teachers, Deputy Head teachers, senior teachers, teachers and other senior officers in the Ministry to attend short tailored courses in the 1980s. This was to equip teachers and other officers in the Ministry with educational leadership skills of how to manage schools effectively in line with the changes taking place in the educational sector of the 21<sup>st</sup> century and attempting to meet the vision 2030 of automating the Educational system. The sustainability of the program also poses a big challenge to all concerned parties in terms of funds.

However, colleges, and Universities should step up beyond the limits defined by our experiences and imagination, of efficient and qualitative schools that meet children's immediate needs and survival. Most Zambian schools were based on ideas that were appropriate for a different time.

Most of us are used to a thinking of schools, colleges and universities as places where children learned to pass examinations by memorizing what the teacher wrote on the chalkboard. A qualitative school should aim at helping children learn by learning to do and addressing the holistic developmental needs of the child. Nurturing the cognitive, social and ethical development of the children should be a key task of quality schools of the 21<sup>st</sup> century.

Cognitive learning should be based on learner-centred methodologies, skill building, entrepreneurships and ability to analyze and process rather than memorizing information. (Blooms Taxonomy)

On social development, an efficient school develops children's self-confidence and ability to trust their own judgment and thought through respectful relationships.

Ethical developmental in schools should be seen through democratic and accountable structures, role modelling values and children's ability to uphold certain norms and core values of the community in which they live. A good school cultivates clear ethical, moral standards and values that help students internalize as a lifelong value system. The teaching methodologies of a qualitative school should be based on the following assumptions:

- Students learn by gradually progressing through the four stages of the learning process: grasping information, analyzing the relevance of the information, exploring the implication of the information and applying the information each stage working synergistically with the others.
- The stress of the physical environment (dilapidated classrooms, unsanitary latrines especially in the rural areas) deeply influences the acquisition of cognitive skills. Therefore, a strong managerial leadership plays an important role in creating a safe space for learning.

In the Zambian context of running public schools, the majority of the head teachers performed managerial tasks in their position with less skill in leadership management contributing to the falling standards in the education sector.

The new evolution worldwide demanded public schools to be managed by outstanding leaders with a vision which must be communicated in a way that secures commitment among members of the school. Beare et al (1989:107) state that leaders of institutions should tirelessly labour to ensure that the shared vision of the academic excellence pervades the day to day activities so that the shared vision illuminates their ordinary activities with dramatic significance.

Head teachers must be experts in all statutory and regulatory matters so that they react to directives issued by the central authority with confidence and foresight. The Commonwealth Secretariat, (1993:10) urges leaders to be proactive in interpreting government policies that convince and win over support of pupils, teachers and the community. The other task performed by the school headteachers is that of public relations. According to the Commonwealth Secretariat (1993:21) head teachers must not only be resourceful and dynamic but also seen to be able to communicate and interact well with people within and outside school. The school head teacher should be an effective communicator. Internal memos should quickly pass on to members of staff if they concern them in good time. Besides, public relation duties, the school headteachers performed daily office duties such as planning. (Chung 1998:8) states that administration can be a great deal more effective when it is preceded by careful and sound planning. These help the head teacher to prioritise work and avoid missing any important planned meetings. One of the most important responsibilities of the head teacher is dividing the work amongst departments,

committees and individuals. This skill requires a great deal of thoughts and judgment of sound character.

A school head teacher should identify competencies of the staff, their abilities and weaknesses. Chishimba (1999:20) noted that the 'Head teachers should hold two staff meetings in school. The first meeting should be held at the beginning of the term as an administrative meeting outlining the expectations of the institution and members as a whole. Apart from the administrative one the head teacher conducts periodical Assemblies which are brief, for the learners even the teachers to be informed of the latest developments and emergencies in the school.'

The Zambian society of the 21<sup>st</sup> century and beyond needs selfless leaders in schools who would be visionary so that government's burden would be lightened through effective leadership of public institutions. This realization could be achieved only if the existing Educational Leadership Management Course at (NISTCOL) Chalimbana and other selected Colleges of Education was fully strengthened by making it a mandatory policy for officers aspiring to occupy positions of head teacher to attend. Today most schools, colleges and universities are facing a very serious crisis of providing quality Education Leadership Management purely because of lack of managerial skills. This has led to mediocre type of academic achievement in most schools from most learners. The short-tailored course at an institution like NISTCOL should aim at sharpening teachers' pedagogical skills in certain areas where there seem to be some gaps in the execution of duties by teachers. The short-tailored courses should cover all aspects of the teaching professional structure thereby strengthening the leadership and management aspects needed in the provision of quality education to the nation.

According to Spillane et al. (2004), research studies suggest that initiatives such as local school management, external inspection, organization

development or staff appraisal only indirectly effect learner performance. This implies that psychological needs, instructional and home environment are key variables to high levels of learner's achievement. It is clear to involve parents and the learners as active participants, and expanding the teaching and learning repertoires of teachers and students respectively. However, this is facilitated by best principles and practices related to effective leadership. The efficiency and effectiveness of public learning institutions include:

- Maximizing learning/teaching time rather than wasting it.
- Making use of the available resources.
- Ability of teachers to be consistent in their duties of the teaching/learning process.
- Providing feedback in good time to both teachers and learners.

In summary, this chapter tried to review literature on the effectiveness of Educational Leadership Management in developed and developing countries and how best we can fill the gaps that are in the Ministry of Education by bringing in positive change. Both developed and developing countries had embarked on policies to improve the welfare of its citizens through the provision of quality education and training. Skilled leaderships is key in the management of schools. Leadership in schools has become a complex phenomenon because of the technological advancement. Skilled leadership should initiate programmes in schools that involve parents and learners as active participants. Leaders should be effective communicators and visionary. Debora (2002) observes that among the factors responsible for the failure of educational policies and programmes is leadership and lack of managerial and administrative skills required to succeed. These skills can only be acquired through learning. The next chapter deals with the types of method used to carry out the study.

## **CHAPTER THREE**

### **METHODOLOGY**

The previous chapter tried to review literature done on the effectiveness of educational leadership management of public educational institutions in developed and developing countries.

This Chapter begins with the description of the research design, the population, sample size, sampling procedures, data collection instruments, data analysis. It also outlines the procedures used to collect the necessary information required to achieve the research objectives and methods used to analyze the collected data

#### **3.1. Research Design**

The Ministry of Education has been working with various stakeholders to train head teachers in Educational Leadership and Management courses since the 1970s at various institutions in the country. The education policy as expressed in *–Educating Our Future* (MOE, 1996) identifies educational management training programmes for school head teachers as a priority in order to make schools effective, efficient and qualitative in educational delivery. The Ministry has further highlighted the importance of head teachers’ educational management training in the Fifth National Development Plan (F.N.D.P) and the subsequent National Implementation Framework. This led to the introduction of short educational management courses in the 1970s up to date involving primary head teachers, deputy head teachers and inspectors of schools as a method of Continuing Professional Development in order to have quality and efficient human resource. This was meant to effectively run public education institutions which acted as a strong backbone to national development. Despite this effort, the prevailing situation in the 1980s and 1990s in most of the schools was far from the Ministry of Education’s expectation of excellence in the way schools were run.

MOE (1996) notes that ‘... excellence is not something that happens to a school; it is something that must be deliberately and painstakingly created and maintained ...’ (MOE, 1996:159).

Most government schools in the country were run on trial and error basis by school managers with less or no managerial skills. The majority of the head teachers were promoted to positions of head teacher with almost no skills of instructional leadership or educational management of running public organizations. This resulted in standards falling, misinterpreting of government policies, compromising quality, low performance of learners’ progress to the next grade, and inefficiency in service delivery. The new evolution in the education sector worldwide demands managers of schools to have some form of



managerial and leadership skills to run public educational institutions. Leadership means that a leader influencing others in achieving desirable organizational ends while management is maintaining effectively and efficiently current organizational arrangements and structures. Bolman & Deal (1977: 12-14) argue that leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives.

Furthermore, challenges of modern organizations require the objective perspective of the manager as well as the flashes of vision and commitment which wise leadership provides. Leadership is considered essential to innovation in school. Research evidence shows that school leadership matter a lot when it comes to improving learners' academic and skill performance for all members. Since the enterprise has now opened greater access to many people, regardless of creed, gender, colour, tribe or physical disability there is need to effectively and visionary manage public schools effectively and objectively in order to attract people and meet the Millennium Development Goals (MDGs) of eradicating poverty, hunger, disease and ignorance from the masses.

Despite the fact that some head teachers have had skills in management and leadership; this has had very little or no impact on the effective running of public educational institutions. Government's desire is to have public educational institutions run by officers who understand the needs of the community, and with a passion for implementing government policies.

Most schools in the country are in the state where they are in terms of leadership development due to poor managerial relationships with subordinates and the clients. Thus, this study sought to compare the effectiveness of head teachers trained in Educational Leadership Management Courses in managing

schools with their counterparts who have not been trained in selected, primary and secondary schools of Chongwe district.

### **3.2. Population**

The population of the study was taken from one district; Chongwe of Lusaka Province. Chongwe was purposely chosen because that was where the researcher resided. The head teachers, teachers and pupils of primary and secondary schools were located at different localities. The District Education Board Secretary lived in Chongwe where the researcher resided. One parent was also talked to. One secondary school was near the district in a low cost area, the other for girls was about seven kilometres from the district.

### **3.3. Sample Size**

The sample of this research consisted of two secondary schools and eighteen primary school head teachers on training. Six head teachers from different schools, four without any form of Educational Leadership Management. One District Education Board Secretary, twenty-three teachers, 158 pupils, grade 12s, and 9 pupils and one parent totalling up to 184 respondents. The sample of the research was drawn from six government schools in Chongwe District

### **3.4. Sampling Procedures**

The two secondary schools and four primary schools were sampled on the basis of how schools were managed by male and female head teachers. The Purposive sampling procedure was used to select the learners. Teachers were picked randomly to answer the questions. One parent was also interviewed on the way the school was being managed.

### **3.5. Data Collection Instruments**

Collection of data was done by preparing and administering questionnaires and interview guides.

### **3.6. Respondents**

**Head teachers.**

Two secondary schools head teachers.

Eighteen primary school head teachers on training.

Six head teachers from different schools already in the field.

Four without any form of educational leadership management.

**District Education Board Secretary.** One District Education Board Secretary.

**Teachers.** (23) Teachers.

**Pupils.** (139) pupils, grade 12s, and 9 pupils

**Parent.** One parent totalling up to 188 respondents.

The respondents filled in the questionnaires which did not demand them to indicate or disclose their identity hence confidentiality was strictly adhered to by the researcher.

**Distribution of the research instruments.**

**Table 3.6.** Shows how the researcher distributed questionnaires to respondents.

<b>RESPONDENTS</b>	<b>NUMBER DISTRIBUTED</b>	<b>TOTAL DISTRIBUTED</b>	<b>TOTAL RECEIVED</b>
Pupils in (6) schools	25	150	139
Head teachers on training	18	18	18

Head teachers in 6 schools	6	6	6	<b>3.7. Dat a Col lect</b>
D.B.S(1)	1	1	1	
Teachers in (6)schools	30	30	23	

### **ion Methods.**

The primary source of data collection used in this study was questionnaires, focus group discussions; one to one interview with participants, study of documents was used as secondary. The approach was used due to the fact that it created an opportunity to obtain in-depth information from the point of view of the people on the ground rather than the interviewer.

Focus Group Discussion was used in that it offered information about the spontaneous feelings, reasons and causes of a particular behaviour. The researcher also used informal and unstructured interviews with a view of trying to understand the complexities underlying certain negative tendencies in head teachers not to be effective in the management and leadership of public institutions. However, open interviews are prone to some misinterpretations due to beliefs, cultural, norms and religious differences of a particular group or society as a whole.

### **3.8. Data Analysis**

All Data analysis was done in line with the study objectives. Questionnaires were systematically organized and subjected to statistical analysis using the SPSS package. Later they were summarized into tables, frequencies and graphs. The researcher transcribed all interviews from all the participants qualitatively and quantitatively in order to compare the effectiveness of trained management head teachers of schools with those who had some form of managerial skills with their counter parts who had not but also quantitative was used when

finding out the numbers of those trained and not trained. Themes and sub-themes of the findings from the data collected were formulated and discussed as presentations of findings in the next chapter four (4).

In summary, this Chapter has discussed different methods and respondents used in the study in order to collect the necessary data. It also discussed the population, sample size, sampling procedures, data instruments used and how data was analyzed. The next Chapter presents an analysis and findings of the study.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF THE FINDINGS**

The previous chapter discussed different methods used in the study in order to collect the necessary data. It also discussed the population, sample size, sampling procedures, data instruments used and how data were analyzed. This Chapter presents and analyses the findings. It presents the findings of the study according to the study objectives. The qualitative data were summarized using the narrative reports while quantitative data were presented in frequencies, percentages, tables and graphs. They were presented strictly in relation to the research objectives which were:

- a. To establish factors that contributed to effective, efficient and qualitative schools.
- b. To find out managerial and leadership skills in public institutions.
- c. To establish the characteristics of a well managed institution.
- d. To determine the core values, norms and activities for effective management of the school.

#### **4.1. Factors contributing to effective, efficient and qualitative schools.**

One of the objectives of this study was to establish factors that contributed to effective, efficient and qualitative schools by making a comparative study of the effectiveness of trained management and administration in the teaching and

learning process with their counterparts who had not. This study endeavours to address the weaknesses and strengths of head teachers who had the training and those with no training how effective they were in school leadership and management of public institutions.

The respondents included; eighteen secondary school head teachers on training, six head teachers from different primary schools already in the field, four without any form of Educational Leadership Management. One District Education Board Secretary, 23 teachers, 139, grade 12s, and 9 pupils and one parent totalling up 188 respondents.

**Table 4.2. .Distribution of school Head teachers by Educational Leadership Management Skills.**

<b>SCHOOL HEADTEACHERS(6)</b>	<b>TRAINED/NOT TRAINED</b>	<b>TOTAL NO OF RESPONDENTS(PUPILS)</b>
A	TRAINED	25
B	NOT TRAINED	25
C	TRAINED	18
D	NOT TRAINED	25
E	NOT TRAINED	25
F	NOT TRAINED	21
<b>TOTAL-SIX(6)</b>		<b>139(PUPILS)</b>

The number of head teachers sampled was six in attempting to compare the effectiveness of administrative school managers in the effective, efficient and qualitative running of public institutions. When the researcher asked the head teachers of six educational institutions in the field whether they had had some form of educational leadership management course from any recognized institution in the country, the researcher discovered that four head teachers had never had any training, while two had had some form of training in educational management skills.

Table 4:3 shows responses from pupils and teachers on the communication system from the six schools.

**Table 4.3 Responses to how the communication system on school affairs from pupils.**

	<b>COMMUNICATION SKILLS OF THE HEADTEACHER.</b>				<b>TOTAL</b>
<b>School A</b>	<b>very good</b>	<b>good</b>	<b>average</b>	<b>poor</b>	
	12	5	3	5	25

To get views from pupils on how the communication system on school affairs was in school A', where the school head teacher had some form of educational management skills.

**Table 4.4. Pupils' response to the question, Does your school provide you with a syllabus?**

<b>SCHOOL .D.</b>	<b>YES</b>	<b>NO</b>	<b>TOTAL NO. OF</b>
<b>NOT TRAINED</b>			

			<b>PUPILS</b>
	<b>23</b>	<b>2</b>	<b>25</b>

25 pupils in school D were asked whether they were given a school subject syllabus, 23 pupils agreed while two did not agree. Refer to table 4.4

**Table 4.5. Pupils' response to the question, *Do you go through the class exercise with your teacher after marking?***

<b>SCHOOL.E. NOT TRAINED.</b>	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
	6	15	21

When 21 pupils in school E were asked to state whether or not they went through with their teacher after marking table 4:5 shows the research findings.

**Table 4.6. Pupil's response on how often their teachers report for work.**

<b>SCHOOL. F. NOT TRAINED</b>			
	<b>REGULARY</b>	<b>IRREGULARY</b>	<b>TOTAL</b>
	10	15	25



25 pupils in school F were asked to state how often their teachers reported for work, ten indicated regularly while fifteen indicated irregularly table 4:6 shows the responses.

**Table.4.7.Pupil’s response if their work was marked in class.**

SCHOOL C.TRAINED	Pupils’ response on how often their work was marked in class.			TOTAL
	ALWAYS	SOMETIMES	NOT AT ALL	
	3	14	1	18

Table 4:7 shows eighteen pupils’ response from school C when asked how often their work was marked.

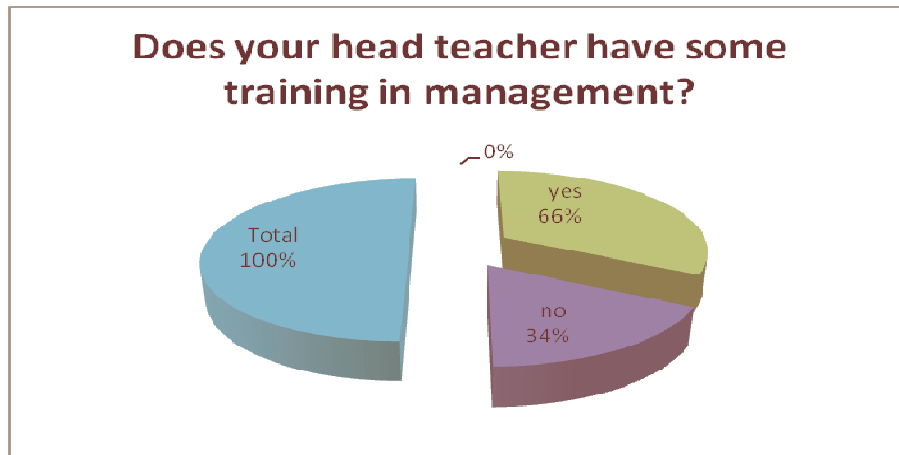
Table 4:8 shows 23 teachers’ response from six schools which were sampled if their head teachers had had some form of training in educational management training and where they had been trained. 65% knew that their head teacher had had some form of training in the management of school affairs while 35% of the teachers did not know.

Does your school Head teacher have some form of educational management training?

	Frequency	Percent
Yes	15	65
No	8	35
Total	23	100

**Table 4:8**

**Teachers' response whether the head teacher had some training in management.**



When eighteen head teachers on training were asked if schools in which they were based provided qualitative learning environment 66.6% of the head teachers agreed, while 33.3% did not agree. In rural Zambian government schools, there were numerous factors contributing to government failing to meet the Millennium Development Goals (MDGs) the researcher was told that some leaders who ran institution lacked passion, planning and vision for the schools and the community. Table 4:9 shows rates of completion.

**Table.4.9**

**Head teachers' response on training whether schools provided qualitative learning environment where there is love, care and support.**

HEADTEACHERS'RESPONSE ON TRAINING	FREQUENCY
YES	12
NO	6
TOTAL	18

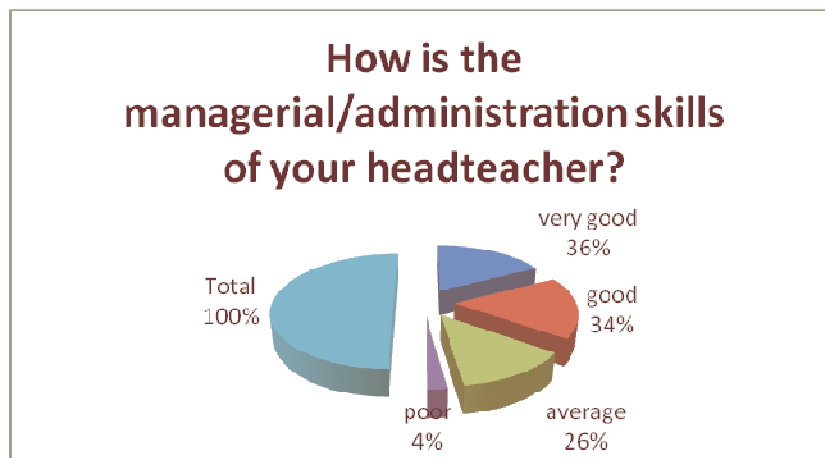
Further, the researcher asked teachers what managerial skills should be seen in the head teacher of an institution. The respondents responded as shown in the table 4:10.

How were the managerial/administrative skills of the head teacher?

	Frequency	Percent
Very good	8	35
Good	8	35
Average	6	26
Poor	1	4.3
Total	23	100

**Table.4.11.**

**Teacher’s response on the management/administration skills of the head teacher.**

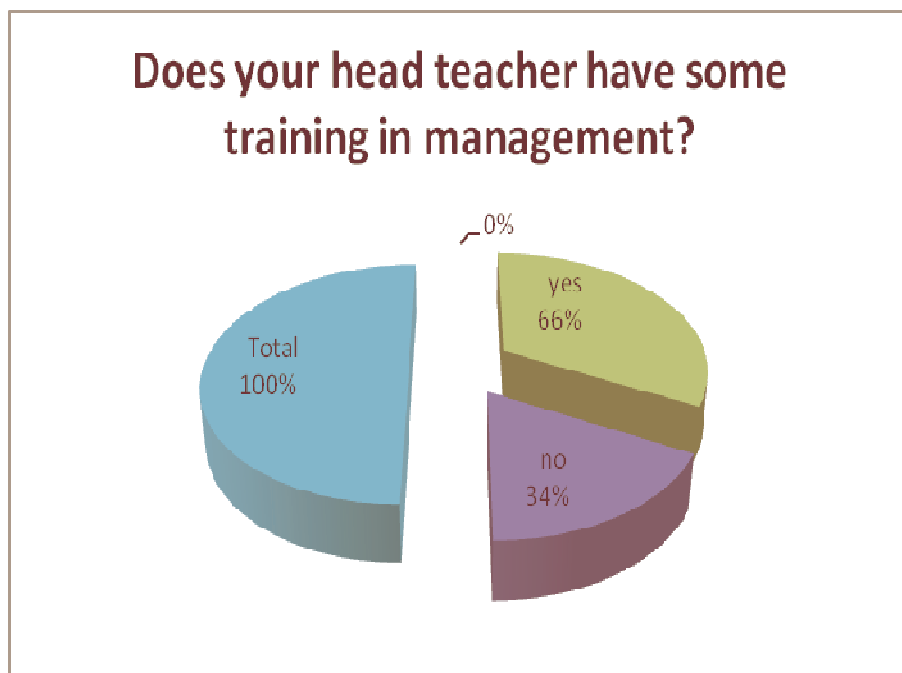


The researcher asked teachers whether their head teachers had had some form of training in the way they managed school activities. The responses are shown on table 4:12

Has your school Head teacher ever received some form of educational management training?

	Frequency	Percent
Yes	15	65.2
No	8	34.7
Total	23	100

**Table 4.12. Teacher’s response whether head teachers had some training in management.**



**4.3. Establish the characteristics of a well managed institution with a vision of preparing learners for national development.**

In order to establish the characteristics of a well managed institution with a vision of preparing learners for challenges of national development. The researcher asked eighteen head teachers on training how far involved the parents were in the learning of their children and the school relationship with the community. The responses from the school head teachers were that it was average and that the communities needed to overcome many social and economic factors. The Parents Teachers Associations (PTA) which was part of the school and acted as a link between the schools and the community needed to provide advice to the schools on certain school extra-curricular activities such as: societal norms and belief practices. To some extent schools act like an open system which receives inputs (learners) from the environment, then converts the inputs into proper citizens (outputs) into the environment to contribute to society meaningfully and not as wastages, hence needed to have qualified teachers. However, when comparing with the views of those on training, they had a different view as shown on table 4:12.and 4:13.

**Table.4.13.Headteachers' response on the administrative skills with the community**

<b>To</b>	How is your managerial and administrative skill with the community?			
	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Total</b>
	4	9	5	18

**establish the characteristics of a well managed institution with a vision of preparing learners for national development.** The researcher asked learners if they had highly qualified teachers in most subjects by attempting to cross tabulate the responses in the six schools. The table 4:14 shows responses from learners.

**Table 4.14 .Pupils’ response whether they had highly qualified teachers in most subjects.**

SCHOOLS	Does your school have highly qualified teachers in most subjects?		TOTAL
	YES	NO	
A	15	10	25
B	15	10	25
C	22	3	25
D	9	8	17
E	23	2	25
F	11	10	21
<b>TOTAL-6</b>	<b>96</b>	<b>43</b>	<b>139</b> <b>(PUPILS)</b>

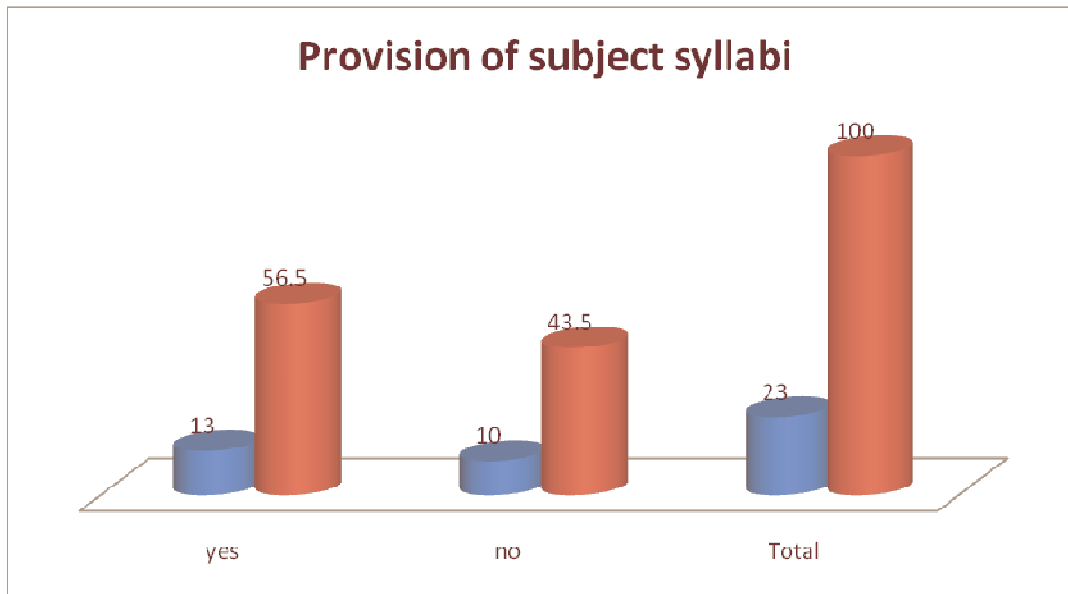
**(4.4)To determine which core values, norms and activities were perceived by learners, parents, teachers and community as effective in the management of the school.**

The researcher asked teachers whether they provided learners with a school syllabus. The teachers' responses were as shown on the table below 4:15.As can be seen on the table below 56% of the teachers agreed that they gave while 43% said they did not.

**Table 4.15. Teacher's response on the provision of a syllabus to learners.**

Do you provide a syllabus to your learners?

	Frequency	Percent
Yes	13	56
No	10	43
Total	23	100



The researcher also asked the some learners out of the 139 learners drawn from different grades and schools on how the community perceived an effective school in terms of norms, values activities and also in providing a syllabus. In the educational sector; learners play a critical role because they are the core of the whole business. Managers of public institutions like schools, colleges and universities need to provide a road- map (syllabus) to the learners thus avoiding ambushing the learners. Table 4.16 showed the responses.

**Table 4.16. Pupils’ response whether they were given a subject syllabus.**

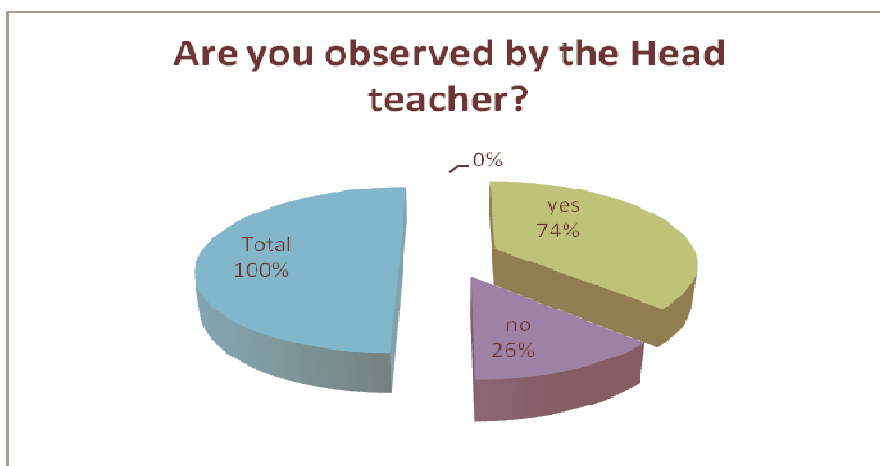
SCHOOL	Does your school provide you with a subject syllabus?		TOTAL
	YES	NO	
A	9	16	25
B	9	16	25
C	21	4	25



D	8	18	18
E	23	2	25
F	13	8	21
<b>TOTAL-6</b>	<b>83</b>	<b>56</b>	<b>139</b> <b>(PUPILS)</b>

**Table 4.17** Shows the aspects of head teachers observing their teacher as part of the duty

**Teachers' response. If they were observed by the head teachers as part of the Educational Management Leadership.**



The researcher asked teachers whether they were observed by the head teachers 74% of the teachers agreed while 26% did not.

The last objective was to determine the core values, norms and activities which were perceived by learners, parents, teachers and the community as effective management of the school. During Focus Group Discussions, the researcher was told that teaching and effective communication were important in the teaching and learning process as they acted as the breath of organizational life. However, there were challenges such as illnesses like low/high blood pressure, diabetes, cancer, HIV and AIDS, tuberculosis, frustrations due to poor Education Leadership Management and Administration, poor financial management and marital problems. These factors contributed greatly to learners not completing their syllabus in time and ultimately high rate of pupil failure. School Management was also overstretched in terms of staff replacement and development. Pugh and Hickson(1989:189) asserts that ‘ school manager’s job in schools is to foster attitudes and behaviour which promote efficient performance, stimulate and use of creativity, generate enthusiasm for experimentation and innovation, and learn from the interaction with others’.

#### **5.6. The District Education Board Secretary-DEBS**

During the Focus Group Discussion with the District Education Board Secretary, the researcher was told that there were numerous challenges the district was facing in terms of leadership and management of educational institutions in the district. The researcher was told that from the whole district of 58 primary and two secondary schools only eighteen head teachers had done an Educational Management Course and 40 had not. The District Education Board Secretary also expressed concern at the low academic performance of learners in the district. The other challenge the researcher was told was transport which had affected the monitoring of schools which were far from the district. What the District Education Board Secretary expressed hinges on critical awareness of

the taking- for- granted assumptions and interpretations of conditions that gave rise to their creation. Critical awareness helps maintain awareness of the need to consider a variety of views in defining problems and map out the way forward in methodological pluralism of solving problems or avoiding them.

### **5.7 Parent**

A parent talked to on the general management of educational institutions in the district indicated how schools used to be managed in the colonial days by the colonial education managers who even used to inspect toilets in the villages. He made a comparison of the present schools with the old schools in terms of morals and values. He pointed that a lot needed to be done to change the lost image of schools in the country as whole.

In summary, this Chapter presented and analyzed the findings of the study using narrative reports, percentages, tables and graphs in relation to the research objectives. The next Chapter discusses and interprets the findings in relation to the objectives of the study.

## **CHAPTER 5**

### **DISCUSSION OF THE FINDINGS**

In the previous chapter, the researcher presented the analysis and findings of the data in relation to the objectives of the study. This chapter discusses and interprets the findings of the study in relation to the objectives of the study.

#### **5.1. Head teachers in the field.**

The study findings showed that there was need for head teachers to be trained in educational management courses as reflected in the number of head teachers who had undergone training. We can deduce that the quality and effectiveness of managing educational institutions had been compromised. In Scotland, the standard for Headship under the (University of Edinburgh and Scottish executive 2001) was developed to underpin the Scottish Qualification for Headship (SQH), which was first offered by a consortium of local authorities in Scotland in 1998. The standard identified the key purposes of headship in a statement that emphasizes the head teachers' role in promoting an effective teaching and learning process. The head teacher is accountable overall for the quality of education achieved by the school.

The post of school head teacher is a very senior post in the Ministry of Education as such an effective, efficient and qualitative school requires a head teacher with the drive, that is the desire for achievement, ambition, high energy tenacity and initiative (Greenberg, 1977:436)

In Zambia, school head teachers play critical roles in ensuring that government programmes are implemented with fewer problems from the community. The data also showed that in terms of managerial skills with the community there was great improvement because in a comparative study such as this, it was

difficult to ascertain which management leadership would be deemed to be best due to the fact that the similarities and differences seemed to overlap in either cases. It is believed that successful leaders in the running of schools should aim at supporting learner achievement, justice and equity. With a strong leadership at any place of work, there is a likelihood of influencing learner's outcomes. For schools to be efficient and effective they should know what to do. The head teachers, teachers and pupils should create a relationship of regularly engaging in learning activities rather than wasting time.

Glesecke & McNeil (2004) assume that in a learning organization such as school, learners experience two types of learning namely: *maintenance learning* which focuses on finding better ways of doing the current work and *anticipatory learning* which ensures that procedures and processes are efficiently done. Anticipatory is the acquisition of new knowledge and building the new knowledge into the organization so that objectives and goals can be met in the ever changing environment. These types of learning are vital in the effective management and leadership of public organizations. But one can identify a school that is a learning organization by responding to a series of questions based on a list developed by Brandt (2003):

1. Is the school an open system, sensitive to the external environment, social, political and economic conditions?
2. Does the school get feedback on its activities and services?
3. Can members of the school organization accurately identify and point to development taking place in school?
4. Does the school gather process and act on information in a way best suited to the school objectives?
5. Does the school exchange information frequently with relevant external sources?

6. Does the school have an institutional knowledge base and processes for creating new ideas and high tolerance for different styles of thinking and ambiguity?
7. Does the school have a strong supportive organizational culture in form of symbols, rituals, meanings and interpretations that openly or tacitly govern how the organization interacts internally and externally?
8. Does the school have challenging but achievable objectives?
9. Does the school continuously refine and review its processes?
10. Does the school have an incentive structure that encourages adaptive behaviour?

Leadership and management are both processes and necessary elements in any organisation. It can be perceived as a set of personality traits, a particular formal position or status. In each regard leadership has been recognized as an imprecise concept. It can be rooted in values, actions or power. Thompson (2006) has argued that reculturing schools to produce a culture of trust, openness and mutual collaboration is a central issue in the educational leadership. Head teacher of schools should display a superb cognitive ability especially when interpreting large amounts of information in order for the community trust the schools on matters of policy.

## **5.2. Head teachers on training.**

The distribution of head teachers on training when asked to mention factors that contributed to effective, efficient and qualitative running of a school responded evenly. Some said that when the head teacher delegated work, collaborated with members of staff well, which indicated good interpersonal relationship. The head teacher should be a credible leader whose characteristics can earn people's admiration and respect. He/she should be honest, trustworthy, reliable, visionary, good at handling grievances, proactive and a transforming leader who

responds to the needs of the staff and motivates them to higher heights. Effective administration demands high character and perfect morality.

On the other hand, when asked how the management skills were impacting the community, some head teachers talked to told the researcher that education brought important benefits to both the learners and society in the sense that public education stood at the intersection of two legitimate rights, the right to a democratic society and the right of families to decide the right ways in which their children would be moulded and the influences to which their children will be exposed. The benefits include enlightening citizens among the general population which is important in a democratic form of government. It also fosters a sense of common set of values, identity and knowledge which schools promote in the community and among the diverse population. Hence, for the community to trust the school, management should ensure that the school had enough learning/teaching resources to benefit the learners' needs.

### **5.3. Teachers**

The teachers' responses posed some challenges on various issues e.g. highly qualified teacher in most subjects and probably needed further research. We can hypothesize that teachers were not factual with the way they answered questions. When we compared their responses and what was on the ground, it was totally different. Managerial tasks in any given institution were designed to give stability and credibility to an institution or organization while leadership tasks hinged on promoting change in persons or the environment.

When asked on the provision of course outlines to their learners some teachers agreed while others were not too sure. This was an indication of lapses in educational management and leadership skills at classroom level. Ideally; efficiency on the part of teachers entails the ability to be consistent in class activities. Teachers should inculcate in themselves a sense of self supervision and ownership which was believed to be a common phenomenon among

workers in government institutions rather than avoiding being followed or reminded to do a particular type of task. From the data gathered it was possible that management faced a lot of challenges in ensuring that learning/teaching took place. In ensuring that efficiency, effectiveness and quality were to be realized in the management and leadership of public institutions, a collective effort was needed in order to meet the intended goals of the organization.

In developed countries like USA, Britain, Scotland, Japan and some developing ones in Africa like Nigeria and Tanzania, managers/leaders of educational institutions are made accountable for the community's education system. It seemed that in Zambia, management of educational institutions happens just like a matter of fulfilment of position rather than action/change oriented.

On the core values, norms and activities which were perceived by learners, parents, teachers and the community as effective to the management of the school. The responses from 23 teachers were; sports, clubs and learning. From the data gathered we can deduce that teachers had very little knowledge on the needs of the learners. Management, teachers and learners should form strong bonds of relationships and balance both practical work with theoretical and pedagogical skills. Learners should be taught to be punctual and responsible citizens for example keeping the environment clean and taking care of the public property.

#### **5.4. Pupils**

The distribution of the pupils was done according to grades and was as follows; grades 9, 11 and 12 totalling up to 139 and were gender balanced. When asked about factors that contributed to effective, efficient and qualitative schools in terms of having highly qualified school teachers in most subjects learners said that they had highly qualified teachers in most subjects, while a few said that



there was a critical shortage of highly qualified teachers in most subjects. This response was an indication of the so many challenges faced by the Ministry of Education in Zambia and arising from so many factors.

Pupils have the right to education hence an effective and efficient school should meet the learners' needs by following the curriculum and equipping learners with lifelong skills. Helping pupils to enjoy school as a team, develop a sense of pride in the school and the environment. Pupils should learn core values that will help them be good citizens in the community. There was a low perception among pupils of the social returns of being educated because of lack of role models in communities where they lived.

#### **5.5. District Education Board Secretary**

The District Education Board Secretary told the researcher that the whole district had 58 primary and two secondary schools only eighteen head teachers had done an Educational Management Course and 40 had not.

From the information given it was clear that the Ministry of Education had a huge task of encouraging institutions of higher learning to design short courses for head teachers to train. The other observation was that performances of schools with poor administrative ethos contributed greatly to poor outcomes. The researcher was told that due to transport problem at the DEBS, Standard Officers found it difficult to effectively monitor the head teachers. The district schools were in distant places with cases of low enrolments of girls due to parents' marrying off children at an early age.

#### **5.4. Parent**

A parent talked to on the general management/ leadership and effectiveness of educational institutions in the district said that schools were well managed in the colonial days. He made a comparison of the present schools to the old schools

in terms of morals and values taught to children and told the researcher that a lot needed to be done to change the lost image of schools in the country as whole. Children who had been in school should skilfully, morally be upright showing to the community what school had done to him/her.

This chapter discussed the findings in relation to the objectives of the study and the views of the respondents. The next chapter concludes the discussion and makes recommendations.

## **CHAPTER 6**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter gives the conclusion and recommendations of the study. It is important as educationists to build a composite view on the effectiveness of educational management leadership in public schools and synthesize on the challenges raised in the study. The study highlights its findings, draws its conclusion on the topic and makes recommendations. Suggestions are also provided for in areas that need further research.

#### **6.0. Conclusion**

Based on the findings of the comparative study of the effectiveness of trained head teachers in Education Leadership Management with those untrained, it can be concluded that most head teachers both trained and those not trained had deficiencies in the way they managed government schools. It was difficult to distinguish between the two as in most schools the way schools were managed had no impact on the community. Those trained just used the skills for prestige; retire with a better scale and pomp rather than bring about change in schools.

In this time of high educational expectations and professional accountability, leaders of public institutions must possess a variety of educational skills in order to enable them function comfortably and effectively in the ever changing environment and highly politicized conditions.

Society has a right to expect proficient and effective performance from people holding public offices; hence leadership cannot be a matter of copying conventional behaviour but the need to comprehend complex human action on the basis of relevant action under novel conditions.

The study concluded that the monitoring system was poor in most schools. The Standards Officers at District, Province and Headquarters needed to intensify their work of ensuring that standards were adhered to.

Pupils and parents had a better view of how schools were managed in terms of discipline, policy implementation and interpretation.

Parents were not concerned with the way educational institutions were managed because of being occupied with issues of looking for money to buy food. This had preoccupied many families at the expense of educating their children. Most communities lacked role models to encourage boys and girls to work hard in schools.

There was need to intensify managerial and leadership courses in most educational institutions. Appointments to these positions should be on merit. Pro-active leaders in public institutions with an aim to translate visions into reality are a recipe for progressive efficient, effective and qualitative administration of schools in the 21<sup>st</sup> century.

### **6.1. Recommendations**

In view of the foregoing, the following are some of the recommendations:

1. The Ministry of Education, Science, Vocational Training and Early Education to introduce short intensive administrative and leadership courses for all educationists who are aspiring for headship in a government school before promotion.
2. Government to enact a statutory law through parliament that promotion to headship be based on passing an administrative program from a reputable institution that offer management courses and certified.
3. The Ministry of Education, Science Vocational Training and Early Education to intensify capacity building in leadership skills at places of work.
4. The Ministry of Education, Science, Vocational Training and Early Education to introduce awards to managers who show good management, leadership and governance skills and creativity.
5. Teachers and other personnel from other line Ministries like Community development Mother and Child Health, Ministry of Defence should be put on board to attend short courses as in-service personnel in different areas of specialization at their places of work. What seemed to be

distressful in management was to see institutions failing to carry out their mandatory role in the developing of human resource into useful assets.

6. There is an urgent need to reform the education system administratively by equipping leaders with technical skills to manage Public institutions effectively and qualitatively. Frustrated workforce need to be checked constantly through their emoluments, competency and the passion to do the job.
7. Capacity Building ought to be an ongoing process to propel the organization to achieve its desired targets. Staff at institutions providing Continuing Professional Development should be trained in various skills as their tasks will greatly affect many stakeholders of service delivery.
8. Parents to be encouraged to get involved in the education of their children.
9. The culture of the school should be seen in its practices and beliefs. Schools of the 21st century should give and create opportunities for learners to discover certain things on their own avoid depending on the teacher to always stand in front and give out knowledge. Let learners discover on their own and teachers should only provide guidance.

## **6.2. Areas for further research**

- Teacher motivation vs. over enrolment in schools.
- Plight of Girl children amid sexual harassment in the community.

- Teacher absenteeism and its impact on the learners and administration.
- Challenges of head teachers in managing school crisis in primary and secondary schools.

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## APPENDIX 1

**A COMPARATIVE STUDY OF THE EFFECTIVENESS OF TRAINED  
MANAGEMENT HEADTEACHERS WITH OTHERS**

**Questionnaire for the teachers.**

I'am a postgraduate student at the University of Zambia, School of Education, carrying out a study in which your assistance will highly be appreciated. My study is based on the title above. This questionnaire is intended to help you provide us with information regarding the effectiveness of management/administration in the teaching and learning at your school. Kindly answer the questions below. The information given will be treated in confidence and shall be restricted to the purpose of this research.

**Do not write your name on the questionnaire.**

**SECTION A.** (Tick ✓ in appropriate box)

1. School .....
2. Post.....
3. Does your school provide qualitative learning?    Yes     No
4. If your answer to Question 3 is No, why? If Yes  
how.....

**SECTION B**

5. Is your school Head Teacher having some form of Educational Trained management training?  
Yes     No
6. If your answer to Question 5 is No, explain why .if it is Yes Where?

(i).....

(ii).....

7. Is the School Vision/Mission being realised in the way the institution is run? Yes  No

8. How is the managerial /administration skills of your head teacher?  
Very Good  Good  Average  Poor

9. How is the communication system on school affairs like?  
Very Good  Good  Average  Poor

10. How is the participation of the parents your learning activities?  
Very Good  Good  Average  Poor

11. Are there recreation activities in your school? Yes  No

### SECTION C

12. Do you have School rules? Yes  No

13. Does your school have highly qualified teachers in most subjects?  
Yes  No

14. Do you provide course outlines to your learners? Yes  No

15. How many learners do you have in class? Below 30   
below 50  Above 50

16. Give reasons for your answers to Question 15

(i).....

(ii).....

17. How many Periods do you have in a week?.....

18. How often do you mark in class? Always

Sometimes  Not at all

19. Do you go through the class exercises with your learners after marking?

Yes  No

20. Are you observed by the Head teacher Yes  No?

21. Do you have extra lessons? Yes  No

22. How often does your teacher report for work?

Regularly  Irregularly

23. Do you as a teacher come to class on time?

Yes  No

24. How many times do you have tests in a term?

25. Do you do preventive maintenance in school?

Yes  No

26. What are the core activities of the school.....,.....?

27. How is your school surroundings/environment?

Good  Bad  Dirty

28. Are you punctual for the lessons?

Yes  No

**THANK YOU VERY MUCH FOR YOUR COOPERATION**

## **APPENDIX 2**

### **A COMPARATIVE STUDY OF THE EFFECTIVENESS OF TRAINED MANAGEMENT HEADTEACHERS WITH OTHERS**

#### **Questionnaire for pupils.**

I am a postgraduate student at the University of Zambia, School of Education, carrying out a study in which your assistance will highly be appreciated. My study is based on the title above. This questionnaire is intended to help you provide us with information regarding the effectiveness of management/administration in the teaching and learning at your school. Kindly Answer the questions below. The information given will be treated in confidence and shall be restricted to the purpose of this research.

**Do not write your name on the questionnaire.**

**SECTION A.** (Tick ✓ in appropriate box)

1. School .....
2. Grade      Ten                   Eleven       Twelve
3. Does your school provide qualitative learning?    Yes       No
4. If your answer to Question 3 is No, why? if Yes  
how.....

**SECTION B**

5. Do you like the motto/vision of your school?                  Yes       No
6. If your answer to question 5 is No, explain why (give two reasons)
  - (i).....
  - (ii).....
  
7. Is there enough furniture in your class room, dormitories and dining Hall?  
(E.g. Desks, Chairs etc)  
Yes       No
  
8. How is the managerial /administration skill of your head teacher?  
Very Good     Good     Average     Poor
  
9. How is the communication system on school affairs like?  
Very Good     Good     Average     Poor
10. How is the participation of the parents your learning activities?  
Very Good     Good     Average     Poor
11. Are there recreation activities in your school?    Yes       No



**SECTION C**

12. Do you have School rules? Yes  No

13. Does your school have highly qualified teachers in most subjects?  
Yes  No

14. Does your school provide you with a course outline? Yes  No

15. How many are you in class? Below 30  below 50  Above 50

16. Give reasons for your answers for your answer to Question 15

(i).....  
....

(ii).....  
...

17. How many Periods do you have in a week?.....

18. Is your work marked in class? Always  Sometimes   
Not at all

19. Do you go through the class exercises with your teacher after marking?  
Yes  No

20. Are you given Home Work? Yes  No

21. Do you have extra lessons? Yes  No

22. How often does your teacher report for work?  
Regularly  Irregularly

23. Do your teachers come to class on time? Yes  No

24. How many times do you have tests in a term?  
.....

25. Do you do preventive maintenance in school? Yes  No

26. What are the core activities of the school.....,  
.....?

27. How are your school surrounding/environment? Good  Bad  
  
Dirty

28. Are teachers punctual for the lessons?  
Yes  No

**THANK YOU VERY MUCH FOR YOUR COOPERATION**

### **APPENDIX 3**

## **A COMPARATIVE STUDY OF THE EFFECTIVENESS OF TRAINED MANAGEMENT HEAD TEACHERS WITH OTHERS**

### **Questionnaire head teachers on training**

I'am a postgraduate student at the University of Zambia, School of Education, carrying out a study in which your assistance will highly be appreciated. My study is based on the title above. This questionnaire is intended to help you

provide us with information regarding the effectiveness of management/administration in the teaching and learning at your school. Kindly answer the questions below. The information given will be treated in confidence and shall be restricted to the purpose of this research.

**Do not write your name on the questionnaire.**

**SECTION A.** (Tick  in appropriate box)

1. School .....

2. Post.....

3. Does your school provide qualitative learning?    Yes     No

4. If your answer to Question 3 is No, why? if Yes how.....

**SECTION B**

5. What is the motto/vision of your school?

.....  
.....  
.....  
.....

6. Briefly explain how you are implementing the motto/vision.

.....  
.....  
.....

7. Is there enough furniture at school for learners and staff?

Yes  No

8. How is your managerial /administration skill with the community?

Very Good  Good  Average  Poor

9. How is your communication channels in school affairs like?

Very Good  Good  Average  Poor

10. How is the participation of the parents in the learning activities of their children?

Very Good  Good  Average  Poor

11. Do most of your teachers report for work on time? Yes  No

**SECTION C**

12. Does your have School values? Yes  No

13. Does your school have highly qualified teachers in most subjects?

Yes  No

14. State one skill that you feel you have acquired from the E.L.M .course.

.....  
.....  
.....

15. Mention two factors that contribute to effective, efficient and qualitative running of a school.

i. ....

(i).....

16. Now that you have undergone ELM course, which managerial skills should be seen in the Head teacher of a public school?

i. ....

ii. ....

17. How long do you think should the Course last?

.....

18. Which module challenged you?

Module .....

In what area?.....

19. How does the community in your area look at the way you manage school affairs affect their children's

lives?.....

.....

20. Is 'your change project' of value to you and your learners?.....

How/why.....

21. Mention two core values and activities done at your school.

i. ....

ii. ....

**THANK YOU SO MUCH**

**GOD BLESS YOU**

**APPENDIX 4**

**A COMPARATIVE STUDY OF THE EFFECTIVENESS OF TRAINED  
MANAGEMENT HEADTEACHERS WITH OTHERS**

**Questionnaire for the head teachers.**

I'm a postgraduate student at the University of Zambia, School of Education, carrying out a study in which your assistance will highly be appreciated. My study is based on the title above. This questionnaire is intended to help you provide us with information regarding the effectiveness of management/administration in the teaching and learning at your school. Kindly answer the questions below. The information given will be treated in confidence and shall be restricted to the purpose of this research.

**Do not write your name on the questionnaire.**

**SECTION A.** (Tick ✓ in appropriate box)

1. School .....
2. Post.....
3. Does your school provide qualitative learning?    Yes     No
4. If your answer to Question 3 is No, why? If Yes  
how.....

**SECTION B**

5. Is your school Head Teacher having some form of Educational Trained management training?

Yes  No

6. If you answer to Question 5 is No, explain why .if it is Yes Where?

(i).....

(ii).....

7. Is the School Vision/Mission being realised in the way the institution is run? Yes  No

8. How is the managerial /administration skills of your head teacher?

Very Good  Good  Average  Poor

9. How is the communication system on school affairs like?

Very Good  Good  Average  Poor

10. How is the participation of the parents your learning activities?

Very Good  Good  Average  Poor

11. Are there recreation activities in your school? Yes  No

### SECTION C

12. Do you have School rules? Yes  No

13. Does your school have highly qualified teachers in most subjects?

Yes  No

14. Do you provide course outlines to your learners? Yes  No

15. How many learners do you have in class? Below 30

below 50  Above 50

16. Give reasons for your answers to Question 15

(i).....

(ii).....

17. How many Periods do you have in a week?.....

18. How often do you mark in class? Always

Sometimes  Not at all

19. Do you go through the class exercises with your learners after marking?

Yes  No

20. Are you observed by the Head teacher Yes  No?

21. Do you have extra lessons? Yes  No

22. How often does your teacher report for work?

Regularly  Irregularly

23. Do you as a teacher come to class on time?

Yes  No

24. How many times do you have tests in a term? .....

25. Do you do preventive maintenance in school?

Yes  No

26. What are the core activities of the school.....,.....?

27. How is your school surroundings/environment?

Good  Bad  Dirty

28. Are you punctual for the lessons?

Yes  No



**THANK YOU VERY MUCH FOR YOUR COOPERATION**

**APPENDIX 5**

**A COMPARATIVE STUDY OF THE EFFECTIVENESS OF TRAINED  
MANAGEMENT HEADTEACHERS WITH OTHERS**

**Questionnaire for DEBS**

I'am a postgraduate student at the University of Zambia, School of Education, carrying out a study in which your assistance will highly be appreciated. My study is based on the title above. This questionnaire is intended to help you provide us with information regarding the effectiveness of management/administration in the teaching and learning at your school. Kindly answer the questions below. The information given will be treated in confidence and shall be restricted to the purpose of this research.

**Do not write your name on the questionnaire.**

**SECTION A.** (Tick  $\surd$  in appropriate box)

- 1. District.....
- 2. Post.....
- 3. Qualifications.....
- 4. Sex.....

**SECTION B**

- 5. How many basic school do you have in the district?.....
- 6. Mention how many head teachers have done the educational leadership course and those who have not.
- 7. Mention one characteristic of an effective and qualitative school.  
.....
- 8. What is the general conduct of teachers in the district?  
.....
- 9. Explain the performance of learners in your district  
.....
- 10. What are the core values of most schools in the district?  
.....
- 11.who is a Visionary leader?.....  
.....
- 12.what skills should be seen in managers of public institutions?.....  
.....

13.How should the community look at a good school?.....

.....

14.Mention challenges of being a District Education Board Secretary?.....

.....